

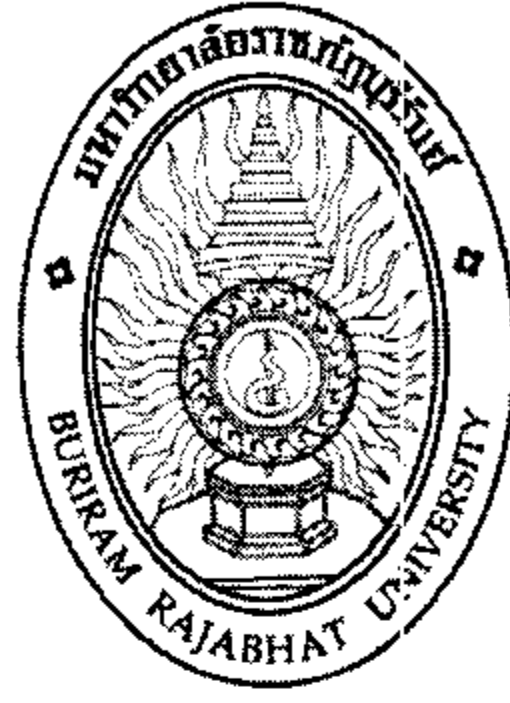
การพัฒนาการออกเสียงภาษาอังกฤษที่เป็นปัญหาสำหรับนักศึกษาลาดระดับวิทยาลัย
ที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศโดยการใช้บทเรียนคอมพิวเตอร์ช่วยสอน

วิทยานิพนธ์
ของ
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เสนอต่อมหาวิทยาลัยราชภัฏบุรีรัมย์เพื่อเป็นส่วนหนึ่งของการศึกษา
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พฤษภาคม 2560

ลิขสิทธิ์เป็นของมหาวิทยาลัยราชภัฏบุรีรัมย์



**IMPROVING LAO EFL COLLEGE STUDENTS' ENGLISH
PRONUNCIATION FOR PROBLEMATIC SOUNDS
THROUGH CAI PROGRAM**

Olinda Singthideth

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

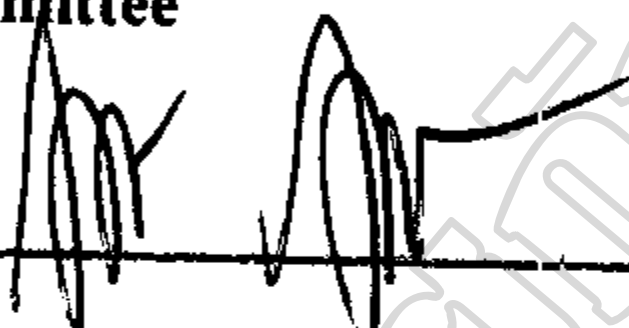
May 2017

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The members of the committee have approved the thesis of
Mr. Olinda Singthideth in partial fulfillment of the requirements for the
Degree of Master of Arts Program in English, Buriram Rajabhat University.


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ชื่อเรื่อง	การพัฒนาการออกเสียงภาษาอังกฤษที่เป็นปัญหาสำหรับนักศึกษาลาวระดับวิทยาลัยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศโดยการใช้บทเรียนคอมพิวเตอร์ช่วยสอน		
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สถานศึกษา	มหาวิทยาลัยราชภัฏรำไพพรรณี	ปีที่พิมพ์	2560

บทคัดย่อ

การวิจัยครั้งนี้มีความมุ่งหมายเพื่อ 1) ศึกษาประสิทธิภาพของบทเรียนคอมพิวเตอร์ช่วยสอน เพื่อพัฒนาความสามารถในการออกเสียงภาษาอังกฤษที่เป็นปัญหาสำหรับนักศึกษาลาวระดับวิทยาลัยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ 2) เปรียบเทียบความสามารถในการออกเสียงภาษาอังกฤษของนักศึกษาก่อนและหลังการใช้บทเรียนคอมพิวเตอร์ช่วยสอน และ 3) ศึกษาความพึงพอใจของนักศึกษามีต่อบทเรียนคอมพิวเตอร์ช่วยสอนเพื่อพัฒนาความสามารถในการออกเสียงภาษาอังกฤษ กลุ่มตัวอย่างในการวิจัยครั้งนี้เป็น นักศึกษาลาวระดับวิทยาลัยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ จำนวน 42 คน ที่ศึกษาอยู่ในวิทยาลัยครูสะหวันนะเขต เมืองโกสอนพมวิทาน แขวงสะหวันนะเขต สาธารณรัฐประชาธิปไตยประชาชนลาว ในภาคเรียนที่ 2 ปีการศึกษา 2558 ได้มาโดยการสุ่มอย่างง่าย เครื่องมือที่ใช้ในการวิจัย ประกอบด้วย 1) แผนการจัดการเรียนรู้ จำนวน 4 แผน 2) แบบทดสอบความสามารถในการออกเสียงภาษาอังกฤษ และ 3) แบบสอบถามความพึงพอใจ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และ Dependent Samples t-test ผลการศึกษา พบว่า

1. ประสิทธิภาพของบทเรียนคอมพิวเตอร์ช่วยสอนเพื่อพัฒนาความสามารถในการออกเสียงภาษาอังกฤษของนักศึกษา มีค่าเท่ากับ 77.02/ 78.40 ซึ่งสูงกว่าเกณฑ์ที่กำหนดไว้ คือ 75/75
2. นักศึกษาลาวระดับวิทยาลัยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศที่เรียนโดยการใช้บทเรียนคอมพิวเตอร์ช่วยสอนเพื่อพัฒนาความสามารถในการออกเสียงภาษาอังกฤษมีคะแนนหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .01

3. นักศึกษาระดับวิทยาลัยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศมีความพึงพอใจต่อการเรียนโดยใช้คอมพิวเตอร์ช่วยสอนเพื่อพัฒนาความสามารถในการออกเสียงภาษาอังกฤษอยู่ในระดับมาก

มหาวิทยาลัยราชภัฏบุรีรัมย์
Buriram Rajabhat University

TITLE	Improving Lao EFL College Students' English Pronunciation for Problematic Sounds through CAI Program		
AUTHOR	Olinda Singthideth		
THESIS ADVISORS	Assistant Professor Dr. Nawamin Prachanant		Major Advisor
	Assistant Professor Dr. Akkarapon Nuemaihom		Co-advisor
DEGREE	Master of Arts	MAJOR	English
SCHOOL	Buriram Rajabhat University	YEAR	2017

ABSTRACT

The purposes of the study were 1) to find out the efficiency of CAI program to develop English pronunciation of Lao EFL college students to meet the criterion set at 75/75, 2) to compare the students' English pronunciation performance before and after learning through CAI program, and 3) to investigate students' satisfaction toward learning English pronunciation through CAI program. The samples were 42 Lao EFL college students who enrolled in Fundamental English course in the second semester of the academic year 2015 at Savanakhet Teacher Training College in Kayson Phomvihan District, Savanakhet Province, Lao PDR selected by simple random sampling technique. The research instruments used for collecting the data were 1) 4 lesson plans for teaching English pronunciation through CAI program, 2) English pronunciation performance test, and 3) a questionnaire for students' satisfaction.

The statistics used for analyzing the collected data were percentage, mean, standard deviation, and dependent samples t-test. The findings were as follows:

1. The efficiency of the CAI program to develop English pronunciation of Lao EFL college students was 77.02/78.40 which was higher than the standard criterion set at 75/75.
2. The Lao EFL college students who learned English pronunciation through CAI program had higher performance than before learning at .01 level of statistical significance.
3. The Lao EFL college students' satisfaction toward learning English pronunciation through CAI program in overall was at a high level.

ຊື່ເລື່ອງ	ການພັດທະນາການອອກສຽງພາສາອັງກິດທີ່ເປັນບັນຫາສໍາລັບນັກສຶກສາລາວ ລະດັບວິທະຍາໄລທີ່ຮຽນພາສາອັງກິດເປັນພາສາຕ່າງປະເທດໂດຍນໍາໃຊ້ ບົດຮຽນຄ້ອມພົວເຕີຊ່ວຍສອນ		
ຜູ້ວິໄຈ	ໂອລິນດາ ສິງທິເດດ		
ທີ່ປຶກສາວິທະຍານິພົນ	ຜູ້ຊ່ວຍສາດສະດາຈານ ດຣ ນະວະມິນ ປຣະຊານັນ	ທີ່ປຶກສາຫຼັກ	
	ຜູ້ຊ່ວຍສາດສະດາຈານ ດຣ ອັກຄະລະພິນ ເນື້ອໄມ້ຫອມ	ທີ່ປຶກສາຮ່ວມ	
ປະລິນຍາ	ສິນລະປະສາດມະບັນດິດ	ສາຂາວິຊາ	ພາສາອັງກິດ
ສະຖານທີ່ສຶກສາ	ມະຫາໄລຣາຊະພັດ ບຸຣິຣໍາ	ປີທີ່ພິມ	2560

ບົດຄັດຫຍໍ້

ການວິໄຈໃນຄັ້ງນີ້ມີຈຸດປະສົງເພື່ອ 1) ສຶກສາປະສິດທິພາບຂອງການນໍາໃຊ້ບົດຮຽນຄອມພິວເຕີ
ຊ່ວຍສອນການອອກສຽງພາສາອັງກິດທີ່ເປັນບັນຫາຕໍ່ນັກສຶກສາລາວທີ່ຮຽນພາສາອັງກິດເປັນພາສາ
ຕ່າງປະເທດໃລະດັບວິທະຍາໄລ 2) ປຽບທຽບຄວາມສາມາດໃນການອອກສຽງພາສາອັງກິດຂອງນັກສຶກ
ສາກ່ອນ ແລະ ຫຼັງການນໍາໃຊ້ບົດຮຽນຄອມພິວເຕີຊ່ວຍສອນ 3) ສຶກສາຄວາມເພິ່ງພໍໃຈຂອງນັກສຶກສາທີ່
ມີຕໍ່ບົດຮຽນຄອມພິວເຕີຊ່ວຍສອນເພື່ອພັດທະນາຄວາມສາມາດໃນການອອກສຽງພາສາອັງກິດ ກຸ່ມ
ຕົວຢ່າງໃນການວິໄຈຄັ້ງນີ້ເປັນນັກສຶກສາລາວທີ່ຮຽນພາສາອັງກິດເປັນພາສາຕ່າງປະເທດລະດັບວິທະຍາໄລ
ຈໍານວນ 42 ຄົນທີ່ສຶກສາຢູ່ວິທະຍາໄລຄຸສະຫວັນນະເຂດ, ເມືອງໄກສອນພົມວິຫານ, ແຂວງສະຫວັນນະ
ເຂດ, ສາທາລະນະລັດ ປະຊາທິປະໄຕ ປະຊາຊົນລາວ ໃນພາກຮຽນທີ 2 ສຶກຮຽນ 2558 ໂດຍໃຊ້ການ
ຊຸ່ມຕົວຢ່າງແບບງ່າຍ ເຄື່ອງມືທີ່ໃຊ້ໃນການວິໄຈຄັ້ງນີ້ປະກອບດ້ວຍ ບົດສອນຈໍານວນ 4 ບົດ ບົດສອບ
ເສັງ ແລະ ແບບສອບຖາມຄວາມເພິ່ງພໍໃຈ. ສະຖິຕິທີ່ໃຊ້ໃນການວິເຄາະຂໍ້ມູນໄດ້ແກ່ອັດຕາສ່ວນຮ້ອຍ,
ຄ່າສະເລ່ຍ, ຄ່າປ່ຽງເບນມາດຕະຖານ ແລະ ຄ່າປຽບທຽບ Dependent Samples t-test ຜົນການສຶກສາ
ເຫັນວ່າ:

1. ປະສິດທິພາບຂອງບົດສອນໃນການອອກສຽງພາສາອັງກິດຂອງນັກສຶກສາໂດຍການນຳໃຊ້
ບົດຮຽນຄອມພິວເຕີຊ່ວຍສອນມີຄ່າເທົ່າກັບ 77.02/78.40 ສູງກວ່າເກນທີ່ກຳນົດໄວ້ຄື 75/75
2. ນັກສຶກສາລາວທີ່ຮຽນພາສາອັງກິດເປັນພາສາຕ່າງປະເທດລະດັບວິທະຍາໄລ ທີ່ຮຽນໂດຍການນຳ
ໃຊ້ບົດຮຽນຄອມພິວເຕີຊ່ວຍສອນເພື່ອພັດທະນາການອອກສຽງພາສາອັງກິດມີຄະແນນຫຼັງຮຽນສູງກ່ວາ
ກ່ອນຮຽນຢ່າງມີໃນຍະສຳຄັນທາງສະຫຼັບທີ່ລະດັບ .01
3. ນັກສຶກສາລາວທີ່ຮຽນພາສາອັງກິດທີ່ເປັນພາສາຕ່າງປະເທດລະດັບວິທະຍາໄລມີຄວາມເພິ່ງພໍໃຈຕໍ່
ການຮຽນໂດຍການນຳໃຊ້ຄອມພິວເຕີຊ່ວຍສອນການອອກສຽງພາສາອັງກິດໃນລະດັບດີຫຼາຍ

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Olinda Singthideth

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มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
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LIST OF ABBREVIATIONS

CLT	Commutative Language Teaching
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
SPSS	Statistical Package for the Social Science
TPR	Total Physical Response

CHAPTER 1

INTRODUCTION

1.1 Statement of the Problem

At the present time, English is the most widespread used language to communicate in the world. It has become the universal language (Harmer, 2001). People around the world, in over six countries, use it as an official language. Crystal (1997) states that 85% of the world film market is in English, and about 90% of published articles are written in English. Further, it is used in global communications, international business, science and technology, and social and cultural affairs. Most academic materials (80-90%) are written in English (McCrum, Cran & MacNeil, 1992). Moreover, it is expected that English language will be continuously increasing its significance as an international language all through the twentieth century and into the next century (Yano, 2001).

In 1975, Laos established its independence as *Lao People Democratic Republic* (Lao PDR), the English language has played the vital role for developing country. Numerous intercontinental organizations were applicably accepted by the government policy to assist for developing the Lao country. Nowadays, however, the English language is limited used. Because the majority of the language officially uses Lao language in official documents of the government and a medium of teaching and learning processes in institutions including secondary schools and higher education levels.

In the past fifteen years, the essential to learn English in Lao PDR has been amplified because of the inflow of foreign investment from quite a lot of countries such as China, Vietnam, Singapore, Australia, Malaysia, European Unions, and so on. Those foreign investors hope to use English as a tool for their communication. In 1996, Lao PDR is accepted to become a member of the Association of Southeast East Asian Nations (ASEAN) and World Trade Organization (WTO) members in 2012 and other international summit meetings such as 9th Asia-Europe meeting (ASEM), Round Table Implementation Meeting (RTIM) has made learning English even more significant for Lao people. At the present time, the English language is taught as a foreign language in schools, colleges, universities, and part time evening classes throughout Lao PDR (Ton & Pham. 2010). Unfortunately, English has not been instructed for pupils at the primary school level in the public schools. In keeping with the Lao National Curriculum, the English program is familiarized at lower secondary school level (Siphong. 2008). However, Siphong mentions that the English program was introduced into private primary schools.

The instructional approaches of the English language as a foreign language in Lao PDR discover a great deal of issues: impact language proficiency level of students low in terms of unsuitability and weakness of the English language curricula adopted by some academic institutions, teachers' English proficiency level, teaching experiences, lack of facilities, lack of materials, student's low level of English literacy, unsuitable learning strategies and shortage of confidence (Ahmadi & Bajelani. 2012; Khattak, Jamshed, Ahmacl, & Baig. 2011; Loae. 2011; Rao. 2002). According to these reasons, the majority of Lao students are unable to apply English to converse with other parties excellently. Many schools attempt to organize several of

English learning activities to correspond the dissimilar interest of students (Ratana. 2007). Teachers and experts in language education of Laos have criticized that the condition of English language teaching (ELT), as well as the quality of English generally in schools in Laos are still displeased (Abbasi, Ahmad, & Khattak. 2010). Particularly, pronunciation is problematic for Lao students to master the English language learning (Attapol. 2010). Moreover, Lao English learners' learning methods are depending on their English instructors' approaches. Most of students are in dearth of comprehension to employ a variety of strategies to assist their learning. So, it can be said that Lao students tend to practice Lao speech patterns or styles, some are afraid of making mistakes and embarrassed when they speak English.

As an English teacher at Savanankhet Teacher Training Department in Oudomvilay Village, Kaysone district Savannakhet province. The researcher examines problems in English learning in classroom are students' pronunciation, their basic language skills and motivation in learning. Most of Lao college students lack of pronunciation knowledge of English learning in all areas of spelling, vocabulary, understanding the meaning, and ability to recall words. They are not able to use English language to communicate in real life. They are not confident to use the language both within and outside the classroom. The students lack of opportunities to practice English in the language learning classroom.

Pronunciation is receiving more attention in many EFL classrooms (Lambacher, 1996). It is recognized as a fundamental skill which students should acquire, primarily because it can affect accuracy and comprehension. Fraser (2000) reports that many learners of English as second language have major difficulties with pronunciation. This could be the reason why many textbooks or learning materials

usually include pronunciation section. Therefore, the emphasis on teaching correct pronunciation i.e. recognizing errors in pronunciation and correcting them is necessary for an improvement of student's pronunciation ability.

Pronunciation is a necessary early language literacy skill for the development of students' language skills. Having a low level of pronunciation can result in language learning difficulties for many students, especially in reading, spelling, and writing. Previous studies have shown that many Lao EFL college students' at all educational levels face difficulties in learning a language and that one of their problems is a lack of pronunciation. For example, many Lao learners who have weak pronunciation cannot distinguish between voiced and voiceless consonants in the English language. This study shows that the English sounds /θ/, /ð/, /ʃ/, /tʃ/, /dʒ/, /j/, and /l/ /r/ are problematic sounds for Lao EFL college students to recognize, distinguish and pronounce. Since these eight sounds do not exist in the Lao consonant system, Lao EFL learners face language learning difficulties in identifying and discriminating these problematic sounds. This is the result in Lao EFL college students being unaware of these eight problematic sounds. Therefore, learning language is ineffectively. Consequently, this problem should be addressed.

Pronunciation should be taught at an early age. Teaching pronunciation to Lao EFL college students can help them to acquire and to develop their language skills better than those who do not. In addition, it can lead them to improve their language in the long term. Even though teaching pronunciation to ESL/EFL learners may differ from teaching L1 learners due to the phonological differences, it can start at an early level such as L1 learners.

Teaching pronunciation to Lao EFL college students can be accomplished utilizing many different methods, activities, and teaching materials. Therefore, teachers should choose the type of instruction that is suitable for students.

A multimedia computer-assisted instruction (CAI) program is considered to be effective when used as a supportive tool to enhance Lao EFL college students' pronunciation. Studies on enhancing learners' pronunciation with multimedia CAI program has been conducted in many countries and have shown positive results. Kitao (1995) states that CAI is an interesting material in foreign language teaching. CAI can help teachers in prompting individual students to meet their own goals at their own pace. It can also help students learn because it presents materials better than paper-based texts. Furthermore, Crew (2003), Murakawa (2003), and Uemura (2003) mention that students had positive attitudes toward (CAI). Most students have been proud of their achievements, improved performance, and increased self-confidence since the CAI could provide hours of individualized tutoring with timely directed feedback, unlimited patience and no perceived judgments of their performance. Moreover, students have found that Computer-Assisted Instruction could create entertaining and a fun atmosphere in classes because they enjoyed taking the CAI initiative in exploring the language.

However, studies on developing the pronunciation of Lao EFL learners, especially young learners, through use of a multimedia CAI program have apparently not been conducted. For this reason, the researcher will investigate Lao students' views on improving pronunciation with a multimedia CAI program.

1.2 Purposes of the Study

1.2.1 To find out the efficiency of the CAI program to develop English pronunciation of Lao EFL college students.

1.2.2 To compare the English pronunciation performance of the students before and after applying the CAI program.

1.2.3 To explore students' satisfaction toward the CAI program to develop English pronunciation of the /θ/ /ð/ /ʃ/ /tʃ/ /dʒ/ /j/ and /l/ /r/ problems.

1.3 Research Questions

1.3.1 What is the efficiency of CAI program to develop English pronunciation of Lao EFL college students?

1.3.2 Are there any differences of the English pronunciation performance of students before and after applying CAI program?

1.3.3 What is the students' satisfaction toward the CAI program to develop English pronunciation of /θ/ /ð/ /ʃ/ /tʃ/ /dʒ/ /j/ and /l/ /r/ problems?

1.4 Research Hypothesis

The post-test mean scores of Lao college students toward learning pronunciation through CAI program is higher than those of pre-test.

1.5 Significance of the Study

The result of the study provides useful information for teachers, students and language learners who study English as a foreign language. It can be applied in the following ways:

1.5.1 The findings of this research can be useful information for readers who are interested in teaching pronunciation through CAI program.

1.5.2 The results can be used by the teachers and students to solve the problems of teaching and learning English pronunciation through CAI program in the classroom.

1.5.3 This study can be enhanced the students' satisfaction with learning English pronunciation through CAI program in the classroom.

1.5.4 The results can be used by the teachers to provide the better techniques for teaching pronunciation in the college classes.

1.5.5 This study can be used by the research to evaluate the students' pronunciation.

1.5.6 Based on the results of this study, it can be used as teacher's resources or guidelines for further studies into teaching English pronunciation through CAI in the future.

1.6 Scope and Limitations of the Study

Some limitations of the research are listed below. Inferences and conclusions from this study must take these limitations into account:

1.6.1 Population and Samples

1.6.1.1 The populations of this study were 85 Lao EFL college students at second year who enrolled in English of normal course in the second semester of academic year 2015 at Savannakhet Teacher Training College, Kayson Phomvihane district, Savannakhet province, Lao PDR.

1.6.1.2 The samples of this study were 42 Lao EFL college students who enrolled in English major in the second semester of academic year 2015 at Savannakhet Teacher Training College, Kayson Phomvihane district, Savannakhet province, Lao PDR. They were selected by a simple random sampling technique.

1.6.2 Variables of the Study

1.6.2.1 The independent variable was teaching English pronunciation through CAI program.

1.6.2.2 The dependent variables were English pronunciation performance and students' satisfaction toward learning English pronunciation through CAI program.

1.6.3 Duration of the Study

This study was conducted in the second semester of the academic year 2016 for 4 weeks, including pre-test and post-test, and questionnaire. Each period took 120 minutes.

1.6.4 Contents of the Study

In the contents of the study, a researcher consulted four topics with the thesis advisors, experts, and the problems found from the Lao EFL college students.

The topics were listed as below:

1.6.4.1 Lesson 1 : The word sounds [θ] as in *think* and [ð] as in *father*

1.6.4.2 Lesson 2 : The word sounds [ʃ] as in *shoe* and [tʃ] as in *chair*

1.6.4.3 Lesson 3 : The word sounds [dʒ] as in *jam* and [j] as in *yes*

1.6.4.4 Lesson 4 : The word sounds [l] as in *lamp* and [r] as in *red*

1.7 Definition of Key Terms

The terms used in this research carry a different interpretation in a different context. So, to avoid any confusion, the following definitions and explanation of some of the terms are used to explain in this study.

1.7.1 English pronunciation refers to the consonants which are the sounds in the words. They can appear as initial positions both in words and sentences.

1.7.2 Problematic sounds refer to the /θ/ /ð/ /ʃ/ /tʃ/ /dʒ/ /j/ and /l/ /r/ consonants which are the sounds in the words and sentences. They can appear as initial positions e.g.

“think” /θɪŋk/, “the” / ðə/, “shoe” /ʃu:/, “chair” /tʃer/, “jam” /dʒæm /, “yes” /jes/, “lamp” /læmp / “red” /red/, etc...

1.7.3 Computer Assisted Instruction (CAI) program refers to a teaching program, it is already made by computer program to instruct students. For this study, the CAI program was designed to teach students how to pronounce English sounds correctly, provide the exercises to practice. It is a compact disk (CD-ROM) containing lesson, pronunciation drills and exercises of words and sentences.

1.7.4 Pronunciation performance refers to an action or type of behaviour that Lao EFL college students articulate or a result of producing the English sounds of

speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability.

1.7.5 Performance test refers to the learners' scores from performance test, both the pre-test and post-test that was organized to check Lao EFL college students' pronunciation abilities after using CAI program. High performance scores usually show a mastery of grade level materials, and readiness for advanced instructions. On the other hand, low achievements score can indicate the need for remediation or repeating a course grade.

1.7.5.1 Pre-test is a 50 words test that students do before studying the lessons of English pronunciation via CAI program.

1.7.5.2 Post-test is the same 50 words test as Pre-test, which students do after studying the lessons of English pronunciation via CAI program.

1.7.6 Efficiency refers to the quality of the CAI program for teaching English pronunciation. It facilitates and reinforces students' learning the English pronunciation effectively.

1.7.7 Satisfaction refers to the feeling of Lao college students that indicates favor, pleasure, and gladness which the students reveal toward learning English pronunciation through CAI program.

1.7.8 Lao EFL College Students refer to students who studied English as a fundamental course or major in English at Savannakhet Teacher Training College,

Kayson Phomvihane district, Savannakhet province, Lao PDR, in the academic year 2015.

1.8 Summary of the Chapter

In each section of the Chapter One is addressed various points, namely the statement of the problem; the purposes of the study, research questions, research hypothesis, the significance of the study, scope and limitation of the study, definition of key terms, and summary of the chapter. Chapter Two referred to a brief overview of the existing literature which related to the present study, will be presented in the next chapter.

CHAPTER 2

LITERATURE REVIEW

The areas of literature that have been chosen for review and analysis in this study are related to the research aims. It had had an outline of theoretical framework essential to an understanding the present study, including teaching and learning at Savanakhet Teacher Training College, the pronunciation assessment, CAI program, the efficiency, and a number of previous studies related to the present investigation.

2.1 English Language Learning and Teaching in Lao PDR

The importance of English as a world language and the advance of technology and education reform envisaged by the Lao Constitution are the key determinants for new developments in English language teaching and learning in Laos in this decade, the role of English in Laos is quite crucial as it is in many other developing countries. In 1997, English was made compulsory for all primary students from Grade 5 onwards. Some ability in English is a requisite of higher education and all students must pass an English component in government universities' undergraduate degrees.

A national survey of English use has revealed English being used to communicate with native speakers and non-native speakers from countries, such as Japan and Germany as an international language and that English is generally taught by Lao teachers in schools and in higher education.

Though English has been compulsory for all Lao students from primary school level to university level, they fail to enhance their English proficiency, especially their listening and speaking skills. Many English language centers such as: National University of Laos mainly focuses on teacher development. A main concept in education reform is that teachers have to improve their English proficiency. In addition, the Director of the Office of Academic Accreditation and Education Evaluation state that results of the curriculum evaluation of 210 schools shows that two-thirds of them are below the educational standards set by the Office and most of the schools lack quality teachers. Although 90% of the teachers hold at least a Bachelor's degree, their teaching skills are poor.

Factors that cause those difficulties in Laos especially in the primary and secondary school are: the teachers face many obstacles including insufficient English language skills. As for learners, they wish they could speak English fluently but most of them think that English is too challenging for them to be competent because of interference from the mother tongue (Lao) particularly in pronunciation and being too shy to speak English.

2.2 Teaching and Learning English at Savannakhet Teacher Training College

Svannakhet Teacher Training College (STTC) has been of eight teacher training institutions which are presented to teach English language by Teacher Training Department, Ministry of Education and Sports Lao PDR since 1994. It runs for teacher training program that offers from diploma to bachelor's degrees to awardees.

2.1.1 English Education Program

In former times, Savannakhet Teacher Training College offered three sub-programs in English Education Programs, namely: 12+2 program, 11+3 program, 11+3+2 program, 11+3+3 program. But for new curriculum that Teacher Training Department offered only one program namely: 12+4 program. The detail is follow:

English 12+4 Education program, offers bachelor's degree to the awardees, takes 2,688 hours. It has a total of 153 credits. These graduates want to work as English teachers in Lao primary to secondary schools. English 11+3+2 educational program is called the continuing English program for the learners who have already graduated from 11+3 program and continue 2 more years at STTC. The 11+3 program used to be organized at STTC. The last batch of 11+3 program was ended in 2013-2014. The 11+3+2 program consisted of 832 hours within 75 credits. After graduation from 11+3+3 educational program is organized in summer, so it is called the English Summer Program. The learners who enroll in this program were the ones who graduated from the 11+3 program. (The last batch of 11+3 program in STTC was ended in 2013-2014). The 11+3+3 program consisted of 496 hours within 75 credits. After graduated from 11+3+3 program, the graduates are awarded Bachelor's degree.

2.1.2 General English Program

General English Program has 2 sub-programs, namely 12+3 program, and 12+3+2 program. The details of each program are as follows:

General English 12+3 program offers a diploma to the awardees. It consists of 1,920 hours within the total of 110 credits. This program has the purpose to train the participants to learn general English. The graduates from this program are not

required to work as teachers, but they are required to work as the civil servants or staff of other sectors. General English 12+3+2 program is called the continuing English program for the learners who graduated from the 12+3 program. The 12+3+2 program consists of 1,280 hours within 72 credits. After graduation, the graduates are awarded a Bachelor's degree.

2.2.3 English Pronunciation in Use

According to the Department of Teacher Training' Curriculum, Ministry of Education and Sports in Lao PDR, the English pronunciation in use program is introduced in 2012. The 12+4 program is for normal course students. The subject of English pronunciation in use comprised 4 units, which are taught 32 hours in one semester that is 2 hours per a week. The credit is 4 (2-4-2). English pronunciation in use aims to develop students' pronunciation skills.

2.2.3.1 Grade Requirements

Classroom participation and attendance	15 %
Individual work assignment	20 %
Group work assignment	15 %
Middle test	20 %
Final examination	30 %
Total	100 %

2.2.3.2 Grade Criteria

Scores	Grades
90 – 100	A
81 – 89	B+
75 – 80	B

68 – 74	C+
60 – 67	C
51 – 59	D+
45 – 50	D
0 – 44	0

2.3 Pronunciation

Pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly. Learning to pronounce a second language means building up new pronunciation habits and overcoming the bias of the first language (Cook, 1996). Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. A broad definition of pronunciation includes both suprasegmental and segmental features. Although these different aspects of pronunciation are treated in isolation here, it is important to remember that they all work in combination when we speak, and are therefore usually best learned as an integral part of spoken language.

2.4 Teaching Pronunciation

2.4.1 Acquisition of Pronunciation Skills

Pronunciation is recognized as a fundamental skill in which students should acquire. Many learners want to sound native-like, or at least more authentic (Brown, 1992). Most EFL teachers faced with the students' pronunciation problems want to find the answer to the question of how to help them improve their pronunciation successfully. Although English sounds are quite complicated, most of them are, somehow, universal, and therefore do not need to be taught. The important point is that teachers should find out which sounds cause difficulties and need to be taught. From the past, much of the teaching of pronunciation has involved the practice of isolated sounds or stress and intonation. Thus, teaching pronunciation is not completely successful. Nowadays, changes are beginning to take place in teaching pronunciation. True communication is the most important goal of teaching pronunciation (Avery & Ehrlich, 1992; Celce-Murcia, Briton & Goodwin, 1996), but pronunciation practice must take place beyond the individual sound and word level (Avery & Ehrlich, 1992). Teaching pronunciation should also emphasize practice to improve problematic sounds. Therefore, the communication goal will be achieved and their speech will be more intelligible. There are many factors affecting students' pronunciation. According to Celce-Murcia et. al (1996), some factors appearing to affect teaching pronunciation to students' ages, length of exposure to the target language; the differences between L1 and L2 pronunciation systems, types of prior pronunciation; the students' attitude toward the target language and their motivation to achieve intelligible speech in the second language. Although some factors are hard to control e.g., students' age, exposure to the target language and types of prior language

pronunciation, the teacher should be aware of these factors in teaching pronunciation to each group of students. In addition, Kenworthy (1987) and Brown (1994) propose six other factors that affect student's pronunciation, i.e., native language, age, exposure, innate phonetic ability, identity and language ego and motivation and concern for good pronunciation ability.

1. The Native Language

The native language will be the most influential factor affecting a students' pronunciation. If the students are familiar with the sound system of their native language, they will be able to diagnose their own difficulties. Many L1-L2 carryovers can be overcome through a focused awareness and effort on the learners' part (Kenworthy. 1987).

2. The Age Factor

Age is not the crucial only factor that affects learning or improving pronunciation abilities (Kenworthy. 1987). Some research investigates the age factor on learning pronunciation; they want to know whether younger learners could learn to pronounce the second language better than older ones. Brown (1992) presents that adults are probably able to learn second language phonology as well as children do in a direct way, using a traditional listen and-repeat exercise, minimal pairs in the context of the sentences, conversation and role playing. Moreover, Collier (2003) points that the older students are faster and more efficient than younger students in the early stages of language learning. Older students and adolescents develop their second language skills continuously, but adults would diminish after the first year. However, there is no evidence for a simple and straightforward link between age and ability in

pronunciation of a new language. Both younger learners and adults can improve their pronunciation abilities.

3. Amount of Exposure

Various studies compare the pronunciation accuracy of people living in English-speaking countries and those who do not. According to Brown (1992), it seems that the amount of exposure is a contributing factor but not a necessary factor for the development of pronunciation skill. He also states that the students could pronounce well if they spent time on pronunciation with full attention and interest. In short, students could simply improve their pronunciation competence if they were motivated and had a strong will to do so.

4. The Phonetic Ability

This skill is sometimes called 'phonetic coding ability' (Brown, 1992). It is a common view that some people have a 'better ear' for a foreign language than others. Although students may have had exposure to a foreign language as children and attune to phonetic discrimination, some studies have suggested that some elements of learning are a matter of awareness of the different sounds. Pronunciation can improve with effort and concentration on those sounds.

5. The Attitude and Identity

Brown (1992) points out that another influence is one's attitude toward speakers of the target language and the extent to which the language ago identified with those speakers. Students with a positive attitude toward people who speak the language are likely to learn pronunciation more successfully. They are not afraid of the second identity that may have been emerging within them.

6. The Motivation and Concern for Good Pronunciation

The learners' motivation can be the strongest factor. If the learners' motivation is high, then they will be willing to improve their abilities by themselves. On the other hand, if they do not see the value or care about pronunciation, they may not be motivated to do well.

To conclude, these six factors have some effects on pronunciation learning and improvement. Even though the age or the phonetic ability of learners cannot be controlled, teachers can increase exposure to target language to a certain degree. Motivation seems to be the main factor for successful pronunciation; therefore, teachers should promote it in their classroom. For these reason, innovation in teaching techniques can play an important role.

2.5 What is Computer-Assisted Instruction (CAI)?

2.5.1 Meaning

Wegener (2004: 3) defines computer-assisted instruction as “the use of a computer in the actual instructional process. The implementation components of CAI use any (or all) of the following six modes: tutorial, drills & practices, instructional games, modeling, simulation and problem solving.”

Bucholtz (1998: 5) mentions that “computer-assisted instruction is an interactive instructional method that uses a computer to present material, track learning, and direct the user to additional material which meets students' needs.”

Bucholtz also includes the internet-based instruction which webpages, web bulletin boards, and newsgroups, video and real audio, graphics, and hands-on applications are

employed in the classroom. Moreover, self-teaching programs on CD-ROM or the DVD are also included in the group of available forms of CAI.

According to Cotton (1991: 15), computer-assisted instruction refers to “drill-and-practice, tutorial, or simulation activities offered either by yourselves or as supplements to traditional, teacher-directed instruction.”

From the definitions cited, it can be concluded that CAI is an educational innovation, using computers in teaching and learning activities. The forms of CAI can be webpages, games, multimedia, electronic lessons and so on. CAI is used by teachers in order to help students learn new lessons or improve a particular language skill or ability. In other words, it helps teachers in teaching. With CAI, teachers play roles as counselors and material providers rather than knowledge-giver. Additionally, students can learn and practice their skills by themselves whenever they want.

To sum up, CAI Programs are very important for students, such as help and encourage them to interest their work, engage them in learning process, they have opportunity to collaborate in their classroom, and provide and enjoyable learning experience.

2.5.2 Types of CAI

Lumbacher (1996) classifies the types of CAI as follows:

- 1. Tutorial Instruction.** It is a class in which a tutor gives intensive instruction in some subject to an individual student or a small group of students’ programmed instruction provided to a user at a computer terminal, often concerning the use of a particular software package and built into that package.

2. Drill and practice software is generally used the same way that worksheets or flash cards are used in classrooms. It provides repeated exposure to facts or information, often in a question or game-type format.

3. Games software often creates a contest to achieve the highest score and either beat others or beat the computer.

4. A simulation is a representation or model of a real event, object, or phenomenon where learners can see the results of their actions. Sometimes it is not practical or feasible to do the real thing, so a simulation is used to provide experiences that otherwise would be denied. The difference between simulation software and problem solving software is that simulation software deals with realistic situations.

5. Discovery approach provides a large database of information specific to a course or content area and challenges the learner to analyze, compare, infer and evaluate based on their explorations of the data.

6. Computer programming is used to be a big category of computer use in the schools, but the emphasis on programming skills has decreased significantly. Many schools no longer even offer programming classes, but instead are teaching students to use multimedia and other computer tools.

7. Problem solving software allows learners to see the results of their reactions to various events. Learners manipulate variables, and feedback is provided based on these manipulations.

2.6 Teaching Pronunciation Using CAI Program

As computers are widely used in English language teaching, it is an appropriate tool for pronunciation teaching (Brown, 1992). In pronunciation teaching, Verghese (1996) states that the most important technique is simulation. Teachers' pronunciation of the words that are taught should be closely imitated by the students through the process of repetition and practice. To provide ample repetitions, CAI is a practical method for the students to drill and practice their pronunciation repeatedly. Moreover, the quality of English sounds in the CAI, record from the native speakers is better and more consistent than the repetition sounds of the teachers. Many studies in the past have pointed out that computer courseware were effective in pronunciation improvement (Neri, Cucchiarini & Strik, 2003).

In addition, Language Media Laboratory (LML) developed by Murakawa (2003) utilizes a multimedia network system for teaching English pronunciation, conversation, and listening skills. The LML sound analyzer is one of the examples of how a computer-assisted instruction could be utilized to enhance L2 pronunciation teaching and learning. Innovative classroom activities that effectively and appropriately utilized computer-assisted instruction need to be continually developed. For example, a balance of controlled (drills) and uncontrolled (extemporaneous) activities should be included to allow students to transfer their linguistic knowledge into authentic communicative situations. More experimental research is required to determine the most effective methods by which to implement this type of computerized instruction as a tool in L2 pronunciation teaching and learning (Bell, 1996). With CAI, students can interact with a software program which progressively guides the students through pronunciation exercises and individual lessons.

2.7 Pronunciation Assessment

Kpayer (2009: 29) proposes the holistic scale of assessing pronunciation into three levels with three aspects as shown in Table 2.1 below.

Table 2.1

Rubrics for Pronunciation Assessment

Oral Pronunciation			
	Poor (0 - 1 pts) 1 pts	Fair (1 - 3 pts) 3 pts	Good - Excellent (3 - 5pts) 5 pts
Structure / Flow	Poor (0 - 1 pts) The student has poor structure and flow. Needs constant help or has many hesitations.	Fair (1 - 3 pts) The student is approaching a good flow and structure of the reading. Needs some help or has few hesitations.	Good - Excellent (3 - 5 pts) The student shows good flow and structure of the reading. Needs little to no help and has no hesitations.
Pronunciation / Intonation	Poor (0 - 1 pts) Student makes little or no effort to enunciate and articulate in target language.	Fair (1 - 3 pts) The student has errors in pronunciation, some effort in articulation in target language.	Good - Excellent (3 - 5 pts) The student makes minor or no errors in pronunciation, great articulation in target language with expression.

Table 2.1 (Continued)

Rubrics for Pronunciation Assessment

Oral Pronunciation			
	Poor (0 - 1 pts)	Fair (1 - 3 pts)	Good - Excellent (3 - 5 pts)
Preparedness / Recording	Reading does not show practice, the reading is unnatural. Unprepared. The student had to record multiple times. Volume is not appropriate.	Reading shows some practice. Student is close to prepared. The student did not have to record more than two times. Volume is mostly appropriate.	Reading is well prepared. Student has practiced often. Volume is always appropriate.

As shown in Table 2.1, there are three main parts to evaluate pronunciation performance namely structure/flow, pronunciation/intonation and preparedness/recording, with the three ratio scores as follows:

3-5 = Good - Excellent, the student makes minor or no errors in pronunciation, great articulation in target language with expression.

1-3 = Fair, the student has no errors in pronunciation, some effort in articulation in target language.

0-1 = Poor, the student makes little or no effort to enunciate and articulate in target language.

2.8 Efficiency

2.8.1 Definition

Efficiency refers to the quality of the multimedia package that is created in the instructional set. It facilitates and reinforces students' learning the content effectively (Phromwong.1987).

2.8.2 How to Find out the Efficiency of Instructional Materials by Empirical Approach

The instructional materials are tried out with the target groups of students. Most of instructional materials are calculated to find out the efficiency by considering from the percentage of exercise, learning process, or sub-test (Kitrakarn. 2001), as follows:

Two numeric values such as $E_1/E_2 = 80/80$, $E_1/E_2 = 80/80$ has showed that the criterion set 80/80, first criterion set 80 (efficiency of the outcomes) is percentage of learners' total means score from exercise scores of English pronunciation lesson plans by using CAI program. Second criterion set 80 (efficiency of the outcomes) is percentage of learners' total mean scores from performance test (Post-test). The statistical formulas are as follows:

$$E_1 = \frac{\sum x}{N} \times 100$$

E_1 = Efficiency of the process

$\sum x$ = Total scores of post-test

N = Number of samples

A = Total score of the exercises in the lessons

$$E_2 = \frac{\frac{\sum F}{N}}{B} \times 100$$

E_2 = Efficiency of the outcomes

$\sum F$ = Total score of students who pass the post-test

N = Number of samples

B = Total score of the post-test in the lessons

Standard criterion to find out the efficiency of instructional materials should be 75/75, 80/80, or 90/90 depending on the contents and characteristics of the subject. Normally, the standard criterion 75/75 is for subjects related to skill or attitude, and 80/80, 85/85 or 90/90 for the subjects related to cognition. The level of mistake is accepted at 2.5%.

Efficiency criterion refers to the levels of efficiency of English pronunciation lesson plans by using CAI program employing in classroom activity and helps reinforce students' learning and leads the satisfaction to those teachers who construct them. Defining efficiency criterion can be defined by assessment the two kinds of the students' behavior: efficiency of procedure (E1) assessment by noticing the students' learning activities performance continuously and efficiency of result (E2) assessed by post-test or final examination. Efficiency is expected as the criteria that satisfy the teachers with the students' whole score.

Srisa-ard (2003: 153-156) mentions that the development of teaching and learning or innovation is inevitable to do the trial and final the efficiency of development to ensure that it is valuable for teaching and learning activities. Finding

the efficiency, the criterion widely used is 80/80 which comprises of two approaches are as follows:

1. Consider from the most of the students (80%) who are able to achieve learning outcomes at the high level (80%). In this case, the innovation is used to take less time in teaching only one content. The criterion 80/80 refers to the number of students no less than 80% of students who scores at least 80% of the total score.
2. Consider the result during and at the end of the procedure which is average in high level (80%). In the case of teaching several times which lost of contents such as: three chapters and measurement during the study (formative) take several times, the criterion 80/80 is the efficiency of the process (E1), and the second criterion set 80 is the efficiency (E2).
3. The efficiency criterion can be set variously depending on the researcher himself. If he wants high efficiency, the criterion may be set at 90/90, but in this case it may have problems that the efficiency cannot be achieved the goal. It is not easy to get most of the students scored an average of most 90%. Therefore, the criterion set 90/90 is not determined in most research. It is likely to set lower than 80 in both the process and the overall effect as the criterion set 70/70 that means the teaching material developed is effective and it can be used to develop most students to achieve their learning at high levels. The criterion set 50/50 or 60/60 indicates that the students can be developed average score on one half or slightly more than half (60%), which is likely to be enough, it should be developed to be at a more higher level.
4. The criterion set 80/80 is not defined as the ratio between the two parts. Generally, it is not interpreted by the comparison. Therefore, the researchers cannot only write in the form 80/80 but also 80, 80 or even a criterion 80% of overall process

and results. The 80/80 separates the efficiency of the process, the first 80 and the overall effect, the second 80.

5. The researchers may set two parts which does not equal as the criterion set 70/80 which means that the efficiency of process is 70% and the overall efficiency is 80%. However, it is not commonly in such a manner.

It can be conclude that how to find the efficiency is a method to determine whether the students gain more knowledge or learning process. The efficiency determines the score of the media in teaching and learning activities.

2.9 Concepts and Theories of Satisfaction

Satisfaction is an abstract attitude which cannot be seen as shapes. To know that the people are satisfied or not, they can be observed from the expression quitting complex. People's satisfaction is difficult to measure directly. It can be measured by their opinions they perform. Nevertheless, the expression satisfaction of their comments or opinions must match their real feeling.

2.9.1 Definitions of Satisfaction

One of the most important factors is the students' satisfaction can be defined in many ways by the academics as follows:

Applewhite (1965: 5) defines that satisfaction as gratification or happiness derive from physical environment and resulting from participating in activities.

Chai-anan (1997: 17) indicates that satisfaction is a feeling that a person expression his happiness or willing to meet the needs of what is missing or what is causing of the imbalance. In other words, satisfaction is what determines the behaviors of individuals those impacts on their performance.

Sritagal (1998 : 55 ; cited in Narmratch. 2011) defines the satisfaction as an individual feeling toward things positively that can change over time and situations. Thus, satisfaction of learning refers to satisfaction of taking participation in learning activities to achieve the goals of learning.

Puntevee (1998) mentions that satisfaction is a feeling within the soul of human which is not expressed the same. It depends on the expectation of each person that whether he can meet a lot of satisfaction. Individuals feel satisfied when outcomes match expectations or desires, and feel dissatisfied when outcomes are less than expectations or desires.

The Royal Institute Dictionary (1999: 775) defines the satisfaction as a human's satisfied feeling on behavior attempted to get rid of tension, anxiety or the equilibrium condition in the body. For example, when a man can get rid of things, he would be satisfied with what he needs.

Chanpreecharat (2000: 52) indicates that satisfaction is a person's feeling toward positive performance such as favor, love, satisfy, and good attitude to work which occur from need response.

Saengchai (2000: 11) points out that satisfaction of performance is a feeling that performers have attitude toward performance. This feeling will motivate them to love to work on their duty. They want to do and find out the effective performance process. It leads them to effective performances which achieve organization purpose.

Muri (2001: 35; cited in Narmaratch. 2011) states that the satisfaction refers to the emotion filled with joy or positive attitude toward work, organizations and individuals that affects the imposed performance objective in positive way.

Arunsorsri (2003) states that human's satisfaction is individual performance abstract of a human that cannot be seen as shapes. To know that people are satisfied or cannot be observed from the expression which quite complex and it need to be stimulated to fulfill their expectations.

Khinna (2003: 29) sates that performance is the performer's thinking or attitude toward their performance. It concludes process, components, and factor of work. If it is positive, it provides good satisfaction toward performance. They will devote labor, spirit, money and wisdom to work a lot. In contrast, if it is negative, it provides bad satisfaction which leads them lack of enthusiasm to motivate the performers to want to act with happy and achieve the performance efficiency based purposes of the organization.

To conclude, satisfaction is one's feeling toward something which occurs in mind and affects a display of behavior. Students' performance is an fundamental measure of the success. Therefore, it is important to know students' feeling about learning English pronunciation through the CAI program.

2.9.2 Principle of Enhancing Motivation

Issarapreeda (2003: 310) states that principles of enhancing motivation in learning are as follows:

1. Praise and blame, both of them influence the students' learning.
2. Many examinations, scores of tests are students' motivations. They are significant to students and motivate them to pay attention in learning.
3. Self- learning provides students to always want to learn.
4. New methods enhance students' desire to learn.
5. Setting the prize for assignment enhances students' aspiration to learn.

6. Giving examples which the students are familiar is simple to comprehend for students.

7. Connection the new lessons with the knowledge that they have learned supports students' learning.

8. Reducing and avoiding stressful situations are crucial factors helping students learn effectively.

9. Motivation is a significant element of learning. Motivated students develop into active and curious learning. Learners will have a positive effect in their performance.

2.10 Theories Related to Satisfaction

There are a variety of studies and theories about the motivations that will lead to satisfaction in the work.

Issarapreeda (2003: 310) considers Maslow's the human needs theory; human always needs which never ends when he achieves needs he will need another. The followings are 5 needs according to Maslow's human needs theory.

1. Basic physiological needs are the most basic and instinctive needs in the hierarchy, such as the needs for food, air, water, temperature, sleep, defecation, residence, clothes, medicine, relation, and sex needs, etc.
2. Safety and security needs are the needs about shelter and removal from danger in work including security in economic status. Security needs are important for survival, but they are not as demanding as the physical needs which include a desire for steady employment, health, insurance, safe neighborhoods and shelter from the environment.

3. Love and belonging needs are the need about love, acceptance, and being a part of groups. There are various groups such as: family, and social group. These needs are less basic than physiological of human and security needs.

4. Self-esteem needs are the esteem from others. They are the needs that influence display behavior of human firstly.

5. Self-actualization is the highest level of human needs such as, need to be a leader of organization and famous people.

In conclusion, stimulating and assisting learners' necessary satisfaction of the learning experience, and offering external satisfying cause their achievements. In addition, creating an awareness of just treatment is also important, and the strength of learning by affording useful and fair feedback are main factors in learning.

2.11 Previous Studies Related to the Present Investigation

This section focuses on major findings of the previous studies on the use of CAI in teaching done by some Thai and foreign researchers. These studies are summarized and presented as follows:

Molht (1988) studied the synthesis of concepts from contrastive phonology, speech processing, TESL, and computer-assisted instruction. The purpose of the study was to improving the communication skills of international teaching assistants in U.S. colleges and universities. The samples were speakers of Chinese. The finding revealed that most of the concepts were equally applicable to speakers of other East Asian languages.

Etsuko (1997) studied the Teaching pronunciation of Japanese long and short vowels: Kinesthetic and computer-assisted visualisation approaches. The aim of

the study was the distinction between Japanese long and short vowels in both production and recognition. The participants were seven intermediate-level university students of Japanese as a second language. The results had positive effects on the distinction not only in production, but also in recognition. Also, the sessions were most effective for errors with long vowels with a pitch rise, suggesting the effectiveness of drawing learners' attention to pitch movement for the mastery of Japanese long/short vowels.

Beutner (2001) investigated the computer assisted interactive feedback (CAIF) as supplementary support in enhancing the ability of Mandarin Chinese learners to develop self-monitoring of their pronunciation of tones. The purpose of the research was learning strategy for engaging students with supplementary individualized corrective feedback. CAIF offered potential as an appropriate learning resource for monitoring and improving pronunciation. The results of this research revealed that all students improved significantly, the lowest quartile experienced greatest improvement. Improvement occurred asymptotically during the early part of the study. A partial eta square of 0.619 indicated that approximately 62% of the variance in change among the measures was explained by a trend in improvement.

Potisompapwong (2002) investigated the development of "CALL" exercises for practice in pronunciation problem sounds in English. The purpose of the study was to compare the listening and the pronunciation proficiency. The samples were one - fifty students class of second-year Mathayomsuksa students. The result revealed that an average post "CALL" exercises students' score of 83.50 percent as opposed to a pre "CALL" exercises students score of 83.33 percent, and students' listening and

pronunciation proficiency evaluate subsequent to use of the “CALL” exercise material was found to be significantly higher than at the 0.05 level.

Hussein (2004) examined the benefits of computer assisted language learning (CALL) for improving pronunciation among perspective teachers enrolled in teacher education programme. The purpose of the study focused on English language and linguistics oriented courses. The subjects were 50 M.A. English and B.Ed. students. The results of the same test show that perspective teachers improved individual sounds (long and short vowel sounds, diphthongs, word stress and intonation in connected speech) and pronounced all with appropriate pronunciation. Hence, the study suggests that CALL may be encouraged at tertiary level.

Yangklang (2006) investigated the improvement of English final /-l/ pronunciation. The purpose of the study was to develop a CAI program for improving the students' English final /-l/ pronunciation. The samples were 40 Thai students in Matthayom Suksa 4 at Assumption Convent Lamnarai School. The result was found that both groups of the students with good and poor pronunciation abilities improved their pronunciation significantly after they used the CAI program.

Imamesup (2011) studied the effectiveness of audioarticulation model in improving Thai learners' pronunciation of fricative sounds. The objective of this research was to investigate the effectiveness of audioarticulation model (AAM) in improving the pronunciation of English fricative sounds. The samples of the study were Eight third year English educational students from Chiang Mai Rajabhat University. The finding indicated that all participants significantly improved their pronunciation of fricative sounds at the 0.05 level.

Mohammad (2012) investigated the effect of using computer- assisted programs for teaching English pronunciation on students' performance in English language pronunciation in Jordanian universities. The pre/post-test was constructed to measure students' level in English pronunciation. The sample of the study consisted of 149 third year students; 73 male students and 76 female students from Al Zaytoonah university during the second semester of the academic year 2010/2011. The findings of the study indicated that there were statistically significant differences in the post-test between the control and the experimental groups in favor of the experimental group.

Niramol and Usaporn (2014) investigated Thai primary school students' views on enhancing English phonemic awareness with a multimedia CALL program. The participants in the study comprised nine Thai primary school students who were classified into good, fair, and poor groups according to their English proficiency scores. The results of the study showed that the participants' phonemic awareness had improved after practicing with the multimedia CALL program and that they also had positive views on enhancing phonemic awareness with the multimedia CALL program.

2.11 Summary of the Chapter

This chapter has presented the details of language learning, pronunciation learning and CAI Program. Finally, this chapter finishes off previous studies revealed to the present investigation studies. From the literature review, there are a growing number of studies for teaching pronunciation by CAI program. The next chapter discusses the research methodology.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter focuses on the research methodology utilized in the present study. First, a description of the research population and samples is provided, followed by an explanation of the research instruments and how to construct them are explained. Data collection methods are identified, and a description of the data analysis is given.

3.1 Population and Samples

3.1.1 Population

The population of this study were 85 second year English major students from two classes who enrolled in the English normal course, in the second semester at academic year 2015 at Savanakhet Teacher Training College in Kaysone Phomvahan district, Savannakhet province, Lao PDR.

3.1.2 Samples

The samples of this research were 42 second year English major students in class "D" (18 boys and 24 girls) who enrolled in the fundamental English course, in the second semester of academic year 2015 at Savannakhet Teacher Training College in Kaysone Phomvihan district, Savanakhet province, Lao PDR. The samples were selected by using simple random sampling technique using the classrooms as a sampling unit.

3.2 Research Instruments

The main instruments employed in this study were as follows:

1. Lesson plans for teaching English pronunciation through Computer-Assisted Instruction (CAI) for Lao EFL college students conducted by the researcher. There were 4 lessons plans which consist of 4 sets of pronunciation through CAI program.
2. English pronunciation performance test (pre-test and post-test) which was designed from the list of words in the English pronunciation curriculum for Lao EFL college students which was used in this study.
3. The questionnaire for the students' satisfaction toward learning English pronunciation through CAI program was designed to collect the information from the samples in this investigation.

3.3 The Construction of Research Instruments

The procedures of the research instruments construction and determination of the instruments' quality were explained as follows:

3.3.1 Lesson Plans for Teaching English Pronunciation through CAI

Lesson plans for teaching English pronunciation through CAI for Lao EFL college students were written by the researcher with the following steps:

- 3.3.1.1 The researcher studied and analyzed about the vision, principles, goals, learners' key competencies, desirable characteristics, indicators, learning areas, strands and learning standards of foreign languages.

3.3.1.2 The researcher studied the limitations and details of contents in curriculum based on English learning for second year English major students at Savanakhet Teacher Training College, Kaysone Phomvihane district, Savanakhet province.

3.3.1.3 The researcher studied and employed steps of using CAI program in the class and techniques of constructing lesson plans for teaching.

3.3.1.4 The researcher selected 4 programs of CAI for improving English pronunciation, namely program of these sounds /θ/ /ð/ /ʃ/ /tʃ/ /dʒ/ /j/ and /l/ /r/.

3.3.1.5 The researcher constructed 4 lesson plans for improving English pronunciation learning focusing on teaching through CAI program comprising various parts of objectives, contents, activities, evaluations, and suggestions.

The details of each lesson plan were as follows:

Table 3.1

Four Sets of English Pronunciation Used in this Study

Lesson Plans	Pronunciation	CAI Program	Source
1	Word sounds /θ/ /ð/	CD - ROM	Hancock (2003)
2	Word sounds /ʃ/ /tʃ/	DVD	Hancock (2003)
3	Word sounds /dʒ/ /j/	CD - ROM	Hancock (2003)
4	Word sounds /l/ /r/	CD - ROM	Hancock (2003)

3.3.1.6 The lesson plans were examined and commented by the thesis advisors on objectives, contents, appropriateness of CAI program and objectives,

activities, learning assessment and content validity. The researcher improved the lesson plans based on the thesis advisors' suggestions.

3.3.1.7 The lesson plans were examined by the 3 experts on contents validity by using five-point Likert's rating scale as follows (Srisa-ard.2002:102):

5 marks for the most appropriate

4 marks for more appropriate

3 marks for average appropriate

2 marks for less appropriate

1 marks for the least appropriate

Therefore, it is confident that the instruments used in this research presented the accepted validity. The names of three experts were as follows:

1. Dr. Surachai Piyarukool, English teacher of Buriram Rajabhat University, Thailand
2. Assistant Professor Dr. Chookiat Jarat, English teacher of Buriram Rajabhat University, Thailand.
3. Mr. Umphone Kaopheresouphom, Head of Academic Office of Savannakhet Teacher Training College, Lao PDR.

3.3.1.8 The researcher analyzed the scores collected from the experts to find out the mean scores and compared them with these criteria (Srisa-ard. 2002: 99-103).

Table 3.2**The Five-Points Likerts' Sale Used in this Study**

Meaning	Opinion Level
4.51 - 5.00	Most Appropriate
3.51 - 4.50	More Appropriate
2.51 - 3.50	Average Appropriate
1.51 - 2.50	Less Appropriate
1.00 - 2.50	Least Appropriate

Appropriate mean score at 3.50 and upper were considered that the lessons plans can be utilized as show in Table 3.3.

Table 3.3**The Results of Lesson Plans Analysis**

Lesson Plan	\bar{X}	S.D.	Level of Appropriateness
1	4.31	0.47	More Appropriate
2	4.11	0.32	More Appropriate
3	4.27	0.45	More Appropriate
4	4.16	0.37	More Appropriate
Total	4.21	0.70	More Appropriate

As shown in Table 3.3 above, the mean score of lesson plans for teaching English pronunciation through CAI program obtained in overall was 4.21

(Appendix D).

3.3.1.9 The researcher conducted the complete lesson plans for teaching English pronunciation through CAI program for Lao EFL college students at Savanakhet Teacher Training College in the second semester of academic year 2016.

3.3.1.10 The lesson plans were tried out with 43 second year students of Savanakhet Teacher Training College, Kaysone Phomvihan district, Savannakhet province, who were not the samples in order to find out the weak points and then improved the lesson plans for teaching English pronunciation through CAI program before using with the samples (See Appendix C).

To appraise the efficiency of the lesson plans for teaching English pronunciation through CAI program, there were three steps to perform. The three steps of the pre-trials were as follows (Phomwong, 1978):

1. The Individual Trial

The lesson plans for teaching English pronunciation were utilized with 3 different proficiency level students, namely 1 high, 1 moderate, 1 low proficiency students who were not the samples in the study. The criteria of discrimination divided the students into different levels of English learning performance were: 1) the students who had got grade A in English learning in second year students of Savanakhet Teacher Training College in the first semester of academic year 2015 was high proficiency students, the student who got grade C or B was moderate proficiency students, and the students who had got grade D was low proficiency student; and 2) the three students were allocated to carry out a pretest, and they learned English pronunciation through CAI program for 1.6 hours. While students were studying English pronunciation through CAI program, they were requested to do the exercises.

After that, they were requested to do a post-test and gave some opinions about lesson plans for teaching English through CAI program for a period.

2. The small Group Trial

The nine students who participated in this step were 3 high proficient, 3 moderate proficient, and 3 low proficient students. Before learning English pronunciation through CAI program for 100 minutes periods they took a pre-test for a period while they were learning English pronunciation through CAI, they did the exercises. They took the post -test and provides some opinions for a period. The researcher improved the lesson plans for teaching English pronunciation through CAI based on the students' comments.

3. The Field Trail

In this step, they were 31 students with three different proficiency levels of English pronunciation through CAI for 10 minutes periods; they did the activities while learning English pronunciation through CAI. After learning, they took a post-test. The scores of the activities in learning English pronunciation through CAI, and the post-test scores from the field trial were decided to find out the efficiency of the lesson plans for teaching English pronunciation through CAI program based on 75/75 standard level (Phromwong. 1978) The result of the field trail revealed that the efficiency of the lesson plans for teaching English pronunciation through CAI program was 76.87/80.34 which met the criterion set.

To conduct this study, the assessment of efficiency of the lesson plans for teaching English pronunciation through CAI program was performed as shown in the following figures:

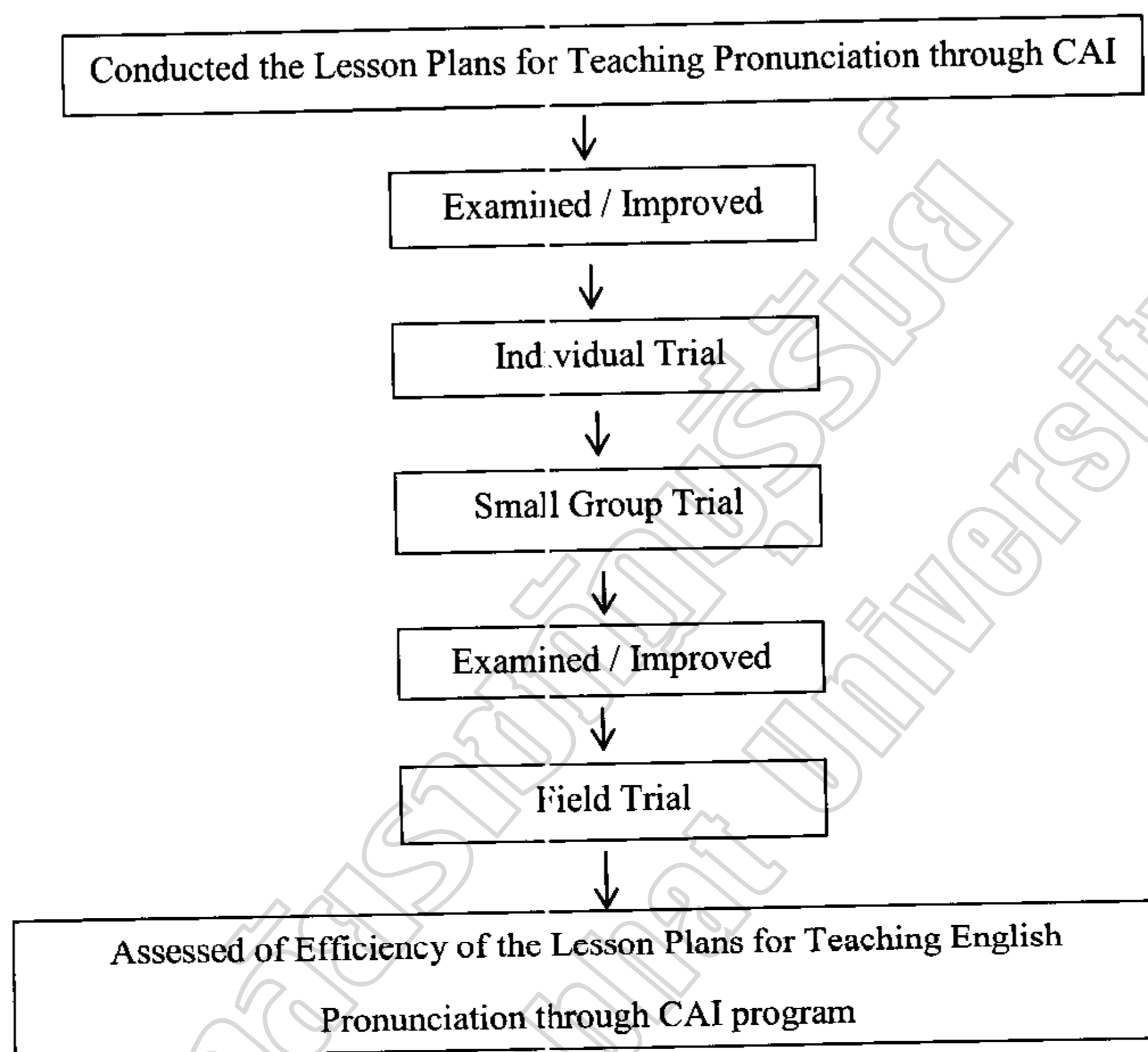


Figure 3.1 Steps of Trying out the Lesson Plans

Source: Suwanbenjakul (2002: 52)

3.3.1.11 The researcher conducted the complete lesson plans for teaching English pronunciation through CAI program to use with 42 samples which were selected by simple random sampling technique of second year English major students of Savanankhet Teacher Training College in the first semester of academic year 2015.

3.3.2 English Pronunciation Performance Test

Pre-tests and post-tests consisted of English words that require students to pronounce according to the topics. The samples did both pre-tests and post-tests, which were the same parallel tests. The pre-post-tests were constructed by the researcher as following steps:

3.3.2.1 The researcher studied a syllabus for a college level on English pronunciations and the contents of /θ/ /ð/ /ʃ/ /tʃ/ /dʒ/ /j/ and /l/ /r/ using CAI program for second year students.

3.3.2.2 The researcher studied the literature review on how to construct the tests.

3.3.2.3 The researcher conducted the /θ/ /ð/ /ʃ/ /tʃ/ /dʒ/ /j/ and /l/ /r/ pronunciation tests using CAI program. A pre-test consisted of two types, namely pronouncing in words by words and sentences by sentences test included 25 points (parallel) and wrote the phonetic symbol test included 25 points (individual work) in a total of 50 points. A post-test consisted of two types, namely pronouncing in words by words and sentences by sentences test includes 25 points (parallel) and wrote the phonetic symbol test included 25 points (individual work) in a total of 50 points.

3.3.2.4 The tests were edited and revised by the thesis advisors before proposing to the experts to examine the validity by using IOC formula as follows (Phathayathenee, 2003: 219).

+ 1 = when it is certain that the validity of the hypothesis was a coincident.

0 = when not sure that the validation of the hypothesis was a coincident.

- 1 = when sure that words or the test sure not coincident with objectives.

3.3.2.5 The researcher calculated the IOC index, and chose the questions with the IOC index between 0.5 – 1.00 for the test. The IOC was between 0.67- 1.00 (See Appendix D).

3.3.2.6 The complete test was piloted with 43 students who studying at Savanakhet Teacher Training College, Lao PDR.

3.3.2.7 An item analysis was carried out of the data obtained from the study. Each question was analyzed for the level of difficulty (p) and the discrimination power (B) by Brennan method with the software program to calculate. The criteria set used to select the test items were level of difficulty (p) at 0.20-0.80, and the discrimination power (B) at 0.20-1.00 (Srisa-ard, 2002: 82-84). It indicated that the level of difficulty (p) was at 0.43-0.77, and the discrimination power (B) was at 0.20-53 (See Appendix D).

3.3.2.8 The reliability of the test was determined by using the Lovett's method (Rcc). The software program was used to calculate the data, the reliability of the test will be accepted at ≥ 0.7 (Srisa-ard, 2002:96). The reliability of the test (Rcc) was 0.89 (See Appendix D).

3.3.2.9 The researcher selected the approved 50 items as a performance test (pretest and posttest) (See Appendix D).

3.3.3 Satisfaction Questionnaire

The researcher designed and created a questionnaire to investigate the satisfaction of the students toward learning English pronunciation through CAI. The questionnaire was written both in Lao and in English to avoid misinterpretation or confusion. It was divided into 3 main parts as following:

Part1: Personal Information. The samples were required to answer the question about gender, age, and time of starting English learning. This part was in the form of a check list.

Part 2: Statement of Satisfaction Questionnaire. This section comprised 10 statements of five-point rating scales questionnaire with Likert's rating scale. It aimed to elicit students, satisfaction toward learning English pronunciation through

CAI. Five-point Likert's scales used for rating their satisfaction were as follows

(Srisa-art. 2002 : 102):

Meaning		Levels of Opinion
5	means	Most satisfactory
4	means	Very satisfactory
3	means	Average satisfactory
2	means	Less satisfactory
1	means	The least satisfactory

Part 3: Additional Opinions. This section was about another opinion in learning English pronunciation through CAI program apart from Part 2. The question was in an open-ended form which the samples could write their suggestions or comments down.

The questionnaire was constructed and developed gradually by the researcher as following:

3.3.3.1 The researcher reviewed the literature on satisfaction, how to construct the satisfaction questionnaire as explicated by Likert's rating scales and studied the questionnaire already used in topic related research.

3.3.3.2 The researcher gathered and arranged the issues concerning learning pronunciation through CAI program into a list.

3.3.3.3 A draft questionnaire was constructed focusing on learning English pronunciation, both in Lao and English versions.

3.3.3.4 The researcher proposed the 10 statements to the thesis advisors before creating 10 statements based on the issue compiled from learning English pronunciation through CAI program.

3.3.3.5 The statements were examined by 3 experts to check for correctness and appropriateness. There were five scales as follows (Srisa-ard, 2002: 102):

Strong agree	gives	5 scores
Agree	gives	4 scores
Uncertain	gives	3 scores
Disagree	gives	2 scores
Strongly disagree	gives	1 scores

The researcher calculated the obtained data to find out the mean scores. The appropriate scores at 3.50 and upper were considered as the questionnaire items statements, the mean scores was 4.53 (See Appendix E). The researcher edited and revised the questionnaire if they had weak points.

3.3.3.6 The researcher organized the statements and tried out with 43 second year students of Savannakhet Teacher Training College who were not the samples in academic year 2015.

3.3.3.7 Each item of five-point rating scales is calculated by utilizing Pearson's correlation coefficient formula (R_{XY}) to find out the discrimination power was 0.60-0.71 (See Appendix E).

3.3.3.8 The method of coefficient alpha of Cronbach (α -Coefficient) (Srisa-ard, 2002: 99) was used to find out the reliability coefficient which the value must be more than 0.80. The data was calculated by a software program.

The reliability coefficient of the questionnaire was 0.90 (See Appendix E).

3.3.3.9 The researcher selected 10 statements which had the most significance at .05 levels to be part of the questionnaire.

3.4 Data Collection Procedures

In this study, the research design was one group pre-test post-test design (Sai-yot & Sai-yot. 1995) as shown in Table 3.4 below:

Table 3.4

Research Design

Group	Pre-test	Treatment	Post-test
Experimental	T ₁	X	T ₂

As shown in Table 3.4 above, T₁ is pre-test, X is the learning pronunciation through CAI program or treatments, and T₂ is post-test, respectively.

To collect the data, the present study included lesson plans, English pronunciation performance tests, and satisfaction questionnaire. The procedures for collecting data were shown as follows:

3.4.1 A study was done with a pre-test. The pre-test was given to all of the samples at the beginning of the study by pronouncing, and writing phonetic symbols in 25 words in part 1, and for part two they pronounced 25 sentences test for 120 minutes in both parts.

3.4.2 The samples were orientated to understand the CAI, and then they were taught English pronunciation by using CAI program and did the activities for 16 hours.

3.4.3 A post-test was administered with all of the samples after completing all the lessons plans for teaching English through CAI program.

3.4.4 After doing the post-test, the samples were asked to fill out the questionnaire focusing on their satisfaction toward learning English pronunciation through CAI program.

The steps of data collection were illustrated below:

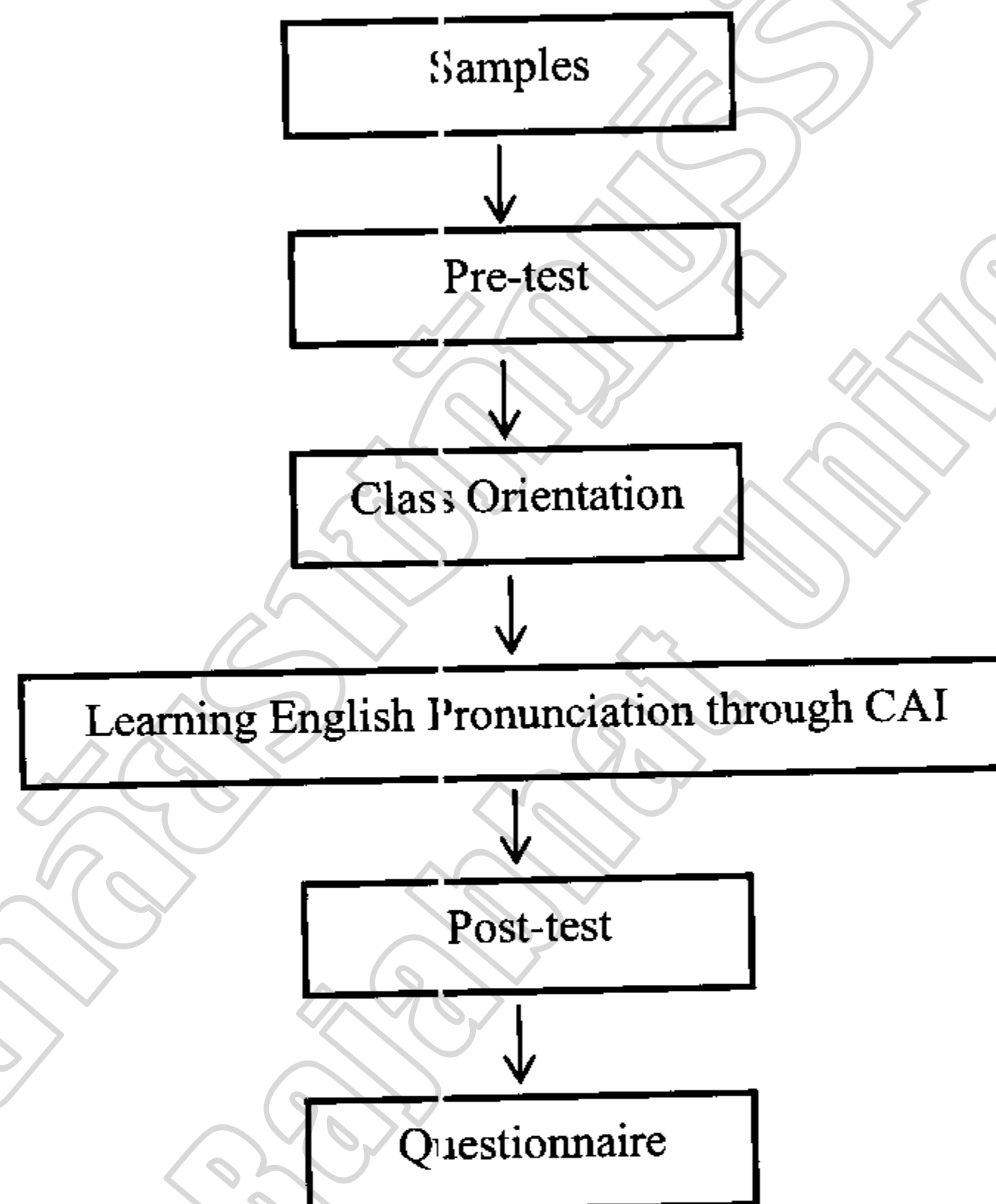


Figure 3.2: Step of Data Collection Procedures

3.5 Data Analysis Procedures

The data were analyzed and deducted procedures by applying the data analysis methods as follows:

3.5.1 Pre-test and Post-test Scores

3.5.1.1 In order to evaluate the students' English pronunciation performance before and after being taught through the lessons of CAI program,

the pre-test and post-test were computed to find out the percentage (%), mean (\bar{X}) and standard deviation (S.D.). The three raters: a researcher, an English native speaker, and Lao EFL teacher, scored the pronunciation performance of the Lao EFL college students based on the adapted rubrics of Kpuyer (2009: 29) below:

Table 3.5

Pronunciation Rubrics

Oral pronunciation			
	Poor (1pt)	Fair (2pts)	Good - Excellent (3pts)
Structure / Flow	The student has poor structure and flow. Needs constant help or has many hesitations.	The student is approaching a good flow and structure of the reading. Needs some help or has few hesitations.	The student shows good flow and structure of the reading. Needs little to no help and has no hesitations.
Pronunciation / Intonation	Student makes little or no effort to enunciate and articulate in target language.	The student has errors in pronunciation, some effort in articulation in target language.	The student makes minor or no errors in pronunciation, great articulation in target language with expression.
Preparedness / Recording	Reading does not show practice, the reading is unnatural. Unprepared. The student had to record multiple times.	Reading shows some practice. Student is close to prepared. The student did not have to record mostly appropriate.	Reading is well prepared. Student has practiced often. Volume is always appropriate.

3.5.1.2 The scores obtained from the exercises and the post-tests were calculated to find out the efficiency of process (E_1) and the efficiency of the outcomes (E_2) respectively.

3.5.1.3 Dependent samples t-test was used to compare the difference of the pre-test and post-test mean scores to detect a significant difference set at .05 levels.

3.5.2 Student' Satisfaction toward Learning English Pronunciation through CAI program

3.5.2.1 In order to evaluate the students' satisfaction toward learning English pronunciation through CAI program, the data from five-rating scales were computed for mean (\bar{X}) and standard deviation (S.D.). The following criteria employed for interpretation were as follows (Srisa-ard, 2002: 103):

Meaning		Interpretation
1.00 - 1.50	means	The least satisfaction
1.51 - 2.50	means	Less satisfaction
2.51 - 3.50	means	Average satisfaction
3.51 - 4.50	means	More satisfaction
4.51 - 5.00	means	The most satisfaction

3.5.3 Additional Opinions Data

The data obtained from the learners' opinions and suggestions in the last part of the questionnaire were analyzed by content analysis technique to find out their satisfactions and reactions towards learning English pronunciation through CAI program.

3.6. Statistics Used in Data Analysis

3.6.1 Statistics Used to find out the Quality of Instruments

3.6.1.1 Validity of achievement test by using Index of Congruence

(IOC) (Phattiyathanee. 2003: 220)

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

IOC = Index of Congruence

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

N = Number of experts

3.6.1.2 Discrimination of each item for five-points rating scale

questionnaire by using Pearson's Correlation Coefficient (Srisa-ard. 2002: 110)

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

r_{xy} = Correlation coefficient between variable X and variable Y

x = Total scores of variable X Index

$\sum y$ = Total scores of variable Y Index

$\sum xy$ = Total of multiplied result between variable X Index's square

$\sum x^2$ = Total scores of variable X Index's square

$\sum y^2$ = Total scores of variable X Index's square

N = Number of variable Index or number of the samples

3.6.1.3. Reliability coefficient of the satisfaction questionnaire by using

Cronbach's Alpha-coefficient (α –Coefficient) (Srisa-ard. 2002: 99)

$$\alpha = \frac{k}{k-1} \left[1 - \frac{\sum s_i^2}{s^2} \right]$$

α = Reliability coefficient

k = Number of statements

$\sum s_i^2$ = Total of each statement's variance

s^2 = Variance of total scores

3.6.1.5 The efficiency of Learning English Pronunciation through CAI

program (E_1/E_2) (Kitrakarn. 2002: 44-49)

$$E_1 = \frac{\sum x}{N} \times 100$$

E_1 = Efficiency of the process

$\sum x$ = Total scores of post-test

N = Number of samples

A = Total score of the exercises in the lessons

$$E_2 = \frac{\sum F}{N} \times 100$$

E_2 = Efficiency of the outcomes

$\sum F$ = Total score of students who pass the post-test

N = Number of samples

B = Total score of the post-test in the lessons

3.6.2. Basic Statistics Used to Analyze the Data

3.6.2.1 Percentage (Srisa-ard. 2002: 104)

$$P = \frac{f}{N} \times 100$$

P = Percentage

f = Frequency of the data

N = Numbers of total frequency

3.6.2.2 Mean (\bar{X}) (Srisa-ard. 2002: 105)

$$\bar{X} = \frac{\sum x}{N}$$

\bar{X} = Mean

$\sum X$ = Total scores in group

N = Number of scores in group

3.6.2.3 Standard Deviation (S.D.) (Srisa-ard. 2002: 106)

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

S.D. = Standard Deviation

X = Score of each item

\bar{X} = Mean

N = Number of scores in group

Σ = Total Scores

3.6.3 Statistics Used to Examined the Differences of Pre-test and

Post-test Scores

The differences between pre-test and post-test mean scores were calculated by using dependent samples t-test formula (Srisa-ard, 2002: 112)

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

t = Statistics to compare with crucial

D = Difference between Scores

n = Number of samples

3.7 Summary of the Chapter

To conclude, this chapter has presented in detail the methods and instruments adopted in research. They have exercised caution and deliberation in the design of the present study. In the process, this research exercise care in dealing with threats to validity and reliability. In the next chapter, Chapter Four, the researcher will turn to the most interesting and significant parts of this research, which are the major findings and gain through the various instruments illustrated in this chapter.

CHAPTER 4

RESULTS

This chapter mainly presents the findings of this study. The results of each research question are described in the following order: 1) Research question one regarding the determination the efficiency of CAI program to develop English pronunciation of Lao EFL college students to meet the criterion set at 75/75; 2) Research question two regarding the comparison between students' English pronunciation performance before and after learning through CAI program for Lao EFL college students; and 3) research question three regarding the investigation of students' satisfaction toward leaning English pronunciation through CAI program. The findings presented are draw from quantitative data from the exercises, performance test, and questionnaire; and qualitative data from the open-ended questions. The open-ended questions are presented generally descriptively.

4.1 Research Question One: What is the efficiency of CAI program to develop English pronunciation of Lao EFL college students?

The first research question was directed toward the efficiency of lesson plans for teaching English pronunciation through CAI program reported to be used by second year students of Savanakhet Teacher Training College who participated in this study. To answer this question, the researcher used quantitative data from the lesson

plans for teaching English pronunciation through CAI program and the performance test, which determined the efficiency of the CAI program to develop English pronunciation of Lao EFL college students based on the criterion set at 75/75.

All the students were given the orientation before they began doing the test. This orientation involves letting the students know about the method, students' role, learning objectives and the assessment procedures.

Table 4.1

The Scores of the Treatment (E1) (n=42)

Lesson Plan No	(E1)				Total	\bar{X}
	1	2	2	4		
	100	100	100	100	400	100
1	70	72	79	86	307	76.75
2	65	72	74	85	296	74.00
3	75	79	76	82	312	78.00
4	75	69	74	80	298	74.50
5	69	74	79	84	306	76.50
6	70	76	78	87	311	77.75
7	70	74	76	87	307	76.75
8	68	70	76	85	299	74.75
9	72	76	78	86	312	78.00
10	69	73	84	86	312	78.00
11	71	69	84	87	311	77.75
12	73	76	79	86	314	78.50
13	67	77	79	83	306	76.50
14	67	70	76	85	298	74.50
15	69	67	77	79	292	73.00
16	72	74	77	85	308	77.00
17	74	76	78	85	313	78.25
18	68	68	76	86	298	74.50
19	66	67	78	86	297	74.25
20	70	75	77	85	307	76.75
21	67	72	75	78	292	75.00
22	65	73	77	87	302	75.50
23	65	69	79	83	296	74.00
24	72	74	79	86	311	77.75

Table: 4.1 (Continued)

Lesson Plan No	(E1)				Total	\bar{X}
	1	2	2	4		
	100	100	100	100	400	100
25	68	67	77	87	299	74.75
26	76	75	76	86	313	78.25
27	76	78	79	86	319	79.75
28	73	75	75	87	310	77.50
29	74	76	80	85	315	78.75
30	72	76	77	85	310	77.50
31	76	78	79	87	320	80.00
32	72	75	79	87	313	78.25
33	75	77	78	87	317	79.25
34	73	78	79	87	317	79.25
35	77	78	80	84	319	79.25
36	68	74	79	88	309	77.25
37	74	73	78	85	310	77.50
38	71	74	76	86	307	76.75
39	75	77	76	87	315	78.75
40	73	75	78	79	305	76.25
41	75	77	75	86	313	78.25
42	74	78	84	87	323	80.75
Total	2991	3103	3270	3575	12939	3234.75
\bar{X}	71.21	73.88	77.85	85.11	308.07	77.02
S.D.	3.41	3.40	2.33	2.38	2.88	2.88
%	73.21	73.88	77.86	85.12	308.07	77.02

As shown in Table 4.1 above, the total scores were 12939. Interestingly, the mean score was at 77.02 and standard deviation at 2.88. As calculating by percentage, it was reached at 77.02 remarkably.

It should be noted that the information presented in the table above only represents the data from the treatment group students, regardless of their CAI program.

Table 4.2 below then displays the reported posttest scores of the students.

Table 4.2**The Posttest Scores (E2) (n= 42)**

Students No.	(Posttest)
	100
1	72.33
2	68.33
3	78.33
4	85.00
5	82.67
6	76.00
7	78.33
8	72.67
9	79.33
10	77.33
11	78.67
12	73.33
13	73.33
14	75.67
15	80.67
16	82.33
17	76.33
18	74.00
19	77.67
20	80.00
21	80.00
22	75.00
23	72.33
24	84.67
25	78.67
26	78.33
27	83.00
28	79.67
29	76.67
30	76.00
31	79.33
32	82.00
33	83.33
34	79.33
35	81.67
36	84.33

Table: 4.2 (Continued)

No	Posttest
	100
37	83.00
38	80.33
39	72.67
40	75.33
41	79.33
42	85.67
Total	3293.00
\bar{X}	78.40
S.D.	4.05
%	78.40

As shown in Table 4.2. above, the total scores were 3293.00. Interestingly, the mean score was at 78.40 and standard deviation at 4.05. As calculating by percentage, it was reached at 78.40 remarkably.

Table 4.3**Efficiency of Process and Product**

Test	%	\bar{X}	SD	n
Efficiency of Process (E1)	77.02	77.02	2.88	42
Posttest	78.40	78.40	4.05	42

As shown in Table 4.3, it reveals that the percentage score of the process of treatment group was 77.02, the mean score was 77.02 and the standard deviation was 2.88, respectively. Similarity, the mean score of the posttest of the treatment group was at 78.40, the mean score was 78.40 and the standard deviation was 4.05, respectively. The results indicates that the efficiency of the CAI program to develop English pronunciation of Lao EFL college students, which were conducted by the

researcher, was 77.02/78.40 which was higher than the criterion set at 75/75. It claims that students, who learned English Pronunciation through CAI program, received total mean scores from the performance test after learning through CAI program at 78.40 %.

The information as to the perceived efficiency of the lesson plans for teaching English pronunciation for college students at second year through CAI program, which was higher than the criteria setting, revealed that the students who learned English pronunciation through CAI improve their pronunciation skill.

In order to reflect more profoundly upon the students' mean scores on posttest than those of pretest of English pronunciation through CAI program, a detailed quantitative analysis of the very aspect based on multiple sources of data is provided in the Research Question Two.

4.2 Research Question Two: Are there any differences of the English pronunciation performance of students before and after applying CAI program?

The second research question focused on gaining an understanding of the difference which existed between pretest scores of students regarding to learning English pronunciation through CAI program. To address this question, the researcher used quantitative data in terms of the comparison the difference between pretest and posttest taught through the four lesson plans. Moreover, dependent samples t-test was applied to all lessons reported to be used by each student whether observed differences in the overall means of the students were statistically significant. For this study, the level of significance was set at .05.

Table 4.4**A Comparison of Pretest and Posttest Mean Scores (n=42)**

Students. No	(Pretest)	(Posttest)	Difference (D)	Double Difference (D)
	100	100		
1	68.33	72.33	4.00	16.00
2	65.33	68.33	3.00	9.00
3	55.67	78.33	26.66	513.48
4	54.00	85.00	31.00	961.00
5	54.00	82.67	28.67	821.97
6	61.33	76.00	14.67	215.21
7	65.00	78.33	13.33	177.69
8	55.33	72.67	17.34	300.68
9	64.67	79.33	14.66	214.92
10	59.67	77.33	17.66	311.88
11	64.00	78.67	14.67	215.21
12	60.67	77.33	16.66	277.56
13	59.00	77.33	18.33	335.99
14	48.33	75.67	27.34	747.48
15	44.67	80.67	36.00	129.66
16	53.00	82.33	29.33	860.25
17	50.67	76.33	25.66	658.44
18	50.00	74.00	24.00	576.00
19	47.67	77.67	30.00	900.00
20	53.00	80.00	27.00	729.00
21	51.33	80.00	28.67	821.97

Table 4.4 (Continued)

No	(Pretest)	(Posttest)	Difference (D)	Double Difference (D ²)
	100	100		
22	48.67	75.00	26.33	693.27
23	53.33	72.33	19.00	361.00
24	58.00	84.67	26.67	711.29
25	57.00	78.67	21.67	469.59
26	49.33	78.33	29.00	841.00
27	49.33	83.00	33.67	1.133.67
28	54.33	79.67	25.34	642.12
29	56.33	76.67	20.34	413.72
30	53.33	76.00	22.67	513.93
31	52.33	79.33	27.00	729.00
32	53.67	82.00	28.33	802.59
33	51.00	83.33	32.33	1.045.23
34	53.67	79.33	25.66	658.44
35	53.00	81.67	28.67	821.97
36	56.67	84.33	27.66	765.08
37	58.00	83.00	25.00	625.00
38	57.67	80.33	22.66	513.48
39	65.00	72.67	7.67	58.83
40	67.33	75.33	8.00	64.00
41	69.00	79.33	10.33	106.71
42	72.33	85.67	13.34	177.96
Total	2375	3293	925.99	857.457.48
\bar{X}	56.55	78.40	22.14	496.90
S.D.	6.55	4.05	8.13	289.50
%	56.55	78.40	22.14	496.90

As shown in Table 4.4, the finding reveals that the mean score of posttest of the treatment group was 3293 which were higher than the pretest mean score which reached at 2375 importantly; the percentage of the posttest was 78.40 which was higher than the pretest (56.55). The result indicates that the treatment group was developed.

Another aspect that is worth discussing is that the significant difference between the pretest and the posttest scores of the treatment group or not. Table 4.5 below shows the results:

Table 4.5

Difference of the Pretest and Posttest Scores

Test	n	\bar{X}	SD	t-test
Pretest	42	56.55	6.56	17.16 **
Posttest	42	78.40	4.06	

** Significant difference at .01

As indicated in the table above, dependent samples t-test was conducted in order to find whether there was a significant difference in using CAI program of pretest and the posttest scores. The result shows that there was statistically significant difference between the pretest and the posttest scores in learning English pronunciation through CAI program at .01 level.

4.3 Research Question Three: What is the students' satisfaction toward the CAI program to develop English pronunciation of /θ/ /ð/ /ʃ/ /tʃ/ /dʒ/ /j/ and /l/ /r/ problems?

The third question focused on gaining an understanding of the level of the students' satisfactions in learning English pronunciation through CAI program.

All of 42 Lao EFL college students were asked to completed the 10 items of 5-rating scale satisfaction questionnaire, ranging from the most satisfactory (5) to the least satisfactory (1). Table 4.6 below demonstrates mean and standard deviation for each questionnaire item.

Table 4.6**Mean and Standard Deviation for Each Satisfaction Questionnaire Items (n=42)**

No.	Statements	\bar{X}	S.D.	Meaning	Rank
1	CAI helps me practice pronunciation in class.	4.90	0.31	The most Satisfactory	1
2	CAI helps me pronounce correctly.	4.50	0.70	The most Satisfactory	2
3	CAI makes the lessons more interesting.	4.40	0.51	More Satisfactory	3
4	CAI helps me work in group and learn with others.	3.70	0.82	More Satisfactory	10
5	CAI helps me understand the sounds clearly.	4.20	0.91	More Satisfactory	5
6	The teacher should use CAI for teaching pronunciation.	4.00	0.81	More Satisfactory	6
7	CAI encourages me to use more English.	4.10	0.73	More Satisfactory	8
8	I usually use CAI program to practice with friends.	3.80	0.78	More Satisfactory	9
9	When teacher needs volunteer to pronounce the words with the CAI program always participate.	4.00	0.81	More Satisfactory	6
10	CAI makes me love English subject.	4.20	0.78	More Satisfactory	4
Grand Total		4.18	0.72	More Satisfactory	

As revealed in Table 4.6, it indicates that the students' satisfaction toward learning English pronunciation through CAI program in overall was at "more satisfactory" level ($\bar{X} = 4.18$, S.D. = 0.72). When considering at each item, it was found that the first three highest mean scores were no.1 "CAI helps me practice

pronunciation in class" ($\bar{X} = 4.90$, S.D. = 0.31), and number 2 "CAI helps me pronounce correctly" ($\bar{X} = 4.50$, S.D. = 0.70), followed by no. 3 "CAI makes the lessons more interesting" ($\bar{X} = 4.40$, S.D. = 0.51), respectively. In contrast, the three lowest mean scores were no 4 "CAI helps me work in group and learn with others" ($\bar{X} = 3.70$, S.D. = 0.82), followed by no. 8 "I usually use computer program to practice with friends" ($\bar{X} = 3.80$, S.D. = 0.78), followed by no. 7 "The teacher should use computer for teaching pronunciation" ($\bar{X} = 4.10$, S.D. = 0.73), respectively.

Furthermore, some additional opinions with open-ended questions asking students to give their opinions about advantages, disadvantages, problems and suggestions toward learning English pronunciation through computer program as follow: for the advantages of using computer program. Were that CAI program help students practice pronunciation in class a lot, CAI help them pronounce more clearly and correctly, and CAI program makes lessons more interesting. In contrast, the advantages of using computer program were students stated that the problem they encountered during learning English pronunciation through CAI program was due to the limited time in using computer program. The suggestions of using CAI program were that the students suggested that the teacher should provide more programs in English lessons.

4.4 Summary of the Chapter

In summary, the findings of this study reached that statistical significance. In this chapter students' English pronunciation through CAI program were presented. The results of each research questions are described in three aspects, namely the efficiency of the lesson plans for teaching English pronunciation; the differences between pretest and posttest students' mean scores; and the students' satisfaction of the learning English pronunciation through CAI program, respectively. Besides, the detailed summary of the findings, discussions, implications for instruction, and suggestions for future researches are presented in the next chapter.

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter concludes with a summary section in which the essential research statements are highlighted. The researcher, however, discusses the results of each research questions which were presented in Chapter One. In addition, based on the findings and the discussions for research and practice are provided. Lastly, this chapter ends with the conclusion of this research study.

5.1 Summary of the Major Findings

The main objective of the study was to investigate the use of CAI program to improve students' English pronunciation in problematic sounds. Significantly, the purposes of this study were: 1) to find out the efficiency of the CAI program to develop English pronunciation of Lao EFL college students to meet the criterion set at 80/80; 2) to compare the students' English pronunciation performance before and after learning through CAI program of Lao EFL college students; and 3) to investigate the level of students' satisfaction toward learning English pronunciation through CAI program for Lao EFL college students. The samples consisted of 42 second year students at Savanakheth Teacher Training College who enrolled in the fundamental English course at the second semester of academic year 2016 at Savanakheth Teacher Training College. They were selected by using simple random sampling technique using the classrooms as a sampling unit.

This study were conducted in the second semester of academic year 2016 for 6 periods described as follows: 1) 4 periods for learning English pronunciation through CAI program, 120 minutes for each period; and 2) 2 periods for orientation, doing pretest to check their prior knowledge before learning English pronunciation through CAI program, and for doing a performance test (posttest) to check their learning performance, and satisfaction questionnaire toward learning English pronunciation through CAI program. The contents of the study comprised of 4 units, there are /θ/ /ð/ /ʃ/ /tʃ/ /dʒ/ /j/ and /l/ /r/. The data were derived from multiple sources, namely 4 lesson plans for teaching English pronunciation through CAI program for second year students at college, English pronunciation performance test, and a questionnaire for students' satisfaction. The statistics used to analyze the data were percentage, mean, standard deviation, and dependent samples t-test. The findings of this study were as follows:

1. The efficiency of CAI program to develop English pronunciation of Lao EFL college students had an efficiency of 77.02/78.40 which was higher than the standard criterion set as 75/75.
2. The 42 Lao EFL college students who learned English pronunciation through CAI program had higher performance scores than pre-test scores at .05 level of statistical significance.
3. The 42 Lao EFL college students' satisfaction toward learning English pronunciation through CAI program in overall was at the more satisfactory level.

Below is the discussion of the following aspects based on the findings:

- 1) the efficiency of CAI program to develop English pronunciation of Lao EFL college students; 2) Difference between students' learning performance; and

3) Students' satisfactions toward learning English pronunciation through CAI program.

5.2 Discussion of the Findings

The three research questions and the findings presented in Chapter 4 are discussed in this section.

5.2.1 The Efficiency of the CAI Program to develop English

Pronunciation of Lao EFL college students

The findings showed that the efficiency of CAI program to develop English pronunciation of Lao EFL college students was 77.02/78.40 which was higher than the criterion set as 75/75. The findings of the study could be considered that the researcher reviewed the related literature such as theories and principles on the lesson plans for teaching English pronunciation through CAI program composing the Basic Education Core Curriculum, pronunciation in second language acquisition, lesson plans, the use of CAI program in English language teaching, efficiency, and satisfaction toward language learning, etc. in the production of the lesson plans for teaching English pronunciation through CAI program, the contents and CAI program to ensure relevance to the objectives and students' interests. After that, the lesson plans was examined by the thesis advisors and experts for consistency. Then the CAI program were put on trial and improved before they were employed with the samples group. As a result, the lesson plans for teaching English pronunciation through CAI program for English major student at second year was characterized as efficient as expected by standard. Moreover, the lesson plans consist of program which assist the students' ability to understand and learn to pronounce.

The results consistent with past research works, including Molht (1988), Etsuko (1997), Beutner (2001), Potisompapwong (2002) Hussein (2004), Yangklang (2006), Imamesup (2011), Mohammad (2012), and Niramol and Usapon (2014) who investigated the effects of learning English pronunciation through CAI Program and the findings showed that the efficiency was higher than the standard criterion.

5.2.2 Difference between the Pretest and Posttest Mean Scores

According to the results of the English pronunciation performance test, it is not surprising that the students who learned English pronunciation through CAI program had higher performance of pronunciation on posttest mean scores than on pretest mean scores with statistically significant difference at .05 level. The results of the present study revealed that CAI could help students improve their knowledge of pronunciation because it could make the students achieve higher learning. Each student increased pronunciation skill. They got higher scores from the test than before studying them. CAI program could help increase the students' pronunciation learning. They could stimulate and encourage the students to participate in learning activities. Students had opportunities to drill and practice when they using CAI program. It could be clearly seen that CAI program could capture students' attention and participation. They can motivate students to learn. And it is an appropriate tool for pronunciation teaching (Brown, 1992). In pronunciation teaching, Verghese (1996) stated that the most important technique was imitation. Teachers' pronunciation of the words that were taught should be closely imitated by the students through the process of repetition and practice. To provide ample repetitions, CAI is a practical method for the students to drill and practice their pronunciation repeatedly. Moreover, the quality of English sounds in the CAI, recorded from the native speakers is better and more

consistent than the repetition sounds of the teachers. Many studies in the past pointed out that computer courseware were effective in pronunciation improvement (Neri, Cucchiarini & Strik 2003).

In addition, Language Media Laboratory (LML) developed by Murakawa (2003) utilized a multimedia network system for teaching English pronunciation, conversation, and listening skills. The LML sound analyzer was one of the examples of how a computer- assisted instruction could be utilized to enhance L2 pronunciation teaching and learning. Innovative classroom activities that effectively and appropriately utilized computer - assisted instruction need to be continually developed. For example, a balance of controlled (drills) and uncontrolled (extemporaneous) activities should be included to allow students to transfer their linguistic knowledge into authentic communicative situations. More experimental research is required to determine the most effective methods by which to implement this type of computerized instruction as a tool in L2 pronunciation teaching and learning (Bell, 1996). With CAI, students can interact with a software program which progressively guides the students through pronunciation exercises and individual lessons.

5.2.3 Students' Satisfaction toward Learning English Pronunciation through CAI Program

The results illustrated that students' satisfaction toward learning English pronunciation through CAI program was at a more satisfaction level. The first three highest mean scores were CAI program helps me practice pronunciation in class, and CAI program helps me pronounce correctly and CAI program makes the lessons more interesting. The findings showed that the students were satisfied with learning English

pronunciation through CAI program. This finding is strengthened by the result from the researcher's observation of their enjoyment expressed by their behavior while using CAI program. This is because learning English pronunciation through CAI program is advantage method to create students' positive attitude toward English pronunciation learning, they enjoy using the program repeatedly. Students with good pronunciation seem very interested in a new way of learning pronunciation, i.e., CAI. They like it because CAI is new and fun. In addition, it contains pictures which related to vocabulary. The picture helped them to understand the meaning of the words. Games could motivate the students to practice their pronunciation. The students' reactions showed that they enjoyed learning through CAI program more than teacher-fronted class. Cotton (1991) stated that the use of CAI led to more positive students' attitudes. This result is congruent with the findings of the studies of Crew (2003), Murakawa (2003), and Uemura (2003) which were indicated that most of the students were proud of their achievement and improve performance. They had been fun learning with interactive and interesting CAI program.

In addition, from the open-ended questions, most students mentioned that the advantages of CAI program were that CAI helped them understand pronunciation clearly and correctly, CAI helped them practice pronunciation more joyful. This is indicated that the students improve their English pronunciation skill after learning through CAI program; they were enjoyable and pleasant while they were learning.

Furthermore, the students suggested that the teacher should provide more programs in English lessons. They wanted to study again when they had free time, during noon or independent periods. This indicates that they liked learning English pronunciation through CAI program and they want the teacher use more programs for

teaching English pronunciation. They should have more types of programs for them to practice; teachers should provide programs for them to practice after class or school.

Finally, this concludes that the students who learned English pronunciation through CAI program had higher achievement in learning and students' satisfaction toward learning English pronunciation through CAI program were highly positive.

5.3 Pedagogical Implications

In relation to the theoretical implications of the major findings from this study, the researcher presents the following related implications for teaching English pronunciation through CAI program.

5.3.1 CAI programs are advantages and interesting which help students to improve their pronunciation skill that can be applied in any classrooms. The results of this research suggest that CAI program is not only for more enjoyment, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence. Therefore, administrators, teachers, and related persons in learning management should use CAI program as a part of the course for the students.

5.3.2 In applying CAI program, teachers need to manage time effectively because time affects much to the success of CAI program. If the time given is too limited, students will feel stressed in interacting with each other. If the time provided is too long, students may feel bored. It is inevitable that time allocation for a particular program also varies among different groups of students. It is beneficial for teachers to organize a good lesson plan as well. In this way the flexibility of time for each program can be arranged more effectively.

5.3.3 CAI program cannot be successful if the teacher does not explain the instruction clearly, especially to the students with low competence of CAI program because misunderstanding of them trouble while applying the program. It is also fundamental that after using CAI program, teacher should summarize or conclude the language usage.

5.3.4 In order to achieve the most from the CAI program, it is essential that suitable programs are chosen. Whenever CAI program is to be conducted, the number of students, proficiency levels, learning topics, cultural contexts, timing, and the classroom settings are factors that should be taken into account.

5.3.5 There should have self-access center for the students to study or practice any time they like. This can encourage students to practice after class and then they will get the pronunciation skill more.

5.4 Suggestions for Future Research

The recommendations are based on the research findings of this study, some suggestions are proposed here for CAI instruction in future researches as follows:

5.4.1 Using CAI program to improve English pronunciation at other levels of students such as in high school or university should be examined.

5.4.2 Studying other English learning, for example grammar learning and for language skills: listening, speaking, reading, writing by using CAI program should be considered.

5.4.3 A comparison of pronunciation learning through CAI program in a class room setting and pronunciation learning through CAI program online should be investigated.

In conclusion, the researcher believes that the findings will be a guideline for the teachers and students in developing and improving their pronunciation learning based on using CAI program in the EFL settings.

มหาวิทยาลัยสุโขทัย
Buriram Rajabhat University

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
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APPENDICES

APPENDIX A

Formal Letters

The Letter Asking Permission to Collect the Research Data and Tryout the Research Instruments



No. 0545.11/C931

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

March 14, 2016

Dear : The Director of Savannakhet Teacher Training College, Laos P.D.R

Subject: Asking Permission to Collect the Research Data.

Buriram Rajabhat University (BRU) presents this letter to the President to asks permission to collect the research data. I wish to inform you that Mr. Olinda Singthideth, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“Improving Lao EFL College Students’ English Pronunciation for Problematic Sounds Through CAT Program”** under the supervision of Asst.Prof. Dr.Nawamin Prachanant , Chairperson of the Thesis.

In this regard, BRU would like to ask permission from the President of BRU to allow her to collect the research data from support staff by responding to her research methodologies.

Please accept, the president of BRU, my sincere appreciation and the assurances of my highest consideration.

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



No. 0545.11/928

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

March 3, 2016

Dear The Director of Savannakhet Teacher Training College, Laos P.D.R

Subject: Asking permission to tryout the research instrument

Buriram Rajabhat University (BRU) presents its complements to you, The Director of Savannakhet Teacher Training College, Laos P.D.R, and asks your permission to allow Mr.Olinda Singthideth to tryout the research instrument. I wish to inform that Mr.Olinda Singthideth, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“Improving Lao EFL College Students’ English Pronunciation for Problematic Sounds Through CAT Program”** under the supervision of Assistant Professor Dr. Nawamin Prachanant, 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.

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

APPENDIX B

Letter for Experts

The Letter Requesting to be the Expert for the Research

Instruments



No. 0545.11/C989

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

March 21, 2016

Dear Mr. Umphone Koophoro,

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 Mr. Olinda Singthideth, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“Improvement of Lao College Students in English Pronunciation Problem Through CAT Program”** under the supervision of Assistant Professor Dr. Nawamin Prachanant, 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



No. 0545.11/C989

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

March 21, 2016

Dear Ms. Aloa,

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 Mr. Olinda Singthideth, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“Improvement of Lao College Students in English Pronunciation Problem Through CAT Program”** under the supervision of Assistant Professor Dr. Nawamin Prachanant, 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

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

Fax. 0 4461 2858



No. 0545.11/C989

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

March 21, 2016

Dear Dr.Surachai Piyanukool,

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 Mr.Olinda Singthideth, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“Improvement of Lao College Students in English Pronunciation Problem Through CAT Program”** under the supervision of Assistant Professor Dr. Nawamin Prachanant, 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)

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APPENDIX C

LESSON PLANS

Lesson Plans 1

Subject: Study Skills

Grade Level: 2 A

Theme: Sounds [θ] and [ð]

Topic: Pronunciation

Date:

Time Allocation: 6 hours

Desired Goals/ Results:

1. Core Concept

Pronunciation is one of the most fundamental skills in learning English. Therefore, students should practice more. They do not only know and pronounce but also pronounce as correct and fluent as native speakers as well.

2. Learning Outcomes

2.1 Terminal Objective:

Students are able to pronounce and write the phonetic symbols of the sounds [θ] and [ð]

2.2 Enabling Objectives:

2.2.1 Students are able to pronounce, write the phonetic symbols, and tell the meaning of the words sounds [θ] and [ð] at the words levels.

2.2.2 Students are able to pronounce, write the phonetic symbols, and tell the meaning of the words sounds [θ] and [ð] at the sentences levels.

3. Enduring Understanding

3.1 Pronounce the sound [θ] and [ð] in words, and sentences correctly.

3.2 Comprehend when listening the sound [θ] and [ð] in words and sentences correctly.

4. Expected Characteristics

4.1 Students have disciplines.

4.2 Students are diligent.

4.3 Students pay attention to learn.

4.5 Students are punctual.

5. Content Areas/ Learning Strands

5.1 Words

Sound [θ]	Sound [ð]
Thaw theme theory	the that there

5.2 Sentences

Sound [θ]	Sound [ð]
<ol style="list-style-type: none"> 1. I think so. 2. The baby got his third tooth this month. 3. The baby got his third tooth this month. 4. Thelma had her thirty-third birthday. 	<ol style="list-style-type: none"> 1. That's right. 2. This is my other brother. 3. This is my other brother. 4. Don't brother me!

5.3 Structure: Tongue tip: Between the teeth [θ]

Airstream: Continuous without interruption [θ]

Vocal cords: Not vibrating [θ]

Tongue tip: Between the teeth [ð]

Airstream: Continuous without interruption [ð]

Vocal cords: Vibrating [ð]

5.4 Culture:

5.5 Communicative Skills:

Integrated skills (pronouncing and writing phonetic symbols)

6 Learners' Key Competencies

6.1 pronunciation capacities

6.2 writing phonetic symbols capacities

7 Subject Area Involved

8 Evaluation

8.1 How to evaluate:

- 1). Check the students' pronunciation
- 2). Check the students' activities
- 3). Observe about their attention
- 4). Observe about their participation

8.2 Instruments of evaluation

- 1). Pronunciation rubric
- 2). Performance task (Pronouncing the sounds [θ] and [ð]) at words and sentence levels.
- 3). Writing task (Phonetic symbols)

9 Learning Activities/ Procedures:

Warm up

- 1 Teacher and students greet each other.
- 2 Teacher presents the video entitled “introduction” and then lets students tell about the things from the video.
- 3 Teacher tells students about learning objectives and lessons today.

Presentation

- 1 Teacher lets students listen to the computer program and keep thinking about the sounds [θ] and [ð]
- 2 Teacher lets students pronounce the words about the sounds [θ] and [ð] that they heard from the program.
- 3 Teacher demonstrates how to put mouth and how to place tongue when pronouncing the words of sounds [θ] and [ð] about 3 - 5 times and students repeat after teacher.
- 4 Teacher shows picture about pronouncing the sounds [θ] and [ð] to students and then students pronounce the sounds together.

Practice

- 1 Students listen and repeat from the CAI program. Remember to place their tongue between their teeth when they pronounce [θ] and [ð].
- 2 Students pronounce the words of the sounds [θ] and [ð] from cards both at word and sentence levels.

3 Students pronounce the words in front of the classroom randomly.

4 Teacher checks the students' pronunciation of the words of the sounds [θ], [ð] and helps correct their pronunciation.

Production

1 students write the phonetic symbols of the words of the sounds [θ] and [ð] in their worksheet.

2 Students pronounce the words of the sounds [θ] and [ð] one by one.

Wrap up

1. Teacher and students check worksheet together.
2. Teacher and students conclude the lesson about the sounds [θ] and [ð].

10 Teaching Materials / Teaching Aids

10.1 Cards

10.2 CAI Program

10.3 Worksheet

10.4 Activities

10.5 Answer Keys

10.6 Pronunciation Evaluation Form

11. Suggestion Activities/Other Comments

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.....
.....
.....

12. Department Head's Comments

.....
.....
.....
.....

Signature

(Mr. Umphone Kaopheresophom)

Head of Department

13. School Director's Comments:

.....
.....
.....

Signature

(Mr.Latsamy Phasaisy)

Director of Savanakhet Teacher Training College

14 Remark

14.1 Result of the Learning

.....
.....
.....
.....

14.2 Problems/Obstacles

.....
.....
.....
.....

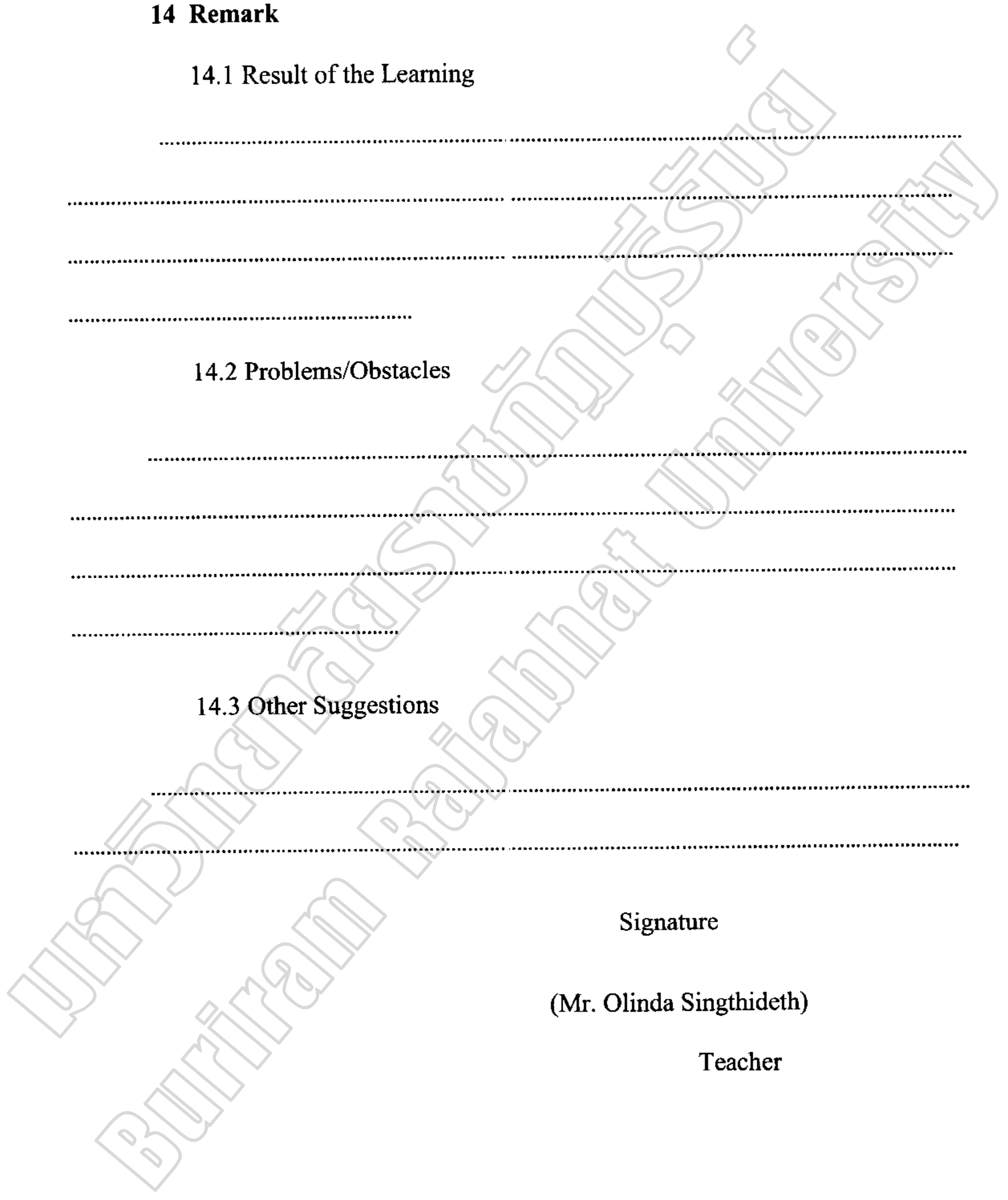
14.3 Other Suggestions

.....
.....

Signature

(Mr. Olinda Singthideth)

Teacher



Lesson Plans 2

Subject: Study Skills

Grade Level: 2 A

Theme: Sounds [ʃ] and [tʃ]

Topic: Pronunciation

Date:

Time Allocation: 6 hours

Desired Goals/ Results:

1. Core Concept

Pronunciation is one of the most fundamental skills in learning English. Therefore, students should practice more. They do not only know and pronounce but also pronounce as correct and fluent as native speakers as well.

2. Learning Outcomes

2.1 Terminal Objective:

Students are able to pronounce and write the phonetic symbols of the sounds [ʃ] and [tʃ]

2.2 Enabling Objectives:

2.2.1 Students are able to pronounce, write the phonetic symbols, and tell the meaning of the words sounds [ʃ] and [tʃ] at the words levels.

2.2.2 Students are able to pronounce, write the phonetic symbols, and tell the meaning of the words sounds [ʃ] and [tʃ] at the sentences levels.

3. Enduring Understanding

3.1 Pronounce the sound [ʃ] and [tʃ] in words, and sentences correctly.

3.2 Comprehend when listening the sound [ʃ] and [tʃ] in words and sentences correctly.

4. Expected Characteristics

4.1 Students have disciplines.

4.2 Students are diligent.

4.3 Students pay attention to learn.

4.5 Students are punctual.

5. Content Areas/ Learning Strands

5.1 Words

Sound [ʃ]	Sound [tʃ]
shoe washer patient	chew nature picture

5.2 Sentences

Sound [ʃ]	Sound [tʃ]
<ol style="list-style-type: none"> 1. I am sure. 2. The shirt should be washed. 3. We had a short vacation. 	<ol style="list-style-type: none"> 1. Don't touch that! 2. I'm catching a cold. 3. I purchased a picture of China.

5.3 Structure: Tongue tip: Near but not touching upper gum ridge

Middle of tongue: Near but not touching hard palate

Airstream: Continues without interpretation

Vocal cords: Not vibrating

For the [tʃ] sound

Tongue tip: Firmly pressed against gum ridge behind upper front teeth

Airstream: Stopped (as for [t]) and then released (as for [ʃ])

Vocal cords: Not vibrating

5.3 Culture:

5.4 Communicative Skills:

Integrated skills (pronouncing and writing phonetic symbols)

6 Learners' Key Competencies

6.1 pronunciation capacities

6.2 writing phonetic symbols capacities

7 Subject Area Involved

8 Evaluation

8.1 How to evaluate:

- 1) Check the students' pronunciation
- 2) Check the students' activities
- 3) Observe about their attention
- 4) Observe about their participation

8.2 Instruments of evaluation

- 1) Pronunciation rubric

2) Performance task (Pronouncing the sounds [ʃ] and [tʃ]) at words and sentence levels.

3). Writing task (Phonetic symbols)

9 Learning Activities/ Procedures:

Wrap up

- 1) Teacher and students greet each other.
- 2) Teacher presents the video entitled “introduction” and then let students tell about the things from the video.
- 3) Teacher tells students about learning objectives and lessons today.

Presentation

- 1) Teacher lets students listen to the computer program and keep thinking about [ʃ] and [tʃ].
- 2) Teacher lets students pronounce the words of the sounds [ʃ] and [tʃ] that they heard from the program.
- 3) Teacher demonstrates how to put mouth and how to place tongue when pronouncing sounds [ʃ] and [tʃ] about 3-5 times and students repeat after teacher.
- 4) Teacher shows picture about pronouncing the sound [ʃ] and [tʃ] to students and then students pronounce the sounds together.

Practice

1. Students listen and pronounce from the program. Remember their tongue should not touch the roof of their mouth when they say [ʃ] and [tʃ].

2. Students call pronounce words from cards both words and sentences.
3. Students pronounce the words [ʃ] and [tʃ] in front of the class randomly.
4. Teacher checks the students' pronunciation of the words sounds [ʃ] and [tʃ] and help correct their pronunciation.

Production

1. Students write phonetic symbols of the words of sounds [ʃ] and [tʃ] in worksheet.
2. Students pronounce the words of the sounds [ʃ] and [tʃ] one by one.

Warm up

- 1) Teacher and students check worksheet together.
- 2) Teacher and students conclude the lesson of the sounds [ʃ] and [tʃ].

10 Teaching Materials / Teaching Aids

10.1 Word cards

10.2 Computer Program

10.3 Worksheet1

10.4 Activities

10.5 Answer keys

10.6 Pronunciation Evaluation Form

11. Suggestion Activities/Other Comments

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12. Department Head's Comments

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Signature

(Mr. Umphone Kaopheresophom)

Head of Department

13. School Director's Comments:

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Signature

(Mr.Latsamy Phasaisy)

Director of Savanakheth Teacher Training College

14 Remark

14.1 Result of the Learning;

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14.2 Problems/Obstacles

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14.3 Other Suggestions

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Signature

(Mr. Olinda Singthideth)

Teacher

Activity1

A: Pronounce the words of the sounds [ʃ] and [tʃ]. and [tʃ].

Words

Sound [ʃ]	Sound [tʃ]
shy shoe sugar washer patient dish	chew chest chicken chair choose
rush foolish machine shirt section,	Charles, teacher richer future pitcher
special assure chute	orchard catcher

Sentences

Sounds [ʃ]	Sounds [tʃ]
1. Shake hands.	1. Watch out!
2. Washing machine	2. Inch by inch
3. I am sure	3. I'm catching a cold.
4. Short on cash	4. Cheese sandwich
5. Shut the door	5. Don't touch that!
6. Polish your shoes	6. Chocolate chip cookies
7. There are many fish in the ocean.	7. Does the butcher charge much for chickens?
8. Shirley shopped for shoes.	8. Which furniture did you choose?
9. The shirt should be washed.	9. Natural cheddar cheese is not
10. The mushrooms and shrimp are	

delicious.	cheap.
	10. Please watch the children in the lunchroom .

B: listen and underline the words in each group that is NOT pronounced with the consonant [ʃ].

- Example: pleasure sure surely sugar
1. crush cash catch crash
 2. chef chief chute chiffon
 3. machine parachute mustache kitchen
 4. china Russia Chicago Michigan
 5. facial conscience science conscious
 6. pressure pressed assure permission
 7. division subtraction addition multiplication
 8. position action patio motion
 9. Charlotte Cheryl Sharon Charles
 10. tension resign pension mention

C: Listen to the sentence. Some words that should be pronounced with [t] will be said INCORRECTLY. Underline C for Correct or / I for Incorrect to indicate whether the [tʃ] word, and just remember to start [tʃ] with their tongue in the same place as for the sound [tʃ] words in a sentence is pronounced properly.

Examples You hear Sit in the share. You underline C I

 You hear you had to change the tire. You underline C

I

1. C I

7. C I

2. C I

8. C I

3. C I

9. C I

4. C I

10. C I

5. C I

6. C I

มหาวิทยาลัยสุโขทัย
Buriram Rajabhat University

Activity 2

A: Write the phonetic symbols of these words for the sounds [ʃ].

Words	Phonetic	Meaning
1. Shy	1. / /	1.
2. Wash	2. / /	2.
3. Rash	3. / /	3.
4. Shirt	4. / /	4.
5. Answer	5. / /	5.
6. Shoe	6. / /	6.
7. Sugar	7. / /	7.
8. Patient	8. / /	8.
9. Foolish	9. / /	9.
10. Special	10. / /	10.
11. Dish	11. / /	11.
12. Assure	12. / /	12.
13. Rush	13. / /	13.
14. machine	14. / /	14.

B: Write the phonetic symbols and meaning of these words for the sound [tʃ].

Words	Phonetic		Meaning
1. chew	1. /	/	1.
2. chair	2. /	/	2.
3. teacher	3. /	/	3.
4. pitcher	4. /	/	4.
5. chest	5. /	/	5.
6. choose	6. /	/	6.
7. richer	7. /	/	7.
8. orchard	8. /	/	8.
9. chicken	9. /	/	9.
10. future	10. /	/	10.
11. catcher	11. /	/	11.

Key Answer 1

Activity 1

B:

- | | | | |
|--------------------|----------------|----------------|----------------|
| 1. crush | cash | <u>catch</u> | crash |
| 2. chef | <u>chief</u> | chute | chiffon |
| 3. machine | parachute | mustache | kitchen |
| 4. <u>China</u> | Russia | Chicago | Michigan |
| 5. facial | conscience | <u>science</u> | conscious |
| 6. pressure | <u>pressed</u> | assure | permission |
| 7. <u>division</u> | subtraction | addition | multiplication |
| 8. position | action | <u>patio</u> | motion |
| 9. Charlotte | Cheryl | Sharon | <u>Charles</u> |
| 10. tension | <u>resign</u> | pension | mention |

C:

1. C I (That store has **sheep** prices.)
2. C I (I ate **chicken** and rice.)
3. C I (My **wash** tells perfect time)
4. C I (He couldn't **cash** the ball.)
5. C I (My **choose** hurt my feet.)
6. C I (We met the new **teacher**.)
7. C I (**March** is a windy month.)
8. C I (I can **reach** the top shelf.)

9. C I (Please light the **mash**.)

10. C I (How many **children** do you have?)

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Key Answer 2

Activity 2

A:

Words	Phonetic	Meaning
15. Shy	15. / /	1.
16. Wash	16. / /	2.
17. Rash	17. / /	3.
18. Shirt	18. / /	4.
19. Answer	19. / /	5.
20. Shoe	20. / /	6.
21. Sugar	21. / /	7.
22. Patient	22. / /	8.
23. Foolish	23. / /	9.
24. Special	24. / /	10.
25. Dish	25. / /	11.
26. Assure	26. / /	12.
27. Rush	27. / /	13.
28. machine	28. / /	14.

B:

Words	Phonetic		Meaning
12. chew	12. /	/	12.
13. chair	13. /	/	13.
14. teacher	14. /	/	14.
15. pitcher	15. /	/	15.
16. chest	16. /	/	16.
17. choose	17. /	/	17.
18. richer	18. /	/	18.
19. orchard	19. /	/	19.
20. chicken	20. /	/	20.
21. future	21. /	/	21.
22. catcher	22. /	/	22.

Lesson Plans 3

Subject: Study Skills

Grade Level: 2 A

Theme: Sounds [dʒ] and [j]

Topic: Pronunciation

Date:

Time Allocation: 6 hours

Desired Goals/ Results:

6. Core Concept

Pronunciation is one of the most fundamental skills in learning English. Therefore, students should practice more. They do not only know and pronounce but also pronounce as correct and fluent as native speakers as well.

7. Learning Outcomes

2.1 Terminal Objective:

Students are able to pronounce and write the phonetic symbols of the sounds [dʒ] and [j].

2.2 Enabling Objectives:

2.2.1 Students are able to pronounce, write the phonetic symbols, and tell the meaning of the words sounds [dʒ] and [j] at the words levels.

2.2.2 Students are able to pronounce, write the phonetic symbols, and tell the meaning of the words sounds [dʒ] and [j] at the sentences levels.

8. Enduring Understanding

3.1 Pronounce the sounds [dʒ] and [j] in words, and sentences correctly.

3.2 Comprehend when listening the sounds [dʒ] and [j] in words and sentences correctly.

9. Expected Characteristics

- 4.1 Students have disciplines.
- 4.2 Students are diligent.
- 4.3 Students pay attention to learn.
- 4.5 Students are punctual.

10. Content Areas/ Learning Strands

5.1 Words

Sound [dʒ]	Sound [j]
Jam	Yes
gym	you
adjust	yard

5.2 Sentences

Sound [dʒ]	Sound [j]
5. Just the moment.	5. How are you ?
6. Jim is joking .	6. You look great.
7. James enjoys jogging .	7. Did you get your car fixed?

10.2 Structure: Tongue tip: Firmly pressed against gum ridge behind upper front teeth. [dʒ]

Airstream: Stopped (as for [d]) and then release d (as for [ʒ]) [dʒ]

Vocal cords: Vibrating [θ]

Tongue tip: in the same position as for the vowel [i]. [j]

Airstream: Continuous without interruption [j]

Vocal cords: Vibrating [j]

10.3 Culture:

10.4 Communicative Skills:

Integrated skills (pronouncing and writing phonetic symbols)

11. Learners' Key Competencies

6.1 pronunciation capacities

6.2 writing phonetic symbols capacities

12. Subject Area Involved

13. Evaluation

8.1 How to evaluate:

- 1) Check the students' pronunciation
- 2) Check the students' activities
- 3) Observe about their attention
- 4) Observe about their participation

8.2 Instruments of evaluation

- 1) Pronunciation rubric
- 2) Performance task (Pronouncing the sounds [dʒ] and [j]) at words and sentence levels.

14. Learning Activities/ Procedures:

Warm up

- 1) Teacher and students greet each other.
- 2) Teacher presents the video entitled “introduction” and then let students tell about the things from the video.
- 3) Teacher tells students about learning objectives and lessons today.

Presentation

- 1) Teacher lets students listen to the computer program and keep thinking about the sounds [dʒ] and [j].
- 2) Teacher lets students pronounce the words of the sounds [dʒ] and [j] that they heard from the program.
- 3) Teacher demonstrates how to put mouth and how to place tongue when pronouncing the words of sounds [dʒ] and [j] about 3 - 5 times and students repeat after teacher.
- 4) Teacher shows picture about pronouncing the sounds [dʒ] and [j] to students and then students pronounce the sounds together.

Practice

- 1) Students listen and repeat from the CAI program. Remember to place their tongue between their teeth when they pronounce [dʒ] and [j].
- 2) Students pronounce the words of the sounds [dʒ] and [j] from cards both at word and sentence levels.

3 Students pronounce the words of the in front of the classroom randomly.

4 Teacher checks the students' pronunciation of the words of the sounds [dʒ] and [j] and help correct their pronunciation.

Production

1 students write the phonetic symbols of the words of the sounds [dʒ] and [j] in their worksheet.

2 Students pronounce the words of the sounds [dʒ] and [j] one by one.

Warm up

3. Teacher and students check worksheet together.

4. Teacher and students conclude the lesson about the sounds [dʒ] and [j].

10 Teaching Materials / Teaching Aids

10.1 Word cards

10.2 CAI Program

10.3 Worksheet

10.4 Activities

10.7 Answer keys

10.8 Pronunciation Evaluation Form

12. Suggestion Activities/Other Comments

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13. Department Head's Comments

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Signature

(Mr. Umphone Kaopheresophom)

Head of Department

13. School Director's Comments

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Signature

(Mr.Latsamy Phasaisy)

Director of Savanakhet Teacher Training College

15 Remark

15.1 Result of the Learning

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15.2 Problems/Obstacles

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15.3 Other Suggestions

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Signature

(Mr. Olinda Singthideth)

Teacher

Activity 1

A: Pronounce the words of the sounds [dʒ] and [j] below.

Sound [dʒ]	Sound [j]
Jam, job, gem, magic, injure, cage, edge, badge, ridge, large, major, gentle, wedge, ranger, giant and age.	Yes, you, year, yard, youth, yesterday, canyon, beyond, lawyer, values, backyard, formula, unusual, yell, and young.

Sentences

Sounds [dʒ]	Sounds [j]
<ol style="list-style-type: none"> 1. Just a moment. 2. Pledge of allegiance. 3. Fourth of July. 4. College education. 5. Jack of trades. 6. Jame enjoys jogging. 7. The major joined the region. 8. John mailed a large package to Virginia. 9. The engineer lost his job in January. 10. The agent took a jet to Japan. 	<ol style="list-style-type: none"> 1. Nice to see you. 2. How are you? 3. You look great. 4. Did you get your car fixed? 5. The view of the canyon is beautiful. 6. Did you eat jams or yellow rice? 7. Your senior class reunion is this year. 8. You shouldn't yell at young children.

	<p>9. The New York City major was young.</p> <p>10. Have you had some yogurt yet?</p>
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B: Listen and underline the words in each group of four that does not contain the consonant sound [dʒ].

- Example:** get gym gypsy jet
1. badge bulge bug budge
 2. captain general major soldier
 3. hen gentle gem intelligent
 4. juice age angel angle
 5. huge hug jug July
 6. giraffe gill giant gin
 7. duck cordial educate graduate
 8. large lounge lung lunge
 9. Gary Joe Jill Gene
 10. Virginia Georgia Germany Greenland

C: Read the dialogue aloud with a partner. Pay attention to your pronunciation of [dʒ] in the boldfaced words.

Uncle Jack: Hi, **Jill**, how is my favorite **college** student?

Jill: Hi, **Uncle Jack**. I'm a **junior** at **Jackson** University.

Uncle Jack: What are you **majoring** in?

Jill: Well, first I **major** in **engineering**. But I wasn't **genius**.

Uncle Jack: So you **changed** majors.

Jill: Right, Then I **majored** in **journalism**. But I was just an **average** writer, so I **changed** again.

Uncle Jack: **Jill**, you are a "**Jack-of-all-trade**." But did you finally pick the right **subject**?

Jill: Yes, Now I'm **enjoying** myself at the **gym** every day!

Uncle Jack: I'm disappointed in you, **Jill**! You are at **college** for an **education**, not just for **enjoyment**.

Jill: But I am in **education**! I'm **majoring** in **physical education** and I have a **job** at **gym** to help pay my **college** tuition. I'm graduating next June with honors!

Uncle Jack: I apologize, **Jill**. To make up for it, I'll give you a **large** gift for **graduation**.

Jill: I never hold a **grudge**, Uncle Jack. **You** are an **angel**. **Just** come to my **graduation** and I'll be happy!

D: Read aloud the paragraph about the New York. Pay attention to you pronunciation of the boldfaced words containing the [j] sound.

New York

New **York** may be one of the most **unique** cities in the world. The largest city in the United States, New **York** has **population** of over eight **million**. People **commute** to the city **regularly**, and visitors come from all over to view New **York's** **beauty** and **confusion**. Come to New **York**! Ride the ferry to the **Statue** of Liberty. Enjoy **museum** of every kind. **You'll** see **huge** skyscrapers. **You** can attend Broadway **musicals** and **previews**. **You** don't need an **excuse** to shop on Fifth Avenue. Help **yourself** to the **amusements** in the five boroughs. Visit some of the fine **universities**. **Young** or old, **you** will be impressed with the diversity of the city.

Activity 2

A: Write the phonetic symbols and meaning of these words for the sound [dʒ].

Words	Phonetic	Meaning
1. jam	1. / /	1.
2. injure	2. / /	2.
3. ridge	3. / /	3.
4. wedge	4. / /	4.
5. job	5. / /	5.
6. cage	6. / /	6.
7. large	7. / /	7.
8. range	8. / /	8.
9. gem	9. / /	9.
10. edge	10. / /	10.
11. major	11. / /	11.
12. giant	12. / /	12.
13. magic	13. / /	13.
14. badge	14. / /	14.
15. gentle	15. / /	15.

B: Write the phonetic symbols and meaning of these words for the sound [j]

Words	Phonetic	Meaning
1. yes	1. / /	1.
2. youth	2. / /	2.
3. lawyer	3. / /	3.
4. unusual	4. / /	4.
5. you	5. / /	5.
6. yesterday	6. / /	6.
7. canyon	7. / /	7.
8. backyard	8. / /	8.
9. young	9. / /	9.
10. yard	10. / /	10.
11. beyond	11. / /	11.
12. formula	12. / /	12.

Key Answer 2

A:

Words	Phonetic	Meaning
16. jam	16. / /	1.
17. injure	17. / /	2.
18. ridge	18. / /	3.
19. wedge	19. / /	4.
20. job	20. / /	5.
21. cage	21. / /	6.
22. large	22. / /	7.
23. range	23. / /	8.
24. gem	24. / /	9.
25. edge	25. / /	10.
26. major	26. / /	11.
27. giant	27. / /	12.
28. magic	28. / /	13.
29. badge	29. / /	14.
30. gentle	30. / /	15.

B:

Words	Phonetic		Meaning
13. yes	13. /	/	13.
14. youth	14. /	/	14.
15. lawyer	15. /	/	15.
16. unusual	16. /	/	16.
17. you	17. /	/	17.
18. yesterday	18. /	/	18.
19. canyon	19. /	/	19.
20. backyard	20. /	/	20.
21. young	21. /	/	21.
22. yard	22. /	/	22.
23. beyond	23. /	/	23.
24. formula	24. /	/	24.

Lesson Plans 4

Subject: Study Skills

Grade Level: 2 A

Theme: Sounds [l] and [r]

Topic: Pronunciation

Date:

Time Allocation: 6 hours

Desired Goals/ Results:

1. Core Concept

Pronunciation is one of the most fundamental skills in learning English. Therefore, students should practice more. They do not only know and pronounce but also pronounce as correct and fluent as native speakers as well.

2. Learning Outcomes

2.1 Terminal Objective:

Students are able to pronounce and write the phonetic symbols of the sounds [l] and [r]

2.2 Enabling Objectives:

2.2.1 Students are able to pronounce, write the phonetic symbols, and tell the meaning of the words sounds [l] and [r] at the words levels.

2.2.2 Students are able to pronounce, write the phonetic symbols, and tell the meaning of the words sounds [l] and [r] at the sentences levels.

3. Enduring Understanding

3.1 Pronounce the sounds [l] and [r] in words, and sentences correctly.

3.2 Comprehend when listening the sounds [l] and [r] in words and sentences correctly.

4 Expected Characteristics

- 4.1 Students have disciplines.
- 4.2 Students are diligent.
- 4.3 Students pay attention to learn.
- 4.5 Students are punctual.

5 Content Areas/ Learning Strands

5.1 Words

Sound [l]	Sound [r]
Let late last	Red rich read

5.2 Sentences

Sound [l]	Sound [r]
<ol style="list-style-type: none"> 1. Leave me alone. 2. Please believe me. 3. Will you mail the letter? 	<ol style="list-style-type: none"> 1. Are you sure? 2. See you tomorrow. 3. Where are you

5.3 Structure: Tongue tip: pressed behind the gum ridge behind upper front teeth

Airstream: Continues and pressed over both sides of the tongue.

[l]

Vocal cords: Vibrating [l]

Lips: Rounded

Tongue tip: Curled upward but not touching the roof of the mouth. [r]

Airstream: Continuous [r]

Vocal cords: Vibrating [r]

5.4 Culture:

5.5 Communicative Skills:

Integrated skills (pronouncing and writing phonetic symbols)

6 Learners' Key Competencies

6.1 pronunciation capacities

6.2 writing phonetic symbols capacities

7 Subject Area Involved

8 Evaluation

8.1 How to evaluate:

- Check the students' pronunciation
- Check the students' activities
- Observe about their attention
- Observe about their participation

8.2 Instruments of evaluation

- 1) Pronunciation rubric
- 2) Performance task (Pronouncing the sounds [l] and [r]) at words and sentence levels.
- 3). Writing task (Phonetic symbols)

9 Learning Activities/ Procedures:

Warm up

- 1 Teacher and students greet each other.
- 2 Teacher presents the video entitled “introduction” and then lets students tell about the things from the video.
- 3 Teacher tells students about learning objectives and lessons today.

Presentation

- 1 Teacher lets students listen to the computer program and keep thinking about the sounds [l] and [r].
- 2 Teacher lets students pronounce the words about the sounds [l] and [r] that they heard from the program.
- 3 Teacher demonstrates how to put mouth and how to place tongue when pronouncing the words of sounds [l] and [r] about 3 - 5 times and students repeat after teacher.
- 4 Teacher shows picture about pronouncing the sounds [l] and [r] to students and then students pronounce the sounds together.

Practice

- 1 Students listen and repeat from the CAI program. Remember to place their tongue between their teeth when they pronounce [l] and [r].
- 2 Students pronounce the words of the sounds [l] and [r] from cards both at word and sentence levels.
- 3 Students pronounce the words of the in front of the classroom randomly.
- 4 Teacher checks the students' pronunciation of the words of the sounds [l], [r] and help correct their pronunciation.

Production

- 1 students write the phonetic symbols of the words of the sounds [l] and [r] in their worksheet.
- 2 Students pronounce the words of the sounds [l] and [r] one by one.

Wrap up

5. Teacher and students check worksheet together.
6. Teacher and students conclude the lesson about the sounds [l] and [r].

10 Teaching Materials / Teaching Aids

10.1 Word cards

10.2 CAI Program

10.3 Worksheet

10.4 Activities

10.9 Answer keys

10.10 Pronunciation Evaluation Form

13. Suggestion Activities/Other Comments

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14. Department Head's Comments

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Signature

(Mr. Umphone Kaopheresophom)

Head of Department

13. School Director's Comments

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Signature

(Mr.Latsamy Phasaisy)

Director of Savanakhet Teacher Training College

10 Remark

10.4 Result of the Learning

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10.5 Problems/Obstacles

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10.6 Other Suggestions

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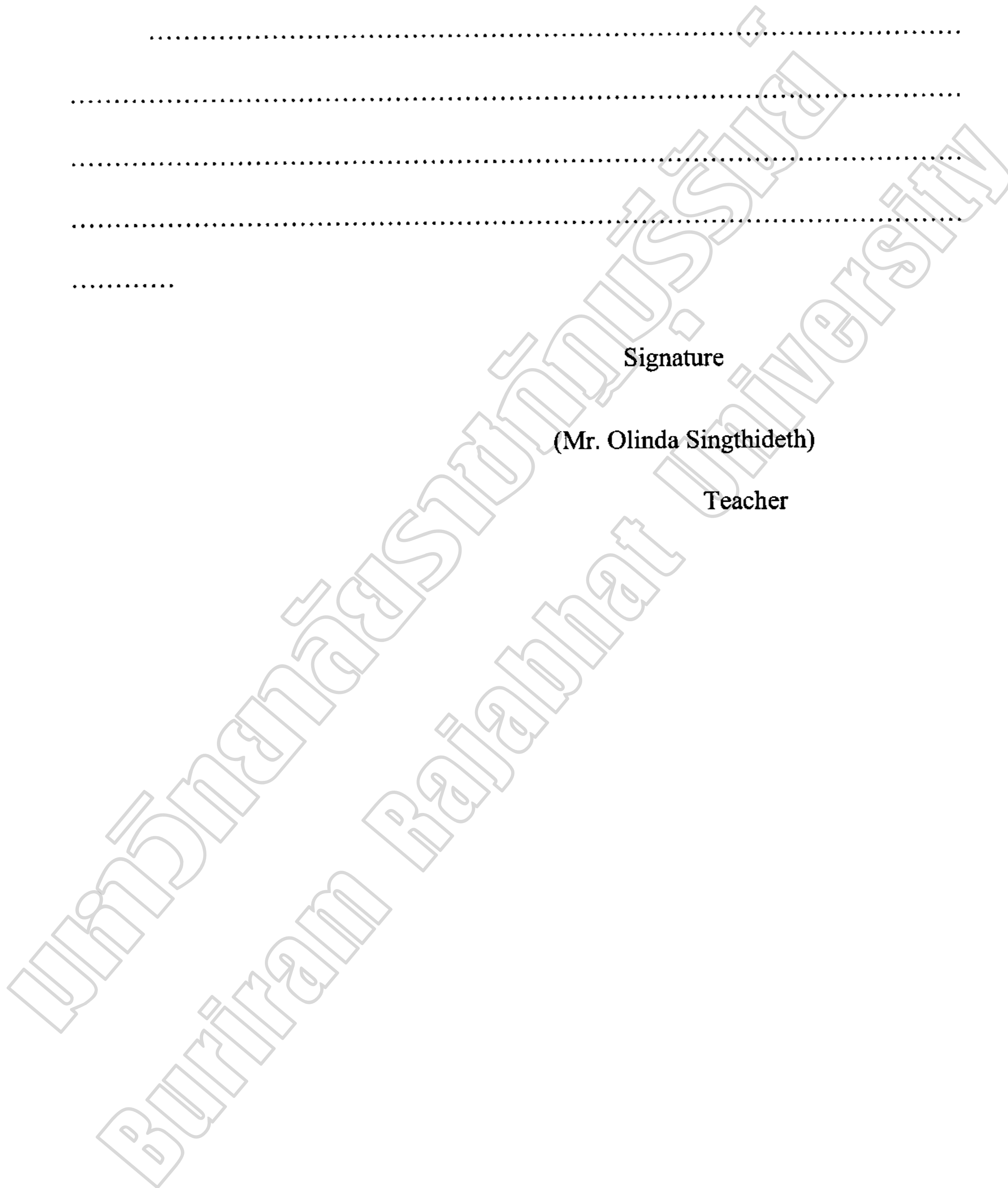
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Signature

(Mr. Olinda Singthideth)

Teacher



Activity 1

A: Pronounce the words of the sounds [l] and [r] below.

Sound [l]	Sound [r]
leg, long, little, only, balloon, alive, fill, fool, table, apple, trouble, all, tall, people, family, light <i>and</i> salad.	red, run, very, carrot, berry, or, near, before, appear, before, hurry, around, story, rain, wrong, row, real, their, far, sure <i>and</i> more.

Sentences

Sounds [l]	Sounds [r]
1. He's ill .	1. Where are you?
2. Linda is tall.	2. Near or far?
3. It is not small .	3. Are you sure?
4. Don't yell me.	4. See you tomorrow .
5. I don't want to fall .	5. I'm very sorry.
6. Please believe me.	6. He'll be right there.
7. Learn your lesson well.	7. Roy returns tomorrow morning.
8. Will you mail the letter?	8. The train arrives every hour.
9. The little girl fell asleep.	9. I already read that short story.
10. Lucy lost her locket.	10. Rose is wearing a red dress.
11. Do you like chocolate ?	11. Robert runs around the corner.

<p>12. The airplane flight leaves at eleven.</p> <p>13. His family lives in Maryland.</p> <p>14. You can't fool all of the people all of the time.</p> <p>15. Leave the umbrella in the hall closet.</p>	<p>12. Rita and Larry are married.</p> <p>13. Remember, never put the cart before a horse!</p> <p>14. Mark couldn't start the car.</p> <p>15. I rented a four-room apartment.</p>
--	---

B: Read the telegram aloud. Underline the words pronounced with [l].

July 11th

Linda,

Leon and I had a bad luck.- Luggage was lost while traveling from La Paz, Bolivia, to Honolulu.- Airline personnel were all very helpful.- They told Leon they will certainly locate all, eventually, if we're lucky.- It looks like the luggage landed in Lima,- At least we met lots of lovely people.- Also, we could leave on a later flight.- I'll telephone with new flight schedule.- We should be home for lunch with the family at twelve o'clock.- Hopefully, our arrival won't be delayed,- talk to you later.- Love you a whole lot,- Lou.

C: Write a letter in the blank before the second word to form a new [r]- blend word.

Example: ride _____ bride

1. rave _____ rave

2. right _____ right

3. rip _____ rip

4. ream _____ ream

5. row _____row
6. rain _____rain
7. rash _____rash
8. room _____room
9. round _____round
10. race _____race

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Activity 2

A: Write the phonetic symbols and meaning of these words for the sound [l].

Words	Phonetic	Meaning
1. leg	1. / /	1.
2. long	2. / /	2.
3. little	3. / /	3.
4. only	4. / /	4.
5. balloon	5. / /	5.
6. alive	6. / /	6.
7. apple	7. / /	7.
8. people	8. / /	8.
9. fill	9. / /	9.
10. fool	10. / /	10.
11. trouble	11. / /	11.
12. all	12. / /	12.
13. tall	13. / /	13.
14. family	14. / /	14.
15. light	15. / /	15.

B: Write the phonetic symbols and meaning of these words for the sound [r]

Words	Phonetic	Meaning
1. berry	1. / /	1.
2. red	2. / /	2.
3. hurry	3. / /	3.
4. rain	4. / /	4.
5. run	5. / /	5.
6. or	6. / /	6.
7. appear	7. / /	7.
8. wrong	8. / /	8.
9. very	9. / /	9.
10. near	10. / /	10.
11. around	11. / /	11.
12. real	12. / /	12.
13. carrot	13. / /	13.
14. before	14. / /	14.
15. story	15. / /	15.

Key Answer

Activity 1

C:

1. rave brave/ crave/ grave
2. right bright/ fright
3. rip drip/ trip
4. ream dream/ cream
5. row crow/ grow/ brow
6. rain brain/ drain/ train/ grain
7. rash trash/ brash/ crash
8. room broom/ groom
9. round ground
10. race brace/ grace/ trace

Activity 2

A:

Words	Phonetic	Meaning
16. leg	16. / /	1.
17. long	17. / /	2.
18. little	18. / /	3.
19. only	19. / /	4.

20. balloon	20. /	/	5.
21. alive	21. /	/	6.
22. apple	22. /	/	7.
23. people	23. /	/	8.
24. fill	24. /	/	9.
25. fool	25. /	/	10.
26. trouble	26. /	/	11.
27. all	27. /	/	12.
28. tall	28. /	/	13.
29. family	29. /	/	14.
30. light	30. /	/	15.

B:

Words	Phonetic		Meaning
16. berry	16. /	/	16.
17. red	17. /	/	17.
18. hurry	18. /	/	18.
19. rain	19. /	/	19.
20. run	20. /	/	20.
21. or	21. /	/	21.
22. appear	22. /	/	22.
23. wrong	23. /	/	23.
24. very	24. /	/	24.
25. near	25. /	/	25.
26. around	26. /	/	26.
27. real	27. /	/	27.
28. carrot	28. /	/	28.
29. before	29. /	/	29.
30. story	30. /	/	30.

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APPENDIX F

The Results of the Trail

English Pronunciation Performance Test

Fundamental English, Lao EFL College Students at Second Year

Savanakhet Teacher Training College

Part I: Please write the phonetic symbols of these words (25 points)

Words	Phonetic symbols	Meaning
1. Thin	1. / /	1.
2. healthy	2. / /	2.
3. toothpaste	3. / /	3.
4. there	4. / /	4.
5. gather	5. / /	5.
6. leather	6. / /	6.
7. nation	7. / /	7.
8. shape	8. / /	8.
9. official	9. / /	9.
10. future	10. / /	10.
11. itch	11. / /	11.
12. peach	12. / /	12.
13. injure	13. / /	13.
14. gem	14. / /	14.
15. enjoy	15. / /	15.
16. yell	16. / /	16.

17. lawyer	17. /	/	17.
18. beyond	18. /	/	18.
19. long	19. /	/	19.
20. learn	20. /	/	20.
21. fill	21. /	/	21.
22. array	22. /	/	22.
23. rise	23. /	/	23.
24. orange	24. /	/	24.
25. hurry	25. /	/	25.

Part II: Please pronounce these sentences (25 points)

1. I **think** so.
2. **Thank** you for your **thoughtful** birthday.
3. **Thanksgiving** Day falls on **Thursday**.
4. **That'** right.
5. Don't **bother** me!
6. **The rhythm** of the music is **soothing**.
7. **Shirley** **shopped** for **shoes**.
8. We had a **short** vacation in **Washington**.
9. **She** showed us the **chic** new **fashion**.
10. I'm **catching** a cold.
11. Don't **touch** that.
12. Please **watch** the **children** in the **lunchroom**.

13. **Jim is just joking.**
14. **Jane enjoys jogging.**
15. **George graduated from college in June.**
16. **You shouldn't yell the young children.**
17. **Did you get your car fixed?**
18. **Yesterday we sailed on a millionaire's yacht.**
19. **Please believe me.**
20. **Will you mail the letter?**
21. **The airplane flight leaves at eleven.**
22. **Where are you?**
23. **Are you sure?**
24. **He'll be right there.**
25. **Roy returns tomorrow morning.**

**The Table of IOC Index Analysis of the English Pronunciation
Performance Test**

Items	The Expert's Opinion Scores			Total	IOC Index
	1	2	3		
1	1	1	1	1.00	Coincide
2	1	1	1	1.00	Coincide
3	1	1	1	1.00	Coincide
4	1	1	1	1.00	Coincide
5	1	1	1	1.00	Coincide
6	1	1	1	1.00	Coincide
7	1	1	1	1.00	Coincide
8	1	1	1	1.00	Coincide
9	1	1	1	1.00	Coincide
10	1	1	1	1.00	Coincide
11	1	1	1	1.00	Coincide
12	1	1	1	1.00	Coincide
13	1	1	1	1.00	Coincide
14	1	1	1	1.00	Coincide
15	1	1	1	1.00	Coincide
16	1	1	1	1.00	Coincide
17	1	1	1	1.00	Coincide
18	1	1	1	1.00	Coincide
19	1	1	1	1.00	Coincide
20	1	1	1	1.00	Coincide
21	1	1	1	1.00	Coincide
22	1	1	1	1.00	Coincide
23	1	1	1	1.00	Coincide
24	1	1	1	1.00	Coincide
25	1	1	1	1.00	Coincide

26	1	1	1	1.00	Coincide
27	1	1	1	1.00	Coincide
28	1	1	1	1.00	Coincide
29	1	1	1	1.00	Coincide
30	1	1	1	1.00	Coincide
31	1	1	1	1.00	Coincide
32	1	1	1	1.00	Coincide
33	1	1	1	1.00	Coincide
34	1	1	1	1.00	Coincide
35	1	1	1	1.00	Coincide
36	1	1	1	1.00	Coincide
37	1	1	1	1.00	Coincide
38	1	1	1	1.00	Coincide
39	1	1	1	1.00	Coincide
40	1	1	1	1.00	Coincide
41	1	1	1	1.00	Coincide
42	1	1	1	1.00	Coincide
43	1	1	1	1.00	Coincide
44	1	1	1	1.00	Coincide
45	1	1	1	1.00	Coincide
46	1	1	1	1.00	Coincide
47	1	1	1	1.00	Coincide
48	1	1	1	1.00	Coincide
49	1	1	1	1.00	Coincide
50	1	1	1	1.00	Coincide

From the table, it shows that the Index of Congruence (IOC) is 1.00

Remark:

+ 1 = When it is certain that each item of the test is coincident with the objectives.

0 = When it is uncertain that each item of the test is coincident with the objective.

- 1 = When it is sure that each item of the test is not coincident with the objectives.

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APPENDIX E

Satisfaction Questionnaire

Satisfaction Questionnaire

The Satisfaction of Students toward Improvement of Lao College Students' English Pronunciation for Problematic Sound through CAI Program

Directions:

1. The purpose of this questionnaire is to investigate the students' satisfaction toward Improvement of Lao College Students' English Pronunciation for Problematic Sound through CAI program.
2. The survey has three parts: personal information, satisfaction, and other suggestions or comments.
3. The data obtained will be useful for improving the teaching and learning and also there are no effects on your grades.

Part 1: Personal Information

Directions: Answer the following questions about your personal information by putting the ...X.... Sign in the bracket and fill in the blanks of the information provided.

1. Gender () Male () Female
2. Ageyears old.
3. When did you start learning English?

() Grade 1 (Mathayomsuksa 1)

() Grade 2 (Mathayomsuksa 2)

() Grade 3 (Mathayomsuksa 3)

() Grade 4 (Mathayomsuksa 4)

() Grade 5 (Mathayomsuksa 6)

() Grade 6 (Mathayomsuksa 6)

() Grade 7(Mathayomsuksa 7)

Part 2: Students' Satisfaction

Directions: Please answer by checking the ...✓... truly and according to your opinions.

- 5 = Most satisfactory
 4 = Very satisfactory
 3 = Average satisfactory
 2 = Less satisfactory
 1 = The least satisfactory

Statements	Level of Satisfaction				
	1	2	3	4	5
1. Computer helps me practice pronunciation in class.					
2. Computer helps me pronounce correctly.					
3. Computer makes the lessons more interesting.					
4. Computer helps me work in group and learn with others.					
5. Computer helps me understand the sounds clearly.					

6. The teacher should use computer for teaching pronunciation.					
7. Computer encourages me to use more English.					
8. I usually use computer program to practice with friends.					
9. When teacher needs volunteer to pronounce the words with the computer program always participate.					
10. Computer program makes me love English subject.					

Part 3: Additional Opinions

Directions: Express your opinions or suggestions about learning English pronunciation through CAI programs.

1. Please give your opinions on advantages and disadvantages toward learning pronunciation through CAI program.

Advantages.....

Disadvantages.....

2. Problems faced while learning pronunciation through CAI programs.

.....

3. Any other opinions or suggestions toward learning pronunciation through CAI programs.....

.....

Thank you very much for your cooperation.

**The Evaluation of Correctness and Appropriation of the Statement in
Questionnaire of Learners' Satisfaction towards Learning
Pronunciation through CAI programs for Lao College Students at
Second Year by the Experts**

Items	Statements	Experts' Opinion (Appropriateness)			X	S.D	Level of Appropriateness
		1	2	3			
1	Computer helps me practice pronunciation in class.	4	5	5	4.67	0.58	The Most Appropriate
2	Computer helps me pronounce correctly.	5	4	5	4.67	0.58	The Most Appropriate
3	Computer helps me remember the sounds better.	5	4	4	4.33	0.58	The Most Appropriate
4	Computer helps me work in group and learn with others.	5	4	5	4.67	0.58	The Most Appropriate
5	Computer helps me understand the sounds clearly.	4	5	5	4.67	0.58	The Most Appropriate
6	Computer programs are suitable for my level.	4	4	4	4.00	0.00	The Most Appropriate
7	Computer programs are relevant to the content of the lessons.	4	4	5	4.33	0.58	The Most Appropriate
8	The time of using computer is suitable.	4	4	4	4.00	0.00	The Most Appropriate
9	The teacher should use computer program for teaching pronunciation.	5	4	5	4.67	0.58	The Most Appropriate
10	Computer program encourages me to use more English.	5	5	4	4.67	0.58	The Most Appropriate
11	Computer programs make the lessons more interesting.	4	5	5	4.67	0.58	The Most Appropriate
12	I usually use computer program to practice with friends.	4	5	5	4.67	0.58	The Most Appropriate
13	Computer programs make me confident to pronounce.	4	5	4	4.33	0.58	The Most Appropriate
14	I want CAI program to learn at home or in my free time	4	5	5	4.67	0.58	The Most Appropriate
15	Computer program makes me love English subject.	5	5	5	5.00	0.00	The Most Appropriate
	Total				4.53	0.58	The Most Appropriate

**The Item-total Correlation for each Item of Five Points Rating Scale
Questionnaire**

Item No.	r_{xy}	Sig.	Remark
1	0.69	.05	
2	0.68	.05	
3	0.60	.05	
4	0.68	.05	
5	0.71	.05	
6	0.62	.05	
7	0.60	.05	
8	0.60	.05	
9	0.69	.05	
10	0.68	.05	
11	0.69	.05	
12	0.71	.05	
13	0.60	.05	
14	0.61	.05	
15	0.71	.05	

Critical values for Pearson $r \geq 0,458$ ($df = N-2 = 14-2 = 12$)

The reliability coefficient (Coefficient Alpha of Cronbach)

Number of students = 12

Number of Items = 15

α – Coefficient = 0.9023

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APPENDIX D

English Pronunciation Performance Test

The Results of the Trail

Table 1: Efficiency of Process (E1) (One to One: Tryout) (n= 3)

Lesson	(E1)				Total
	1	2	2	4	
Plan					
Scores	100	100	100	100	400
1	68	67	77	87	299
2	76	75	76	86	313
3	76	78	79	86	319
Total	220	220	232	259	931
\bar{X}	73.33	73.33	73.33	86.33	310.33
S.D	4.61	5.69	1.52	0.57	10.26
%	73.33	73.33	73.33	86.33	310.33

Table 2: Pre-test and Post-test Scores (n=3)

N	Performance Scores	
	Pretest	Posttest
1	63	81
2	65	76
3	59	79
Total	187	236
\bar{X}	62.33	78.66
S.D	3.05	2.51
%	62.33	78.66

Table 3: Efficiency of Process (E1) (Small Group: Tryout) (n=9)

Lesson Plan	(E1)				Total
	1	2	2	4	
Scores	100	100	100	100	400
1	68	67	77	87	299
2	69	64	76	82	291
3	72	75	79	82	308
4	67	72	73	78	290
5	73	76	79	77	305
6	69	79	74	80	302
7	75	76	78	81	310
8	76	75	76	86	313
9	74	78	79	86	317
Total	643	662	691	739	2735
\bar{X}	71.44	73.55	76.77	82.11	303.89
S.D	3.29	5.02	2.22	3.59	9.33
%	71.44	73.55	76.77	82.11	303.89

Table 4: Pre-test and Post-test Scores (n=9)

N	Performance Scores	
	Pretest	Posttest
1	63	81
2	65	76
3	59	79
4	61	74
5	64	75
6	59	77
7	64	80
8	68	81
9	65	84
Total	569	707
\bar{X}	63.22	78.55
S.D	2.81	3.28
%	63.22	78.55

Table 5: Efficiency of the Process (E1) (Field Group: Tryout) (n=43)

Lesson Plan	(E1)				Total	\bar{X}
	1	2	2	4		
Scores	100	100	100	100	400	100
1	70	72	79	86	307	76.75
2	65	72	74	85	296	74
3	75	79	76	82	312	78
4	75	69	74	80	298	74.5
5	69	74	79	84	306	76.5
6	70	76	78	87	311	77.75
7	70	74	76	87	307	76.75
8	68	70	76	85	299	74.75
9	72	76	78	86	312	78
10	69	73	84	86	312	78
11	71	69	84	87	311	77.75
12	73	76	79	86	314	78.5
13	67	77	79	83	306	76.5
14	67	70	76	85	298	74.5
15	69	67	77	79	292	73
16	72	74	77	85	308	77
17	74	76	78	85	313	78.25
18	68	68	76	86	298	74.5
19	66	67	78	86	297	74.25
20	70	75	77	85	307	76.75
21	67	72	75	78	292	75
22	65	73	77	87	302	75.5
23	65	69	79	83	296	74
24	72	74	79	86	311	77.75
25	68	67	77	87	299	74.75
26	76	75	76	86	313	78.25
27	76	78	79	86	319	79.75
28	73	75	75	87	310	77.5
29	74	76	80	85	315	78.75
30	72	76	77	85	310	77.5
31	76	78	79	87	320	80
32	72	75	79	87	313	78.25
33	75	77	78	87	317	79.25
34	73	78	79	87	317	79.25
35	77	78	80	84	319	79.25
36	68	74	79	88	309	77.25

Table: 5 (Continued)

37	74	73	78	85	310	77.5
38	71	74	76	86	307	76.75
39	75	77	76	87	315	78.75
40	73	75	78	79	305	76.25
41	75	77	75	86	313	78.25
42	74	78	84	87	323	80.75
43	77	80	83	83	246	61.5
Total	3012	3117	3223	3509	12861	3215.25
\bar{X}	70.04	72.49	74.95	81.60	298.25	74.87
S.D	4.35	4.90	6.02	6.14	17.92	4.11
%	70.04	72.49	74.95	81.60	298.25	74.87

Table 6: Pre-test and Post-test Scores (n=43)

N	Performance Scores	
	Pretest	Posttest
1	76	77
2	71	68
3	54	79
4	54	87
5	55	84
6	67	86
7	70	81
8	60	62
9	68	80
10	64	82
11	68	78
12	67	76
13	67	82
14	46	77
15	47	84
16	54	85
17	51	79
18	48	80
19	50	83
20	55	84
21	49	79
22	53	78
23	53	75
24	57	87
25	50	84
26	55	83
27	50	86
28	53	84
29	57	85
30	53	80
31	48	79
32	55	86
33	53	84
34	57	72
35	57	80
36	58	87
37	59	83
38	60	79

Pre-test and Post-test Scores (n=43) (Continued)

N	Performance Scores	
	Pretest	Posttest
39	67	76
40	66	78
41	67	70
42	70	87
43	61	79
Total	2500	3455
\bar{x}	58.13	80.34
S.D	7.72	5.35
%	58.13	80.34

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