

Chapter 4 Results and Discussions

TL's pronunciation problems

In this section, we will briefly explain the Japanese phonological system, along with comparing that of Thai, and show the TL's pronunciation problems which emerged from the interviews with 14 JT and/or 10 TL's speech data

The phonetic elements in Japanese can be divided into three categories: that is, segmentals, mora and suprasegmentals. The detail of each category is given below.

The transcriptions of Japanese words and sentences below (with English translation) which are written with *Italic* letters, are according to Hepburn style.

Problems of segmentals Vowels

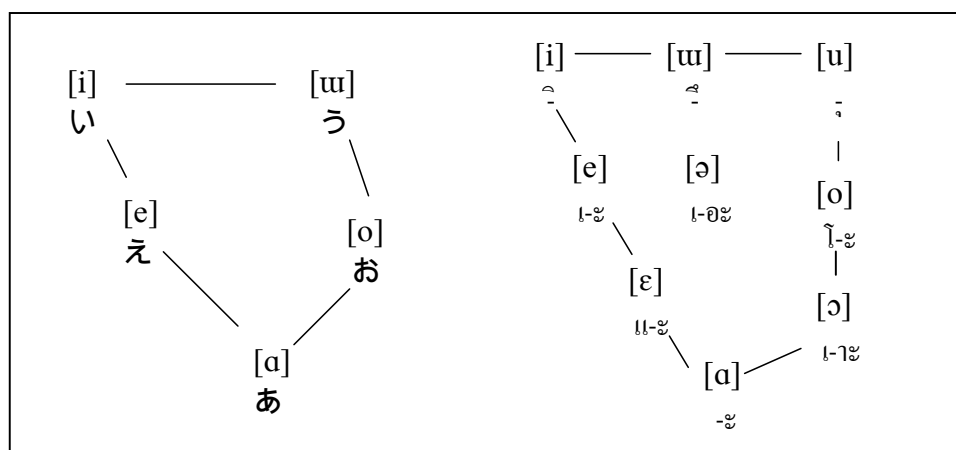


Figure 1 Vowels in Japanese (left) and Thai (right)

As represented in Figure 1, there are five vowels in Japanese: that is to say, [a] [i] [u] [e], and [o]. The vowel [u] in Japanese is usually pronounced as unrounded and advanced one. Since Thai have nine vowels (i.e. [a] [i] [u] [u] [e] [ɛ] [o] [ɔ] and [ə]), it can be said that Japanese have less vowels than Thai. It does not mean, however, that TL have no problems with Japanese vowels. The following three pronunciation problems emerged from the interviews and/or the speech data. TL had tendencies:

to pronounce rounded [u] or retracted [u] (precisely represented as [u]) for advanced [u] (precisely represented as [u])

Ex. [k^hu:zi] for [k^hu:zi] *kuji* 9 o'clock)

to pronounce [ɛ] for [e]

Ex. [koreɛ] for [kore] *kore* this

to pronounce [ɔ] for [o]

Ex. [reɔ:to] for [re:to] *reputo* research paper

Consonants

Table Japanese consonants

	Bilabial	Alveolar	Alveolo palatal	Palatal	Velar	Uvular	Glottal
Plosive	p b	t d			k g		
Affricate		ts dz	tɕ dʑ				
Fricative	ɸ	s z	ɕ ʑ	ç			h
Nasal	m	n		ɲ	ŋ	ɴ	
Flap		r					
Approximant	w			j	w		

Table Thai consonants

	Bilabial	Labio dental	Alveolar	Alveolo palatal	Palatal	Velar	Glottal
Plosive	p b p ^h		t d t ^h			k k ^h	ʔ
Affricate				tɕ tɕ ^h			
Fricative		f	s		j		h
Nasal	m		n			ŋ	
Trill			r				
Lateral approximant			l				
Approximant	w				j	w	

As shown in Table and there are some Japanese consonants which Thai do not have (e.g., [ts] [g] and [ɸ]). Most pronunciation problems of the consonants, as anticipated, were derived from the absence of those consonants in Thai

to pronounce [ɕ] for [tɕ] or vice versa

Ex. [watatɕi] for [wataɕi] *watashi* I or [aɕira] for [atɕira] *achira* over there

to pronounce [s] for [ts]

Ex. [maisɯki] for [maitsɯki] *maitzuki* every month

to pronounce [k] [k^h], or [ɕ] for [ç]

Ex. [k^hitori] for [çitori] *hitori* alone, by oneself

to pronounce [l] for [r]

Ex. [lainɛn] for [rainɛn] *rainen* next year

to pronounce [si] for [çi]

Ex. [asjita] for [aɕjita] *ashita* tomorrow

to pronounce [f] for [ɸ]

Ex. [fune] for [ɸune] *fune* ship

to pronounce [k^h] for the word medial [k]

Ex. [ak^ha] for [aka] *aka* red

- to pronounce [k] for [g]
 Ex. [kɪN] for [gɪN] *gin* silver
- to pronounce [s] for [dz] or [z]
 Ex. [sɔ:] for [dzɔ:] *zoo* elephant
- 10) to pronounce [tɕ] for [dʒ] or [ʒ]
 Ex. [tɕikɑN] for [dʒikɑN] *jikan* time or [atɕi] for [aʒi] *aji*: taste
- 11) to pronounce /n h m/ excessively nasally
 Ex. [mãtɕi] for [mãtɕi] *machi* city, town

Unvoiced vowels

There are some cases in which the vowel [i] and [u] is pronounced as unvoiced depending on their environment. Generally speaking, they are pronounced as unvoiced when they lie between unvoiced consonants such as [k] [s] and [t] and those unvoiced vowels are represented as [i̥] and [u̥]. For example, the word “*ashita*” (tomorrow) and “*chika*” (underground) in natural speed speech are pronounced as [aɕita] and [tɕhika] and “*kuchi*” (mouth) and “*suki*” (be fond of) are pronounced [k^hu̥tɕi] and [su̥ki]. Furthermore, when these vowels are at the end of a sentence or a clause, they usually are pronounced as unvoiced vowels. For instance, “*Kochira wa Emerarudo jiin desu*” (This is the temple of the Emerald Buddha) is pronounced as [k^hotɕirawa emerarudoʒi:ndesu̥]

Although whether it is pronounced as voiced or not has no function of distinguishing the word meaning (i.e., both [aɕita] and [aɕita] can be understood as the same meanings), it is considered to be very important in both perception and production. As some studies pointed out (e.g., Mizutani, 1987; Matsuzaki and Kawano, 1998), unvoiced vowels play an important role in listening to native speakers’ authentic speech in many cases and improper pronunciation of the unvoiced vowels can cause some other pronunciation problems.

All the pronunciation problems of unvoiced vowels which emerged from the interviews and/or the speech data were about those at the end of the sentence.

1) to pronounce [u] (i.e., voiced one) for [u̥] (i.e., unvoiced one) at the end of the sentence

Ex. [k^hotɕirawa t^haino k^hudamonodesu̥] for [k^hotɕirawa t^haino k^hudamonodesu̥]

Kochira wa Tai no kudamonodesu This is a kind of Thai fruit.

to pronounce [u̥] at the end of the sentence like final consonants in Thai

Ex. [aɕita ikimat̚] for [aɕita ikimasu̥] *Ashita ikimasu* I / We will go tomorrow.

not pronounce the final mora of the sentence at all

Ex. [arima_] for [arimasu̥] *Arimasu* Yes, there is

Problems of morae

Japanese is known as a moraic language that uses mora as the basis of its sound system. Each mora has phonologically equal duration. Normal morae have one of the following structures

vowel (V) Ex. *a* [a]

semivowel + vowel (SV) Ex. *ya* [ja]

- 3) consonant + vowel (CV) Ex. *to* [to])
 4) consonant + semivowel + vowel (CSV) Ex. *kyu* [kʲɯ]

Among these four types of morae, the fourth one (CSV mora) has a unique characteristic which differs from others

It always uses palatalized consonants such as [kʲ] [ç] and [ɾʲ]

The vowels which can follow the consonants are limited (i.e., [ɯ] [ɯ] and [o]); and

Two *hiragana* or *katakana* (i.e., a usual size plus a smaller size. Figure 2) is used to represent one mora

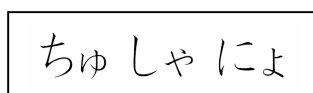


Figure 2 Examples of *yo on*

This type of mora is called “*yo on*” and causes pronunciation problems about mora frequently. Therefore, we will classify *yo on* into this category

Furthermore, there are some types of morae which are called “special mora” (i.e. long vowels, moraic nasals and *sokuon* Table shows examples of the various types of morae. The hyphens represent the division between one mora and another one

Table Type of morae

	type of mora	numbers of morae
<i>ta-ma-go</i> (egg) [tʰamago]	normal (CV CV CV)	
<i>a o i</i> (blue) [aoi]	normal (V V V)	
<i>yo wa i</i> (weak) [jowai]	normal (SV SV V)	
<i>kya ku</i> (customer) [kʲakɯ]	<i>yo on</i>	
<i>o o sa ma</i> (king) [o:sama]	long vowel	
<i>yu k ku ri</i> (slowly) [jukkuri]	<i>sokuon</i>	
<i>Ni ho n go</i> (Japanese) [nihongo]	moraic nasals	

Yo on

As we have seen above, *yo on* have an equal duration as a mora.

Table Examples of words that involve and do not involve *yo on*

	without <i>yo on</i>		with <i>yo on</i>	
[kʲ]	<i>ki ya ku</i> rule [kʲijakɯ]	3 morae	<i>kya ku</i> (customer) [kʲakɯ]	2 morae
[ç]	<i>shi ya</i> field of view [çija]	2 morae	<i>sha</i> company [ça]	1 mora

The following two TL's pronunciation problems about *yo on* emerged from interviews:

to pronounce *yo on* as two or more morae

Ex. [t^ho:kij^o:] or [t^ho:kiau] for [t^ho:k^o:] *Tookyoo* Tokyo

to substitute *yo on* for the other consonants

Ex. [haku] for [çaku] *hyaku* one hundred

Long vowels

Long vowels are pronounced by elongation of preceding vowels. Some examples are represented in Table

Table Examples of words that involve short vowels and long vowels

	short vowels		long vowels	
[ɑ:]	<i>ba tsu</i> punishment	2 morae	<i>ba-a-tsu</i> Baht	3 morae
	[batsu]		[ba:tsu]	
[i:]	<i>bi ru</i> building	2 morae	<i>bi i ru</i> beer	3 morae
	[biru]		[bi:ru]	
[e:]	<i>he ya</i> room	2 morae	<i>he e ya</i> plain	3 morae
	[heja]		[he:ja]	

The following TL's pronunciation problem about long vowels emerged from the interviews and/or the speech data

to pronounce short vowels for long vowels, or vice versa

Ex. [r^o:ko] for [r^oko:] *ryokoo* travel

Sokuon

Sokuon is pronounced by elongation of voiceless consonants (e.g., [k] and [s]) which follow it and is represented by the doubling of the following consonants.

Table Examples of words that involve and do not involve *sokuon*

	without <i>sokuon</i>		with <i>sokuon</i>	
[k]	<i>ka ko</i> past	2 morae	<i>ka k ko</i> parenthesis	3 morae
	[k ^h ako]		[k ^h akko]	
[t]	<i>o to</i> sound	2 morae	<i>o t to</i> husband	3 morae
	[oto]		[otto]	
[s]	<i>ni shi</i> west	2 morae	<i>ni s shi</i> journal	3 morae
	[niçi]		[niççi]	

The following two TL's pronunciation problems about *sokuon* emerged from interviews:

1) the duration of *sokuon* is too short or do not pronounce *sokuon* at all

Ex. [çopai] for [çoppai] *shoppai*: salty)

2) to insert an unnecessary *sokuon*

Ex. [k^hitte] for [k^hite] *kite*: Please come.)

Moraic nasals

All the five moraic nasals [n] [m] [ɲ] [ŋ] and [ɳ]¹ are allophones which belong to the phoneme /n/ and have one mora's duration. As shown in Table , these are complementary allophones which are distributed regularly within speech according to the phonetic environment. In other words, how to pronounce the moraic nasals depends on the following morae.

Table The conditions in which the five moraic nasals appear

	before [p][b][m]	before [t][d][n]	before [ɲ]	before [k][g][ŋ]	before vowels
[m]	○	-	-	-	-
[n]	-	○	-	-	-
[ɲ]	-	-	○	-	-
[ŋ]	-	-	-	○	-
[ɳ]	-	-	-	-	○

The pronunciation problems on moraic nasals were as follows:

to insert an unnecessary moraic nasals

Ex. [sampoŋ] for [sampo] *sampo* take a walk

always pronounce as [m]

Ex. [hassemen] for [hasseŋen] *hasse'en* 8,000 yen

to weaken or not pronounce moraic nasals in the loan words

Ex. [wai] for [wain] *wain*: wine)

Problems of suprasegmentals

Pitch accent

In the context of ESL/EFL, the term "accent" is usually used as "foreign like pronunciation of a particular group". In the area of JSL/JFL, on the other hand the term "pitch accent" is used as "the change of the pitch between morae which have a function to distinguish words". For instance, "*hashi* [ha^hçi], which is pronounced with high pitch on the first mora "ha" and low pitch on the second mora "shi", means "chopsticks". While "*hashi* [ha^hçi], which has low pitch and high pitch means "bridge".

The following two issues were obtained:

1) to pronounce with high pitch on the last mora in words

Ex. [ɸu^h'ne] for [ɸu^h'ne] *fune*: ship) and [nago^h'ja] for [na^h'goja] *Nagoya*: Nagoya)

2) to pronounce with high pitch on the first mora in words

Ex. [a^h'no:] for [a^h'no:] *Anoo...*: Err...) and [k^hu^h'tsu] for [k^hu^h'tsu] *kutsu*: shoes)

The numbers of the allophones which belong to /n/ depend on how minute the classification is. According to the very minute classification by Amanuma, Otsubo & Mizutani (1978: 59), there are up to 17 allophones. Here we will treat, however, as 5 allophones according to Matsuzaki & Kawano (1998: 147).

Sentence final intonation

Here, we will briefly classify Japanese sentence final intonation into three categories according to Matsuzaki & Kawano (1998: 115): that is, rising intonation, falling intonation and flat intonation. Generally speaking, rising intonation is used to convey speakers' intentions such as asking questions, offering, advice and recommendations. Falling intonation is used to express such feelings as agreement, understanding and disappointment. As for flat intonation, it is used to express affirmation or hesitation.

JT listed the following two issues as TL's pronunciation problems about sentence final intonation:

1) to substitute falling intonation for rising intonation, or vice versa

Ex. [so:desu[↗]ka[↗]] for [so:desu[↘]ka[↘]] *Soo desu ka* I see/I understand
[itta[↘]] for [itta[↗]] *Itta?:* Did you go?)

2) to pronounce sentence final particle *yo* with rising falling intonation (the pitch rises first and then starts to fall)

Ex. [so:desu[↗]jo[↘]] for [so:desu[↗]jo[↗]] *Soo desu yo* That's right, I tell you.

Prominence

The term "prominence" in Japanese is similar to the term "stress" in English in the sense that it is used to emphasize some part of the sentence by changing the duration and/or loudness of the speech. Prominence in Japanese sometimes appears on whole words and sometimes appears on a mora.

The following two problems emerged from the analysis. The bold and underlined letters in the examples below represent stressed mora(e) and word(s) in a sentence.

to stress particles

Ex. [wata^ˈçi^ˈ**wa** tomodat^ˈçit^ˈ**o** daigaku^ˈe kima^ˈçit^ˈa] *Watashi wa tomodachi to daigaku e kimashita:* I came to university with my friend.)

2) to stress the last mora in the sentence

Ex. [ikima^ˈçit^ˈ**a**] *Ikimashita* I went

Speech pause

Underlined space is the symbol for speech pause.

to leave an unnecessary pause in the word

Ex. [b^ˈo: ine iki masu] *Byooin e ikimasu* I will go to see a doctor

to leave an unnecessary pause before particles

Ex. [wata^ˈçi wa asagohan o t^ˈabema^ˈçit^ˈa] *Watashi wa asagohan o tabemashita*
I've already eaten breakfast.

to leave a too long pause after particles

Ex. [korewa t^ˈaino r^ˈo:ridesu] *Kore wa Tai no ryoori desu* This is a Thai food

Japanese has many sentence final particles called *shuu joshi* which are placed at the end of a sentence or a clause. Their main function is to convey the speaker's emotion or intention. *Yo* is used to give information which interlocutor does not know (3A Corporation: 41)

As JT's comments such as "This kind of problem seldom occurs", "It is a problem, but it can easily be corrected" and "It is accented, but it is still acceptable/understandable represented, some of the pronunciation problems mentioned in the previous chapter can be said not to be serious pronunciation problems. Table shows TL's serious pronunciation problems according to interviewees' opinion. The numbers JT1 to JT14 in the extreme left column represent the 14 interviewed JT

From Table , it can be summarized that the following issues should be taken into account when JT give an instruction on pronunciation to TL. That is TL's tendencies;

- to pronounce [ç] for [tç], or vice versa
- to pronounce [s] for [ts]
- to pronounce [f] for [ϕ]
- to pronounce [k] for [g]
- to pronounce [s] for [dz] and [z] and to pronounce [tç] for [dʒ] or [ʒ]
- to pronounce as voiced [u̥] for unvoiced [u̜] at the end of the sentence or to pronounce [u̜] at the end of the sentence like final consonants in Thai
- to pronounce short vowels for long vowels, or vice versa
- the duration of *sokuon* is too short or not to pronounce *sokuon* at all or to insert an unnecessary *sokuon*
- to pronounce *yo on* as two morae
- to pronounce with high pitch on the first or the last mora in the words
- to substitute falling intonation for rising intonation, or vice versa
- to stress particles or the last mora in the sentence
- to leave an unnecessary pause in the word
- to pronounce the mora "n" with very high pitch and long duration or to weaken the mora "n" in the sentence involves "*~n desu*

When we compared these results with those of four previous studies, 6 issues (1, 2, 4, 5, 7 and 8) corresponded with them completely. 1 issue (3) supported the results of 3 out of 4 previous studies, 4 issues (9, 10, 11 and 12) matched with those of 2 studies and 1 issue (6) was pointed out in one study. In short, almost all pronunciation problems which JT considered as serious problems corresponded with those of the previous studies. The differences between our study and the four previous studies were the following two issues: one is that all the previous studies have pointed out the pronunciation problems on moraic nasals but it did not emerge from the interviews of our study. The other is that two new issues on speech pause and "*~n desu*" (13 and 14) were found.

Next, let us examine why the results of the present study had some discordance with those of previous studies. As for moraic nasals, it seems that JT considered them as a problem to some extent, but they did not recognize them as a serious one. Although all of the four previous studies pointed out that it is problematic, they did not indicate to what extent. In other words, it is possible that this sort of problem is not serious. Also, it may be that the pronunciation problems which had been classified into the category of moraic nasals in the previous studies were categorized into the category of "*~n desu*" in our study. As the

JT12 did not specify any serious pronunciation problems mainly due to her teaching experience in Thailand (i.e., She has taught only intermediate or upper level TL)

previous studies pointed out that TL have tendency to shorten *n* we in fact obtained JT's answer that TL tend to weaken the mora *n* in the sentence “*~n desu*”. To sum up, it is likely that TL's weakness of moraic nasals mostly occur only under certain circumstances (i.e., “*~n desu*”).

With regards to speech pause, it may be that each teacher's criterion of classifying the problem of the prosody was not the same. For example, when a learner pronounces the last mora in a sentence with high pitch, some teachers judge it to be a problem of pitch accent, some may recognize it as that of prominence, and some may consider it as that of speech pause. The following fact can be evidence to show that it is difficult for even native speakers of Japanese to judge immediately what kind of problem it is. Japanese language teaching competency test, which is considered as the only official test that measures the ability to teach JFL/JSL, contains listening questions about prosody in it. One type of the question is that the examinees listen to the same sentence spoken by two different speakers and choose the differences between the speech of two speakers from such choices as prominence and pitch accent. According to Matsuzaki & Kawano (1998: 15), this type of question annoys many examinees for being uncertain what to choose from many choices. This serves as evidence of its difficulty in judging what kind of problem it is. For this reason, the problem of speech pause in the previous studies may have been classified into other elements in prosody such as prominence and pitch accent. In the present study, on the other hand, we clearly defined the term speech pause as “a certain length of silence within a sentence”. This may lead us to find new kinds of issues.

JT's actual teaching practice on pronunciation

In this section, we will look into methods teachers are employing when they find learners' pronunciation problems. Firstly, we classify the styles of teaching methods according to Chiba (2000). He categorized the pronunciation teaching/learning styles into the following six styles (p:

- visual style
- auditory style
- kinesthetic/tactile style
- extraverted style
- introverted style
- analytic style

According to Chiba (2000), “kinesthetic/tactile style” is defined as a style in which learning takes place through body movement and manipulating tools and extraverted style as a style in which learners prefer to learn through the interaction with others such as their teacher and classmates. While analytic style is defined as a style in which learning takes place through elaborate analysis such as minute comparison between learners' L1 with target language(s) (pp.17).

The 14 interviewed JT listed the teaching methods as follows. No JT answered that they use “introverted style”.

visual style

- a) to show the picture of mouth (Figure 3)
- b) to show teacher's mouth
- c) to explain by using characters (Figure 4)



Figure 3 Picture of mouth

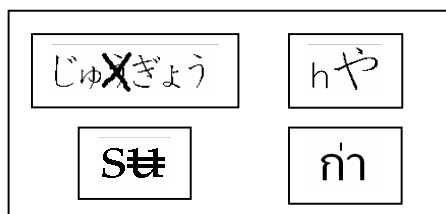


Figure 4 Examples of explanation by using characters
(above left: long vowel; above right: *yo on*
below left: unvoiced vowel; below right: sentence final intonation)

- d) to show the mora and pitch by using lines (Figure 5)

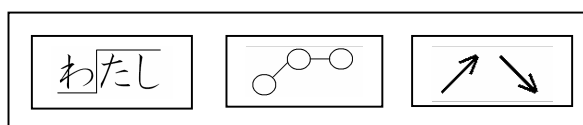


Figure 5 Examples of explanation with showing morae and pitch
(left and middle: pitch accent; right: sentence final intonation)

2) auditory style

- a) repetition practice

3) kinesthetic/tactile style

- a) to make learners touch their throat in order to check voicing
- b) to employ VT method (e.g., hand movement, neck movement and beating time with hands)

4) extraverted style

- a) to teach one to one outside the classroom

6) analytic style

- a) to show both correct and incorrect pronunciation
- b) to explain by utilizing similar sounds in Thai or English
- c) to use minimal pairs
- d) to teach the rules of pitch accent

When we glance at these results, JT seemed to have a comparatively wide variety of teaching methods. They employed 5 out of 6 styles of teaching methods. As often pointed

out, it is important for teachers to use as many varieties of teaching methods as possible because there is no single panacea for teaching/learning pronunciation. In that sense, interviewed JT seemed to deal with their learners' problems well. However, when we look more carefully into each JT's teaching practice they can be divided into two groups firstly those who had variety and those who did not have. For instance, 4 JT (JT6, JT10, JT12 and JT14) answered that they employed only repetition practice a) As studies such as Kawano & Matsuzaki (1998) and Chiba & Sato (2005) have revealed, simple repetition practice (i.e., simply making learners pronounce the model sounds without any instruction) has little effect on improvement of learners' pronunciation. In other words, those who did not have variety employed an inappropriate way.

Furthermore, even those who had varieties of teaching methods seemed to lack knowledge of some effective methods in kinesthetic/tactile style and extraverted style. The former is a method which makes learners audio record their own speech or their classmates pronunciation. The latter is a method in which utilizes their classmates as a resource.

Examples of the former are Fukui (2007) and Kanemura (2000). Fukui reported her attempt to improve her 7 JSL learners' pronunciation. Firstly, learners listened to the model sentences and practice to pronounce them, after that, they audio recorded their own speech. Finally, they listened to both model sounds and their own sounds and then described the differences between the two sounds. These procedures were repeated up to 3 times during a four day lesson. The results showed that: 1) learners' awareness of their pronunciation increased a lot; and 2) those who could point out their own problems precisely received high evaluation in the pronunciation test after the four day lesson. Kanemura (2000) reported her practice to improve 17 JSL learners' pronunciation firstly, the teacher pronounced a model sentence next, all learners in the class pronounced the model sentence each holding microphone in quick succession. Finally, the teacher pronounced the model sentence again. All the speech was audio recorded and played back in the class. She found her learners pointed out their classmates' pronunciation errors to each other and those who were pointed out made a voluntary effort to pronounce correctly without the teacher's instruction. As a result, the learners' ability to monitor their own speech and other learners' speech improved.

An example of the utilization of other learners in the class as a learning resource is Kawano & Ogawara (2006). As they have found in the studies such as Ogawara (1997a, b,) and Kawano (, learners who can use self generated standards which are not necessarily taught by teacher in monitoring their own performance have better pronunciation. According to them, assisting learners in creating self generated standards would lead to effective pronunciation learning (p.10). In Kawano & Ogawara (2006), they observed how 3 Korean speaking JFL learners created self generated standards through mutual discussion. The result indicated that: 1) learners who have not had self generated standards were able to create their own self generated standards through mutual discussion with classmates; 2) those who had inappropriate standards were able to change over to more appropriate ones; and 3) pronunciation of such learners as in 1) and 2) improved (p.11)

In addition to this, there is a practice called "speech shadowing" (a technique in which learner repeat native speaker's speech immediately after hearing it). Although studies on its effect in JFL/JSL have just begun in recent years, it is reported to be effective on improvement of prosody to some extent (e.g., Saito et al., 2006; Takahashi, 2007; Ujimiya,

Furthermore, Toda (2006) examined how 7 JSL learners who were evaluated to have native level pronunciation in spite of starting learning Japanese after the critical period have learned pronunciation. She found that one of the characteristics common to all of them was shadowing practice utilizing radio, television or speech of native speakers as a learning resource (p.39). No JT listed this, however, as a teaching method they employed.

It follows from what has been said that both JT who had and did not have varieties of teaching methods should be given an opportunity to gain knowledge of these methods in a training programme or introduced in teaching materials such as textbooks or DVDs in order to provide them with a wider range of methods.

JT's problems and difficulties in teaching pronunciation

The 14 JT listed the following as the problems and difficulties when they are teaching pronunciation in the classroom.

Lack of knowledge of teaching methods

Available teaching materials are insufficient.

Lack of knowledge of Japanese phonology/phonetics itself.

Some TL can pronounce correctly only when they concentrate on pronunciation practice.

5) The difficulty in integrating pronunciation practice with other aspects of pedagogy such as conversation.

Training programmes about phonology/phonetics do not apply to actual teaching.

7) The ability to explain in Thai is poor.

The time they can spend in teaching pronunciation is not sufficient

The size of the class is too large to teach pronunciation to each TL

The difficulty in dealing with TL who can not improve after received correction many times.

As we mentioned in Chapter previous studies have revealed that teachers in the area of second/foreign languages lack the knowledge of both teaching methods and phonetics/phonology. Also, it has been pointed out they have difficulty due to insufficient appropriate teaching materials, absence of the pronunciation curricula and very short effect of pronunciation correction.

In addition to this, we found that JT had difficulty in explaining pronunciation in Thai due to poor Thai language ability. Also, the time was not enough and the size of the class was too large. Furthermore, they did not know how to deal with their learners who can not improve their skills after receiving correction (10).

Then, what kind of suggestions can we make? Firstly, let us discuss the question of how to solve JT's lack of knowledge of teaching methods. As we mentioned earlier, it can be solved by offering JT the opportunity to gain knowledge of various methods, including those have been found in 4.3 in a training programme or introduced in teaching materials such as textbooks or DVDs. This can solve the problem of not knowing how to deal with their learners who can not improve their skills after received correction (10) because a problem which can not be improved by one method may be improved by other methods. The importance of knowing a wide variety of methods can not be overemphasized.

Secondly, we will discuss the question of how to develop JT's knowledge of Japanese phonetics/phonology itself (3) and how to reduce their dissatisfaction with training programmes. Kawano (2000) reported his attempt to train teachers to improve their ability in teaching pronunciation. He found that those trainees have had a negative image of phonetics/phonology because it compels them to memorize many things such as phonetic alphabets (p.117). He proposed that training programmes should be started by showing the actual speech of learners, not with phonetics/phonology, in order to make trainees consider what kinds of problems exist, how they can solve those pronunciation problems and what is necessary for them to improve (p.120). It is possible that JT's dissatisfaction with training programmes will disappear, because it makes them realize that what is required is not simple knowledge of phonetics/phonology itself.

Regarding with appropriate teaching materials (2), it is essential to develop materials which involve TL's pronunciation problems including those newly found in our study, along with offering various kinds of existing methods and practices. Also, they must be written in both Japanese and Thai so that both JT and TL can read and utilize them. In other words, it is likely that this style of materials can facilitate JT whose ability to explain in Thai is poor in teaching pronunciation.

As for the problems of insufficient time (8) and large size of the class (9), it is not easy to increase teaching hours or to reduce the size of the classes because it goes beyond teacher's discretionary power. Nevertheless, if we are to make some practical suggestion, a study by Yokoi (1998) can be one of the possible solutions. She attempted to teach pronunciation in a large size class (38 JSL learners) by employing a "check sheet". The procedures were as follows: 1) Teacher made learners read some sentences and record their own speech in a LL room; 2) Then, learners listened to their own speech and indicated the sounds which they can not pronounce correctly on check sheets and submitted it to the teacher along with tapes which their speech have been recorded; 3) After the lesson, the teacher checked both check sheets and tapes and provided feedback to the learners with their weakness lists. These procedures were conducted twice in the semester. pp.159
the results indicated that: 1) Many of the learners have not been aware of their weakness; 2) Some of the sounds which learners could not pronounce correctly before this attempt improved; 3) Learners' consciousness of their own pronunciation increased substantially (p.163). It is reasonable to assume that her attempt can be applied to the situation in the JFL in Thailand if there are available LL rooms.

The problem of the short effect of pronunciation correction (4) can be solved by making learners improve their skill creating their own self generated standards. As we have mentioned earlier, according to Kawano & Ogawara (2006), the learners who can pronounce correctly only when they receive correction seem to have no or inappropriate standards. Therefore, it is important for JT to assist TL in creating appropriate standards in some ways such as making them discuss with their classmates and making them carefully monitor both their own pronunciation and that of their classmates.

Lastly, regarding the question of how to design pronunciation curriculum or how to integrate pronunciation practice with other aspects of pedagogy (5), we must surely admit that much still remains to be done. As we mentioned earlier, our study focused on the examination of *what* to be taught in pronunciation teaching (i.e., pronunciation syllabus). However, as the term "curriculum design" is defined as "the arrangement of the syllabus

with consideration for many conditions such as learning/teaching time, learners' level and the order of contents" The Society for Teaching Japanese as a Foreign Language when designing pronunciation curriculum, one of the things which must be taken account of is *in what order* to teach. Kawano (2001) proposed some views to consider the order in the heterogeneous classroom (e.g., JSL classroom which the learners' L1 vary) as follows: 1) Difficulty of the sound itself (from "easy" to "difficult"); 2) Natural order (from "what is acquired in an earlier stage" to "what is acquired in a later stage"); 3) Commonality (from "what is easy to all learners" to "what is difficult to specific learners"); 4) Markedness (from "unmarkedness" to "markedness"); 5) Difficulty in generating the standards (from "easy" to "difficult"); 6) Understandability of the standards (from "easy to understand" to "difficult to understand"); 7) Necessity (from "very necessary" to "less necessary"); 8) Evaluation from native speaker (from "very serious problem" to "less serious problem"). Although this point of view does not completely coincide with the JFL environment such as JFL in Thailand (almost all of the learners' L1 is Thai), it is still not easy to arrange the contents appropriately. Therefore, we can say that a more complete study of arrangement of the order lies outside the scope of this paper and there is room for further investigation.