

平成 28 年度 研究成果報告書

Research Achievement Report FY2016

講座名・職名 Course Title・Job Title	Asia II ・ Specially Appointed Associate Professor
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専門分野 Academic Field	Thai

主たる研究テーマ Principal Research Subject	Pronunciation Exercises for Problematic Tones in Speaking Thai for Japanese Learners
<p>The main purpose of this research was to construct pattern drills of pronunciation exercises for problematic Thai tones for 13 Japanese students at Osaka University who enrolled in the course "Academic Speaking" in semester 1, academic year 2016. This group of students speaks Thai fluently. However, they still have problems in the tones both in monosyllable words and in connected speech. There were two categories of the errors of Thai tones pronunciation produced by the students: the inaccurate of tones but it was understandable perceived by native speakers, and the inaccurate of tones which produced different meanings of the words. The researcher went to the library at KhonKaen University and Chiangmai University, Thailand to search for research report on problematic Thai pronunciation conducted by Thai scholars. There were many research studies on problematic tones in speaking Thai for Japanese learners e.g. Thanaphat Sinthawashewa (2009), Suthasinee Sittigasorn (2003) and Eknaree Rangsoongnoen (2014). These research studies reported on problematic Thai tones for Japanese learners and pronunciation exercises to improve their pronunciation skills. Review literature showed that Japanese learners have problems in pronunciation in Thai single initial consonants, final consonants, vowels and tones.</p> <p>Pronunciation exercises constructed in this study were used with the 13 students to solve the problems with Thai tones pronunciation. It was found that after constantly practicing for 2 weeks the students can produced correct Thai tones. It was discussed in Thanaphat Sinthawashewa's study that there is language interference of first language of the speaker when speaking foreign language, so in order to pronounce accurate Thai tones especially in connected speech learners have to pay attention and concentrate on pronunciation (2009: 155).</p>	