

รายงานโครงการวิจัย

เรื่อง

เสียงเสียดแทรกภาษาอังกฤษในเชิงความสัมพันธ์ระหว่างภาษาแม่และภาษาที่สองของ

นักศึกษาไทย

The Acquisition of English Fricatives in Thai Learners' Interlanguage

เกียรตินาวิน ศรีธัญรัตน์

Kietnawin Sridhanyarat

ได้รับทุนสนับสนุนการวิจัยจากกองทุนวิจัยและสร้างสรรค์

คณะโบราณคดี มหาวิทยาลัยศิลปากร ประจำปีงบประมาณ 2557

ปีที่ดำเนินการเสร็จ 2559

THE ACQUISITION OF ENGLISH FRICATIVES IN THAI LEARNERS'
INTERLANGUAGE

BY

KIETNAWIN SRIDHANYARAT

The present research was financially supported by the Faculty of Archaeology of
Silpakorn University.

August 2016

ABSTRACT

This research examined how Thai undergraduates acquired English marked and unmarked fricatives in their interlanguage. It also determined what sounds the learners replaced some fricatives and how variable they were. Based on the Markedness Differential Hypothesis (MDH), unmarked fricatives are /s/ and /f/, and marked ones are /ʃ/, /v/, /z/, /θ/, /ð/, and /ʒ/. The former are considered unmarked because they are available in Thai, whereas the latter are not. The participants included three groups ($n = 15$ per group): high, intermediate, and low proficiency students who were studied through three types of tasks: word list, sentence list, and oral interview. The word and sentence lists required the learners to produce the target fricatives in a formal situation, while the oral interview in a natural context. The results demonstrated that marked fricatives /v/, /z/, /θ/, /ð/, and /ʒ/ were difficult for the participants. Only the advanced informants could acquire unmarked /s/ and /f/ as well as marked /ʃ/ both initially and finally. In terms of order of acquisition, the learners produced /s/, /f/, and /ʃ/ before marked /v/, /z/, /θ/, /ð/, and /ʒ/ sounds. They also appeared to produce various substitutions for some problematic sounds. The findings clearly indicated that first language (L1) transfer was not the only contributing factor in accounting for the students' acquisition process. Therefore, in order to help the learners master the English sounds, teachers or educators may use learning strategies integrated with communicative activities in listening and speaking classes.