

## REFERENCES

- Abercrombie, D. (1977). The accent of standard English in Scotland.  
Work in Progress 10. 21-44. University of Edinburgh.
- Burnham, D.K. (1986). Developmental loss of speech perception:  
Exposure to and experience with a first language.  
Applied psycholinguistics, 7, 207-240.
- \_\_\_\_\_. O'Connor, G., Clark, J.E., and Earnshaw, L.J. (1985).  
Categorical perception of a native and non-native speech contrast by infants, children and adults. Paper presented at the 5th Australian Language and Speech Conference, Melbourne University, November 6-8, 1985.
- \_\_\_\_\_. O'Connor, G., and Earnshaw, L.J. (1986). Speech perception and language acquisition. Infant Behavior and Development, 9, 55.
- Eilers, R.E. (1977). Context-sensitive perception of naturally produced stop and fricative consonants by infants.  
Journal of the Acoustical Society of America, 61, 1321-1336.
- \_\_\_\_\_. Gavin, W.J., & Oller, D.K. (1982). Cross-linguistic perception in infancy: Early effects of linguistic experience. Journal of Child Language, 9, 289-302.
- \_\_\_\_\_. Wilson, W.R., & Moore, J.M. (1977). Development of changes in speech discrimination in infants. Journal of speech and hearing Research, 20, 766-780.
- Eimas, P.D. (1975). The perception of speech in early infancy. In L.B.Cohen & P.Salapatek (eds.), Infant perception : from sensation to cognition Volume 2. New York: Academic Press. 193-231.
- \_\_\_\_\_. Siqueland, E.R., Jusczyk, P., & Vigorito, J. (1971).

- Speech perception in infants. Science, 171, 303-306.
- Fallik, F and Brown, B. (1983), Statistics for Behavioral Science. U.S.A.: The Dorsey Press.
- Harrington, J. (1988). Acoustic cues for automatic recognition of English consonants. In Jack, M. and Laver, J. (eds.), Aspects of speech technology. Edinburgh University press. pp. 69-143.
- Harris, J.G. (1972). Phonetic notes on some siamese consonants. In Harris, J.G. and Noss, R.B. (eds.), Tai phonetics and phonology. Central Institute of English Language, Mahidol University. pp. 8-22.
- Harris, K.S. (1958). Cues for the discrimination of American English fricatives in spoken syllables. Language and Speech, 1, 1-7.
- Heienz, J.M., and Stevens, K.N. (1961). On the properties of voiceless fricative consonants. Journal of the Acoustical Society of America, 33, 589- 596.
- Ingram, D. (1989). First language acquisition: Method, description, and explanation. Cambridge: Cambridge University Press.
- Jusczyk, P.W., Rosner, B.S., Cutting, J.E., Foard, C.F., and Smith, L.B. (1977). Categorical perception of non-speech sounds by 2-month-old infants. Perception & Psychophysics, 21, 50-54
- Kuhl, P.K. & Miller, J.D. (1975a). Speech perception by the chinchilla: voiced-voiceless distinction in alveolar plosive consonants. Science, 190, 69-72.
- Miller, J.D. (1975b), Speech perception by the chinchilla: Phonetic boundaries for synthetic VOT stimuli. Journal of the Acoustical Society of America, 57, Suppl. 1, S-49 (A).

Ladefoged, P. (1975). A course in Phonetics. U.S.A.:

Harcourt Brace Javanovich, Inc.

Lasky, R.E., Syrdal-Lasky, A., and Klein, R.E. (1975). VOT discrimination by four to six and a half month old infants from Spanish environments. Journal of Experimental Child Psychology, 20, 215-225.

Liberman, A.M., Harris, K.S., Hoffman, H.S., and Griffith, B.C. (1975). The discrimination of speech sounds within and across phoneme boundaries. Journal of Experimental Psychology, 54, 358-368.

\_\_\_\_\_. Harris, K.S., Kinney, J.A., and Lane, H. (1961a). The discrimination of relative onset time of the components of certain speech and nonspeech patterns. Journal of Experimental Psychology, 61, 379-388.

\_\_\_\_\_. Harris, K.S., Eimas, P.D., Lisker, L., and Bastian, J. (1961b). An effect of learning on speech perception: The discrimination of durations of silence with and without phonetic significance. Language and Speech, 4, 175-195.

\_\_\_\_\_. Cooper, F.S., Shankweiler, D.P., and Suddert-Kennedy, M. (1967). Perception of the speech code. Psychological Review, 74, 431-461.

Lisker, L., and Abramson, A.S. (1964). A cross-language study of voicing in initial stops: Acoustical measurements. Word, 20, 384-422.

\_\_\_\_\_. Abramson, A.S. (1970). The voicing dimension: Some experiments in comparative phonetics. In Sixth International Congress of Phonetic Sciences, 1967, Proceedings. New York: Academic Press.

- Mattingly, I.G., Liberman, A.M., Syrdal, A.K., and Halwes, T. (1971). Discrimination in speech and non-speech modes. Cognitive Psychology, 2, 131-157.
- O'Conner, J.D. (1973). Phonetics. England: Penguin Books Ltd.
- Pickett, J.M. (1980). The sounds of speech communication: A primer of acoustic phonetics and speech perception. U.S.A.: University Park Press.
- Pisoni, D.B. (1973). Auditory and phonetic codes in the discrimination of consonants and vowels. Perception and Psychophysics, 13, 253-260.
- \_\_\_\_\_. (1977). Identification and discrimination of the relative onset time of two-component tones: Implications for voicing perception in stops. Journal of the Acoustical Society of America, 61, 1352-1361.
- \_\_\_\_\_. Aslin, R.N., Perey, A.J., and Hennessy, B.L. (1982). Some effects of laboratory training on identification and discrimination of voicing contrasts in stop consonants. Journal of Experimental Psychology: Human Perception and Performance, 8, 297-314.
- Raven, J.C. (1976). Coloured Progressive Matrices. London: H.K. Lewis & Co.
- Scovel, T. (1988). A Time to Speak: A Psycholinguistic Inquiry into the Critical Period for Human Speech. U.S.A.: Newbury House Publishers.
- Strange, W., and Jenkins, J.J. (1978). The role of linguistic experience on the perception of speech. In Walk, R.D., & Pick, H.L. (eds.), Perception and Experience. New York: Plenum.

Streeter, L.A., and Landauer, T.K. (1976). Effects of learning English as a second language on the acquisition of a new phonemic contrast. Journal of the Acoustical Society of America, 59, 448-451.

Strevens, P. (1960). Spectra of fricative noise in human speech. Language and Speech, 3, 32-49.

Werker, J.F., Gilbert, J.H.V., Humphrey, K., and Tees, R.C. (1981). Developmental aspects of cross-language speech perception. Child Development, 52, 349-355.

\_\_\_\_\_. Logan, J.S. (1985). Cross-language evidence for three factors in speech perception. Perception and Psychophysics, 37, 35-44.

\_\_\_\_\_. Tees, R.C. (1983). Developmental changes across childhood in the perception of non-native speech sounds. Canadian Journal of Psychology, 37, 278-286.

\_\_\_\_\_. (1984a). Cross-language speech perception: Evidence for perceptual reorganization during the first year of life. Infant Behavior and Development, 7, 49-63.

\_\_\_\_\_. (1984b). Phonemic and phonetic factors in adult cross-language speech perception. Journal of the Acoustical Society of America, 75, 1866-1878.

Williams, L. (1974). Speech perception and production as a function of exposure to a second language. Unpublished doctoral dissertation, Harvard University, Cambridge, Mass.

**APPENDIX**

Appendix A.



Raw Data of Non-verbal Intelligence Test

Scores	T-8 group	TE-8 group	T-6 group	TE-6 group
	Number of children			
11			1	
12				1
13			2	
14	1		1	
15			1	
16			4	4
17			4	1
18			3	4
19	1	1	4	
20	2	2	1	3
21	2	1	3	
22	3		6	3
23	2	2	2	3
24		1	1	4
25	4	3	2	
26	6	1		
27	3	4	2	1
28	2	5		1
29	3	8		
30	3	3		
31	3	4		
32		1		
33	2	3		
35	1	1		
36		1		
	38	41	37	25

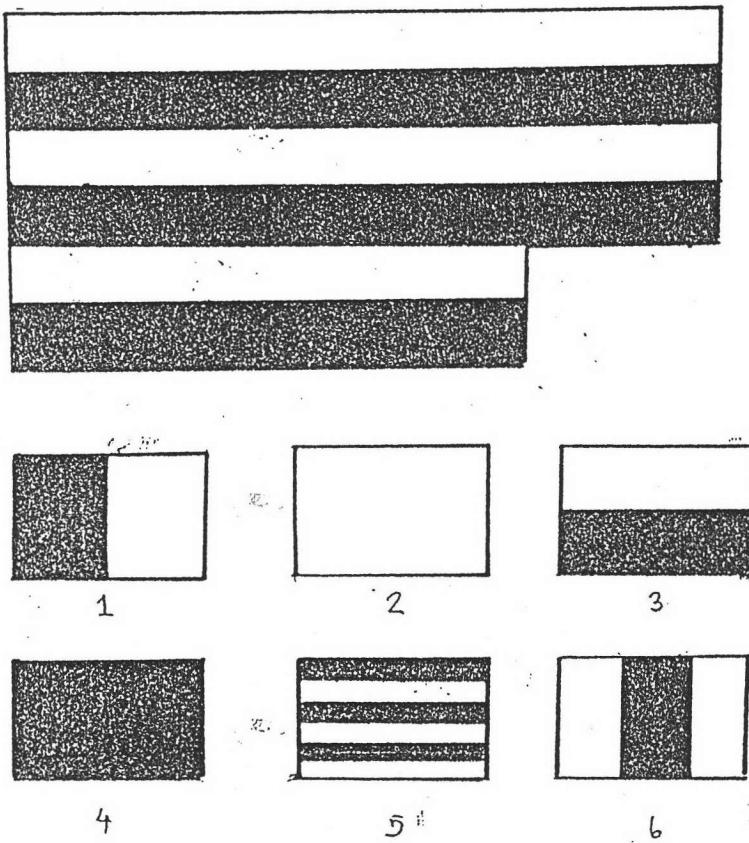
## APPENDIX B.

### Non-verbal Intelligence Test

The experiment used Raven's Coloured Progressive Matrices (1977) (set A, Ab, B) to measure children intelligence. It is a visual perception task. It is expected that as children are able to discriminate the same and different patterns or match those patterns of visual task, they will be able to do speech perception task.

There are 36 pictures which a part is missing with the correct part being include in six choices under that picture. The tested pictures are listed from the easiest at the first picture to the most difficult picture at the last picture.

One of the tested pictures is shown below:



APPENDIX C.

Testing ANOVA

This experiment used MINIPLAN program to test ANOVA. MINIPLAN is a contrast testing program modeled on PSY at the University of New South Wales. The original version was written by Don McNicol, and modified by Satchico Kinoshita for the 6809 basic. A converted version runs on (at least) DOS 2.1 for IBM clones, under BASICA was written by :

Steve Provost,  
Department of Psychology,  
Australian National University,  
GPO Box 4, Canberra, ACT 2601.

The current version was modified for turbo basic at University of New South Wales by :

Kareem Tawansi & Graeme Craft  
School of Psychology  
University of New South Wales  
PO Box 1, Kensington, NSW 2033.

APPENDIX D.

Table of Values for the F Distribution

Degrees of freedom in Denominator	1	Degrees of Freedom									
		2	3	4	5	6	7	8	9	10	11
27	4.21 7.68	3.35 5.49	2.96 4.60	2.73 4.11	2.57 3.79	2.46 3.56	2.37 3.39	2.30 3.26	2.25 3.14	2.20 3.06	2.16 2.98
28	4.20 7.64	3.34 5.45	2.95 4.57	2.71 4.07	2.56 3.76	2.44 3.53	2.36 3.36	2.29 3.23	2.24 3.11	2.19 3.03	2.15 2.95
29	4.18 7.60	3.33 5.42	2.93 4.54	2.70 4.04	2.54 3.73	2.43 3.50	2.35 3.33	2.28 3.20	2.22 3.08	2.18 3.00	2.14 2.92
30	4.17 7.56	3.32 5.39	2.92 4.51	2.69 4.02	2.53 3.70	2.42 3.47	2.34 3.30	2.27 3.17	2.21 3.06	2.16 2.98	2.12 2.90
32	4.15 7.50	3.30 5.34	2.90 4.46	2.67 3.97	2.51 3.66	2.40 3.42	2.32 3.25	2.25 3.12	2.19 3.01	2.14 2.94	2.10 2.86
34	4.13 7.44	3.28 5.29	2.88 4.42	2.65 3.93	2.49 3.61	2.38 3.38	2.30 3.21	2.23 3.08	2.17 2.97	2.12 2.09	2.08 2.82
36	4.11 7.39	3.26 5.25	2.86 4.38	2.63 3.89	2.48 3.58	2.36 3.35	2.28 3.18	2.21 3.04	2.15 2.94	2.10 2.86	2.06 2.78
38	4.10 7.35	3.25 5.21	2.85 4.34	2.62 3.86	2.46 3.54	2.35 3.32	2.28 3.15	2.19 3.02	2.14 2.91	2.09 2.82	2.05 2.75
40	4.08 7.31	3.23 5.18	2.84 4.31	2.61 3.83	2.45 3.51	2.34 3.29	2.25 3.12	2.18 2.99	2.12 2.88	2.07 2.80	2.04 2.73
42	4.07 7.27	3.22 5.15	2.83 4.29	2.59 3.80	2.44 3.49	2.32 3.26	2.24 3.10	2.17 2.96	2.11 2.86	2.06 2.77	2.02 2.70
44	4.06 7.24	3.21 5.12	2.82 4.26	2.58 3.78	2.43 3.46	2.31 3.24	2.23 3.07	2.16 2.94	2.10 2.84	2.05 2.75	2.01 2.68
46	4.05 7.21	3.20 5.10	2.81 4.24	2.57 3.76	2.42 3.44	2.30 3.22	2.22 3.05	2.14 2.92	2.09 2.82	2.04 2.73	2.00 2.66
48	4.04 7.19	3.19 5.08	2.80 4.22	2.56 3.74	2.41 3.42	2.30 3.20	2.21 3.04	2.14 2.90	2.08 2.80	2.03 2.71	1.99 2.64
50	4.03 7.17	3.18 5.06	2.79 4.20	2.56 3.72	2.40 3.41	2.29 3.18	2.20 3.02	2.13 2.88	2.07 2.78	2.02 2.70	1.98 2.62
55	4.02 7.12	3.17 5.01	2.78 4.16	2.54 3.68	2.38 3.37	2.27 3.15	2.18 2.98	2.11 2.85	2.05 2.75	2.00 2.66	1.97 2.59
60	4.00 7.08	3.15 4.98	2.76 4.13	2.52 3.65	2.37 3.34	2.25 3.12	2.17 2.95	2.10 2.82	2.04 2.72	1.99 2.63	1.95 2.56
65	3.99 7.04	3.14 4.95	2.75 4.10	2.51 3.62	2.36 3.31	2.24 3.09	2.15 2.93	2.08 2.79	2.02 2.70	1.98 2.61	1.94 2.54
70	3.98 7.01	3.13 4.92	2.74 4.08	2.50 3.60	2.35 3.29	2.23 3.07	2.14 2.91	2.07 2.77	2.01 2.67	1.97 2.59	1.93 2.51

Note: Light number = .05 level of significance,

Heavy number = .01 level of significance.

Source: From Fallik and Brown. (1983).

## APPENDIX E.

EXPERIMENT TITLE: fricative perception experiment

NO. OF GROUPS: 4 (subject groups)  
 NO. OF REPEATS: 12 (a number of subjects in each group)

GROUP CONTRASTS: ([language and age variables]) [table 2.2 in chapter 2]

A1	-1	-1	1	1		language
A2	-1	1	-1	1		age
A3	1	-1	-1	1		language $\times$ age

REPEAT CONTRASTS: (sound pairs and ISI) [table 2.3 in chapter 2]

B1	1	1	1	1	1	1	-1	-1	-1	-1	-1	-1	ISI
B2	-1	-1	-1	-1	-1	5	-1	-1	-1	-1	-1	5	NP vs P and PNP sound pairs (C1)
B3	4	-1	-1	-1	-1	0	4	-1	-1	-1	-1	0	P vs PNP (C2)
B4	0	-1	1	1	-1	0	0	-1	1	1	-1	0	within PNP (C3)
B5	0	-1	0	0	1	0	0	-1	0	0	1	0	(f-θ) vs (s-ʃ) (C4)
B6	0	0	1	-1	0	0	0	0	1	-1	0	0	(f-ʃ) vs (s-θ) (C5)
B7	-1	-1	-1	-1	-1	5	1	1	1	1	1	-5	ISI $\times$ C1
B8	4	-1	-1	-1	-1	0	-4	1	1	1	1	0	ISI $\times$ C2
B9	0	-1	1	1	-1	0	0	1	-1	-1	1	0	ISI $\times$ C3
B0	0	-1	0	0	1	0	0	1	0	0	-1	0	ISI $\times$ C4
B1	0	0	1	-1	0	0	0	0	-1	1	0	0	ISI $\times$ C5

# DI Scores of the 4 Subject Groups

GROUP 1 ( N= 12 ) : DI scores of each subject in each group

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

Mean

0.593

0.208

0.708

0.292

0.917

0.875

0.333

-0.042

0.875

0.250

0.667

0.875

GRAND MEAN: 0.545

: T- 6 group

GROUP 2 ( N= 12 )

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

Mean

0.292

0.042

0.875

0.375

0.917

0.833

0.250

0.000

0.917

0.583

0.917

1.000

GRAND MEAN: 0.583

: T- 8 group

GROUP 3 ( N= 12 )

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

Mean

0.375

0.125

0.625

0.458

0.500

0.917

0.375

-0.083

0.750

0.208

0.708

0.958

GRAND MEAN:

0.493

: TE - 6 group

GROUP 4 ( N= 12 )

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

Mean

0.333

0.125

0.917

0.375

0.958

0.750

0.417

-0.042

1.000

0.667

0.792

0.917

GRAND MEAN:

0.601

: TE - 8 group

## ANALYSIS OF VARIANCE TABLE

$$F_{(1,44)} = 4.06$$

## BETWEEN SUBJECTS ANALYSIS

CONTRAST	SSQ	df	MSQ	F
A 1	0.043	1.000	0.043	0.128
A 2	0.766	1.000	0.766	2.254
A 3	0.174	1.000	0.174	0.511
ERROR	14.948	44.000	0.340	

## WITHIN SUBJECTS ANALYSIS

CONTRAST	SSQ	df	MSQ	F
B 1	0.002	1.000	0.002	0.011
B 1*A 1	0.062	1.000	0.062	0.391
B 1*A 2	0.444	1.000	0.444	2.781
B 1*A 3	0.085	1.000	0.085	0.532
ERROR	7.031	44.000	0.160	

B 2	12.934	1.000	12.934	231.295	*	C1
B 2*A 1	0.001	1.000	0.001	0.025		
B 2*A 2	0.313	1.000	0.313	5.588	*	C1 * age
B 2*A 3	0.334	1.000	0.334	5.967	*	C1 * language
ERROR	2.460	44.000	0.056			

B 3	1.692	1.000	1.692	7.401	*	C2
B 3*A 1	0.026	1.000	0.026	0.112		
B 3*A 2	1.055	1.000	1.055	4.613	*	C2 * age
B 3*A 3	0.042	1.000	0.042	0.185		
ERROR	10.060	44.000	0.229			

B 4	3.760	1.000	3.760	28.517	*	C3
B 4*A 1	0.167	1.000	0.167	1.264		
B 4*A 2	0.260	1.000	0.260	1.975		
B 4*A 3	0.010	1.000	0.010	0.079		
ERROR	5.802	44.000	0.132			

B 5	27.376	1.000	27.376	214.342	*	C4
B 5*A 1	0.105	1.000	0.105	0.826		
B 5*A 2	0.574	1.000	0.574	4.496	*	C4 * age
B 5*A 3	0.012	1.000	0.012	0.092		
ERROR	5.620	44.000	0.128			

B 6	8.970	1.000	8.970	44.866	*	C5
B 6*A 1	0.064	1.000	0.064	0.319		
B 6*A 2	0.001	1.000	0.001	0.007		
B 6*A 3	0.105	1.000	0.105	0.528		
ERROR	8.797	44.000	0.200			

\* significant F value

B 7	0.272	1.000	0.272	6.902	*	ISI x c1
B 7*A 1	0.003	1.000	0.003	0.079		
B 7*A 2	0.009	1.000	0.009	0.220		
B 7*A 3	0.006	1.000	0.006	0.141		
ERROR	1.735	44.000	0.039			

B 8	0.026	1.000	0.026	0.154		
B 8*A 1	0.151	1.000	0.151	0.909		
B 8*A 2	0.013	1.000	0.013	0.079		
B 8*A 3	0.001	1.000	0.001	0.003		
ERROR	7.285	44.000	0.166			

B 9	0.844	1.000	0.844	7.799	*	ISI x c3
B 9*A 1	0.042	1.000	0.042	0.385		
B 9*A 2	0.034	1.000	0.034	0.867		
B 9*A 3	0.510	1.000	0.510	4.718	*	ISI x c3 x language x age
ERROR	4.760	44.000	0.108			

B 10	0.158	1.000	0.158	1.487		
B 10*A 1	0.105	1.000	0.105	0.996		
B 10*A 2	0.105	1.000	0.105	0.996		
B 10*A 3	0.158	1.000	0.158	1.487		
ERROR	4.661	44.000	0.106			

B 11	0.033	1.000	0.033	0.419		
B 11*A 1	0.012	1.000	0.012	0.151		
B 11*A 2	0.689	1.000	0.689	8.857	*	ISI x cs x age
B 11*A 3	0.033	1.000	0.033	0.419		
ERROR	3.422	44.000	0.078			

ประวัติผู้เชื่อม

นางสาวสุพัตรา พันธ์โสสตถี เกิดเมื่อวันที่ 2 มีนาคม พ.ศ. 2511 ที่อำเภอเมือง  
จังหวัดนครปฐม สำเร็จการศึกษาปริญญาตรีอักษรศาสตร์บัณฑิต สาขาวิชาอังกฤษ คณะ  
อักษรศาสตร์ มหาวิทยาลัยศิลปากร ในปีการศึกษา 2532 และเข้าศึกษาต่อในหลักสูตร  
อักษรศาสตร์มนหมายพิทิต ที่จุฬาลงกรณ์มหาวิทยาลัย เมื่อ พ.ศ. 2533 ปัจจุบันรับราชการที่  
กรมทรัพยากรชราภี กระทรวงอุตสาหกรรม

