

**An Investigation into the Effects of the Use of English
Phonetics Website and Teacher Power on
Undergraduate Students' Attitudes toward English
Accented Speech and Speaking English Intelligibly**

การศึกษาผลการใช้เว็บไซต์การออกเสียงภาษาอังกฤษตามหลักสัทศาสตร์
และอำนาจครูผู้สอนที่มีต่อทัศนคติด้านสำเนียงภาษาอังกฤษและการพูด
ภาษาอังกฤษชัดคำของนักศึกษาระดับปริญญาตรี

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Abstract

This research was carried out from Tananuraksakul's (2017) pilot study. It aimed to examine three hypotheses: 1) the use of the English phonetics website can greatly build up students' positive attitudes toward their non-native English accent; 2) students have positive attitudes towards the use of the phonetics website; and 3) teacher power can greatly influence their positive attitudes toward speaking English intelligibly. Research outcomes from questionnaire, crosschecked with interview data reveal that the phonetics website usage could enhance positive attitudes toward non-English major students' (purposively recruited) own non-native English accent to a slight extent due to their synchronous feelings of slightly decreased embarrassment and increased pride. Thus the first hypothesis was disconfirmed due to these three extraneous variables: infrequent chances to speak English; less preference to speak English; and personal/social values to sound like a native speaker. The second was confirmed at a high level. The third was partially supported since teacher power appeared to be distracted by power relations in interactions between native and non-native English speakers and among non-native English speakers themselves. The study offers insightful directions for EFL teachers.

ชื่อเรื่อง	การศึกษาผลการใช้เว็บไซต์การออกเสียงภาษาอังกฤษตามหลักสัทศาสตร์และอำนาจครูผู้สอนที่มีต่อเจตคติด้านสำเนียงภาษาอังกฤษและการพูดภาษาอังกฤษชุดคำของนักศึกษาในระดับปริญญาตรี
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งานวิจัยนี้ต่อยอดมาจากงานวิจัยของ Tananuraksakul (2017) มีวัตถุประสงค์เพื่อทดสอบสมมติฐานดังนี้ 1) การใช้เว็บไซต์การออกเสียงภาษาอังกฤษตามหลักสัทศาสตร์สามารถเสริมสร้างนักศึกษาให้มีเจตคติเชิงบวกต่อสำเนียงภาษาอังกฤษของตนเองได้ในระดับมาก 2) นักศึกษามีเจตคติเชิงบวกต่อการใช้เว็บไซต์การออกเสียงภาษาอังกฤษตามหลักสัทศาสตร์ 3) อำนาจครูผู้สอนมีอิทธิพลต่อเจตคติเชิงบวกต่อการพูดภาษาอังกฤษชุดคำ ผลการวิจัยจากแบบสอบถามซึ่งตรวจสอบด้วยข้อมูลจากการสัมภาษณ์พบว่า การใช้เว็บไซต์การออกเสียงภาษาอังกฤษตามหลักสัทศาสตร์เสริมสร้างนักศึกษาให้มีเจตคติเชิงบวกต่อสำเนียงภาษาอังกฤษของตนเองซึ่งไม่ใช่สำเนียงแบบเจ้าของภาษาได้ระดับน้อย เพราะระดับความรู้สึกลายต่อสำเนียงภาษาอังกฤษของนักศึกษาลดลงเล็กน้อย ในขณะเดียวกันระดับความภาคภูมิใจต่อสำเนียงภาษาอังกฤษมีมากขึ้นเล็กน้อย ผลการวิจัยจึงไม่ยืนยันสมมติฐานแรก เนื่องจากมีตัวแปรภายนอก ดังนี้ 1) นักศึกษามีโอกาสพูดภาษาอังกฤษไม่บ่อย 2) ไม่ชอบพูดภาษาอังกฤษ และ 3) ค่านิยมส่วนบุคคลที่ต้องการออกเสียงเหมือนเจ้าของภาษา ผลการวิจัยสนับสนุนสมมติฐานที่สองซึ่งมีค่าเฉลี่ยระดับสูง สมมติฐานที่สามเป็นไปตามที่ตั้งไว้บางส่วน เนื่องจากความสัมพันธ์เชิงอำนาจระหว่างผู้พูดภาษาอังกฤษที่ไม่ใช่เจ้าของภาษากับเจ้าของภาษา และระหว่างผู้พูดภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาด้วยกัน อาจลดทอนอำนาจครูผู้สอน การศึกษานี้ให้แนวทางการสอนภาษาอังกฤษเชิงลึกสำหรับครูสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ

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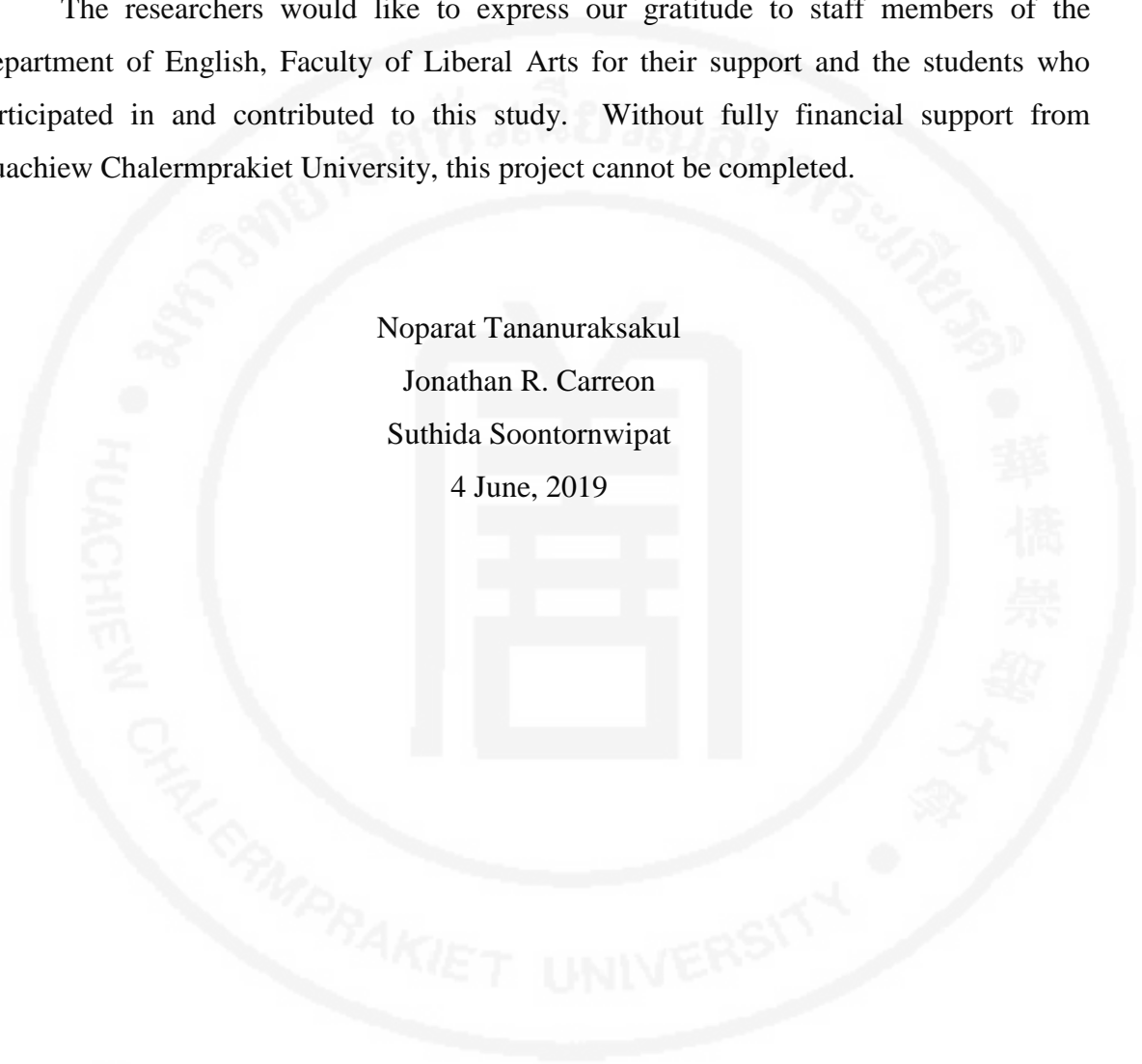
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CHAPTER 1

INTRODUCTION

This chapter provides the layout of research extended from a pilot study and background information that establishes conceptual framework for the research.

1.1 Introduction¹

This research project is an extension of a pilot study into building up positive attitudes toward non-native English accented speech in Thai students who learn English as a foreign language (EFL) with the use of phonetics website. The pilot study was conducted during 2015 and 2016, and it primarily examined one hypothesis that Thai EFL students' positive attitudes toward their non-native English accented speech could be promoted by the use of University of Iowa's Sounds of American English website, known as the "number 1 phonetics website".

Fifty-two undergraduate students in the field of sciences participated in the investigation, which took place at two different stages. The results from the two stages reflected their perceptual non-native-like identity and desired native-like identity. In the second stage, after the use of the phonetics website in the classroom, the results indicated their better attitudes toward their non-native English accented speech due to their synchronous feelings of slightly decreased embarrassment and increased pride. It was therefore proven to some extent that the phonetics website could help build up Thai EFL undergraduate students' positive attitudes toward their non-native English accented speech. It may be the case that they were slightly motivated to learn through the use of the website.

Although the number of the participants was small in relation to the target population, which may limit the study, the results revealed some insightful directions for EFL teachers. Firstly, irrespective of Thai EFL learners' actual English accented speech, there is a need to promote their positive attitudes toward their own English accent so as to influence their social behaviours and language learning positively.

¹ This section is based on Tananuraksakul, N. (2017). Building up Thai EFL Students' Positive Attitudes toward their Non-native English Accented Speech with the Use of Phonetics Website. *Teaching English with Technology*, 17(4), 52-63.

Secondly, English has been used as a lingua franca in many social contexts, so sounding like a native English speaker is not as important as speaking with intelligibility.

1.2 Background of the Study

English has been commonly used as a lingua franca among non-native speakers in many social contexts. In Thailand, it is the language nationally recognized as a compulsory subject at all educational level. Although Thai students must study English for years, their ability to speak the language is rather poor due to affective, linguistic and socio-cultural factors. Affectively, they tend to possess high anxiety in and negative attitudes toward speaking English (Akkakoson, 2016; Toomnam & Intaraprasert, 2015) and lack confidence and pride when interacting with foreigners (Tananuraksakul, 2012). Linguistically, there are mother tongue interference and sound system differences between English and Thai (Wei & Zhou, 2002), and only English major students are required to take linguistic courses. Socio-culturally, English is learned and used as an EFL, and they personally and/or socially aspire to speak like a native because a native-like sound is attached to prestige, privilege and power (Tananuraksakul & Hall, 2014). British English and American English as norm providers remain preferred accents to many Thais.

The affective, linguistic and socio-cultural factors argued above appear to be dichotomous, raising a question or a concern about English language teaching in Thailand. Khamkhien (2010) found that Thai undergraduate students in the field of sciences had limited competence in English pronunciation and further suggested that teachers of English should focus more on pronunciation features in classroom. This suggestion aligns with Wei's and Zhou's (2002) personal observations that teaching pronunciation is normally neglected in a Thai EFL classroom generally because non-native teachers do not have enough confidence with their limited linguistic knowledge. In terms of a variety of English, Smith and Nelson (2006) highlight the importance of speaking the language fluently and intelligibly rather than speaking like a native tongue. In the same vein, Jenkins (2005) stresses that non-native English accented speech should be promoted and treated as acceptable varieties since a larger

number of non-native speakers frequently adopt English as a medium of international communication.

As a result, speaking English with a Thai accent and clear English pronunciation should be promoted among Thai adult learners because of two main reasons. First, they have a tendency to speak the language less like a native. Second, intelligible pronunciation allows international communication among both native and non-native English speakers and among non-native speakers themselves to be easier (Wei & Zhou, 2002), which may concurrently promote EFL learners' positive attitudes toward their own non-native accent. On the one hand, positive language attitudes can greatly influence EFL learners' social behaviours in general and language learning in particular (Castro & Roh, 2013). On the other hand, teachers can use their power in the classroom to positively influence their students' affect in learning English (Tananuraksakul, 2011). It implies that teachers can exercise their position or authoritative power in the classroom to promote their students' intelligible pronunciation in English instead of native accent.

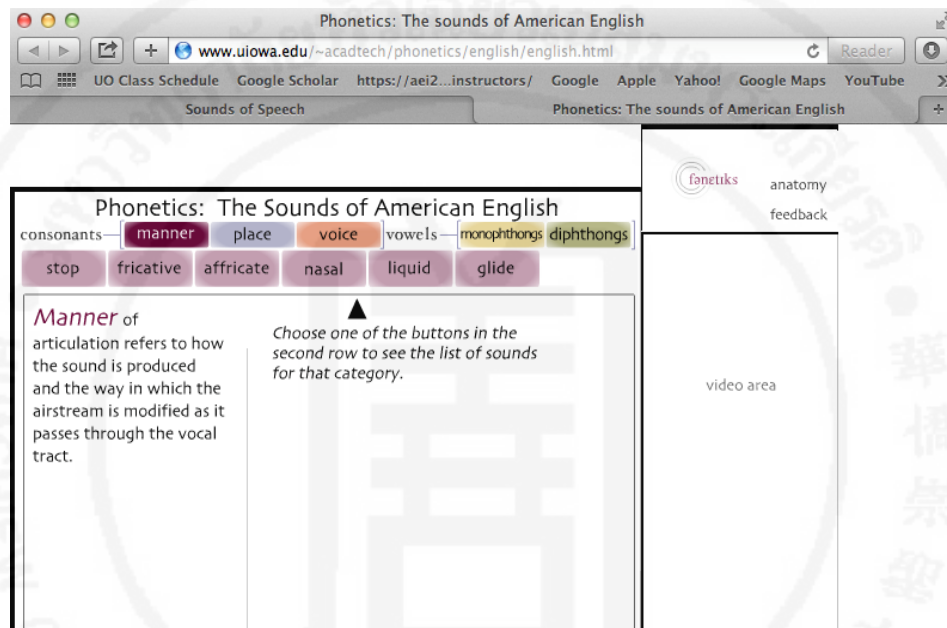
1.3 Significance of the Study

One of the most important factors of foreign language learning achievement is language attitude, which is inescapably included in many studies into English language teaching and learning, target groups of people, and accented speech (e.g. Liantou, 2015; Prakaiborisuth & Trakulkasemsuk, 2015; Castro & Roh, 2013; Arishi, 2012). In Thailand, many scholars have studied learners' attitudes toward a variety of English accents. For example, McKenzie, Kitikanan and Boriboon (2016) examined Thai nationals' evaluations of specific varieties of English speech. Snodin and Young (2015) surveyed Thai perceptions of and attitudes towards varieties of English.

However, it appears that only Tananuraksakul (2017) investigated to what extent technology could promote EFL learners' positive attitudes toward their own non-native English accented speech. She utilized The University of Iowa Sounds of American English, known as the "number 1 phonetics website", reviewed favorably as a teaching tool to enhance learners' English literacy (Eller, 2015) and perhaps positive attitudes towards their own accented speech because it is learning technology young people may identify themselves with (Tananuraksakul, 2014, 2015, 2016). EFL

teachers can use the phonetics website as a language role model of pronouncing English consonant sounds systems in their classroom while learners can further self-practice in their leisure time. Figure 1 shows the website with manner and place of articulation of each English consonant sound system.

Figure 1: The phonetics website



Evidently, Thai learners have English pronunciation problems due to the facts that both languages have more sound systems differences than similarities. The most obvious difference is the consonant sounds that do not exist in Thai but in English: /g/, /v/, voiced /th/, voiceless /th/, /z/, /sh/, /ch/, /j/ and /r/. Unlike English, Thai consonants have fewer voiced sound systems, and final voiced consonants are silent. It is also hard for Thais to pronounce words with initial and final consonant clusters. When Thais who are unaware of these problematic differences, they tend to speak English with substituted Thai sound systems (Wei & Zhou, 2002), producing unintelligible accented speech. However, Kanokpermpoon (2007) concludes in his research that they can speak English with more confidence if they are aware of the differences and practice pronouncing those sounds. Moffatt (2006) also suggests that Thai learners need to understand the importance of developing good English pronunciation and want to self-improve it.

Since there is no attempt to study into influence of teacher power over students' speaking English intelligibly, it is worth extending Tananuraksakul's (2017) study, whether teachers can additionally exercise their authority to build up their students' positive attitudes toward speaking English intelligibly. The extension can be done in parallel with using the University of Iowa Sounds of American English as a teaching tool to boost their students' positive attitudes toward English accented speech with intelligibility.

1.4 Objectives

The objectives are to investigate to what extent:

- 1) using the English phonetics website can help promote undergraduate students' positive attitudes toward their own English accent;
- 2) students have positive attitude toward the use of the English phonetics website; and
- 3) teacher power can enhance students' attitudes toward speaking English intelligibly.

1.5 Scope of the Research

This study examines benefits of the English phonetic website usage to enhance students' English pronunciation and attitudes toward their own English accent as well as teacher power. The target population was students who were enrolled in listening and speaking for specific purposes (ESP) courses in the academic year of 2017. A convenient sampling technique was used to recruit subjects studying in science and law areas because the researchers were assigned to instruct the listening and speaking for ESP course for those groups of students.

1.6 Definition of Terms

1.6.1 The English phonetics website refers to the University of Iowa Sounds of American English, which is known as the "number 1 phonetics website". It is the free teaching tool to help improve students' English pronunciation and it can be found at <http://soundsofspeech.uiowa.edu/english/english.html>

1.6.2 Teacher power is defined based on French and Raven (1959) that teachers practice different kinds of power in the classroom in order to influence their students' learning behaviors. In this study, teachers consciously use their position, expert and attractive power in promoting intelligible pronunciation in English rather than native-like accent.

1.6.3 Attitude regards a feeling or opinion about something or someone as shown by their behaviors (Tananuraksakul, 2015a, 2015b).

1.6.3.1 Attitude toward English accent is associated with pride and embarrassment. Feeling proud of one's own English accent marks positive attitudes; embarrassment marks negative attitudes (Tananuraksakul, 2017).

1.6.3.2 Attitude toward the use of the English phonetics website involves students' enjoyment in learning English pronunciation from the website, perception of better performance and confidence in speaking English after practices with the website. The higher degree of their enjoyment, performance perception and confidence students possess, the more positive attitude they have.

1.6.3.3 Attitude toward speaking English intelligibly is about speaking English with clear pronunciation to interlocutors from non-native and native English backgrounds. It is viewed to be more practical than speaking with a native-like accent.

1.7 Hypotheses

H1: Inclusion of teaching English pronunciation features in an EFL classroom through the use of the English phonetics website can greatly build up students' positive attitudes toward their non-native English accented speech.

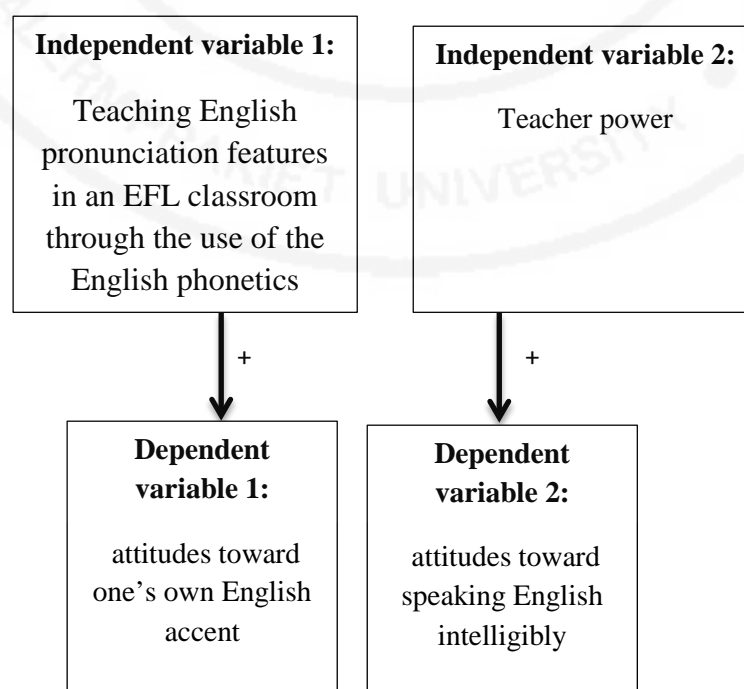
H2: Students have positive attitudes toward the inclusion of teaching English pronunciation features in an EFL classroom through the use of the English phonetics website.

H3: Teacher power can greatly influence students' positive attitudes toward speaking English intelligibly.

1.8 Conceptual Framework

This study examines two independent variables, teaching English pronunciation features in an EFL classroom through the use of the English phonetics website and teacher power, whether or not they have positive impacts on students' attitudes toward their own English accent and speaking English intelligibly. It is argued that the first independent variable can help build up students' positive attitudes toward their own English accent because the English phonetics website is considered teaching/learning technology young students can relate themselves or are motivated to learn (Tananuraksakul, 2014, 2015a, 2015b, 2016, 2017). Concurrently, they will like the use of the English phonetics website for teaching English pronunciation features and feel confident in their English speaking. Their positive attitudes toward the first independent variable may or may not link to the level of their attitudes toward their own English accent. The second independent variable can also shape up students' positive attitudes toward speaking English intelligibly because teachers consciously exercise their position, expert and attractive power in their classroom in order to promote speaking English intelligibly for effective international communication.

Figure 2: Relationship between independent and dependent variables



CHAPTER 2

PERTINENT LITERATURE REVIEW

This chapter reviews past studies related to English language teaching, factors that affect English language learning and speaking in EFL/ESL contexts as well as teacher power. The review indicates research gap for the present study.

2.1 Bridging the Notion of Intelligible Pronunciation in English and Positive Attitudes toward One's Own English Accent

Communication through the medium of English remains prominent among interlocutors from culturally diverse backgrounds in today's world since it is the language of globalization and internationalisation. O'Neill and Chapman (2015) argue from a transformationalist perspective that English plays a key role in global competitiveness in education as a lingua franca in South East Asia region where linguistic diversity or Englishes is recognized and accepted. Take Englishes spoken in Malaysia and Singapore examples. Finardi and Porcino (2014) found that in Brazil the English language teaching and learning were driven by the fact that virtual knowledge continued to be available in English, so it is essential for its citizens to learn the language at school. Tananuraksakul (2009) posited that anyone from non-native English-speaking backgrounds acquiring English would develop better bargaining skills and better opportunities for employment in their home countries. It can be said that "the world is [still] coming to English" (Eggington 1997, p.42) due to its status of globalization and internationalisation.

The status of English in turn draws some issues of communication in different varieties of English or World Englishes (Kachru, 1992) and intelligibility or the ability to recognize words and utterances (Smith & Nelson, 2006, p.429). Unsuccessful communication in such a context tends to be impeded by the ability to pronounce words intelligibly (Jenkins, 2000), and it is inevitable for interlocutors to create a sense of 'us' and 'them' or 'in-group' and 'out-group' since there are certain markers that signal group membership and individual identity (Shepard, Giles & Le Poire, 2001), English accented speech in particular. Norton (2000) views this context

as symbolic relations of power and identity between native English speakers and non-native speakers as well as among non-native speakers themselves.

In foreign and second language learning, many studies revealed that non-native speakers have difficulties when studying a new language. Among those difficulties, pronunciation is considered as one of the most difficult areas. In Thailand, students learn English as a foreign language and one of the reasons of learning English is to communicate with foreigners for specific purposes. Kenworthy (1987) mentioned that the sensible goal and the quality of communication should be intelligibility rather than being a native like. Moreover, Pourhossein (2012) stated “[l]earners with good English pronunciation are likely to be understood, even if they make mistakes in other areas, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect”. As such, intelligibility is the most important aspect of all communication. Without intelligibility, communication is likely to fail.

For Thai students, speaking English intelligibly is a great burden even though they have learned English for more than 10 years. Previous research studies confirmed that Thai students always make mistakes in pronunciation because of the differences of the sound system between English and Thai. There was research done in the areas of L2 acquisition, by using Contrastive Analysis method to compare similarities and differences between first language (L1) and second language (L2). Contrastive Analysis Hypothesis (CAH) predicts that where there are similarities between the first and the second languages, the learner will acquire second language structures with ease; where there are differences, the learner will have difficulty. The differences between L1 and L2 can be viewed as language interference including systemic differences, structural differences, and differences in phonetic realization (Luksaneeyanawin, 2005). Swan and Smith (1987) mentioned that the significant differences of the phonological systems of Thai and English are one of the causes in pronunciation problems of Thai learners. Nakin and Inpin (2017) also found that some English consonants such as /g/, /z/, and /l/ cause difficulty for Thai students when these sounds occur at the final position.

Ariyapitipun (2003) classified Thai and English consonant sounds into three terms: 1) voicing - the vibration of the vocal cords; 2) place of articulation - where the

constriction occurs; and 3) manner of articulation - how the airstream flow out. In Thai, there are 21 consonant phonemes. They are / p t k c ? ph kh th ch b d m n ŋ f s h l r w j/. The consonant phonemes can be classified into initial consonants and final consonants whereas there are 24 consonant phonemes in English. They are / p b t d k g f v θ ð s z ʒ h tʃ dʒ m n ŋ l r w j /. The comparison of the Thai sound system with English reveals some of the main problems a learner of either language face when attempting to learn the other. For example, Thai does not have /g/, /v /, /θ/,/ð/, /z/,/ʒ/, /ʒ/, /tʃ/, and /dʒ/.When Thai students pronounce those sounds, they tend to substitute some English sounds with the closed Thai sounds.

In addition, Wei and Zhou (2002) studied about the problems of English pronunciation among Thai students. They found that some students usually pronounce the English borrowed words in Thai way. They usually substitute /v/ with /f/ or /z/ with /s/. It is similar to Thep-Ackrapong (2005) and Abramson and Tingsabadh (1999), who found that Thai students usually omitted pronouncing final voiced consonants because they do not occur in Thai. Although Thai phonology has the sounds /p/, /b/, /t/,/d/, and /k/, it is still a problem for Thai students to pronounce them because final sounds in English can be both aspirated or unaspirated, but the final sounds in Thai is unaspirated (Supanamoke, 2015).

Nakin and Inpin (2017) investigated English consonant pronunciation problems of EFL students: a survey of EFL students at Mae Fah Luang University. They found that 92 percent of students had problems with the sounds /ð/ and /z/ and students do not have problems with sounds including /p/, /b/, /t/,/d/,/k/, /f/, /ʃ/, /tʃ/, /m/, /n/,/ ŋ/, /w/ and /j/ when occurring at the initial position. Furthermore, 88 percent of students had problems with these three sounds /d/, /g/, and /ð/ when occurring at the final position. However, not only do the differences between the two language systems affect students' pronunciation, but other factors also influence students in the process of second language learning. Previous studies showed that age, native language, language exposure, and attitude are the important factors affecting students' pronunciation.

In terms of language learners' L1 influence, Lado (1957, 1961) stated that L2 students usually transfer their L1 system into the process of producing L2. He posited that:

Individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture to the foreign language and culture - both productively when attempting to speak the language and to act in the culture and receptively when attempting to grasp and understand the language and the culture as practiced by natives.

In line with Kenworthy (1987), the native language is the most influential factor in accounting for students' pronunciation especially foreign accents. Senel (2006) noted that interference or negative transfer from L1 is likely to cause errors in aspiration, intonation, rhythm, and melody in the target language.

A great number of research studies support "Critical Period Hypothesis (CPH)" proposed by Lenneberg (1967). According to the hypothesis, learners whose age is below 12, a critical period of language learning, are likely to perform better in L2 pronunciation than those who are older. This means if a foreign language is not learned before a certain age, it has a tendency that learners may not be able to gain a better pronunciation, compared to those learning at an appropriate age. Likewise, Krashen (1988) mentioned acquirers who begin exposure to a second language during their childhood generally achieve higher second language proficiency than those beginning as adults.

Many previous studies claimed that the success of learning English also depends on language exposure. The more frequent learners are exposed to the target language, the better they pick up language skills. Siriwisut (1994) and Serttikul (2005) indicated that language experience had positive effects on pronunciation ability. It was found that students with poor pronunciation, who were regarded as less experienced, had more language transfer problem than the students with good pronunciation. The findings were supported by Haymes (2000) and Senel (2006) pointing out that learners living in an English-speaking country or community where English is the second language would have many opportunities to listen to and use the target language.

Having positive attitudes toward the target language and language learning is important. One of the reasons is that it is an affective determinant in foreign/second language learning that deals with feelings and opinions (Tananuraksakul, 2015a, 2015b) and bridges between opinion and behaviour (Obiols, 2002). Attitude is a set of belief toward the target language culture, their own culture and, in case of classroom learning, of their teachers and the learning task they are given (Ellis, 1985), classified into three types: 1) attitude toward the community and people who speak L2, 2) attitude toward learning and language concerned, and 3) attitude toward language and language learning in general (Stern, 1983).

As such, learners with positive attitudes toward people who speak the target language (Brown, 1992), the target language itself, the target culture and learning the target language (Celce-Murcia et al., 2000) could all support pronunciation skills development. Positive attitudes can influence a sense of security, which boosts self-esteem and self-confidence when talking in English with foreigners (Tananuraksakul, 2009, p.49). Take Imamesup's (2011) research study into the effectiveness of Audioarticulation Model to improve Thai learners' pronunciation of English fricative sounds an example. It was found that Thai students significantly improved the pronunciation of fricative sounds at .05 level, correlated with their positive attitudes toward the use of the Model. It can imply that Thai students enjoy learning English through Audio-articulation Model.

In summary, age, native language or L1, language exposure, and attitude are recognized by scholars, researchers, and teachers as variables that determine the level and success of foreign/second language learning. Teachers of English should take into account so that they can find suitable teaching methods to help their students learn or speak the target language successfully. In this study, the participants are adult learners, and the teachers employed the phonetics website, a technology teaching tool, to teach English sounds that do not exist in Thai to the students so as to help them focus on clear pronunciation and promote their positive attitudes toward their own English accent. The teaching tool is used as a means to help the students bridge the notion of clear pronunciation and their positive attitudes toward their own English accent.

2.2 Teacher Power and Intelligible Pronunciation in English

Power is an abstract concept that can be found in almost every context, and it has been defined from different perspectives. Politically speaking, Shokri (2017) suggested that in order to understand the concept one must recognize ‘power over’ as authority, ‘power to’ as rights and ‘power of’ as capacity. Drawing on a well-known philosopher, Michel Foucault’s definition of power as a relationship that operates through action, Alsobaie (2015) connects it with a university lecturer and his/her students. The former has the authority to influence the latter’s behaviors in learning and doing assignments so as to earn the grades. This relational-based power is free from coercion because students would have freedom to or not to complete the assignments while lecturers allot grades in reference to their students’ performances. It can be said that teachers are entitled to authoritative power due to their professional position.

The relational-based power between teacher and students is also recognized as a fundamental set of power relations in pedagogy. Gore (2002) posits that teaching not only produces power but also constructs relations between teacher and students, self (subjectivity) and knowledge (discourse), which have effects on students’ learning achievement. Teachers are therefore strongly advised to embrace their authoritative or position power and exercise it consciously to enhance their students’ learning. Similar to McCroskey and Richmond (1983), teachers become powerless in the classroom if they fail to exert the kind of power they want to communicate with their students.

Tananuraksakul (2011) found the aforementioned propositions to be insightful for teaching English listening and speaking in Thailand, a context where English is socially alien to learners and where hidden culture undermines their learning behaviors. Students are culturally deemed to be disciples (*luk-sid* in Thai) and behave passively in the classroom in order to show their respect to their teacher. Their passive behaviors appear to limit improvement of their speaking skills that require active interactions. In such a case, she embraced and exercised the power she holds in the classroom, especially attractive and reward power to build up a rapport with her students and commend them every time they tried to interact with her.

In classroom, power has existed in various forms, but the ones developed by two social psychologists, French and Raven in 1959, appeal to many researchers (e.g. McCroskey and Richmond, 1983; Tananuraksakul, 2011; Özer et al. 2013; Alsobaie, 2015). Both initially introduced five separate bases of power - attraction/reference, expert, reward, legitimate and coercion (Raven, 2008). They are forms of social power, which have the potential to influence over individuals and can be applied in classroom as teacher power. Attractive power is associated with ability to make a good relationship in order to influence students' behaviour in learning. Teacher's positive personal traits may attract or motivate his/her students to study.

Expert power stems from superior knowledge, and teachers earn students' respect because they are perceived to be intelligent or knowledgeable in the subject they teach. Reward power derives from a positive incentive, and there are different forms of reward power teachers can use to influence their students' learning behaviour. Legitimate power is the same as position or authoritative power. Culture in the forms of high and low power distance is seen to influence relationship between teacher and student (Hofstede, 1997). Higher power distance culturally puts teachers in a highly respected position as a master (Jambor, 2009). Coercive power is used to manage the classroom or discipline students. Teachers exercise this kind of power when they punish their students.

It appears that researchers were more interested to study the kinds of power teachers employed in the classroom. For example, McCroskey and Richmond (1983) found that 156 American teachers from grade seven through college perceived that they were more likely to exert reward, attractive and expert power. Stoyanova and Ivantchev (2016) discovered that Bulgarian high school teachers tend to exercise legitimate and reward power most frequently and overlooked attractive power. Kuadnok (2017) explored issues of power and pedagogical practices that influence teaching EFL writing in Thai primary school students. The results indicated that teacher-student interaction produced certain sorts of power while teaching was carried out. Agustina and Cahyono (2016) examined how face-threatening and face-saving utterances were produced by lecturers and how power was exercised in their utterances.

However, little attention is paid to ways in which EFL students' language learning and social behaviour can be influenced positively by teacher power. For example, Tananuraksakul (2011, 2013) quantitatively investigated the effects of both positive reinforcement (reward power) and power distance reduction (attractive power) on her students' confidence in speaking English and attitudes toward teaching and learning the language. The findings revealed positive impacts. Since adults have the nature that requires autonomy and self-directness, it was recommended by Alsobaie (2015) that university lecturers exercise their reward and expert power in the classroom. In the same vein, Özer et al. (2013) assert based on studies into teacher power in tertiary contexts that attractive, expert and reward power are considered "prosocial forms of power and are positively associated with cognitive learning, affective learning, and student motivation" (p. 2590).

In learning EFL with achievement, affective domains are proved to be determining factors (Salmani Nodoushan, 2011), especially motivation, attitudes and self-confidence. These three determinants are interconnected in that the higher degree of motivation in learning EFL, the more positive attitude toward learning the language with linguistic self-confidence, and vice versa. Teachers can also blend any available learning technology in their teaching to increase young adult learners' motivation and positive attitude toward learning (Tananuraksakul, 2016; Ebrahimzadeh & Alavi, 2017). It can imply that teachers can exert attractive and reward power to increase learners' motivation in and positive attitudes toward language learning and self-confidence in language use while expert power to enrich their knowledge and influence their social behaviour and language learning.

In connection with conscious awareness of power relations in pedagogy, Tananuraksakul's (2017) research findings are also insightful for EFL teachers to positively influence their students' social behaviors and language learning by means of promoting their positive attitudes toward their own non-native English accented speech with both authoritative power and the use of University of Iowa's *Sounds of American English* website, known as the "number 1 phonetics website". Her study is firstly based on the arguments that English has been used as a lingua franca (ELF) in many social contexts and that sounding like a native English speaker is not as important as speaking intelligibly. Secondly, the phonetics website is considered

learning technology that can intrinsically motivate young learners to learn because they may find it relevant to their daily lives (Tananuraksakul, 2014, 2015).

In this present study, both authoritative and expert power was exerted in the classroom to enrich students' knowledge and influence their language learning and social behavior. In doing so, at the start of the semester, the following current issues were discussed in the classroom: 1) World Englishes and intelligibility/unintelligibility in contexts where people from non-native and native English speaking backgrounds come into contact through the medium of English that may create power relations between in-group and out-group; 2) the trend of speaking English with clear pronunciation or intelligibility rather than speaking like a native; and 3) adult learners like the participants who are undergraduate students have a tendency to speak English less like a native.

Attractive power was also exercised to build up students' positive attitude toward speaking English intelligibly through weekly usage of the phonetics website as a language model for pronouncing English consonant sounds systems that do not exist in Thai sounds systems (i.e. /g/, /v/, voiced /th/, voiceless /th/, /z/, /sh/, /zh/, /ch/, /j/ and /r/). Along with each weekly pronunciation lesson, the same kinds of teacher power were exercised in the classroom so as to emphasize the importance of speaking English intelligibly for the purpose of international communication.

CHAPTER 3

RESEARCH DESIGN

This chapter gives details of research methodology and design of the present study. It begins with research methodology which explains the reasons for the selection of mixed research approach. It is then followed by participant recruitment, research tools, data collection and analysis.

3.1 Research Methodology

This project employs mixed research methods because the number of the subjects may not be large enough to make representative of the target population. It starts with quantitative research using two questionnaires, followed by structured interviews to crosscheck the quantitative outcomes.

3.2 Participant Recruitment

As argued previously, students in the fields of sciences and law taking English listening and speaking for specific purposes subjects during the academic year of 2017 with the researchers were recruited purposively. The total number of participants in this study was 89, 52 of them majored in medical sciences while 28 in law and 9 in food sciences.

3.3 Research Tools

There are two kinds of research tools: questionnaire and interview questions.

3.3.1 Questionnaires

Two different questionnaires written in Thai (see Appendix 1) were used to test the hypotheses. The first questionnaire measures attitudes toward English accents, consisting of two parts. The first part is related to demography (age, opportunity for communication in English and preference in English communication). The second part has twelve items adapted from Episcopo's (2009) questionnaire using five-point

semantic differential scales and Likert scales. All twelve items reflect the participants' attitudes toward their own accent and others' in general.

The second questionnaire, constructed based on the arguments in this research project, measures attitudes toward the use of the English phonetics website and teacher power over attitudes toward speaking English intelligibly. It comprises six items. Cronbach's Alpha, a reliability test and conducted with in IBM SPSS 20 software, was used to measure the reliability of the questionnaires. As seen in Table 1, the overall reliability of the first questionnaire was 0.776 and 0.809 for the second questionnaire, which proved that the results are reliable.

Table 1: Reliability statistics

Questionnaire	Cronbach's Alpha	N of Items
The first	.776	12
The second	.809	6

3.3.2 Interview Questions

Four structured interview questions are as follows:

- 1) what do you think about your own English accent?
- 2) how do you feel about your own English accent?
- 3) how do you like or feel about your own English accent with all the pronunciation practices in the classroom?
- 4) what do you think about the ideas of speaking intelligibly, not natively?

3.4 Data Collection and Analysis

In order to fulfil the objectives, the investigation consists of two stages: at the beginning and at the end of each semester. Descriptive statistics of mean and standard deviation were used to interpret the data answering all hypotheses. Quantitative data collected in those stages were analyzed statistically by IBM SPSS 20 software and interpreted based on 5-rating scales on page 19; qualitative data were collected in the second stage, and they were descriptively reported.

5-rating Scale	Descriptive Rating
4.20 – 5.00	crucial/ always/ very high
3.40 – 4.19	very important/ often/ high
2.60 – 3.39	moderate/ sometimes
1.80 – 2.59	sometimes important/ rarely
1.00 – 1.79	not important/ never

3.5 Procedure

The first stage took place at the start of the semester. The researchers initially surveyed the participants' attitudes toward their own accent and others' in general by asking them to complete the first questionnaire voluntarily and anonymously. Then discuss the current issues of World Englishes and intelligibility/unintelligibility in contexts where people from culturally diverse backgrounds come into contact (see the presentation slides in Appendix 2). The researchers shared the current trend of speaking English with clear pronunciation to interlocutors from non-native and native English speaking backgrounds, viewed to be more practical than speaking with a native-like accent as defined previously (see 1.6.3.3 on page 6).

From week two onward, the researchers encompassed sound system differences between English and Thai in the regular lessons. During the first 5-10 minutes of each lesson, the researchers introduced one English consonant that had sound difference from Thai and demonstrated how to pronounce it properly through the English phonetics website and did mimic and minimal-pair activities with them (e.g. rice / lice, vow / wow, thorn / dawn, chair / share, jam / yam, zoo / sue, vision / fashion). The researchers also explained this project to them. Throughout the semester, they also emphasized the importance of pronouncing English words as clearly as they could for the purpose of international communication.

Week 2: Introduce /g/ vs /k/. Mimic the sounds and practice these minimal pairs with students: game/came, gold/cold, got/cot, gap/cap, bag/back, pig/pick, dug/duck, clog/clock and bug/buck.

Week 3: Introduce /v/ vs /w/. Mimic the sounds and practice these minimal pairs with students: vest/west, vow/wow, vine/wine, vet/wet, vary/wary and vile/while.

Week 4: Introduce voiceless /th/ vs /s/. Mimic the sounds and practice these minimal pairs with students: theme/team, thought/taught, thin/tin, thigh/tie, thank/tank, through/true, three/tree, both/boat, tenth/ten, path/pat and Ruth/root.

Week 5: Introduce voiced /th/ vs /d/. Mimic the sounds and practice these minimal pairs with students: they/day, there/dare, though/dough, those/doze and breathe/breed.

Week 6: Introduce /z/ vs /s/. Mimic the sounds and practice these minimal pairs with students: zoo/sue, sip/zip, zinc/sink, eyes/ices, prizes/prices, buzz/bus and rise/rice.

Weeks 7 and 8 were excluded because the students took listening and speaking exams.

Week 9: Introduce /sh/ vs /ch/. Mimic the sounds and practice these minimal pairs with students: sheep/cheap, shin/chin, share/chair, ship/chip, match/mash and watch/wash.

Week 10: Introduce /ch/ vs /t/. Mimic the sounds and practice these minimal pairs final sounds with students: beach/beat, arch/art, coach/coat, hatch/hat and match/mat.

Week 11: Introduce voiced /j/ vs /d/. Mimic the sounds and practice these minimal pairs with students: hedge/head, badge/bad, gym/dim, jam/dam, dog/jog and page/paid.

Week 12: Introduce /r/ vs /l/. Mimic the sounds and practice these minimal pairs with students: rice/lice, raw/law, race/lace, read/lead, right/light, wrong/long and alive/arrive.

The second stage took place at the end of the semester. The researchers ask the participants to complete the first and second questionnaires voluntarily and anonymously as well as conducted structured interviews with some of the participants. In order to avoid or reduce power distance between the researchers and the students, the researchers asked their students to write down their answers to those four interview questions anonymously and voluntarily. Forty seven (n = 47) returned their answers.

CHAPTER 4

RESEARCH RESULTS

This chapter reports on quantitative and qualitative research findings collected from the participants. The quantitative outcomes from two different questionnaires were primary sources of data garnered in two different stages. The qualitative results from structured interviews in the second stage were employed to crosscheck the quantitative findings.

4.1 Quantitative Findings

4.1.1 The First Stage

In this stage, 80 students completed the first questionnaire. Sixty nine (86.3%) were female; nine (11.3%) were male while two of them did not indicate their gender. Most of their age (93.8%) ranged between 20 and 25. Twenty one major in law, eight in food sciences and 50 in medical sciences. As shown in Table 2, their frequent chances to speak in English varied as follows: always for three persons (3.8%); sometimes for 64 people (80%); and never for 11 people (13.8%). Their preferences of speaking in English also varied. Three (3.8%) students preferred it very much; 14 (17.5%) liked it much. Thirty eight (47.5%) neutrally liked it, 18 (22.5%) slightly preferred it, while 6 (7.5%) liked it least. Table 3, on the other hand, reveals the participants' attitudes toward their own English accented speech.

Table 2: Chances and preferences of speaking in English – Stage 1

Items	Levels of opinions	Frequency	Percent
Chance of IC	Always	3	3.8
	Often	-	-
	Sometimes	64	80.0
	Never	11	13.8
	Missing data	2	2.5
	Total	80	100
Preference of IC	Very much	3	3.8
	Much	14	17.5
	Neutral	38	47.5
	Slightly	18	22.5
	The least	6	7.5
	Missing data	1	1.3
	Total	80	100

Table 3: Students' attitudes toward their own English accented speech – stage 1

Statements	N	Mean	S.D.
1. It is crucial for me to sound like a native English Speaker.	78	3.4872	.75151
2. When speaking to another non-native speaker, it is important to me that he or she has a native-like accent.	78	3.1282	.81159
3. I feel proud of my accent when speaking English.	77	2.7792	.85260
4. I feel proud of my accent when speaking English to another non-native speaker.	78	2.9487	.78785
5. I feel proud of my accent when speaking to a native speaker.	79	2.7595	.89464
6. I feel embarrassed about my accent when speaking English.	78	2.7692	1.01831
7. I feel embarrassed about my accent when speaking English to another non-native speaker.	79	2.6582	.86062
8. I feel embarrassed about my accent when speaking English to another native speaker.	78	3.0128	1.13382
9. When speaking to a native speaker, I am often completely understood.	79	2.7089	.78694
10. When speaking to a non-native speaker, I am often completely understood.	79	3.1013	.81011
11. I think my English accent is difficult to understand.	78	3.1282	.79542
12. I think my English accent is near native.	79	2.0633	.77363

4.1.2 The Second Stage

In the second stage, 83 students re-completed the first questionnaire. Seventy four (89.2%) were female; nine (10.8%) were male. Most of their age (89.2%) ranged between 20 and 25. Twenty three major in law, nine in food sciences and 51 in medical sciences. As illustrated in Table 4, their frequent chances to speak in English varied as follows: always for six persons (7.2%); often for nine people (10.8%); sometimes for 62 people (74.7%); and never for 6 people (7.2%). Their preferences of speaking in English also varied. Four (4.8%) students preferred it very much; 15 (18.1%) liked it much. Fifty two (62.7%) neutrally liked it, 10 (12.0%) slightly preferred it, while 1 (1.2%) liked it least. Table 5, on the other hand, reveals the participants' attitudes toward their own English accented speech.

Table 4: Chances and preferences of speaking in English – Stage 2

Items	Levels of opinions	Frequency	Percent
Chance of IC	Always	6	7.2
	Often	9	10.8
	Sometimes	62	74.7
	Never	6	7.2
	Total	83	100
Preference of IC	Very much	4	4.8
	Much	15	18.1
	Neutral	52	62.7
	Slightly	10	12.0
	The least	1	1.2
	Missing data	1	1.2
	Total	83	100

**Table 5: Students' attitudes toward their own English accented speech
– stage 2**

Statements	N	Mean	S.D.
1. It is crucial for me to sound like a native English Speaker.	83	3.8313	.76221
2. When speaking to another non-native speaker, it is important to me that he or she has a native-like accent.	83	3.3373	.83047
3. I feel proud of my accent when speaking English.	82	3.1829	.90442
4. I feel proud of my accent when speaking English to another non-native speaker.	83	3.2289	.75426
5. I feel proud of my accent when speaking to a native speaker.	83	3.0843	.82941
6. I feel embarrassed about my accent when speaking English.	80	2.7000	.95996
7. I feel embarrassed about my accent when speaking English to another non-native speaker.	81	2.6049	.87577
8. I feel embarrassed about my accent when speaking English to another native speaker.	80	2.7250	.98051
9. When speaking to a native speaker, I am often completely understood.	81	3.2099	.81725
10. When speaking to a non-native speaker, I am often completely understood.	81	3.0123	.69810
11. I think my English accent is difficult to understand.	81	3.1852	.92346
12. I think my English accent is near native.	80	2.7125	.73250

In the second stage, 79 students also completed the second questionnaire. Sixty nine (87.3%) were female; nine (11.4%) were male while one did not indicate his/her gender. Most of their age (92.4%) ranged between 20 and 25. Twenty three major in law, nine in food sciences and 51 in medical sciences. As illustrated in Table 6, their frequency of classroom attendance varied: always for 49 people (62%); often for eight people (10.1%); sometimes for 3 persons (3.8%); and never for 18 people (22.8%). Table 7 reveals the participants' attitudes toward non-native English accented speech and the phonetics website usage.

Table 6: Students' class attendance frequency

Frequency of class attendance	N	Percent
Always	49	62.0
Often	8	10.1
Sometimes	3	3.8
Never	18	22.8
Missing data	1	1.3
Total	79	100

Table 7: Students' attitudes toward speaking English intelligibly and the phonetics website usage

Statements	N	Mean	S.D.
1. I enjoy learning English pronunciation from the phonetics website.	79	3.7848	.85741
2. I can pronounce English consonants better after practices with the phonetics website.	79	3.7468	.70653
3. I feel more confident in speaking in English after practices with the phonetics website.	79	3.7215	.69682
4. I think clear English pronunciation is more practical than native accent imitation.	79	3.6203	.86682
5. I think speaking English to a native speaker with a Thai and clear accent is practical.	79	3.3797	.93786
6. I think speaking English to a non-native speaker with a Thai and clear accent is practical.	79	3.3165	.99414

4.2 Qualitative Data

The interviews, which were structured with four questions and used as a way to crosscheck the quantitative findings, took place in the second stage. Findings from questions 1 and 2 (see Tables 12 and 13 in Appendix 3) were employed to crosscheck hypothesis 1. Most students expressed their voices in a manner that reflected the importance of having a native-like accent. A small number of 13 (Students 6, 12, 19, 21, 22, 24, 27, 30, 31, 34, 36, 42 and 44) saw that their English accent had improved after pronunciation practices with the use of the English phonetics website. A small number of 16 people (Students 3, 5, 6, 8, 10, 13, 18, 26, 30, 31, 36, 37, 40, 44, 45 and 47) expressed their positive attitudes toward their English accent. Twelve people (Students 1, 4, 9, 16, 29, 33, 34, 38, 39, 41, 42 and 43) expressed their negative attitudes toward their English accent.

Results from question 3 were used for crosschecking hypothesis 2 (see Table 14 in Appendix 3). Most students possessed positive attitudes toward the use of the phonetics website because 46 students said in agreement that they enjoyed the use of it while only one person disagreed because he/she felt pressured to speak English. Eight people particularly mentioned that it was fun to practice pronunciation through the phonetics website. Eight students thought that it promoted their confidence in speaking, improved thirteen students' pronunciation, gave five students a chance to practice pronunciation in the classroom, attained one student' a native-like accent.

Outcomes from question 4 were used for crosschecking hypothesis 3 (see Table 15 in Appendix 3). A number of 39 people thought that it was unnecessary to speak like a native, but it was necessary to speak with clear pronunciation. However, when it came to speaking English to particular groups of native and non-native speakers, they thought that talking with a Thai and clear accent is moderately, not highly practical. Seven people (Students 2, 7, 17, 21, 25, 27 and 32) also mentioned having a native-like accent was more practical, and 1 person (Student 8) mentioned that it was important to talk slightly like a native to people from different linguistic backgrounds.

CHAPTER 5

DISCUSSION AND CONCLUSION

This chapter discusses the quantitative results reported in the previous chapter. The quantitative results were used to test those three hypotheses, which were then crosschecked by the qualitative data. Conclusion, implications, limitations and recommendations for future study are provided at the end of the chapter.

5.1 Discussion

This study examines two independent variables, teaching English pronunciation features in EFL classes through the use of the English phonetics website and teacher power, whether or not they have positive impacts on students' attitudes toward their own English accent and speaking English intelligibly. It is argued that the first independent variable can help build up students' positive attitudes toward their own English accent because the English phonetics website is considered teaching/learning technology young students can relate themselves or are motivated to learn (Tananuraksakul, 2014, 2015a, 2015b, 2016, 2017). Concurrently, they will like the use of the English phonetics website for teaching English pronunciation features and feel confident in their English speaking. Their positive attitudes toward the first independent variable may or may not link to the level of their attitudes toward their own English accent. The second independent variable can also shape up students' positive attitudes toward speaking English intelligibly because teachers consciously exercise their position, expert and attractive power in their classroom in order to promote speaking English intelligibly for effective international communication.

5.1.1 Hypothesis # 1: Influence of Inclusion of Teaching English Pronunciation Features in an EFL Classroom through the Use of the English Phonetics Website over Students' Positive Attitudes toward their Non-Native English Accented Speech

Table 8 compares the students' attitudes toward their own non-native English accented speech between stages 1 and 2. In the first stage, they had completed the first questionnaire voluntarily and anonymously in the classroom before the researchers discussed the current issues of World Englishes and intelligibility/unintelligibility in contexts where people from culturally diverse backgrounds came into contact. The researchers also shared the current trend of speaking English with clear pronunciation or intelligibility rather than speaking like a native with the students. The researchers introduced sound system differences between English and Thai in the regular lessons throughout the semester.

Table 8: Comparing students' attitudes toward their own non-native English accented speech between stages 1 and 2

Statements	Stage 1			Stage 2		
	N	Mean	Meaning	N	Mean	Meaning
1. It is crucial for me to sound like a native English Speaker.	78	3.4872	very important	83	3.8313	very important
2. When speaking to another non-native speaker, it is important to me that he or she has a native-like accent.	78	3.1282	sometimes	83	3.3373	sometimes
3. I feel proud of my accent when speaking English.	77	2.7792	sometimes	82	3.1829	sometimes
4. I feel proud of my accent when speaking English to another non-native speaker.	78	2.9487	sometimes	83	3.2289	sometimes
5. I feel proud about my accent when speaking to a native speaker.	79	2.7595	sometimes	83	3.0843	sometimes
6. I feel embarrassed about my accent when speaking English.	78	2.7692	sometimes	80	2.7000	sometimes
7. I feel embarrassed about my accent when speaking English to another non-native speaker.	79	2.6582	sometimes	81	2.6049	sometimes
8. I feel embarrassed about my accent when speaking English to another native speaker.	78	3.0128	sometimes	80	2.7250	sometimes
9. When speaking to a native speaker, I am often completely understood.	79	2.7089	sometimes	81	3.2099	sometimes
10. When speaking to a non-native speaker, I am often completely understood.	79	3.1013	sometimes	81	3.0123	sometimes
11. I think my English accent is difficult to understand.	78	3.1282	sometimes	81	3.1852	sometimes
12. I think my English accent is near native.	79	2.0633	rarely	80	2.7125	sometimes

Similar to Tananuraksakul's (2017, p. 57) research outcomes, the findings in the first stage mirrored a native-like identity the students socially aspired to have as well as a non-native-like identity they perceived they had because they thought it was very important for them to sound like a native English speaker ($\bar{x} = 3.4872$), and their English accent was rarely near native ($\bar{x} = 2.0633$). In line with infrequent chances of speaking in English (80% sometimes and 13.8% never), they thought that their English accent was sometimes difficult to understand ($\bar{x} = 3.1282$) and that they sometimes thought that it was important for their non-native interactants to have a native-like accent ($\bar{x} = 3.1282$). When it came to speaking with native ($\bar{x} = 2.7089$) or non-native ($\bar{x} = 3.1013$) speakers, they also thought they were sometimes understood.

Although the students perceived their own English accent to be non-native like, they did not possess negative attitudes toward it because their feelings of embarrassment ($\bar{x} = 2.7692$) and pride ($\bar{x} = 2.7792$) about their own English accent when speaking English in general were at the same level of moderation. In the same vein, they did not have negative attitudes toward their own English accent when talking to non-native speakers because they also sometimes or moderately felt proud of ($\bar{x} = 2.9487$) and embarrassed about ($\bar{x} = 2.6582$) it. When talking to native speakers, they did not obtain negative attitudes toward their own English accent either because they also felt proud of ($\bar{x} = 2.7595$) and embarrassed about ($\bar{x} = 3.0128$) it at the same level.

As compared to stage one, the findings in stage two showed that their infrequent chances and preferences to speak in English slightly differed in that their chances and preferences to talk in English were slightly higher (see Table 9). Their view on sounding like a native English speaker remained very important to the students ($\bar{x} = 3.8313$), but the mean was 0.3441 higher. Their attitudes toward their own English accent tended to be slightly enhanced because they thought their English accent was near native at a higher level, which manifested in Item 12 ($\bar{x} = 2.7125$). The levels of their feelings and opinions about their English accent in other 11 items did not change, which stayed at a moderate level, yet their feelings of pride and embarrassment in items 3, 4, 5, 6, 7 and 8 about their own English accent when speaking in English slightly changed in the ranges of mean. While items 3, 4 and 5

revealed their slightly higher pride, items 6, 7 and 8 showed slightly lower embarrassment, which marked their synchronous feelings of increased pride and decreased embarrassment, in line with Tananuraksakul's findings (2017, p. 60). This analysis marks the students' positive attitudes toward their own English accent when speaking in English to non-native and native speakers to a slight extent.

Table 9: Comparing chances and preferences to speak in English between stages 1 and 2

Chance	Stage 1			Stage 2		
	Levels of opinions	Frequency	Percent	Levels of opinions	Frequency	Percent
	always	3	3.8	Always	6	7.2
	often	-	-	Often	9	10.8
	sometimes	64	80.0	sometimes	62	74.7
	never	11	13.8	Never	6	7.2
	Missing data	2	2.5	Missing data	-	-
	Total	80	100	Total	83	100
Preference	Very much	3	3.8	Very much	4	4.8
	Much	14	17.5	Much	15	18.1
	Neutral	38	47.5	Neutral	52	62.7
	Slightly	18	22.5	Slightly	10	12.0
	The least	6	7.5	The least	1	1.2
	Missing data	1	1.3	Missing data	1	1.2
	Total	80	100	Total	83	100

The mentioned quantitative analysis accords with the qualitative data (see the findings in Chapter 4). Most students expressed their voices in a manner that reflected the importance of having a native-like accent. Out of 47 people, a small number of 13 (Students 6, 12, 19, 21, 22, 24, 27, 30, 31, 34, 36, 42 and 44) saw that their English accent had improved after pronunciation practices with the use of the English phonetics website. For example, "I am satisfied with my way of speaking." "It is a little bit better than before." "It is at the comprehensible level and tends to continue to improve." "It is with a heavy Thai accent but it is better now."

Another small number of 16 people (Students 3, 5, 6, 8, 10, 13, 18, 26, 30, 31, 36, 37, 40, 44, 45 and 47) expressed their positive attitudes toward their English accent. For example, “I feel proud of it.” “I am satisfied with my own accent.” “I feel proud of and satisfied with it to some extent.” “I enjoy speaking in English and I feel proud of myself when being commended by others.” Twelve people (Students 1, 4, 9, 16, 29, 33, 34, 38, 39, 41, 42 and 43) expressed their negative attitudes toward their English accent. For example, “I lack confidence.” “I am not satisfied.” “I want to have confidence.” “I feel shy to express myself.” “I have less confidence.”

The crosschecked findings, therefore, did not confirm the first hypothesis since the inclusion of teaching English pronunciation features in an EFL classroom through the use of the English phonetics website could slightly, not greatly, build up students’ positive attitudes toward their non-native English accented speech. Since more experiences in or familiarity with speaking in English in Thai social contexts were reported to balance Thai EFL learners’ cognition and affect (Tananuraksakul, 2012, p.95), slightly higher chances and preferences to talk in English among the participants as reported in Table 9 may be factors affecting their positive attitudes toward their own English accent. Another factor that may affect their positive attitudes toward their own English accent is linguistic prestige, privilege and power attached to a native-like accented speech (Tananuraksakul, 2010; Tananuraksakul & Hall, 2014) because their view about the importance of sounding like a native English speaker was 0.3441 higher in stage two.

5.1.2 Hypothesis # 2: Students’ Positive Attitudes toward the Inclusion of Teaching Pronunciation Features in an EFL Classroom through the Use of the English Phonetics Website

As can be seen in Table 10, the students possessed positive attitudes toward the inclusion of teaching pronunciation features in the EFL classroom because they enjoyed learning English pronunciation from the English phonetics website ($\bar{x} = 3.7848$), could pronounce English words better ($\bar{x} = 3.7468$) and felt more confident in speaking in English after pronunciation practices with the phonetics website ($\bar{x} = 3.7215$) at a high level.

The quantitative outcomes align with the qualitative data (see the findings in Chapter 4) since 46 students said in agreement that they enjoyed the use of the phonetics website while only one person disagreed because he/she felt pressured to speak English. Eight people particularly mentioned that it was fun to practice pronunciation through the phonetics website. In addition, it helped boost eight students' confidence in speaking, improve thirteen students' pronunciation, give five students a chance to practice pronunciation in the classroom, attain one student' a native-like accent. Therefore, the findings supported the second hypothesis.

Table 10: Analysis of students' positive attitudes toward the inclusion of teaching pronunciation features in an EFL classroom through the use of the English phonetics website

Statements	N	Mean	Overall Meaning
1. I enjoy learning English pronunciation from the English phonetics website.	79	3.7848	High
2. I can pronounce English words better after pronunciation practices with the phonetics website.	79	3.7468	High
3. I feel more confident in speaking in English after pronunciation practices with the phonetics website.	79	3.7215	High

The outcome further suggests that hypothesis two does not result in parallel with hypothesis one due to these three factors: 1) the degree of frequent chances of speaking in English; 2) preferences to speak in English; and 3) the values of a native-like accented speech.

5.1.3 Hypothesis # 3: Influence of Teacher Power over Students' Positive Attitudes toward Speaking English Intelligibly

The findings in Table 11 indicated that teacher power had a high influence over the students' positive attitudes toward speaking English intelligibly since they thought that clear English pronunciation was more practical than native accent imitation ($\bar{X} = 3.6203$). The qualitative data (as evidenced in the findings in the fourth chapter) accord with this quantitative analysis. Out of 47, a number of 39 people said it was unnecessary to speak like a native, but it was necessary to speak with clear pronunciation.

However, when it came to speaking English to particular groups of native and non-native speakers, they thought that talking with a Thai and clear accent is moderately, not highly practical. The qualitative data also comport with this quantitative analysis since seven people (Students 2, 7, 17, 21, 25, 27 and 32) mentioned having a native-like accent was more practical, and 1 person (Student 8) mentioned that it was important to talk slightly like a native to people from different linguistic backgrounds. These particular findings suggest that interactions between non-native and native speakers of English as well as among non-native speakers themselves produce power relations (Menard-Warwick, 2005), which distract teacher power in this sense. As such, the findings did not confirm the third hypothesis.

Table 11: Analysis of teacher power's influence over students' positive attitudes toward speaking English intelligibly

Statements	N	Mean	Overall Meaning
1. I think clear English pronunciation is more practical than native accent imitation.	79	3.6203	High
2. I think speaking English to a native speaker with a Thai and clear accent is practical.	79	3.3797	Moderate
3. I think speaking English to a non-native speaker with a Thai and clear accent is practical.	79	3.3165	Moderate

5.2 Conclusion

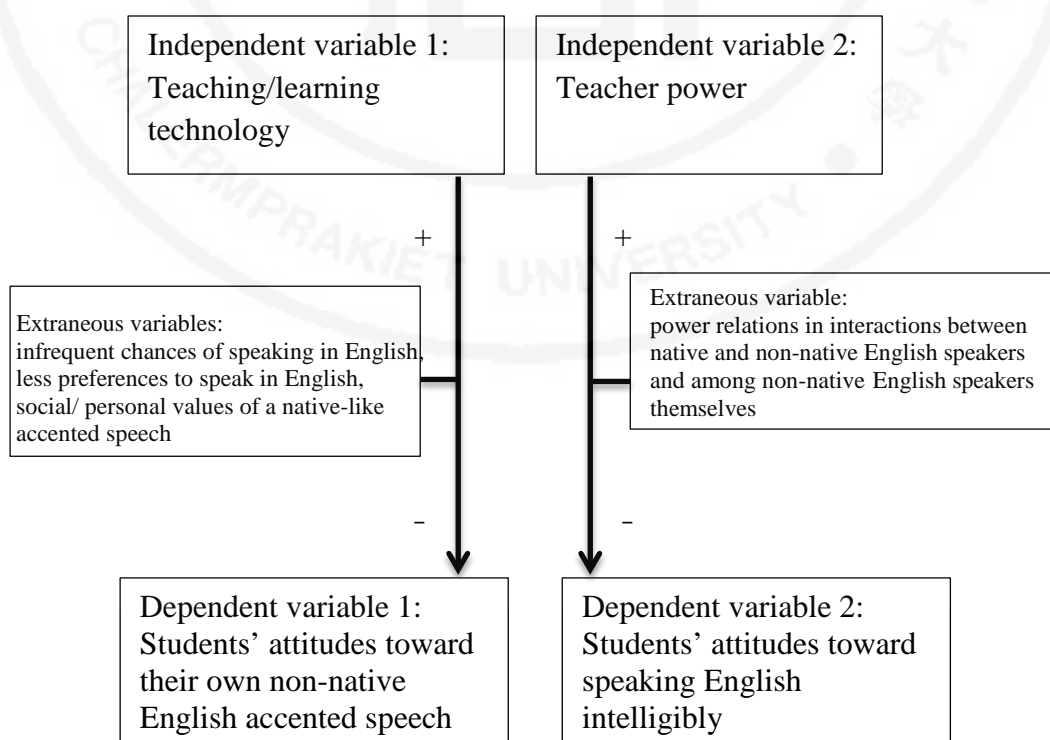
This research project, which employed mixed research methods to test three hypotheses, is extended from Tananuraksakul's (2017) pilot study. It aimed to investigate to what extent the inclusion of teaching English pronunciation features in an EFL classroom through the use of the English phonetics website and teacher power can enhance undergraduate students' positive attitudes toward English accented speech and speaking English intelligibly in the present context where the participants are hardly exposed to the real world of English-speaking environment nor required to take linguistic courses. A number of 89 students, who majored in medical sciences, food sciences and law and took English listening and speaking for professional purposes subject in academic year of 2017 with the researchers, were purposively recruited in the study.

First, it was hypothesized that inclusion of teaching English pronunciation features in an EFL classroom through the use of the English phonetics website could greatly build up the students' positive attitudes toward their non-native English accented speech. Since their positive attitude was slightly built up in a manner that their feelings of pride and embarrassment were slightly synchronous, the results from both quantitative and qualitative data analysis did not confirm this hypothesis. More chances and preferences to talk in English are extraneous variables affecting their positive attitudes toward their own English accent. A native-like accented speech attached with linguistic prestige, privilege and power is another extraneous variable that appears to affect their positive attitudes toward their own English accent.

Second, it was hypothesized that the students had positive attitudes toward the inclusion of teaching English pronunciation features in an EFL classroom through the use of the English phonetics website. Both quantitative and qualitative data analyses confirmed this hypothesis as their enjoyment in learning English pronunciation from the website, perception of better performance and confidence in speaking English after practices with the phonetics website turned out to be at a high level because the website is considered teaching/learning technology students can relate themselves or are motivated to learn.

Third, it was hypothesized that teacher power could greatly influence the students' positive attitudes toward speaking English intelligibly. Both quantitative and qualitative data analyses did not support this hypothesis. Power relations consciously and/or unconsciously created during interactions between non-native and native speakers of English as well as among non-native speakers themselves appear to be the extraneous variable that distracts teacher power. The analyses derived from those three hypotheses are interdependent in that the extent teaching/learning technology can enhance the students' positive attitudes toward their own non-native English accented speech depends on frequent chances of speaking in English, preferences to speak in English and values of a native-like accented speech. In parallel, the extent teacher power can build up the students' positive attitudes toward speaking English intelligibly depends on social/personal values of a native-like accented speech. The interdependence is illustrated in Figure 3.

Figure 3: Relationship between the two independent variables, dependent variable and extraneous variables



5.3 Implications

Although only one hypothesis is confirmed, the study offers insights into enhancement and hindrance of Thai non-English major students' positive attitudes toward their own non-native English accented speech and speaking English intelligibly. EFL teachers have a key role to play in the enhancement and remove the hindrance. The study also gives insightful directions for EFL teachers. Firstly, the use of English phonetics website for one semester can slightly promote undergraduate students' positive attitudes toward their own non-native English accented speech because the website is considered teaching/learning technology some students may relate themselves or be motivated to learn. Secondly, since undergraduate students in the present context are hardly exposed to the real world of English-speaking environment nor required to take linguistic courses, EFL teachers should include teaching English pronunciation features in their non-English major classroom through the use of the English phonetics website.

5.4 Limitation and Recommendations for Future Research

Although the study employed mixed research methods, it may be limited by the duration of using the phonetics website for undergraduate students who are considered adult learners and new generations. The phonetics website should be introduced to students at an early age or included in regular English lessons. Thus for future study, the same procedure with mixed research methods can be carried out among younger learners. As personally observed by Wei's and Zhou's (2002) that teaching pronunciation is normally neglected in a Thai EFL classroom, adult learners from other non-English majors can also be investigated.

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**Appendix 2: PowerPoint Slides for
Week 1**



เรียนรู้เพื่อรับใช้สังคม



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World Englishes: Basic Concepts

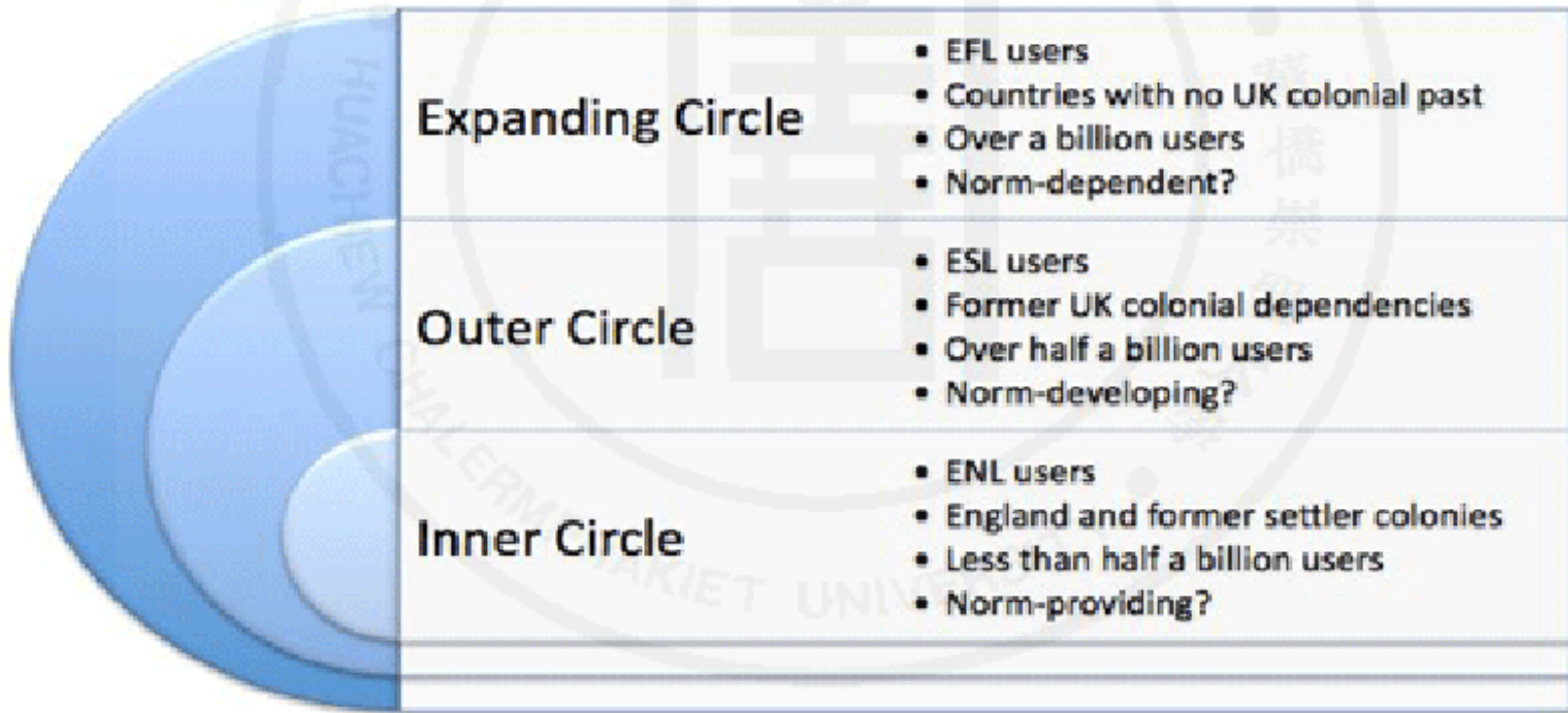


Figure 2.3: Kachru's model of World Englishes



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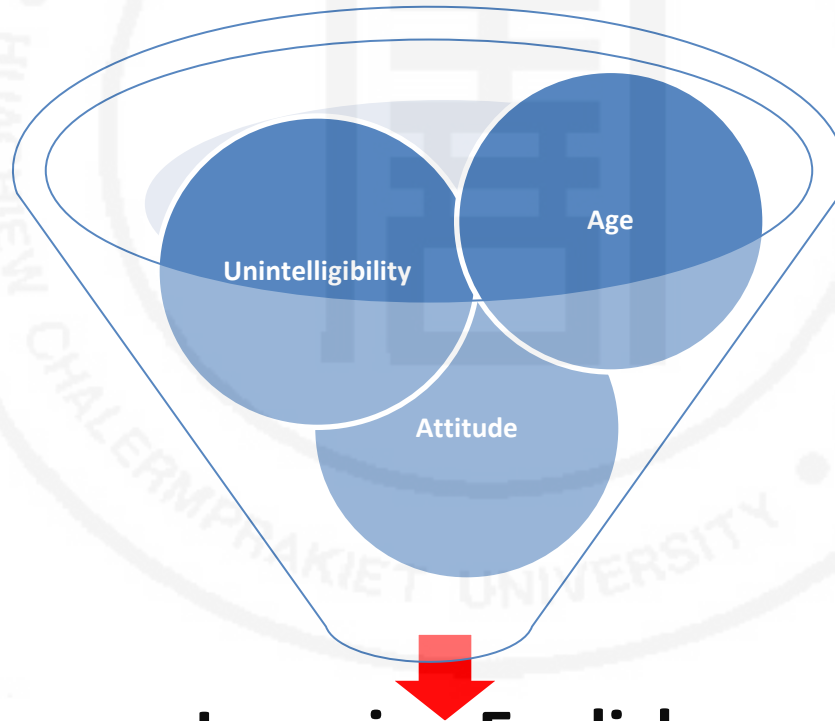


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World Englishes

- **Unintelligibility** > differences of accents
e.g. Thais pronounce English words differently from native speakers of English and from non-native speakers





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World Englishes

- **Difficulty in learning a language due to age**

The ability to learn a language of near-native quality declines with age



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World Englishes

- **Attitude towards English accents**

> Native English language accents are preferred but maybe **impractical**:

1. traveling to native-speaking countries is costly
2. local English courses taught by native speakers are also expensive
3. native speakers traveling to Thailand accounts only for about 4-5% of the total travelers (Graddol, 2007; see also Jindapitak & Teo, 2014).



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One Way to Fix the Problem

Online Pronunciation Practices by using standard native accent:

- > to have clear pronunciation
- > to follow standard English
- > more chances for self-practice especially for busy university students and adults



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Sounds of American English



fonetiks anatomy
feedback

Liquids

Voiceless Voiced

/l/ Lingua-alveolar

/r/ Lingua-palatal

/l/ play

animation with sound step-by-step description



/l/

late

balloon

fall

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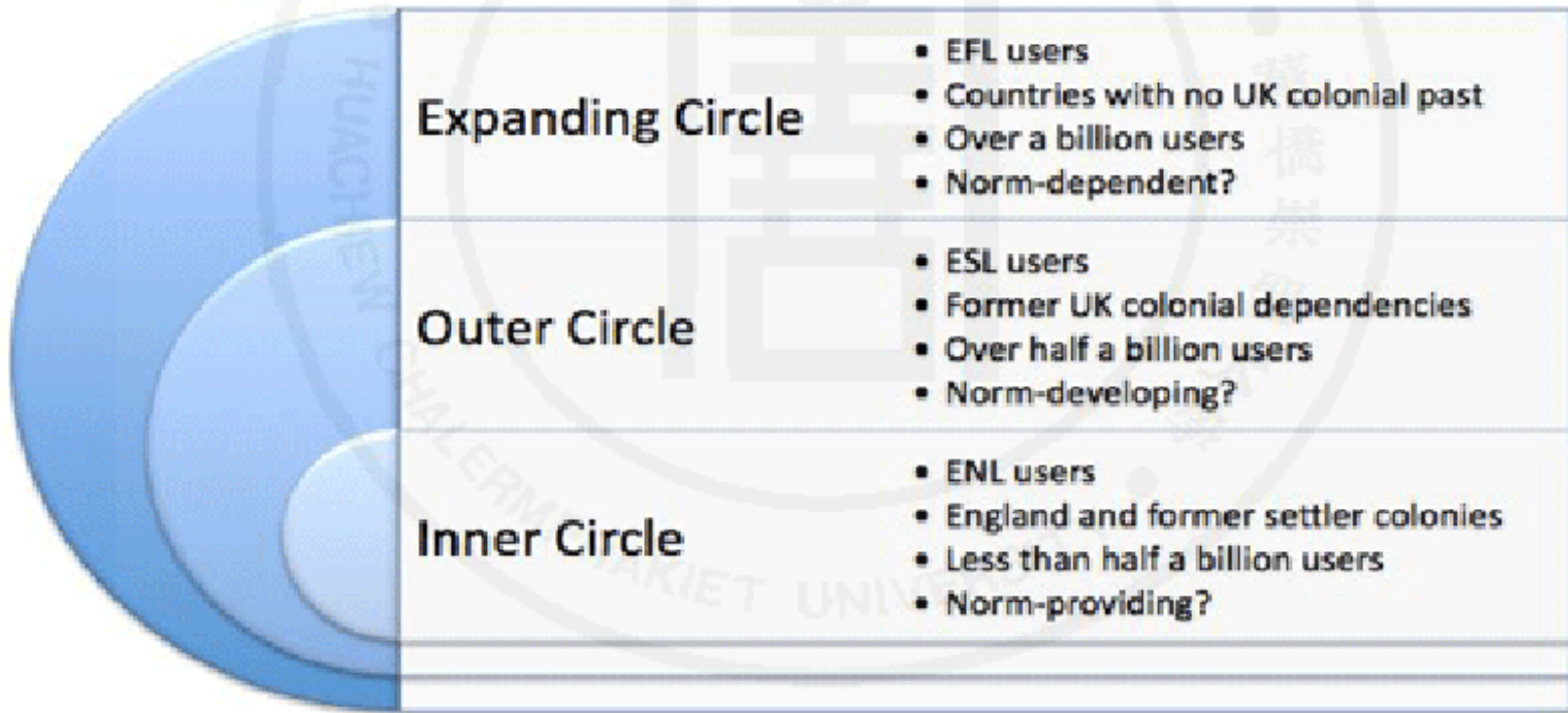


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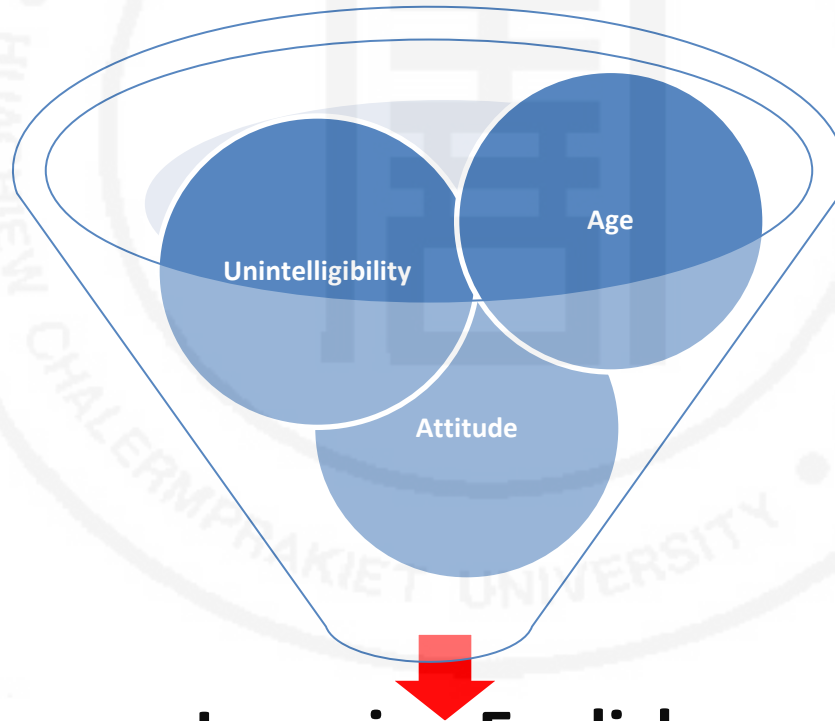


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Appendix 3: Interview Data

Interview Data

Question 1 - What do you think about your own English accent?

Table 12: Students' opinions about their own English accent

Student	Students' opinions
1	It is unclear with a foreign accent.
2	It is funny because I have a heavy Thai accent, and everyone thinks I speak English with a funny accent. I kind of lose confidence
3	It is at the comprehensible level but some words are mispronounced.
4	It is English with a Thai accent. Some words cannot be pronounced; some are hard to say.
5	It is not a clear accent.
6	I am satisfied with my way of speaking.
7	I need to be more confident.
8	I speak it with a Thai accent.
9	It is not good because I am afraid of speaking it and lack practice.
10	It is not bad. It is English with a Thai accent.
11	It is English with a Thai accent.
12	It is a little bit better than before.
13	It is not good; it is not like a native yet.
14	I think I must improve my English accent more because it is important.
15	I have less chance to speak English, so I feel like I need to improve it a lot.
16	It is not clear accent; some words are difficult to say them right.
17	It is quite like a Thai accent.
18	It is not quite good; not like a native.
19	It is at the comprehensible level and tends to continue to improve.
20	It is unclear; I am not fluent and rely on rote learning.
21	It is with a heavy Thai accent but it is better now.
22	Speaking with a Thai accent but after this class with a lot of pronunciation practices, my accent sounds better.
23	It is not that good; I need to practice more.
24	It is at moderate level. I can understand some.
25	It is not that good; I need to practice more.
26	It is definitely non-native, and I am not that confident.
27	It is not like a native speaker but I gain more confidence in speaking and trying to pronounce words clearly.
28	I must work on it.
29	I think I have to practice speaking more often.
30	It is not a beautiful accent, which sounds like Thai, but I am confident in my own speaking skills.
31	It is better than before. My pronunciation is better.

32	It is not too bad.
33	I must work on it a lot.
34	It is better.
35	It is not that good.
36	It is good to some extent.
37	It is English with a Thai accent
38	It's not that good.
39	Speaking with unclear pronunciation
40	Speaking with unclear pronunciation, which is not comprehensible to others
41	It is unclear and incorrect.
42	I have more confidence to speak with non-native English.
43	It is not that good; my pronunciation remains unclear.
44	My pronunciation is good because I previously studied English with a foreign teacher.
45	It is not a clear accent.
46	It is not good yet. I must continue to practice it.
47	It is not a native-like accent.

Question 2 - How do you feel about your own English accent?

Table 13: Students' feelings about their own English accent

Student	Students' Feelings
1	I am unsatisfied. I need to practice and improve it
2	I don't like my accent at all.
3	I feel proud of it.
4	I feel like I cannot pronounce consonants well and lack confidence.
5	It is moderate; I was able to converse with you a little.
6	I am satisfied with my own accent.
7	It is not that good. I need to practice more and more so as to enhance my own confidence.
8	I want to improve it more.
9	I think it is not good enough; I want to have confidence to talk in English with other people.
10	I feel proud of it.
11	I feel that it is not comprehensible.
12	I feel like I have tried my best.
13	I feel I can converse with others a little more.
14	It is not good at all. I need to improve it.
15	It is not a good accent. I need to improve it.
16	I feel shy sometimes with my accent.
17	It is not good at all.
18	It is enough to communicate.
19	I feel good because I am understood by foreigners

20	It is not fluent yet.
21	I want to speak with an accent that is comprehensible to others.
22	It is not native-like accent.
23	It remains like a Thai accent.
24	There is fluency but not clear pronunciation.
25	It is neither fluent nor clear.
26	It is fine.
27	It is neither good nor bad.
28	It sounds strange without fluency.
29	I am not satisfied as I feel that I am unable to say some words clearly.
30	I feel proud of and satisfied with it to some extent.
31	It is better than before. It needs improvement.
32	It is not clear yet in some words.
33	I feel shy to speak English with classmates but I try to speak with clear pronunciation.
34	I am not that confident.
35	It needs improvement.
36	I feel all right but I would like to improve it more for future employment.
37	I enjoy speaking in English and I feel proud of myself when being commended by others.
38	I feel shy to express myself in English.
39	I lack confidence in speaking.
40	It is good to an extent but communication fails.
41	I am not satisfied. It is not clear pronunciation at the moment.
42	I have less confidence in my English accent.
43	I dislike my English accent because I often make mistakes, which lower my confidence.
44	I am satisfied because everyone I talk to can understand my English.
45	I am satisfied but may need to practice more.
46	It is not good enough. I am afraid that I am not understood by others.
47	I feel so-so with my English accent.

Question 3 - How do you like or feel about your own English accent with all the pronunciation practices in the classroom?

Table 14: Students' feelings about their own English accent with all the pronunciation practices in the classroom

Student	Students' opinions
1	I quite like it because it's fun to practice enunciation.
2	I like it because I have the least chance to practice speaking.
3	I like to practice speaking English that can be used in daily life.
4	It's kind of fun, which boosts my confidence in speaking.
5	I like it because I get to practice my pronunciation and converse with

	classmates and you, and this helps build up my confidence.
6	I personally enjoy it because it helps me improve my pronunciation; some English words have similar sounds but different meanings. If saying it incorrectly, miscommunication will take place.
7	I like it because I get to practice my speaking and pronunciation with the help of teacher.
8	I like it but I am shy to take part.
9	I like it because I learn to enunciate each letter correctly.
10	Yes, I like it.
11	I like it because I learn how to enunciate each letter correctly.
12	It is ok. I feel pressured as I am afraid of saying something wrong.
13	It is fun and I like to practice pronunciation in the classroom. It is a way to learn how to pronounce consonants correctly, and it is applicable for use in real life.
14	I like it because I can practice my pronunciation in a correct way with the teacher's assistance.
15	I like it because I learn new techniques which build up my confidence in speaking.
16	I like it because I get to hear a good accent and I feel I have a little more confidence to speak.
17	It is fun; I learn how to say some words I did not know and mispronounced before.
18	It is good.
19	I like it a lot because I can improve my accent to be more like a native.
20	I like it because I learn about pronouncing techniques.
21	Yes, although I feel a bit shy sometimes, I get to practice and improve my speaking skills.
22	It is fun and I feel happy. I gain much knowledge and learn how to pronounce consonants correctly.
23	I really like it.
24	I like the way the teacher focuses on listening and speaking.
25	It is fun; I feel confident to practice my pronunciation correctly.
26	I like it; it helps me attain a native accent.
27	I like it as it helps correct my pronunciation.
28	I like it because it is another good way of practice for better pronunciation.
29	I like it because in the past I did not like to speak in English and lack confidence. I had a good time learning in the class without pressure and shyness. The teacher was kind.
30	I really like it because I hardly use English in my daily life. Doing it in the classroom with teacher's assistance is the best way of practice.
31	I like it very much because I feel that I am able to improve my pronunciation.
32	I like it because I hardly use English in my daily life.
33	It is good although I didn't do it much. It is better than doing

	nothing.
34	I feel that I can speak English more because I don't normally use it in daily life.
35	I like it.
36	I like it; it is fun. I learn how to pronounce consonants correctly.
37	I like it because it helps me acquire skills.
38	I like it because I get to practice and improve my pronunciation. I learned that I mispronounced some words.
39	I feel that English pronunciation is not that difficult. In fact, I can pronounce it well and clearly.
40	I like it much. Pronunciation or speaking in English is fun and challenging.
41	It is good to learn how to pronounce consonants and words correctly. Teacher helps a lot.
42	I like it because I can practice correct pronunciation, which is better to say something incorrectly and produce incomprehensibility.
43	I feel really good about pronunciation lessons in the classroom as it helps me gain familiarity and confidence in speaking.
44	I like it because I hardly have a chance to practice my pronunciation with a teacher who cares about it. Pronunciation lessons makes me more confident.
45	I like it because I get to practice my pronunciation every session with my classmates.
46	I like it because the teacher simplifies the lessons and let us practice. There is a website for practice.
47	I like it because I get to practice pronouncing words correctly.

Question 4 - What do you think about the ideas of speaking intelligibly, not natively?

Table 15: Students' opinions about the ideas of speaking intelligibly, not natively

Student	Students' opinions
1	If native speakers can understand my English, it is OK already because other non-native speakers will also understand me.
2	It should be better to speak like a native because speaking clearly will make communication easier.
3	It's not necessary to speak like a native. Communication without misunderstanding is enough by speaking clearly.
4	It's not necessary to speak like a native but it's necessary to speak with clear pronunciation because unclear pronunciation with good accent can lead to incomprehensibility.
5	It's necessary to speak with clear pronunciation to interact with both native and non-native speakers but there is no need to speak like a native. I had a direct experience in talking with an Indian and British. The British always talk fast unlike the Indian who has heavy

	accent but clear pronunciation.
6	It's necessary to speak with clear pronunciation. I had a direct experience in talking with a Japanese friend. If I say something with unclear pronunciation, she will misunderstand me.
7	Speaking like a native as much as I can is better because I had some experiences in talking with native speakers and they hardly understood my English with Thai accent.
8	It's more necessary to talk with clear pronunciation than to talk like a native. When talking to different linguistic backgrounds, it's important to talk a bit like a native.
9	It's necessary to talk with clear pronunciation because today's communication involves non-native and native speakers. Trying to speak like a native that is not easy to happen for me will worsen communication.
10	It's important to speak with clear pronunciation, especially when talking to a native, who may be impressed with my English. I have visited Japan, and it was difficult to communicate with people there.
10	It's not necessary to speak like a native but with clear pronunciation.
11	It's OK not to have a native accent but clear pronunciation is a must. Actually, I would love to have a native accent because it can build up my confidence.
12	Clear pronunciation helps listening comprehension better because nowadays there is a variety of English accents
13	Clear pronunciation helps two-way communication better because English accents in each country vary.
14	There is no need to speak like a native; just speak with clear pronunciation.
15	Speaking with clear pronunciation is more important than a native accent.
16	Clear speaking and pronouncing is necessary because English is an international language.
17	Acquiring a native accent can be done and it's necessary for intercultural communication
18	It is necessary to speak with clear pronunciation because I am not a native speaker and I am too old.
19	Just speaking with clear pronunciation with any kind of accents.
20	It is better to speak up without feeling intimidated and it is necessary to speak with clear pronunciation without a native accent.
21	Try to speak like a native will better communication as I learned about it from native speakers.
22	Speaking with clear pronunciation is enough for mutual understanding.
23	Speaking with clear pronunciation is enough because some people cannot speak like it. Clear pronunciation with a native accent sometimes makes incomprehensibility.
24	We do not need to worry about speaking like a native; speaking in a way that can understand each other is enough.

25	Speaking like a native is necessary; speaking with clear pronunciation can ease communication but some people may not understand it.
26	Clear pronunciation as much as you can is better.
27	Speaking like a native is important because it sounds beautiful and smooth. Clear pronunciation is also good but I would rather have a native accent.
28	Whatever accent is all right for me. I just need ability to communicate. Clear pronunciation is important.
29	It is not necessary to speak like a native; effective communication is enough.
30	I agree. It is better to be confident in speaking than to attempt to talk like a native without confidence. Confidence is important and you can practice the rest.
31	Effective communication is enough.
32	A native accent may be helpful for communication but confidence in speaking and speaking more frequently will help improve my speaking skills.
33	I agree with speaking with clear pronunciation without imitating a native like accent.
34	I agree because my accent may not be like a native and clear pronunciation can help prove communication.
35	Clear pronunciation will help me communicate with foreigners more or less.
36	I agree because there is no native-speaking teacher to train me. In fact, it's not necessary to speak exactly like a native, especially if you are not working overseas. Clear pronunciation is a must.
37	Clear pronunciation is a good practice because meanings of words can change. A native-like accent is also important because it brings more chances in employment and pursuit of higher education.
38-39	There's no need to speak like a native as long as I can express myself with foreigners with clear pronunciation.
40	There's no need to speak like a native as long as I can express myself with foreigners with clear pronunciation. Confidence in speaking, which may be like or unlike a native, is a must.
41	I agree because I cannot speak like a native. Effective communication is enough.
42	If I can just communicate with others without any struggles, I will feel relieved.
43	I just want to be able to understand others and be understood.
44	It is not necessary to speak like a native. Just be able to communicate with others is enough.
45	Everyone understands what I am saying is enough.
46	If I am not afraid to speak up, it is already a plus, which shows my potential.
47	There is a variety of English, so being understood while speaking is enough.

