



**การศึกษามหาวิทยาลัยราชภัฏบุรีรัมย์เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ**

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**เสนอต่อมหาวิทยาลัยราชภัฏบุรีรัมย์ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ**

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ลิขสิทธิ์เป็นของมหาวิทยาลัยราชภัฏบุรีรัมย์



**AN INVESTIGATION ON ENGLISH RHYTHM LESSONS TO
IMPROVE ENGLISH PRONUNCIATION
OF GRADE 7 STUDENTS**

Mayuree Thongdee

**A Thesis Proposal Submitted in Partial Fulfillment of the
Requirements for the Degree of Master of Arts Program in English**

Buriram Rajabhat University

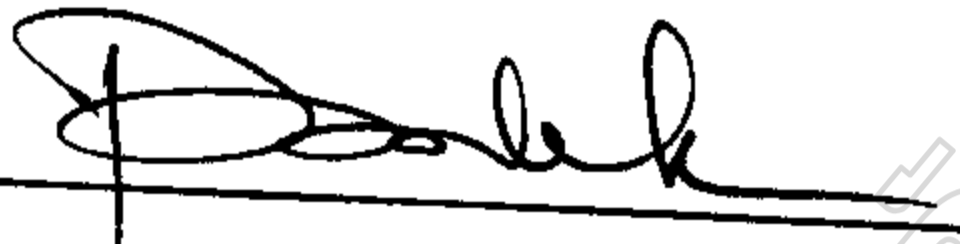
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ชื่อเรื่อง	การศึกษาบทเรียนจังหวัดเสียงภาษาอังกฤษในการพัฒนาการออกเสียง ของนักเรียนระดับชั้นมัธยมศึกษาปีที่ 1		
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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) เปรียบเทียบคะแนนก่อนและหลังเรียนด้วยบทเรียน
จังหวัดภาษาอังกฤษ และ 2) ศึกษาความคิดเห็นของนักเรียนที่มีต่อบทเรียนจังหวัดภาษาอังกฤษ กลุ่ม
ตัวอย่างที่ใช้ในการศึกษาครั้งนี้เป็นนักเรียนระดับมัธยมศึกษาปีที่ 1 ประจำปีการศึกษา 2559
โรงเรียนบางกะปิจำนวน 30 คน ที่ได้มาจากการเลือกแบบสุ่ม โดยมีตัวแปรต้น คือ บทเรียนจังหวัด
เสียงภาษาอังกฤษ และตัวแปรตาม คือ การพัฒนาด้านการออกเสียง เครื่องมือที่ใช้ในการเก็บข้อมูล
ได้แก่ บทเรียนจังหวัดเสียงภาษาอังกฤษ แบบทดสอบก่อนและหลังเรียน เกณฑ์การให้คะแนน และ
คำถามการสัมภาษณ์ สถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และ
independent sample t-test

จากผลการวิเคราะห์ พบว่า 1) นักเรียนมีการพัฒนาทักษะการออกเสียงระหว่างก่อนเรียน
และหลังเรียนแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และ 2) ประชากรนักเรียนส่วนใหญ่
รู้สึกว่บทเรียนจังหวัดภาษาอังกฤษมีประโยชน์และมีส่วนช่วยในการพัฒนาทักษะการออกเสียง
ภาษาอังกฤษ นอกจากนี้ นักเรียนยังกล่าวอีกว่บทเรียนสนุกสนาน และช่วยสร้างความมั่นใจ
ในการพูดภาษาอังกฤษ อย่างไรก็ตาม มีนักเรียนส่วนหนึ่งคิดว่าบทเรียนน่าเบื่อและยากเกินไป
ประการสุดท้าย ในทางการสอนสามารถนำไปประยุกต์ใช้ในการเรียนการสอนการออกเสียง
ภาษาอังกฤษ และผู้ที่สนใจต้องการพัฒนาทักษะการออกเสียง ข้อเสนอแนะสำหรับการทำวิจัยขั้น
ต่อไป คือ การศึกษาว่การฝึกจังหวัดเสียงด้วยประ โยคปกติหรือเพลง มีความคล้ายคลึงกันหรือไม่
และเปรียบเทียบว่วิธีใดช่วยให้นักเรียนพัฒนาการออกเสียงได้ดีกว่า และทั้ง 2 วิธี ส่งผลทัศนคติต่อ
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ABSTRACT

The objectives of the study were 1) to compare students' learning achievement gained before and after taking English rhythm lessons and 2) to investigate their opinion towards English lessons. The samples of this study were 30 students who were drawn by random sampling from grade 7 students in the academic year 2015 at Bangkokkapi school, Bangkok, Thailand. Two independent variables were studied. The independent variables were English rhythm lessons and the dependent variable were students' improvement in pronunciation. The instruments used for data collection consisted of: 1) English Rhythm lessons, 2) pre-test and post-test, 3) pronunciation rubric and 4) interview questions. The statistic implied for data analysis included frequency, percentage, mean, standard derivation, and independent sample t-test.

The finding of the study demonstrated that 1) there was significant difference on the samples' learning achievement were at the level of significance 0.05; and 2) the majority of the students felt that the English rhythm lessons were practical and could help them improve their pronunciation. In addition, students mentioned that the

lessons were amusing and could also build more confidence in speaking. However, the minority thought that some lessons were too difficult while some said they found it boring.

Finally, the implications for this study can be addressed in English pronunciation course and those who want to improve pronunciation skills. Also, further research could investigate whether the rhythm in speech and songs are similar and compare which of these help students improve their pronunciation more and whether there are different effects on attitude toward English pronunciation.

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Mayuree Thongdee

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
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LIST OF ABBREVIATIONS

CEFR	Common European Framework	OBEC Office of Basic Education
EFL	English as a Foreign Language	
ESL	English as a Second Language	
ETS	Educational Testing Service	
FES	Final Element Stress	
IELTS	International English Language Test in System	
IES	Initial Element Stress	
L1	First Language	
L2	Second Language	
NS	Native Speaker	
SLA	Second Language Acquisition	
TOEIC	Test of English for International Communication	
TOFEL	Test of English as a Foreign Language	

CHAPTER 1

INTRODUCTION

1.1 Statement of the problem

In today's world community, learning foreign languages, especially English is very necessary as English plays an important role in communication and education.

English is widely used as a medium for searching for information and creating mutual understanding of cultures and attitudes of world societies. English also enhances learners to be aware of different cultures and viewpoint in our world, connect to friendship and participation to many countries (Ministry of Education. 2008).

Therefore, learners should learn to understand the differences of language and cultures, traditions, perspectives, society, economy, politics and administration in order to use English for communication as well as to access to the information in English effectively.

In accordance to the Basic Core Curriculum conducted by the Office of Basic Education (OBEC) of Thailand, effective communication competency is very important in the 21st century world. In addition to the new OBEC curriculum, World-Class Standard School, communicative skills in English become even more emphasized to response to global move in the digital era and the ASEAN community. Hence, being able to use English to communicate across cultures efficiently is one of the main goals expected by the Office of Basic Education (OBEC) of Thailand.

In other words, learners are expected to have higher speaking and listening competency. They should be able to use English to transfer their thoughts, knowledge,

feeling and attitudes to exchange experiences and to make negotiation to avoid conflicts. As a result, school, teachers, as well as learners themselves have to be more ambitious in language learning to react to the policy (Ministry of Education, 2011).

In reality, however, it is very common for second language learners to feel uncomfortable to use target language due to poor knowledge of pronunciation and in many cases, this leads to communication breakdown. According to the OBEC expectation of communication, this is a serious problem to start with. Meanwhile, it was noticed that numbers of grade 7 students at Bangkok School, Bangkok, Thailand was difficult to understand because of fault stresses in sentences. They lack knowledge of how and where to stress in English speech, therefore, English rhythm lessons are applied to help their English speech sounds more understandable. This is because correct use of rhythm or sentence stress is necessary for achieving proper pronunciation of words (Kneebone, 1976). In addition to Kneebone, some researchers such as Graham (2006) and Wasamin (2005), have done the experiments involve language and rhythm. According to Graham, Jazz Chant is a rhythmic expression of normal American English as it occurs in situational contexts. The rhythmic expressions were recorded as a model that was imitated by the students. So Jazz Chants technique is the technique to practice the English speaking in short jazz beats that is easy to be followed by the students. In addition, a study by Wasamin (2005) to determine if Jazz Chants help improve students' English interaction with others. The result revealed that students had improved their pronunciation, intonation and fluency, and felt more confidence to interact in English through Jazz Chant model. According to the result of the study, it is therefore believed that the English rhythm

lessons are practical aspects of pronunciation to help learners overcome some communicative problems in this current study.

In conclusion, English communicative skill is very important according to OBEC and the changing world. Students in this digital era are required to be more fluent and accurate in language communication. Students are expected to become more confident, more fluent and more accurate in using English to communicate across culture. In addition to some studies, Jazz Chant which focuses on rhythm of the language is one of the techniques which help increase English speaking skill. Therefore, this study aims to investigate if English rhythm lessons help improve students' pronunciation, and on the positive side, it may help them to become more confident in speaking English.

1.2 Purposes of the Study

1.2.1 To compare students' learning achievement before and after taking English rhythm lessons in terms of pronunciation improvement.

1.2.2 To investigate students' opinions toward English rhythm lessons.

1.3 Research Questions

1.3.1 Will students who practice speaking through English rhythm lessons have higher mean score on post-test than pre-test?

1.3.2 What are students' opinions toward English rhythm lessons?

1.4 Research Hypotheses

Students who attend English rhythm lessons have higher post-test mean score than pre-test mean score at level.05 of statistically significance.

1.5 Significance of the Study

This study compares learners' success in pronunciation after participating in English rhythm lessons. The result of this study will be applied to solve the problems and improve English pronunciation. Hopefully, it will enhance learners' satisfactions with English rhythm lessons. Furthermore, this study will provide practical information for language teachers, school administrators, and all students in schools to employ the use of speech rhythm.

1.6 Scope and Limitation of the Study

1.6.1 Population and Samples

1.6.1.1 The population of this study is grade 7th students, in the second semester of academic year 2015 at Bangkapi School, Bangkok, Thailand.

1.6.1.2 The samples in this study are 30 students from class 11 which are drawn by using random sampling method.

1.6.2 Variables

1.6.2.1 Basic English rhythm lessons compiled by the researcher

1.6.2.2 The dependent variables are learners' achievement, and learners' attitudes toward English lessons.

1.6.3 Contents of the Study

The classroom topics rely on the functions in an EFL textbook and core curriculum for grade 7.

1.6.4 Duration of this Study

This study was conducted in the second semester of academic year 2015:

1) 15 hours of learning English rhythm lessons, 2) 2 hours each of pre-test and post-test to check their learning achievement and 3) 10 minutes each for the interview sections.

1.7 Assumption of the Study

1.7.1 English rhythm lessons do not include components of students such as sex, age, background knowledge and economic environment which may affect their achievement.

1.7.2. Measurement and assessment tools are reliable because they have been analyzed to find out the quality in terms of validity and reliability.

1.8 Definition of Key Terms

1.8.1 English rhythm is the strong stresses or beats in an English sentence.

1.8.2 English rhythm lessons refer to ten pronunciation units that focuses on stress emphasis in; 1) words, 2) phrases and 3) sentences that are compiled by the researcher.

1.8.3 Stress syllables are syllables that are pronounced longer, louder and higher in pitch.

1.8.4 Pronunciation refers to the ability to say the words, phrases or sentences with the appropriate stresses and rhythm.

1.8.5 Achievement is the learners' pronunciation scores from pre-test and post-test.

1.9 Summary of the Chapter

This chapter had given a statement of the problem of the study. This is followed by purposes of the study, research questions, and research hypotheses, significance of the study, scope and limitation of the study, assumption of the study, and definitions of key terms. To attain the purposes of the study, the literature review is presented in the next chapter.

CHAPTER 2

LITERATURE REVIEW

This section of this study offers the review of related literature. The first section of this chapter focuses on the definition of key terms with some attention to pronunciation. The remaining section contains the following; (1) Factors that influence stresses in words; (2) Word stress: Teaching pedagogy; (3) What teachers need to know about sentence stress or rhythm; (4) Presenting sentence stress and rhythm to students; (5) Nature of rhythm and its importance in communication; (6) Language learning theories which help establish speech rhythm; (7) Speaking assessment. Finally, the previous studies regarding speech rhythm will be reviewed and summarized at the end of the chapter.

2.1 The Significance of Pronunciation

According to Dalton (1994), pronunciation can be generally defined to be significant in two aspects. First, sound is important because it is part of a code of a language. Therefore, we can talk about the different sound of English, Spanish, Thai or other languages. Second, pronunciation is important because it is used to get the meaning in the context where the code combines to make the communication possible.

2.1.1 Phonology in Language and Teaching

Revell (2011) states that in language teaching, both phonetic and phonology are important. Speech in all languages is a combination of sounds and each language

has its own phonological pattern. Phonology is the basis of the other elements of language; words, phrases, and sentences can be considered as sounds. In addition, phonological differences can affect the context in a language. For instance, it can affect the meaning, personal identity and mood.

2.1.2 Why it is Important to Teach Pronunciation

As teachers and learners of other languages, we all realize the importance of pronunciation as it indicates linguistic ability and personal identity. If someone has a strong foreign accent, their first language (L1) can be predicted. If they have little noticeable accent or a native-like pronunciation, they usually receive praise or admiration. Generally, native speakers (NS) are more sensitive to pronunciation errors than lexical or grammatical ones. Similarly, in contexts where English is used as a Lingua Franca between non-native speakers of English, there are studies illustrated that pronunciation errors cause the communication breakdowns. Jenkins (2000) has conducted a research involve pronunciation and communication and she concluded that pronunciation is possibly the best mean to successful communication. Revell (2011) believes that pronunciation errors can be problematic but there are also some reasons why teaching and learning pronunciation are important. However, the purpose of the pronunciation improvement is not the achievement in perfect imitation of a native accent, but tentatively to get the learners to pronounce accurately enough to convey the meaning to the other speakers.

2.1.3 Getting Learners to Perceive the Pronunciation

To begin with, Ur (1996) suggests that we have to make sure that the learners get to hear the target sounds you want to teach. This can also apply to stress, rhythm, and intonation. The learners have to hear the difference when the native speakers say the words, phrases or sentences. This can be taught by requesting imitation or checking if learners can distinguish minimal pairs like fan/van, thank/ bank or by differentiating the pronunciation through live demonstration. Later, learners should be informed what to do and how to do it correctly. For sound production, it may be necessary to illustrate the lips, tongue, teeth, and etc. movement. After that, followed by demonstration and the request to imitate and practice. Finally, when the sound production is satisfied, we should come to the stage of practice and establish the habit of acceptable pronunciation through exercises that provide repetition and feedback. There are some ideas to improve learners' pronunciation:

- 1) Imitation of teacher or recorded sounds, words and sentences
- 2) Recording of learners' speech and contrasted with the native model
- 3) Systematic instruction or explanation
- 4) Imitation drills
- 5) Repetition of drills
- 6) Various repetition of drills
- 7) Learning and performing dialogues
- 8) Learning by heart of sentences, rhymes, jingles
- 9) Using jazz chant model
- 10) Self-correction by listening to self-record

2.2 Speech Rhythm

2.2.1 Definition of terms

It has been quite a myth if speech rhythm does exist (Kuhlen.1993). Since the publication of “An Essay toward Establishing the Melody and Measure of Speech to express and Perpetuated by Peculiar Symbols”, speech rhythm was begun to be discussed. According to the essay, the Scottish Lord James Burnet claims that there are two prosodic aspects; accent and quantity. Different from Lord Burnet, Steele argues that there are actually four aspects; accent, quantity, pause and emphasis and that makes him become the first modern prosodist.

According to Kneebone (1976), language rhythm is strong stresses or beats in a sentence. In many languages, the rhythm is syllable-timed stress. This is when the sound of most syllables is pronounced equally. On the other hand, this syllabic sound is reduced or sometimes lost in English. For example, a tree-word phrase like “cats and dogs” is reduced into two words, cats ‘n dogs. Due to this reduction, English is viewed as a stress-timed language which means that its beat or rhythm is indicated by the number of stresses and not by the number of syllables and there are some beat or stress pulses in speech after each other at roughly equal duration of time. This means that if there are unstressed syllables between the stresses, they have to be fitted in without delaying the regular rhythm of the stress pulses.

Fox (2002) indicates that in stress-timing, each syllable tends to have equal time and it appears to function spoken English by native speakers. However, some kinds of English used as a second language such as Indians or Africans that the syllable-timing dominated by native tongue, such rhythm can be quite difficult for others to understand.

In addition to natural speech, English speakers emphasize strongly on the stressed words or syllables and omit the unstressed ones. For example, the six-word phrase may become “I wanna tell you sumthin”. If the stress and rhythm patterns are improper, the listeners may have difficulty to understand what the speaker tries to communicate (Murcia et al.1996).

According to Orton (2000), there are four phonetic variables that are most considerable for stress pattern: intensity, pitch variation, vowel quality and vowel duration.

1) Intensity refers to heavy breath effort and muscular energy relates to stresses syllables. For listeners, this can be inferred as loudness.

2) Pitch variation is the most important element to indicate stress.

In English, strong stress generally has a high pitch.

3) Vowel quality refers to central and peripheral vowel which both is determiners of stress. And commonly, the unstressed syllable is replaced by another phoneme and this affects vowel reduction and being regardless to vowel reduction can cause communicative errors.

4) Duration of vowels is an important factor to indicate stress. In English, vowel sounds are shorter in unstressed syllables than in stressed ones.

However, some other language like Spanish is a syllable-timed rhythm. Abercrombie (1967) claimed that rhythm in speech involved syllable and stress producing process. There are two rhythm types; syllable-timed and stress-timed rhythm. The examples of the syllable-timed languages can be French, Spanish, Hindi, and Japanese whereas English, Russian, German and Brazilian are some examples of stress-timed languages. While rhythm in Spanish bases on syllable, in some languages,

the stressed syllable is the basis of the rhythm of the language and this applies to Italian and English. In English, the rhythm needs stressed syllable to appear at regular intervals. In some languages, rhythm of speech is based on all syllables, in other languages like English, it is based on only stressed syllables. The rhythm of the language and the intonation need to be achieved in order to communicate successfully in English. It is not necessary to be perfectly like a native speaker; however, most learners feel more satisfied to sound like a native speaker of English as much as possible.

According to Kanoksilpatham (2007), English language listeners highly depend on stress patterns to recall words in their memories. In sentence, “Mana is learning English”, there are three stresses on Mana, learning and English. Therefore, English is a stress-timed language. In other words, the speakers try to make the stressed syllables come at the same length of time. This implies that the number of sentence stresses is more significant than the number of syllables. In English, the unstressed syllables are not so important that it is not really need to be counted. Look at these two sentences:

- 1) Ruangtong was late this morning.
- 2) Mai is an art teacher.

Furthermore, Kanoksilpatham (2007) claims that it is necessary for learners to recognize where the stresses place in a word or a sentence. English words can be grouped as content words and function words. Content words are those define the meanings. It takes a person the same amount of time to read these two sentences, as a result, these points out to the notable facts considering English pronunciation.

Consequently, the length of time to say an English sentence depends on the number of

stressed syllables not the number of all syllables and that makes English a stress-time language while some languages are syllable-times language, meaning the more syllables in a sentence the longer time it takes to say, usually this type of language will have equal rhythm. To prove the interval of sentence stress, tapping is widely used to identify the rhythm.

In Jerkin's diary (2002), some specific suprasegmental items are listed as important elements for pronunciation: accurate use of stress, direction of pitch movement, the placement of word stress, and stress-timed rhythm. In addition, Derwing and Munro (2015) have proven that learners who have received some instruction on elements like speaking rate, intonation, rhythm, projection, word stress, and sentence stress indicated significant development comprehensibility and accent when they produce utterance.

In the current century, the role of intonation and conversation appears to be important in second language research topics. The field of English as an L2 receives more attention in terms of pronunciation and the promotion in teaching stress, rhythm, and intonation. The teaching of pronunciation, focusing on the rhythm, intonation and the larger units like the trans-segmental properties of phrases are viewed as fundamental component of both listening comprehension and oral proficiency (Pennington, 1996).

Regarding to the importance of stress, it is quite difficult to non-native of English to tell the primary stress of the words. Nevertheless, native speakers tend to be able to predict the stress of the unfamiliar words, so this infers that there must be some rules to help them to speak with the correct stress pattern. In fact, there are some linguists' claims that there is actually rule system to make stress pattern predictable.

2.3 Factors that Influence Stresses in Words

Brinton, Celce-Mercia, and Goodwin (1996) pointed out that elements that indicate stresses include word origin, affixes, and the word's function in an utterance and stresses is often predictable if certain affixes or spelling involved.

2.3.1 Prefixes

In general, words that contain prefixes tend to be stressed on the first syllable of the root and prefix is not stressed:

Nouns	Adjectives	Verbs
deduction	unhappy	prevent
procession	superficial	promote
subway	unnatural	recall

In English, there are two categories of prefix: Germanic and Latinate origin. The Germanic origin include: a-, be-, fore-, for-, mis-, out-, over-, un-, under-, up-, and with-. Some prefixes like a-, be-, for-, and with- are always unstressed in the words which they occur and other often receive light stress as examples:

Prefix + verb

un-	out-	over-	under-
• ● unknown	• ● outlook	• • ● overbook	• • ● undergo
unbend	outsell	underbid	underfed
unborn	outcry	overeat	underbid

An exception of this pattern (light or no stress on the prefix and strong stress on the root) occur when the word with prefix such as fore-, out-, over-, under- or up-

functions as a noun. In such case, the prefix or the first syllable tends to be stressed while the noun takes light stress:

fore-	out-	over-	under-	up-
● ●	● ●	● ● ●	● ● ●	● ●
forehead	outlook	overland	underclass	upshot
foreman	outline	overdose	underdog	upbeat
foreleg	output	overboard	underpass	upright

The second category is prefixes of Latinate origin. Notably: a(d)-, com-, de-, dis-, ex-, in-, ob-, per-, re-, sub-, and sur- are usually unstressed when part of a verb. Following are Latinate suffixes which commonly account for numbers of verb in English.

com-	dis-	pro-	ex-
● ●	● ●	● ●	● ●
commute	disarm	proceed	except
compare	disburse	process	expect
compete	discard	produce	excite

However, when these prefixes are part of nouns, the prefixes are often stressed as follow:

Noun	Verb
● ● project	● ● project
record	record
object	object

2.3.2 Suffixes

Suffixes influence word stress in one of the following ways:

- 1) No effect of stress pattern of the root
- 2) Take strong stress themselves
- 3) May change the stress syllable in the word

Most of the time, the neutral suffixes which are Germanic origin do not affect stress pattern in the root word. The examples of these suffixes are: -hood, -less, -ship, -ful and other neutral suffixes that work similarly include: -able, -al, -dom, -less, -ling, -ness, -some, -wise, and -y.

Different from Germanic suffixes, the French ones usually cause the final syllable to take strong stress while other syllables take light or no stress, for instance:

-aire	-ee
billionaire	refugee
questionnaire	committee
-eer	-ese
engineer	Japanese
pioneer	Vietnamese
-esque	-ique
grotesque	technique
picturesque	clinique
-eur/-euse	-oon
entrepreneur	lagoon
chanteuse	cartoon

-ette	-et/ey
bassnette	buffet
etiquette	ballet

Suffixes can also change the stress in the root words, in other words, they immediately cause the stress to move to the syllable before the suffix as show below:

Suffix	Root	Root with suffix
-eous	outrage	outrageous
-graphy	auto	autography
-ial	adverb	adverbial
-ian	music	musician
-ic	drama	dramatic
-ical	economic	economical
-ious	injure	injurious
-ity	similar	similarity
-ion	organize	organization

2.3.3 Numbers

Cardinal (represent amounts) and ordinal numbers (represent order) that have more than one syllable tend to have certain stress on the first syllable.

Cardinal numbers	Ordinal numbers
twenty	twentieth
forty	fortieth
sixty	sixtieth

Two stresses pattern are possible the –teen to talk about amounts and order:

Pattern 1

fourteen(th)

fifteen(th)

sixteen(th)

seventeen(th)

Pattern 2

fourteen(th)

fifteen(th)

sixteen(th)

seventeen(th)

However, native speakers normally use the second pattern when the speaker refers to the number as an adjective (e.g. the **fifteenth** girl). While the first pattern is used when a speaker wants to make it clear between the ten and teen digits or when sixteen and sixty might be confused.

●●
thirty

forty

fifteen

● ●
thirteen

fourteen

fifteen

In the case that the -teen numbers are compounds, two stresses are possible depending on the context.

Pattern 1

twenty-three

forty-six

Pattern 2

twenty-three

forty-six

The first pattern is normally used when the speaker wants to give special emphasis to the number or the number of ten is different while the second pattern is used when the number after hyphen is different and tend to be emphasized.

2.3.4 Compounds

In a compound noun, the first syllable is strongly stressed no matter the word is a simple or complex compound:

Simple compounds

• ● • ●
Football bedroom

Complex compounds

• ● • ●
football field bedroom door

2.3.5 Reflexives

In reflexive pronouns, self and selves always take strong stress

• ● • ● • ● • ●
myself yourself himself themselves

2.3.6 Phrasal verbs

Phrasal verbs can be categorized into three main patterns. In all three patterns, the leading verb has at least one stress syllable and the following parts can be unstressed (act as prepositions) or stressed (act as adjectives) as shown in figure 2.1.

Verb	Preposition (unstressed)
get	up
sit	down

Verb	Adverbial (stressed)
run	away
try	out

Verb	Adverbial (stressed)	Preposition (unstressed)
walk	away	from
get	out	of

Figure 2.1 Stress Patterns

Source: Brinton, Celce-Mercia, and Goodwin (1996: 131)

2.4 Word Stress: Teaching Pedagogy

It is significant for learners of English to understand that every English word has its stress pattern. It is also important for learners to recognize the sounds and pronounce them correctly, incorrect placement of stress can cause misunderstanding, and therefore, teachers should explain how words are stressed. Moreover, students should practice hearing and predicting where stresses are in words. This is because stresses in English can be predicted by rules, and a clear teaching of word stress pattern is essential for ESL pronunciation curriculum. For this reason, it is important for teacher to identify stress placement in words and explain how stress is important in communication.

Teaching should locate background knowledge of word stress to help them to understand sentence stress. Moreover, it is important for students to know basic principles to tell the placement of stress.

It is very important to discuss the rhythm of English as a stress-timed language especially for those whose first language is syllable-timed language. Also, students need to be provided helpful guideline about word categories that receive stress in a sentence.

Brinton and Celce-Mercia et al (1996) suggests that marking stress in word can help students have some idea through visual concepts and there are several ways to do this:

CAPitals **boldface** ●● bubbles áccent underlining

The first thing that should be presented to students is short explanation of stress and word origins and this can be followed up with the fixed stress patterns that

occur in certain categories of words like reflexive pronouns, numbers, or words with affixes in order to help students predict the placement of stress in words. Later on, second pattern of word stress that should be presented involve prefix +verb that function as verbs like overlook, and redo which their stress pattern is different from compounds that work as nouns for instance, **record** as a noun and **record** as a verb.

For advance learners like college students, it is also practical to discuss about word stress by thinking about some words and trying to place the stress.

To listen to stress pattern, students need to hear the different between stressed and unstressed syllables which can be practiced as follow:

Same or different?

- | | |
|---------|------|
| 1) daDA | dada |
| 2) Dada | daDA |
| 3) daDA | DAda |
| 4) DAda | DAda |
| 5) daDA | dada |

Awareness of stress placement in words can be noted in many ways. Teachers can provide groups of word that has the same pattern stress, then get the students to circle the strong stress:

Directions: Your teacher will read the words and you will circle the number of the syllable that takes strong stress in each group.

Group 1	Group 2	Group 3	Group 4
1-2-3	1-2-3	1-2-3-4	1-2-3-4

2.5 What Teachers Need to Know about Sentence Stress or Rhythm

In fact, word stress is a practical basis to understand how stress works. This is important because English utterances are functioned through the collection of stressed and unstressed syllables.

Normally sentence stress is used to refer to many stressed elements of a sentence then word and sentence mix to create the speech rhythm which is similar to the rhythm of music. Similar to music, English moves regularly rhythmic beats from stress to stress. This makes English a stress-timed syllable. The example demonstrated by Celce- Murcia et al. (1996), the first two lines are considered rhythmically equivalent:

(pause) ● /	(pause) ● /	(pause) ● /	
Break	break	break	(3 syllables, 3 stresses)
●	●	● /	
●	●	● /	
On thy	cold gray	stones, O Sea!	(7 syllables, 3 stresses)

This example also shows how important pauses are for English rhythm.

Stress-timed rhythm is the basis for metrical foot in English poetry and also be seen in chants, nursery rhymes, and limericks.

The stress-timed nature of English can be seen more clearly by comparing the following sentences:

She		●	eats	●	pizza.
She	will		eat		pizza.
She	is		eating		pizza.
She	has been		eating		pizza.
She	has had		eaten		pizza.

Although these sentences are different in terms of syllable, they are equivalent in their number of stresses elements, as a result, the time needed to say each sentence is slightly equal. In addition, the stressed syllables of all the sentences are quite faster than the stressed syllables than the first one because all the syllables have to be pronounced to fit in time.

Table 2.1 categorizes content words—words that carry information and function words—words that determine grammatical relationship and demonstrates which kind of words in the sentence tend to be stressed and unstressed. Commonly, words that carry information like nouns, main verbs and –adjectives tend to be stressed. In addition, words that begin information questions, demonstrative pronouns, possessive pronouns, adverbs, adverbial particles, and negative contractions. To sum up, we normally stress the words that convey the most information.

Table 2.1 Content Words and Function Words

Content/ information words (often stressed)	Examples
nouns	rhythm
main verbs	stress
adjectives	grammatical
possessive pronouns	mine, yours
demonstrative pronouns (can stand alone)	these, those, this, that
interrogatives	what, where, who
not/ negative contractions	aren't, won't
adverbs	clearly
adverbial particles	hang out <u>with</u>

Source: Brinton , Cele-Murcia, and Goodwin (1996: 153)

2.6 Presenting Sentence Stress and Rhythm to Students

Word stress can be identified as stressed and unstressed syllables. In addition, stressed syllable can be divided into primary and secondary stress. The strongest stress is called primary stress and the next level is called secondary stress– anything else is marked as unstressed. Primary stress is usually presented by vertical mark ['] place above the line while the secondary stress is below [,], e.g. ,pre'fe'rential, de,velop'mental. Although there are primary stress, secondary stress and unstressed syllables, it is sufficient to provide only primary stress and leave the others unmarked.

Sheeler and Markley (1991) point out those English words have fixed stresses. The strong and weak stresses in phrases and sentences that follow the pattern make the rhythm of English. And the pattern of rising and falling tone can differentiate statements from questions. Therefore, the connection between word and sentence stress can be illustrated by comparing the stress patterns of some example words and phrases or sentences that have same number of syllables and similar stress patterns:

Multisyllabic word

● . .
character

. ● .
notation

. . . ● .
organization

Phrase or sentence

● . .
sound effect

. ● .
He made it.

. . . ● .
with this intention

Students can practice by repeating the examples regularly along with the tapping or clapping. This will help them see the relationship between words and sentence stress in English. Due to approaches to speaking claimed by Miller (2006),

linguistic competence—that is, sounds, words, and grammar patterns of English is one of the significant components to make the utterance understandable.

2.6.1 Some Basic Guidelines to Word Stress

According to Sheeler and Markley (1991) it is possible for non-native learners to know the placement of stress by applying these useful stress guidelines.

2.6.1.1 In the two-syllable words have only one strong syllable and the other is weak.

e.g. English paper forgive complete

2.6.1.2 In word consisting two or three syllables, first syllable is generally stressed.

e.g. motion graduate possibility moderate

2.6.1.3 –er, -y and -ly is usually unstressed

e.g. teacher speaker salty strongly

2.6.1.4 The prepositions and adverbs that begin with a- or be- have the pattern (••)

e.g. because behind about above

2.6.1.5 Compound nouns are made up of two words and are used as a noun. They have several stress patterns but generally, the first syllables are stressed. English compounds can be categorized into two types;

2.6.1.6 Initial element stress (IES) with primary stress is at the beginning part of the word.

● ● ●
e.g. English class

● ●
school bus

2.6.1.7 Final element stress (FES) with primary stress is at the last part of the word.

● ● ● ● ● ●
e.g. American 'breakfast

● ● ● ●
native 'speaker

2.6.1.8 When two or more words are attached together like in phrases or sentences, one syllable is always louder or stressed than the others. This is called “sentence or phrase stress”.

2.6.1.9 Content words like noun, verbs, adverbs and adjectives are stressed

2.6.1.10 Numbers of English words do not have strong stress when they are used in sentences. For the most part, they are function words; preposition, pronouns, auxiliary, articles, modifiers and connectors.

2.6.1.11 Sentences that have the same amount of stresses syllables usually take equal time to say. Different sentences can have same rhythm.

2.6.1.12 Stress is also affected by vowel sounds. The longer vowel sounds the stronger stresses in syllables.

2.6.1.13 Vowel sound is affected by the ending consonant. [t], [p], [k] and [s] shorten the vowel sound.

2.6.1.14 Often, statements that have falling tone, the sound starts in the middle level, then, at the sentences stress, it rises and drop to a lower level and slowly disappear. If the sentence stress is on the last syllable, the tone will drop or go down.

2.6.1.15 Question words which ask for information usually have falling tone.

2.6.1.16 Yes/ No questions generally have rising tone.

2.6.1.17 Strong and weak stress of syllables create the characteristic of English speech. Each syllable is stressed equally and followed each other in the same interval – stress-timed speech rhythm.

2.6.1.18 Poetry, nursery rhyme contains some of the best illustration of speech rhythm.

2.7 Nature of Rhythm and its Importance in Communication

Rhythm is frequently used for any kind of repetition or periodicity in the physical world, also for any kind of correspondence in aesthetic experience, and, generally, for practically anything connected with verse experience as long as it is not clearly defined' (de Groot 1968, cited in Trong Tuan. 2010).

There is no doubt that rhythm also exists in speech. In order to deliver fluently, speech in all languages is said to have rhythm, Abercrombie (1967) states Rhythm occurs in any production of connected English speech, whether monologue or dialogue, planned or spontaneous, formal or informal (Kuhlen. 1993). It is a basic principle of English speech rhythm that stressed and unstressed syllables alternate rather regularly; that is, 'the stressed syllables occur all time. Therefore, rhythm plays a very important role in communication as Walker (1989) puts it. Graham claims that rhythm, stress and intonation are all essential elements without which it is impossible to convey meaning successfully (Trong Tuan. 2010). If the stress and rhythm patterns are improper, the listeners may have difficulty to understand what the speaker tries to communicate Murcia, Brinton, and Goodwin (1996).

2.7.1 Importance of Teaching Rhythm in EFL Classroom

Due to the importance of rhythm in communication, rhythm is considered necessary in language. Adams (1979) points out that the inadequate control of rhythm is learning because it is a medium to fluency and comprehension at all levels of usage and she considers the command of rhythm as the key to mastery spoken language.

In English, if the rhythm is incorrect too much, the listener would have difficulty to comprehend the speech. This is because English speakers appear to store vocabulary with stress patterns, a mistake in stress can lead to a break down communication.

On the other hand, a favorable effect of a good mastery of English rhythm by English learners can increase the subject matter in hand, leading to more effective and satisfactory communication. Wong (1987) discusses the effect and significance of the rhythm of spoken English, maintaining that the rhythm of oral English is an important thing, therefore, sufficient attention must be paid. 'The use of the appropriate rhythm and intonation patterns makes students' speech sound much less foreign and more English, frequently compensating for other mistakes of pronunciation' (Rivers & Temperley, 1978). It is therefore suggested that only awareness, recognition and mastery of correct English rhythm patterns can help the ESL/EFL learners to have more communicative competence (Adams 1979; Wong 1987; Orton 2000; as cited in Gong, 2002).

2.7.2 Role of English Rhythm in Communication

2.7.2.1 Rhythm is one part of the suprasegmental aspects, its importance is considered together with other aspects such as stress and intonation.

2.7.2.2 Rhythm and intonation are considered the "key elements" of English

pronunciation (Wong. 1987). This is because rhythm is the guide to the structure of information in the spoken speech.

2.7.2.3 Indication of “what goes with what” in an utterance (Underhill. 1998, as cited in Booker &Hinson (2008)compares rhythm and melody as the “road signs” for they help the listener to follow the speaker’s intentions, and to “focus attention on the information structure of a discourse”.

2.8 Language Learning Theories which Help Establish Speech

Rhythm

2.8.1 The Value of Songs and Chants for Young Learners

Children will develop their vocabulary bank of lexical items and multi-word structures via sociolinguistic situations which are suitable to the age and needs of the studentssuch, these situations might include greetings, leave-takings, requests and any language items necessary for basic classroom functions and routines. During this period, there will be an improvement in English speech rhythms, intonation and pronunciation. Therefore, music and rhythm work can be used to dealwith grammar and language activities help students have more fun and creative uses of language (Encuentro.2006). Moreover, one function of rhythm is maybe to provide a path to language. The rhythm is simple and that’s why it is easy for children to follow.

In all societies, adults use rhyme to young children and they response to it actively. According Glenn and Cunningham (1983), babies are more interested in verse more than other kinds of language. English rhythms are constructed by patterns of stressed and unstressed syllable and English nursery rhyme is analyzed to be a stressed verse rather than a foot verse.

In addition, Cook (2000) states that English is similar to music in the way that it has rhythm and beat. In L1 acquisition, tickling rhyme is widely used in English speaking children. Through this, they started to learn many different sounds. Also, rhythm, grammar and action are all related to one another. The stresses learners experienced in some basic rhythms help support grammar learning and stresses in speech. Children can use this as a model to imitate the language. Moreover, rhyme and steady beat allow children to produce more fluent speech.

2.9 Pronunciation Assessment

2.9.1 The Reasons Why Learners Make Pronunciation Errors

2.9.1.1 A particular sound might not exist in the native tongue, therefore, the learner is not used to produce it and tend to use the closest sound in the native language.

2.9.1.2 A sound exist in the mother tongue, but as a separates phoneme, as a result the learner does not realize how necessary to pronounce the sound differently.

2.9.1.3 The learners learn the single sounds correct but do not place the stress pattern correctly or they use the intonation form their mother tongue which is inaccurate in the target language. The result is the foreign-sounding pronunciation, and possibly communication breakdowns.

2.9.2 The Pronunciation Errors and their Correction

Common pronunciation errors of the speakers who use English as a foreign language are:

- 2.9.2.1 Difficulty to pronounce the *th* sound /θ/ and /ð/
- 2.9.2.2 Difficulty to pronounce the neutral 'schwa' vowel
- 2.9.2.3 A tendency to place the stress in the wrong syllable

Error can be found more from the learners. However, the errors that might lead the lack comprehension should be corrected and the errors that cause no problem to communication may not need correcting.

2.9.3 Assessment in L2 Pronunciation

Derwing and Monro (2015) mention valuation is necessary in applied linguistic. Although pronunciation assessment has not been paid much attention, it has been studied more in terms of SLA research. Testing in pronunciation is different from testing in general. Language assessment commonly categorizes tests into many types including diagnostic, achievement, and proficiency tests. The first two are normally used in classrooms, whereas proficiency test are used for admission purposes, e.g. TOFEL (Test of English as a Foreign Language); IELTS (International English Language Test in System); TOEIC (Test of English for International Communication).

2.9.4 Testing Pronunciation in the Classroom

Pronunciation is currently an element to be tested by famous authority like Educational Testing Service (ETS), The British Council, Cambridge English Language Assessment, and using Common European Framework (CEFR) has

developed the language tests. Pronunciation assessment usually takes part in speaking test which can never be separated especially in the test such as IELTS. Derwing and Munro (2005) suggest that the testing materials are similar to those used in pronunciation research. For perception testing, teachers may ask learners to produce the sounds aloud. However, teachers have to be careful when giving learners pronunciation models. The common pronunciation tasks include recognizing differences between sounds, words or phrases, odd one out, cloze, dictation and multiple choices. Fortunately, the evaluation material can be compiled from pronunciation textbook. It is necessary for teachers to bear in mind that L2 learners should have some improvement in their speech intelligibility. Most teachers must be familiar with three types of language test: Needs assessment, Formative assessment and Summative assessment.

2.9.4.1 Needs assessment

A need assessment is considered as a part of diagnostic test, usually done at the beginning of the lesson. The purpose of this assessment is to find out students ability and to determine the teaching plan for the semester. Needs assessment is useful for developing instruction, lesson plans and suitable activities for learners. According to Derwing and Munro (2015) guidelines for a well-design needs assessment are as followed:

1) Fast Implementation

In order to conduct an individual testing, the instrument should be concise and easy to use. A check list approach is a convenient way to help the evaluator work easier and more efficient.

2) Recording

Teachers can apply digital technology in testing pronunciation. The video or sound recording can help teachers to investigate learners' production as many times as they want. Besides, it helps teachers in terms of giving feedback of which area learners should work on. Furthermore, the recorded sound can be implied to assess learners' progress of pronunciation.

3) Multiple Elicitations

Levis and Bariuso (2012) illustrated that the speaking task has impacts on pronunciation errors of L2 learners. They figured out the major difference in vowel and consonant errors between conversational speech and read-aloud speech. In assessment, teachers have to consider the effects that might come with the elicitations and other methods. Reading tasks provide the advantages for speakers to pronounce specific segments, words, and grammatical structure, however; they leave out the naturalness. Other way to assess learners' pronunciation like interview or picture narrative might not offer the assessor to evaluate target particular items. For this reasons, it is suggested that a combination of several methods should be used. If learners are required to read a short passage or set of a sentence, the vocabulary and grammatical structure should be active in spoken language.

2.9.5 Background Knowledge that is Important for Pronunciation

Assessment

Although there are no evidence approved which is the most important aspect of pronunciation. However, to make speech sound the most understandable, the test should cover prosodic elements, segmental, and global speaking habit. Within these

categories, it is known that stress, high functional of segments, vocal projection, and speech rate all affect comprehension.

2.9.5.1 Input

The ability to perceive the correct sounds in the L2 is connected to the pronunciation ability. Therefore, it is important for learners to be tested their pronunciation. If the learner cannot distinguish the necessary sound elements then the teachers should focus on the specific ones.

2.9.5.2 Output

Learners should be given feedback to their production and in some cases, suggestion for homework that could help their perception and production.

2.9.5.3 Formative Assessment

The major purpose of this kind of assessment is to investigate whether the instruction given has been beneficial and whether the objective has been achieved. If they have, the test allows the teacher to set new goals. If the objective has not been achieved then the teacher can decide whether to try different strategies.

2.9.5.4 Summative Assessment

Summative assessments are aimed to find out learners' learning achievement at the end of the course. The tests are often used to decide if the learners can move on the other level or remain in the same one.

2.9.5.5 Test Materials

When assessing learners, teachers have the options of using instrument in pronunciation textbooks like Teaching Pronunciation by Celce-Murcia et al. (2010) to develop their own tools, or applying those two. Teachers can also develop sets of

electronic material that response to the need of their learners and they should be given feedback and advice.

2.9.6 Evaluating Pronunciation Effectively

Evaluating and teaching pronunciation needed to be processed carefully because they connected to several aspects. It is necessary for teachers to have clear understanding of the nature of L2 articulation. Teachers should be able to tell the position of the sound production to help learners produce better utterance in the target language.

Moreover, the teachers should be familiar with the prosodic elements in English; stress, rhythm, and intonation, Derwing & Munro (2015). To help learners in this area, the teachers should have good comprehension of prosodic patterns. Accurate pronunciation testing requires the ability to analyze L2 speech which can be developed through listening experience.

It is important for teachers to have a deep understanding about the pronunciation learning process. Not all the learners of L2 need help in their pronunciation, however, there are numbers of them who need help to make their speech to be more intelligible. It is recommended for teachers to give useful advice and feedback on pronunciation so that learners can make their speech become clearer and easier to understand.

2.9.7 Reliable Test and Valid Test

Reliability and validity are main principles in testing. Reliability refers to the similar quality or quantity of the outcome in every time there is a test. Whereas validity is the accurate area of measurement which should be focused on. Reliability in pronunciation testing can be such headache due to the fact that it needs a personal

judgment. Real time pronunciation test is much more difficult than the recording because it does not allow the assessor to go over the L2 speakers' utterance; consequently, it is quite difficult to give accurate evaluation in each element in pronunciation. Isaacs and Thomson (2013) have found the relationship of familiarity and pronunciation assessment. It is mentioned that the reliability involve with differences among assessors, apart from familiarity with the accents and this factor resulted in scoring.

2.9.7.1 Reliability

Reliability involves how students' results are on what expectation they are given; what specific questions, including follow-up questions, they are asked; and how an examiner's judgments might change over the course of assessing many students. Problems in any of these areas lead to errors in judging learners' abilities. Fortunately, there are many ways we can do to increase the reliability of oral assessments: If the assessment can only be based on a single situation, try to make that the situation is as representative of the field as possible. Reliability is usually significantly increased if students are assessed on several cases. Where the assessment is based on questioning, increasing the number of questions asked is likely to increase reliability. A rubric or marking guide with explicit criteria and standards will be helpful in any situation. Model answers may also be useful in developing a common understanding of criteria and standards across markers (Joughin. 2010).

2.9.7.2 Validity

Assessment is valid when it allows learners to show knowledge, skills and values in relation to the course they are studying. Validity' refers to assessment which seems likely to test what it is supposed to test. For example, if the learners are

supposed to be test on ordering food function, then they should be tested about ordering food in a restaurant. If the assessment concerns with interaction, and responding to complex tasks, it is possible to encourage learners to be prepared (Joughin. 2010).

2.10 Planning the Assessment

When planning assessment, test purpose should be considered first. The purpose of a test must be clear in order for valid interpretations. Tests have different purposes. For example, one test may be used to evaluate learners' progress, while another evaluates learners' achievement. It is also important to state the specific interpretations that will be made based on the scores (ETS. 2009).

2.10.1 Developing Test Items and Scoring Criteria

2.10.1.1 Matching the Task to the Purpose

The first step in developing a test item should be to link, directly to the test specifications and content standards, the content and skill that the item is supposed to measure. Item writers and reviewers should work to ensure that all test items maintain specificity in their match to content guidelines (ETS. 2009).

2.10.1.2 Defining Expectations

Because EFL students have diverse cultural and educational backgrounds, item writers should not assume that learners have had any previous knowledge with given tasks. For example, learners should be told explicitly what type of response is acceptable for a constructed-response question, whether it is a paragraph, complete sentence, list, diagram, mathematical equation, and so on. The response should be made clear to the learners (ETS. 2009).

2.10.1.3 Writing Appropriate Directions

Design clear directions to avoid confusing ideas. Consider options for simplifying the language used for directions. Also consider presenting the directions orally or in a language other than English if that will provide the best, most understandable instructions for ELL learners (ETS, 2009).

2.10.1.4 Using Accessible Language

Use clear and easy to understand language. In other cases, though, the language of presentation should be as simple and clear as possible. Use vocabulary that will be widely accessible to learners. Avoid colloquial and idiomatic expressions, words with multiple meanings, and unduly challenging words that are not part of the construct. Keep sentence structures as simple as possible to express the intended meaning. For EFL students, simple sentences are often easier than a single more complex sentence (ETS, 2009).

2.10.2 Technology and Assessment

Technology is now become one the useful instrument in language testing. The application of technology can help assessor evaluate oral proficiency with the more reliability because it should give the same result several times. However, Isaacs (2013) argues that the testing system with the implication of technology is not suitable for speech evaluation as it should be focused on the validity as well. In this case, natural communicative abilities can be evaluated with better reliability by human assessor rather than machine based. Isaacs also claims that the automatic testing systems vary in their ability to match the human assessment and the different elements in speech. There is no evidence to prove that machine based adopted in the

testing is accurate and more reliable. Even the standard tests like TOFEL or IELTS are still now make capital out of human rating for global pronunciation.

2.11 Previous Studies

Suprihatin (2009) conducted an interesting study at Banjarmasin, Banjar with Elementary 2 students. The data was collected through pre- and post-test and analyzed based on the students' recordings in order to find out how jazz chants improve the students' pronunciation of American English vowels. The researcher found out that students can get improvement after they did the activity of using Jazz Chants.

In a study by Wasamin (2005), 41 students; 20 male and 21 female students at Sekolah Menengah Tingkat Pertama 34 Semarang class IIIA. Her study was conducted in order to determine if jazz chants help improve students' English interaction. The data collection was done in 3 cycles to investigate the student's ability in; (1) using expression in Simple Present Tense; (2) using expression in Simple Past Tense and ; (3) using expression in Simple Future Tense. From the result of the study, the students had improved their pronunciation, intonation and fluency, and felt more confidence in interacting in English.

So-udorn (2002) investigated the construction of English jazz chants exercises as a Supplementary Material of English Speaking Course for grade 10 Students of Suksanaree Wittaya, Bangkok. Finding were based on 30 samples who were attending grade 10, semester 2, academic year 2002. The data were collected from pre-test, post-test, and questionnaires. The finding showed that jazz chants has developed students' English pronunciation.

Somers (2000) studied the effects of rhythm, music, and chants in Korean English language classroom. The samples consisted of 5 male and 7 female students. The data were obtained through pre-test, post-test, and survey. The result indicated that rhythm, music, and chants improved students' English language.

In another research done by Medina (2002), the effect of music on second language vocabulary acquisition was explored among 48 grade two students of limited English proficiency. Her comparative design consisted of four treatment groups (Music/ No-Music and while the subjects in the Music group heard a sung version of the same story. For the Illustration group, she used pictures of target vocabulary words to illustrate and no pictures for the No-Illustration group. The results of the study revealed significance. Obviously, the amount of the vocabulary that the students picked up were extended from the lowest gain in the No-Music and No-Illustration groups, to the Music, and to the highest in the Illustration group.

An interesting study explored by Rui Ma, 2015 about the pronunciation rubric in a speaking proficiency test at an as a Second Language (ESL) Intensive English Program in America. She claims that pronunciation is one of the most important aspect in speaking, however, there is not any detailed rubric specialized for pronunciation. Therefore, the new pronunciation rubric ratings in vowels, consonants, word stress, sentence stress, intonation, and rhythm was revised and used with of 226 speaking samples from English learners werecollected at Brigham Young University's English Language Center. According to the study, the result that among those pronunciation features, only the ratings of sentence stress increaseincrementally with the proficiency levels without overlapping among proficiency levels.

2.12 Summary of the chapter

This literature review showed the importance speech rhythm in communication because in English, if the rhythm is incorrect, the listeners would have difficulty to understand the speech. This is because English speakers appear to store vocabulary with stress patterns, a mistake in stress can lead to a break down communication. The related literature discussed in this chapter illustrate several key terms, theories and some practical guideline and assessment ideas in developing pronunciation.

CHAPTER 3

RESEARCH METHODOLOGY

This study comprised English rhythm lessons and the content from EFL textbook for grade 7 students in aspect of improving learners' pronunciation by focusing on word, phrase and sentence stress or speech rhythm. After utilizing this English rhythm lessons, pronunciation performance, and learners' attitude will be investigated.

This chapter demonstrates the research methodology utilized in the present study. It explains the population and samples, the instruments and how to construct them, the data collection, the data analysis, and the statistical method.

3.1 Research Design

A paired pre-test and post-test, was employed in this study to compare the students pronunciation scores before and after they received the treatments. The independent variables were the English rhythm lessons. Later, the semi-structured interviews were applied to the study. The dependent variables were the students' learning achievement and the opinions toward the lessons.

Table 3.1 Research Design

Group	Pre-test	Treatment	Post-test
English rhythm lessons	T ₁	X	T ₂

T_1 is Pre-test

X is Learning English pronunciation through the English rhythm lessons

T_2 is Post-test

3.2 Population and Samples

The samples were selected by using simple random sampling from the population who were 12 classes of grade 7 students in the second semester of academic year 2015 (562 students) that can be concluded as follow:

3.2.1 The population of this study was 562 students from grade 7 at Bangkokapi School, Bangkok, Thailand.

3.2.2 The samples in this study were 30 students from class 11 in the second semester of academic year 2015 at Bangkokapi School, Bangkok, Thailand.

3.3 Research Instruments

The instruments employed in this study are:

3.3.1 10 English rhythm lessons and pronunciation tasks derived from a pronunciation course book.

3.3.2 Pre- and post-test consisted basic stress, rhythm.

3.3.3 The interview questions were conducted to discover the samples' attitude toward the English rhythm lessons.

3.4 The Construction of Research Instruments

The procedures of instruments construction and the determination of the instruments' efficiency is as follows:

3.4.1 English Rhythm Lessons

The researcher collected English rhythm lessons and the pronunciation tasks from a pronunciation course book as follows:

3.4.1.1 The researcher studied and explored causes and problems while learning and teaching English through observation, teaching record, and students' learning report.

3.4.1.2 The researcher studied the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) about vision, principles, goals, learners' key competencies, desirable characteristics, learning standards, indicators, learning areas, and strands and learning standards of foreign languages.

3.4.1.3 The researcher studied principles and theories involve pronunciation, speech rhythm and pronunciation rubric.

3.4.1.4 The researcher designed the purposes, objectives and contexts of English rhythm lessons according to the speaking content from EFL textbook and core curriculum.

3.4.1.5 The researcher collected the content from EFL textbook and core curriculum and pronunciation course books as follow:

- 1) An overview of English pronunciation
- 2) Rules to predict stress: prefix
- 3) Rules to predict stress: prefix + verbs
- 4) Rules to predict stress: suffixes

- 5) Rules to predict stress: numbers
- 6) Rules to predict stress: compounds
- 7) Rules to predict stress: phrasal verbs
- 8) An overview of sentence stress and rhythm in English
- 9) Rules to predict sentence stress and rhythm
- 10) Basic English stress and rhythm

3.4.1.6 English rhythm lessons were examined by advisors about content validity and quality. The researcher developed English rhythm lessons and the tests on the content that had been taught based on the advisor's suggestions.

3.4.1.7 English rhythm lessons and pronunciation tasks were then examined the content validity quality by 3 experts using Likert's rating scale as follows (Srisa-ard. 2000).

5	points	for the most appropriate
4	points	for more appropriate
3	points	for average appropriate
2	points	for less appropriate
1	points	for the least appropriate

3.4.1.8 The researcher analyzed the scores from the experts to find out mean scores to compare with these criteria (Srisa-ard. 2000)

Meaning		Opinion Level
4.51 - 5.00	means	It is the most appropriate
3.51 - 4.50	means	It is more appropriate
2.51 - 3.50	means	It is average appropriate
1.51 - 2.50	means	It is slightly appropriate

1.00 - 1.50 means It is the least appropriate

Appropriate score at 3.50 and upper is considerable

Table 3.2 The Result of the Content Validity Rated by Three Experts

Items	Areas of Evaluation	Expert Opinions				
		1	2	3	4	5
1	Clear directions	0	0	0	0	3
2	Appropriate degree of difficulty	0	0	0	1	2
3	Appropriate target elements	0	0	0	0	3
4	Activate students' background schema	0	0	0	0	3
5	Promote pronunciation development	0	0	0	0	3
6	Provide enough practice	0	0	0	0	3
7	Appropriate time and sequence	0	0	0	1	2
8	Appropriate teaching strategies	0	0	0	1	2
9	Contain different activities	0	0	0	1	2
10	Useful for communication	0	0	0	0	3
Mean Score of Content Validity					4.83	

(n=3)

Table 3.2 indicated the result of content validity evaluation. According to the mean score, the lessons were considered the most appropriate as an instrument.

3.4.1.9 The researcher improved English rhythm lessons and pronunciation test based on the experts' suggestion.

3.4.10 The researcher conducted the complete English rhythm lessons.

3.4.2 Pre-and Post-test

These tests refer to both pre- and post-test, they will be conducted and tried out by the researcher. The test comprised of 1) 10 items of word stress, 2) 10 items of sentence stress, and 3) 1 item of short story. The procedures of construction of the tests are as follows:

3.4.2.1 The researcher studied a syllabus for lower secondary level of English subject and speaking function for grade 7 students.

3.4.2.2 The researcher studied literature on how to construct the test.

3.4.2.3 The researcher constructed the test about the content that consists of 3 parts; (1) word stress, (2) sentence stress or rhythm, and 3) read aloud test.

3.4.2.4 The items of the test were revised by the advisors before proposing to the experts to examine the validity by using IOC formula as follows:

+1	refers to	All items of the test are suitable for the objectives
0	refers to	Some items of the test are suitable for the objectives
-1	refers to	Most items of the test are not suitable for the objectives

3.4.2.5 The researcher calculated IOC index, and chooses the questions which have the IOC index at level 0.5-1.00 to be a test.

Table 3.3 The Result of the Evaluation of Pre-test and Post-test

Areas of Evaluation	Experts' Opinion			
	+1	0	-1	IOC
1. Pre- and Post-test Part 1:				
1.1 Clear directions	3	0	0	1
1.2 Appropriate degree of difficulty	3	0	0	1
1.3 Appropriate occurrence of target elements	2	1	0	0.67
2. Pre- and Post-test Part 2:				
2.1 Clear directions	3	0	0	1
2.2 Appropriate degree of difficulty	3	0	0	1
2.3 Appropriate occurrence of target elements	2	1	0	0.67
3. Pre- and Post-test Part 3:				
3.1 Clear directions	3	0	0	1
3.2 Appropriate degree of difficulty	3	0	0	1
3.3 Appropriate occurrence of target elements	2	1	0	0.67
Mean Score of IOC				0.89
(n=3)				

Table 3.3 demonstrated the result of the test evaluation. The IOC mean score was 0.93 and could be interpreted as a suitable test.

3.4.2.6 The test was tried out with the other class students who studied in grade 7 that are not samples at Bangkapi school in academic year 2015.

3.4.2.9 The researcher selected the approved 21 test items as a pre-test and a post-test.

3.4.3 Lesson Plans

The lesson plans refer to 10 lesson plans for 10 English rhythm lessons. The procedures of construction of the lesson plans are as follows:

3.4.3.1 The researcher studied a syllabus for lower secondary level of English subject and speaking function for grade 7 students.

3.4.3.2 The researcher studied literature review on how to construct the lesson plans.

3.4.3.3 The researcher constructed the lesson plans about the content in English rhythm lessons.

3.4.3.4 The lesson plans were revised by the advisors before proposing to the experts to examine the validity by using IOC formula as follows;

- | | | |
|----|-----------|---|
| +1 | refers to | The items are suitable for the objectives |
| 0 | refers to | Some of the items are suitable for the objectives |
| -1 | refers to | Most of the items are not suitable for the objectives |

3.4.2.5 The researcher calculated IOC index, and chooses the items which have the IOC index at level 0.5-1.00 to be a test. As shown in table 3.4, the IOC mean score was 0.95 and could be interpreted as a suitable lesson plans.

Table 3.4 The Result of the Evaluation of Lesson Plan for English Rhythm Lessons

Areas of Evaluation	Experts' Opinion			
	+1	0	-1	IOC
1. Learning objectives:				
1.1 Realistic goal	2	1	0	0.67
1.2 Relevant to the context being taught	3	0	0	1
2. Expected behavior				
2.1 Relevant to the objective set	2	1		0.67
3. Content:				
3.1 Useful for pronunciation	3	0	0	1
3.2 Useful for communication	3	0	0	1
3.3 Appropriate for assisting pronunciation	3	0	0	1
4. Skills:				
4.1 Promote speech proficiency	3	0	0	1
4.2 Improve speaking and listening skill	3	0	0	1
5. Materials:				
5.1 Assisted learning	3	0	0	1
5.2 Authentic	3	0	0	1
5.3 Draw attention	3	0	0	1
6. Evaluation:				
6.1 Valid assessment on oral performance	3	0	0	1
7. Teaching Procedures:				
7.1 Activate students' background schema	3	0	0	1
7.2 Promote pronunciation development	3	0	0	1
7.3 Provide enough practice	3	0	0	1
7.4 Appropriate time and sequence	3	0	0	1
7.5 Appropriate teaching strategies	3	0	0	1
7.6 Contain different activities	2	1	0	0.67
8. Conclusion:				
8.1 Provide practical summary	3	0	0	1
8.2 Provide key concepts of the content	3	0	0	1
Mean Score of IOC				0.95

(n=3)

3.4.4 Interview Questions

The questions are constructed and developed gradually as follows:

3.4.4.1 The researcher studied literature review on conducting an interview.

3.4.4.2 The researcher designed and created questions concerning to the attitude toward English pronunciation and English rhythm lessons including 5 main questions:

- 1) What is your attitude toward English pronunciation in general?
- 2) Can you evaluate yourself on English pronunciation skills? Which of the following items you think you fit in?
- 3) How do you feel about the English rhythm lessons?
- 4) Do you feel that you have learnt the pronunciation from the lessons? If yes, please state the degree of learning.
- 5) In what extents you think the lessons had helped you to improve your pronunciation?

3.4.4.3 The questions were revised by the advisors before proposing to the experts to examine the validity by using IOC formula as follows:

- | | | |
|----|-----------|---|
| +1 | refers to | The item is suitable for the objectives |
| 0 | refers to | The item slightly suitable for the objectives |
| -1 | refers to | The item is not suitable for the objectives |

3.4.4.5 The researcher calculated IOC index, and chooses the items which have the IOC index at level 0.5-1.00 to be the question. As shown in table 3.5, the IOC mean score was 0.80 and could be interpreted as a suitable for the interview.

Table 3.5 The Result of the Evaluation of the Interview Questions

Interview Questions	Experts' Opinion			
	+1	0	-1	IOC
1. What is your attitude toward English pronunciation in general?	2	1	0	0.67
2. Can you evaluate yourself on English pronunciation skills? Which of the following items you think you fit in?	2	1		0.67
3. How do you feel about the English rhythm lessons?	3	0	0	1
4. Do you feel that you have learnt the pronunciation from the lessons? If yes, please state the degree of learning.	2	1	0	0.67
5. In what extents you think the lessons had helped you to improve your pronunciation?	3	0	0	1
Mean Score of IOC				0.80
(n=3)				

3.5 Data Collection

To collect the data, the present study includes pre- and post-test, and the interview questions. The procedures for collecting data were as follows:

3.5.1 The study was done with a pre-test. The pre-test was given to all of samples at the beginning of a class for 2 hours. The read-aloud tests were employed and the pronunciation is evaluated by 3 different judges using pronunciation rubric.

3.5.2 The samples were orientated to understand about word, phrasal, and sentence stress via English rhythm lessons. Then, they practiced pronunciation through the pronunciation tasks from English rhythm lessons. There were 10 lessons and each lesson was 1.5 hours long.

3.5.3 A post-test was given to all of the samples after the class for 2 hours. The read-aloud tests was employed and the pronunciation is evaluated by 3 different judges using rubric.

3.5.4 After doing a post-test, the samples were interviewed to discover the attitude toward English pronunciation and the lessons. Each student used approximately 10 minutes to share their opinions. The research design for data collection can be illustrated as follows:

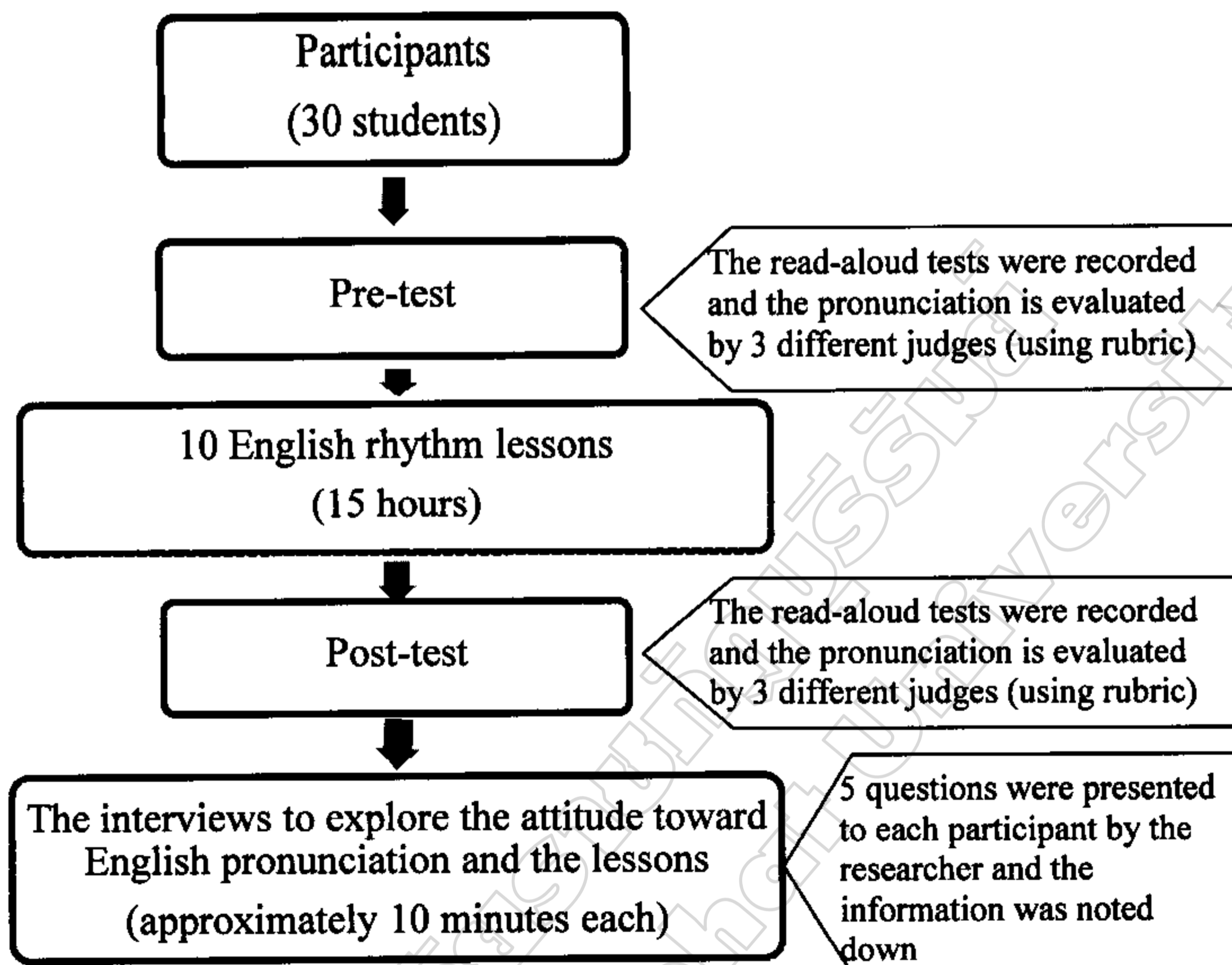


Figure 3.1 Research Design for Data Collection

3.6 Data Analyses

The collected data was analyzed and deduced by using the data analysis methods as follows:

3.6.1 The Data Obtained from the Pre-test and Post-test

3.6.1.1 In order to evaluate the students' pronunciation before and after students practiced the pronunciation through English rhythm lessons, the pre-test and post-test were computed for the mean (\bar{x}), standard deviation (S.D.) and t-test values.

3.6.1.2 Dependent samples t-test was used to compare the difference between pre-test and post-test mean scores to study a significant difference set at .05.

3.6.2 The Qualitative Data Obtained from the Interviews

3.6.2.1 Frequency and percentage were used to analyze the data of the personal information of the samples.

3.6.2.2 In order to collect the information from the samples, the interview forms were added.

3.6.3 The results from the interview were analyzed and organized into categories.

3.7 Statistics Used in Data Analyses

3.7.1 Statistics Used to Find out the Quality of Instruments

3.7.1.1 Validity of achievement test by using IOC (Index Item of Congruence) formulaas follows:

$$IOC = \frac{\sum R}{N}$$

IOC = Index Item of Congruence between question and objective

$\sum R$ = Total scores of experts' opinion

N = Number of experts

3.7.1.2 Standard Deviation (S.D.)

$$S.D. = \sqrt{\frac{\sum (X - \bar{X})^2}{N-1}}$$

S.D. = Standard Deviation

X = Score of each item

\bar{X} = Mean

N = Number of scores in group

Σ = Total scores

3.7.1.3 The differences between pre-test and post-test mean scores

calculated by dependent samples t-test formula:

$$t = \frac{\Sigma D}{\sqrt{\frac{n \Sigma D^2 - (\Sigma D)^2}{(n-1)}}}$$

t = Statistical index used to compare with critical index to find out a significant difference

D = Different result of minus between a pair of scores

n = Number of samples or a pair of scores

3.8 Summary of the Chapter

In summary, this chapter illustrated 562 students of research population at Bangkapi school, Bangkok in the second semester, academic year 2015. Thirty of grade 7 students were selected as the samples. The instruments applied were pre-test and post-test, English rhythm lessons and the interview questions. The data were collected from pre-test and post-test design then follow with the interview. The Data was then analyzed utilizing IOC, frequency, percentage, mean, standard derivation, and independent sample t-test together with the implication of statistical analytic software.

CHAPTER 4

RESULTS

This chapter presents the results of the data analysis for the findings in the study. The purposes of this study were to explore the impacts of English rhythm lessons and to investigate the students' attitude toward the lessons.

In this section, the findings are categorized into the major findings which present the answers for the research questions and the additional findings that indicates students' attitude toward English rhythm lessons. The data that have been analyzed would be illustrated in the tables and the description beneath.

4.1 Major Finding Related to the Research Questions

4.1.1 Research Question 1: Will Students who Practice Speaking through English Rhythm Lessons have Higher Mean Score on Post-test than Pre-test?

Research question 1 investigated whether English rhythm lessons had significant effects on students' pronunciation.

Table 4.1 Paired Sample t-test of the pre-test and post-test mean scores

Tests	Means	SD	Mean Differences	t-Values	Sig. (1-tailed)
Pre-test	5.72 (38.12 %)	2.03	3.34 (22.27 %)	21.17*	0.0000

Table 4.1 (Continued)

Tests	Means	SD	Mean Differences	t-Values	Sig. (1-tailed)
Post-test	9.06 (60.4 %)	1.95			

(full score = 15, n = 30)

Table 4.1 showed that the participants had the pre-test mean score of 5.72 (SD = 2.03), while the post-test mean score increased to 9.06 (SD = 1.95). The standard deviations (SD) suggested that after the lessons were given, the diversity of the pronunciation ability became less different.

The paired sample t- test values showed that there was significant difference indicated after the students received the treatment. As shown in the table, the mean difference is 3.34, and the t-test value is 21.17. These illustrated that the difference between the pre- and post-test mean scores is significant at the 0.05 level.

According to the data from Table 4.1, it could be concluded that English rhythm lessons had a significant impact on students' pronunciation performance that can be supported by the higher post-test score.

Therefore, the conclusion could be drawn that the English rhythm lessons could improve students' pronunciation and is at significant level of .05 as can be observed from the increased post-test score

To summarize the findings for research question 1, it can be stated that the implication of English rhythm lessons could improve students' pronunciation ability with regard to word, phrase and sentence stress at the significant level as supported by paired sample t-test values analysis in Table 4.1. Furthermore, it could be observed from the higher post-test scores from all three judges and the raw scores.

4.1.2 Research Question 2: What are Students' Opinions toward English Rhythm Lessons?

Due to the small numbers of participants, qualitative data were collected for the additional finding for the qualitative data. The interviews with all the students allowed them to share their point of views about the English rhythm lessons. Later, the reflections on the experiment, the judgment of the observation are mentioned.

The interviews were conducted with all 30 students at the end of the lessons to investigate students' opinions and the feeling about the lessons. The interviews were designed to be semi-structured with 5 questions prepared by the researcher. The interviews allowed the participants to respond in Thai and each student took approximately 10 minutes for the interview. The data obtained were recorded and translated into English and the findings were analyzed into percentage and were classified into the following categories:

4.1.2.1 The Attitude toward English Pronunciation in General

Table 4.2 The attitude toward English pronunciation in general

Opinion	f	percentage
difficult	21	70.00
confusing	13	43.33
boring	9	30.00
fun	8	26.67
challenging	5	16.67

(n=30, and have multiple answers)

According to Table 4.2, students were asked how they feel about English pronunciation and many of them have negative feeling toward it. There were 21

students who said they thought it a difficult element in English, 13 students mentioned, it was confusing and they didn't remember how to pronounce correctly, 9 students stated that it was boring because they didn't understand and the lessons in the class were not interesting. In contradiction, there were 8 and 5 students who felt that English pronunciation was fun and challenging respectively. In addition, they said they really enjoyed learning how to pronounce the words correctly.

4.1.2.2 Self Evaluation of English Pronunciation

Table 4.3 Self-evaluation of English Pronunciation

Opinion	f	percentage
excellent	0	0.00
good	4	13.33
fair	21	70.00
poor	5	16.67
(n=30)		

From Table 4.3, students were encouraged to evaluate themselves in English pronunciation with some guidelines to response. The interview showed that none of them thought their pronunciation skill was excellent. However, 4 students stated that their pronunciation was good because they picked it up in the English native speaker class, up to 21 students mentioned it was fair for them since some of them had awkward feeling in pronouncing the words and they were scare of making mistakes. The last group of students thought that their pronunciation were slightly low due to the lack of practice, confidence and knowledge of the basic sound of the letters. Surprisingly, some of them even said that they had problem in reading and speaking.

4.1.2.3. The Opinion toward English Rhythm Lessons

Table 4.4 The opinion toward English rhythm lessons

Opinion	f	percentage
educational	30	100.00
enjoyable	19	63.33
challenging	16	53.33
difficult	12	40.00
boring	3	10.00
too fast to follow	4	13.33

(n=30, and have multiple answers)

As can be observed from Table 4.4, the students were encouraged to share how they feel about the English rhythm lessons and many of them have negative feeling toward it. Interestingly, all students feel that the lessons about word, phrase and sentence stress were educational for them, they also mentioned that they had learnt a lot of new techniques to remember where to stress and that was very useful in English. There were 19 students who said the lesson was amusing and enjoyable, this might be because some words sounded funny to them and they felt like they were singing hip-hop or rap songs. Moreover, they found it easier than trying to remember the grammatical structures. Up to 16 students stated the lessons were challenging since they had to practice a lot during the lessons and tried to replace the fault stresses they made before. Diferently, 12 students thought the lessons were too difficult, 3 said the lessons were boring because they didn't understand and 4 students mentioned that the lessons were too quick for them.

4.1.2.4. Self- improvement

Table 4.5 Self- improvement

Opinion	f	Percentage
Yes, a lot	22	73.33
Yes, a bit	6	20.00
Not sure	2	6.67

(n=30, and have multiple answers)

According to data from Table 4.5, students were asked whether they felt English rhythm lessons had helped them to improve their pronunciation in terms of stresses. The majority up to 21 students said they thought the lessons had helped them developed their pronunciation, 6 students stated that they had improved a little and 2 of them said they were not sure because they were still scared of speaking.

4.1.2.5 In What Extent the Lessons Helped in Pronunciation

Table 4.6 In what extent the lessons helped in pronunciation

Opinion	f	percentage
word stress	21	70.00
sentence stress	16	53.33
rhythm of speech	16	53.33
pronunciation	24	80.00
confidence in pronunciation	19	63.33

(n=30, and have multiple answers)

Table 4.6, indicated the extents the students thought they were important elements to help them overcome pronunciation problem. There were 21 students

mentioned about word stresses and said they were easy to distinguish the difference and to remember. There were 16 students who felt that their sentence stress and the rhythm of speech sounded better. The majority up to 24 students said their pronunciation had improved. Delightfully, 19 students had the feeling of more confidence to pronounce to words, phrases, or sentences in English. They said the techniques were practical and helped them to have some ideas to predict the stresses. They felt like it would be easier for people to understand their pronunciation and this would lead the better communication.

4.2 Summary of the Chapter

This study investigated the effects of English rhythm lessons to improve English pronunciation and to figure out the students' attitude toward the lessons. The participants were selected by using simple random sampling method. The data was collected from the pre- and post-test, and the interview questions. The finding indicated that the post-test mean score was higher than the pre-test, therefore, this study demonstrated that English rhythm lessons were practical and could help students to improve their pronunciation. In addition, students mentioned that the lessons were educational, amusing and built more confidence in speaking. However, the minority thought that some lessons were too difficult and some said they found it boring.

CHAPTER 5

CONCLUSION AND DISSCUSSION

This chapter presents a summary of the major findings, followed by the discussion of the findings of their pedagogical implications. The results of the research are discussed with related areas mentioned earlier. First, the research problem is restated as an inspiration of the research. Later on, the major findings are presented along with how these findings correlated with the previous studies. Finally, the chapter ends with limitations of the study and recommendations for future research.

Hence, the present study aimed to explore the impacts of English rhythm lessons compiled by the researcher to improve English pronunciation and the attitude toward the lessons by analyzing from the pre- and post-test mean scores. The treatment was carried out in the group of 30 students. At the beginning, the students were asked to do the pre-test. Later, they enrolled the English rhythm lessons and were asked to do the post-test and finally were interviewed to find out the attitudes toward the lessons. The pronunciation test scores were evaluated by two native speakers and the researcher and the raw scores were collected and analyzed using SPSS analytic software to find frequency, percentage, mean, standard derivation, and dependent sample t-test. The findings were presented in Chapter 4. The purposes of the discussion mentioned here is to clarify the significance and the relationship with the findings and the related theories and previous studies. Following, is the conclusion of the major findings with regard to two research questions.

5.1 The Conclusion of the Major Findings

5.1.1 Research Question 1: Will Students who Practice Speaking through English Rhythm Lessons have higher Mean Score on Post-test than Pre-test?

Research question 1 investigates whether using English rhythm lessons has significant effects on students' pronunciation. The results of a paired sample t-test analysis indicates that the participants had the pretest mean score of 5.72 (SD = 2.03), while its post-test mean score increased to 9.06 (SD = 1.95). The standard deviations (SD) suggest that after the lessons were given, the diversity of the pronunciation ability became less different.

The paired sample t-test values show that there was a significant difference indicated after they received the treatment. As shown in the table, the mean difference is 3.34, and the t-test value is 21.17. This illustrates that the difference between the pre- and posttest mean scores is significant at the 0.05 level. Therefore, the findings confirm that English rhythm lessons have a significant impact on students' pronunciation performance as supported by the higher posttest score.

5.1.2 Research Question 2: What are Students' Opinions toward English Rhythm Lessons?

The data obtained were recorded and translated into English and the findings were classified as following categories:

5.1.2.1 The Attitude toward English Pronunciation in General

It can be observed that most students thought English pronunciation was difficult for them. Some students said that it was fun and challenging while other said it was confusing and boring.

5.1.2.2 Self Evaluation of English Pronunciation

The results from the interview can be concluded that one of the students thought their English pronunciation was excellent. However, some thought theirs were good and some thought theirs were poor, while the majority claimed that their English pronunciation was fair.

5.1.2.3 The Opinion toward English Rhythm Lessons

According to the interview data, all students stated that this English rhythm lessons were educational. Many of them said they were enjoyable and challenging. Some thought that the lessons were boring and too fast for them to follow.

5.1.2.4 Self- improvement

Students thought their pronunciation had improved after they had been given the treatment. The result shows that most students feel that they have learnt a lot after the lessons, some said a little while the minority said they were not sure.

5.1.2.5 In What Extent the Lessons Helped in Pronunciation

The students had shared the areas of improvement after the treatment. Most students said they have improve their word stress and pronunciation and more than half said that they had improved their sentence stress, speech rhythm and confidence in pronunciation.

5.2 Discussion of the findings

The findings of the study imply that the use of English rhythm lessons will have significant impacts on students' pronunciation in terms of word stress, phrasal stress and sentence stress. Further additional data from the interview refers to the students' attitudes toward English pronunciation, self evaluation of English pronunciation, the opinion toward English rhythm lessons, self- improvement and the extent that the lessons helped in pronunciation. The explanation of the findings is discussed in the following sections.

5.2.1 The Improvement of English Rhythm in Pronunciation

5.2.1.1 Rhythm in Words, Phrases, or Sentences is Predictable

Some specific suprasegmental items were listed as important elements for pronunciation: accurate use of stress, direction of pitch movement, the placement of word stress and stress-timed rhythm. In addition, it had been proven that learners who had received some instruction on elements like speaking rate, intonation, rhythm, projection, word stress, and sentence stress indicated significant development comprehensibility and accent when they produced utterance (Chun. 2002). The role of intonation and conversation appear to be important in second language research topic. The field of English as an L2 received more attention in terms of pronunciation and the promotion in teaching stress, rhythm, and intonation. The teaching of pronunciation, focusing on the rhythm, intonation and the larger units like the trans-segmental properties of phrases are viewed as fundamental component of both listening comprehension and oral proficiency (Pennington. 2008).

With regards to the importance of stress, it is quite difficult for non-native of English to tell the primary stress of the words. Nevertheless, native speakers tend to

be able to predict the stress of the unfamiliar words, therefore, this infer that there must be some rules to help them speak with the correct stress pattern. In fact, there are some linguists who have claimed that there is actually a rule system to make stress pattern predictable. Furthermore, Kanoksilpatham (2007) claimed that English language listeners highly depend on stress patterns to recall words in their memories.

Clearly, the students had improved their pronunciation skill after they had taken the rhythm lessons. This could be because the elements that indicate stresses include word origin, affixes, and the word's function in an utterance and stresses are often predictable if certain affixes were taught (Brinton, Celce-Mercia & Goodwin.1996).

5.2.1.2 Why Teaching Word and Sentence Stresses Help Students in Pronunciation

It is important for learners of English to understand that every English word has its own stress pattern. It is also necessary for learners to recognize the sounds and pronounce them correctly, as incorrect placement of stress can cause misunderstanding, therefore, teachers should explain how words are stressed. Moreover, students should practice hearing and predicting where stresses are in words. This is because stresses in English can be predicted by rules. The clear teaching of word stress pattern is essential for ESL pronunciation. For this reason, it is important for teacher to identify stress placement in words and explain how stress is important in communication.

The lessons had located background knowledge of word stress to help students to understand sentence stress. The rhythm of English as a stress-timed language was discussed to help students to understand the nature of English pronunciation.

Moreover, students were taught about basic principles of the placement of stress as Celce-Mercia et al.(1996) suggested that marking stress in word can help students with the capitalized, boldface, bubbles, underlined or accent to visualized the concept of the stressed syllables.

5.2.1.3 The Attitude toward English Rhythm Lessons

Although the pattern of sentence stresses and the intonation need to be achieved in order to communicate successfully in English, it is not necessary to have a perfect native accent. However, most learners feel more satisfied to sound like a native speaker of English as much as possible. Students felt that it was amusing, enjoyable and challenging trying to be as close as the native speakers.

Due to approaches to speaking claimed by Bailey and Nunan, linguistic competence—that is, sounds, words, and grammar pattern of English is one of the significant components to make the utterance understandable. As a result, some students found English pronunciation difficult because they lack the background knowledge of the letters and sounds and have trouble pronouncing the words, phrases or sentences. So, they realized that listeners may have difficulty to understand what they tried to communicate Murcia, Brinton & Goodwin (1996). If the rhythm is incorrect too much, the listener would have difficulty to comprehend the speech. This is because English speakers appear to store vocabulary with stress patterns, a mistake in stress can lead to a break down communication. In this case, it might be the cause why students had a negative attitude toward English pronunciation.

Due to the fact that stresses in English are predictable with the implication of useful principles, some students might find the lessons difficult because they don't

remember the rules or have problem applying the rules to words, phrases and sentences. Nevertheless, it was possible for them to be reluctant to learn or give up in learning.

On the other hand, a favorable effect of a good mastery of English rhythm by English learners can increase the subject matters in pronunciation and lead to more effective and satisfactory communication. The use of the appropriate rhythm and intonation patterns makes students' speech sound much less foreign and have less mistakes of pronunciation (Rivers & Temperley, 1978). It is therefore suggested that only awareness, recognition and mastery of correct English rhythm patterns can help the ESL/EFL learners to become more successful in communication (Adams, 1979; Wong, 1987; Orton, 2000; cited in Gong, 2002). Students who realized that their pronunciation had developed, have more tendencies to claim that they thought the English rhythm lessons were very educational and helped them learn a lot about word, phrase, and sentence stresses. In addition, they mentioned that they had more confidence in English pronunciation.

Therefore, music and rhythm work can be used to deal with grammar and language activities help students have more fun and creative uses of language (Encuentro, 2006). Moreover, one function of rhythm is maybe to provide a path to language. In addition, Fox (2002) stated that English is similar to music in the way that it has rhythm and beat. Also, rhythm, grammar and action are all related to one another. The stresses learners experienced in some basic rhythms help support grammar learning and stresses in speech and have positive attitude toward the English rhythm lessons.

5.3 Pedagogical Implications

The finding of the present study supplied the practical implication to pronunciation course in a classroom context as follow:

5.3.1 The study has provided the evidence that English rhythm lessons are practical for the improvement of students' pronunciation. Using the lessons can help students to be more familiar with the practical rules for stresses.

Miller (2006) discusses the effect and significance of the rhythm of spoken English, maintaining that the rhythm of oral English is an important thing, and therefore to which sufficient attention must be paid.

5.3.2 Some lessons may not encourage students who had low background knowledge to learn. Therefore, teachers should plan and organize the lessons beforehand so that the lessons of rhythm are not boring for the learners.

5.3.4 The study has identified numbers of principles in chapter 2 which led to the improvement in pronunciation. Teachers can apply the rules and techniques to help students overcome the pronunciation difficulties.

5.3.5 The interviews showed that all 30 students felt that the English rhythm lessons were educational; most of them even stated that they were helpful in terms of improving pronunciation. This suggests that the lessons had located beneficial implementation to English language classes. In contradiction, if the tasks are not appropriate to the students' level, it might cause boredom and a negative attitude toward English pronunciation.

5.3.6 The qualitative data point out additional advantages of using the lessons. For instance, students had fun and more confidence in English pronunciation. In addition, there were real reflection of students, attitude toward the lessons, as a result; teachers can adapt the lessons so that they are suitable for students' level and requirements.

5.4 Limitations of the Study

5.4.1 Although the questions had been answered, there were some limitations in this study. First of all, the related literature was not easy to comply due to that fact that there were not many researchers who have conducted research on these relevant topics.

5.4.2 The participants have been changed due to the inconvenience of time. As a result, the population had to be changed from grade 12 to grade 7 students.

5.4.3 There were so many activities at school during the time of the experiment and the data collection period. Consequently, some lessons had to be postponed and made up later.

5.4.4 Some students had lower pronunciation skill than the standard, therefore, they were struggle with the lessons in the class.

5.4.5 Some students didn't want to participate the extra hours in addition to their normal load at school. The participants had to be high motivated to learn again.

5.4.6 Some students did not attend to all the lessons and this might affect improvement in English pronunciation.

5.5 Recommendation for the Future Research

Further research involves improving English pronunciation through the rhythm lessons is recommended to explore the practical usage of the stresses in pronunciation and how it can help in terms of pronunciation. Similarly, Somers (2000) studied the effects of rhythm, music, and chants in Korean English language classroom. The result supported that rhythm, music, and chants could improve students' pronunciation.

Also, further research could investigate whether the rhythm in speech and songs are similar and compare which of these help students improve their pronunciation. In addition, the practice through normal speech or songs make students have positive attitude toward learning pronunciation.

Regarding to the small numbers of participants, more numbers of students can be involved in order to the wider generalization to increase the credibility of the study.

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Buriram Rajabhat University

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Buriram Rajabhat University

APPENDICES

APPENDIX A

Letter for Experts

The Letter Requesting to be the Experts for the research Instruments



No. 0545.11/C991

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

March 21, 2016

Dear Dr. Pini Urairat,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to you to be the expert for the research instruments. I would like to inform you that Miss Mayuree Thongdee, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **"The Study of English Rhythm Lessons in Developing English Pronunciation."** under the supervision of Assistant Professor Dr. Chookiat Jarat, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about his research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Letter for Experts

The Letter Requesting to be the Experts for the research Instruments



No. 0545.11/C991

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

March 21, 2016

Dear Mr. Timothy Mitchell,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to you to be the expert for the research instruments. I would like to inform you that Miss Mayuree Thongdee, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "The Study of English Rhythm Lessons in Developing English Pronunciation." under the supervision of Assistant Professor Dr. Chookiat Jarat, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about his research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,



(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858

Letter for Experts

The Letter Requesting to be the Experts for the research Instruments



No. 0545.11/C991

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

March 21, 2016

Dear Mr. Walter Koertge,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to you to be the expert for the research instruments. I would like to inform you that Miss Mayuree Thongdee, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "The Study of English Rhythm Lessons in Developing English Pronunciation." under the supervision of Assistant Professor Dr. Chookiat Jarat, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about his research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School

Buriram Rajabhat University

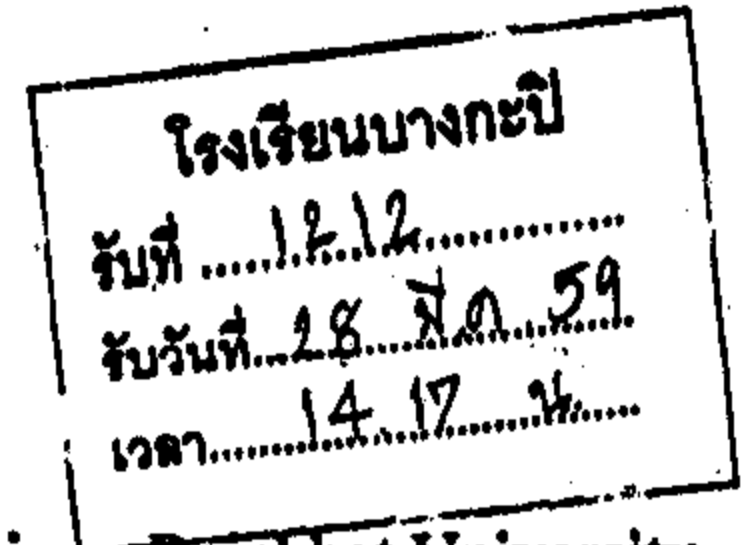
Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

APPENDIX B

Formal Letter

The Letter Asking Permission to Collect the Research Data



No. 0545.11/1003

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

March 24, 2016

Dear Director of Bangkapi School

Subject: Asking permission to tryout the research instrument

Buriram Rajabhat University (BRU) presents its complements to you, the Director of Bangkapi School, and asks your permission to allow Miss Mayuree Thongdee to tryout the research instrument. I wish to inform that Miss Mayuree Thongdee, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "The Study of English Rhythm Lessons in Developing English Pronunciation" under the supervision of Assistant Professor Dr. Chukiat Jarat, a thesis chairperson. He would like to tryout the research instrument in order to find out its efficiency. The schedule of this process will be officially informed later.

Your kind acceptance and permission is highly appreciated.

- ทราบ
- ออญญาด
- ดำเนินการตามเสนอ
- มอบ
- กลุ่มบริหารวิชาการ
- กลุ่มบริหารงบประมาณ
- กลุ่มบริหารงานบุคคล
- กลุ่มอำนวยการ
- กลุ่มบริหารงบประมาณ
- ...

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858

(.....)
รองผู้อำนวยการโรงเรียน ศึกษาราชการแทน
ผู้อำนวยการโรงเรียนบางกะปิ

APPENDIX C

Pre-test and Post-test

Pre-test

Directions: Read aloud the following words, phrases, sentences and a paragraph.

Part A Word Stress (10 items)

- | | |
|--------------|---------------|
| 1. teacher | 2. window |
| 3. Spanish | 4. today |
| 5. music | 6. seven |
| 7. reading | 8. classroom |
| 9. wonderful | 10. dangerous |

Part B Sentence Stress (10 items: 5 points)

- | | |
|--------------------------------------|--------------------------------|
| 1. The cat is on the box. | 2. Helen Solo is my teacher. |
| 3. Please repeat the question. | 4. He's playing with the ball. |
| 5. This is my classroom. | 6. They are from Thailand. |
| 7. What is your telephone number? | 8. Are you hungry? |
| 9. Where are you going this weekend? | 10. Do you speak Italian? |

Part C Rhythm (1 item: 5 points)

My cousin from Germany is arriving tomorrow morning. He's coming by plane. He'll be here around noon. We'll meet him at the airport. He'll stay at our house and will be with us for about ten days. I understand him because he speaks English well. We're looking forward to having a nice visit and getting to know him much better.

Post-test

Directions: Read aloud the following words, phrases, sentences and a paragraph.

Part A Word Stress (10 items)

- | | |
|--------------|---------------|
| 1. teacher | 2. window |
| 3. Spanish | 4. today |
| 5. music | 6. seven |
| 7. reading | 8. classroom |
| 9. wonderful | 10. dangerous |

Part B Sentence Stress (10 items: 5 points)

- | | |
|--------------------------------------|--------------------------------|
| 1. The cat is on the box. | 2. Helen Solo is my teacher. |
| 3. Please repeat the question. | 4. He's playing with the ball. |
| 5. This is my classroom. | 6. They are from Thailand. |
| 7. What is your telephone number? | 8. Are you hungry? |
| 9. Where are you going this weekend? | 10. Do you speak Italian? |

Part C Rhythm (1 item: 5 points)

My cousin from Germany is arriving tomorrow morning. He's coming by plane. He'll be here around noon. We'll meet him at the airport. He'll stay at our house and will be with us for about ten days. I understand him because he speaks English well. We're looking forward to having a nice visit and getting to know him much better.

APPENDIX D

English Rhythm Lessons

Lesson 1

An introduction to English pronunciation:

A Focus on Stress and Rhythm

A. Definition and its Importance

Good pronunciation needs correct sounds of vowel, consonant and the use of the stresses and rhythm. It helps speech becomes easier to understand.

a. words stress

In English, every word has one or more syllables and the words that have more than one syllable always have stresses. The syllable that is spoken louder than the others called stressed syllable. Here, we use dot (° •●) to indicate stresses.

e.g.

● • ● • ● • • • • ● • •
English paper possibility moderate

Now mark the stressed syllable of the following words using the symbol (° •●) and practice.

teacher folktale television sweater cloudy

b. Rhythm

According to Miller (2006), English rhythm or sentence stress consisted of strong and weak beats. Content words are stressed because they carry most of the meaning. The stressed words are generally clear while the unstressed words can be difficult to hear. Usually words that contain meaning are stressed and these are known as content words. The examples are nouns and verbs.

e.g.

She

●
eats

●
pizza.

She

will

eat

pizza.

She

is

eating

pizza.

Now mark the stressed word (s) of the following sentences with the symbol (◦ ●) and practice

1. Where do you live?
2. I'm going to the market.
3. She always goes to school late.

B. Listen and practice. There are English words of one, two, and three syllables.

One syllables: ● ● ● ●
May green Ann come

Two syllables: ● ● ● ●
chicken July summer snowy

Three syllables: ● ● ● ●
December Canada exercise umbrella

C. Listen to these words. Circle the number of the syllable you hear.

- | | | |
|-----------|-----------|-----------|
| 1. 1 2 3 | 2. 1 2 3 | 3. 1 2 3 |
| 4. 1 2 3 | 5. 1 2 3 | 6. 1 2 3 |
| 7. 1 2 3 | 8. 1 2 3 | 9. 1 2 3 |
| 10. 1 2 3 | 11. 1 2 3 | 12. 1 2 3 |

D. Listen. Put and x in the column that shows the stress you hear.

Stress pattern	1	2	3	4	5	Stress pattern	1	2	3	4	5
●●						●●●					
●●						●●●					

E. Listen to the strong stress in these words and mark ● at the loud syllable.

- | | | |
|-----------|------------|--------------|
| 1. live | 2. listen | 3. beautiful |
| 4. twenty | 5. October | 6. Saturday |
| 7. black | 8. amazing | 9. mountain |
| 10. piano | | |

F. Listen to the strong stresses in the sentences. Then practice.

- | | |
|-----------------------------|--------------------------------------|
| 1. This is a kitchen. | 2. They boys are playing basketball. |
| 3. I love studying English. | 4. The dog is in the box. |
| 5. Mali is from Thailand. | |

G. Can you hear the sentence stress? Listen, repeat and mark the loudest word you hear as the sentence stress.

●
1. He is cooking.

2. This is my new friend.

3. I work in the hospital

4. Anna comes from France.

5. The bird is in the tree.

H. Now practice again.

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Lesson 2

Stress of words of one, two and three syllables

I One and two syllables

A. In the two-syllable words, there is always a strong stress on one syllable. The other syllable has weak stress. Listen and repeat.

●
1. May

eat

pen

great

●
2. April

lesson

answer

number

●
3. July

guitar

begin

again

B. Same or different? Listen to each pair of the word and circle S for same and D for different according to the stress pattern.

1. S D

2. S D

3. S D

4. S D

5. S D

6. S D

C. Listen and put X in the column that show the correct stress pattern.

Stress pattern	1	2	3	4	5
● ●					
● ●					

D. Listen and mark the stress of the word on the vowel a, e, i, o or u. Then practice.

-
- | | |
|------------|--------------|
| 1. teacher | 2. Music |
| 3. father | 4. giant |
| 5. under | 6. pencil |
| 7. window | 8. Classroom |

E. The weak or unstressed syllable is often -er. Listen, repeat and mark the stressed syllable.

- ◦
- | | | |
|------------|-----------|-----------|
| 1. speaker | 2. reader | 3. Writer |
| 4. player | 5. farmer | 6. River |
| 7. higher | 8. lover | 9. Baker |
| 10. bigger | | |

F. Two other endings (suffixes) are -ly and -y. Listen, repeat and mark the stressed syllable.

-
- | | | | |
|----------|--------|----------|--------|
| 1. safe | safely | 2. live | lively |
| 3. slow | slowly | 4. noise | noisy |
| 5. taste | tasty | 6. wind | windy |
| 7. rain | rainy | 8. cloud | cloudy |

G. Adverbs and prepositions that begin with a-or be- have the stress pattern (•●). Listen, repeat and mark the stressed syllables.

- ●
- | | | | |
|------------|-----------|-----------|----------|
| 1. about | 2. around | 3. again | 4. Above |
| 5. because | 6. before | 7. behalf | 8. begin |

Part II Three syllables

H. Listen, repeat and mark the strong stress of the following words.

- | | |
|-----------|----------|
| ● ● ● | ● ● ● |
| astronaut | amazing |
| wonderful | tomorrow |
| traveling | vacation |
| holidays | computer |
| telephone | October |

I. Same or different? Listen to each pair of the word and circle S for same and D for different according to the stress pattern.

- | | | |
|--------|--------|--------|
| 1. S D | 2. S D | 3. S D |
| 4. S D | 5. S D | 6. S D |

J. Listen and put X in the column that show the correct stress pattern.

Stress pattern	1	2	3	4	5
●...					
●●●					

K. Now work in pair and practice with your partner.

Lesson 3

Stress of compound nouns

In compound noun, the first syllable is strongly stressed no matter the word is simple or complex compound.

A. Listen and repeat.

Simple compounds

● ●
football

● ●
bedroom

● ●
taxi

Complex compounds

● ● ●
football field

● ● ●
bedroom door

● ● ●
taxi driver

B. Listen, repeat and mark the strong stress of the following words.

● ●
1. bathroom

● ●
2. bookshelf

● ● ●
3. traffic light

star fish

seahorse

post office

arm chair sun glasses

pencil case

C. Listen to the statement and the question. Then answer the question by using the compound nouns above.

1. Peter is having a shower. Where is he?

(In the bathroom/ He's in the bathroom)

2. I'm sending a mail box. Where am I?

3. It's very sunny outside. What do I need?

4. He doesn't have any pens or pencil. What has he lost?

5. Jenny has a lot of interesting book. Where does she keep them?

6. James stops the car. Where is he?

D. Repeat these compound nouns

● ●	● ● ● ●	● ●	● ●
sport store	jewelry store	face mask	wedding ring
drugstore	clothing store	golf ball	fishing rod
bookstore	fishing store	textbook	rain jacket

Then ask the question “Where are you going?” and reply as the example.

A: Where are you going?

B: To the fishing store. I need a fishing rod.

E. Listen, repeat and mark the stresses of these compound nouns.

- ● ●
- | | | |
|------------------|----------------|------------------|
| 1. tennis lesson | 2. homework | 3. plane ticket |
| 4. sport shoes | 5. tennis ball | 6. tennis player |
| 7. background | 8. sport store | 9. blackboard |
| 10. lemon juice | | |

F. Fill in the compound nouns above then read the paragraph aloud.

Adams is a _____. He wants to be professional. So, he takes a _____.

He loves practicing with his new _____ and _____ that he has got from the _____.

When he is thirsty, he likes drinking _____.

G. Complete the sentences with the compound nouns as in the examples.

1. A store that sells books is a book store.
2. The board that is black is called _____.
3. A person who plays football is a _____.
4. A person who teaches music is called a _____.
5. A book that is used for taking note is called a _____.
6. A fish that looks like a star is called a _____.

H. Now give definitions for each compound noun.

1. farm house

_____ The house in the farm is called a farm house.

2. ice cream

3. road trip

4. candle light

5. toilet paper

I. Now practice again.

Lesson 4

The unstressed vowel [ə] and [ər]

A. Repeat the words and the sentences. Then mark the weak and strong stress of the underlined word.

● ○ ○

- | | |
|--|---------------------------------------|
| 1. I want to visit <u>Canada</u> . | 2. A <u>guava</u> is a healthy fruit. |
| 3. We all know that <u>China</u> is in <u>Asia</u> . | 4. My <u>grandma</u> is very kind. |
| 5. <u>Pandas</u> are very cute. | 6. <u>Pizza</u> is very cheesy. |

B. Circle the syllable (s) that have weak vowel [ə]

- | | | |
|----------------|--------------|-------------|
| 1. Alaska | 2. confident | 3. lava |
| 4. banana | 5. hamberger | 6. pizza |
| 7. note book | 8. zebra | 9. Magazine |
| 10. sunglasses | | |

C. Listen, repeat and mark the stresses of the words. Then complete the sentences.

◦ ●
 around photo cobra canal sunny

1. It's very _____ today.
2. This is my old _____.
3. I'm scared of a _____.
4. She will be back _____ nine.
5. The water in the _____ is really dirty.

The unstressed vowel [ə]

D. Listen, repeat and mark the stresses of the -er words.

- ◦
- | | | |
|------------|-------------|-----------|
| 1. water | 2. together | 3. mother |
| 4. doctor | 5. slower | 6. richer |
| 7. singer | 8. farmer | 9. winner |
| 10. louder | 11. player | 12. motor |

E. The suffix –er forms the comparative form of the adjective.

Listen, repeat and mark the stress.



1. bigger

2. hotter

3. colder

4. smaller

5. heavier

6. taller

7. shorter

8. sweeter

9. closer

10. longer

11. brighter

12. Cleaner

F. Many suffix –er can add to several verbs and form a noun which person or thing does the action of the verb. Many of them are names of the career. Listen, repeat and mark the stress.



1. teacher

2. seller

3. Cleaner

4. player

5. trader

6. driver

7. rider

8. keeper

9. dancer

10. waiter

11. writer

12. Scanner

G. The object pronoun *her* is usually unstressed. Listen, repeat and mark the stress in the sentence.

Preposition + her

- • ° ° ● ° °
1. I'm sending this e-mail to her.
 2. She's got a present from her.
 3. It was very nice of her.
 4. They went to the mall with her.
 5. John is sitting behind her.
 6. I really want to talk to her.

H. Listen repeat, and mark the strong stress on the verb and weak stress on the object pronoun – er.

- °
- | | | |
|--------------|-------------|--------------|
| 1. bring her | 2. give her | 3. leave her |
| 4. like her | 5. call her | 6. kiss her |

Lesson 5

The unstressed syllable [əl], [ən], [iy], and [ow]

A. Listen, repeat and mark the stress of each noun.

- °
- | | | |
|------------|-----------|------------|
| 1. table | 2. handle | 3. Apple |
| 4. cancel | 5. castle | 6. jungle |
| 7. little | 8. candle | 9. fable |
| 10. bottle | 11. label | 12. muscle |

B. The modal *will* is usually unstressed. Listen and repeat the sentences. Then mark the stress.

- °
1. Ben'll come to Thailand next month.
 2. She'll take me to the movie.
 3. The concert'll be at ten.
 4. The post office'll close at six.
 5. You'll need an umbrella.
 6. Laura'll come late tomorrow.

C. Listen, repeat and mark the stress of the [ən] word.



- | | | |
|-----------|--------------|------------|
| 1. open | 2. chicken | 3. Button |
| 4. Asian | 5. lesson | 6. seven |
| 7. heaven | 8. eleven | 9. dragon |
| 10. oven | 11. mountain | 12. pigeon |

D. The prefix -en is added to some words mostly adjectives to form a verb. Add -en to the words below, then mark the stress and pronounce the words.

- | | |
|----------|----------|
| 1. white | 2. sharp |
| 3. wide | 4. broad |
| 5. sweet | 6. Light |

E. Listen, repeat and mark the stress of the -y word.

- | | | |
|-----------|-----------|-----------|
| 1. city | 2. baby | 3. hungry |
| 4. easy | 5. happy | 6. crazy |
| 7. money | 8. monkey | 9. honey |
| 10. itchy | 11. rainy | 12. funny |

F. Listen, repeat and mark the stress of the -ow word.

1. pillow

2. borrow

3. Tomorrow

4. shadow

5. buffalo

6. arrow

7. zero

8. photo

9. motto

10. window

11. memo

12. sorrow

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Lesson 6

Stress of numbers

A. Listen, repeat and mark the stress. Numbers like twenty-one, thirty-five, and sixty-one have the stress on the last word.

• ●
twenty-one

• ●
thirty-five

• ●
seventy-six

twenty-two

thirty-six

seventy-seven

twenty-three

thirty-seven

seventy-eight

B. Listen to the number. Then say the next number with the falling intonation and write it down.

(52) 53 _____

C. Listen to the number then say the next number in reverse.

(37) 73 _____

D. Listen to number and repeat these pairs of the numbers. The stress of –teen numbers are opposed to the –ty numbers. Then mark the stress.

◦ ●
thirteen

● ◦
thirty

fourteen

forty

fifteen

fifty

sixteen

sixty

seventeen

seventy

eighteen

eighty

nineteen

ninety

E. Circle the number you hear.

1. 18 80

2. 13 30

3. 17 70

4. 15 50

5. 14 40

6. 16 60

F. Write the number you hear.

1. Aunt Mary is _____ years old.

2. There are _____ students in my class.

3. My sister has _____ dogs.

4. She has _____ dollars in her pocket.

5. Andrea lives _____ miles from school.

Stress of numbers as modifiers

Numbers generally have strong stress when come before a noun.

G. Listen, repeat and mark the stress.

- | | |
|----------------|----------------------|
| ● | ● ● |
| 1. three | three birds |
| 2. twenty | twenty people |
| 3. seventeen | seventeen dollars |
| 4. fifty | fifty flowers |
| 5. thirteen | thirteen boys |
| 6. eighty-five | eighty-five students |

Lesson 7

Phrase or sentence stress

When two or more words are spoken together, one syllable is always pronounced louder and stronger and higher in pitch. This is sentence stress or phrase stress.

A. Listen, repeat and mark the stress of these phrases.

- | | | |
|-----------------------|-------------------|---------------|
| ●
1. to the cinema | 2. an airplane | 3. my sister |
| 4. going to Italy | 5. came yesterday | 6. some water |

B. Listen to the sentence stress. Then repeat.

- | | |
|-----------------------------------|--------------------------------------|
| ●
1. They are coming tomorrow. | ●
2. Peter is my teacher. |
| ●
3. Ann is my sister. | ●
4. My uncle has a lot of money. |
| ●
5. Sanchez is Spanish. | ●
6. She is eighteen. |

C. When words are spoken in phrases and sentences, some words take strong stress while some do not. Listen for the loud stress of these sentences. Repeat and mark the sentence stress.

- | | |
|---|-------------------------------|
| ○ ● ○ ○ ○ ○ ●
1. The teacher isn't in the class. | 2. Josh is writing an e-mail. |
| 3. Do you like English? | 4. Amanda comes from Canada. |
| 5. I am waiting for my friends. | 6. Steph loves eating pizza. |

D. How do we know where to stress? Normally, stressed words are

content words like nouns, verbs, adverbs, and adjectives. Listen

and repeat the sentences.

Nouns: Amanda, nurse, coffee, Australia,

Amanda is a nurse.

animal, etc.

Verbs: listen, read, play, talking, imagine,

I like reading newspaper,

etc.

Adverbs: today, slowly, fast, there, etc.

My brother drives slowly.

Adjectives: excellent, old, small, yellow,
etc.

Her favorite color is yellow.

E. Many words in English do not take their strong stress when they are in sentences. We can say that the stress is omitted. It becomes medium or weak stress. Generally, short function words or grammar words lose their stresses. Often, they are prepositions, pronouns, modals, articles and connectors. Listen to the phrases and sentences and repeat them.

Prepositions: at, in, on, for,

to to China

We want to go to China.

about, next to, etc.

Pronouns: he, she, they, we,

we we are

We are going home.

her, us, I, my, etc.

Modals: is, am, are, can, will,

can can you

Can you swim?

must, do, etc.

Articles: a, an, the, some	◦ ◦ ●	a a pen	◦ ●	I need a pen.
Connectors: and, but, or	◦ ◦	and white	● ● ◦ ●	I like black and white.

F. Listen carefully to the sentences. Circle the words with weak or medium stress. Then repeat the sentences.

1. Peter Piper (s) waiter.
2. Ann and Joe are good friend.
3. The rat is under the table.
4. He can sing English songs,
5. I like to play tennis.
6. What does she like to do?

Lesson 8

Rhythm– noun phrases

A. Determiner + noun. The words a, an, the and some are very short and are spoken quickly. Listen carefully then repeat.

◦ ●
1. the car

◦ ● ◦
2. an orange

◦ ◦ ◦ ●
3. a bicycle

◦ ◦ ●
4. some water

Now mark the stresses.

1. the dog

2. an umbrella

3. some sugar

4. a sentence

5. a school

6. some people

7. an egg

8. the kitchen

B. Adjective + noun. Adjective are word like short, big, small, green. Generally, both the adjective and the noun have strong stress. Listen, repeat and mark the stresses.

1. fun book

2. small dog

3. long road

4. blue skirt

5. pretty woman

6. black hair

7. heavy rain

8. fresh water

C. A weakly stressed article often are and adjective + noun. Listen, repeat and mark the stress.

1. ◦ ● ●
a fun book

2. the small dog

◦ ● ◦ ● ◦ ● ●
I like to read a fun book

My brother own the small dog.

3.

an easy lesson

This is an easy lesson.

4.

some work

I have to finish some work.

D. Form a noun phrases using determiners, adjective and nouns.**Then write the phrases with the stress symbol.**

a	green	short	big	fox	plane	shirt
an	yellow	easy	good	boy	house	school
the	brown	old	small	coffee	ocean	car
some	red	new	beautiful	computer	homework	flower

◦ ◦ ◦ ●
1. a yellow shirt

2. _____

3. _____

4. _____

5. _____

6. _____

I Noun phrase as subjects

A noun phrase can be single noun, a pronoun or a noun with modifiers.

It is spoken as a unit and forms a part of the rhythm of the sentence.

E. The underlined words are noun phrases used as sentence subjects.

When a noun is presented, it generally has strong stress. Listen, repeat,

and mark the stress.

- ● ○ ○ ●
1. The window is closed.
 2. A small dog is sleeping.
 3. The red car is coming.
 4. Some students love to study English.

II Noun phrase as objects

F. The underlined words are noun phrases used as sentence objects. Listen, repeat, and mark the stress.

- ○ ● ○ ○ ●
1. She is reading a book.
 2. My sister has got a new car.
 3. I want to eat some good food.
 4. Adams writes an interesting story.

Lesson 9

Sentence stress

I Adjective and two word-verbs

A. Listen to the following two-word verbs. The stress is on the second word. Then repeat and mark the stress.

- | | | |
|--------------------|---------------|---------------|
| • ●
1. dress up | 2. take off | 3. look for |
| 4. turn down | 5. sing along | 6. getaway |
| 7. switch off | 8. shut down | 9. open up |
| 10. come across | 11. go out | 12. look over |

B. Answer the questions aloud. Use the words from the list.

look up clean up throw away go away turn on

1. What do you do with the things you don't need anymore?
2. What do you do when it is dark and you cannot see?
3. What do you do when the room is really dirty?
4. What do say what you want to be alone?
5. What do you do if you want to find the meaning of the word?

II Adverbs

C. A final adverbial usually takes the sentence stress. It can be a word or a group of words that indicate time, place, direction or manner. Listen, repeat, and mark the stress in the paragraph

●
My cousin from Germany is arriving tomorrow morning. He's coming by plane. He'll be here around noon. We'll meet him at the airport. He'll stay at our house and will be with us for about ten days. I understand him because he speaks English well. We're looking forward to having a nice visit and getting to know him much better.

D. Listen. Then repeat and mark the stress of this paragraph. The short adverbs like here, there, now, yet, and ago do not normally take the sentence stress although they are in the final position. Then read aloud.

I arrive in Thailand a few days ago now. I like it here. When I arrived, I went to the national museum, but it hadn't openyet. I don't know what to do now. I think I might go to the river close to there.

E. Work in group and find a short paragraph that contains short adverbs. Mark the stress in the paragraph and read aloud.

Lesson 10

English rhythm

The fact that there are weak, medium and strong stresses in syllables and words create the rhythm in English speech. And English is stressed time syllables.

A. Listen to these groups of sentences. Repeat and mark the symbols. The sentences in each group have the same stress patterns and are said in falling intonation.

• ◦ ◦ ●
1. Pick up the phone

◦ ● ◦ ◦ ◦ ●
2. He's waiting for his friend.

Give me some time

They're going to the beach.

Look at the pictures

The car is in the park.

Answer the questions

Her brother is a chef.

B. In English, sentences that take the same number of strongly stressed syllable take about the same length of time to say. Listen and repeat.

	<i>one unit time</i>	<i>one unit time</i>
• ● ◦ eat pizza	• eat	●◦ pizza
• ●◦ eating pizza	• ◦ eating	● ◦ pizza
◦ ● ◦ ●◦ is eating pizza	◦ ● ◦ is eating	●◦ pizza

◦ ◦ ◦ ◦ ● ◦
She is eating pizza

◦ ◦ ◦ ◦ ◦
She is eating

● ◦
pizza

C. Listen, repeat, and mark the weak, medium and strong stresses.

The number of the stressed syllables is the same but each line adds one unstressed syllable.

● ◦ ●
1. Live in Laos

2. buy a car

3. Mana is Thai.

living in Laos

buy a new car

Anna is English.

living in Thailand

buying a new car

Arthy is Mexican.

living in America

buying a brand new car

Timothy is Australian.

D. Form a sentence like the example. Use the same number of strong stress. Write the sentences, mark the stresses.

1. You are sick for a week now. What symptom do you have.?

◦ ◦ ◦ ●
I have a cold.

headache

stomach ache

back ache

sore throat

1.

2.

3.

4.

2. You want to travel around the world. Tell where you want to go to.

○ ● ○ ● ○ ● ○

I want to go to Denmark.

Italy

New Zealand

Japan

Malaysia

1. _____

2. _____

3. _____

4. _____

E. Poetry, nursery rhyme and limericks provide some of the clearest examples of the rhythm of English. Listen to the beat and mark the stressed syllable in these lines. Repeat and tap you finger on your desk at each strong syllable.

1. FISH

The little fish eats the tiny fish

by Shel Silverstien

The big fish eat the little fish—

So only the biggest fish get fat.

Do you know any folks like that?

2. SICK

by Shel Silverstien

• • ° ●
“I cannot go to school today.”

Said little Peggy Ann McKay

“I have the measles and the mumps,

A gash, a rash, and purple bumps.

My mouth is wet, my throat is dry,

I’m going blind in my right eyes.

My tonsils are as big as rocks,

I’ve counted sixteen chicken pox

And there’s one more— that’s seventeen,

And don’t you think my face look green?

My leg is cut, my eyes are blue—

I might be instamatic flu.

I cough and sneeze and gasp and choke,

I’m sure that my left leg is broke

APPENDIX E

Lesson Plan 1/10

Lesson 1 :An introduction to English pronunciation; A Focus on Stress and Rhythm

Class level: grade 7

Time: 90 minutes

Date: March 1st, 2016

Learning Objectives:

Terminal Objective:

Students learn to pronounce the words, sentences with the correct stress.

Enabling Objectives:

1. To learn the fact and the importance of English pronunciation
2. To compare Thai and English pronunciation
3. To identify stress placement
4. To pronounce the words, sentences with the correct stress

Expected Behavior: To develop the good listening and pronunciation skills

Content: An introduction to English pronunciation;
A Focus on Stress and Rhythm

Skills: Listening and speaking

Main Activities:

1. To learn the new vocabulary
2. To listen to word and sentence stress
3. To learn the useful rules of stresses
4. To mark the placement of word and sentence stress

Materials:

1. Handout (English Rhythm Lesson 1-10)
2. Whiteboard
3. Microphone
4. Computer and projector

Evaluation:

Students will be observed from the exercise then they will be asked to pronounce the target words, sentences or paragraph.

Teaching procedures:**1. Motivation (10 minutes)**

- 1.1 The teacher asks students to brainstorm the importance of pronunciation in language.
- 1.2 The teacher asks the students what they think about English pronunciation and why it is important.
- 1.3 The teacher asks if the students know how to pronounce the following words

Canada table mountain beautiful twenty-five

2. Presentation (50 minutes)

- 2.1 The teacher gives each student the lessons of rhythm of English
- 2.2 The teacher introduces the meaning of pronunciation, stress and rhythm and its importance in English. The teacher shows it on the projector screen and has the students to think along and note the interesting fact down in the worksheet.
- 2.3 The teacher presents some words and show them where are the stress place in those words.
- 2.4 The teacher encourages to students to follow the lesson and keep up with the tasks and try to note down the placement of the stresses using the symbols (° ●●)

e.g.

● ● ● ● ● ● ● ● ● ● ●
English paper possibility moderate

- 2.5 The teacher pronounces the words and asks the students to listen, repeat, and mark the stress in task A.
- 2.6 The teacher pronounces the words, sentences and asks the students to listen and practice the stress in task B.
- 2.7 The teacher pronounces the words and asks the students to listen and complete task C.
- 2.8 The teacher pronounces the words and asks the students to choose the stress pattern they hear in task D.
- 2.9 The teacher pronounces the words and asks the students to listen, repeat and mark the stress in task E.
- 2.10 The teacher pronounces the sentences and asks the students to listen, repeat and repeat after in task F.
- 2.11 The teacher pronounces the sentences and asks the students to listen, mark the sentence stress in task G.

3. Practice (20 minutes)

3.1 The teacher asks the students to work in groups and practice the pronunciation and stresses in task A-G. The teacher walks around and facilitates or gives some guidance when the students have problems. Meanwhile, the teacher checks students' participation, learning process and answers in the tasks.

3.2 The teacher asks the whole class to read aloud together.

4. Wrap up (10 minutes)

The teacher asks if students remember what is pronunciation and stress. Then, the teacher concludes the information and emphasizes the important ideas about English pronunciation, stress and rhythm.

APPENDIX F

Pronunciation Rubric

Participant's No. _____ Judge No. _____

Directions: Circle the score achieved by the student in each category.

Score	Stress	Score	Rhythm	Score	Sentence stress
5	Misplaced word stress is rare and causes no distraction or miscommunication	5	Stress-timed rhythm is used naturally and consistently.	5	Sentence stress is almost always placed appropriately based on the speaker's
4	Misplace word stress is rare and it only occurs in multisyllabic words.	4	Stress-timed rhythm is employed naturally most of the time.	4	Sentence stress is placed correctly most of the time, but sometimes misplaced
3	Misplace happens in a variety of words, but meaning is not hindered	3	Stress-timed rhythm is employed sometimes appears but only unnaturally and with effort.	3	Sentence stress is employed, but not always correct (the function words receive stress inappropriately)
2	Due to the frequent and confusing word stress errors, context is greatly needed for listener to understand the intended meaning	2	Rhythm is heavily syllable-timed, but occasionally demonstrates stress timing	2	Sentence stress is rarely used or is frequently misplaced, leading to miscommunication or confusion.
1	Frequent word-stress misplacement causes miscommunication and annoys listeners.	1	Rhythm is predominantly and strongly syllable-timed	1	Sentence stress is not used to indicate key words in thought group
Total score achieved					

(Full score = 15)

Source: A Pronunciation rubric revised by Rui Ma, 2015

APENDIX G

Interview Form

Participant No. _____ Date _____

Item	Question	Response	Note
1	What is your attitude toward English pronunciation in general?		
2	Can you evaluate yourself on English pronunciation skills? Which of the following items you think you fit in?	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	
3	How do you feel about the English rhythm lessons?		
4	Do you feel that you have learnt the pronunciation from the lessons? If yes, please state the degree of learning.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5	In what extents you think the lessons had helped you to improve your pronunciation?		

Other comments:

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.....

APPENDIX H

Content Validity Evaluation Form

For the English Rhythm Lessons

Guideline for Evaluation:

Please rate the degree of your opinion by checking ✓ in the categories provided:

- | | |
|-----------------------------|------------------------|
| 5 for the most appropriate | 4 for more appropriate |
| 3 for average appropriate | 2 for less appropriate |
| 1 for the least appropriate | |

In Addition, please give further comments or recommendation, if any.

Items	Areas of Evaluation	Degree of Opinion				
		5	4	3	2	1
1	Clear directions and explanations					
2	Appropriate degree of difficulty					
3	Appropriate target elements					
4	Activate students' background schema					
5	Promote pronunciation development					
6	Provide enough practice					
7	Appropriate time and sequence					
8	Appropriate teaching strategies					
9	Contain different activities					
10	Useful for communication					

Additional Comments/ Recommendation

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APPENDIX I

Content Validity Evaluation Form

For the Pre-test and Post-test

Guideline for Evaluation:

Please rate the degree of your opinion by checking ✓ in the categories provided:

+1= Suitable

0= Not sure

-1= Not suitable

In Addition, please give further comments or recommendation, if any.

Areas of Evaluation	Degree of Opinion		
	+1	0	-1
1. Pre- and Posttest Part 1: 1.1 Clear directions 1.2 Appropriate degree of difficulty 1.3 Appropriate occurrence of target elements			
2. Pre- and Posttest Part 2: 2.1 Clear directions 2.2 Appropriate degree of difficulty 2.3 Appropriate occurrence of target elements			
3. Pre- and Posttest Part 3: 3.1 Clear directions 3.2 Appropriate degree of difficulty 3.3 Appropriate occurrence of target elements			

Additional Comments/ Recommendation

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APPENDIX J

Content Validity Evaluation Form for the Lesson Plans

Guideline for Evaluation:

Please rate the degree of your opinion by checking ✓ in the categories provided:

+1= Suitable

0= Not sure

-1= Not suitable

In Addition, please give further comments or recommendation, if any.

Areas of Evaluation	Degree of Opinion		
	+1	0	-1
1. Learning objectives: 1.1 Realistic goal 1.2 Relevant to the context being taught			
2. Expected behavior 2.1 Relevant to the objective set			
3. Content: 3.1 Useful for pronunciation 3.2 Useful for communication 3.3 Appropriate for assisting pronunciation			
4. Skills: 4.1 Promote speech proficiency 4.2 Improve speaking and listening skill			
5. Materials: 5.1 Assisted learning 5.2 Authentic 5.3 Draw attention			
6. Evaluation: 6.1 Valid assessment on oral performance			
7. Teaching Procedures: 7.1 Activate students' background schema 7.2 Promote pronunciation development 7.3 Provide enough practice 7.4 Appropriate time and sequence 7.5 Appropriate teaching strategies 7.6 Contain different activities			
8. Conclusion: 8.1 Provide practical summary 8.2 Provide key concepts of the content			

Additional Comments/ Recommendation

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APPENDIX K

Content Validity Evaluation Form for the Interview Questions

Guideline for Evaluation:

Please rate the degree of your opinion by checking ✓ in the categories provided:

+1= Suitable

0= Not sure

-1= Not suitable

In Addition, please give further comments or recommendation, if any.

Areas of Evaluation	Degree of Opinion		
	+1	0	-1
1. What is your attitude toward English pronunciation in general?			
2. Can you evaluate yourself on English pronunciation skills? Which of the following items you think you fit in?			
3. How do you feel about the English rhythm lessons?			
4. Do you feel that you have learnt the pronunciation from the lessons? If yes, please state the degree of learning.			
5. In what extents you think the lessons had helped you to improve your pronunciation?			

Additional Comments/ Recommendation

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APPENDIX L

The Raw Mean Scores of Pre-test and Post-test

Student No.	Pre-test	Post-test	Difference score
1	5.00	11.00	6.00
2	3.00	6.67	3.67
3	3.00	6.67	3.67
4	7.00	10.67	3.67
5	3.00	6.67	3.67
6	6.00	9.33	3.33
7	6.33	9.67	3.34
8	7.33	10.33	3.00
9	7.67	10.67	3.00
10	8.67	10.67	2.00
11	7.33	12.00	4.67
12	8.33	10.33	2.00
13	7.33	10.33	3.00
14	6.67	10.33	3.66
15	6.00	10.00	4.00
16	7.00	9.67	2.67
17	8.00	10.67	2.67
18	5.33	8.67	3.34
19	3.00	7.00	4.00
20	3.33	6.33	3.00
21	3.00	5.00	2.00
22	3.00	5.67	2.27
23	4.67	8.33	3.66
24	6.00	9.67	3.67
25	3.00	6.67	3.67
26	6.33	10.33	4.00
27	7.33	10.67	3.34
28	9.67	11.33	1.66
29	3.67	6.67	3.00
30	5.67	9.67	4.00
Mean	5.72	9.06	3.34
SD	2.03	1.95	0.86

(Full score = 15)

CURRICULUM VITAE

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