UNIVERSITI TEKNOLOGI MARA

SOCIO-PSYCHOLOGICAL METAPHONOLOGICAL AWARENESS MODEL (SPAWN) FOR THE TEACHING AND LEARNING OF SELECTED ASPECTS OF SUPRASEGMENTAL FEATURES OF ENGLISH SOUNDS

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Thesis submitted in fulfillment
of the requirements for the degree of
Doctor of Philosophy

Faculty of Education

June 2018

AUTHOR'S DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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ABSTRACT

The primary aim of this study is to build and implement an instructional approach for pronunciation teaching and learning that is theoretically grounded in major theories, and the secondary aim of the study is to qualitatively evaluate the impact of implementing the approach empirically in actual pedagogic context. It explores the process of implementing the Socio-psychological Metaphonetic-Awareness Model and evaluates the facilitative effects of SPAWN Model on promoting learners' phonetic awareness in phonological acquisition process. The study assesses part of the model in terms of its **facilitative** effects in assisting the teacher as well as in assisting the student to learn selected aspects of suprasegmental features of English sounds. The study employed an ethnographic design, specifically using a **qualitative case study method**, which involves a small number, that is, five (5) of participants (undergraduates) at a public university in Sarawak to participate in the study. The research process involves several stages; firstly, it deals with consulting major theoretical sources for building the theoretical framework of the proposed model. Secondly, the SPAWN Model was qualitatively evaluated in a contextualized pedagogic setting involving the teaching and learning of selected aspects of suprasegmental features of English sounds. It was found that firstly the SPAWN model did assist both the teacher and the learners in coaching and learning pronunciation respectively. The process of micro-scaffolding yielded varied scaffolding characteristics that contribute toward supporting its empirical framework further. The model was also found to be positive in enhancing the students' psychological aspects towards English pronunciation in terms of awareness, self-confidence, motivation and self-concept.

ACKNOWLEDGEMENT

All praises to our Lord God Almighty for His divine intervention from start of the research process, through to the final completion of this PhD thesis after a grilling but very fulfilling nine-year odyssey. Our Lord God is my source of strength and comfort when my spirit and will are at their lowest.

My deepest appreciation and gratitude to my supervisor Associate Professor Dr. Bromeley Philip for his invaluable advice, professional guidance and brilliant mentoring. I owe him a debt of gratitude for the scholarly imprint and wisdom he has left in me throughout the duration of my PhD journey.

To my dear wife Mindy and my two wonderful teenage children Jemma and Nyle, my dearly beloved parents, sisters, brothers-in-law and nieces, thank you for your constant prayers, hope, faith, encouragement and support without which I may not have had the strength and will to soldier on in this epic odyssey. You are my greatest fans!

I would like to record my personal appreciation to UiTM Sarawak, Samarahan Campus as well as the following people for their invaluable contribution; Prof Dato Dr Jamil Hj Hamali, AP Dr Firdaus Abdullah, AP Dr Corina Joseph, Norlida Nawawi, Leelajini Paranjothy, Sharifah Noraini, Siraj, Nur Farahin, Audrene, Victoria, Stephanie and Nur Atiqah.

Almighty God, may all those whose names have not been acknowledged herein be blessed for they too shall not be forgotten.

TABLE OF CONTENTS