

Students' Achievement and Satisfaction in Using English Pronunciation Instruction Media: A Study among First - Year English Major Students at Prince of Songkla University, Pattani Campus

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Abstract

This study has two primary objectives namely to evaluate students' academic performance both pre and post use of English Pronunciation Instructional Media as well as to measure the satisfaction levels of first-year English major students at Prince of Songkla University Pattani Campus, from the Faculty of Humanities and Social Sciences, and the Faculty of Education, concerning the utilisation of English Pronunciation Instructional Media. 23 participants were selected purposively as the sample of this study. The research employed three key components: 1) English Pronunciation Instructional Media, 2) Pre and Post-test assessments, and 3) student's satisfaction questionnaire. In this research, statistical analyses, including the examination of mean, standard deviation, and paired t-test, were conducted. The research findings revealed several significant outcomes. Firstly, there was a notable increase in students' academic achievement after the implementation of English Pronunciation Instructional Media ($t = 2.083, p < 0.05$). Secondly, students expressed high satisfaction levels towards the use of English Pronunciation Instructional Media, with average scores indicating substantial

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บทคัดย่อ

การวิจัยนี้มุ่งเน้นการเปรียบเทียบผลสัมฤทธิ์ทางการเรียนของนักศึกษา ก่อนและหลังการใช้สื่อการสอนการออกเสียงภาษาอังกฤษตามหลักสัทศาสตร์ และศึกษาความพึงพอใจของนักศึกษาที่มีต่อการใช้สื่อการสอนเหล่านี้ โดยมีกลุ่มตัวอย่างที่เป็นนักศึกษาสาขาวิชาภาษาอังกฤษ ชั้นปีที่ 1 จากคณะมนุษยศาสตร์และสังคมศาสตร์ และคณะศึกษาศาสตร์ มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตปัตตานี จำนวน 23 คน ซึ่งได้รับการเลือกแบบเจาะจงในการเป็นกลุ่มตัวอย่าง เครื่องมือที่ใช้ในการวิจัยได้แก่ สื่อการสอนการออกเสียงภาษาอังกฤษ แบบทดสอบก่อนและหลังการเรียน และแบบสอบถามความพึงพอใจของนักศึกษา การวิเคราะห์สถิติที่ใช้รวมถึง ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และการทดสอบ t-test

ผลการวิจัยพบว่า ผลสัมฤทธิ์ทางการเรียนของนักศึกษาดีขึ้นอย่างมีนัยยะที่สำคัญหลังการใช้สื่อการสอนการออกเสียงภาษาอังกฤษ ($t = 2.083$, $p < 0.05$) และผลการวิเคราะห์คะแนนเฉลี่ยของระดับความพึงพอใจของผู้เรียนต่อการใช้สื่อการสอนการออกเสียงภาษาอังกฤษแสดงให้เห็นว่า ผู้เรียนได้ประโยชน์จากการใช้สื่อการสอนการออกเสียงภาษาอังกฤษอย่างสูง (ค่าเฉลี่ย 4.70), ผู้เรียนสามารถนำความรู้ไปใช้ในชีวิตประจำวันได้ (ค่าเฉลี่ย 4.83), และผู้เรียนมีทัศนคติที่ดีต่อภาษาอังกฤษ (ค่าเฉลี่ย 5.0) นอกจากนี้มีแนวทางในการสร้างสื่อการสอนการออกเสียงภาษาอังกฤษที่ได้รับข้อเสนอแนะจากผู้ทรงคุณวุฒิ เช่น เพิ่มความหลากหลายในสื่อเพื่อดึงดูดความสนใจของผู้เรียน และควรมีการจัดทำสื่อในรูปแบบหนังสืออิเล็กทรอนิกส์ เพื่อเสริมสร้างประสบการณ์การเรียนรู้ที่มีประสิทธิภาพ

คำสำคัญ

แบบฝึกหัดการออกเสียงภาษาอังกฤษ, สัทศาสตร์ภาษาอังกฤษ, ผลสัมฤทธิ์ทางการเรียน, ความพึงพอใจของผู้เรียน, ผู้เรียนภาษาอังกฤษชาวไทย

Introduction

Clear and accurate English pronunciation is essential for effective communication in English-speaking countries and around the world (AbdAlgane & Idris, 2020). The way words are pronounced affected how well a message was being comprehended and poor pronunciation could lead to confusion and misinterpretation. Precise pronunciation ensured that messages were conveyed clearly and effectively, enhancing credibility, professionalism, and overall communication skills (Harmer, 2001). It also improved listening skills, as people became more attuned to the subtleties and nuances of the language. Mastering English pronunciation was especially important for non-native speakers, as it could pose additional challenges. With accurate pronunciation, individuals could communicate with confidence, precision, and intelligibility, opening doors to new opportunities in both personal and professional spheres (Burns & Seidlhofer, 2019). Conversely, inadequate English pronunciation could impede communication, fostering misunderstandings and potential embarrassment in both personal and professional spheres. Gilakjani (2011) suggested that it could lead to a lack of clarity, causing individuals to misinterpret messages and potentially resulting in confusion or conflict. Non-native speakers, in particular, may have encountered difficulties in expressing themselves and forming relationships in English-speaking communities. In professional settings, incorrect pronunciation could erode one's reputation, making it challenging to garner respect from colleagues and clients. Consequently, a dedication to improving English pronunciation was fundamental for effective communication and achieving success in interpersonal and professional interactions.

Several scholars suggest that for non-native English speakers, mastering pronunciation unlocked a multitude of benefits. For instance, it empowered them to communicate effectively in English-speaking environments, enabling them to articulate their thoughts, ideas, and opinions with clarity and precision. In addition, accurate pronunciation instilled confidence in their spoken English, encouraging them to engage actively in conversations and build

meaningful relationships. Moreover, it enhanced their credibility and professionalism in the workplace, a quality highly regarded by employers. Furthermore, correct pronunciation facilitated seamless integration into English-speaking communities, fostering connections with native speakers and strengthening relationships. In essence, mastering pronunciation was an essential tool for effective communication, bestowing upon non-native English speakers a wealth of advantages in both personal and professional spheres (Hassan, 2014; Singhanuwananon, 2018; Plailek, 2021; Peerachachayanee, 2022; Sirichote & Kanokpermpoon, 2022).

Currently, the researcher is involved in teaching the course entitled “English Practical Phonetics” at Prince of Songkla University’s Pattani Campus. This compulsory course is designed for all students in the English Programme across two faculties, namely: the Faculty of Education and the Faculty of Humanities and Social Sciences. Focusing on the fundamentals of English phonetics, the course has three primary objectives for students to achieve. These include accurately identifying the roles and functions of speech organs, articulations, English consonants, and vowels; correctly distinguishing and pronouncing English sounds, words, and sentence stress, intonation, and connected speech; and becoming proficient in reading and writing English phonetic transcriptions using the International Phonetic Alphabet (IPA). Recognising the pivotal role of accurate English pronunciation in effective communication, the researcher emphasized on the importance of enhancing students’ pronunciation skills through the application of English phonetics theories. The challenges faced by Thai learners of English, particularly the differences between Thai sounds and English sounds, were acknowledged. Sahatsathatsana (2017) noted that Thai learners reported serious problems with English pronunciation due to differences in the sound systems of English and Thai. Also, Kanokpermpoon (2007) observed that English sounds were not present in Thai phonology which often presented significant challenges for Thai students in terms of pronunciation. These sounds included /g/, /v/, /t/, /d/, /z/, /ʃ/, /ʒ/, /tʃ/, and /dʒ/. Therefore, it was vital to take this challenge into consideration when designing

instructional media for practical English phonetics, which was a key focal point of this paper. This emphasis was particularly critical for students in the Faculty of Education, who were destined to become English teachers and role models for future students. Equipping these students with proper knowledge of phonetic pronunciation concepts was essential, enabling them to grasp the fundamentals of correct pronunciation and being able to guide others towards achieving it.

Research Objectives

This study examined the students' achievements and satisfaction regarding the implementation of English Pronunciation Instruction Media in the English Practical Phonetic Class. Pre- and post-tests were utilised to evaluate students' academic progress. Additionally, a satisfaction survey was conducted to gather students' feedback on the instructional media.

Literature Review

Mastering accurate pronunciation poses a significant obstacle for English language learners, necessitating considerable effort and dedication (Pourhossein Gilakjani, 2016). Native speakers value accurate pronunciation highly, viewing it as essential for effective communication, as stressed by Harmer (2001). Ineffective pronunciation can impede the understanding of grammar and vocabulary, underscoring the need for tailored pronunciation training for students. English teachers are tasked with guiding their students towards accurate pronunciation in words, phrases, sentences, and intonation (Cedar & Termjai, 2021).

Suntornsawet (2019) highlights that the phonological characteristics of both Thai and English exhibit significant differences, leading to a unique pronunciation of Thai-accented English influenced by Thai L1 phonological features. Regarding intelligibility, critical analyses reveal that most issues stem from the absence of certain English sounds in Thai phonology. However, this disparity is not the sole contributing factor. Despite some shared phonological sounds between Thai and English, they often exacerbate

differences rather than facilitating Thai pronunciation of English. Winaitham and Suppasetseree (2012) identify several factors contributing to pronunciation challenges among Thai students. These factors include a foundational lack of knowledge in English pronunciation, a tendency to rely on Thai tones and intonation when attempting English pronunciation, a lack of intention to enhance pronunciation skills, unfamiliarity with English intonation patterns, infrequent usage of English in daily communication, and anxiety about making errors during oral communication. Similarly, Tanthanis's (2012) investigation found that students encountered greater challenges in pronouncing final consonants compared to initial consonants, particularly in affricate consonants. Furthermore, the study assessed their utilization of English Pronunciation Learning Strategies to be at a moderate level. Notably, there was no discernible correlation between English pronunciation proficiency and the application of English Pronunciation Learning Strategies.

Apichatabutra (2011) and Piyamat and Deekawong (2021) argue that establishing a foundation in articulatory phonetics can effectively enhance the English pronunciation skills of Thai students. By providing students with a comprehensive understanding of articulation principles, they can better discern challenging English sounds, leading to overall improvement in their English pronunciation. The importance of precise English pronunciation and the need for effective pronunciation instruction have been emphasized by various researchers, including Harmer (2001), Kanoksilapatham (2016), Plailek (2021), Pourhossein Gilakjani (2016), Prashant (2018), and Ronnakiat (2012). Additionally, studies conducted by Kukeartkarn (2017) and Pairor and Phusawisot (2022) suggest that students' English pronunciation ability increased after receiving instruction through phonics intervention and authentic materials.

According to Chung (2007), Kissling (2013), and Hamzah (2014), several empirical studies compared explicit phonetic instruction with implicit methods. Various factors affecting the efficacy of explicit phonetic teaching were identified, showing promise in improving learners' pronunciation. Considerations

included whether to prioritize accuracy or intelligibility and the importance of segmental versus suprasegments. Alternative methods for directing learners' attention to L2 sound systems were explored, prompting a reevaluation of phonetic instruction in L2 teaching. Additionally, computer-assisted language learning (CALL) was effective in enhancing second language speech production.

Research suggests that effective phonetics instruction can master speaking skills. Liu and Fu (2011) conducted an experimental study on Chinese learners, highlighting the effectiveness of teacher instruction and continuous monitoring in improving English pronunciation. Similarly, Yokomoto (2017) investigated teaching trends, emphasising the role of effective instruction and peer feedback in pronunciation teaching.

Online applications serve as a valuable resource for learning pronunciation. According to the study by Taladngoen, Pinsak, and Chuenchomnakjad (2020), students often rely on online applications like Google Translate for pronunciation demonstrations because of their convenience and accessibility. Additionally, Anghirun's (2020) research revealed that students experienced significant improvement in pronunciation after using such applications, expressing high levels of satisfaction with the Natural Language Processing (NLP) application.

Saito and Plonsky (2019) highlight trends in pronunciation instruction and accentedness. They argue that while pronunciation teaching for EFL learners has traditionally aimed for a native-like accent, this objective is often unattainable. Derwing and Munro (2015) suggest prioritising intelligibility over native-like pronunciation. To address this, scholars like Isaacs et al. (2018), Low (2021), and Pourhosein Gilakjani (2016) recommend setting achievable pronunciation goals, such as attaining intelligible speech. Instructors should tailor these goals to suit learners' communication needs and provide additional support for those striving for native-like pronunciation.

Building upon these existing studies, this investigation explored the effectiveness of using English Pronunciation Instruction Media in enhancing English pronunciation proficiency and satisfaction among Thai English learners.

Methodology

Participants

The participants in this research consisted of 23 Thai learners of English who had been enrolled in a compulsory “Practical Phonetics” course. All participants were English majors from the Faculty of Education and the Faculty of Humanities and Social Sciences. Among the aims of the course were to impart knowledge on the roles and functions of speech organs, enhance participants’ ability to distinguish and pronounce English consonants and vowels accurately, provide guidance on employing proper stress, intonation, and connected speech in English, and offer instruction on reading and writing phonetic transcriptions using the International Phonetic Alphabet (IPA).

The Construction of Pronunciation Media

The English Pronunciation Instruction Media consisted of carefully selected digital and physical resources aimed at enhancing learners’ pronunciation skills. This included audio recordings, online platforms, and printed materials such as exercises and explanations. The English Pronunciation Instruction Media, comprising supplementary materials and exercises aimed at enhancing English pronunciation which were integrated throughout the 14-week programme, encompassing both in-class and out-of-class sessions. Careful consideration was given to the frequency and duration of students’ interaction with the media, with clear instructions provided for them to engage with it as an in-class activity for one hour and an out-of-class activity for three hours per week as part of their learning curriculum. To ensure students’ participation during the out-of-class activity, subsequent classes typically involved assessments such as read-aloud activities or pronunciation drills.

Research Materials

The research employed three instruments. Namely: pre- and post-pronunciation tests, the English Pronunciation Instruction Media, and a satisfaction survey. Pre- and post-pronunciation tests were used to assess participants' English pronunciation skills before and after the intervention programme. Additionally, a satisfaction survey was conducted to gauge students' satisfaction with the English Pronunciation Instruction Media. The validity and reliability of both the pre and post-tests were confirmed through assessment by three English Phonetics specialists, resulting in an IOC range of 0.80 to 1.00. Similarly, a thorough examination was conducted on the satisfaction survey by three specialists to evaluate the validity and reliability of its questions, yielding an IOC range of 0.80 to 1.00. Prior to its integration into the course, the English Pronunciation Instruction Media, devised by the researcher, underwent assessment by five English lecturers specialising in English phonetics and pronunciation, via a trial process to ascertain its validity and reliability.

Data Collection Method

To collect the comprehensive data, students were initially assigned with a pre-test at the beginning of the semester. This task involved pronouncing words listed on a test sheet and recording themselves pronouncing these words in a video format. These recordings were submitted to the researcher within the first week of the semester. Throughout the semester, students received instruction on English phonetics, supplemented by some practice materials available through the English Pronunciation Instruction Media. These resources were thoughtfully chosen to facilitate effective learning and practice. As the semester progressed, students actively engaged with these materials to enhance their pronunciation skills. Towards the end of the semester, students underwent a post-test, where they had to pronounce words from a test sheet, record corresponding videos, and submit them to the researcher by the final week.

Analysis Procedure

To ensure the reliability of inter-rater assessments, several measures were implemented during the evaluation of students' performance. The researcher, along with two expert raters proficient in English pronunciation and phonetics, participated in the evaluation process. A rubric was employed to facilitate a comprehensive assessment of pronunciation skills, covering aspects such as accuracy, fluency, and intelligibility. Inter-raters played a crucial role in maintaining consistency and objectivity throughout the evaluation. Each rater independently evaluated the pronunciation of the same group of learners, adhering to predefined criteria. This approach ensured that assessments were conducted uniformly across all students while minimising the potential for bias or subjective interpretation. Furthermore, the involvement of multiple raters served to enhance the validity and reliability of the evaluation process. By comparing and reconciling their assessments, discrepancies or inconsistencies in scoring could be identified and addressed, thereby strengthening the overall integrity of the assessment outcomes. Overall, these procedures underscored the commitment to upholding the quality and credibility of the evaluation process. In cases of disagreement among raters or instances of unclear pronunciation, a structured protocol was followed. Raters discussed disagreements to reach a consensus, referencing assessment criteria. For fuzzy pronunciation, further examination was conducted, potentially involving repeated listening or consultation with experts.

Table 1. Guideline for the evaluation process

No.	Criteria	Score and description			
		Good 3	Moderate 2	Poor 1	Unintelligible 0
1	Accuracy	Pronunciation is mostly accurate, with occasional errors that do not significantly impede understanding.	Pronunciation demonstrates noticeable errors, affecting clarity and understanding.	Pronunciation is frequently inaccurate, making communication difficult.	Pronunciation is completely unintelligible.
2	Fluency	Speech is generally fluent, with occasional minor hesitations or pauses.	Speech is somewhat hesitant or disjointed, with frequent pauses and disruptions.	Speech is halting and disjointed, with significant pauses and hesitations.	Speech is extremely halting and disjointed, making it difficult to follow.
3	Intelligibility	Speech is mostly intelligible, with occasional mispronunciations or unclear passages that do not hinder overall understanding.	Speech is somewhat intelligible, but clarity is compromised by frequent errors or unclear pronunciation.	Speech is often unintelligible, requiring significant effort to understand.	Speech is completely unintelligible, making communication impossible.

In the last week of the semester, an additional satisfaction survey was conducted to evaluate students' contentment with the English Pronunciation Instruction Media and the overall effectiveness of the intervention programme. This survey involved students completing a questionnaire that utilized rating 5-point scales. Participants were required to assign scores to various items based on predetermined criteria, using a symmetric agree-disagree scale for statements to express their level of agreement.

Results

The research outcomes comprised two primary components. Firstly, the Student's Achievement Test served as a comprehensive assessment, shedding light on the notable progress observed in participants' pronunciation skills upon the completion of the course. This test offered valuable insights into the effectiveness of the instructional approach and the extent to which learners had mastered the nuances of English phonetics. Secondly, the Student Satisfaction Survey on the English Pronunciation Instruction Media provided a nuanced understanding of participants' contentment levels with the pronunciation practice tool. This survey served as a crucial measure of the tool's utility as an additional resource for refining pronunciation, offering perspectives on its effectiveness and user satisfaction within the context of the study. Together, these components contributed to a comprehensive evaluation of the impact and reception of the English pronunciation instruction approach employed in the research.

The Pre-and Post-Pronunciation Test Results

Table 2. Pre and Post-Pronunciation Test Result

Phonemes and Words	Sample words	Pre-Test		Post-Test	
		\bar{x}	SD	\bar{x}	SD
/p/	pin, map	0.96	0.15	1.00	0.00
/b/	boy, cab	0.92	0.20	1.00	0.00
/t/	tall, meet	0.96	0.15	1.00	0.00
/d/	day, good	0.92	0.20	1.00	0.00
/k/	cook, look	0.83	0.25	0.96	0.15
/g/	girl, log	0.88	0.23	0.96	0.15
/m/	me, sum	0.92	0.20	1.00	0.00
/n/	nine, fine	0.92	0.20	1.00	0.00
/ŋ/	song, fang	0.88	0.15	1.00	0.00
/f/	fee, wife	0.80	0.41	1.00	0.00
/v/	voice, leave	0.50	0.47	0.79	0.34
/θ/	think, death	0.30	0.46	0.86	0.32
/ð/	they, bathe	0.33	0.45	0.88	0.33
/s/	see, miss	0.67	0.41	0.96	0.15
/z/	zoo, cries	0.46	0.45	0.88	0.32
/ʃ/	shore, bush	0.42	0.42	0.79	0.34
/ʒ/	vision, beige	0.17	0.20	0.88	0.32
/h/	hide, home	0.88	0.15	1.00	0.000
/tʃ/	chick, beach	0.46	0.49	0.96	0.15

Phonemes and Words	Sample words	Pre-Test		Post-Test	
		\bar{x}	SD	\bar{x}	SD
/p/	pin, map	0.96	0.15	1.00	0.00
/b/	boy, cab	0.92	0.20	1.00	0.00
/dʒ/	jump, age	0.38	0.40	0.88	0.23
/l/	like, leak	0.80	0.32	1.00	0.00
/r/	ride, roam	0.80	0.41	1.00	0.00
/w/	wig, wide	0.96	0.15	1.00	0.00
/j/	yell, yacht	0.71	0.46	0.91	0.30

The pre-test results in Table 2 indicated that participants struggled most with English fricatives and affricates. Notably, the fricative /v/ scored an average of 0.5 (SD=0.47), /θ/ scored 0.29 (SD=0.46), /ð/ scored 0.33 (SD=0.45), and /ʒ/ scored 0.17 (SD=0.20). Additionally, the affricate /tʃ/ scored 0.46 (SD=0.49), while /dʒ/ scored 0.38 (SD=0.40). There was significant improvement in the English pronunciation skills of most students as indicated by the post-pronunciation test results. Especially notable was their increased accuracy in pronouncing fricative and affricate phonemes. A detailed analysis of the test results indicates a substantial enhancement in the participants' ability to articulate words containing fricative and affricate phonemes in both initial and final positions. Focusing specifically on fricative articulation, significant improvement was evident. For instance, the pronunciation of /v/ had a mean of 0.79 (SD=0.34), while /θ/ achieved a mean of 0.88 (SD=0.32). Similarly, both /ð/ and /ʒ/ displayed elevated mean scores of 0.88 (SD=0.32). Moreover, the affricate /tʃ/ showed a remarkable average score of 0.96 (SD=0.15), and /dʒ/ achieved an average score of 0.88 (SD=0.23). These detailed findings offer comprehensive insight into

the considerable progress made by participants in enhancing their pronunciation skills, especially in mastering those challenging fricative and affricate phonemes.

Table 3. T-Test Result

t-Test: Paired Two Sample for Means						
				<i>Pre-Test</i>	<i>Post-Test</i>	
Mean				0.604	1.073	
Variance				0.212	2.255	
Observations				48.000	48.00	
Pearson Correlation					0.027	
Hypothesized Mean Difference					0.000	
Df					47.00	
t Stat					2.083	
P(T<=t) one-tail					0.021	
t Critical one-tail					1.678	
P(T<=t) two-tail					0.043	
t Critical two-tail					2.012	
Result	N	mean	SD	t	df	sig
Pre-test	48	0.642	0.212	2.083	47.000	0.021
Post- test	48	1.073	2.255			

Table 3 indicated the results of the pre- and post-pronunciation tests of the participants. It was observed that the t-Stat value (2.083) exceeded the t-Critical One-tail value (1.678), indicating that the post-pronunciation test result was higher than the pre-pronunciation test result. Similarly, considering the p-value, it was found that the P(T<=t) one-tail value was 0.021, which fell below the confidence interval set at 0.05. Therefore, the p-value was

Satisfaction Survey Questions	\bar{x}	SD
10. Students are encouraged to apply their knowledge and understanding of course content in exercises.	4.74	0.54
11. Practice exercises assist students improve their English communication and pronunciation skills.	4.83	0.49
12. There are activities in the exercises that allow students to track their progress in English pronunciation.	4.68	0.57
13. Learners will benefit from this pronunciation practice tool.	4.70	0.70
14. Learners can use their understanding of English pronunciation in everyday situations.	4.83	0.49
15. Learners have a positive attitude toward English.	5.00	0.00
Overall satisfaction	4.72	0.50

The general satisfaction level regarding the English Pronunciation Instruction Media was noted as $\bar{x} = 4.72$ (SD 0.50). A majority of the students expressed satisfaction with the utilisation of the English Pronunciation Instruction Media, indicating a positive attitude towards English ($\bar{x} = 5.0$). Furthermore, they reported being able to apply their understanding of English pronunciation in everyday situations ($\bar{x} = 4.83$). Additionally, students highlighted the perceived benefits derived from the English Pronunciation Instruction Media ($\bar{x} = 4.70$).

Discussion

The findings of the study illuminate an initial challenge faced by participants in mastering English pronunciation. However, the synergistic approach of integrating the English phonetic course with the implementation of the English Pronunciation Instruction Media emerged as a pivotal factor in facilitating a noteworthy improvement in their English pronunciation skills. Beyond mere phonetic enhancement, participants exhibited advancements in their overall communication skills, coupled with a positive transformation in their attitudes toward English pronunciation.

Despite the initial hurdles, the study underscores a transformative journey for the participants involved in this research. Once armed with a foundational understanding of English phonetics and supplemented by targeted training through the ‘English Pronunciation Instruction Media,’ participants showcased substantial progress across all facets of their pronunciation skills. This progression was not merely anecdotal; a meticulous comparison of pre-and post-pronunciation test results unequivocally demonstrated the marked strides participants made in refining their English pronunciation abilities.

The study’s comprehensive approach, weaving together theoretical knowledge through the English phonetic course and practical application via the ‘English Pronunciation Instruction Media,’ not only addressed the initial impediments but also fostered a holistic and sustained enhancement in participants’ pronunciation proficiency. This nuanced intervention highlights the efficacy of a well-rounded strategy in positively influencing language acquisition, particularly in the realm of English pronunciation.

Furthermore, the importance of the instructional material was noted, and the specialist committee emphasized that effective instruction media should encompass diverse formats to elevate student engagement. Clear guidelines and formats were underscored as pivotal elements for improving teaching and learning efficiency. In line with contemporary educational trends, the experts endorsed the

creation of instruction media in the form of an electronic book, often referred to as an e-virtual book. This forward-looking recommendation aligned with the evolving landscape of educational resources and suggested a promising avenue for the continued improvement of English pronunciation instruction materials.

Conclusion

In conclusion, this study not only adds valuable insights to the existing body of knowledge on language acquisition but also sets the stage for future research endeavours aimed at refining instructional methodologies to enhance English pronunciation skills among language learners. However, it is important to acknowledge the limitations of this study, notably the absence of control and experimental groups. Despite this limitation, it is anticipated that the findings of this study will provide valuable insights into teaching English phonetics to Thai learners.

The first research objective was to thoroughly investigate students' achievements regarding the implementation of English Pronunciation Instruction Media in the English Practical Phonetic Class. To achieve this, pre- and post-tests were administered to evaluate students' academic progress. The findings revealed a significant improvement in students' academic performance following the implementation of the English Pronunciation Instruction Media. Furthermore, the second research objective focused on assessing students' satisfaction with the implementation of English Pronunciation Instruction Media in the English Practical Phonetic Class. To gauge this aspect, a satisfaction survey was conducted to gather students' feedback on the instructional media. The results of the survey indicated a high level of satisfaction among students regarding the utility and effectiveness of the instructional media in improving their English pronunciation skills.

However, it is crucial to acknowledge the limitations of this study, particularly the absence of control and experimental groups. Moreover, examining how well-enhanced pronunciation skills are retained over the long term and assessing the applicability of these skills in various language settings could offer a more thorough insight into the enduring effects of such interventions. Wongsuriya (2020) also suggests that utilising mobile applications to enhance students' English pronunciation skills could be an additional advantage for phonetics teachers. Additionally, investigating the effectiveness of this method across various proficiency levels and learner traits could aid in customising interventions to meet specific learner requirements.

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