

Abstract

Khoiruddin, Muhammad (2025). Indonesian Pre-service Teachers' Perspective on Thai Students' Pronunciation in learning English: A case Study in a Thai School.

This study explores the perspectives of Indonesian pre-service English teachers regarding the pronunciation challenges experienced by Thai students learning English as a foreign language. Conducted as a qualitative case study at a Thai secondary school, the research investigates specific phonological difficulties Thai learners encounter, such as misarticulation of the /l/, /v/, and final consonant sounds, as well as issues related to stress and intonation. These challenges are rooted in the phonological differences between Thai and English and are often exacerbated by limited classroom time for pronunciation practice, curriculum constraints, and minimal exposure to authentic English usage.

Through semi-structured interviews and classroom video analysis, this research uncovers how Indonesian pre-service teachers interpret these pronunciation issues and adapt their teaching strategies accordingly. Participants frequently reported substitutive errors such as pronouncing “ball” as “bon” and “interview” with a /w/ instead of a /v/. The study highlights how pre-service teachers employ various methods, including modeling, repetition, and corrective feedback, despite limited training in pronunciation pedagogy. Their insights shed light on the complex interplay between language transfer, learner anxiety, and instructional preparedness.

The findings emphasize that while pronunciation is essential for intelligibility and communicative competence, it remains marginalized in Thai EFL classrooms due to systemic and pedagogical limitations. Indonesian pre-service teachers often feel underprepared to teach pronunciation effectively, reflecting broader gaps in teacher education programs. However, their cross-cultural experiences provide unique and valuable perspectives that can inform future pronunciation instruction in similar EFL contexts.

The study offers both theoretical and practical contributions. Theoretically, it adds to the growing body of literature on cross-linguistic phonological challenges and teacher cognition in Southeast Asian EFL settings. Practically, it underscores the need for enhanced pronunciation training in teacher preparation programs and calls for curriculum reforms that prioritize oral skills. By giving voice to pre-service teachers' classroom reflections, this research bridges the gap between linguistic theory and pedagogical practice in the teaching of English pronunciation.

Keywords: Indonesian pre-service teachers, Thai EFL learners, pronunciation challenges, phonological interference, English language teaching, intelligibility, teacher perspectives, Southeast Asia