การศึกษาปัญหาการออกเสียงของผู้เรียนในการเน้นเสียงที่เป็นลักษณะเสียงเหนือระดับหน่วยเสียง และทัศนคติของผู้เรียนที่มีต่อปัจจัยที่ส่งผลต่อการออกเสียง: กรณีศึกษาผู้เรียนภาษาอังกฤษระดับกลาง

Investigating Learners' Pronunciation Problems in Stressing Suprasegmental Features and Opinions toward Factors Affecting Pronunciation: A Case Study of Intermediate English Language Learners

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บทคัดย่อ (Abstract)

งานวิจัยนี้มีจุดประสงค์คือระบุปัญหาการออกเสียงของผู้เรียนภาษาอังกฤษระดับกลางในด้านการเน้นเสียง(stress) ของลักษณะเสียงที่อยู่เหนือระดับหน่วยเสียง (suprasegmental features) นอกจากนี้ยังมีเป้าหมายเพื่อศึกษาความคิดเห็นของผู้เรียนต่อปัจจัยที่ส่งผลต่อการออกเสียง ผู้เข้าร่วมในการศึกษาครั้งนี้คือผู้เรียนภาษาอังกฤษระดับกลางจำนวน12 คนจากโรงเรียนสอนภาษาแห่งหนึ่งในเมืองย่างกุ้ง ประเทศเมียนมา งานวิจัยนี้เป็นการศึกษาเฉพาะกรณีใช้การสุ่มแบบเจาะจง (purposive sampling) เครื่องมือที่ใช้ในการวิจัยมี 2 ชนิดพร้อมทั้งการอธิบายผลในเชิงปริมาณ เครื่องมือแรกคือแบบทดสอบการเน้นเสียงในคำที่มีสองพยางค์ สามพยางค์ สี่พยางค์ การรวมคำ และการเน้นเสียงในระดับประโยค โดยผลลัพธ์แสดงเป็นร้อยละ เครื่องมือที่สองคือแบบสอบถามทัศนคติของผู้เรียนต่อปัจจัยที่มีผลต่อการออกเสียง ผลการวิจัยพบว่าผู้เรียนระดับกลางมีความสามารถจำกัดในการเน้นเสียงอย่างถูกต้องโดยเฉพาะในคำกริยาที่ มีสามพยางค์ คำคุณศัพท์ที่มีสี่พยางค์ (เช่น คำที่ลงท้ายด้วย -gy, -ic และ -ical) การรวมกันของคำคุณศัพท์กับคำนามรวมถึงการเน้นเสียงในคำเนื้อหาในประโยค เช่น คำนามเฉพาะ (โดยเฉพาะชื่อบุคคล) และคำกริยาวิเศษณ์ส่วนในด้านปัจจัยที่มีผลต่อการออกเสียง ผู้เรียนชี้ให้เห็นว่าปัจจัยหลักคือ อิทธิพลจากภาษาแม่ สภาพแวดล้อมในการเรียน การได้รับคำแนะนำด้านการออกเสียงอย่างเหมาะสม และความสามารถในการจดจำ

คำสำคัญ (Keywords) : ปัญหาการเน้นเสียงในคำ, ปัญหาการเน้นเสียงในประโยค, ปัจจัยที่ส่งผลต่อการออกเสียง

Abstract

The purpose of the study was first to identify the intermediate English language learners' pronunciation problems in the stress of suprasegmental features. Secondly, the study aimed to find out the intermediate English language learners' opinions towards the factors affecting pronunciation. The participants in the study were 12 intermediate English language learners at one of the Language Schools in Yangon, Myanmar. This study was a case study adopting purposive sampling. Two research instruments were adopted to collect quantitative data in this study. The first instrument was a test that focused on stressing of two-syllable words, three-syllable words, four-syllable words, word combinations and sentence stress. The test results were analyzed in percentage. The second instrument was a questionnaire used to explore the learners' opinions towards factors affecting pronunciation. The study results revealed that the intermediate learners had limited competence to accurately assign stress in some specific syllable words such as three-syllable verbs, four-syllables adjectives (-gy, -ic and -ical suffixes), adjective + noun combinations as well as content words stress in sentences: proper nouns especially people names and adverbs. Besides, it was found that the mother tongue language interference, learning environment, proper pronunciation instruction and memory affect the learners' pronunciation.

Keywords : Word stress problems, Sentence stress problems, Factors affecting pronunciation

บทนำ (Introduction)

In language learning, there are three major systems that require learners to master; phonology, syntax, and semantics. For the sound system, phonology and phonetics are two distinctive areas of consideration in linguistics. Focusing on the acoustic characteristics, articulatory structures, and generation forms of discourse sounds is the study of phonetics. It looks at how sounds are created physically including loudness and frequency. On the other hand, phonology is concerned with the unique, cognitive standards that control the way sounds are translated and organized in mental forms within a language. Despite its significance, phonology is frequently disregarded in favor of other elements like grammar and vocabulary when learning a language. Pronunciation is as important as grammar and vocabulary to communicate effectively. Even with appropriate usage of grammar and vocabulary, understanding may be prevented by a solid emphasis or mispronunciation.

However, a great deal of foreign language instructors does not give great attention to the fact about pronunciation is one of the most basic aspects of teaching foreign languages. Tin (2013) stated that most teachers do not teach phonetics in their classroom in Myanmar context as they thought that it is time-consuming. The role of pronunciation teaching is crucial in language learning as if teachers do not present the general rules and principles

toward comprehensible pronunciation to their EFL learners, nobody will certainly do it (Hussein, 2021). Moreover, there is a link between a listener and a speaker in communication which means learners must both produce and comprehend the speech sounds of a language according to Prashant (2018).

Ouanhlee (2023) said that the challenges such as grammar, vocabulary, pronunciation, and fluency which affect the clarity and effectiveness in communication for non-native speakers and a strong foreign accent hinders clarity by Lord (2015) were referred to. Thus, the words need to be pronounced clearly and correctly for effective communication because good pronunciation facilitates learning, while poor pronunciation can hinder it (Gilakjani, 2016). Moreover, proper pronunciation improves spoken language's intelligibility (recognizable sounds), comprehensibility (getting the meaning), and interpretability (understanding the purpose) according to Burns and Claire (2003). And, Celce-Murcia (2008) claimed that intelligible pronunciation is one of the necessary components of oral communication.

Furthermore, Baymot (2022) stated that phonology has a major impact in teaching speaking skills and said phonemes and suprasegmental features such as stress and intonation are considered in teaching speaking skills. McDonough and Shaw (2003) stated that teaching pronunciation should concentrate on the language's sounds as well as stress, rhythm, intonation, and connections. Similarly, Jenkins (2002) claimed that effective communicative pronunciation competence is thought to be achieved more deeply and efficiently through improving suprasegmental productions rather than segmental ones.

According to Kissova (2019), the role of English as an international language is to pursue global competitiveness, international communication, accreditation in the context of education, the labor market, and the fields of research and science. Nevertheless, many Myanmar natives have poor English competence as English is regarded as foreign language and speaking English fluently is crucial in emerging nations like Myanmar (Pyae Pyae Min Zaw, 2022). Then, there is a mother tongue interference as Burmese is a tonal, pitch-register, and syllable-timed language (Chang, 2003) so they are struggling to pronounce the words clearly with proper stress.

Additionally, the pronunciation of learners is affected by these factors such as mother tongue interference, learner age, learners' attitude, prior learning experience according to Morley (1991). Mulyaningsih (2019) stated that aptitude, attitude, and motivation are factors affecting pronunciation too where Dornyei (2009) defined motivation as an internal drive which motivates or forces people to take actions and helps to shape their behavior by giving them direction and energy. Besides, pronunciation development can be significantly affected

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by learner's attitude toward the target language and its community according to Zhang (2009, p.41).

วัตถุประสงค์การวิจัย (Research Objectives)

1. To investigate the intermediate English language learners' pronunciation problems in the stress of suprasegmental features.

2. To find out the intermediate English language learners' opinions towards the factors affecting pronunciation.

การทบทวนวรรณกรรม (Literature Review)

Pronunciation

Pronunciation is the way in which language spoken, where word is pronounced and the way a person speaks the words of language. A broad definition of pronunciation includes both suprasegmental and segmental features. We combine these two features when we speak, and are therefore usually pronunciation as an integral part of spoken language. Pronunciation is one of the elements in speaking skills that plays a big role in speaking (Plansangket, 2016). Krisdianata and Bram (2022) stated that having good pronunciation is a must which helps to deliver the meaning in speaking since the information given is interpreted hard by the listener because of not transferring the meaning effectively and efficiently. Thus, English learners must give more attention to those features to develop their pronunciation well. Moreover, Dash (2022) described stress as an accent that has been defined a key to the pronunciation of an English word.

Cook (2016) claimed that the process of learning a second language differs for bilingual or multilingual individuals compared to monolingual ones. Thus, standards set by native speakers should not be applied to second language learners as teaching phonetics according to the standards of a native speaker is nonsense according to some researchers and educators who support the multi- competence model. According to Almaqrn and Alshabeb (2017) study, the EFL learners might become more proficient speakers since they pick up proper pronunciation and pay attention to teacher guidance which means they learn more easily from the teacher's guidance and instruction than from reading the content in the book. Consequently, ESL students can find pronunciation to be comfortable and boost their confidence because they understand how to pronounce words correctly (Cakir & Baytar, 2014; Pilus, 2013).

Zarifi and Sayyadi (2015) stated that English suprasegmental features of pronunciation (ESFP) are key elements in developing effective communications and language proficiency which are practiced markedly in language classrooms. They have pivotal roles in determining the utterance meaning, and change in some of these features can lead to change in meaning.

However, L2 educators typically find it easier to teach segmentals than suprasegmentals (Foote et al., 2016; Wahid & Sulong, 2013) because of uncertainty and a lack of expertise in suprasegmental instruction. Similarly, Coniam (2002) claimed that the issue of teaching suprasegmentals in preference to segmental is debatable because segmental phonology is relatively more easily in explanation and teaching than the suprasegmental features.

Additionally, Burmese language is a syllable-timed language which is not a stress-timed language like English. Likewise, Ozerov (2020) claimed that Burmese language has a rich tone with different variations in sentence intonation which leads to speaking with equal stress with rich tones in each word resulting in English pronunciation with strong Burmese accents.

According to Ahmad (2018), stress plays a crucial role in conveying meaning in English sentences, with emphasis on one word in the English conversation sentence that certainly has a strong meaning to be conveyed. Furthermore, stress in any form is perhaps the most important element of English pronunciation, enabling communication. Toçi (2020): for example, described the word "present" that has same spelling form in noun, adjective and verb but the stress is on first syllable in noun and adjective while second syllable is stressed in verb form. This shows that if this word is wrongly stressed and not used in a larger context, it would be difficult for others to distinguish whether it is used as a noun or a verb. Thus, errors in stress are a common cause of misunderstanding, as stressing the wrong syllable in a word or a different word than intended can make comprehension extremely difficult.

Factors Affecting Pronunciation

Liu (2021) claimed that second language learners frequently rely on their native language (L1) for pronunciation, structure, meaning, or cultural context, according to the theories of cognitive structure migration and language transfer. On the other hand, Kissova (2019) stated that the modern methods of teaching emphasize the importance of a learner's mother tongue (L1) in the acquisition of a foreign or second language (L2). It minimizes the negative transfer and enhances positive transfer from L1 by employing efficient teaching strategies. But, when L2 sounds are lacking in L1, it causes difficulties in distinguishing phonemes.

Khan (2019) stated that the learners may not acquire a better pronunciation if they do not learn a language at a certain age according to Critical Period Hypothesis (CPH). In other ways, the learners will have a little or no accent if they start speaking the second language before the age of six; however, the learners will have a slight accent if they start speaking the second language between seven and eleven years old. Moreover, their prior pronunciation learning experiences might impact the learners' current progress. Higher proficiency students may have rooted pronunciation faults because mispronounced words

can cause misconceptions, especially when they sound similar, it is important to catch these problems early. So, learners must have a good habit of learning correct pronunciation since the beginning of learning English (Zhang and Yin, 2009).

The ability to acquire new information is influenced by existing cognitive structures, particularly mother tongue from the cognitive assimilation learning theory and acquisition of a new language that can be impacted by students' early language learning experience (Liu, 2021). Kalaldeh (2016) stated that most English teachers find teaching phonetics challenging and they are not always motivated to teach students the phonetic alphabet because they think that behaviorism might help people develop accurate word pronunciation habits as well as some English teachers have chosen to teach English pronunciation through repetition as opposed to phonetics. According to studies (Baker, 2014; Burri, 2021; Hismanoglu and Hismanoglu, 2010), pronunciation instruction primarily depends on the control and direction of the teacher. This means that students rarely receive the opportunity to practice certain qualities in a communicative context.   Depending heavily on regulated procedures, pronunciation instruction is frequently unstructured and responsive to students' errors (Couper, 2017).

Additionally, Harmer (2001) stated that there are two primary causes of teachers' frequent neglect for English pronunciation instruction: a lack of suitable and high-quality teaching resources and a lack of practice time and besides, the status of non-native English speakers affected their overall teaching practices (Bai and Yuan, 2019). Jarosz (2019) stated that teachers are almost unwilling to teach pronunciation due to not including practicing pronunciation in the existing curriculum within the CLT method and then they become unprepared. Besides, Qader, et.al. (2024) said that pronunciation terminology is ignored in teachers' training so that the training sessions does not provide any potential strategy of teaching pronunciation and the teachers cannot achieve any strategy for teaching pronunciation from that. Therefore, they are often reluctant and hesitant about teaching pronunciation in the classroom because L2 teachers lack training specifically focused on pronunciation (Baker, 2014; Couper, 2017; Foote et al., 2011; Henderson et al., 2012).

กรอบแนวคิดการวิจัย (Conceptual Framework) (ถ้ามี)
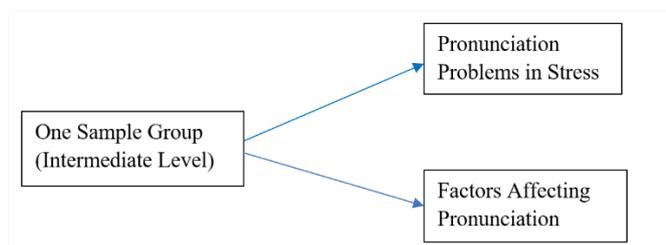
Figures 1.1 Conceptual Framework

วิธีดำเนินการวิจัย (Research Methods)

This study was online classroom-based research and a case study by conducting through online to investigate aspects of the stress problems in suprasegmental features of English that Burmese English learners have and learners' opinion of the factors affecting pronunciation. The data for both research questions were collected from the total 12 participants who were selected purposively according to their Intermediate English level.

Research Instruments

Two instruments; a test and a questionnaire were adopted to obtain quantitative results. The first instrument was a test to find the problems of stress in Suprasegmental features. It consisted of word stress in word combinations, multisyllabic words such as two-syllable words, three-syllable words and four-syllable words, and the sentence stress. It only focused on the recognition of stress excluding the production of stress in words and sentences. The second instrument was a questionnaire that was used to collect the opinions of participants about factors affecting pronunciation. It consisted of 15 questions; including items Nos.1-8 intended to explore students' internal factors affecting and items Nos.9-15 intended to explore the external factors affecting pronunciation. These 15 statements were measured on a five-level scale from Strongly disagree (1) to Strongly agree (5). In addition, the reliability of the two instruments could not be done because of a case study with only 12 participants; however, the validity of the test got through the IOC check from three experts and results indicating the items were rated between 0.67 to 1 of the IOC indexes, meaning that they were acceptably congruent with the objectives.

Data Collection and Analysis

The participants took the test individually via online, followed by the questionnaire which could be done anywhere within time limit through an online platform called Google Docs. After that, the data collected from the test and the questionnaire were analyzed. So, the data from the test were firstly checked with answers keys provided in the resource

website and books and if the word and sentence stress placement of each test item was correct, it was counted as 1 point but if the placement was incorrect, it was counted as 0 point. In addition, this set of data from the test were calculated using the Excel to find the percentage of accuracy on each test item. The data obtained from the complete questionnaires were analyzed using descriptive statistics in Excel to display mean and standard deviation. Moreover, the results from the questionnaire were processed by the criteria of 5 level intervals to interpret the mean score of each question in the following range: 1-1.5 = Strongly disagree; 1.6-2.5 = Disagree; 2.6-3.5 = Neutral; 3.6-4.5 = Agree; 4.6-5 = Strongly agree.

ผลการวิจัย (Research Results)

From the research findings, the researcher has provided conclusion according to each research objectives as follows

1. To investigate the intermediate English language learners' pronunciation problems in the stress of suprasegmental features.

Table 1 Analysis of Stress in Two-Syllable Words

No.	Two-Syllable Words	Correctly stressed percentage	Wrongly stressed percentage
1.	mother	100%	0%
2.	apple	83.3%	16.7%
3.	nothing	100%	0%
4.	really	91.7%	8.3%
5.	listen	91.7%	8.3%
6.	arrive	100%	0%
7.	perhaps	83.3%	16.7%
8.	relate	91.7%	8.3%
9.	about	83.3%	16.7%
10.	ago	91.7%	8.3%

The results from the Table 1 showed that the participants did not have difficulty in identifying stress in two-syllable words; percentage of correctness ranging from 83.3% to 100%. Although there is an exceptional stress on the verb "listen", 11 out of 12 participants could stress correctly.

Table 2 Analysis of Stress in Three-Syllable Words

No.	Three-Syllable Words	Correctly stressed percentage	Wrongly stressed percentage
1.	difficult	83.3%	16.7%
2.	yesterday	83.3%	16.7%
3.	everyday	83.3%	16.7%
4.	actually	91.7%	8.3%
5.	possible	91.7%	8.3%
6.	expensive	91.7%	8.3%
7.	tomato	91.7%	8.3%
8.	September	83.3%	16.7%
9.	recommend	75%	25%
10.	interrupt	66.7%	33.3%

According to Table 2, three-syllable nouns, adjectives, and adverbs were higher correct percentage than three-syllable verbs such as recommend and interrupt, 75% and 66.7% respectively. It indicates that there are specific challenges in stress placement for certain multisyllabic words, suggesting that the complexity of syllable structure may influence pronunciation accuracy.

Table 3 Analysis of Stress in Four-Syllable Words

No.	Four-Syllable Words	Correctly stressed percentage	Wrongly stressed percentage
1.	automobile	58.3%	41.7%
2.	calculated	75%	25%
3.	biology	50%	50%
4.	security	83.3%	16.7%
5.	historical	75%	25%
6.	parameter	66.7%	33.3%
7.	information	100%	0%
8.	operation	75%	25%
9.	celebration	91.7%	8.3%
10.	economic	75%	25%

According to Table 3, the analysis of four-syllable words revealed that participants demonstrated the highest proficiency with words ending in -tion and -ty by achieving higher accuracy rates between 83.3% and 100%. This suggests a strong phonetic awareness of these common suffix stress patterns. In contrast, words ending in -gy, -ic, and -ical yielded lower accuracy; ranging from 50% to 75% while specific nouns like "automobile" and "parameter" also proved particularly challenging with the correct stress percentages at 58.3% and 66.7% respectively. These findings indicate that while learners may master predictable suffix stress

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rules, they continue to struggle with words requiring more complex or less frequent phonological patterns.

Table 4 Analysis of Word Combinations

No.	Word Combinations	Correctly stressed percentage	Wrongly stressed percentage
1.	cook book	100%	0%
2.	birthday cake	100%	0%
3.	sleeping bag	91.7%	8.3%
4.	eye doctor	83.3%	16.7%
5.	rubber boots	83.3%	16.7%
6.	scuba diving	83.3%	16.7%
7.	electric guitar	25%	75%
8.	blue beads	8.3%	91.7%
9.	funny book	0%	100%
10.	broken chair	0%	100%

According to Table 4, the participants wrongly stressed in adjective+noun combinations and the correct stress percentage was significantly low; ranging between 0% (funny book and broken chair) and 25% (electric guitar). The other combinations such as verb+noun (100%) and noun+noun combinations (from 83.3% to 100%) resulted in higher percentage. Thus, this finding suggests that while learners have mastered the initial-stress pattern of word combinations, they lack the phonological awareness to shift primary stress to the noun in descriptive phrases (adjective+noun).

Table 5 Analysis of Sentence Stress

Content Words	Highest correctly stress	Lowest correctly stress	Highest wrongly stress	Lowest wrongly stress
Common Nouns	100%	66.7%	33.3%	0%
Proper Nouns	100%	41.7%	58.3%	0%
Verbs	100%	66.7%	33.3%	0%
Adjectives	91.7%	66.7%	33.3%	8.3%
Adverbs	58.3%	33.3%	66.7%	41.7%
Numerical words	100%	75%	25%	0%

According to Table 5, the participants could stress correctly in some content words in sentences such as common nouns, verbs, adjectives, and numerical words. Conversely, the stress on proper nouns especially people names (41.7%) and adverbs (58.3%) were not

consistently placed stress. This indicates that adverbs present a distinct phonological challenge compared to other content words in sentence stress.

2. To find out the intermediate English language learners' opinions towards the factors affecting pronunciation

Table 6 Questionnaire Data Analysis

No.	Factors Affecting Pronunciation	$\bar{x}$	S.D.	Results
1.	It is difficult to learn pronunciation due to my age; i.e. getting lost in my memory and understanding.	2.5	0.674	Disagree
2.	It is not easy to remember the phonetic and some rules in suprasegmental features due to my memory.	3.42	0.793	Agree
3.	I do not improve my pronunciation due to my attitude; i.e. I think learning pronunciation is not important.	1.67	0.866	Disagree
4.	I do not improve my pronunciation because I have no phonological knowledge about pronunciation.	2.75	0.965	Neutral
5.	I feel shy to talk with others as I am an introverted learner.	2.58	1.24	Disagree
6.	I feel comfortable talking with others as I am an extroverted learner.	3.5	1.168	Agree
7.	I am motivated enough to acquire phonetics to improve my pronunciation skills.	4.17	0.937	Agree
8.	I have a goal to attain clear and correct pronunciation.	4.33	0.985	Strongly agree
9.	I cannot pronounce some words due to my mother tongue interference.	3.5	1.382	Agree
10.	I do not have prior learning experience in pronunciation.	3.17	0.937	Neutral
11.	I have pronunciation difficulties due to my environment as I only get a chance to practice in the classroom.	3.42	1.240	Agree
12.	I do not have a chance to learn about pronunciation at school due to curricula.	3.25	1.288	Neutral
13.	I have pronunciation difficulties due to lack of exposure.	3.25	1.138	Neutral
14.	I do not improve my pronunciation because I did not get the proper pronunciation instruction.	3.75	1.138	Agree
15.	I do not improve my pronunciation enough because I have no idea which materials are used to support my pronunciation improvement.	3.1	0.996	Neutral

Table 6 described the results of questionnaire about learners' opinions toward factors affecting pronunciation. The internal factors such as age, attitudes and being introverted learners do not affect their learning pronunciation resulting mean scores between 1.67 and 2.58. However, most participants agreed on the internal factor "memory" and suggesting memory retention is part of importance in learning pronunciation. The external factors such as mother tongue interference, learning environment, proper pronunciation instruction were resulted in agreement with the mean scores ranging from 3.42 to 3.75. The factors such as phonological knowledge, prior learning experience, curricula, exposure, and material support ended in neutral where participants are motivated ($\bar{x}$ = 4.17) and have a goal ($\bar{x}$ = 4.33) to attain clear and correct pronunciation.

อภิปรายผลการวิจัย (Research Discussion)

There are three emerging issues from the research findings as follows

1. Pronunciation Problems

In the study of Win (2003), the study claimed that most polysyllabic words in the data receive equal stress on every syllable as it would be the case for syllables in the Burmese language. This is because Burmese is a tonal, pitch-register, and syllable-timed language (Chang, 2003). Then, the findings from the test revealed that the participants did not have problems in stressing two-syllables words while three-syllable verbs, four-syllable nouns and adjectives ending with some specific suffix (-gy, -ic, -ical suffixes), adjective+noun combinations and some particular content words in sentence stress such as proper nouns especially people names and adverbs   resulted in lower percentage revealing that the participants had difficulty in stressing correctly those words. The participants in Win's study (2003) generally stressed all the syllables in the words ending with '-y'; democracy and photography. Likewise, the participants in this study put the wrong stress in the words "Biology" and "security" where the former word showed only 50% correctness in stress. Similarly, the participants in the study of Soontornwipat (2023) had difficulty in pronouncing the word ending with suffix "-ity" such as "reality" where the participants in this study put wrong stress on the word "security" too. However, this study only included the recognition of the stress in words and sentences not covering the production of the stress. Besides, the participants from Soontornwipat (2023) study had difficulties in putting stress to three-syllable verb "recommend" whereas only 9 participants could correctly stress on that word in this study. Additionally, Roach (2009) mentioned that stress rules are so complex and have so many exceptions that they might cause difficulties to learners; however, these rules were examined based on the knowledge of English speakers, making it beneficial for determining where to place stress.

The results on pronunciation problems concerning stress in multisyllabic words, word combinations and sentence stress have significant suggestions for the bilingual education. Firstly, the bilingual education should highlight specific areas for targeted pronunciation instruction not only segmentals but also suprasegmentals. This is important since errors in stress can hinder intelligibility even if segmental features such as individual sounds are produced correctly. Next, the bilingual education curricula and teachers should devote more time and explicit teaching to stress patterns in multisyllabic words beyond teaching simple two-syllable focusing on providing targeted practice. Moreover, the findings from this study by emphasizing specific errors that affect clarity and reinforce the idea that the goal of pronunciation instruction should be intelligibility although comprehensibility is still important for communicative success by Munro and Derwing (2015). While some learners

might stress correctly on some words, limited competence in stress can lead to miscommunication.

2. The Learners' Opinions on Factors Affecting Pronunciation

When factors affecting pronunciation can be identified, teachers can direct their attention to supporting students' pronunciation improvement. It is important to validate the internal motivation and goals as these were resulted in agreement; highlighting the idea of an intrinsic desire where Dornyei (2009) defined motivation as an internal drive to learn pronunciation. Then, bilingual education could foster and leverage learners' motivation and this can be done by making pronunciation learning relevant to learners' real-world communication needs, helping them set clear and achievable pronunciation goals, creating a supportive and encouraging learning environment as well as highlighting the practical benefits of improved pronunciation. Additionally, the factor "phonological knowledge" resulted as neutral; however, teachers in bilingual education cannot assume that learners understand why they make certain pronunciation mistakes. Thus, explicit instruction on phonological rules such as stress patterns is required to teach although they do not admit this knowledge as a factor affecting pronunciation. Consequently, teachers should bridge the gap between implicit learning and explicit knowledge. As a result, the participants in this study realized their mistakes in stress and the English teachers in Myanmar can also become aware of the common pronunciation problems in stress made by second language learners. In addition, the study found that the mother tongue language interference (Kenworthy,1987; Morley,1991), learning environment (Sahatsathatsana, 2017), proper pronunciation instruction (Levis and Zhou,2018) and memory affected the learners' pronunciation. Realizing what factors affect learners' pronunciation will assist the teachers in taking the appropriate action to either prevent or support them in their English language sessions.

3. Advantages and Disadvantages of The Adopted Research Methods

There are some advantages and disadvantages of applying quantitative approach to derive at the answer to both research instruments. The test provided concrete and quantifiable data on the participants' actual performance such as 0% of stress accuracy on adjective+noun word combinations. Also, the researcher was able to precisely highlight that learners can stress correctly with -tion suffixes (100%) but struggle with -gy and -ic suffixes (50%-75%). Conversely, the test only identified the recognition of stress on words not including production. So, the results might not provide why they wrongly stress on the words because of no prior knowledge, native language interference or they have been never taught about stress rules. Moreover, the questionnaire where the learners were asked to identify the factors that affected their pronunciation can provide the subjective data such as the fact that learners strongly agree on having a goal to attain clear and correct pronunciation. Then,

the comparison between internal factors (attitude) and external factors (environment) reveals that they are motivated despite environmental difficulties. However, the result does not provide specific details on what kind of instruction they lack; for example, lexical stress, intonation, or individual stress while the questionnaire reveals that they agree they lack of proper pronunciation instruction. Besides, the number of the participants in this study was considered small. Thus, the results obtained can only be used with the group in the study.

ข้อเสนอแนะการวิจัย (Research Suggestions)

Considering some limitations of the present study, the researcher recommends a further study using the following methods

1. The number of the participants should be extended in future studies as more insights into the area can be generated.

2. Future studies should be conducted with different ethnic group; not focusing only on Burmese speakers to identify the stress problems.

3. With different research sites and different groups of participants in larger-scale studies, more findings can be accumulated.

4. Future studies can also be conducted in an experimental research design to find out research participants' genuine pronunciation performance throughout a period of time.

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