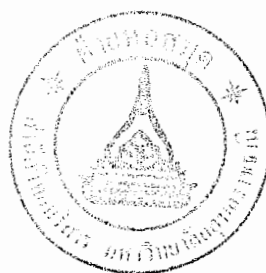




**USING PYRAMID AND CHAIN DRILLS TO SOLVE ENGLISH
CONSONANT PRONUNCIATION PROBLEMS OF SECOND-
YEAR ENGLISH MAJORS AT THE NATIONAL
UNIVERSITY OF LAOS**



BOUNSONG PHENGDUANG

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS
MAJOR IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
FACULTY OF LIBERAL ARTS
UBON RAJATHANEE UNIVERSITY
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INDEPENDENT STUDY APPROVAL

UBON RAJATHANEE UNIVERSITY

MASTER OF ARTS

MAJOR IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

FACULTY OF LIBERAL ARTS

TITLE USING PYRAMID AND CHAIN DRILLS TO SOLVE ENGLISH
CONSONANT PRONUNCIATION PROBLEMS OF SECOND-YEAR
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ชื่อเรื่อง : การใช้วิธีฝึกแบบปรีะมิดและแบบลูกโซ่เพื่อแก้ไขปัญหาการออกเสียงพยัญชนะภาษาอังกฤษของนักศึกษาชั้นปีที่ 2 วิชาเอกภาษาอังกฤษ มหาวิทยาลัย
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การศึกษาค้นคว้าครั้งนี้มีวัตถุประสงค์ เพื่อตรวจสอบประสิทธิผลของการใช้วิธีฝึกแบบปรีะมิดและแบบลูกโซ่ต่อการแก้ไขปัญหาการออกเสียงพยัญชนะภาษาอังกฤษของนักศึกษามหาวิทยาลัยแห่งชาติลาว กลุ่มประชากรตัวอย่างที่ใช้ในการศึกษาค้นคว้านี้ได้แก่นักศึกษาชั้นปีที่ 2 วิชาเอกภาษาอังกฤษ คณะศึกษาศาสตร์ มหาวิทยาลัยแห่งชาติลาว จำนวน 18 คน เครื่องมือที่ใช้ในการเก็บข้อมูลในครั้งนี้ประกอบด้วย แบบทดสอบก่อนและหลังเรียน และแผนการสอนที่ประกอบด้วยแบบฝึกแบบปรีะมิดและแบบลูกโซ่ที่ฝึกออกเสียงพยัญชนะภาษาอังกฤษ 8 เสียง ข้อมูลได้ถูกนำมาวิเคราะห์เพื่อหาค่าความแตกต่างทางสถิติโดยใช้ Excel Data Analysis Tool Pack (T-Test: Paired Two Sample for Means)

จากผลของการศึกษาแสดงให้เห็นว่าวิธีฝึกแบบปรีะมิดและแบบลูกโซ่สามารถแก้ไขปัญหาการออกเสียงพยัญชนะภาษาอังกฤษของนักศึกษาชั้นปีที่ 2 วิชาเอกภาษาอังกฤษ คณะศึกษาศาสตร์ มหาวิทยาลัยแห่งชาติลาวได้อย่างมีประสิทธิภาพ เนื่องจากการออกเสียงพยัญชนะดังกล่าวของ นักศึกษาหลังการทดลองดีขึ้นอย่างมีนัยสำคัญที่ค่า $P < 0.001$

ABSTRACT

TITLE : USING PYRAMID AND CHAIN DRILLS TO SOLVE ENGLISH
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BY : BOUNSONG PHENGDUANG

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CHAIR : SAISUNEE CHAIMONGKOL, Ph.D.

KEYWORDS : PYRAMID DRILL / CHAIN DRILL / PRONUNCIATION

The purpose of this study was to investigate whether using pyramid and chain drills could effectively solve English consonant pronunciation problems of Lao students. The subjects of the study were 18 second-year English majors in the Faculty of Education at the National University of Laos. The research instruments consisted of the pre- and post-tests and the lesson plans containing pyramid and chain drills emphasizing eight target consonant sounds. The data were analyzed by the Excel Data Analysis Tool Pack (T-Test: Paired Two Sample for Means).

The results of this study indicated that pyramid and chain drills could effectively solve English consonant pronunciation problems of the sophomores in the Faculty of Education at the National University of Laos. The consonant pronunciation of the subjects after the treatment significantly improved at $P < 0.001$.

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CHAPTER 1

INTRODUCTION

This chapter introduces the rationale, purpose of the study, research question, expected outcomes, scope of the study, and definitions of key terms.

1.1 Rationale

Many people want to study English because it is very important in the increase of opportunities it offers for advancement in their professional lives (Sidalad, 2005). Harmer (2001) points out that English is one of the main languages for international communication among speakers whose first languages are not English. The increasing use of English as an international language is likely to lead to the development of further varieties of English (Hewings, 2004). No matter what development occurs, English speakers have to understand each other; therefore, pronunciation is important for successful communication.

According to the five-year educational strategic plan of the Lao Ministry of Education (2005), English is an important foreign language in the Lao education system along with French, German, Russian, Japanese and other languages. The main purpose of teaching English in the National University of Laos (NUOL) is to enable students to improve communication and for higher education purposes (NUOL, 2001).

Hewings (2004) mentions that pronunciation is an important aspect of both speaking and listening in communication. For speaking, to make oneself understood requires clear and correct pronunciation. For listening, to make sense of what is heard, the listener must be able to divide the stream of speech into units and to interpret their meaning. Therefore, pronunciation of English segments such as vowels and consonants is a significant component in language learning, and this is not exception for Lao university students majoring in English in the Faculty of Education (FOE), NUOL, many of whom may become English teachers in the future. However, problems have been encountered with the pronunciation of some consonant sounds,

especially those that do not exist in the Lao sound inventory, namely, / ʃ /, / tʃ /, / θ /, / ð /, / dʒ /, / z / and / ʒ / (Phommachanh, 2006). Also from the researcher's experience and observation, the sound / r / is also problematic. The pronunciation difficulties may be caused by a teaching and learning process that focuses on grammar and reading comprehension, and provides students with little opportunity to practice listening and speaking. The problem is emphasized by the fact that phonetics is not a favorite subject among students compared with other areas of the language because it is difficult for them (personal communication).

The teaching of pronunciation in English as a Second Language (ESL) or English as a Foreign Language (EFL) classroom is normally based on three primary orientations: listening carefully and repeating, analyzing problematic sounds, and using these sounds in activities to enhance learning practically (Nunan, 2003). Consequently, although those problematic English consonant sounds are faced by Lao students, it is generally believed that "practice makes perfect". Therefore, pyramid and chain drills are designed to reduce their pronunciation problems.

1.2 Purpose of the study

This study aims to investigate the effectiveness of pyramid and chain drills in the solution of English consonant pronunciation problems faced by NUOL students.

1.3 Research question

Do pyramid and chain drills effectively solve English consonant pronunciation problems of second-year English majors in the Faculty of Education (FOE) at the NUOL?

1.4 Expected outcomes

This study is expected to find an effective way to solve English consonant pronunciation problems of second-year English majors in the FOE at the NUOL and to promote the students' positive attitudes towards pronunciation learning.

1.5 Scope of the study

This study is concerned with using pyramid and chain drills to solve English consonant pronunciation problems of NUOL students. The eight problematic consonant sounds are / ʃ /, / tʃ /, / θ /, / ð /, / dʒ /, / z /, / ʒ / and / r /. The difficulties emerge because of their absence in the Lao sound inventory and the difference in the place and the manner of articulation of the sound / r / between Lao and English.

1.6 Definitions of key terms

The terms used in the study are:

1.6.1 A pyramid drill is a repetitive oral practice of sounds contained in words prompted by teachers and responded to by students in chorus or individually. The number of words gradually increases in the shape of a pyramid (triangle) from top to bottom (Thornbury, 2006).

1.6.2 A chain drill is a repetitive oral practice of sounds contained in words by which each learner adds a word containing the practiced sound to make a chain of words as long as possible (Thornbury, 2006).

The next chapter will present the issues related to the study.

CHAPTER 2

LITERATURE REVIEW

This chapter provides background knowledge relevant to this study, including the roles of pronunciation in language learning, pronunciation teaching, drills, contrastive analysis between English and Lao consonant sounds, and previous studies.

2.1 Roles of pronunciation in language learning

English is needed by more and more people in the world to use for social, educational and professional reasons in all kinds of contexts, locally and internationally; therefore, a high level of intelligibility is needed (Greenwood, 2002). Pronunciation learning is thus essential for people who use English to communicate, and it is also a crucial component in oral communication.

Morley (1987 cited in Celce-Murcia et al 1996: 8) suggests that there are four groups of English language learners whose oral communication need mandate a high level of intelligibility and who require special assistance with pronunciation:

- (1) foreign teaching assistants in colleges and universities in English-speaking countries
- (2) foreign-born technical, business, and professional employees in business and industry in English-speaking countries
- (3) international business people and diplomats who need to use English as their working lingua franca
- (4) refugees in resettlement and vocational training programs wishing to relocate to English-speaking countries

To these four, Celce-Murcia et al (1996) add two groups:

- (5) teachers of English as a foreign language who are not native speakers of English and who expect to serve as the major model and source of input in English for their students

- (6) people in non-English-speaking countries working as tour guides, waiters, hotel personnel, customs agents, and those who use English for dealing with visitors who do not speak their language.

It becomes clear that pronunciation in language learning is a key ingredient to the development of communicative competence that is required by groups of English language learners in English and non-English speaking countries and a variety of professions.

2.2 Pronunciation teaching

Pronunciation teaching is probably one of the hardest areas for non-native English teachers who want to help their students to improve pronunciation because they might not be confident in their pronunciation, especially of some English sounds that do not exist in their own languages. However, teachers in ESL and EFL contexts cannot avoid or ignore the pronunciation teaching.

In recent years, pronunciation learning has shifted to include a broader emphasis on pronunciation of individual sounds, stress, rhythm, and intonation which has emerged from a segmental and suprasegmental debate to produce a more balanced approach that valued both accuracy and fluency (Celce-Murcia, 2001). Nowadays, teachers of English pronunciation have adopted two general approaches to the teaching of pronunciation (Celce-Murcia et al, 1996): *intuitive-imitative approach* whereby the learners listen to and imitate the sounds, stress, rhythm and intonation of the target language through audiotapes, language labs, video cassettes and compact discs without the explicit instruction, and *analytic-linguistic approach* by which the learners are provided with explicit instruction such as phonetic alphabets, articulatory descriptions, charts of the vocal apparatus, contrastive information, and a variety of interactive speech to supplement listening, imitation, and production.

These two approaches can be applied and combined with the communicative approach to teach pronunciation effectively. In fact, pronunciation needs to be taught as communicative interaction along with other features of spoken discourse, focusing on the achievement of communication (Goodwin, 2001). Hewings (2004) points out that the development of pronunciation practice is to provide more activities for

communicative instruction of both receptive and productive skills to improve learners' ability in oral communication. In other words, pronunciation not only makes learners acquire different sounds and sound features, but can also improve their speaking immeasurably. Pronunciation teaching for ESL and EFL learners should be based on problems in pronunciation of the learners, and teachers should give them more opportunities to deal with those problems. Thus, the researcher chose pyramid and chain drills to solve problematic consonant sounds of the NUOL students. Although these techniques are not communicative instruction, they provide students with lots of practice sufficient for the limited time.

2.3 Drills

Drilling is a defining feature of the Audio-Lingual Method (ALM), which is designed to reinforce good language habits. It emphasizes the speech model of repetition and imitation to improve pronunciation (Thornbury, 2006). Drilling is also a controlled practice activity and is necessary at all levels of learning. Nunan (2003) points out that drilling may help solve pronunciation problems such as sounds, stress, and intonation, using the "bottom-up" approach. Drilling activities in the teaching of pronunciation are also important steps towards communicative activities that can help learners improve their speaking.

Larsen-Freeman (1986) points out that in the ALM, there are many drilling techniques associated with pronunciation, such as minimal pairs, imitation, tongue twisters, repetition, substitution, chain drills, and so on. In this study, the researcher uses only pyramid and chain drills to deal with problematic English consonant sounds of NUOL students. There are four reasons for this. First, both types of drills can link to each other because the pyramid drill is a mechanical activity in which students can repeat and mimic the target sound in different words, and the chain drill is a receptive-productive activity that requires students to remember the earlier words and supply new words to make as long a chain as possible. It also gives the teacher an opportunity to check each student's speech and make correction as necessary. Second, pyramid and chain drills are activities that can encourage students to give more attention to learning. If they concentrate on their lessons, the problematic consonant sounds will be repeated several times, and the difficulty of those sounds may reduce. Third, these are

fun activities which help students enjoy learning, and they may enable them to improve their attitudes toward learning pronunciation. Finally, drilling techniques offer a large amount of pronunciation practice (Brown, 2001).

2.3.1 Pyramid drills

A pyramid drill is a repetitive oral practice of sounds, words, phrases and/or sentences prompted by teachers and responded to by students in chorus or individually. It is a mechanical activity that enables students to repeat the target sounds in a variety of words. For example, to present the pyramids drill for sound /ʃ/ in the initial position, the teacher pronounced a sound and a word, and students repeated in chorus. And then the teacher increased the number of words, and let the students repeat as follows:

/ ʃ /
 / ʃ /, she
 / ʃ /, she, sheep
 / ʃ /, she, sheep, ship
 / ʃ /, she, sheep, ship, shirt
 / ʃ /, she, sheep, ship, shirt, shoe
 / ʃ /, she, sheep, ship, shirt, shoe, shop
 / ʃ /, she, sheep, ship, shirt, shoe, shop, short
 / ʃ /, she, sheep, ship, shirt, shoe, shop, short, show
 / ʃ /, she, sheep, ship, shirt, shoe, shop, short, show, should
 / ʃ /, she, sheep, ship, shirt, shoe, shop, short, show, should, shut

2.3.2 A chain drill

A chain drill is a repetitive oral practice of sounds, words, phrases and/or sentences in which each learner tries to add more words to earlier words to make a chain. It is a receptive-productive activity that requires students to remember earlier words and to connect his or her own word to make the chain as long as possible.

Celce-Murcia (1991) states that a chain drill is one of many techniques for teaching pronunciation to second or foreign language learners by which learners can connect their own words, phrases and/or sentences to others. Hewings (2004) created the word chain drill to promote teaching pronunciation of consonants and consonant cluster sounds in initial, medial, and final positions for beginning learners. An example of the chain drill for the sound /ʃ/ in the initial position is shown below.

The teacher said the first word containing the sound /ʃ/, then each student added his or her own word to make as long a chain as possible:

- Teacher says: /ʃ/ *she*
 Student 1. says: /ʃ/ she, *sheep*
 Student 2. says: /ʃ/ she, ..., *ship*
 Student 3. says: /ʃ/ she, ..., ..., *shirt*
 Student 4. says: /ʃ/ she, ..., ..., ..., *shoe*
 Student 5. says: /ʃ/ she, ..., ..., ..., ..., *shop*
 Student 6. says: /ʃ/ she, ..., ..., ..., ..., ..., *short*
 Student 7. says: /ʃ/ she, ..., ..., ..., ..., ..., ..., *show*
 Student 8. says: /ʃ/ she, ..., ..., ..., ..., ..., ..., *should*
 Student 9. says: /ʃ/ she, ..., ..., ..., ..., ..., ..., *shut*
 Student 10. says: /ʃ/ she, ..., ..., ..., ..., ..., ..., *shy*

In conclusion, both the pyramid and the chain drills are similar and can be combined for practice at the same time. A pyramid drill is a model provided by the instructor who encourages learners to repeat and imitate the words in chorus, while a chain drill is an individual practice that connects words to earlier words. The purpose of using them in this study is to overcome the problematic consonant sounds of NUOL

students. Consequently, pyramid and chain drills in this study are believed to be useful techniques of the Audio-Lingual Method to deal with the target sounds contained in words. Students' drilling practice may gradually lead to the development of automaticity and later success (Larsen-Freeman, 1986).

2.4 Contrastive analysis between English and Lao consonant sounds

There are twenty-four distinct consonant phonemes in English based on the properties of voicing, nasality, place of articulation and manner of articulation as demonstrated in table 2.1.

Table 2.1 Classification of English consonant phonemes

Place Manner	Bilabial	Labio- dental	Inter- dental	Alveolar	Palatal	Velar	Glottal
Stop (oral)							
Voiceless	p			t		k	
Voiced	b			d		g	
Nasal (stop)	m			n		ŋ	
Fricative							
Voiceless		f	θ	s	ʃ (/ʃ/)		h
Voiced		v	ð	z	ʒ (/ʒ/)		
Affricate							
Voiceless					č (/tʃ/)		
Voiced					ǰ (/dʒ/)		
Glide							
Voiced	w				j		
Liquid:				l r			

Extracted from Fromkin et al (2003) *An Introduction to Language* Boston, Massachusetts USA

[Table 6.4, p. 251]

On the other hand, there are twenty-three Lao consonant phonemes classified according to the place and the manner of articulation as shown in table 2.2.

Table 2.2 Classification of Lao consonant phonemes

Place Manner	Bilabial	Labio- dentals	Alveolar	Post- alveolar	Palatal	Velar	Glottal
Aspirated stop Voiceless	p ^h		t ^h			k ^h	
Unaspirated stop Voiceless	p		t	c		k	
Stop Voiced	b		d				
Fricative Voiceless Voiced		f v		s y			h
Nasal	m		n		ɲ	ŋ	
Lateral Voiced			l				
Trill				r*			
Semi vowel	w				j		ʔ

** / r / is a special sound used for some words that are borrowed from foreign languages*

(Sengsourine et al, 2000)

Extracted from “*The Linguistic Theory*” (630LI221) For the SFS-NUOL by Senemany (2001) [4, p. 51]

The problematic consonant sounds for Lao people are due to the difference between the English and Lao sound inventories. A comparison of tables 2.1 and 2.2 show that some of the English phonemes do not exist in the Lao inventory, such as the inter-dental sounds (/ θ /, / ð /), the voiced alveolar fricative sound (/ z /), fricative

palatal sounds (/ ʃ /, / ʒ /), and palatal affricate sounds (/ tʃ /, / dʒ /). Due to political reasons the sound / r / did not occur from 1975 until the year 1995 (Vongvichit, 1967, 1991). In 1995, the Lao National Linguistic Committee suggested that / r / should be used in borrowed words (Viravong, 1995). And it has been used for Intensive Lao Language for Foreigners and the Linguistic Theory for NUOL students since 2000 (Sengsourine et al, 2000). Although / r / has existed in the Lao sound inventory, it is different from the English / r / in the place and the manner of articulation. The / r / in Lao is a post-alveolar trill while that in English is an alveolar liquid.

2.5 Previous studies

A number of studies on techniques to reduce English pronunciation problems have been carried out. Potisompapwong (2002) constructed a Computer Assisted Language Learning (CALL) exercise for practicing the pronunciation of problematic sounds in English for second-year students at Prapathomwittayalai School, Nakhon Pathom, Thailand. The pyramid drill is one of the CALL exercises used for practicing problematic sounds in words, phrases, and sentences. Results showed that the students had a positive response to the CALL exercises because their listening and pronunciation proficiency improved as indicated by the higher scores in the post-test compared to the pre-test.

Phommachanh (2006) conducted an investigation into English pronunciation errors experienced by Lao students at the NUOL. This study made a preliminary contrastive analysis between English and Lao consonant systems and investigated the actual problematic consonant sounds of Lao students in English pronunciation. Results indicated that the problematic sounds were English consonant sounds that did not occur in the Lao sound inventory. Errors made by Lao students in terms of comprehension derived from their failure to differentiate between similar sounds, such as / ʃ / and / tʃ /, / θ / and / ð /, and / z / and / ʒ /. In terms of production, Lao students have problems in correctly pronouncing some fricative and affricate sounds, such as / ʃ /, / tʃ /, / θ /, / ð /, / z /, / ʒ /, / dʒ /, and liquid / r /.

Based on the results of these two studies, the researcher aimed to investigate the contribution of pyramid and chain drills in the solution of these problematic English consonant sounds experienced by the NUOL students.

In order to explain how the study is conducted, the description of methodology will be demonstrated in the next chapter.

CHAPTER 3

METHODOLOGY

This chapter describes the subjects, duration of the study, research instruments, research procedures, data collection, and data analysis.

3.1 Subjects of the study

The participants consisted of 36 sophomores majoring in English from the Faculty of Education at the NUOL. They were taking the pronunciation course, 700 PR 232, for two 100-minute periods per week in the academic year 2007-08. All of them took the pre-test and were then exposed to the treatment focusing on the eight target English consonant sounds. Eighteen students with perfect attendance were selected as the subjects of the study.

3.2 Duration of the study

The study took 10 periods during April and May 2008 for five weeks in the second semester of the academic year 2007-08. Two periods were used for pre- and post-testing and eight periods were devoted to the treatment.

3.3 Research instruments

The instruments used in this study are the pre- and the post-tests, the lesson plans with activities as described below:

3.3.1 Pre- and post-tests

The same test was used as the pre- and post-tests. The purpose of the pre-test was to discover learners' problems in the pronunciation of the target English consonants, and that of the post-test is to determine the effectiveness of the treatment. The tests were designed to measure learners' ability to correctly pronounce problematic consonant sounds. They are of an oral type and consist of eight consonant sounds occurring in three different positions in three words: initial, medial, and final, except the / ʒ / sound which never occurs initially. All the words were introduced and practiced during the treatment (See Appendix A).

3.3.2 Lesson plans

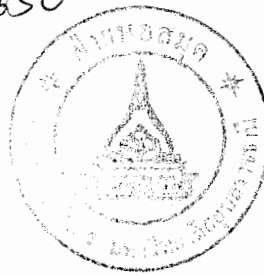
The eight lesson plans were designed to reduce pronunciation problems of the problematic consonant sounds by using pyramid and chain drills. The researcher applied the PPP (presentation, practice, and production) instructional model to the teaching process. Each lesson plan contained one consonant sound with two exercises. The exercises were based on pyramid and chain drill patterns aimed to practice the eight problematic consonant sounds contained in different words in different positions. There are 16 exercises for eight periods, with two exercises presented in each period (See Appendix B).

3.4 Research procedures

The procedures of the experiment concerned with the pre-testing, treatment and post-testing are described below.

3.4.1 Pre-testing

The students were required to take the pre-test in the first period by reading aloud 23 words that contain eight problematic consonant sounds. Each sound is expressed in three words in initial, medial, and final positions respectively. All subjects' readings were tape-recorded.



3.4.2 Treatment

The Audio-Lingual Method (ALM) was used for this treatment. The researcher applied it to deal with pronunciation practice of the eight problematic consonant sounds as demonstrated in the teaching plans below:

Table 3.1 The teaching plans

period	Target sound	Activities
1	Sound one: / ɨ /	Exercise 1: Pyramid drill for / ɨ / Exercise 2: Chain drill for / ɨ /
2	Sound two: / tʃ /	Exercise 3: Pyramid drill for / tʃ / Exercise 4: Chain drill for / tʃ /
3	Sound three: / ʈ /	Exercise 5: Pyramid drill for / ʈ / Exercise 6: Chain drill for / ʈ /
4	Sound four: / ɔ̌ /	Exercise 7: Pyramid drill for / ɔ̌ / Exercise 8: Chain drill for / ɔ̌ /
5	Sound five: / z /	Exercise 9: Pyramid drill for / z / Exercise 10: Chain drill for / z /
6	Sound six: / ʒ /	Exercise 11: Pyramid drill for / ʒ / Exercise 12: Chain drill for / ʒ /
7	Sound seven: / dʒ /	Exercise 13: Pyramid drill for / dʒ / Exercise 14: Chain drill for / dʒ /
8	Sound eight: / r /	Exercise 15: Pyramid drill for / r / Exercise 16: Chain drill for / r /

3.4.3 Post-testing

The post-test was given to the subjects in the fifth week after the treatment. The subjects were required to do the same as in the pre-test. All subjects' readings were tape-recorded again.

3.5 Data collection

The data was collected from the subjects' scores on the pre- and the post-tests. Both tests were marked by two native English instructors from the United States of America, working in the FOE at the NUOL. Each correct pronunciation was worth one mark. Incorrect pronunciation or sound omission resulted in zero. In case there occurred disagreement between the two judges, another native speaker of English made the final decision.

3.6 Data analysis

The scores of the pre- and the post-tests were compared and analyzed by the Excel Data Analysis Tool Pack (T-Test: Paired Two Sample for Means) to determine the effectiveness of the pyramid and the chain drills in reducing the NUOL students' pronunciation problems.

The results of the study will be discussed in the next chapter.

CHAPTER 4

RESULTS

In this chapter, the findings of the study are drawn from the pre- and the post-tests.

To answer the research question of the study, “Do pyramid and chain drills effectively solve English consonant pronunciation problems of second-year English majors in the Faculty of Education (FOE) at the NUOL?”, the subjects’ pre- and post-test scores were compared as presented in the table below.

Table 4.1 Scores of the pre- and the post-tests

Subject	Total score = 23		
	Pre-test	Post-test	Gain
1	8	16	8
2	14	19	5
3	8	13	5
4	7	13	6
5	14	19	5
6	11	15	4
7	6	12	6
8	13	19	6
9	3	12	9
10	8	17	9

Table 4.1 Scores of the pre- and the post-tests (Continued)

Subject	Total score = 23		
	Pre-test	Post-test	Gain
11	17	21	4
12	11	19	8
13	11	15	4
14	6	12	6
15	10	15	5
16	5	14	9
17	17	21	4
18	7	15	8
Mean	9.78	15.94	6.16
SD	4.037	3.077	-
T-value	T = 14.1037		-
P< 0.001			

From table 4.1, the mean pre-test score was 9.78 out of 23 with 13 students failing. However, after the treatment, the mean post-test score was 15.94 without anyone failing. The post-test scores of all the subjects were higher than the pre-test scores. The mean gained score was 6.16. This shows that the correct pronunciation of the subjects significantly improved at $P < 0.001$. Therefore, it shows that pyramid and chain drills can effectively solve English consonant pronunciation problems of second-year English majors in the FOE at the NUOL. The percentages of correct pronunciation of each target consonant sound between the pre- and the post-tests are shown respectively in table 4.2 below.

Table 4.2 The percentages of correct pronunciation of the eight consonant sounds on the pre- and the post-tests

Sound	Pre-test	Post-test	Gain
Sound / ð /	15%	44.4%	29.4
Sound / θ /	16.7%	46.1%	29.4
Sound / ʒ /	33.3%	75%	41.7
Sound / ʃ /	50%	72.2%	22.2
Sound / tʃ /	50%	72.2%	22.2
Sound / dʒ /	52.8%	77.8%	25.0
Sound / z /	53.9%	77.8%	23.9
Sound / r /	65%	90.5%	25.5

This table displays the percentages of correct pronunciation of the eight consonant sounds on the pre- and the post-tests. The pre-test shows that three sounds / ð /, / θ / and / ʒ / were the most problematic because the percentages of their correct pronunciation were lower than 50%, which were 15%, 16.7% and 33.3% respectively. On the other hand, the sound / r / had the highest percentage of correct pronunciation on both the pre- and the post-tests. The post-test percentages of correct pronunciation of all the target sounds were higher than on the pre-test, with the sound / ʒ / showing the greatest improvement. However, the problematic consonant sounds are still the voiced and voiceless inter-dental fricatives (/ ð /, / θ /) because their percentages on the post-test were the lowest, even lower than 50% (See Appendix C). The scores and percentages of each sound in the three positions on the pre- and the post-tests are shown in table 4.3 below.

Table 4.3 The percentages of correct pronunciation of each sound in the three positions

Sound	Position	Total score = 18 (100%)		Gain
		Pre-test	Post-test	
/ ð /	Initial	1 (5.6%)	7 (38.9%)	6 (33.3%)
	Medial	5 (27.8%)	13 (72.2%)	8 (44.4%)
	Final	2 (11.2%)	4 (22.2%)	2 (11.2%)
/ θ /	Initial	5 (27.8%)	12 (66.7%)	7 (38.9%)
	Medial	2 (11.2%)	6 (33.3%)	4 (22.2%)
	Final	2 (11.2%)	7 (38.9%)	5 (27.8%)
/ ʒ /	Initial	-	-	-
	Medial	10 (55.6%)	16 (88.9%)	6 (33.3%)
	Final	2 (11.2%)	11 (61.1%)	9 (50%)
/ ʃ /	Initial	11 (61.1%)	16 (88.9%)	5 (27.8%)
	Medial	9 (50%)	13 (72.2%)	4 (22.2%)
	Final	7 (38.9%)	10 (55.6%)	3 (16.7%)
/ tʃ /	Initial	8 (44.4%)	13 (72.2%)	5 (27.8%)
	Medial	9 (50%)	13 (72.2%)	4 (22.2%)
	Final	10 (55.6%)	13 (72.2%)	3 (16.7%)
/ dʒ /	Initial	16 (88.9%)	17 (94.4%)	1 (5.6%)
	Medial	6 (33.3%)	11 (61.1%)	5 (27.8%)
	Final	7 (38.9%)	14 (77.8%)	7 (38.9%)
/ z /	Initial	9 (50%)	16 (88.9%)	7 (38.9%)
	Medial	9 (50%)	14 (77.8%)	5 (27.8%)
	Final	11 (61.1%)	12 (66.7%)	1 (5.6%)
/ r /	Initial	14 (77.8%)	15 (83.3%)	1 (5.6%)
	Medial	14 (77.8%)	16 (88.9%)	2 (11.2%)
	Final	7 (38.9%)	18 (100%)	11 (61.1%)

Table 4.3 shows the scores and percentages of correct pronunciation of eight consonant sounds in the three positions. It seems that the final position caused the most problems to the students both before and after the treatment. On the pre-test, almost all the target consonant sounds in the final position were problematic. The percentages of correct pronunciation of the six consonant sounds in this position were lower than 50%: / ð /(11.2%), / θ /(11.2%), / ʒ /(11.2%), / ʃ /(38.9%), / dʒ /(38.9%) and / r /(38.9%). Even though the percentages of correct pronunciation of all the sounds in the three positions after the treatment were higher, half of the sounds in the final position were still problematic because their percentages of correct pronunciation were the lowest among their counterparts in the other positions i.e. / ð /, / ʒ /, / ʃ / and / z /. It is also worth nothing that the sound / r / gained perfect scores (100%) after treatment (See Appendix C).

The next chapter will provide the discussion based on the results presented in this chapter.

CHAPTER 5

DISCUSSION

This chapter discusses the results shown in the previous chapter and pedagogical implications.

5.1 Discussion

This research examines whether pyramid and chain drills can solve English consonant pronunciation problems of sophomores majoring in English in the Faculty of Education (FOE) at the National University of Laos (NUOL). The results show the effectiveness of the two techniques as the t-tests revealed significant increases in scores from the pre-test to the post-test. That is, the subjects' pronunciation after the treatment significantly improved through the use of these techniques.

Based on the findings of this study, two-thirds of the subjects failed in the pre-test. The result indicated that most of the subjects had difficulties pronouncing these problematic consonant sounds (/ ʃ /, / tʃ /, / θ /, / ð /, / z /, / ʒ /, / dʒ / and / r /). This supports Phommachanh (2006), who also found the Lao students' failure in the pronunciation of these sounds, which do not occur in the Lao sound inventory. In fact, three sounds (/ ð /, / θ / and / ʒ /) were the most problematic in the pre-test. The percentages of correct pronunciation for those sounds were lower than 50%. This is most probably due to markedness. The inter-dental fricative sounds are marked as they are not found in many languages of the world (Battistella, 1990), and the sound / ʒ / has the place of articulation which is rare in Lao. Another reason may be because there is no one-to-one correlation between spelling and pronunciation in English (Cipollone et al, 1998). The subjects' inability to distinguish between the voiced / ð / and the voiceless / θ / is because the spelling "th" are used for both sounds. For the sound / ʒ /, most of the subjects pronounced it as the sound / s / and

sometimes / z / because the letter “s and z” are used for this sound, especially in the medial position.

On the post-test, the percentages of correct pronunciation for all target consonant sounds were higher than on the pre-test because pyramid and chain drills are repetitive oral practices; the subjects had a lot of opportunities for practice. In addition, the articulatory phonetics of those problematic consonant sounds was introduced before the practice so the subjects knew how to correctly pronounce them. Moreover, they paid more attention to the activities, based on the researcher's observation. Consequently, their pronunciation improved to some extent of all target sounds. As mentioned earlier, the pronunciation of the sound / ʒ / had the greatest improvement. This may be because after exposure of articulatory phonetics, the subjects realized that the sound / ʒ / is palatal fricative, so they attempted to repetitively practice this sound with these two techniques. However, the percentages of correct pronunciation for the voiced and voiceless inter-dental fricatives (/ ð /, / θ /) were still the lowest, even lower than 50% probably because the subjects were still misled by the spelling and both sounds are hard to correctly pronounce.

Regarding the positions of the sounds, the pronunciation of the target consonant sounds in the final position was most problematic both before and after the treatment. This is probably because Lao people normally do not use many sounds in the final position; that is, only 8 out of 23 consonant phonemes are used as codas or final consonants in Lao words, namely / k /, / t /, / p /, / ŋ /, / n /, / m /, / j / and / w / (Senemany, 2001).

It is interesting to find that the sound / r / had the highest percentage of correct pronunciation on both the pre- and the post-tests and had perfect correct pronunciation in the final position on the post-test. This might be because the post-alveolar trill /r / which has just existed in the Lao sound inventory is slightly different from the alveolar liquid / r / in English. Therefore, it is easy for the students to change the place and the manner of articulation of the sound. And after the treatment, the subjects were more careful in their pronunciation and attempted to pay more attention to the pronunciation of the final / r /.

To conclude, the results indicate that pyramid and chain drills are an effective way to solve the English consonant pronunciation problems of NUOL students, and improve their attitudes towards pronunciation learning (personal communication). These techniques can help reduce the difficulty of consonant pronunciation and make the students enjoy learning this course. These results support Potisompapwong (2002), who constructed CALL exercises for practicing problematic sounds. She found that the pyramid drill was one of the CALL exercises which could help students improve their listening and speaking.

As both drills are found to be effective, pronunciation teachers should consider utilizing them to facilitate students' learning of pronunciation. To achieve such a goal, some pedagogical implications are provided below.

5.2 Pedagogical implications

According to the results of the study, pyramid and chain drills are proven effective in solving the NUOL students' English consonant pronunciation problems. It is recommended that the teachers of English pronunciation adapt and apply pyramid and chain drills to solve such problems. In so doing, the English pronunciation teachers should also teach actively and cheerfully in order to avoid boredom and create motivation.

Moreover, the teachers should choose and provide familiar words containing the target sounds because the students may not be able to supply their own words immediately. The stages of teaching and learning pronunciation through pyramid and chain drills are suggested as follows: First, the teacher provides useful words containing the target sound in the initial, medial and final positions. Second, the pyramid exercise is illustrated for the students, who listen and then repeat after the teacher, and then practice in pairs or in groups. Third, students work in small groups to do a chain exercise by adding more words to words already given by their peers to make the chain as long as possible. Finally, students are required to read the phrases and sentences with the correct pronunciation.

In addition, teachers should give the students ample opportunity to practice the problematic consonant sounds with these drilling techniques because these problems cannot be solved in a short time. More importantly, the teachers should encourage them to be more self-confident so that their English consonant pronunciation could be improved.

To summarize the whole study, the conclusion will be presented in the next chapter.

CHAPTER 6

CONCLUSION

This chapter provides the conclusion, the limitations of the study and the recommendations for further study.

6.1 Conclusion

The purpose of this study was to investigate whether using pyramid and chain drills could solve English consonant pronunciation problems faced by NUOL students. To answer the research question, both pyramid and chain drills were used to teach eight problematic consonant sounds in three different positions. Eighteen of the participants with perfect attendance were selected as the subjects of the study. The results of the study indicated that the two drilling techniques could effectively solve eight English consonant pronunciation problems of sophomores in the FOE at the NUOL because their scores on the post-test were higher than those on the pre-test at $P < 0.001$.

6.2 Limitations of the study

Even though the study shows satisfactory results, it has the following limitations. First, the number of the subjects was small. Second, the treatment time was too short-only one period per each target consonant sound. Third, the duration of the experiment was inappropriate because it was around the end of the second semester when the final examination period was approaching, so the students paid more attention to their study for the exam.

6.3 Recommendations for further study

Since this study had some limitations as mentioned above, some recommendations are provided for further study. First, further study should be conducted with a greater number of students. Second, the treatment time should be longer i.e. at least two periods per each sound. Third, the experimental period should not be near the final examination period so that the students can pay more attention to the pronunciation practice.

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APPENDICES

APPENDIX A
PRE- AND POST-TESTS

PRE- AND POST-TESTS

❖ **Instructions:** Please pronounce every target sound clearly

No.....

Target sounds	Words			Remark
	Initial	medial	Final	
Sound 1 / ʃ /	<u>sh</u> oe	was <u>sh</u> ing	dis <u>h</u>	
Sound 2 / tʃ /	<u>ch</u> air	cat <u>ch</u> ing	wat <u>ch</u>	
Sound 3 / θ /	<u>th</u> in	bat <u>h</u> tub	mou <u>th</u>	
Sound 4 / ð /	<u>th</u> ese	fat <u>h</u> er	clo <u>th</u> e	
Sound 5 / z /	<u>z</u> oo	buz <u>z</u> ing	si <u>z</u> e	
Sound 6 / ʒ /	—	meas <u>u</u> re	bei <u>g</u> e	
Sound 7 / dʒ /	<u>j</u> am	sold <u>i</u> er	lar <u>g</u> e	
Sound 8 / r /	<u>r</u> ain	wear <u>i</u> ng	car <u>r</u>	

Thank you very much for your attention.

RECORD PAPER FOR PRE- AND POST-TESTS

No.....

Target sounds	Scores			Total	Average
	Initial	Medial	Final		
Sound 1 / j /					
Sound 2 / tʃ /					
Sound 3 / θ /					
Sound 4 / ð /					
Sound 5 / z /					
Sound 6 / ʒ /	—				
Sound 7 / dʒ /					
Sound 8 / r /					
Total:

- ❖ **Criteria:** Total = 3 per each sound (except / ʒ /), each consists of three words, and each gives one score as follows:
- 1 is given to the correct pronunciation of the sound.
 - 0 is given to the correct pronunciation of the sound.

APPENDIX B
LESSON PLANS AND EXERCISES

Lesson plan 1

Title: Sound one: / ʃ /

Time: 100 minutes

Objectives: Students are able to correctly pronounce the sound / ʃ / with the words in initial, medial and final positions.

Steps	Activities	Times	Materials	Evaluation
1 Warm-up	<ul style="list-style-type: none"> -T. introduces oneself and tells students the aim of the lesson. -T. asks students about consonant sounds (How many... and what are the most difficult for them?). -Sts. tell the sounds they know. -T. writes down the difficult sounds on the board. 	10 min		
2 Presentation	<ul style="list-style-type: none"> -T. presents the topic "Sound one / ʃ /", explains how to pronounce it, and shows the words containing / ʃ / in 3 positions. -Sts. read the words in the table1 on the board. -T. shows exercise 1 on the board and explains how to pronounce the words correctly. -Sts. repeat the words in exercise 1 in chorus aloud. -Sts. work in pairs to read and repeat each of the words in medial and final positions as exercise1. -T. calls 3 students to read the words in the table1 as exercise 1 in different positions, others repeat. 	30 min	<ul style="list-style-type: none"> -Table1 of words with / ʃ / in three positions - Exercise 1 Pyramid drill 	
3 Practice	<ul style="list-style-type: none"> -T. explains how to practice exercise 2, and then gives the sound and the first word for students to add new words as a chain by using the words in the table or their own words if possible. -Sts. work in groups of 3-5 to practice the chain drill with the words in the table1 in initial, medial and final positions. - All Sts. try to connect word by word from the first to the last students by using their own words to make as long a chain as possible. 	35 min	<ul style="list-style-type: none"> - Exercise 2 Chain drill - The expression of / ʃ / 	
4 Production	<ul style="list-style-type: none"> -Sts. work in pairs to produce pyramid exercises with sound / ʃ / in 3 positions, and then read and repeat them to the class. -Each St. lists more words with sound / ʃ / in 3 positions as the chain exercise, and then reads aloud to the class. -Let the whole class practice connecting word by word with sound / ʃ /, using their own words. - T. gives them the phrases and a sentence to read. - T. evaluates students' pronunciation by observing while students are practicing. Then T. concludes the lesson in Lao and assigns homework. 	25 min		Check their abilities to pronounce the sound / ʃ / on the observation sheet.

Exercises 1 and 2

❖ **Starter: Useful vocabulary of / ʃ /**

➤ **Instructions:** Read the words in the table 1, and then use them for the exercises below.

Initial			Medial			Final		
she	sheep	ship	action	brushing	cashing	ash	bush	cash
shirt	shoe	shop	crashing	fashion	fishing	dish	English	finish
short	show	should	machine	mushroom	pushing	fish	flash	fresh
shut	shy	sugar	rushing	special	washing	push	rush	wash

❖ **Exercise 1: Pyramid drill with the sound / ʃ / in the initial position**

➤ **Instructions:** Listen and repeat the sound / ʃ / and the words in the pyramid after the teacher and read them in chorus. Then practice the words in pairs in the medial and the final positions.

/ ʃ /
 / ʃ /, she
 / ʃ /, she, sheep
 / ʃ /, she, sheep, ship
 / ʃ /, she, sheep, ship, shirt
 / ʃ /, she, sheep, ship, shirt, shoe
 / ʃ /, she, sheep, ship, shirt, shoe, shop
 / ʃ /, she, sheep, ship, shirt, shoe, shop, short
 / ʃ /, she, sheep, ship, shirt, shoe, shop, short, show
 / ʃ /, she, sheep, ship, shirt, shoe, shop, short, show, should
 / ʃ /, she, sheep, ship, shirt, shoe, shop, short, show, should, shut

❖ **Exercise 2: Chain drill with the sound / ʃ / in the initial position**

➤ **Instructions:** Add different words with the sound / ʃ / to other students' words as long as possible (repeat the earlier words, then adds an own word). Then work in groups of 3-5 to practice the words in the medial and the final positions.

e.g. Teacher says: / ʃ / *she*

Student 1. says: / ʃ / she, *sheep*

Student 2. says: / ʃ / she,, *ship*

Student 3. says: / ʃ / she,,, *shirt*

Student 4. says: / ʃ / she,,, *shoe*

Student 5. says: / ʃ / she,,, *shop*

Student 6. says: / ʃ / she,,, *short*

Student 7. says: / ʃ / she,,, *show*

Student 8. says: / ʃ / she,,, *should*

Student 9. says: / ʃ / she,,, *shut*

Student 10. says: / ʃ / she,,, *shy*

❖ **Practice the sound / ʃ / in phrases and the sentence carefully.**

- in the **shoe shop**
- to **show** her **shirt** in the **shoe shop**
- She's **shy** to **show** her **shirt** in the **shoe shop**.

Lesson plan 2

Title: Sound two: / tʃ /

Time: 100 minutes

Objectives: Students are able to correctly pronounce the sound / tʃ / with the words in initial, medial and final positions.

Steps	Activities	Times	Materials	Evaluation
1 Warm-up	<ul style="list-style-type: none"> -T. asks about previous lesson of sound / ʃ /. -Sts. tell some words of / ʃ / from the table1, read the given phrases and a sentence correctly in chorus. -Sts. volunteer to say a given sentence quickly. 	10 min		
2 Presentation	<ul style="list-style-type: none"> -T. presents the topic "Sound two / tʃ /", explains how to pronounce it, and compare with sound / ʃ /. Then T. shows the words containing / tʃ / in 3 positions. -Sts. read the words in the table2 on the board. -T. shows exercise 3 on the board and explains how to pronounce the words correctly. -Sts. repeat the words in exercise 3 in chorus aloud. -Sts. work in pairs to read and repeat each of the words in medial and final positions as exercise3. -T. calls 3 students to read the words in the table2 as exercise 3 in different positions, others repeat. 	30 min	<ul style="list-style-type: none"> -Table2 of words with / tʃ / in three positions - Exercise 3 Pyramid drill 	
3 Practice	<ul style="list-style-type: none"> -T. explains how to practice exercise 4, and then gives the sound and the first word for students to add new words as a chain by using the words in the table or their own words if possible. -Sts. work in groups of 3-5 to practice the chain drill in 3 positions with the words in the table2. - All Sts. connect word by word from the first to the last students by using their own words to make as long a chain as possible. 	35 min	<ul style="list-style-type: none"> - Exercise 4 Chain drill - The expression of / tʃ / 	
4 Production	<ul style="list-style-type: none"> -Sts. work in pairs to produce pyramid exercises with sound / tʃ / in 3 positions, and then read and repeat them to the class. -Each St. lists more words with sound / tʃ / in 3 positions as the chain exercise, and then reads aloud to the class. -Let the whole class practice connecting word by word with sound / tʃ /, using their own words. - T. gives them the phrases and a sentence to read. - T. evaluates students' pronunciation by observing while students are practicing. Then T. concludes the lesson in Lao and assigns homework. 	25 min		Check their abilities to pronounce the sound / tʃ / on the observation sheet.

Exercises 3 and 4

❖ **Starter: Useful vocabulary of / tʃ /**

➤ **Instructions:** Read the words in the table 2, and then use them for the exercises below.

Initial	Medial	Final
chair chalk chance	achieve bachelor butcher	beach bench bunch
cheap cheeks children	catching hitching itchy	branch coach each
chewing gum chip chop	litchi matching nature	inch itch lunch
choose chocolate church	picture teacher touching	much such which

❖ **Exercise 3: Pyramid drill with sound / tʃ / in the initial position**

➤ **Instructions:** Listen and repeat the sound / tʃ / and the words in the pyramid after the teacher and read them in chorus. Then practice the words in pairs in the medial and the final positions.

/ tʃ /

/ t /, chair

/ tʃ /, chair, chalk

/ tʃ /, chair, chalk, chance

/ tʃ /, chair, chalk, chance, cheap

/ tʃ /, chair, chalk, chance, cheap, cheeks

/ tʃ /, chair, chalk, chance, cheap, cheeks, children

/ tʃ /, chair, chalk, chance, cheap, cheeks, children chip

/ tʃ /, chair, chalk, chance, cheap, cheeks, children chip, choose

/ tʃ /, chair, chalk, chance, cheap, cheeks, children chip, choose, chop

/ tʃ /, chair, chalk, chance, cheap, cheeks, children chip, choose, chop, church

❖ **Exercise 4: Chain drill with sound / tʃ / in the initial position**

➤ **Instructions:** Add different words with the sound / tʃ / to other students' words as long as possible (repeat the earlier words, then adds an own word). Then work in groups of 3-5 to practice the words in the medial and the final positions.

e.g. Teacher says: / tʃ /, **chair**

Student 1. says: / tʃ /, chair, **chalk**

Student 2. says: / tʃ /, chair,, **chance**

Student 3. says: / tʃ /, chair,, **cheap**

Student 4. says: / tʃ /, chair,, **cheeks**

Student 5. says: / tʃ /, chair,, **children**

Student 6. says: / tʃ /, chair,, **chip**

Student 7. says: / tʃ /, chair,, **chocolate**

Student 8. says: / tʃ /, chair,, **choose**

Student 9. says: / tʃ /, chair,, **chop**

Student 10. says: / tʃ /, chair,, **church**

❖ **Practice the sound / tʃ / in phrases and the sentence carefully.**

- **chocolate** or **chewing gum** on the **chair**
- to **choose chocolate** or **chewing gum** on the **chair**
- **Children** have a **chance** to **choose chocolate** or **chewing gum** on the **chair**.

Lesson plan 3

Title: Sound three: / θ /

Time: 100 minutes

Objectives: Students are able to correctly pronounce the sound / θ / with the words in initial, medial and final positions.

Steps	Activities	Times	Materials	Evaluation
1 Warm-up	<ul style="list-style-type: none"> -T. asks about previous lesson of sound / tʃ /. -Sts. tell some words of / tʃ / from the table2, read the given phrases and a sentence correctly in chorus. -Sts. volunteer to say a given sentence quickly. 	10 min		
2 Presentation	<ul style="list-style-type: none"> -T. presents the topic "Sound three / θ /" explains how to pronounce it, and compare with sound / tʃ /. -Then shows the words of / θ / in 3 positions. -Sts. read the words in the table3 on the board. -T. shows exercise 5 on the board and explains how to pronounce the words correctly. -Sts. repeat the words in exercise 5 in chorus aloud. -Sts. work in pairs to read and repeat each of the words in medial and final positions as exercise 5. -T. calls 3 students to read the words in the table 3 as exercise 5 in different positions, others repeat. 	30 min	<ul style="list-style-type: none"> -Table3 of words with / θ / in three positions - Exercise 5 Pyramid drill 	
3 Practice	<ul style="list-style-type: none"> -T. explains how to practice exercise 6, and then gives the sound and the first word for students to add new words as a chain by using the words in the table or their own words if possible. -Sts. work in groups of 3-5 to practice the chain drill in 3 positions with the words in the table 3. - All Sts. connect word by word from the first to the last students by using their own words to make as long a chain as possible. 	35 min	<ul style="list-style-type: none"> - Exercise 6 Chain drill - The expression of / θ / 	
4 Production	<ul style="list-style-type: none"> -Sts. work in pairs to produce pyramid exercises with sound / θ / in 3 positions, and then read and repeat them to the class. -Each St. lists more words with sound / θ / in 3 positions as the chain exercise, and then reads aloud to the class. -Let the whole class practice connecting word by word with sound / θ /, using their own words. - T. gives them the phrases and a sentence to read. - T. evaluates students' pronunciation by observing while students are practicing. Then T. concludes the lesson in Lao and assigns homework. 	25 min		Check their abilities to pronounce the sound / θ / on the observation sheet.

Exercises 5 and 6

❖ **Starter: Useful vocabulary of / θ /**

➤ **Instructions:** Read the words in the table 3, and then use them for the exercises below.

Initial	Medial	Final
thank theatre thick	bathroom bathtub birthday	bath both cloth
thief thin thing	birthmark birthplace birthright	fifth math month
think thirsty thumb	northeast northwards southpaw	mouth north path
third thorn Thursday	southwest widthwise worthy	south teeth worth

❖ **Exercise 5: Pyramid drill with sound / θ / in the initial position**

➤ **Instructions:** Listen and repeat the sound / θ / and the words in the pyramid after the teacher and read them in chorus. Then practice the words in pairs in the medial and the final positions.

/ θ /

/ θ /, thank

/ θ /, thank, thick

/ θ /, thank, thick, thief

/ θ /, thank, thick, thief, thin

/ θ /, thank, thick, thief, thin, thing

/ θ /, thank, thick, thief, thin, thing, think

/ θ /, thank, thick, thief, thin, thing, think, third

/ θ /, thank, thick, thief, thin, thing, think, third, thirsty

/ θ /, thank, thick, thief, thin, thing, think, third, thirsty, thorn

/ θ /, thank, thick, thief, thin, thing, think, third, thirsty, thorn, thumb

❖ **Exercise 6: Chain drill with sound / θ / in the initial position**

➤ **Instructions:** Add different words with the sound / θ / to other students' words as long as possible (repeat the earlier words, then adds an own word). Then work in groups of 3-5 to practice the words in the medial and the final positions.

e.g. Teacher says: / θ /, **thank**
 Student 1. says: / θ /, thank, **thick**
 Student 2. says: / θ /, thank,, **thief**
 Student 3. says: / θ /, thank,, **thin**
 Student 4. says: / θ /, thank,, **thing**
 Student 5. says: / θ /, thank,, **think**
 Student 6. says: / θ /, thank,, **third**
 Student 7. says: / θ /, thank,, **thirsty**
 Student 8. says: / θ /, thank,, **thorn**
 Student 9. says: / θ /, thank,, **thumb**
 Student 10. says: / θ /, thank,, **Thursday**

❖ **Practice the sound / θ / in phrases and the sentence carefully.**

- the **thick** and **thin** math books
- stole **both** of the **thick** and **thin** math books
- I **think** a **thief** stole **both** of the **thick** and **thin** math books.

Lesson plan 4

Title: Sound four: / ð /

Time: 100 minutes

Objectives: Students are able to correctly pronounce the sound / ð / with the words in initial, medial and final positions.

Steps	Activities	Times	Materials	Evaluation
1 Warm-up	<ul style="list-style-type: none"> -T. asks about previous lesson of sound / θ /. -Sts. tell some words of / θ / from the table3, read the given phrases and a sentence correctly in chorus. -Sts. volunteer to say a given sentence quickly. 	10 min		
2 Presentation	<ul style="list-style-type: none"> -T. presents the topic “Sound four / ð /”, explains how to pronounce it, and compare with sound / θ /. Then shows the words of / ð / in 2 positions. -Sts. read the words in the table4 on the board. -T. shows exercise 7 on the board and explains how to pronounce the words correctly. -Sts. repeat the words in exercise 7 in chorus aloud. -Sts. work in pairs to read and repeat each of the words in medial positions as exercise 7. -T. calls 3 students to read the words in the table4 as exercise 7 in different positions, others repeat. 	30 min	<ul style="list-style-type: none"> -Table4 of words with / ð / in three positions - Exercise 7 Pyramid drill 	
3 Practice	<ul style="list-style-type: none"> -T. explains how to practice exercise 8, and then gives the sound and the first word for students to add new words as a chain by using the words in the table or their own words if possible. -Sts. work in groups of 3-5 to practice the chain drill in 2 positions with the words in the table4. - All Sts. connect word by word from the first to the last students by using their own words to make as long a chain as possible. 	35 min	<ul style="list-style-type: none"> - Exercise 8 Chain drill - The expression of / ð / 	
4 Production	<ul style="list-style-type: none"> -Sts. work in pairs to produce pyramid exercises with sound / ð / in 2 positions, and then read and repeat them to the class. -Each St. lists more words with sound / ð / in 2 positions as the chain exercise, and then reads aloud to the class. -Let the whole class practice connecting word by word with sound / ð /, using their own words. - T. gives them the phrases and a sentence to read. - T. evaluates students’ pronunciation by observing while students are practicing. Then T. concludes the lesson in Lao and assigns homework. 	25 min		Check their abilities to pronounce the sound / ð / on the observation sheet.

Exercises 7 and 8

❖ **Starter: Useful vocabulary of / ð /**

- **Instructions:** Read the words in the table 4, and then use them for the exercises below.

Initial			Medial			Final		
than	that	their	although	another	brother	bathe	booth	both (2)
them	then	there	father	feather	further	breathe	clothe	loathe
these	they	this	mother	other	rather	seethe	smooth	teethe
those	though	thus	rhythm	together	weather	therewith	wreathe	writhe

❖ **Exercise 7: Pyramid drill with sound / ð / in the initial position**

- **Instructions:** Listen and repeat the sound / ð / and the words in the pyramid after the teacher and read them in chorus. Then practice the words in pairs in the medial and the final positions.

/ ð /

/ ð /, than

/ ð /, than, that

/ ð /, than, that, their

/ ð /, than, that, their, them

/ ð /, than, that, their, them, then

/ ð /, than, that, their, them, then, there

/ ð /, than, that, their, them, then, there, these

/ ð /, than, that, their, them, then, there, these, they

/ ð /, than, that, their, them, then, there, these, they, this

/ ð /, than, that, their, them, then, there, these, they, this, those

❖ **Exercise 8: Chain drill with sound / ð / in the initial position**

➤ **Instructions:** Add different words with the sound / ð / to other students' words as long as possible (repeat the earlier words, then adds an own word). Then work in groups of 3-5 to practice the words in the medial and the final positions.

e.g. Teacher says: / ð /, **than**

Student 1. says: / ð /, than, **that**

Student 2. says: / ð /, than, ..., **their**

Student 3. says: / ð /, than, ..., ..., **them**

Student 4. says: / ð /, than, ..., ..., ..., **then**

Student 5. says: / ð /, than, ..., ..., ..., ..., **there**

Student 6. says: / ð /, than, ..., ..., ..., ..., ..., **these**

Student 7. says: / ð /, than, ..., ..., ..., ..., ..., **they**

Student 8. says: / ð /, than, ..., ..., ..., ..., ..., **this**

Student 9. says: / ð /, than, ..., ..., ..., ..., ..., **those**

Student 10. says: / ð /, than, ..., ..., ..., ..., ..., **thus**

❖ **Practice the sound / ð / in phrases and the sentence carefully.**

- **their father** and **their mother**
- taller **than their father** and **their mother**
- My friend's **brothers** are taller **than their father** and **their mother**.

Lesson plan 5

Title: Sound five: / z /

Time: 100 minutes

Objectives: Students are able to correctly pronounce the sound / z / with the words in initial, medial and final positions.

Steps	Activities	Times	Materials	Evaluation
1 Warm-up	<ul style="list-style-type: none"> -T. asks about previous lesson of sound / ð /. -Sts. tell some words of / ð / from the table4, read the given phrases and a sentence correctly in chorus. -Sts. volunteer to say a given sentence quickly. 	10 min		
2 Presentation	<ul style="list-style-type: none"> -T. presents the topic "Sound five / z /", explains how to pronounce it, and compare with sound / ð /. Then shows the words of / z / in 3 positions. -Sts. read the words in the table5 on the board. -T. shows exercise 9 on the board and explains how to pronounce the words correctly. -Sts. repeat the words in exercise 9 in chorus aloud. -Sts. work in pairs to read and repeat each of the words in medial and final positions as exercise 9. -T. calls 3 students to read the words in the table5 as exercise 9 in different positions, others repeat. 	30 min	<ul style="list-style-type: none"> -Table5 of words with / z / in three positions - Exercise 9 Pyramid drill 	
3 Practice	<ul style="list-style-type: none"> -T. explains how to practice exercise 10, and then gives the sound and the first word for students to add new words as a chain by using the words in the table or their own words if possible. -Sts. work in groups of 3-5 to practice the chain drill in 3 positions with the words in the table5. - All Sts. connect word by word from the first to the last students by using their own words to make as long s chain as possible. 	35 min	<ul style="list-style-type: none"> - Exercise 10 Chain drill - The expression of / z / 	
4 Production	<ul style="list-style-type: none"> -Sts. work in pairs to produce pyramid exercises with sound / z / in 3 positions, and then read and repeat them to the class. -Each St. lists more words with sound / z / in 3 positions as the chain exercise, and then reads aloud to the class. -Let the whole class practice connecting word by word with sound / z /, using their own words. - T. gives them the phrases and a sentence to read. - T. evaluates students' pronunciation by observing while students are practicing. Then T. concludes the lesson in Lao and assigns homework. 	25 min		Check their abilities to pronounce the sound / z / on the observation sheet.

Exercises 9 and 10

❖ **Starter: Useful vocabulary of / z /**

- **Instructions:** Read the words in the table 5, and then use them for the exercises below.

Initial			Medial			Final		
xenon	Xerox	zap	busy	buzzing	crazy	always	buzz	birds
zeal	zebra	zero	exactly	example	husband	cars	doors	jazz
zigzag	zinc	zip	lazy	observe	organism	noise	opens	rooms
zodiac	zone	zoo	resign	season	visit	rose	size	windows

❖ **Exercise 9: Pyramid drill with sound / z / in the initial position**

- **Instructions:** Listen and repeat the sound / z / and the words in the pyramid after the teacher and read them in chorus. Then practice the words in pairs in the medial and the final positions.

/ z /

/ z /, zap

/ z /, zap, zeal

/ z /, zap, zeal, zebra

/ z /, zap, zeal, zebra, zero

/ z /, zap, zeal, zebra, zero, zigzag

/ z /, zap, zeal, zebra, zero, zigzag, zinc

/ z /, zap, zeal, zebra, zero, zigzag, zinc, zip

/ z /, zap, zeal, zebra, zero, zigzag, zinc, zip, zodiac

/ z /, zap, zeal, zebra, zero, zigzag, zinc, zip, zodiac, zone

/ z /, zap, zeal, zebra, zero, zigzag, zinc, zip, zodiac, zone, zoo

❖ **Exercise 10: Chain drill with sound / z /**

➤ **Instructions:** Add different words with the sound / z / to other students' words as long as possible (repeat the earlier words, then adds an own word). Then work in groups of 3-5 to practice the words in the medial and the final positions.

e.g. Teacher says: / z / , **zap**

Student 1. says: / z / , zap, **zeal**

Student 2. says: / z / , zap, ..., **zebra**

Student 3. says: / z / , zap,, **zero**

Student 4. says: / z / , zap,, **zigzag**

Student 5. says: / z / , zap,, **zinc**

Student 6. says: / z / , zap,, **zip**

Student 7. says: / z / , zap,, **zodiac**

Student 8. says: / z / , zap,, **zone**

Student 9. says: / z / , zap,, **zoo**

Student 10. says: / z / , zap, ..., **zoom**

❖ **Practice the sound / z / in phrases and the sentence carefully.**

- | |
|---|
| <ul style="list-style-type: none"> • in the zoo zone • runs zigzag in the zoo zone • A zebra runs zigzag in the zoo zone |
|---|

Lesson plan 6

Title: Sound six: / ʒ /

Time: 100 minutes

Objectives: Students are able to correctly pronounce the sound / ʒ / with the words in initial, medial and final positions.

Steps	Activities	Times	Materials	Evaluation
1 Warm-up	<ul style="list-style-type: none"> -T. asks about previous lesson of sound / ʒ /. -Sts. tell some words of / ʒ / from the table5, read the given phrases and a sentence correctly in chorus. -Sts. volunteer to say a given sentence quickly. 	10 min		
2 Presentation	<ul style="list-style-type: none"> -T. presents the topic "Sound six / ʒ /", explains how to pronounce it, and compare with sound / ʒ /. Then shows the words of / ʒ / in medial positions. -Sts. read the words in the table6 on the board. -T. shows exercise 11 on the board and explains how to pronounce the words correctly. -Sts. repeat the words in exercise 11 in chorus aloud. -Sts. work in pairs to read and repeat each of the words in final position as exercise 11. -T. calls 3 students to read the words in the table6 as exercise 11 in different positions, others repeat. 	30 min	<ul style="list-style-type: none"> -Table6 of words with / ʒ / in three positions - Exercise 11 Pyramid drill 	
3 Practice	<ul style="list-style-type: none"> -T. explains how to practice exercise 12, and then gives the sound and the first word for students to add new words as a chain by using the words in the table or their own words if possible. -Sts. work in groups of 3-5 to practice the chain drill in medial positions with the words in the table6. - All Sts. connect word by word from the first to the last students by using their own words to make as long a chain as possible. 	35 min	<ul style="list-style-type: none"> - Exercise 12 Chain drill - The expression of / ʒ / 	
4 Production	<ul style="list-style-type: none"> -Sts. work in pairs to produce pyramid exercises with sound / ʒ / in medial positions, and then read and repeat them to the class. -Each St. lists more words with sound / ʒ / in medial positions as the chain exercise, and then reads aloud to the class. -Let the whole class practice connecting word by word with sound / ʒ /, using their own words. - T. gives them the phrases and a sentence to read. - T. evaluates students' pronunciation by observing while students are practicing. Then T. concludes the lesson in Lao and assigns homework. 	25 min		Check their abilities to pronounce the sound / ʒ / on the observation sheet.

Exercises 11 and 12

❖ **Starter: Useful vocabulary of / ʒ /**

- **Instructions:** Read the words in the table 6, and then use them for the exercises below.

Initial	Medial			Final		
—	Asian (2)	azure	casual	barrage	beige	corsage
	casualty	decision	measure	espionage	garage(2)	massage
	pleasure	television	treasure	ménage	mirage	montage
	usual	unusually	vision	prestige	rouge	sabotage

❖ **Exercise 11: Pyramid drill with sound / ʒ / in the medial position**

- **Instructions:** Listen and repeat the sound / ʒ / and the words in the pyramid after the teacher and read them in chorus. Then practice the words in pairs in the final position.

/ ʒ /

/ ʒ /, Asian

/ ʒ /, Asian, azure

/ ʒ /, Asian, azure, casual

/ ʒ /, Asian, azure, casual, decision

/ ʒ /, Asian, azure, casual, decision measure

/ ʒ /, Asian, azure, casual, decision, measure, pleasure

/ ʒ /, Asian, azure, casual, decision, measure, pleasure, television

/ ʒ /, Asian, azure, casual, decision, measure, pleasure, television, treasure

/ ʒ /, Asian, azure, casual, decision, measure, pleasure, television, treasure, usual

/ ʒ /, Asian, azure, casual, decision, measure, pleasure, television, treasure, usual, vision

❖ **Exercise 12: Chain drill with sound / ʒ / in the medial position**

➤ **Instructions:** Add different words with the sound / ʒ / to other students' words as long as possible (repeat the earlier words, then adds an own word). Then work in groups of 3-5 to practice the words in the final position.

e.g. Teacher says: / ʒ /, *Asian*
 Student 1. says: / ʒ /, Asian, *azure*
 Student 2. says: / ʒ /, Asian, ..., *casual*
 Student 3. says: / ʒ /, Asian, ..., ..., *decision*
 Student 4. says: / ʒ /, Asian, ..., ..., ..., *measure*
 Student 5. says: / ʒ /, Asian, ..., ..., ..., ..., *pleasure*
 Student 6. says: / ʒ /, Asian, ..., ..., ..., ..., ..., *television*
 Student 7. says: / ʒ /, Asian, ..., ..., ..., ..., ..., *treasure*
 Student 8. says: / ʒ /, Asian, ..., ..., ..., ..., ..., *usual*
 Student 9. says: / ʒ /, Asian, ..., ..., ..., ..., ..., *unusually*
 Student 10. says: / ʒ /, Asian, ..., ..., ..., ..., ..., *vision*

❖ **Practice the sound / ʒ / in phrases and the sentence carefully.**

- on the beige television
- a measuring tape on the beige television
- It's usual to put a measuring tape on the beige television.

Lesson plan 7

Title: Sound seven: /dʒ/

Time: 100 minutes

Objectives: Students are able to correctly pronounce the sound /dʒ/ with the words in initial, medial and final positions.

Steps	Activities	Times	Materials	Evaluation
1 Warm-up	<ul style="list-style-type: none"> -T. asks about previous lesson of sound / ʒ /. -Sts. tell some words of / ʒ / from the table6, read the given phrases and a sentence correctly in chorus. -Sts. volunteer to say a given sentence quickly. 	10 min		
2 Presentation	<ul style="list-style-type: none"> -T. presents the topic "Sound seven /dʒ/", explains how to pronounce it, and compare with sound / ʒ /. Then shows the words of /dʒ/ in 3 positions. -Sts. read the words in the table7 on the board. -T. shows exercise 13 on the board and explains how to pronounce the words correctly. -Sts. repeat the words in exercise 13 in chorus aloud. -Sts. work in pairs to read and repeat each of the words in medial and final positions as exercise 13. -T. calls 3 students to read the words in the table7 as exercise 13 in different positions, others repeat. 	30 min	<ul style="list-style-type: none"> -Table7 of words with /dʒ/ in three positions - Exercise 13 Pyramid drill 	
3 Practice	<ul style="list-style-type: none"> -T. explains how to practice exercise 14, and then gives the sound and the first word for students to add new words as a chain by using the words in the table or their own words if possible. -Sts. work in groups of 3-5 to practice the chain drill in 3 positions with the words in the table7. - All Sts. connect word by word from the first to the last students by using their own words to make as long a chain as possible. 	35 min	<ul style="list-style-type: none"> - Exercise 14 Chain drill - The expression of /dʒ/ 	
4 Production	<ul style="list-style-type: none"> -Sts. work in pairs to produce pyramid exercises with sound /dʒ/ in three positions, and then read and repeat them to the class. -Each St. lists more words with sound/dʒ/ in three positions as the chain exercise, and then reads aloud to the class. -Let the whole class practice connecting word by word with sound / dʒ /, using their own words. - T. gives them the phrases and a sentence to read. - T. evaluates students' pronunciation by observing while students are practicing. Then T. concludes the lesson in Lao and assigns homework. 	25 min		Check their abilities to pronounce the sound /dʒ/ on the observation sheet.

Exercises 13 and 14

❖ **Starter: Useful vocabulary of / dʒ /**

- **Instructions:** Read the words in the table 7, and then use them for the exercises below.

Initial			Medial			Final		
jail	jam	jar	agency	dangerous	enjoy	age	bridge	change
jeans	jeep	gin	energy	engineer	injure	charge	damage	engage
ginger	job	judge	manager	pigeon	region	edge	large	knowledge
juice	jump	just	soldier	stingy	virgin	orange	village	wage

❖ **Exercise 13: Pyramid drill with sound / dʒ / in the initial position**

- **Instructions:** Listen and repeat the sound / dʒ / and the words in the pyramid after the teacher and read them in chorus. Then practice the words in pairs in the medial and the final positions.

/ dʒ /
 / dʒ /, jail
 / dʒ /, jail, jam
 / dʒ /, jail, jam, jar
 / dʒ /, jail, jam, jar, jeans
 / dʒ /, jail, jam, jar, jeans, jeep
 / dʒ /, jail, jam, jar, jeans, jeep, gin
 / dʒ /, jail, jam, jar, jeans, jeep, gin, ginger
 / dʒ /, jail, jam, jar, jeans, jeep, gin, ginger, job
 / dʒ /, jail, jam, jar, jeans, jeep, gin, ginger, job, judge
 / dʒ /, jail, jam, jar, jeans, jeep, gin, ginger, job, judge, jump

❖ **Exercise 14: Chain drill with sound / dʒ / in the initial position**

➤ **Instructions:** Add different words with the sound / dʒ / to other students'

words as long as possible (repeat the earlier words, then adds an own word). Then work in groups of 3-5 to practice the words in the medial and the final positions.

e.g. Teacher says: / dʒ /, *jail*

Student 1. says: / dʒ /, jar, *jam*

Student 2. says: / dʒ /, jar,, *jar*

Student 3. says: / dʒ /, jar,,, *jeans*

Student 4. says: / dʒ /, jar,,,, *jeep*

Student 5. says: / dʒ /, jar,,,,, *gin*

Student 6. says: / dʒ /, jar,,,,,, *ginger*

Student 7. says: / dʒ /, jar,,,,,,, *job*

Student 8. says: / dʒ /, jar,,,,,,,, *judge*

Student 9. says: / dʒ /, jar,,,,,,,,, *jump*

Student 10. says: / dʒ /, jar,,,,,,,,,, *just*

❖ **Practice the sound / dʒ / in phrases and the sentence carefully.**

- to the village
- to charge his jeep to the village
- James is wearing jeans to charge his jeep to the village.

Lesson plan 8

Title: Sound eight: / r /

Time: 100 minutes

Objectives: Students are able to correctly pronounce the sound / r / with the words in initial, medial and final positions.

Steps	Activities	Times	Materials	Evaluation
1 Warm-up	<ul style="list-style-type: none"> -T. asks about previous lesson of sound / dʒ /. -Sts. tell some words of / dʒ / from the table7, read the given phrases and a sentence correctly in chorus. -Sts. volunteer to say a given sentence quickly. 	10 min		
2 Presentation	<ul style="list-style-type: none"> -T. presents the topic "Sound eight / r /", explains how to pronounce it, and compare with sound / dʒ /. -Then shows the words of / r / in 3 positions. -Sts. read the words in the table8 on the board. -T. shows exercise 15 on the board and explains how to pronounce the words correctly. -Sts. repeat the words in exercise 15 in chorus aloud. -Sts. work in pairs to read and repeat each of the words in medial and final positions as exercise 15. -T. calls 3 students to read the words in the table8 as exercise 15 in different positions, others repeat. 	30 min	<ul style="list-style-type: none"> -Table8 of words with / r / in three positions - Exercise 15 Pyramid drill 	
3 Practice	<ul style="list-style-type: none"> -T. explains how to practice exercise 16, and then gives the sound and the first word for students to add new words as a chain by using the words in the table or their own words if possible. -Sts. work in groups of 3-5 to practice the chain drill in 3 positions with the words in the table8. - All Sts. connect word by word from the first to the last students by using their own words to make as long a chain as possible. 	35 min	<ul style="list-style-type: none"> - Exercise 16 Chain drill - The expression of / r / 	
4 Production	<ul style="list-style-type: none"> -Sts. work in pairs to produce pyramid exercises with sound / r / in 3 positions, and then read and repeat them to the class. -Each St. lists more words with sound / r / in 3 positions as the chain exercise, and then reads aloud to the class. -Let the whole class practice connecting word by word with sound / r /, using their own words. - T. gives them the phrases and a sentence to read. - T. evaluates students' pronunciation by observing while students are practicing. Then T. concludes the lesson in Lao and assigns homework. 	25 min		Check their abilities to pronounce the sound / r / on the observation sheet.

Exercises 15 and 16

❖ **Starter: Useful vocabulary of / r /**

- **Instructions:** Read the words in the table 8, and then use them for the exercises below.

Initial			Medial			Final		
ran	rain	rat	around	bedroom	boring	bar	barber	car
read	red	restaurant	carrot	carry	dangerous	doctor	door	fire
ring	rise	road	favorite	hurry	lottery	hear	more	pure
roof	rose	run	parents	very	worry	sure	teacher	worker

❖ **Exercise 15: Pyramid drill with sound / r /**

- **Instructions:** Listen and repeat the sound / r / and the words in the pyramid after the teacher and read them in chorus. Then practice the words in pairs in the medial and the final positions.

/ r /

/ r /, ran

/ r /, ran, rain

/ r /, ran, rain, rat

/ r /, ran, rain, rat, read

/ r /, ran, rain, rat, read, red

/ r /, ran, rain, rat, read, red, ring

/ r /, ran, rain, rat, read, red, ring, rise

/ r /, ran, rain, rat, read, red, ring, rise, road

/ r /, ran, rain, rat, read, red, ring, rise, road, roof

/ r /, ran, rain, rat, read, red, ring, rise, road, roof, run

❖ **Exercise 16: Chain drill with sound / r /**

➤ **Instructions:** Add different words with the sound / r / to other students' words as long as possible (repeat the earlier words, then adds an own word). Then work in groups of 3-5 to practice the words in the medial and the final positions.

e.g. Teacher says: / r /, **ran**

Student 1. says: / r /, ran, **rain**

Student 2. says: / r /, ran,, **rat**

Student 3. says: / r /, ran,,, **read**

Student 4. says: / r /, ran,,,, **red**

Student 5. says: / r /, ran,,,,, **ring**

Student 6. says: / r /, ran,,,,,, **rise**

Student 7. says: / r /, ran,,,,,,, **road**

Student 8. says: / r /, ran,,,,,,,, **roof**

Student 9. says: / r /, ran,,,,,,,,, **rose**

Student 10. says: / r /, ran,,,,,,,,,, **run**

❖ **Practice the sound / r / in phrases and the sentence carefully.**

- of the **restaurant**
- on the **roof** of the **restaurant**
- A red **rat** runs around on the **roof** of the **restaurant**.

APPENDIX C
THE SCORES AND PERCENTAGES OF CORRECT PRONUNCIATION OF
EIGHT CONSONANT SOUNDS IN THREE POSITIONS

C.1 The scores and percentages of correct pronunciation of eight target consonant sounds in three positions before treatment. Using for tables 4.2 and 4.3

Sound Subject	/f/			/tʃ/			/θ/			/ð/			/z/			/ʒ/			/dʒ/			/r/			Sum
	in	me	fi	in	me	fi	in	me	fi	in	me	fi	in	me	fi	in	me	fi	in	me	fi	in	me	fi	
1	0	1	1	0	0	0	1	0	0	0	0	0	1	0	1	0	0	0	1	0	1	1	1	0	8
2	1	1	1	1	1	1	0	0	0	0	0	0	1	1	1	0	0	0	1	1	1	1	1	1	14
3	1	1	1	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	1	1	1	0	8
4	0	1	0	1	0	0	0	0	0	0	0	0	1	1	0	1	0	0	1	0	0	1	1	0	7
5	1	1	1	0	0	1	1	1	0	1	0	1	1	1	1	1	0	1	1	0	1	0	1	1	14
6	1	0	0	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1	0	1	0	11
7	0	0	0	0	0	0	1	0	0	1	0	1	0	1	0	0	0	0	1	0	1	1	1	0	6
8	1	0	0	1	1	1	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	1	1	13
9	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	3
10	0	0	0	1	1	1	0	0	0	1	0	1	1	1	1	1	0	0	0	0	1	0	1	0	8
11	1	0	0	1	1	1	1	0	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	17
12	1	0	1	1	1	1	0	0	0	0	0	0	0	1	1	0	0	0	1	0	1	1	1	1	11
13	1	1	0	0	1	1	0	0	0	0	0	0	1	1	0	1	0	1	1	0	1	1	1	0	11
14	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	0	1	0	6
15	1	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	10
16	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	0	5
17	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	0	0	17
18	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	0	7
Sum	11	9	7	8	9	10	5	2	2	1	5	2	9	9	11	10	2	7	16	6	7	14	14	7	176
Mean	9 (50%)			9 (50%)			3 (16.7%)			2.7 (15%)			9.7 (53.9%)			6 (33.3%)			9.5 (52.8%)			11.7 (65%)			9.75

C.2 The scores and percentages of correct pronunciation of eight target consonant sounds in three positions after treatment. Using for tables 4.2 and 4.3

Sound Subject	/f/			/tʃ/			/θ/			/ð/			/z/			/ʒ/			/dʒ/			/r/			Sum
	in	me	fi	in	me	fi	in	me	fi	in	me	fi	in	me	fi	in	me	fi	in	me	fi	in	me	fi	
1	1	1	1	0	0	1	1	1	1	0	0	1	1	1	1	0	0	0	1	0	1	1	1	1	16
2	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	19
3	1	1	1	0	0	1	0	0	0	0	1	0	1	1	0	1	1	1	0	0	0	1	1	1	13
4	1	1	0	1	1	0	0	0	1	0	1	0	1	1	1	1	0	1	0	1	0	1	1	1	13
5	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	19
6	1	1	0	1	1	1	1	0	0	1	0	0	1	1	1	1	1	0	0	0	1	1	1	1	15
7	0	0	0	0	0	0	1	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	12
8	1	0	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	19
9	1	1	0	1	0	0	1	0	0	0	1	0	1	1	0	1	0	1	1	1	0	1	1	1	12
10	0	1	0	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	17
11	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	21
12	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	19
13	1	1	1	1	1	1	0	0	0	0	0	0	1	1	1	1	0	1	1	0	1	1	1	1	15
14	1	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	1	1	0	1	1	1	12
15	1	1	1	1	1	0	1	0	0	0	1	0	1	1	0	1	1	1	1	1	0	1	0	1	15
16	1	0	0	1	1	1	0	0	0	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	14
17	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	21
18	1	0	0	1	1	1	1	0	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	15
Sum	16	13	10	13	13	13	12	6	7	7	13	4	16	14	12	14	14	12	17	11	14	15	16	18	287
Mean	13 (72.2%)			13 (72.2%)			8.3 (46.1%)			8 (44.4%)			14 (77.8%)			13.5 (75%)			14 (77.8%)			16.3 (90.5%)			15.9

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