

## Chapter 3

### Methodology

#### Procedures

The procedures were as follows. Firstly, we prepared a concise questionnaire about TL's pronunciation problems (See Appendix for the details)

Whether TL whom they were teaching or they have taught had any pronunciation problems;

2) If so, what kind of the problems they had and

Whether interviewees dealt with those problems or not

We sent the questionnaire by E mail and asked the interviewees to complete it by the time of the interviews. Secondly, we administered semi structured interviews on the issues above. Also, we asked about the methods they were employing in order to solve those problems and problems or difficulties they encounter based on their answers

The pronunciation problems in the questionnaire were divided into 11 categories such as vowels, consonants (segmental elements), long vowels (special mora) and pitch accent and sentence final intonation (suprasegmental elements) See Appendix (p.30) for more detail.

The conversation below (translation from Japanese) is an example of the interview

- Interviewer Your students have a pronunciation problem on vowels and you are dealing with that problem right
- JT Yes, some of them have a problem on /u/
- Interviewer I see. What kind of problem is it?
- JT Err... they tend to pronounce it as a round one.
- Interviewer Round one. Then, how do you teach it?
- JT Well, I usually show my mouth when I pronounce it and explain that it is not pronounced as a round one.
- Interviewer Is it effective?
- JT Yes, I think so. Many of them can pronounce correctly after my explanation.
- Interviewer That's good. Are there any problems on vowels other than this?
- JT Other than this? I don't think there is.
- Interviewer Let me ask the next question They have many pronunciation problems on consonants right?
- JT Yes. For example, they tend to confuse between [ç] and [tç].
- Interviewer Can you give me some examples?
- JT Well... Some of them tend to pronounce *watachi* for *watashi*
- Interviewer I see. Are there any problems with consonants other than this?

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See also footnote 1 in the Chapter 2.

The interviews were administrated from December 2008 to February 2009 and were audio recorded to an IC recorder. It took approximately 40 minutes to 2 hours to complete each interview.

In addition to this, we analyzed 10 elementary level TL's speech which was audio recorded to an MD player in order to find TL's pronunciation problems in a more detail way. In this speech data, each TL pronounced 18 target words and 18 target sentences repeatedly up to six times.

### Interviewees

The interviewees were 14 JT who were teaching JFL at the time of the interviews. The details of their background are shown in below.

Sex:

4 males (28.6%) and 10 females (72.4%)

Age

Twenties (7: 50.0%), thirties (5: 35.7%), forties and fifties (1: 7.1%, respectively).

Birthplace

4 out of (28.6%) were from Tokyo or near Tokyo

4) Thai ability

of them could use Thai while explaining in the class, 6 (42.8%) could use Thai in daily conversation and 5 (35.7%) could only greet.

5) Total JFL teaching experience

From 7 months to 20 years (average = 6 years 10 months; SD = 5 years 4 months)

JFL teaching experience in Thailand

From 7 months to 10 years 4 months (average = 4 years; SD = 3 years 1 month).

) JFL/JSL teaching experience other than Thailand (multiple answers)

of them had taught outside of Thailand. Most of them had taught in Japan, 2 (14.3%) had taught in China, the remaining had taught in such countries or areas as India, Hong Kong, Germany and Vietnam (1:7.1%, respectively)

Institutions where they were teaching at the time of interview (multiple answers):

3 (21.4%) were teaching at universities as major subjects

1 (7.1%) at universities as minor subjects

3 (21.4%) at universities as selective subjects

2 (14.3%) at high schools,

8 (57.1%) at private Japanese schools and

4 (28.6%) at companies.

9) Courses they were teaching at the time of interview (multiple answers):

Most of them (11: 78.6%) were teaching lower elementary TL, followed by upper elementary TL. 2 were lower intermediate. The number of JT who were teaching upper intermediate and advanced was 1 (7.1%), respectively.

Experience of training in Japanese phonetics/phonology and pronunciation teaching (multiple answers)

All JT except for one have learned about Japanese phonetics/phonology as a subject of a university or training programme (13: 92.9%) and 6 have learned by themselves. It contained such issues as manner of articulation, point of articulation, mora and phonetic alphabets

The number of JT who had learned about pronunciation teaching, on the other hand, was slightly smaller than that of training in Japanese phonetics/phonology. It contained such issues as methods of correction and characteristics of particular language speakers' pronunciation.

### **Analysis**

Since the purpose of this study was to gather an in depth understanding of TL's pronunciation problems, JT's teaching practice and the problems which accompanied it, it can be said that this study is a qualitative research rather than a quantitative research. Also, the number of participants (14 interviewees) was not suitable for statistical analysis. Consequently, no statistical analysis has been conducted.