

Chapter Conclusions and Suggestions

5.1 Conclusions and suggestions

From the results which we obtained, it is concluded that

There were 14 kinds of TL's serious pronunciation problems in all three categories (i.e., segmentals, mora and suprasegmentals)

2) Two serious pronunciation problems of TL (i.e., speech pause and “~n desu” were newly found

JT were divided into two groups according to their variety of teaching methods

4) JT who did not have the variety of teaching methods employed only repetition practice, which has been revealed as being of little use;

) JT were encountering 10 kinds of problems and difficulties such as lack of knowledge of teaching methods, insufficient teaching materials, insufficient time to teach pronunciation and too large class size

Based on the conclusions above, it is suggested that:

) Even JT who have a variety of teaching methods should be given an opportunity to gain knowledge of other more effective methods such as making TL audio record their own speech, making TL discuss the self generated standards with their classmates and speech shadowing practice

Training programmes for JT (e.g., held by The Japan Foundation, Bangkok) should be changed by starting with showing TL's actual speech, not with Japanese phonetics phonology itself

New teaching materials that contain various kinds of teaching methods and practices, which must be written both in Japanese and Thai, should be attempted

“Check sheet” methods for the large class sizes should be employed; and

5) The methods assisting TL to improve their skill to create their own self generated standards should be given more importance.

5.2 Limitations and perspective of future research

Since this study had a characteristic of a qualitative research rather than a quantitative research, no statistical analysis has been conducted. If we conduct a quantitative research by employing statistical analysis in the next step, our finding will be more precise and can be more generalized

Furthermore, as we have mentioned in Chapter 4, the question of how to design pronunciation curriculum still remains unsettled because it requires very complex processes such as consideration of learner's level and the difficulty of the sound. Future research with consideration of these issues, therefore, should be conducted in the next step