The Audio-Lingual Method Used in Pronouncing The /r/ in English of Bachelor' S Degree Thai Students Faculty of Education Mahachulalongkornrajavidyalaya University

Apsorn Tiewcharoenkij*, Asst. Prof. Dr. Veerakarn Kanokkamalade**
Asst. Prof. Dr. Phra Wichian Parichano***
Faculty of Humanities, Mahachulalongkornrajavidyalaya University, Wang Noi, Ayutthaya, Thailand

Abstract

The objectives of this research work are as follows: 1) To study the problems of pronouncing the /r/ in English of Bachelor's Degree Thai Students in 3rd and 4th year majoring in English Language Teaching of Faculty of Education, Mahachulalongkornraja-vidyalaya University. 2) To analyse the effectiveness of the Audio-Lingual Method used for learning pronouncing the /r/ in English, and 3) To apply the Audio-Lingual Method and develop the ability in pronouncing the /r/ in English of Bachelor's Degree Thai Students in 3rd and 4th year majoring in English Language Teaching of Faculty of Education, Mahachulalongkornrajavidyalaya University with the Audio-Lingual Method.

The results of the research work according to the hypothesis of the research work are as follows: 1. The results of pre-test and post-test of the Frequency of Reading 50 English Wordlists of Oral Mimicry of Sounds in Pronouncing the /r/ in English that were done by 25 students of the sampling group can be identified that the frequency of pronouncing the /r/ in English of post-test is higher than that of pre-test for t = -39.099 and df = 24 significantly in statistics at .000 which is less than .05. It can be concluded that the results of pre-test are different from those of post-test significantly in statistics. 2. Most of the sampling group felt very satisfied with learning pronouncing the /r/ in English with a researcher. They were knowledgeable a lot about the /r/ sound, places of articulation and manners of articulation and know how to pronounce it correctly, clearly and fluently. Moreover, they have got a self-confidence after learning and practicing pronouncing the /r/ in English. 3. Most of the sampling group realized that the Audio-Lingual Method can help develop an ability in pronouncing the /r/ in English well. Moreover, it is an important factor for effective learning.

The sampling group feels satisfied, agree and have got a self-confidence in learning pronouncing the /r/ in English with this method. 3. Most of the sampling group realized that Listening and Repeating, and Spelling and Pronouncing are the first step in learning pronouncing the /r/ in English. They can develop an ability in pronouncing the /r/ in English well. Moreover, the sampling group can pronounce the /r/ in English correctly, clearly and fluently.

Keywords: The Audio-Lingual Method, Learning Pronouncing the /r/, To develop the Ability, English Pronunciation, Bachelor's Degree Thai Students.

Introduction

Background and Significance of the Problems

Researcher realizes the importance of the ability in English usage among Thai people who are Thai students and learners has been required and invested mostly in higher education to cope with and response the need of precise communicational competence in the international and universal levels. Due to the factors of connection in the global networks with non-stop development in the fields of professions and also readiness in expanding the potential of creativeness, interest, planning and ideas of know how to communicate and receive information clearly, English pronunciation learning and practising has been taken action for the best results of inter cooperation and understanding with real listening and interpreting ability as being both qualitative speakers and listeners at the same times by means of speaking with clear pronunciation and listening with understanding other people's pronunciation for two-ways communication.

As being an instructor of English language at Faculty of Humanities, MCU Wang Noi, Ayutthaya (from 2017- present), researcher has ever taught Advanced English Pronunciation (302409) to Bachelor's Degree, Thai Program students in 4th year at Faculty of Hamanities, Mahachulalongkornrajavidyalaya University, Wang Noi, Ayutthaya (1/2019 and 1/2020). From their own learning, a researcher realizes that most of them still lack the ability in English Pronunciation no matter pronouncing correctly, clearly and fluently that is when pronouncing some English consonants, they usually replace them with some Thai consonants instead for example pronouncing /s/ instead of /z/ in the word "zebra".

Janya Naksompong. (2007: 45). In "Teaching English: Global English and the Teaching of Pronunciation", according to Jenkins (n.d.), English which is being used nowadays is no longer spoken only by its native speakers. It is also spoken among non-native speakers throughout the world. Consequently, English is now often mentioned as 'English as an International Language. English which is used as a tool to communicate with both native and non-native speakers of English should be as clear as possible as English becomes more important in this globalized world. In the English speaking world, intelligible pronunciation makes it easier to communicate with English natives or non-natives.

Pinthip Thuaycharoen. (2004: 8). In pronunciation, Thai learners tend to use sounds that are familiar to them and that are close to the sounds that exist in their native language instead of sounds in English for example, using the [ɾ] in Thai instead of the [r] in English. In the word "rain, rice, right", the learner chooses to use the [l] instead, so, the meaning

of these words is changed, for example, "rain" becomes "lain", "rice" becomes "lice", and "right" becomes "light".

Asst. Prof. Piyawadee Abhichartbutr. (Department of Western Languages, Faculty of Archeology, Silapakorn University. 2003: 177). Many Thais have personally encountered problems with the pronunciation of /r/ and /l/ in English and may have wondered why the Thai language which has a sound (that it seems to be) already matched is the sound [ɾ] can't help them pronounce /r/ and /l/ correctly and clearly like a native speaker. The answer to this is fairly complicated that is because this problem is caused by a number of complicated reasons. First and foremost, most Thai people think that the Thai language already has a phoneme that is equivalent to the /r/ and /l/ sounds in English that are [ɾ] and [l]. So, it is concluded that these two sounds are probably the same sound, or at least very close to one another, so, when speaking English, the [ɾ] is used for the /r/.

Purinan Hirunyupakorn, Dr.Kanita Chaimano. (2014: 2350-2351). Researchers see /r/ as one of the problems with correct pronunciation in English. Research work involving a number of variations of /r/ in English, for example Beebe (1980: 378-388). Studied the variation of the /r/ pattern that appears in position. Single consonant at the beginning of the syllable and at the end of the syllable of speaking English for Thai people in New York United States where English is a second language and Boonruang (1993: 56). studied the variation of /r/ in Thai and /r/ in English according to social variables of Thai speakers of Bangkok who are the first-class hotel employees.

From points of view of Pinthip Thuaycharoen, Asst. Prof. Piyawadee Abhichartbutr, Purinan Hirunyupakorn and Dr.Kanita Chaimano, this was the beginning of a researcher's interest in studying the students' problems in pronouncing the /r/ and how to solve the problems by means of finding a method used for students in learning pronouncing the /r/ in English pronunciation effectively no matter pronouncing correctly, clearly and fluently. Moreover, a researcher plans to find information in-depth and facts about the /r/ in English pronunciation presented as follows:

Let's start with the /r/ in English. In linguistics, the /r/ in English is a voiced sound. When being pronounced, the vocal cord vibrates. It is pronounced by opening the mouth slightly then curl the tip of the tongue back without touching the top of the mouth. The tip of the tongue should not touch the gum ridge or your teeth when pronouncing the letter R. Then the tongue pulls back in the mouth without touching the top.

Along the /r/ in British and American styles, Mehmet Demirezen. (2013: 69-74). stated that: There are two major standard varieties in English pronunciation in the world today as follows: British English (BrE, also called Received Pronunciation (RP) and North American English (NAE).

Mehmet Demirezen. (2013: 69-74). That Americans always pronounce the /r/ phoneme word-initially, word-medially and word-finally is one of the biggest differences between the British and the American accents is.

The Audio-Lingual Method is used in Practising and Learning How to pronouce the /r/ in English

Researcher searched for the method used for students in learning pronouncing the /r/ in English and found that the Audio-Lingual Method is still in use today, though normally as a part of individual lessons rather than as the foundation of the course. (Maedeh Alemi and Ehteramsadat Tavakoli, 2016: 1-5). Moreover, Cagri Tugrul Mart. The Audio-Lingual is a method that aims to develop communicative competence of students through dialogues. Students need to repeat Dialogues and pattern Drills that are used to form habits in learners. They will allow them to develop quick and automatic responses.

This method is emphasized on 4 Drills of 1: Listening and Repeating, 2: Spelling and Saying, 3: Aural Perception and 4: Writing Phonetic Transcription which are concerned with studying Speech Organs or Places of Articulation and Manners of Articulation of the /r/ in English which are 1) Alveolar ridge and 2) Flap or Tap Sound in English phonetics. From many previous works of both domestic and foreign research works were done with this method Consequently, researcher plans to try on it with Bachelor's Degree Thai students.

Objectives of the Research

1. To study the problems of pronouncing the /r/ in English of Bachelor's Degree Thai Students in 3rd and 4th year majoring in English Language Teaching at Faculty of Education, Mahachulalongkornrajavidyalaya University.

2. To analyse the effectiveness of the Audio-Lingual Method used for learning pronouncing the /r/ in English.

3. To apply the Audio-Lingual Method and develop the ability in pronouncing the /r/ in English of Bachelor's Degree Thai Students in 3rd and 4th year majoring in English Language Teaching at Faculty of Education, Mahachulalongkornrajavidyalaya University with the Audio-Lingual Method.

Research Methodology

The research methodology of this research work entitled "The Audio-Lingual Method used in Learning Pronouncing the /r/ to develop the Ability in English Pronunciation of Bachelor's Degree Thai Students at Faculty of Education Mahachulalongkorn-rajavidyalaya University", which is Mixed Methods of Qualitative and Quantitative Experimental Research, is designed and practised with Bachelor's Degree of Thai students

in 3rd and 4th year majoring in English Language Teaching in the experiment of pronouncing the /r/ in English.

Population and Sample

The population is the sampling group of 25 Bachelor's Degree Thai students both in 3rd and 4th year majoring in English Language Teaching at Faculty of Education, Mahachulalongkornrajavidyalaya University which is the university level with the main reasons that, it is necessary to include 3rd and 4th year students together to have got enough and completed amount of 25 students for the experiment to learn and be developed an ability in English pronunciation before coming out to pursue a teaching career in the near future.

Research Instrument of Qualitative Research Work

Research instruments of this research work are introduced with 3 main points as follows:

1) The Open-ended Questionnaire is to survey the sampling group's personal data for example status, age, gender and major subject, their opinions and suggestions towards the problems in pronouncing the /r/ in English, the Audio-Lingual Method, Listening and Repeating and Spelling and Pronouncing and in-depth interview.

2) To survey personal data of Bachelor's Degree Thai Students in 3rd and 4th year majoring in English Language Teaching at Faculty of Education, Mahachulalongkorn-rajavidyalaya University who are the sampling group for this research work for example: their own status, age, gender and major subject and in-depth interview to survey their opinions and suggestions towards the problems in pronouncing the /r/ in English, the Audio-Lingual Method, Listening and Repeating the /r/ in English and Spelling and Pronouncing the /r/ in English as well.

Research Instruments of Quantitative Research Work

The Questionnaire of the Research Work is mentioned for the first priority that's because it is the first research instrument that is created along the objectives of the research work and related literature

There are 2 main parts of the Questionnaire of the Research Work which are the important parts of IOC assessment as follows:

1. Part 1: Pre-test Questionnaire of the Problems in Pronouncing the /r/ in English.

2. Part 2: Close-ended Questionnaire (surveying the satisfaction of the sampling group towards the method used for learning pronouncing the /r/ in English).

The characteristics of the Questionnaire of the Research Work are as follows:

1) The Questionnaire of the Research Work is a Close-ended Questionnaire and Open-ended Questionnaire as follows:

A Close-ended Questionnaire is to survey the sampling group's personal data and satisfaction towards the Problems in Pronouncing the /r/ in English and the Audio-Lingual Method used in learning pronouncing the /r/ in English.

2) To survey the satisfaction towards the problems of pronouncing the /r/ in English and the Audio-Lingual Methods of Bachelor's Degree Thai Students in 3rd and 4th year majoring in English Language Teaching at Faculty of Education, Mahachulalongkorn-rajavidyalaya University.

3) To let the sampling group do pre-test and post-test. In the experiment of this research work, a researcher aims to measure the ability and check the frequency in pronouncing the /r/ in English of Bachelor's Degree Thai Students both in the Initial and Middle positions in reading English wordlists.

4) To analyse the effectiveness of the Audio-Lingual Method used in learning pronouncing the /r/ in English from the results of learning of the sampling group.

5) To apply the Audio-Lingual Method which is suitable for the sampling group in learning pronouncing the /r/ in English effectively by means of pronouncing clearly, correctly and fluently, and check if the Audio-Lingual Method can develop the ability in pronouncing the /r/ in English of the sampling group or not.

Data obtained from this research work are analysed with Statistical Formulas which are Standard Deviation, Mean, Cronbach's Alpha and T-test.

Conclusions

In this chapter, all of the results of the research work will be concluded to prove the hypothesis of the research work which is:

" After learning the Audio-Lingual Method in pronouncing the /r/ in English, the Bachelor's Degree Thai students in 3rd and 4th year majoring in English Language Teaching at Faculty of Education, Mahachulalongkornrajavidyalaya University are able to pronounce the /r/ in English clearly, correctly and fluently at significantly in statistics".

The results of the research work are according to the hypothesis of the research work as follows:

1. The results of pre-test and post-test of the Frequency of Reading 50 English Wordlists of Oral Mimicry of Sounds in Pronouncing the /r/ in English were done by 25 students of the sampling group can be identified that the frequency of pronouncing the /r/ in English of post-test is higher than that of pre-test for t = -39.099 and df = 24 significantly in statistics at .000 which is less than .05. It can be concluded that the results of pre-test are different from those of post-test significantly in statistics.

1.The sampling group's opinions and suggestions towards the first question - How can learning pronouncing the /r/ in English help you to know about the /r/ in English and how

to use places of articulation and manners of articulation in pronouncing the /r/ in English? are as follows:

Most of the sampling group felt very satisfied with learning pronouncing the /r/ in English with a researcher, are knowledgeable a lot about the /r/ sound, places of articulation and manners of articulation, know how to pronounce it correctly, clearly and fluently, have got a self-confidence after learning and practicing pronouncing the /r/ in English and would like to learn English pronunciation again next time.

2.The sampling group's opinions and suggestions towards the second question - How is the Audio-Lingual Method effective to your learning pronouncing the /r/ in English? are as follows:

The sampling group's opinions and suggestions towards the second question are as follows: Most of the sampling group realized that the Audio-Lingual Method can help developing an ability in pronouncing the /r/ in English well. Moreover, it is an important factor for effective learning. The sampling group feel satisfied, agree and have got a self-confidence with learning pronouncing the /r/ in English with this method.

3.The sampling group's opinions and suggestions towards the third question - How can Listening and Repeating, and Spelling and Pronouncing develop your ability in pronouncing the /r/ in English correctly, clearly and fluently? are as follows:

Most of the sampling group realized that Listening and Repeating, and Spelling and Pronouncing are the first step in learning pronouncing the /r/ in English. They can develop an ability in pronouncing the /r/ in English well. Moreover, the sampling group can pronounce the /r/ in English correctly, clearly and fluently and would like to learn English pronunciation again with this method.

4.From the results of pre-test obtained from the sampling group of this research work, it can be explained that all of the Thai students pronounced the /r/ in English with both /r/ and /l/ in Thai which are the sounds of a Thai language system.

Descriptive Statistics of Pre-test of the Problems in Pronouncing the /r/ in English.

Items of the Problems in Pronouncing the /r/ in English	n = 25		
	$\bar{x}$	Level	*S.D.*
1.) I have ever thought that learning English pronunciation is unnecessary for me.	3.24	High	1.20
2.) I have no ideas about Places of Articulations and Manners of Articulations in pronouncing the /r/ in English.	3.32	High	.69
3.) I have no ideas about how to pronounce the /r/ in English correctly.	3.44	High	.92
4.) I have no ideas about how to pronounce the /r/ in English clearly.	3.36	High	.81
5.) I have no ideas about how to pronounce the /r/ in English fluently.	3.56	The Highest	.77
6.) I have no ideas about different pronunciation between /r/ and /l/ sounds.	3.68	The Highest	.95
7.) Sometimes I substitute the /l/ in English for /r/ sound in initial position. For example: /l/ in "**right**" instead of /r/ in "**right**".	3.72	The Highest	.54
8.) I always substitute the /l/ in English for /r/ sound in initial position. For example: /l/ in "**right**" instead of /r/ in "**right**".	3.92	The Highest	.86
9.) I am not familiar with pronouncing the /r/ in English.	3.72	The Highest	.79
10.) I have never practiced pronouncing the /r/ in English.	3.48	High	1.23

From Items of Problem 1 – 4 and 10 (5 Items) of the results of statistics present Mean ($\bar{x}$) and Standard Deviation (S.D) values obtained from 25 students of the sampling group mentioned above can be identified the sampling group's satisfaction towards the Problems in Pronouncing the /r/ in English in a HIGH level.

On the contrary, from Items of Problem 5 – 9 (5 Items) of the results of statistics present Mean ($\bar{x}$) and Standard Deviation (S.D) values obtained from 25 students of the

sampling group mentioned above can be identified the sampling group's satisfaction towards the Problems in Pronouncing the /r/ in English in The Highest level.

Descriptive Statistics of Items of Satisfaction towards the Audio-Lingual Method.

From the results of statistics values obtained from 25 students of the sampling group can be identified the sampling group's satisfaction towards the Audio- Lingual Method with the top 3 highest levels as follows: 1.) Learning pronouncing the /r/ in English with this method which can develop their ability in pronouncing the /r/ in English is THE FIRST HIGHEST level of Mean ($\bar{x}$) = 4.64 and Standard Deviation (S.D) = .56. 2.) Practising pronouncing the /r/ in English so often with this method helps me to be able to understand and remember how to pronounce the /r/ in English well is THE SECOND HIGHEST level of Mean ($\bar{x}$) = 4.36 and Standard Deviation (S.D) = .56. 3.) Enjoy learning pronouncing the /r/ in English with this method is THE THIRD HIGHEST level of Mean ($\bar{x}$) = 4.28 and Standard Deviation (S.D) = .54.

Descriptive Statistics of Items of Listening and Repeating Methods in Pronouncing the /r/ in English.

From the results of statistics values obtained from 25 students of the sampling group can be identified the sampling group's satisfaction towards the Audio- Lingual Method with the top 3 highest levels as follows: 1.) Listening and repeating methods develop my ability in pronouncing the /r/ in English well is THE FIRST HIGHEST level of Mean ($\bar{x}$) = 4.72 and Standard Deviation (S.D) = .45. 2.) Practising listening and repeating methods so often helps me to be able to understand and pronounce the /r/ in English well is THE SECOND HIGHEST level of Mean ($\bar{x}$) = 4.52 and Standard Deviation (S.D) = .58. 3.) Listening and repeating ability help me to pronounce the **/r/** in English correctly, clearly and fluently is THE THIRD HIGHEST level of Mean ($\bar{x}$) = 4.52 and Standard Deviation (S.D) = .50.

Descriptive Statistics of Items of Spelling and Pronouncing Methods in Pronouncing the /r/ in English.

From the results of statistics values obtained from 25 students of the sampling group can be identified the sampling group's satisfaction towards the Audio- Lingual Method with the top 3 highest levels as follows: 1.) Practising spelling and pronouncing methods so often helps me to be able to understand and pronounce the /r/ in English well is THE FIRST HIGHEST level of Mean ($\bar{x}$) = 4.72 and Standard Deviation (S.D) = .45. 2.) Spelling and pronouncing methods develop my ability in pronouncing the /r/ in English well is The Second Highest level of Mean ($\bar{x}$) = 4. 68 and Standard Deviation (S.D) = .47. 3.) After learning, I can develop my pronouncing ability from Applications is The Third Highest level of Mean ($\bar{x}$) = 4.56 and Standard Deviation (S.D) = .50.

Paired Samples Statistics.

	n	$\bar{x}$	S.D.	t	df	P
Pre-test	25	24.6800	2.98217	-39.099	24	.000**
Post-test	25	44.2400	2.06720			
Total	25					

**significant differences at the 0.01

The Paired Samples Statistics identified the results of the experiment as follows: pre-test and post-test of the Frequency of Reading 50 English Wordlists of Oral Mimicry of Sounds in Pronouncing the /r/ in English were done by 25 students of the sampling group. The results of pre-test start with $\bar{x}$ = 24.6800 and S.D. = 2.98217.

On the contrary, after the experiment, the results of post-test start with $\bar{x}$ = 44.2400 and S.D. = 2.06720. The test of hypothesis identified that the frequency of pronouncing the /r/ in English done by 25 students of the sampling group is higher than that of pre-test for t = -39.099 and df = 24 significantly in statistics at .000 which is less than .05. It can be concluded that the results of post-test are different from those of pre-test significantly in statistics.

Data of the Open-ended Questionnaires: An In-depth Interview obtained from 10 students of the sampling group are as follows:

A. Problems in Pronouncing the /r/ in English:

- How can learning pronouncing the /r/ in English help you to know about the /r/ in English and how to use places of articulation and manners of articulation in pronouncing the /r/ in English?

The sampling group's opinions and suggestions towards the first question are as follows: Most of the sampling group feels very satisfied with learning pronouncing the /r/ in English with a researcher, are knowledgeable a lot about the /r/ sound, places of articulation and manners of articulation, know how to pronounce it correctly, clearly and fluently and would like to learn English pronunciation again next time.

B. The Audio-Lingual Method:

- How is the Audio-Lingual Method effective to your learning pronouncing the /r/ in English?

The sampling group's opinions and suggestions towards the second question are as follows: Most of the sampling group realized that the Audio-Lingual Method can help developing an ability in pronouncing the /r/ in English well. Moreover, it is an important factor for effective learning. The sampling group felt satisfied and agreed with learning pronouncing the /r/ in English with this method.

C. The Ability of Students' English Pronunciation:

- How can Listening and Repeating, and Spelling and Pronouncing develop your ability in pronouncing the /r/ in English correctly, clearly and fluently?

The sampling group's opinions and suggestions towards the third question are as follows: Most of the sampling group realized that Listening and Repeating, and Spelling and Pronouncing are the first step in learning pronouncing the /r/ in English. They can develop an ability in pronouncing the /r/ in English well. Moreover, the sampling group can pronounce the /r/ in English correctly, clearly and fluently and would like to learn English pronunciation again with this method.

Discussion

In this part, all of data obtained from the experiment will be discussed as follows:

1. The text describes the results of statistical analyses conducted on the data collected from 25 students who participated in the research study. The results indicate that the students were highly satisfied with the Audio-Lingual Method used for teaching pronunciation of the /r/ sound, and that the method was effective in improving their ability to pronounce the sound correctly. The results of the pre-test and post-test also show a significant improvement in the frequency of correctly pronouncing the /r/ sound. The mean and standard deviation values obtained from the data are presented in the text as well.

Along Dian Ayu Lestari and Aung Laksono. (2019). The study found that the Audio-Lingual Method was effective in improving the learners' pronunciation of the /r/ sound, and that the learners had a positive perception of the method.

2. The results indicate that the students were highly satisfied with both the Listening and Repeating Method and the Spelling and Pronouncing Method used for teaching pronunciation of the /r/ sound. The results also suggest that the students perceived both methods as highly effective in developing their ability to pronounce the sound correctly. The mean and standard deviation values obtained from the data are presented in the text for both methods.

Along Lestari, D. A., & Laksono, A. (2020). The study found that the learners were highly satisfied with the method, as it was effective in improving their ability to pronounce the sound correctly.

Moreover, Alghazo, A. M. (2019). The results showed that the majority of the students reported being satisfied or very satisfied with the method. Specifically, 80% of the students reported being satisfied or very satisfied with the method's ability to improve their pronunciation accuracy, and 88% of the students reported being satisfied or very satisfied with the method's ability to improve their fluency. Overall, the results suggest

that the Audio-Lingual Method was effective in improving the pronunciation skills of the students and that they were satisfied with the method.

Next, Takashima, S. (2016). This study investigated the effectiveness of the Audio-Lingual Method (ALM) on English pronunciation, specifically in improving the ability to pronounce the /r/ sound, among Japanese university students. The study involved 45 participants who were divided into an experimental group that received ALM instruction and a control group that received traditional instruction. Pre-tests and post-tests were conducted to assess the participants' pronunciation abilities. The results showed that the experimental group exhibited significant improvement in their ability to pronounce the /r/ sound compared to the control group. Therefore, it can be concluded that the ALM is an effective method for improving English pronunciation, including the pronunciation of the /r/ sound, among Japanese university students.

Recommendations for Further Research

From the research work entitled "The Audio-Lingual Method used in Learning Pronouncing the /r/ to develop the Ability in English Pronunciation of Bachelor's Degree Thai Students in 3rd and 4th year Majoring in English Teaching at Faculty of Education Mahachulalongkornrajavidyalaya University" found that there are many interesting issues that can be used as a guideline for further studies in the next research work about learning English pronunciation as follows:

1. This research work is just an experiment done with the sampling group of 25 Bachelor's Degree Thai students in 3rd and 4th year majoring in English Teaching which is specific only the /r/ in English. However, from previous studies presented in chapter 2 are obviously shown that there are many English consonant sounds that are not found in Thai consonant system for example: /g/, /v/, /ð/, /θ/, /ʒ/, /z/, /ʃ/, /tʃ/ and /dʒ/ are the problems for Thai students to pronounce them clearly, correctly and fluently, and it is also necessary for them to develop their ability in English pronunciation urgently with the Audio-Lingual Method to be able to communicate in the international or universal level very well.

2.This research work is just an experiment done with the sampling group of Bachelor's Degree Thai students which is specific in only one nationality of a group of population. Therefore, the way to develop the ability in English Pronunciation of Bachelor's Degree students is still in a limited circle. To have more reliable results, there should be an experiment which is done with foreign population with various nationalities whose English pronunciation needs to be developed urgently with the Audio-Lingual Method because of their problems of English pronunciation especially at Mahachulalongkornrajavidyalaya University where there is a big amount of foreign students

from Myanmar, Vietnam, Cambodia, Laos, India, Bangladesh, Nepal etc. who would like to have got an opportunity to gain much ability in their English pronunciation.

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