*Research Article*

# Echoes of the Thai Accent: Examining Its Impact on English Learning and Teaching Strategies

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## Abstract

This study investigates the challenges encountered by English teachers in Thailand when teaching students who speak with a Thai accent and explores the strategies they employ to address these difficulties. One of the primary issues lies in the phonetic differences between Thai and English, which often lead to pronunciation difficulties, comprehension problems, and decreased student confidence. Using a qualitative approach, data were collected through interviews with three English teachers at Tessaban 2 Bansadao School. The data were analysed using thematic analysis to allow the researcher to identify recurring patterns related to teachers' experiences, instructional challenges, and teaching strategies. The findings reveal that limited English exposure, difficulty distinguishing specific phonemes, and the influence of Thai tonal patterns significantly hinder learners' progress. In response, teachers employed phonetic drills, multimedia tools, and adaptive communication strategies to support student learning. Rather than focusing on accent elimination, the study emphasizes the importance of intelligibility, offering insights into more effective and inclusive practices for Thai-accented English learners.

## Keywords

## Introduction

Thailand is located in Southeast Asia and covers an area of approximately 510,000 square kilometers (Prakobkaew & Sirisumrannukul, 2024). Optimal locating and sizing of charging stationss for large-scale areas based on GIS data and grid partitioning. *IET Generation, Transmission & Distribution*, *18*(6), 1235-1254. The country boasts a rich cultural and historical heritage, distinguished by its unique status as having never been colonized by foreign powers (Padermprach, 2017). While this historical independence is a source of national pride, it has both advantages and drawbacks in language learning. A significant challenge is the limited proficiency in international languages, particularly English (Noom-ura, 2013), which serves as the global lingua franca (Baker, 2012). As Thailand strives to enhance communication through English, it has also made significant efforts to improve its education system. However, despite these initiatives, the country continues to lag behind its neighboring nations in educational performance.

Thailand is located in Southeast Asia and covers an area of approximately 510,000 square kilometers (Prakobkaew & Sirisumrannukul, 2024). Optimal locating and sizing of charging stations for large-scale areas based on GIS data and grid partitioning. *IET Generation, Transmission & Distribution*, *18*(6), 1235-1254. The country boasts a rich cultural and historical heritage, distinguished by its unique status as having never been colonized by foreign powers (Padermprach, 2017). While this historical independence is a source of national pride, it has both advantages and drawbacks in language learning. A significant challenge is the limited proficiency in international languages, particularly English (Noom-ura, 2013), which serves as the global lingua franca (Baker, 2012). As Thailand strives to enhance communication through English, it has also made significant efforts to improve its education system. However, despite these initiatives, the country continues to lag behind its neighboring nations in educational performance.

A notable challenge is the phonetic system of the Thai language that is completely divergent from English (Sahatsathatsana, 2017). The existence of a different Thai alphabet along with its tonal pronunciation poses additional obstacles to learning, particularly in the areas of English pronunciation and phonetics. For example, based on my observation, students from Tessaban 2 Bansadao School were required to study and write in English for Mathematics and science, which makes use of a different orthographic system. This difference can create barriers to understanding and affect the students' access to various international educational materials.

Language, which is composed of sound symbols generated by the human voice, is the primary medium for communication. A language is not simply the production of sounds; it involves constructing meanings through the production of those sounds (Ritonga, 2012, as cited in Devianty, 2017). English is the primary language of the United Kingdom, the USA, Canada, Australia, New Zealand, South Africa, and other countries, which makes it the leading language for international communication (Chairina, 2011). Given its global reach, English has become the international language of business, government, and academic affairs (Solikhah, 2014).

English is often a challenge to pronounce for learners coming from a Thai background, and this stems from the Thai accent (Khamkhien, 2010). Research has shown that the differences in systems of phonology between the Thai and English languages are a leading aid to the issues in pronunciation (Swan, 2017). Unlike English, which does not use pitch for word meaning differentiation, Thai is a tonal language that does. Thus, Thai learners often find it difficult to differentiate between words like "ship" and "sheep," which sound quite similar but have different meanings (Yates, 2010).

One of the challenges in learning English for Thai students is the absence of certain sounds in the Thai language. For example, the /θ/ sound in "think" and the /ð/ sound in "this" do not exist in Thai phonetics. As a result, students often find it difficult to pronounce these sounds correctly (Makamthong & Hesmatantya, 2022). If these pronunciation difficulties continue, they may negatively affect a Thai learner's speech and reduce their intelligibility to native English speakers.

Aside from pronunciation, other components of English learning are influenced by the accent of the Thai learner. Liu and Glendenning (2014) highlight that learners with a strong accent tend to use English less than required, leading to a lack of confidence in both academic and workplace communication. Further, anxiety about being evaluated on their accent often arises from fear of judgment, which can further discourage active participation in learning sessions.

Nevertheless, some scholars do not consider accent an impediment to language proficiency. Derwing and Munro (2005) argued that EFL learners with a strong accent can still demonstrate exceptional phonological knowledge of English. This suggests that while accent may pose challenges for social integration, it does not necessarily hinder the development of advanced language competencies.

On the contrary, some have begun advocating for more flexibility in language instruction because of the increasing awareness of accent diversity. For example, certain academic or even corporate domains accept that accent is a part of speech. Instead of attaining an ideal pronunciation in English, focus is now on pronouncing words in a way that conveys the message clearly (Jenkins, 2000). Such a change of attitude discourages the belief that English language teaching should revolve around accent modification rather than bearing in mind the need for clarity as the primary goal.

Building on this shift toward flexibility in language instruction, the challenges faced by Thai learners in mastering English pronunciation highlight the need for practical and supportive teaching approaches. While accent diversity is increasingly accepted in academic and corporate settings, Thai learners still encounter difficulties in pronunciation that can affect their confidence and communication skills. The Thai accent is not the easiest to master when speaking English. There are a few suggestions that accent Thai learners of English. One such suggestion is a focused effort on teaching English pronunciation (Derwing & Rossiter, 2002). For example, the use of videos with understandable speech and language software and speech-giving recognition applications has been shown to assist learners in refining their pronunciation. Another effective approach is the use of language for communication without giving too much emphasis on phonological form, which is believed to help improve learners' self-esteem and competence (Littlewood, 2004). Such teaching approaches can help Thai students refine their English pronunciation and help them stride confidently into communicative contexts. The bottom line is that it doesn't matter how one's accent sounds; the focus is on speaking and providing a different view of the world's language geography.

Additionally, pronunciation in particular is a very important element of English language learning. García (2007), Martínez-Flor et al. (2006), and Gilakjani (2016) emphasized that the most difficult challenges in speech arise when cultural and linguistic barriers overlap. In fact, the aim of instruction on pronunciation, as pointed out by Morley (1991), is fundamentally to provide the students with speech that can be understood regardless of the context in which it is used. What is, however, common with Thai students is a lack of understanding of different English accents. Thai students tend to have a pronunciation problem when it comes to instructional films where they are faced with different accents; most of them do not understand what the message is about.

In the case of Tessaban 2 Bansadao School in Thailand, teachers encounter several obstacles in teaching English pronunciation. The challenges do not only include accents, but there is a difference between Thai and English orthography that also makes it difficult. Harianto (2020) stated that to comprehend reading effectively, students must identify words, phrases, and sentences and discern meaning from context. This involves critical thinking, feeling, and contextually adjusting. With reading as a major constituent of language learning, the Thai students' lack of ability to read English texts adds to their problems in acquiring the language.

While previous studies have highlighted the general difficulties faced by Thai learners in acquiring English, particularly in relation to pronunciation and the differences between Thai and English orthography, there is still limited research focusing specifically on how English teachers address these challenges within localized school contexts, such as Tessaban 2 Bansadao School. Moreover, the influence of students' Thai accent on English learning and the specific pedagogical strategies employed by teachers to overcome accent-related barriers remain underexplored. This study seeks to fill that gap by examining the real-life classroom challenges and teaching approaches employed in a rural Thai educational setting, thereby contributing practical insights to the field of English language teaching in multilingual and non-native English contexts. Building on the research background outlined above, this study aims to address the following research questions:

1. What are the challenges encountered by English teachers when teaching students with a Thai accent?
2. What strategies do teachers implement to address challenges related to students' Thai accents in English language learning?

## Method

### Research Design

The objective of this research was to understand the experiences, problems, and strategies of teachers who teach English with a Thai accent, which was approached from a qualitative perspective. Qualitative research is especially pertinent when looking at social problems from the perceptions of individuals or groups (Creswell, 2014). It focuses on capturing the details and nuances of teachers' experiences and the challenges of teaching a particular language.

Data were collected through face-to-face semi-structured interviews using a purposive sampling method. The participants were English teachers at Tessaban 2 Bansadao School in Thailand. Each interview was conducted individually in a quiet and comfortable setting within the school to support open communication and reduce distractions. The duration of each interview was between 30 and 45 minutes to provide enough time for meaningful discussion while accommodating the teachers' availability.

The interview items focused on three main areas: (1) the teachers' experiences in teaching English pronunciation influenced by Thai accents, (2) the specific challenges they encounter in this context, and (3) the strategies they implement to address these challenges.

### Participants

Purposive sampling is a non-probability sampling technique used to select participants who possess relevant insights, experience, or knowledge about the research topic. In this study, the method was used to select English teachers who were directly involved in teaching students with Thai accents. This

approach ensured that the participants were well-qualified to provide accurate and meaningful information based on their professional experiences.

This study involved three (3) English teachers from Tessaban 2 Bansadao School, Thailand. These teachers were selected based on their extensive experience in teaching English and their willingness to participate in the study. Their expertise in language instruction and familiarity with the challenges associated with teaching English with a Thai accent made them suitable participants for this research.

*Table 1. Overview of research participants*

| Participant | Country | School level | Experience |
|---|---|---|---|
| T1 | Thailand | Junior High School | 8 years |
| T2 | Thailand | Junior High School | 24 years |
| T3 | Thailand | Junior High School | 2 years |

**Research Instrument**
Each teacher participated in an individual interview to discuss their teaching strategies, challenges, and experiences. These interviews provided valuable insights into the methods used to address pronunciation difficulties and improve students' English language proficiency.

**Data Analysis**
The data were analyzed using thematic analysis, a qualitative approach that identifies patterns and recurring themes in participants' responses (Braun & Clarke, 2006). This method provided a structured way to explore teachers' experiences, challenges, and strategies in teaching English with a Thai accent. To maintain confidentiality while presenting the data, each interview participant was assigned a unique code. The codes were labelled as T1, T2, and T3, where "T" stands for "Teacher" followed by a number indicating the order of the interview. These codes were used throughout the excerpts to reference specific responses without revealing the participants' identities. This coding system ensured clarity in data presentation while protecting the anonymity of the teachers involved in the study.

The first step involved transcribing and reviewing all interview recordings to ensure accuracy. Next, an open coding process was applied to categorize significant ideas and recurring patterns in the data. These codes were then grouped into overarching themes that reflected the key issues raised by participants.

The analysis focused on three core areas: (1) pronunciation challenges faced by Thai teachers and students, particularly due to phonemic differences between Thai and English, (2) instructional strategies used to improve pronunciation and enhance communication skills, and (3) the impact of these teaching methods on learners' confidence and overall language proficiency. Key themes that emerged included difficulties in producing certain English sounds, the integration of technology in pronunciation practice, and the emphasis on clarity over accent modification in language instruction.

# Results
## Challenges of Teaching English to Thai-Speaking Students

### 1. Pronunciation Challenge
One of the greatest barriers noticed was with pronunciations. The teachers explained how Thai students have difficulty with English phonemes that are non-existent in Thai languages, such as /r/ and

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/l/ or final consonant sounds. These barriers to phonetic communication exacerbate miscommunication, as T1 stated:

> One of the greatest barriers noticed was with pronunciations. The teachers explained how Thai students have difficulty with English phonemes that are nonexistent in Thai languages, such as /r/ and /l/ or final consonant sounds. These barriers to phonetic communication exacerbate miscommunication, as T1 stated:

Additionally, Teacher T3 highlighted other linguistic challenges, particularly differences in intonation and stress patterns. Since Thai is a tonal language and English is stress-timed, students often struggle to apply stress correctly when speaking English. This affects their clarity and fluency, making their speech harder to understand. The issue is further compounded by their limited exposure to English outside the classroom.

According to all teachers, students rarely use English in their daily lives, significantly restricting opportunities for practice. This lack of exposure makes it difficult for students to understand spoken English, pronounce words accurately, and communicate with confidence. She noted:

> That's one of the biggest challenges—we teach them in class, but once they step out, there's hardly any practice. Even if they learn new words or phrases, they don't get enough chances to use them in real-life situations (T2).

Thailand's education system places a strong emphasis on reading and writing. As a result, oral skills are often neglected. The focus on teaching proper writing techniques leaves limited time for developing students' pronunciation. One teacher noted:

> My students always struggle with punctuation when writing in English. It's confusing for them because they don't know where to place it, especially since Thai doesn't use punctuation the way English does (T3)

## 2. Linguistic Challenge

There are various linguistic and pedagogical challenges that arise from teaching English in Thailand. For the Thai people, the biggest challenge remains the Thai accent, as it influences English pronunciation and comprehension. The distinct tone and markers of Thai language phonetics pose challenges in communication that can be difficult for both teachers and learners. To improve teaching and learning in Thailand, T2 further emphasized the importance of recognizing challenges while also identifying effective strategies to address them.

> I think the most important thing is to recognize the challenges students face and find the right strategies to help them. If we don't tackle these issues, it's hard to make real progress in language teaching (T2).
> And on top of that, not knowing enough vocabulary really makes students hesitant to join in. Some even have trouble with the basics, like the alphabet (T1).

T1 further explained that young learners, especially, often struggle with sounds that do not exist in their native language, Thai, like the /θ/ in *think* and *this*. Systematic errors in English pronunciation stem from the ways these Thai students pronounce their own native language.

## Teacher Strategies for Teaching Students with a Thai Accent

In order to help students overcome these pronunciation challenges, teachers use different strategies to help students improve their spoken English. For some teachers, the time allocated is also an important

element. Teacher T1 mentions that with some lessons, students have some simple ideas, but complete understanding will only come after the idea has been taught for several lessons.

> If we had more English lessons, like four times a week, it would really help students remember and use the language better. The more they're exposed to it, the more confident and capable they become (T1).

T3 mentioned that focused pronunciation practice is one targeted approach that is particularly effective, as it involves practicing on difficult sounds such as /θ/ and /v/.

> We do a lot of minimal pair practice so they can hear the difference between similar sounds. Visual aids, like diagrams showing how to position their mouth and tongue, really help too (T3).

T2 added that the International Phonetic Alphabet (IPA) is also very helpful in helping students to better recognize the English language.
For T1, these complex concepts are best explained using visual aids such as PowerPoint slides, videos, and even mobile apps like Google Translate. R1 said,

> For students who aren't strong in English, pictures and visuals make things much easier to understand. These ways of learning help them stay engaged and remember things better.

To complement the learning, teachers use simpler explanations and divide lessons. Dividing the lesson into smaller parts makes it easier for students to build on what they already know. R1 said another popular technique is peer assistance, where students work in pairs or groups to talk about and reinforce what they have learned.

However, T2 revealed that for vocabulary, grammatical structures, and pronunciation, she used the Triple R technique—Review, Recite, Repeat—to encourage the repetition needed to help students internalize not only the meaning and form of words but also their correct pronunciation. By repeatedly reciting the words aloud, students became more familiar with the sounds and stress patterns, which gradually improved their pronunciation accuracy.

Another useful strategy is lesson planning, which helps remove barriers to learning. A well-structured lesson plan ensures that information is delivered in a clear, step-by-step manner, making it easier for students to understand. Teachers who adjust their teaching pace based on students' progress can boost engagement and retention. Reinforcement of correct pronunciation by repetition, such as choral repetition and individual pronunciation practice, is also a prerequisite. However, as T2 pointed out, even with different teaching methods, some of my students still struggle with English pronunciation (T2).

Another key technique is exposing students to native speaker models. Teachers use audio or video recordings or even give live demonstrations to help students grasp pronunciation, rhythm, and intonation. T1 even admitted that she created her own recordings and provided feedback, asking students to adjust their pronunciation after listening. Pronunciation exercises such as phonetic exercises and minimal pair exercises are often used to help students produce difficult sounds.

In addition to pronunciation practice, T1 stated

> I also find that role-playing and communicative games are very helpful in improving students' confidence and fluency. To improve their comprehension and get them used to speaking English naturally, I make sure they do a lot of listening exercises using English media.

Methods that involve student participation, such as games and activities, motivate students to sharpen their pronunciation skills. Activities like tongue twisters and pronunciation bingo not only help in

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learning but also facilitate language acquisition. These approaches tend to motivate students to learn English outside the classroom, leading to greater language retention.

An important element in improving pronunciation is boosting students' confidence. Teachers create a supportive classroom atmosphere to ensure that students can take risks and try to pronounce words even though they may be wrong; students cannot speak for fear of making mistakes.

> Students should be encouraged to use English without fear of judgment, along with receiving constructive praise (T2).

Cultural understanding also allows students to handle pronunciation issues better. In cases where students have accents, the teachers allow them to use them while teaching and instruct students to focus on being understandable instead of trying to eliminate their accents. Even if students have a negative view of their Thai accent, they will not be able to improve their spoken English. All teachers keep repeating this statement to help students practice and improve their spoken English.

## Discussion

The findings of this study highlight two main areas in teaching English to Thai-speaking students: the challenges posed by the Thai accent, especially in pronunciation, and the strategies teachers employ to address these challenges. The teaching of English in Thailand is particularly challenging because of the complications that arise from the Thai accent on pronunciation and comprehension. There are particular ways of speaking Thai that make communication difficult, as well as bother students and teachers alike. Knowing how to deal with such challenges is vital, along with identifying them, in order to improve teaching and learning in the classroom. As Handayani (2024) highlights, effective communication depends heavily on vocabulary acquisition, and persistent pronunciation errors only exacerbate comprehension issues. Furthermore, due to the tonal nature of Thai, which contrasts with the stress-timed rhythm of English, students often misplace word stress. This mismatch results in reduced speech clarity and intelligibility, further complicating the learning process.

Thai language, in addition, does not have some consonant clusters that are present in English, preventing students from pronouncing words accurately. Teachers have to spend a lot of time on phonetics, which includes the position of the tongue and how to move it while producing sounds, because there is a need to overcome (Celce-Murcia, Brinton, & Goodwin, 2010).

Another major problem regards the learners' pronunciation. As reported by T3, students tend to pronounce words incorrectly because English and Thai certainly have different phonemes. For example, instead of saying "*print,*" they would pronounce it as "*pin,*" or they would use "*tice*" instead of "*teacher*." These types of errors occur because certain English sounds do not exist in the Thai language, which makes pronouncing words very hard (Kirkpatrick & Sussex, 2012). Such constant misspoken words can cause difficulty in understanding and communicating, which can negatively impact listening and speaking.

One of the most persistent difficulties faced by English teachers is students' inability to produce phonemes such as /r/, /l/, and /θ/, which do not exist in Thai. These pronunciation errors are not merely incidental but are systematic, rooted in the students' first language phonological system. This aligns with previous research suggesting that L1 interference plays a significant role in L2 pronunciation (Derwing & Munro, 2005). Furthermore, as T3 noted, Thai students often struggle with English stress and intonation patterns, which is expected given that Thai is a tonal language while English is stress-timed. This mismatch can lead to speech that is difficult for listeners to comprehend.

One of the most significant challenges in teaching English in Thailand lies in the initial introduction of the language. English is typically taught at a relatively late stage in the Thai education system, resulting in students having little to no prior exposure before formal instruction begins. This delayed exposure greatly limits students' ability to engage in meaningful communication, particularly when articulating more complex ideas (Baker, 2012).

A major difficulty in teaching English to Thai students is the Thai accent and its impact on their pronunciation of English. Thai speakers encounter problems with English pronunciation and the corresponding sounds because of their relatively different phonetic system. For instance, Thai doesn't differentiate short and long vowels the same way English does. Therefore, "beat" and "bit" can be pronounced too similarly (Avery & Ehrlich, 1992). Pronunciation difficulties are also widespread, especially with English phonemes that do not exist in the Thai language. For example, many students struggle to pronounce the /v/ sound and commonly substitute it with /w/, leading to errors such as pronouncing "*seven*" as "*sewen.*"

Apart from shifts in pronunciation, there are other differences in the structure of the Thai language in comparison to English, which can be troublesome. Students have to face challenges when forming sentences because the grammar and syntax of Thai are not like English. Additionally, tone is a distinguishing feature that sets Thai apart from English and makes Thai a tonal language, which means that tone does affect meaning. This is quite the difference from English, as its meaning does not depend on its pronunciation. This particular difference often results in confusion when Thai speakers try to learn how to speak in English (Wei & Zhou, 2020).

Another critical factor is the limited exposure to English outside the classroom. Since most students do not regularly use English in real-life contexts, opportunities to reinforce correct pronunciation are minimal (Wongsothorn, 2000). A large number of students cannot use English in real life, which hampers their listening and speaking skills. This situation makes it more difficult for them to pronounce words accurately and understand what native speakers of English are saying. The focus on reading and writing in the Thai education system, as highlighted by the teachers, further reduces time and attention devoted to oral language skills. In addition, the use of Thai as a language of instruction has resulted in students developing incorrect grammatical structures, which makes the use of English difficult.

In addition, the culture based around Thai education and its focus on rote memorization can create barriers for learning English. A number of students tend to memorize vocabulary along with grammatical concepts without context or understanding of how they can be used, which leads to absolutely no flexibility in the language and problems with communication in the world (Noom-ura, 2013).

Regardless of the issues, teachers have employed different strategies to improve English teaching in Thailand. One of these methods is the use of visual aids such as PowerPoint presentations, videos, and even mobile applications like Google Translate. Such visual and auditory aids improve the explanation of processes and conceptualization, as has been suggested by Harmer (2007).

Breaking lessons into shorter, more structured sections is often considered an effective way to enhance student comprehension. Richards and Rodgers (2014) argue that simplifying explanations, connecting concepts to real-life situations, and encouraging cooperative learning create a more interactive environment that benefits students. However, while this approach is widely endorsed, its effectiveness

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largely depends on how well teachers implement it. Simply dividing lessons into smaller segments without ensuring meaningful engagement may not yield the desired learning outcomes.

Another widely advocated strategy is the "Triple R" technique—Review, Recite, Repeat, as utilized by one teacher. Brown (2001) suggests that reinforcing concepts through repetition helps students retain information more effectively. Moreover, integrating hands-on activities such as games, quizzes, and discussions is believed to increase student participation. Yet, critics argue that excessive reliance on repetition can lead to rote learning rather than deep understanding. Without active application and contextual learning, students may struggle to transfer their knowledge to real-world situations.

Furthermore, Nation (2007) emphasizes that structuring lessons in a systematic and sequential manner helps overcome language barriers by making complex topics more accessible. Teachers who break down concepts and adjust their teaching pace based on students' comprehension tend to achieve better learning outcomes. However, this approach assumes that all students progress at a similar rate, which is rarely the case in diverse classrooms. Differentiated instruction may be necessary to ensure that every student benefits from structured lesson planning.

While these strategies have proven to be effective in many contexts, their success is not guaranteed. The effectiveness of lesson structuring, repetition techniques, and systematic delivery depends on how they are adapted to students' needs and learning styles. Therefore, rather than relying solely on these methods, teachers must remain flexible and responsive, continuously assessing whether their instructional strategies are truly enhancing student learning.

Equally, this language input should also be consistent. Some teachers think that teaching English once a week will not yield satisfactory results. Therefore, they suggest that instruction should occur on a more regular basis, ideally four times a week, to help learners gain confidence and skills (Lightbown& Spada, 2013). When students are routinely exposed to English, they gain some level of comfort with the language and are motivated to use it.

## Conclusion

This study reveals that Thai-speaking students face persistent and multifaceted challenges in learning English, particularly in pronunciation, vocabulary acquisition, and oral communication. These difficulties stem largely from fundamental linguistic differences between Thai and English. As a result, Thai students often produce systematic pronunciation errors and struggle with fluency and clarity.

Compounding these linguistic challenges is a lack of English exposure outside the classroom. Despite being taught new vocabulary and expressions in class, students seldom use English in daily life, limiting opportunities for meaningful practice. In response to these challenges, English teachers in Thailand have adopted a variety of effective instructional strategies. These include pronunciation drills using minimal pairs, visual aids for articulatory awareness, lesson segmentation, the Triple R technique (Review, Recite, Repeat), and the use of technology and media. Teachers also integrate communicative activities, such as role plays, games, and peer collaboration, to increase student engagement and confidence. Importantly, creating a supportive and non-judgmental classroom environment empowers students to take risks in speaking and embrace their accents as part of the learning process.

Overall, while pronunciation remains a major hurdle, this study highlights the creativity of Thai teachers in adapting their pedagogy to meet student needs. For sustainable improvement, increased instructional time, more consistent exposure to authentic English, and enhanced teacher training in phonological instruction are essential. Rather than aiming for native-like pronunciation, the goal should be intelligibility and communicative effectiveness, enabling Thai learners to speak English with greater confidence and clarity in both academic and real-world contexts.

However, this study is limited by its small sample size and its focus on a specific teaching context involving only a few English teachers in one region of Thailand. As such, the findings may not fully capture the diverse challenges and strategies used across different parts of the country or in different educational settings. Moreover, the study relies primarily on teacher interviews and does not include direct observation of classroom practices or student perspectives. Therefore, future research should involve a larger and more diverse participant pool, including both teachers and students, to gain a more comprehensive understanding of the challenges faced in teaching English pronunciation to Thai learners. Classroom observations and longitudinal studies would also help in assessing the long-term effectiveness of specific teaching strategies. Additionally, exploring the role of technology, mobile learning, and community-based English exposure could offer innovative approaches to improving pronunciation and communicative skills among Thai-speaking students.

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