



The Effect of Accent Thai on English Students' Pronunciation at Masjid Taluban School Sai Buri Thailand

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Article Info	Abstract
Received: 2026 - 06- 01 Revised: 2026 06-18 Accepted: 2026 06-30 Keywords: <i>Phonological interference; pronunciation; Thai accent</i> DOI: 10.24256/ideasv14i1.9680 Corresponding Author: Rahmat Huda rahmat.huda@um-tapsel.ac.id Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Tapanuli Selatan, Sumatera Utara	<i>This study aims to analyze the influence of Thai accent on the English pronunciation of fifth-grade students at Masjid Taluban School, Sai Buri, Thailand. Reading test analysis identified five main error patterns: 1) substitution of /v/ to /w/ or /b/; /θ/ to /t/, /s/; 2) loss of final consonant /t/; 3) addition of vowel at the junction of two consonants; and 4) pronunciation of /r/ that is not firm and some words change to /l/. This study used a qualitative descriptive approach involving 30 students as research subjects. The instruments used included a placement test in the form of 30 multiple-choice items and 10 essay items, a reading test, and a structured interview. The results showed that 30% of students were in the fair category, 23% in the needs improvement category, 27% in the good category, 10% in the very good category, and only 10% of students reached the excellent category. These findings confirm the existence of Thai phonological interference on English pronunciation, especially on sounds that are not included in the Thai phonological system. The results of the study indicate that Thai accents influence students' English pronunciation. The implication of this research is the need for pronunciation teaching strategies that consider the phonological characteristics of students' first languages to improve English pronunciation.</i>

1. Introduction

In the midst of rapid globalization, English language proficiency has become an important requirement in various aspects of life, from education and employment to cross-cultural communication (Isna & M.Revia, 2025). Pronunciation is one of the biggest obstacles to learning English as a foreign language (EFL) in Thailand. One of the most difficult parts of learning a second language is pronunciation since it requires both the ability to appropriately create the target tongue's sounds and an understanding of its sound system. According to (Jirada, 2022), pronunciation has a significant role in international intelligibility, and the typological gap between the speaker's native tongue and English increases intelligibility challenges.

Speaking is a fundamental skill in the study of languages to support effective communication and exchange of information and ideas (Mumtaza et al., 2025). The main cause of pronunciation problems for Thai students is the difference between the phonological systems of Thai and English. "Those elements that are similar to the learner's mother tongue will be easy for him, and those that are different will be difficult," according to (Lado, 2022) in his seminal work, *Linguistics Across Cultures*. This idea is known as the Contrastive Analysis Hypothesis, which states that learning challenges and negative transfer will result from structural differences between the first language and second language. The phonological system of Thai, a tonal language, is very different from that of English. (Jirada, 2022) highlights systematic differences, structural differences, and differences in phonetic realization as the three main areas of pronunciation problems in English-Thai.

The difficulty in learning to pronounce a foreign language is not merely physical or technical but more cognitive in nature, as the core challenge lies in how learners mentally process and categorize the sounds of the target language, which differ from the sound patterns they have internalized in childhood through their first language (L1) (Santrika et al., 2025). The phenomenon of *interferensi fonologi* in language learning is a common occurrence among students in various countries. According to (Anindita dan Munandar, 2025), interference in the first language occurs when a person switches from their first language to their second language.

Their research on SMP students studying Jawa Banyumasan reveals that the difficulties in learning English are caused by *fonologi substitution*. This indicates that the primary obstacle to achieving accurate is the difference in the *fonologi* system between the target and source languages. One of the challenges that a foreign language student has is articulating the language's speaking sounds authentically, and if unable to use the same phonological features that native speakers of the language do, the message will almost certainly be misconstrued, and communication will break down (Rafi'i, 2025).

Pronunciation plays a vital role in the learning process of any language, particularly English, where correct articulation directly affects communication and comprehension. For non-native English speakers, especially primary and secondary school students, mastering pronunciation is often one of the most challenging aspects of language acquisition (Ampareng et al., 2025). In the context of English language learning in Southeast Asian countries, local accent is one of the elements that influences students' pronunciation ability (Sahrai, 2024).

Research shows that Thai speakers have particular difficulty pronouncing English sounds that do not exist in the Thai phonological system, such as final consonants and consonant clusters. (Pathanasin et al., 2026). The differences in phonetic structure between tonal Thai and stress-based English result in errors in stress placement and sentence intonation. (Jirada, 2022). At the elementary school level, pronunciation errors influenced by the mother tongue can be a barrier to the development of students' English skills if not addressed properly from the start. (Annisa, 2022). (Osatananda & Salarat, 2020) emphasizes the importance of understanding local accent interference patterns for teachers, so that they can create pronunciation learning strategies that are effective and appropriate to students' needs.

In primary education, pronunciation instruction has advantages because children are better able to form correct speaking habits before they adopt incorrect ways of speaking. (Eni & Liem, 2025). The teenager has a low ability in pronunciation. They got difficulty pronouncing English words including diphthong sounds (Huda & Nasution, 2021). Recent research shows that direct pronunciation instruction is more effective in increasing students' accuracy and confidence in producing correct sounds than indirect teaching methods. (Cerdeña, 2025). (Lin et al., 2024) underlined that teachers at the primary school level play a key role in understanding the elements that influence students' pronunciation learning and creating appropriate teaching methods for bilingual or multilingual learning situations.

The use of technology, such as automatic speech recognition (ASR) and mobile phone apps, has also been shown to improve students' pronunciation skills by providing immediate feedback and more opportunities for practice. (Thomas & Sun, 2023). Therefore, it is important to develop pronunciation learning strategies that are adapted to the characteristics of the influence of local accents on elementary school students so that the achievement of optimal communication skills in English learning can be guaranteed (Ma et al., 2024).

However, pronunciation teaching in elementary schools faces a number of challenges that need to be addressed. One major challenge is the lack of specific training in teacher education programs on how to teach pronunciation, which leaves many teachers feeling insecure and lacking the knowledge to teach pronunciation effectively (Ángeles & González, 2025). In addition, the limited time available for English language learning in elementary schools makes it difficult for

teachers to provide adequate pronunciation practice. (Ping & Tao, 2025). To address this issue, the use of automatic speech recognition technology and computer-assisted pronunciation training provides a promising solution by offering more flexible practice opportunities, rapid feedback, and a stress-free learning environment when speaking (Amrate, 2025). However, the successful use of technology in teaching pronunciation also depends on the teacher's confidence and ability to use these tools efficiently (Georgiou, 2021).

Therefore, this study aims to analyze the influence of Thai accent on the English pronunciation of 5th grade students at Taluban Mosque School, Saiburi, Thailand. Specifically, this study seeks to identify consistent patterns of pronunciation errors based on empirical data from placement tests, reading tests, and interviews, measure students' pronunciation ability levels using standard categorizations, and describe the linguistic and non-linguistic factors that influence these pronunciation errors. The results of this study are expected to provide theoretical contributions in the field of Thai-English contrastive phonology and provide practical implications for pronunciation teaching in Thai EFL contexts, especially in areas with multilingual contexts such as Thailand.

2. Method

This study used a descriptive qualitative approach to analyze the impact of Thai accent on students' English pronunciation. This method was chosen because the research objective was to systematically explain and measure pronunciation error patterns through numerical and descriptive data. This study employed a descriptive qualitative approach to analyze the impact of Thai accent on students' English pronunciation. According to (Doyle et al., 2020), descriptive qualitative research enables researchers to systematically describe phenomena, interpret conditions, and analyze patterns in natural settings.

This approach is particularly suitable for pronunciation error analysis, as it allows for detailed identification, description, and explanation of error patterns (Maiza, 2020). The method was chosen because the research objective was to comprehensively describe and categorize pronunciation error patterns through systematic data collection and analysis. Following the descriptive qualitative tradition, this study focused on building a holistic understanding of phonological interference phenomena (Villamin et al., 2025).

The participants in this study consisted of 30 fifth-grade students at Taluban Mosque School in Saiburi, Thailand. Participants were selected using a purposive sampling technique, with the following criteria: students actively participating in English lessons and willing to participate in the study. Participants' ages ranged from 10 to 11 years, and their native language is Thai.

Three instruments were used to collect data: a placement test to assess general English proficiency, a reading test to analyze pronunciation errors, and a structured interview to obtain in-depth information about pronunciation

difficulties. The placement test consisted of 30 multiple-choice questions with score 1 for one true item and 10 writing questions with score 2 for one true item, the total score was 50 points. The reading test involved pronouncing 10 single words and 10 short sentences that included English sounds that may be difficult for Thai speakers. Interviews were conducted with an English teacher and several selected students using a semi-structured interview guide.

3. Result

The placement test results revealed a varied distribution of students' English proficiency. Of the 30 students who took the test, only 3, or 10%, achieved the excellent category, with scores ranging from 46 to 50. Three students, or 10%, also achieved the excellent category, with scores ranging from 40 to 45. The majority of students fell into the good (8 students or 27%) and fair (9 students or 30%) categories. Meanwhile, 7 students, or 23%, fell into the "needs improvement" category, with scores below 28. These data indicate that most students have lower-intermediate English proficiency, indicating the need for more intensive learning intervention. Analysis of the reading test revealed five main error patterns that consistently appeared across nearly all study subjects.

Table 1. Placement test results

No	Name	Multitple Choice (30)	Writing (10)	Total (50)	Category
1	Afifah Salaemae	29	18	47	Excellent
2	Ahada Taebatu	28	18	46	Excellent
3	Farinda Abdulmajid	28	18	46	Excellent
4	Najmee Saleah	27	16	45	Very Good
5	Nisreen Piya	25	18	43	Very Good
6	Aireen Waming	25	16	41	Very Good
7	Daria Arwaekiji	20	18	38	Good
8	Esishah Salaemae	23	16	39	Good
9	Ibtisam Petsaawang	21	16	37	Good
10	Alya Jeaarsae	20	16	36	Good
11	Sulfa Kodee	20	14	34	Good
12	Balkiss Daelaeh	20	16	36	Good
13	Anfal Usoh	20	14	34	Good
14	Takwa Awaedamae	20	16	36	Good

15	Darai Balsanit	19	14	33	Fair
16	Sitihawa	19	14	33	Fair
	Sulong				
17	Salsbeel	21	10	31	Fair
	Cheglong				
18	Sarifah Pasah	19	12	31	Fair
19	Nur Farhaana	22	10	32	Fair
20	Siti Ameeraa	18	14	32	Fair
21	Yumna Naqee	19	12	31	Fair
22	Nurhayatee	21	12	33	Fair
23	Fatimah Aisha	17	14	31	Fair
24	Sofiah Han	18	8	26	Needs
					Improvement
25	Balqees	13	6	19	Needs
	Syaafna				Improvement
26	Husnaa Awe	14	6	20	Needs
					Improvement
27	Shireen	15	4	19	Needs
					Improvement
28	Farida Nur	12	4	16	Needs
					Improvement
29	Humairaah	9	6	15	Needs
					Improvement
30	Nazwaa Farhee	9	4	13	Needs
					Improvement

The first error pattern was the substitution of the phoneme /v/ for /w/ or /b/. The most frequent examples were pronouncing the words "vegetable" as /wejetebel/ or /bejeteabel/; "view", /wiu/ or /biew/. This error occurs because the phoneme /v/ is absent from the Thai phonological system, so students substitute it with the closest sound in their native language. Error pattern is the substitution of the dental fricatives /θ/ become /t/, /d/ or the alveolar fricative /s/. The word "thousand" is pronounced as /tao-san/ or /sao-san/, "thank you" as /tengyu/, and "this" as /dis/. The sounds /θ/ is accent in Thai, so students tend to substitute them with the closest articulation in their phonological repertoire.

The second error pattern is the omission of final consonants (final consonant deletion). Common examples include the pronunciation of "bright" as /brai/, "good" as /goo/ and "big" as /bik/. This phenomenon occurs because Thai has a strict rule on consonants that can appear in word-final positions. Thai only allows eight consonants in final position and does not allow consonant clusters, so students tend to omit final consonants in English.

The third error pattern is the addition of vowels at the end of words (vowel epenthesis). The word "library" is pronounced /lai-ba-lee/, "market" becomes /ma-ket/, and "comfortable" becomes /kom-for-ta-bun/. This added vowel occurs because Thai syllables tend to be open (ending in vowels), so students unconsciously add vowels to follow the pattern of their native language.

The fourth error pattern is the pronunciation of /r/ that is not clear or changes. The word "teacher" becomes /tice/, and "computer" becomes /kompute/ loses its clear /r/ sound and sometimes /r/ become /l/. The word "very" become /weli/, "sorry" become /solli/. The /r/ sound in Thai differs from English, so negative transfer occurs in the pronunciation of this sound.

The findings of this study align with contrastive studies of Thai and English phonology, which show that differences in the sound systems of the two languages are a major source of pronunciation errors. Thai has around 9-12 vowel sounds, while English has 15-20, including diphthongs. This difference in the number and quality of vowels makes it difficult for students to distinguish and pronounce English vowels accurately.

Table 2. Reading test results

No	Word	Average Students' Reading Comprehension	Thai Accent Influence Notes
1	Vegetable	We- jet- ta-bul/ be-jet-ta-bel	/v/ as /w/,
2	View	Wiu/biew	/v/ as /w/
3	Thousand	Tao-san/ sao-san	/th/ as /t/s/
4	Thank you	Tengyu	/th/ as /t/
5	This	Dis	/th/ as /d/
6	Bright	Brai	Final consonant deletion /t/
7	Good	Goo	Final consonant deletion /d/
8	Big	Bik	Final consonant deletion /g/ as /k/
9	Library	Lai-ba-lee	vowel epenthesis
10	Market	Ma-ket	vowel epenthesis
11	Comfortable	Kom-for-ta-bun	vowel epenthesis
12	Teacher	Tice	/r/ not clear
13	Computer	Kompute	/r/ not clear
14	Very	Weli	/r/ not clear
15	Sorry	Solli	/r/ not clear

Interviews with teacher revealed that the pronunciation teaching methods used were still conventional, primarily through repetitive drills and modeling. Facilities for listening and speaking practice were also limited. Teachers acknowledged that the Thai accent was significant, especially since students were rarely exposed to English outside of the classroom. The main barriers to pronunciation teaching were students' shyness about speaking English and limited learning time.

Interviews with 10 selected students revealed that they used Thai and Pattani Malay in their daily communication, with very little exposure to English outside of school. Most students considered pronunciation to be the most difficult aspect of learning English. However, they demonstrated positive attitudes toward pronunciation learning, especially when engaging methods such as videos, songs, and games were used.

The findings of this study have important implications for pronunciation teaching in the Thai EFL context. First, teachers need a deep understanding of the phonological differences between Thai and English to be able to identify students' specific difficulties. Second, pronunciation teaching should be systematic and focus on problematic sounds, rather than relying solely on natural exposure. Third, the use of technology and audio-visual media can increase students' exposure to authentic English pronunciation.

This study also demonstrates the importance of a contrastive approach in foreign language teaching. By understanding predictable error patterns based on L1 and L2 differences, teachers can design more effective and targeted learning activities. Strategies such as minimal pair exercises, tongue twisters, and specific pronunciation exercises can help students overcome pronunciation difficulties stemming from L1 interference.

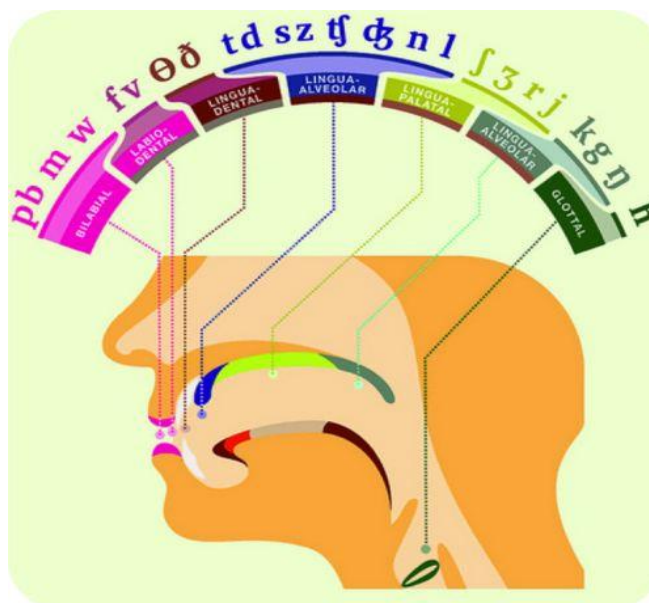


Figure 1. Phonetics, Phonology Speech Sounds Produce

4. Discussion

This investigation reveals substantial evidence of phonological interference stemming from Thai accent patterns on English pronunciation among fifth-grade students at Masjid Taluban School. The findings align closely with contrastive analysis predictions regarding systematic error patterns that emerge when learners transfer phonological features from their first language to the target language. The five principal error categories identified in this study—phoneme substitution, fricative replacement, final consonant deletion, vowel epenthesis, and rhotic modification—demonstrate consistent patterns attributable to fundamental differences between Thai and English phonological systems.

Phoneme Substitution Patterns

The substitution of /v/ with /w/ or /b/ constitutes the most prevalent error pattern observed across nearly all participants. This phenomenon directly corresponds to the absence of the labiodental fricative /v/ in the Thai phonemic inventory. Thai speakers typically substitute this sound with either the bilabial approximant /w/ or the bilabial stop /b/, both of which exist in their native phonological system. This finding corroborates earlier research which documented similar substitution patterns among Thai EFL learners. The frequency and consistency of this error suggest that explicit phonetic instruction targeting the distinction between /v/, /w/, and /b/ should be prioritized in pronunciation curricula for Thai learners.

The replacement of English dental fricatives /θ/ and /ð/ with alveolar stops /t/ and /d/, or with the alveolar fricative /s/, represents another systematic error pattern rooted in L1 phonological constraints. Thai lacks dental fricatives in its sound system, compelling learners to approximate these unfamiliar sounds using phonetically proximate segments available in their L1. This substitution pattern has been extensively documented in studies of Thai-accented English and reflects a universal tendency in second language acquisition whereby learners substitute L2 sounds with the nearest phonetic equivalent from their L1 repertoire.

Syllable Structure Modifications

The deletion of final consonants emerged as a particularly robust error pattern, occurring across 83% of the reading test samples. This phenomenon stems from fundamental differences in syllable structure between Thai and English. Thai exhibits a highly restricted syllable-final consonant inventory, permitting only unreleased stops /p/, /t/, /k/, and the nasals /m/, /n/, /ŋ/ in coda position. Consequently, when confronted with English words terminating in consonants outside this limited set, Thai learners systematically delete these sounds to conform to their L1 syllable structure constraints. This error pattern, while predictable from a contrastive analysis perspective, poses significant challenges for intelligibility, as final consonants often carry crucial grammatical information in

English, such as plural and past tense markers.

Conversely, vowel epenthesis—the insertion of additional vowel sounds at word boundaries—represents the complementary manifestation of L1 syllable structure transfer. Thai syllable structure strongly favors open syllables (CV), leading speakers to insert schwa-like vowels after consonant clusters or word-final consonants to create more familiar syllable patterns. This phenomenon was particularly evident in multisyllabic words such as "library" (pronounced as /lai-ba-lee/) and "comfortable" (rendered as /kom-for-ta-bel/). These modifications serve to resolve phonotactic constraints violations and align English words with Thai syllable structure.

Suprasegmental Features

The inconsistent realization of the English rhotic /r/ reflects interference from Thai's distinct treatment of this phoneme. Thai employs an alveolar trill or tap in certain phonological contexts, which differs substantially from English approximant /r/. Participants frequently produced weakened or substituted variants of English /r/, particularly in syllable-final position and in consonant clusters. This finding aligns with broader patterns observed in Asian varieties of English, where rhotic consonants undergo systematic modifications influenced by L1 phonological systems.

Although the present study focused primarily on segmental errors, informal observations during data collection suggested that suprasegmental features, including word stress placement and intonation contours, were also affected by L1 transfer. Thai, being a tonal language, utilizes pitch primarily at the syllable level for lexical distinction, whereas English employs stress-timed rhythm and phrasal intonation patterns for both lexical and pragmatic functions. This fundamental typological difference warrants systematic investigation in future research, as suprasegmental errors can significantly impact communicative effectiveness even when segmental accuracy is relatively high.

Pedagogical Implications

The results of this investigation carry important implications for pronunciation instruction in Thai EFL contexts, particularly at the primary education level. First, the systematic nature of the observed error patterns suggests that teachers would benefit from explicit knowledge of contrastive phonology between Thai and English. Understanding which English sounds lack direct equivalents in Thai enables educators to anticipate learner difficulties and design targeted instructional interventions. Teacher professional development programs should incorporate contrastive phonological analysis as a foundational component of pronunciation pedagogy training.

Second, pronunciation instruction should adopt an explicit, form-focused approach rather than relying solely on implicit exposure and modeling. While naturalistic language acquisition may suffice for some linguistic features, pronunciation—particularly for sounds absent from the L1—typically requires conscious attention and deliberate practice. Instructional techniques such as minimal pair discrimination drills, articulatory demonstrations using visual aids and mirrors, and focused repetition exercises targeting problematic segments have demonstrated efficacy in previous intervention studies. The integration of such techniques into regular classroom instruction could help prevent the fossilization of pronunciation errors observed when explicit instruction is delayed until late childhood or adolescence.

Third, the incorporation of technology-mediated pronunciation practice offers promising avenues for supplementing face-to-face instruction. Automatic speech recognition (ASR) systems and computer-assisted pronunciation training (CAPT) applications can provide learners with immediate feedback and unlimited practice opportunities, addressing the time constraints that teachers cited as obstacles to adequate pronunciation instruction. However, successful technology integration depends critically on teacher beliefs, competence, and willingness to adopt these tools. Professional development initiatives must therefore address not only the technical aspects of using pronunciation technology but also the pedagogical principles underlying effective technology-enhanced instruction.

a. Limitations and Future Research Directions

Several limitations of this study warrant acknowledgment and suggest directions for future research. First, the sample was restricted to fifth-grade students at a single sex students, limiting the generalizability of findings to other age groups, proficiency levels, and geographical contexts. Longitudinal investigations tracking pronunciation development across multiple grade levels would provide valuable insights into developmental trajectories and critical periods for pronunciation acquisition. Additionally, comparative studies examining pronunciation patterns across different regions of Thailand could elucidate the influence of regional dialect variation on English pronunciation.

Second, this study employed primarily qualitative error analysis based on researcher transcriptions of student recordings. Future research would benefit from incorporating acoustic phonetic analysis using instrumental measures such as voice onset time, formant frequencies, and duration measurements. Such objective measurements would enable more precise characterization of pronunciation deviations and facilitate statistical analysis of error patterns. Moreover, perceptual studies examining how different types and degrees of Thai-accented pronunciation affect intelligibility and comprehensibility for various listener groups would have important practical implications for determining pedagogical priorities.

Third, while this study documented pronunciation error patterns, it did not include an experimental intervention component. Controlled intervention studies comparing the effectiveness of different pronunciation teaching approaches for Thai learners would provide actionable evidence for pedagogical practice. Particularly valuable would-be research examining optimal timing for pronunciation instruction, the relative effectiveness of explicit versus implicit approaches, and the role of individual difference variables such as phonological working memory, aptitude, and motivation in pronunciation learning outcomes.

Finally, future research should investigate the role of attitudes and identity factors in shaping pronunciation goals and outcomes for Thai EFL learners. The English as a Lingua Franca (ELF) paradigm has prompted reconsideration of native-like pronunciation as the appropriate target for L2 learners, emphasizing instead intelligibility and communicative effectiveness in international contexts (Wang & Wen, 2023). Studies exploring Thai learners' and teachers' beliefs about pronunciation goals, acceptable degrees of foreign accent, and the relationship between pronunciation and speaker identity would inform more culturally responsive and learner-centered pedagogical approaches.

5. Conclusion

This study has documented systematic patterns of phonological interference arising from Thai accent influence on English pronunciation among primary school learners at Masjid Taluban School, Sai Buri, Thailand. The five principal error categories identified—/v/ to /w/ or /b/ substitution, dental fricative replacement, final consonant deletion, vowel epenthesis, and rhotic modification—demonstrate the predictive validity of contrastive analysis in accounting for L2 pronunciation difficulties. These error patterns stem fundamentally from typological differences between Thai and English phonological systems, including divergent phonemic inventories, syllable structure constraints, and suprasegmental features.

The placement test results revealed that the majority of 30 fifth-grade students exhibited lower-intermediate English proficiency, with only 10% achieving excellent category (scores 46-50), 10% very good category (scores 40-45), 27% good category, 30% fair category, and 23% in the needs improvement category. The reading test analysis further confirmed that Thai accent significantly influences students' English pronunciation, with systematic error patterns appearing consistently across nearly all participants. These findings underscore the critical importance of addressing pronunciation systematically in Thai EFL curricula, particularly at the primary education level when phonological plasticity remains relatively high.

The research findings align closely with contrastive analysis hypothesis predictions, demonstrating that structural differences between Thai and English phonological systems constitute the primary source of pronunciation difficulties. The absence of certain phonemes in Thai (such as /v/ and dental fricatives /θ/ and

/ð/), restricted syllable-final consonant inventory, preference for open syllable structure, and distinct treatment of rhotic consonants all contribute to systematic and predictable error patterns in English pronunciation. This confirms earlier research on Thai-accented English and validates the continued relevance of contrastive phonological analysis in understanding L2 pronunciation challenges.

Effective pronunciation instruction for Thai learners requires explicit attention to contrastive phonology, form-focused teaching techniques, and sufficient instructional time and resources. The conventional teaching methods currently employed—primarily consisting of repetitive drills and modeling—appear inadequate for addressing the systematic challenges Thai learners face in acquiring English pronunciation. Teachers need comprehensive training in pronunciation pedagogy, including contrastive phonological analysis, error diagnosis techniques, and evidence-based instructional strategies. Professional development programs should equip educators with both theoretical knowledge of second language phonology and practical skills for implementing effective pronunciation instruction.

The integration of technology-mediated practice tools, such as automatic speech recognition (ASR) systems and computer-assisted pronunciation training (CAPT) applications, offers promising potential for augmenting classroom instruction. These technologies can provide learners with immediate feedback and unlimited practice opportunities, addressing the time constraints and limited exposure to authentic English that teachers identified as major obstacles. However, successful implementation depends on concurrent development of teacher competencies, positive attitudes toward technology use, and adequate institutional support for integrating these tools into the curriculum.

Beyond documenting error patterns and their linguistic origins, this research highlights critical gaps in current pronunciation teaching practices in Thai primary schools. The limited time allocated for English instruction, insufficient teacher training in pronunciation pedagogy, minimal exposure to authentic English outside the classroom, and students' shyness about speaking English all represent significant barriers to developing accurate pronunciation. Addressing these challenges requires coordinated efforts across multiple levels: curriculum design that allocates adequate time for pronunciation practice, teacher education programs that incorporate substantive phonological training, materials development that provides systematic pronunciation exercises, and educational policies that support comprehensive English language instruction from the primary level.

The findings of this study also raise important questions about pronunciation goals and standards in Thai EFL contexts. While this research adopted native-like pronunciation as the implicit benchmark for assessing student performance, recent scholarship on English as a Lingua Franca (ELF) has challenged the necessity and appropriateness of native-speaker norms. From an ELF perspective, the primary

goal should be intelligibility and communicative effectiveness in diverse international contexts rather than conformity to native speaker pronunciation. Future curriculum development and teacher training in Thailand might benefit from engaging with these debates and considering what pronunciation standards best serve Thai learners' actual communicative needs in an increasingly globalized world.

From a broader theoretical perspective, this study contributes to understanding of crosslinguistic influence in second language phonological acquisition. The systematic and predictable nature of error patterns observed demonstrates the continued relevance of contrastive analysis, when appropriately constrained and integrated with insights from interlanguage theory and universal developmental processes. While not all pronunciation difficulties stem from L1 transfer—some result from universal learning processes or developmental constraints—the findings confirm that L1 phonological transfer remains a significant source of systematic errors, particularly for sounds and structures absent from the learner's native language.

In conclusion, this investigation provides empirical evidence that Thai accent exerts substantial influence on English pronunciation among primary school students, manifesting in systematic and predictable error patterns rooted in phonological differences between the two languages. The research demonstrates that 30% of students achieved only fair pronunciation ability, with 23% requiring significant improvement, indicating that current instructional approaches are insufficient for most learners. Addressing these challenges effectively requires comprehensive reforms encompassing teacher education, curriculum development, instructional methodology, and resource allocation. Only through such coordinated, evidence-based interventions can Thai primary schools provide students with the pronunciation skills necessary for effective communication in English.

Future research should extend these findings through longitudinal investigations tracking pronunciation development across multiple grade levels, instrumental phonetic analysis providing objective acoustic measurements, controlled intervention studies comparing different teaching approaches, examination of suprasegmental features and their impact on intelligibility, investigation of regional variation in Thai-accented English pronunciation, perceptual studies assessing how pronunciation errors affect comprehensibility for different listener groups, and exploration of learner and teacher attitudes toward pronunciation goals and standards.

Such research would advance both theoretical understanding of L2 phonological development and practical knowledge needed to design effective, culturally responsive pronunciation instruction for Thai learners and other populations facing similar challenges in acquiring English pronunciation.

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