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## Factors Influencing the Development in English Pronunciation Skills Training in Primary Students of Schools in the Primary Education Services Area Office in Bangkok.

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### Abstract

This research is conducted for the purpose of; 1) Studying the factors which influences the development in English pronunciation skills training in primary students of schools in the Primary Education Services Area Office in Bangkok 2) Studying the possibilities of the development in English pronunciation skills in primary students of schools in the Primary Education Services Area Office in Bangkok. The cross section in this research includes 200 primary education level English language instructors from 37 schools in the Primary Education Services Area Office in Bangkok. This research was conducted from February-March 2013, using 5 point rating scale questionnaire as research methodology, and using Percentage, Average, Standard Deviation, and Regression

The research results are;

1) Most of the Primary education level English language instructors in the Primary Education Services Area Office in Bangkok are ready for the usage of new technologies as the instruction media and most students prefer and ready to make use of electronics devices in learning English language.

2) Factors which influences the development in English pronunciation skills training in this study; 1) The main factors which are instructors, students, and teaching method 2) The influential factors which are duration and frequency of learning and teaching 3) The environmental supportive factors which are the equipment from all of the tests. It can be concluded that independent variable influences English pronunciation skills training in primary students with a predictive correlation at 0.05 level of statistical significance.

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## **Introduction**

Nowadays, there have been English programs in various levels of schools in Thailand; primary, secondary and higher education levels. The purposes of doing that are to improve 4 skills in learners: listening, speaking, reading and writing. Particularly, speaking skill is the most essential talent to be used for effective communicating with other fellows on earth. Basically, this can influence the country development and academic institutions need to manage learning programs according to the Basic Education Curriculum of 2551 B.E. and it has to include all the 5 significant capabilities of learners in it. The most significant skill is communication skill which is composed of listening, speaking, reading and writing of foreign languages. However, Thailand education system managed nowadays is not in accordance with personal and social requirements. The more expectation required by all levels in society that education needs to play major roles in preparing Thai people to be able to compete with people in other countries, the bigger problem in education circle can be obviously seen. The most frequent argument made in all levels is why learners graduating each level even primary, secondary or higher education cannot speak fluent English. This major problem can be caused from many factors such as instructors, learners, learning atmosphere and other factors influencing the English speaking.

The researcher has realized importance of such matter and has therefore studied those factors affecting the improving skill in English pronouncing skills of students in primary schools of the Primary Education Service Area in Bangkok. It is expected that the study results can be advantageous and be further approach of English teaching improvement in Thailand.

## **Objective**

To study those factors affecting the improvement of English pronouncing skills of primary students in Primary Education Service Area Office in Bangkok.

## **Methodology**

### *Population*

Total 200 English instructors in elementary schools administrated by Primary Education Service Area Office in Bangkok have been used as population in this study.

### *Research Instruments*

Two types of questionnaires were designed for collecting data from the respondents: the first type was checklist questionnaire concerning demographic data and another one was 5-point Likert type scales to study factors influencing the improvement of English pronunciation. The questionnaires were tried out to find reliabilities of them and the reliable values of all questions made in questionnaires were 0.789.

### *Data Collection and Analysis*

The researcher collected data information from the inspected and approved questionnaires from all kinds of population which was 200 English teachers in 37 primary schools of the Primary Education Service Area Office in Bangkok. The duration between propagating questionnaires and collecting back was 3 weeks in February and the data was analyzed in March 2013. Upon collection and inspection of all collected questionnaires, the data were analyzed through descriptive statistics which were composed of percentage, mean and standard deviation that were used to explain the data characteristics. The correlation of data was analyzed to find correlation coefficient by using statistics designed by Pearson Chi-Square and the data Regression were used to forecast behaviors of data.

## Results

### *General Information of the Respondents*

From all 200 population used in this study, 26 per cent of it are male and 74 of it are female with age ranges 20-39 years as highest at 30 per cent and the less is 38.50 per cent is the range between 30-49 years. The population with ages between 40-49 years estimated at 11 per cent and the population with ages above 50 years estimated at 20.50 per cent. Of all population, 44 per cent directly graduated English teaching and 56 per cent of them graduated other subjects. Average 73 per cent of all population had their own electronic media in the form of smart phones, 86.5 per cent of population had their own electronic media in the form of computer tablets and average 79 per cent of population had their own electronic media in the form of computer laptops. Average 81 per cent of all population knew the software programs assisting in English pronunciation; 19 per cent of all population did not know the software programs assisting in English pronunciation. Average 80.5 of all population used to use software programs assisting English pronunciation and 19.5 per cent of all population have never used software programs assisting English pronunciation.

### *Factors influencing English pronunciation skills of primary students in primary schools of the Primary Education Service Area Office in Bangkok*

The overall means showing at 4.21 (S.D. = 0.56) of which individual factor was clarified and it was found that students talked English during the class hours showing highest means which were 4.65 (S.D. = 0.47). The second values were from students enjoying English pronunciation in classes as high means which were 4.43 (S.D. = 0.49). The students' attitude towards modern technology used in classes showed high means which were 4.42 (S.D. = 0.49). Students whose grades were better than ever showed high means which were 4.28 (S.D. = 0.63). Students' abilities in using modern technology showed high means which were 4.14 (S.D. = 0.55). Students presenting their courage in pronouncing English showed high means which were 4.08 (S.D. = 0.72). Students' cooperation in class activities and homework showed high means which were 3.98 (S.D. = 0.61). And the least mean values were from students' pronouncing English fluently which showed means of 3.77 (S.D. = 0.59)

## Conclusion and Discussion

From this study, it is found that primary students of primary schools of the Primary Education Service Area Office in Bangkok have high level of readiness for learning modern technology. Therefore, English teachers have to be prepared for using modern technology, electronic media and updating their education all the time and they need to realize the importance and advantages of the usage of electronic media in teaching English including selecting appropriate electronic media for their students. Hopefully, further comparative studies of each variable, factor, and background will be performed to get the correlation of each one. Moreover, other factors above this research such as families and students' parents should be studied. Also the same kind of this study should be done with other groups of schools such as bi-lingual schools or schools in other provinces to get comparison results to this research.

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