

รับเข้าระบบ : 20/01/2568

พิจารณา : 6/02/2568

สิ้นสุดกระบวนการ : 19/04/2568

วารสารสังคมศาสตร์วิชาการ | 79

ปีที่ 18 ฉบับที่ 2 กรกฎาคม - ธันวาคม 2568

การรับรู้เสียง /r/ หลังสระในภาษาอังกฤษของนักศึกษาไทยระดับปริญญาตรี

Thai Undergraduate Students' Perceptions

of the Postvocalic /r/ in English

อภินันท์ วงศ์กิตติพร¹

Abhinan Wongkittiporn

บทคัดย่อ

งานวิจัยนี้สำรวจการรับรู้ที่มีต่อการออกเสียง postvocalic /r/ หรือการออกเสียง /r/ หลังสระในภาษาอังกฤษของนักศึกษาระดับปริญญาตรีสาขาภาษาอังกฤษจากมหาวิทยาลัยแห่งหนึ่งในประเทศไทย การศึกษานี้ใช้วิธีการสุ่มกลุ่มตัวอย่างผู้เข้าร่วมตอบแบบสอบถามแบบเจาะจง โดยกลุ่มผู้เข้าร่วมตอบแบบสอบถามเป็นนักศึกษาระดับปริญญาตรีสาขาภาษาอังกฤษระดับชั้นปีที่สอง จากมหาวิทยาลัยแห่งหนึ่งในประเทศไทยจำนวนทั้งสิ้น 100 ท่าน ผู้ตอบแบบสอบถามลงทะเบียนในรายวิชาสัทวิทยาภาษาอังกฤษ และเข้าร่วมตอบแบบสอบถามด้วยความสมัครใจ เครื่องมือที่ใช้เก็บข้อมูลเป็นแบบสอบถามคำถามปลายปิดซึ่งถูกตรวจสอบโดยผู้เชี่ยวชาญซึ่งเป็นอาจารย์ประจำระดับมหาวิทยาลัยจำนวนทั้งสิ้นสามท่าน การวิเคราะห์ข้อมูลดำเนินการตามการตามแบบการวิเคราะห์สถิติเชิงอนุมานโดยการหาค่าความสัมพันธ์แบบสัมประสิทธิ์สัมพันธ์ ผลการวิจัยพบว่ามีความสัมพันธ์ที่มีนัยสำคัญทางสถิติระหว่างความยากในการออกเสียง /r/ หลังสระในภาษาอังกฤษกับนักศึกษาระดับปริญญาตรีชาวไทย ค่า p ที่ 0.043 ผลการศึกษาครั้งนี้ได้รับสามารถอธิบายได้โดยความต้องการความพยายามน้อยที่สุดในการออกเสียงและการออกเสียงที่ไม่ได้เป็นมาตรฐาน

คำสำคัญ: นักศึกษาระดับมหาวิทยาลัย, การรับรู้, สัทวิทยา, การออกเสียง /r/ หลังสระ

Abstract

This study examined Thai university students' perceptions towards postvocalic /r/ in English. This study contributes something new to the field by studying Thai undergraduate students' perceptions toward the postvocalic /r/ in English. The study followed purposive sampling method as the participants were 100 sophomore students, majoring in English. They

¹ สาขาภาษาอังกฤษเพื่อการสื่อสารเชิงธุรกิจ คณะศิลปศาสตร์และการจัดการ มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตสุราษฎร์ธานี English for Business Communication (EBC), Faculty of Liberal Arts and Management Sciences Prince of Songkla University, Surat Thai Campus, Thailand

*Corresponding author: abhinan.w@psu.ac.th, abhinanwong@gmail.com

enrolled in their three credit compulsory class called *English phonology*. The instrument of the study was a closed-ended questionnaire. The instrument was validated by three experts who are university lecturers. The data analysis followed an inferential statistical analysis SPSS29 via Pearson Correlation. The results in this study showed that there was a statistically significant relationship between Thai undergraduate students and their perceptions of difficulty to articulate the postvocalic /r/ in English. The *p*-value was reported at 0.043. The results in this study were explained by least effort requirement, stigmatization and non-standard pronunciation.

Keywords: Thai university students, perceptions, phonology and the postvocalic /r/

Introduction

President Donald Trump has recently signed an executive order to make English as the official language of the United States of America. This news seems to create an impact to English language uses around the world, especially EFL learners. Many EFL learners has wondered what is exactly American English. This change will impact their English study in classrooms. If yes, how they should prepare for this English as the official language of the United States. It is important for them to have American accents or not.

Nevertheless, good pronunciation creates a first impression. Students learn the English language because they want to improve their speaking skills. Not only do they expect to speak English fluently, but they also expect have a good accent. Kong and Kang (2022) reported that students do not want to speak as if they are English native speakers, but they want their accents to be understood while communicating with others. Therefore, good pronunciation would mean correct pronunciation rather than imitating English native speakers.

However, people may wonder what correct pronunciation is when it comes to the study of sociolinguistics. There are variants of pronunciations according to region, gender, age, education and social class (Hughes, Trudgill & Watt, 2013). The same *phoneme*¹ could become different *allophones* according to the position of occurrence and the speakers' dialects. It may be pronounced in one region but might not be used in other regions. For example, the phoneme /t/ in the words *butter* and *water* can be pronounced as [t] or [ʔ]. Accordingly, correct

¹ Phonetically, the phoneme /p/ in our mental representation could have different allophones in actual realizations, such as the variants [p^h] and [p]. This depends on the position of occurrence. One is aspirated, while the other in unaspirated, such as *appearance*.

pronunciation should be rephrased into appropriate pronunciation according to the context in which one resides. Thus, it is necessary for us to be aware of appropriate pronunciation in different contexts.

The above paragraph has addressed the concepts of *language variations*. For example, the English language has different varieties, such as American English, British English and Australian English (Melchers, Shaw & Sundkvist, 2019). Each variety has its own preferred pronunciation. For example, British English is a non-rhotic accent. American English is a rhotic accent. These rhotic and non-rhotic accents have different meaning sociolinguistically.

According to history and development of the English language, the Celtic, Roman and Germanic languages, such as Saxon, Frisian and Jute, are rhotic accents (Naga & Irwin, 2007). The official use of the English /r/ phoneme originated when Germanic tribes invaded the British Isles in 449 A.D. British dialects were rhotic from Anglo-Saxon times until 17th century. This means that the original accent of British English is rhotic. However, Since the early 18th century, British people, especially in the upper-class society in England, showed their attempt to distinguish themselves from people in lower-class societies. The upper-class people, such as educated people and aristocrats made their voice become *r*-less or a non-rhotic accent (Naga & Irwin, 2007). The phoneme /r/ as in *market* and *farm* were not articulated. The articulation of the phoneme /r/ in these words is called *postvocalic /r/* which is the articulation of the phoneme /r/ after a vowel. This was preserved in the southern part of England, such as Devon, Somerset and Cornwall. The pronunciation of /r/ in England's West County accents was stigmatized as the sound of agricultural workers (Leech & Svartvik, 2006). In addition to the West County dialects, the articulations of postvocalic /r/ were preserved in the Black County in England, where this area includes Sanwell, Dudley and Wolverhampton. As reported by Asprey (2007), the rhotic accent in the Black County is frequently articulated when it occurs in the final position as in *fur* at 66.6 percent. However, when the postvocalic /r/ followed a consonant as in *start*, the articulation of the phoneme /r/ was likely to decrease to only 35 percent. The pronunciation of people in these regions resulted in a lack of impression by interlocutors. Coupland and Bishop (2007) conducted a survey of 34 English accents in the British Isles. The results showed that standard English, the West County and the Black County English were ranked at 2nd, 15th and 32nd, respectively. Accordingly, the rhotic accent where the phoneme /r/ is pronounced after vowels is stigmatized sociolinguistically.

Then there was a time when the British migrated to the United States of America. In 1620, people from the southern part of England, such as Norfolk, Suffolk and Essex, migrated to Boston, Massachusetts, which was known as East New England. The immigrants were first called *Bostonians* (Green, 2002). In Boston, the phoneme /r/ in the local dialect was not uttered, so it was originally classified as an *r*-less community. However, due to a change in progress, the strength of non-rhoticity among the immigrants has gradually declined. To support this fact, Nagy and Irwin (2007) investigated 55 Bostonian people who lived there throughout their life. The investigation was the casual styles of reading the phoneme /r/ in the story called *Blizzard of 78*. The results showed that the *r*-full accent was found at 55 percent and most of them were educated people who had a higher education. The higher the education, the more /r/ was pronounced. Therefore, the younger generation did not follow the older generations in the pattern of postvocalic /r/ in their speech. To conclude this section, the pronunciation of postvocalic /r/ is likely to increase in the United States of America.

The denotation of postvocalic /r/ can be either prestige or stigmatization in different varieties of English (Bell, Sharma, & Britain, 2016). When it comes to the Thai context where English is studied as a foreign language, the denotation of postvocalic /r/ is not attached to class or status, since the official language in Thailand is Thai. Thai students normally learn English in classrooms where the media of instruction is Thai. Most curriculum in Thai schools and universities do not specify exactly whether the Thai students are required to study British English or American English, except in international schools (Snodin, & Young, 2015). With this reason, the actualization of the postvocalic /r/ with sociolinguistic denotations may not be strongly perceived among Thai EFL learners. Whilst most previous studies focused on the error analysis of phonemes and that Thai EFL learners have difficulty in articulating the fricative sounds /v/ and /f/, this study offers contribution to the field of sociolinguistic denotations of the postvocalic /r/ as perceived by Thai EFL learners. This information leads to the following objectives of the study.

Objectives of the Study

1. To examine a statistically significant relationship between postvocalic /r/ and non-standard varieties of English as perceived by Thai university students
2. To examine a statistically significant relationship between postvocalic /r/ and Thai university students' difficulty in articulating this phoneme

Literature Review

This section provided the key concepts in this study. The section includes the definition of postvocalic /r/, the differences between standard English and dialects and language variation.

Framework

The framework in this study was divided into four step. The first step was to review the literature with the related topic of postvocalic /r/ in English. The revision focused on the use of postvocalic /r/ between British and American English. The second step is to create The instrument contain words with the postvocalic /r/. The instrument in this study was adapted from Braber & Robinson (2018). The third step was the instrument validation. The questionnaire was validated via IOC. The instrument was adjusted according to the experts' suggestions. Finally, it was the data collection and data analysis.

Postvocalic /r/

The postvocalic /r/ is a consonant phoneme in the English language. This sound is articulated after a vowel in the words *car* /kɑːr/, *floor* /flɔːr/ and *butter* /bʌtə(r)/ (O'Grady, 2013). The pronunciation of the phoneme /r/ after a vowel is called a rhotic accent. On the other hand, the deletion of the phoneme /r/ in one's pronunciation is a non-rhotic accent (Carr, 2008; Demirezen, 2012).

Dialects and Standard English

Since the Thai EFL learners were asked to distinguish the postvocalic /r/ as either dialect or standard variety, the concepts of dialects and language are reviewed in this section. There are several criteria to distinguish language and dialect which are mutual intelligibility, the role of social identity and standard language. *Mutual intelligibility* refers to the speakers' ability to understand each other. This factor focuses on linguistic features they actually use. For example, RP speakers and Western County speakers are speakers of the same language. The speakers of the two dialects can understand each other. For example, while an RP speaker says *father*, the Western County speaker says *vader* (Wongkittiporn, 2024). Aside from that, *the role of social identity* is the criteria for those speakers who consider a language as their mother tongue. For example, Polish is the official language of Poland, which is spoken by 97 percent of the

population. *Standard language* refers to the norms as hidden in a language because it is used to gain *prestige, upward mobility and educational association*. For example, between 1066 and 1400, the French language was used by aristocrats and educated people in the British Isles, whereas the English language was spoken by laymen. This period led to a lot of fussiness of the English language due to spelling and structure (Gramley, 2018). Many new words emerged in the English language, such as *grammar* and *yolk* due to the influence of the Norman conquerors. However, the English language was codified by William Caxton who brought the printing press to the UK. This resulted in the emergence of standard dictionaries and grammar texts. Despite having several criteria to distinguish language and dialects, the one that works best is *standard language*.

As mentioned, standard language has a relation with *prestige, upward mobility and formal education association*. Prestige in language use comes from the speakers' ability to use certain linguistics variants to fit with the acceptability within societies. For example, Labov studied the variant /r/ in different department stores in the United States of America (Labov, 2006). There were Saks Fifth Avenue, Macy's and S' Klein. The results showed that the postvocalic /r/ was mostly articulated by Saks Fifth Avenue department store which is a highly prestigious department store among the three. This showed the importance of prestige in language, so the employees needed to be careful with their articulation for the sake of social acceptability and better job opportunities.

Standard language is regarded as the best criteria because it is used in formal academic educational settings (Trudgill & Hannah, 2013). Not only is standard English used for official communication, but it is also the language used among educated people in official classrooms, academic conferences and international publications. This means that people would read literature and textbooks to upgrade their knowledge, which is the pathway to one's accomplishment.

The sense of the word *standard* seems to relate to politeness and etiquette. It is used in educational settings, such as schools and universities. It is used for bureaucratic contact and formal activities, such as parliamentary debate, official meeting, court and academic conferences. It is used in textbooks, academic prose and official letters. Accordingly, if the postvocalic /r/ is viewed as a standard variety, it must be pronounced by EFL learners. However, if the postvocalic /r/ is viewed in relation to dialect, the pronunciation of this phoneme after a vowel is optional.

Language Variations

Language variations are the key concepts in sociolinguistics. A language which consists of phonetics, phonology, syntax, semantics and pragmatics is used differently due to the speakers' dwelling geography, socio-economic factors, education, gender and age. For example, semantics, which is the study of meaning is a distinctive branch of linguistics to represent this concept. The same object in the real world can be called by different variants because of regions. For example, while American people use the word *eggplant*, the same object is called *aubergine* in the British Isles (Baker, 2017). In Thailand, the word *fried fish cake* in Bangkok is called *todmun*, whereas the same object is called *plahed* at Ayutthaya, Nakonsawan and Sukhothai. In the branch of syntax, different variants are preferred to be used by British and American people. British people normally use *I have got it*, while American people say *I got it* (Algeo, 2006). The phonetics between the two varieties are distinctive regarding their vowels. The word *fire*, for example, is pronounced by British people with a triphthong as in /faɪə/, but American people articulate this word with diphthong as in /faɪr/.

Related Previous Studies

A number of previous studies focused on postvocalic /r/. The most classic study was conducted by Labov (2006). It is the study of the postvocalic /r/ in New York city. This was a masterpiece of a postvocalic /r/ study in English. The articulation of postvocalic /r/ as in *fourth floor* was finally found to be relevant with gender, education and social classes. It has become the denotation of prestige in the USA. Unlike the USA, the articulation of postvocalic /r/ in the UK is a sign of working-class people. Upper-class British people do not articulate this sound as they try to differentiate themselves from those aforementioned people (Hughes, Trudgill & Watt, 2013). In addition, Wongkittiporn (2024) studied the West County's consonants in the UK. The results show that the UK people living in the southern part are likely to preserve their rhotic accent where the phoneme /r/ is articulated after vowels. As a consequence, their accent is stigmatized as working-class people.

Methodology

This current study was a quantitative research to employ inferential statistical analysis to seek the relationship between variables.

Population and Sample of the Study

The population in this study is Thai undergraduate students at a university. They enrolled as full-time students, majoring in English. According to their levels of standardized test, the average of English proficiency, according to Oxford Placement Test, was A2. The whole population of students, majoring in English, at the university was 1,000 students whose students ID code started with 67x, 66x, 65x and 64x.

This study followed purposive sampling method. The data collection was set for a specific date and time in a certain hall at the university in Thailand. The location was convenient. If the students came to study on that day, they would be able to join this survey. The announcement was posted via several channels, such as the website of the department, the faculty website and various Line groups. The post was given 30 days before the date of collecting the data and it was repeated every week, which were five times in total.

Data Collection

The data collection in this study follows the purposive sampling sample method. The population in this study was 220 sophomore students majoring in English. They enrolled to study English phonology with a Thai university. After the end of the semester, they were asked to join the study voluntarily. The sample of the study was 100 students. The female and male participants are 55 and 45 people, respectively. The objectives of the study and the benefits that they would gain were explained to the participants. The process of data collection was voluntary. The participants were allowed to withdraw at anytime if they felt uncomfortable and the withdrawal from the study did not have any consequences.

Instruments

The instrument in this study was a closed-ended questionnaire. The questionnaire consisted of two parts. The first part relates to personal information, including gender, the regions of their birth, experience of travel to the United States of America, reasons for choosing to study in the English major and expected careers after their graduation. The second part

includes statements concerning the postvocalic /r/ in English. The instrument was designed to determine whether there is a relationship between the postvocalic /r/ and the students concerning their prestige attitudes towards the postvocalic /r/ (Braber & Robinson, 2018).

Instrument Validation

The instrument of closed-ended questionnaire was validated by three instructors at university level. The validators have all acquired at least a master's degree in the field of English studies and/or English linguistics. They each have five years as a minimum requirement of teaching experience. The instruments were validated via the index of item-objective congruence (IOC) (Rovinelli & Hambleton, 1977), with three types of scores including 1, 0 and -1. When the validator rates 1, they agree that the statement complies with the objectives of the study. Oppositely, rating -1 means that the validator does not agree with the objective of the study. On the other hand, zero refers to the validator's uncertainty to make a judgement. The researcher ultimately fixed the items that were assigned 0 and -1 according to the validators' suggestions.

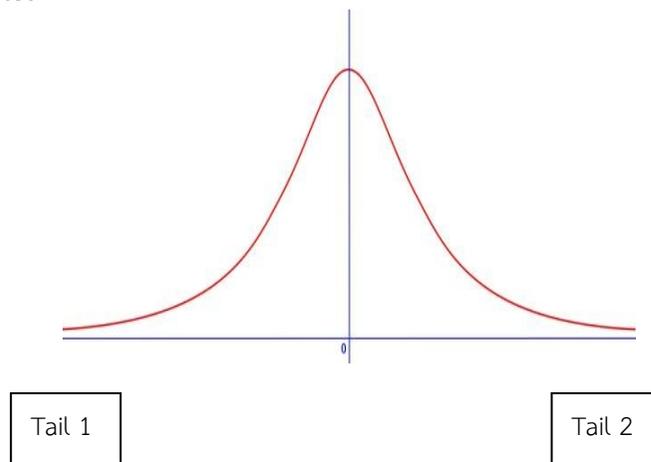
Table 1 Data Validation by Three Experts

| | Item 1 | Item 2.1 | Item 2.2 | Item 2.3 |
|-------------|--------|----------|----------|----------|
| Expert 1 | 1 | 1 | 1 | 1 |
| Expert 2 | 1 | 1 | 1 | 1 |
| Expert 3 | 1 | 1 | 1 | 1 |
| Total Score | 3 | 3 | 3 | 3 |

Table 1 represents the three experts' total scores according to their validation of each item in the questionnaire. Item 1 is the personal information of the participants, including gender and periods of learning English language. Item 2 was the perception of the postvocalic /r/ in English, such as the sound of standard English and stigmatization. For example, all experts agree with the items 1 and 3, so the percentage of agreement was 100 percent. Even though one expert hesitated to agree with item 2, the content validity of this item remains valid as the percentage of agreement is 66.67 percent. However, adjusting it according to the experts' comments was still required.

Data Analysis

Since this study was a quantitative study, the data analysis follows inferential statistical method via SPSS 29. The statistical analysis in this study follows Pearson Correlation where the r value was between 1 and -1. The p -value is statically significant if the p -value is equivalent to or less than 0.5. As mentioned by Matthey (1998), the p -value that is equivalent to or less than 0.5 is a significant value for the field of social science and humanities. The statistical analysis of two tails were selected as the results of the p -value can be both plus and minus. The bell curve of two tails is presented below.



With this methodology, the results of the study are presented in the following section.

Results

The objective in this study was to examine a statistically significant relationship between postvocalic /r/ and non-standard varieties of English as perceived by Thai university students. The section presents the results of the study. As mentioned earlier, the participants in this study was English-major undergraduate students. They were examined their perceptions to the postvocalic /r/ and nonstandard English. The results showed that they are more sensitive without the pronunciation of /r/ as in non-standard English.

Table 2 Correlations between the Students' Perceptions towards Postvocalic /r/ and Non-Standard English

| | | Participants | Non-Standard |
|--------------|------------------------|--------------|--------------|
| Participants | Pearson Correlation | 1 | .255* |
| | Sig. (2-tailed) | | .010 |
| | N | 100 | 100 |

*. Correlation is significant at the 0.05 level (2-tailed).

Table 2 presents the correlation between the students' perceptions of postvocalic /r/ and non-standard English. The results in Table 2 came from calculation of Pearson correlation between the two variations that were participants and their perception of postvocalic /r/ in English. The results in this study show a statistically significant relationship between the two variants where the p-value was reported as 0.01. The English-major students at the Thai university had the perceptions toward the pronunciation of post-vocalic /r/ as a non-standard English. The second objective of the study was to examine a statistically significant relationship between postvocalic /r/ and Thai university students' difficulty in articulating this phoneme. The results were presented in Table 3.

Table 3 Correlation between the Students' Perceptions towards the Postvocalic /r/ and Its Difficulty in Articulation

| | | Participants | Non-Standard |
|--------------|------------------------|--------------|--------------|
| Participants | Pearson Correlation | 1 | .203* |
| | Sig. (2-tailed) | | .043 |
| | N | 100 | 100 |

*. Correlation is significant at the 0.05 level (2-tailed).

Table 3 presents the correlation between the students' perceptions toward the postvocalic /r/ and its difficulty in articulation. The results show a statistically significant relationship between the two variants where the p-value was reported as 0.043. The English-major students at the Thai university perceived that it was difficult to articulate the postvocalic /r/ in English.

With this significant relationship between the two variable between the participants and the articulation of the post vocalic /r/, this study clearly show that the participants had

some difficulty in pronouncing this phoneme. It seems that they need to put more effort to make the sound clear and correct.

Discussion

The reason to explain the phenomenon of *r*-less pronunciation by Thai students majoring in English is least effort of requirement. According to Linders and Louwse (2023), the principle of least effort is that the speakers try to select the linguistic variant that they can put the least effort to speak or write. For example, when two words mean the same thing, such as *rise* and *increase*, the former one is likely to be selected due to its shorter length. Not only is this usually applied in lexical semantics, but it is also found in other linguistic branches, such as phonology. When there are two variants for the Thai students to choose to pronounce as in the postvocalic /r/ and non-postvocalic /r/, the choice of non-postvocalic /r/ was selected due to the principle of least effort.

Apart from the principle of least effort, the articulation of the post-vocalic /r/ would make the sound become thick and heavier. So, people articulating the postvocalic /r/ are likely to receive stigmatization sociolinguistically. While prestige means that people make an attempt to use certain linguistic variants to gain acceptability from the societies they live in, stigmatization means that people are likely to be insulted when using certain linguistic features (Edwards, 2024; Hughes, Trudgill & Watt, 2013). Thai undergraduate students' perceptions of stigmatization in articulating the postvocalic /r/ could be influenced by the non-rhotic accent in the Thai language. Thai is a non-rhotic accent as the phoneme /r/ is not part of the Thai final sound (Peerachachayane, 2022). Although the dialect of the southern part of Thailand has a stronger pronunciation of the phoneme /r/, it is sometimes stigmatized as the copper accent.

It seems that Thai society favor British accents, which were the accent of upper-class society. So, the pronunciation of postvocalic /r/ in English was perceived as non-standard pronunciation by Thai EFL learners. The pronunciation of postvocalic /r/ is optional. Omitting this sound in one's speech does not affect the understanding in conversation. Adding the /r/ sound in one's speech would make a person's sound become thicker (Leech & Svartvik, 2006). This means that the /r/ sound is likely to be stressed and emphasized. The pronunciation of postvocalic /r/ might make their voice become unimpressive and aggressive. In addition, the English major students perceived that the standard pronunciation is Queen Elizabeth II's pronunciation, which is non-rhotic. This is supported by Coupland and Bishop (2007) who stated

that Queen Elizabeth II 's pronunciation is perceived as the first ranking of standard pronunciation with prestige.

Conclusion and Implications

The current study examined English-major students' perceptions of the postvocalic /r/ in English. A total of 100 students from a university show their perceptions of the postvocalic /r/ in the English language. Even though the postvocalic /r/ is non-obligatory, most participants in this study view the postvocalic /r/ as non-standard English. It is also acceptable if the pronunciation of the postvocalic /r/ is not articulated as this complies with the principle of least effort and economy principle. The students may need to put in more effort when articulating the phoneme /r/ in their speech.

This study concentrated on Thai undergraduate students' perception of postvocalic /r/ in English. Most Thai EFL learners are taught standard English in their classrooms as they study English in the EFL context. Some students have never been aware of the English pronunciation in other dialects. Consequently, they may be faced with difficulty when listening to English speakers outside the EFL classroom. When an English language teacher introduces the variants of postvocalic /r/ inside the classroom for students to practice through different vocabulary, this means that the English language teachers allow the students to be aware of different varieties of the English language. This increases the vividness and entertainment of how to pronounce the same words in different ways inside the classroom.

References

- Algeo, J. (2006). **British or American English?: a handbook of word and grammar patterns**. Cambridge University Press.
- Baker, P. (2017). **American and British English: Divided by a common language?**. Cambridge University Press.
- Bell, A., Sharma, D., & Britain, D. (2016). Labov in sociolinguistics: An introduction. *Journal of sociolinguistics*, 20(4), 399-408.
- Braber, N., & Robinson, J. (2018). **East Midlands English**. Walter de Gruyter.
- Carr, P. (2008). **A glossary of phonology**. Edinburgh University Press.
- Coupland, N., & Bishop H. (2007). Ideologised values for British accents. *Journal of Sociolinguistics*, 11(1), 74-93.

Demirezen, M. (2012). Which /r/ are you using as an English teacher? rhotic or non-rhotic?

Procedia-Social and Behavioral Sciences, 46(1), 2659-2663.

Edwards, J. G. H. (2024). **Social factors and L2 phonetics and phonology**. Cambridge

University Press.

Hughes, A., Trudgill, P., & Watt, D. (2013). **English accents and dialects: An introduction to**

social and regional varieties of English in the British Isles. Routledge.

Kong, M. L., & Kang, H. I. (2022). Identity and accents: Do students really want to speak like native speakers of English? **RELC journal**, 53(3), 505-518.

Leech, G. & Svartvik, J. (2006). **English: one tongue, many voices**. Palgrave Macmillan.

Linders G. M. & Louwse, M. M. (2023). Zipf's law revisited: Spoken dialog, linguistic units, parameters, and the principle of least effort. **Psychonomic Bulletin & Review**, 30(1), 77–101.

Matthey, S. (1998). $p < .05$ —but is it clinically significant? Practical examples for clinicians. **Behaviour Change**, 15(2), 140-146.

Melchers, G., Shaw, P., & Sundkvist, P. (2019). **World Englishes**. Routledge.

Naga, N. & Irwin, P. (2007). Bostonian /r/ speaking: a quantitative look at R in Boston. **University of Pennsylvania Working Papers in Linguistics**, 13(2), 135-147.

O'Grady, G. (2013). **Key concepts in Phonetics and Phonology**. Palgrave Macmillan.

Peerachachayanee, S. (2022). Towards the phonology of Thai English. **Academic Journal of Humanities and Social Science Burapha University**, 30(3), 64-92.

Rovinelli, R. J., & Hambleton, R. K. (1977). On the use of content specialists in the assessment of criterion-referenced test item validity. **Dutch Journal for Educational Research**, 2(1), 49–60.

Snodin, N. S., & Young, T. J. (2015). Native-speaker varieties of English: Thai perceptions and attitudes. **Asian Englishes**, 17(3), 248-260.

Trudgill, P., & Hannah, J. (2013). **International English: A guide to the varieties of standard English**. Routledge.

Woodrow, L. (2014). **Writing about quantitative research in applied linguistics**. Springer.

Yamane, T. (1967). **Statistics, An Introductory Analysis**. Harper and Row.

Gramley, S. (2018). **The history of English: An introduction**. Routledge.

Green, L. J. (2002). **African American English: a linguistics introduction**. Cambridge University Press.

Labov, W. (2006). **The social stratification of English in New York city**. Cambridge University Press.

Wongkittiporn, A. (2024), Phonological features: standard British English and the West Countries Dialects. **The 9th RSU International Research Conference**. 104-112.