



## CONCLUSION AND SUGGESTIONS

From the analysis of the production of the Thai words presented in the previous chapter, it can be concluded that the phonemes which constitute major problems for English and French speakers in learning Thai are as follows:

For English speakers

1. The aspirated stops of English / ph- /, / th- /, / kh- / were often substituted for the Thai unaspirated stops / p- /; / t- / / k- / in initial position.
2. The aspirated affricate / ch- / was often substituted for the unaspirated affricate / c- /
3. The lish back vowel / u / was substituted for the Thai high central / ɨ /
4. All tones are confused with each other.
5. The dental nasal / n- / is expected to be substituted for the velar nasal / ŋ- / in initial position.

For French speakers:

1. The unaspirated stops of French / p- /, / t- /, / k- / were often substituted for Thai aspirated stops / ph- /, / th- /, / kh- / in initial position.
2. The final unaspirated stops / -p /, / -t /, / -k / tended to be released.
3. The fricative / sh- / was nearly always substituted for the affricate / ch- / on the other hand / ch / was often substituted for / c /

4. Final / -ngk / or / -n / were substituted for the velar nasal / -ng /

5. The voiced fricative / v- / was substituted for / w- / in initial position.

6. The initial / h- / was not pronounced.

7. The French uvular / R- / was substituted for the alveolar / r- /

8. The French rounded high front vowel / y / was substituted for the high central / i /

9. All tonemes were confused with each other.

As regards the incorporation of these problems into teaching materials, it should be noted that teaching materials should consist of both perception drills and production drills.

Perception drills may be done by discriminating between contrastive pairs of phonemes: for example, / paɑ / - / phaɑ /. The English learners may be asked to pick out the unaspirated / p- / from the series / paɑ /, / phaɑ /, / paɑ / and the French learners to pick out the aspirated / ph- /

Great emphasis should be made on tonemes since there are confused substitutions of tonemes as shown in table 8. Minimal pairs of the tonal contrasts should be drilled, both at perception and production levels.

e.g.            / maɑ / - / mǎɑ /    or  
                  / mǎɑ / - / ma̍ɑ /

Suggestions for Teachers and for Preparing Pronunciation Drills.

In teaching Thai pronunciation to English and French speakers, teachers should be aware of the problems stated above. The teacher should try to make their students distinguish the problem phonemes from the phonemes they tend to substitute. This can be done by means of pronunciation drills. Minimal pairs should be used to help the learners distinguish the phonemes. All contrasts both within Thai itself or between English or French and Thai should be drilled, for instance, the contrast /t/ and /tt/ and between /t/ and /y/ or /u/

Materials for teaching Thai pronunciation should not use the same drills for both English and French speakers since all the problems are not the same for them. Only the drills on the same problems can be used for both of them.

Suggestions for Transcription of Thai Words for English and French Speakers.

Thai words are transcribed into the Roman alphabet for the westerners. As it has been stated, the different patterns of English and French will cause the speakers of these languages to produce Thai words differently. For example, such words as "Pataya" /phatayaa/- พัทยา and "takraw" /takrɔ̀ɔ̀/- ตากร่ว , /ph-/ and /t-/ are transcribed with "p" and "t" in ordinary Roman orthography. These may cause English speakers to pronounce "takraw" as /thàkrɔ̀ɔ̀/ and French speakers to pronounce "Pataya" as /pátayaa/ because of the problems analyzed in the previous chapter.

It is suggested by the writer that there should be separate types of Roman orthography of Thai words for English and French speakers since their problems are not the same.

For French speakers there is a need to show aspiration of initial stops / ph- /, / th- /, / kh- /.

In the writing systems of English and French the combination of the graphemes " p " and " h " is equivalent to the phoneme / f / e.g. " philosophy " / *ˈfɪləsəfi* /, " philosophic " / *ˌfɪləsəfɪ* /. Thus the transcription of a name like " *พืบุ* " as " phibul " will result in a pronunciation some thing like / *fɪbəl* / by English speakers and / *fibul* / by French speakers. Consequently " h " should not be combined with " p " to show aspiration. Another symbol like " ʰ " may be put over after " p ", " t ", " k " - " p<sup>ʰ</sup>", " t<sup>ʰ</sup>", " k<sup>ʰ</sup>" to indicate aspiration for French speakers. The contrasts / c / and / ch / should be transcribed as " j " and " ch " to distinguish from each other.

As regards English speakers, different system should be used. It is particularly pointless to show aspiration of initial stops for English speakers, as normally all initial stops are aspirated by English speakers. The adding of " h " represents another sound since " ph " is always pronounced as / f / and " th " as / θ / or / ð / in English.

What is needed for English speakers is some symbol to mark the non-aspiration of those stops in initial position. The practical system suggested here is to put a period mark " . " under those stops: " p, t, k " to distinguish them from the aspirated " p, t, k ". The contrast / c-, ch- / can be transcribed as / j-, ch- / the same as

For French speakers .

These different systems of Roman orthography will help English and French speaking residents in Thailand pronounce Thai words more correctly.

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