

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

Conclusions

According to the corpus, English phones spoken among the 3 levels of the informants are categorized according to their similarities and differences.

I. English phones similarly produced at the three levels are:

1. Initial consonant phones [f-], [m-], [n-], and [j-]
2. Medial consonant phones [-b-], [-f-], [-n-], [-w-], [-tb-], and [-nt-].
3. Final consonant phones [-c], [-n], [-ŋ], and [-m] + C.
4. Vowels [-i:-], [-u-], [-ei-], and [-i]

II. English phones produced differently at the three levels . . .

are :

1. Initial consonant phones [Ph-], [Kh-], [s] + C-, C [r-], and C [l-].
2. Medial consonant phones [-r-], -C [r] -, and [-kt-].
3. Final consonant phones [-d], [-k], and [-l].
4. Vowels [ai-], [-u-], [-u:-], [-e :-], [-ə-] and [-a:-].

III. The illiterate group produced the following phones differently from the literate groups.

1. Initial consonant phones [Th-], [j-], [ch-], and [sh-]
2. Medial consonant phones [-Th-], and [-s] + C.
3. Final consonant phones [-p], [-t], [-s], and [-r].
4. Vowels [-i-], [-e-], [-æ-], [-o :-], [-o-], [-e], and [-oi].

IV. The informants under mathayom 6 produced the [l-], [-l-] and [-ou-] different from the other two groups

V. Phones which are similar between the literate groups only.
(no corpus for the illiterates)

1. Initial consonant phones [b-], [d-], [g-], [s-], [h-], and [Khw-].
2. Medial consonant phones [-d-], [-g-], [-Ph-], [ch-], [-v-], [-s-], [-z-], [-m-], -C[l]-, and most of the medial consonant clusters (see table 18)
3. Final consonant phones [-b], [-g], [-j], [-f], [-m], [-s] + C, [-n] + C, [-Kt], and [-k].
4. Vowels
 - a. Initial [i-], [e-], [æ-], [ɛ-], [o-], [o: -], and [ai-].
 - b. Medial [-A-], [ue-], [-ea-], [-oi-], [-iə-], [-ju-], [-ju-], [-je-], and [-au-]

c. Final [-i:-], [-a:], [-u:], [-o:], [-ə:]
 [-ei], [æe], [-iə], [-ou], [-ai], [-ju:], [-je], and [-iou].

VI. Phones which are different between the literate groups only (no corpus for the illiterates).

1. Initial consonant phones [r-]
2. Medial consonant phones [-kh-], [-ǰ-], and some consonant clusters [-tp-]; [-ls-], [-lb-], [-lzk], and [-nkr-].
3. Final consonant phones [-z], [-ft], and [-lf].
4. Vowels [-o-], [-æə-], [-aiə-], and [-aiə].

VII. The English primary stresses are produced differently between the literate and illiterate groups.

Thus, it is found that English loan-words as pronounced by native speakers of Thai change their phonological make-up most frequently in the areas indicated above.

Suggestions

Since it is known that the native language always influences the second language, the suggestions are :

I. English loanwords should be integrated into the teaching of English at all levels as much as possible, and should be well drilled, in order to have the learners know them better.

II. English loanwords should be used in pronunciation drills in order to have the learners get accustomed to producing English phones, such as [g] in 'goal'.

III. There should be some special marks in Thai transcription for those English phonemes for literate people. These marks are put only for those English phonemes which never occur in Thai. For example, the consonant clusters, and the [S] in final position such as 'คิงส์' and 'แอสทีเดนท์' etc. Some mark should be put upon the 'ด' and the 'พ' in order to have the speakers produce these sounds correctly.

IV. Certain loan-words which present major phonological problems should be avoided until the learner has reached a level of proficiency in pronunciation which will enable him to pronounce these words satisfactorily.