

# Thai Pronunciation: Problems and Solutions to Improve Speaking Skills in Ethnic Student Teachers

Pongsakorn Sommit<sup>1\*</sup>, Boonrawd chotiwachira<sup>2</sup>, Jarunee Dibyamandala<sup>3</sup>, Sira Somnam<sup>4</sup>

<sup>1,2,3,4</sup> Faculty of Education, Chiang Mai University, Thailand

<sup>1\*</sup>Corresponding author email: The\_masterart@hotmail.co.th

## ABSTRACT

This article aimed to study the problem of speaking Thai language among ethnic group of students, develop a method of second language learning and teaching, analyze the solution method of Thai pronunciation problems among ethnic learners and propose a conceptual framework of problem solving models for Thai pronunciation of ethnic student teachers as a guideline to improve their speaking skills in the standard Thai language format. The results showed that the problem of Thai speaking in ethnic groups was mainly due to difficulties in pronunciation to consonants, vowels, and intonation marks. There were 4 types of influences by the native language; unmatched sounds between the native language and the standard Thai language, sound replacement, sound muting and pronunciation addition. These were obstacles for ethnic student teachers who needed to use standard Thai language for teaching as it directly affected the role model image when they encountered Thai speaking difficulties, causing lack of speech confidence and courage in public speaking and led to becoming social isolated. The Thai speaking solution model for ethnic student teachers would be an effective guideline to help ethnic student teachers speak Thai correctly.

## Keywords

Thai pronunciation, Thai speaking problems, Ethnic student teachers, Standard Thai language

## Introduction

Thailand is located in the mainland Southeast Asia which is rich in ethnic diversities with different races, religions, cultures and lifestyles. Each ethnic group has a distinctive character that expresses unique identity, resulting in language differences during communication, both in the form of sounds and symbols which were built from creativity and accumulation in the nation and were passed down in every generation.

There are more than 70 million people in different parts of Thailand with more than 70 different spoken languages. The languages used by different ethnic groups can be divided to the Chinese-Tibetan, the Hmong-Mien, Austronatan, Austro-Asiatic and the Tai-Kadai language family. Southeast Asia has a total of more than 1,000 languages and there can be 7,000 languages worldwide (Premisrat, 2002). For Thailand, it has a recognized standard Thai language for both speaking and writing and is used as a common language in a whole country through the same accent and form for official and educational communication or in formal situations when reading, writing, especially speaking which is an important factor for a successful communication because it can quickly connect information, needs and thoughts of people (Harris 1988: 81-82). Therefore, the ethnic groups in Thailand are need to speak Thai language for career purposes, communication and education, and to be accepted as a part of the culture without feeling alienated. According to the national education policy and strategy, it aims to make everyone learn and realize the importance of using Thai as the national and official language, and also allow foreigners to learn and effectively use Thai language. The ethnic groups living in Thailand, thus need to be able to use standard Thai language in order to show that they are also parts of society that should not be treated with inequality, discrimination and alienation. This can be considered to correlate with the social linguistic dimension

that emphasizes the importance of standard language as a beautiful and correct language that is socially accepted. Those who speak or write standard language are perceived with honor and dignity or higher social status, while nonstandard languages are viewed as underdeveloped, disabled, uncompleted and not socially accepted language (Wardhaugh, 2002).

According to educational statistics in each academic year, a large number of ethnic students have enrolled in different faculties of higher education institutions, which is in line with the report from Churaiporn Jitpitak in 2010, stating the increasing number of ethnic students in higher education institutions in the North of Thailand, especially the faculty of education that produces student teachers for a teaching career that can provide stability and guarantee the government service for those who receive caring bureaucracy.

However, from the author's experience of teaching Thai language to ethnic student teachers who aim to become persuade teaching career in the future To pass on the knowledge of the subjects studied to the students, ethnic students are still struggled to speak Thai language correctly following the standard Thai language principle for pronunciation of consonants, vowels and tones. This is directly caused by the influence of mother language. Speaking is one of the essential elements of teaching and all subjects are required to be taught by using standard Thai language. Problems in speaking, especially if the speech is not clear, definitely affects the use of Thai language, causing lack of speaking confidence and assertiveness in front of people. It can lead to alienation and feeling isolated. In the author's opinion, ignoring these ethnic learners' problems can lead to more accumulated problems in the long run, which directly affects the image of teachers who use Thai language for teaching as it is considered an important feature of Thai teachers.

Therefore, the researcher has tried to address the problem of Thai pronunciation among ethnic students, synthesize the method of second language teaching and propose a conceptual framework to solve the problem of Thai pronunciation in the ethnic group learners. The solution guideline will also be useful for promoting their Thai language proficiency.

## The Synthesized Research Study

### Ethnic groups: Meaning and classification according to language group characteristics in Thailand

Ethnic group is a group of people who believe that they have inherited the blood line together due to the similarity of either physical characteristics or traditions or both, or it may arise from recognition during a certain period of time or a period of immigration (Anek Rakngern, 2010). The definition of ethnicity must contain a sentimental crucible, such as language of communication, the common beliefs in tales or stories and the historical context in which the group have common experiences.

Thailand is a country of ethnic group diversity. Each group is different in race, religion, culture and lifestyle, thus resulting in language diversity in Thailand. Ethnic groups in Thailand are divided into 5 groups according to languages they use: 1.) Sino-Tibetan language groups, namely the Karen (Kajudphai Burutphat, 1995) 2.) Mong- Mien language group, such as Mien (Yao), a group who have originated from China and called themselves "Mien", meaning human, also known as "Yao" 3.) Austronian language group, such as Moken or sea gypsies, a group of nomadic people living in the Andaman Sea area, mostly called "Chao Le" (Pratueng Kruehong, 1996) 4.) Tai-Kadai language group, such as Tai Dam (Lao Song), originally residing around Guangxi, Yunnan and Tangkia before immigrating into Phetchaburi province of Thailand during Thonburi period together with the Lao people from Vientiane (Somsong Burut Phat, 1981) 5.) Austro-Asiatic language group, such as Kuai in the Kaeng Saphue region, Khong Chiam District, Ubon Ratchathani Province, in the Northeast of Thailand. (Soros Sirisai, 1995)

In conclusion, there are many ethnic groups in Thailand according to the language group nature, which can be distributed to different regions of the country. It is therefore essential for these ethnic groups to be able to communicate with Thai language correctly in order to live and work in Thailand. The standard principle of Thai language is recognized as a proper language for both speaking and writing. It is used as a common language with the same accent throughout the whole country when communicating in government circles, schools, major social institutions and in formal situations, especially in the capital of the country (Kanjana Naksakul, 1998).

Standard Thai chosen by persons who are in charge in politics, government, economy and society. The language is compiled for everyone to use as a standard and available in all industries and professions. However, it can be improved, changed and developed in accordance with the advancement

of society and technology. Also, it is a language that is recognized by others as a national language.

The standard Thai language has its own principles, and is a major language used among Thai people. It is mandatory that ethnic student teachers must try to understand, speak, study in order to speak Thai correctly following the standard to reduce social friction and increase the negotiation power related to work and the right of ethnic group, as well as to be the role model teacher. There are some problems in the language system that lead to difficulties in learning and practicing Thai language speaking for those who want to speak Thai correctly.

### Problems of speaking Thai language among ethnic student teachers

The standard Thai language has a clear sound system. From the study, ethnic student teachers encounter a problem in speaking caused by Thai pronunciation which is different from their mother tongue pronunciation system. Therefore, similar and dissimilar parts in some ways can affect their pronunciation ability. This corresponds to the report by Kim (2012) that the problem occurred by mother tongue pronunciation is found in all languages around the world, for example, a major problem in learning French due to three main reasons: 1.) The influence of the mother tongue 2.) The influence of English as the first foreign language, and 3.) The complexity of phonetic rules in French. The same problem caused by English vowel pronunciation also arises when Turkish learners learn English (Hismanoglu & Hismanoglu, 2011). Their ability to speak English depends on skills to learn vocabularies, structures, and conversation practice, etc. (Krishasamy & Mell, 2017). Analysis of pronunciation problems of ethnic student teachers help identifying the conclusion and addressing the main issues that cause problem in speaking other language as follows:

1. Sound replacement (Substitution) is the sound that is replaced by sub-sound or word element. The ethnic student teachers cannot pronounce this type of sound because their mother language does not have the same word element. It may be due to inability to recognize Thai alphabets, lack of training for pronunciation accuracy, and becoming used to inaccurate pronunciation which can be divided into substitution of tones (the tonal unit is replaced by a sub-tone or another tonal unit), substitution of consonants (the sound of consonant unit in Thai language are replaced by the sound of another consonant due to the absence of that consonant sounds in the mother tongue), and substitution of vowels (some vowel sounds do not appear in the mother tongue, causing confusion between short and long vowels, together with difficulty in pronunciation of the compound vowels in Thai language, which is totally different from the students' mother language).

2. Sound muting (Omission) is the act of not pronouncing the sound in the position where it appears without sound replacement. Ethnic student teachers tend to avoid and skip over the word they don't know how to pronounce until becoming used to it while speaking. In some cases, even though they already know and understand the meaning of the word that contains diphthong, they are still unable to

pronounce that word. This is the influence of the mother language that does not have the same group of sounds. The omission of the desired sound can be applied to diphthong (the words formed by combining two sounds is pronounced as one sound instead), consonant in the last syllable (the final consonant where the sound must appear is ignored and removed since the sound cannot be pronounced properly), and some certain syllables (the pronouncing group of sounds in some positions of the sentence are skipped for the reason that words in such positions cannot be pronounced).

3. Sound addition (Insertion) occurs when ethnic student teachers pronounce certain sounds or groups of words that are not part of Thai words in the speaking context. This is mainly due to inaccuracy of Thai speaking, especially for some academic vocabularies, difficult words, Pali-Sanskrit words and combined words. The pronunciation problems due to sound insertion arise from insertion of sound (due to lack of proficiency and understanding of Thai vocabularies), insertion of syllables (a group of sounds is added even though it is not a part of the word to be spoken) and incorrect separation of phrases and syllables (the sound groups are separated incorrectly during speech but with the same numbers of syllables). This is mainly due to inaccurate usage of Thai language and insecurity in Thai speaking.

Thai pronunciation difficulty of ethnic student teachers is an important problem that interrupts the development of speaking Thai language correctly in accordance with the standard Thai language format. A solution is needed, therefore the author has synthesized the teaching method of a second language to serve as a guideline that helps these ethnic students for accurate and clear pronunciation.

### **Second language teaching: An Essential Guide to solve Thai pronunciation problems**

Second language teaching is a method to solve the problem of Thai pronunciation of ethnic student teachers since the important point is to consider the problem holistically to reach the solution goal in Thai speaking. From literature review, a second language teaching needs an important component that helps promoting and improving for better study. Many academic researchers have mentioned this element (Somsak Phuwapadawat et al., 2010) and also concluded that ones' language perceived by learning is different from the way they perceive their own language because they may not be able to study naturally but have to rely on other factors. The learner factor includes age and time spent studying which must not be less than 600 hours continuously. The situational factor, such as environment around students, offers hands-on experience to use Thai language continuously. The teacher factor influences students to keep learning constantly by giving extra encouragement. Lastly, the media and innovation factor should be completed to promote seeking skills and serve as appropriate tools for learning management.

Jararin Surinjak (2011) stated that to learn a second language, psychological elements are required to involve in teaching and learning. The age of the learner is not an important issue to define a person's achievement. Instructors should provide enough time for learners for better results. In

addition, the fact that students realize benefits of learning will inevitably increase motivation from setting goal through enthusiasm and readiness so that they are not discouraged and bored. Situations serves as environments that surround learners, including things, people, and media to provide real experience arrangement. Teachers are also an important factor that greatly influences student's learning. So, teachers need to be skillful, passionate and always seeks for knowledge.

In 1983, the researcher named Lightbown offered a list of essential teaching elements for a second language. Anyone, whether it is young children, adolescents, or adults, can acquire a second language by systematically relating the mother tongue to the second language, with problems similarly to a child's language error when learning the first language. It is necessary that learning a second language always requires the first language as base. There are clear steps to learn a second language starting from the basic structure before entering the next higher level and practice makes perfect learning. Understanding the language does not mean being competent to use the language to communicate. Correcting errors during each time the mistakes obviously occurred has no effect on changing language behavior. Adult learners' ability to acquire a second language equally to native speakers is limited and spending one hour a day learning a second language cannot give a good result. It is necessary for learners to daily use and be in that language environment. Difficulties in learning a second language are caused by complexity. Mostly, learners are able to understand the language meaning when it is rather in the context but cannot express in a linguistic way by speaking, reading and writing as much as what they understand from speaker's communication or interpretation. There are five hypotheses involved in learning a second language (Krashen and Terrel, 1981)

1. The Acquisition Learning Hypothesis: Learning acquisition is similar to learning the first language or mother tongue. Learning from daily communication creates natural language skill. Another is an unnatural type which is more of grammatical correction.

2. The Natural Order Hypothesis: Learning the language rules is in order from the basis to other higher structures and the learning order is similar for learners of all ages, whether children or adults.

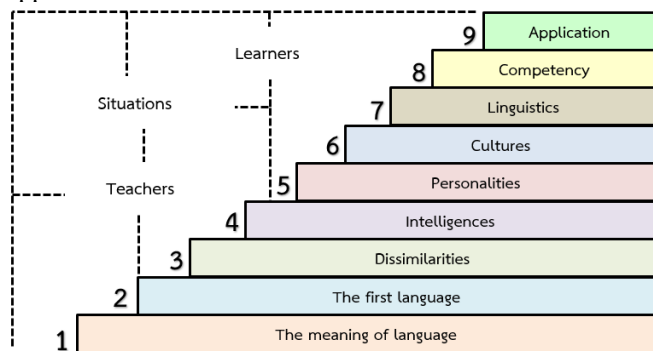
3. The Monitor Hypothesis: Learning the language rules is a little part helping learners to learn language. The rules only help to validate or correct the language and suit learners with limitations under three conditions. Learners must have enough time, pay attention to the pattern and accuracy of language, and know the rules that belong to the second language.

4. The Input Hypothesis: Ones can learn more languages over time from what they hear or read. For example, young children learn language by listening to what adults say. Using gestures and pictures helps children understand better and unknowingly learn language.

5. The Affective – Filter Hypothesis: Attitude to learning is a factor that influences the success of language learning. This is in line with the research from Shah Othman & Senom (2017) that attitudes have effects on efficiency of

learning, teaching and training. It also plays an important role as a component of teaching language pronunciation. From the review, the author has synthesized 9 steps of understanding for success in a second language teaching as follows:

1. The teacher must understand the meaning of language, learning, the context of classroom and teaching.
2. The teacher must understand and has knowledge how to make students have deep understanding in the first language and how to teach them the second language.
3. The teacher must understand several important differences between young children and adults and realize that there are dissimilarities between the first and second language.
4. Learning a second language is a part of common human learning and intelligence.
5. The teacher must pay more attention to personality, self-view and expression during communication as they have effects on the quantity and quality of a second language learning.
6. The teacher must focus on learning a second culture in every aspect as it is a part of a second language.
7. The teacher must know the linguistic differences between the mother tongue and the second language. The creative process to seek for a system pattern between two languages should allow students to participate actively in using internal and external resources with a facilitated systematization and evaluation of similarities and dissimilarities between the two languages to reduce errors.
8. The teacher must study academic competency which is the ultimate goal of learning language for communication by verbal conversation, as well as non-verbal interactions and negotiations. All are fundamentals of learning a second language.
9. Teaching and learning a second language need to cover all involved elements as much as possible, and should be applicable at the same time.



**Fig 1** Nine steps of understanding for success in learning and teaching a second

The second language teaching method is considered to be a guideline to apply and solve the problem of Thai pronunciation which is a skill that ethnic student teachers have used on a regular basis. The second language learning method was linked to solutions of Thai pronunciation problem among ethnic learners. The results of study are summarized by the author and presented in the next topic to

have a clear picture of solving Thai pronunciation problem in a concrete way.

### Solution to Thai language pronunciation problems among ethnic learners

The author studied to find a solving method of Thai pronunciation problem in ethnic group learners in order to create suitable guidelines for their development of Thai speaking skills. There was several researches involved which focused on solutions to Thai pronunciation of ethnic learners, such as a study on computer systems for searching useful information for pronunciation teaching (Witt, 2012), the research on creating applications to help Grade one students who spoke Akor and Muser with reading aloud difficulty (Natruthai Arunsirot, 2020) and the research on developing a practice reading book for Chinese students to learn and pronounce Thai vocabularies, using a case study of students in Yunnan province, People's Republic of China (Arphaporn Dithalek, 2001) to solve the problem of Thai pronunciation using general principles to correct speech obscurity as follows:

1. To suggest problems in a person's speech; by listening to learner's own voices from the recording tape to compare with the correct speech recorded by the instructor and analyzing if there is any flaw in the speech.
2. To emphasize the importance of correction; by listening to the incorrect speech from the recording tape, radio or from teachers and friends to realize that unclear speech makes it difficult to convey the meaning. Then, the learner listens to the correct speech from the tape, radio or good examples with suggestion from the teacher that the clear speech also represents good personality and improves personality.
3. To correct the problematic speech; step1.) Practice listening to distinguish between wrong and correct sounds and train the pronunciation by exercising organs of speech, such as lips, tongue, jaw, as well as doing breathing exercises to increase pronunciation efficiency while practicing pronunciation.

From literature review, the author found that the solution pattern most frequently used to solve the problem of speaking Thai language were as follows:

1 Phonetic Placement Method; Learners observe teacher's pronunciation. Where is the position in the mouth touched by the teacher's tongue? How does the mouth shape, for example, the tip of the tongue touches the gum button for "j" consonants, the mouth is round wrapped when pronouncing the "ooh" vowel, etc. This method is used together with mirror practice. Learners observe and follow teacher's pronunciation while being monitored by the teacher.

2. Stimulus-Response Method; Another popular method for solving Thai pronunciation problems, which the teacher correctly pronounces the words that learners cannot speak clearly, allowing learners to observe and then try the pronunciation. If learners pronounce wrongly, the teacher will correct it and let them try again. The teacher gives compliments and encourages learners when the pronunciation is correct.



3. Motor-Kinesthetic Method; A method that uses sensation to help learners practice pronunciation correction. For example, the teacher suggests learners to press their index finger on the side of the nose while pronouncing “u”, resulting in feeling the echo sound in the nasal cavity which means it is pronounced wrongly.

4. Feedback Technique; Another interesting method that to solve the phonetic problem. Learners will be able to hear their own voices from the recording audio or during the time of pronouncing by covering the mouth and ears while making sounds in order to hear along with the voice of the teacher to be able to compare and improve pronunciation.

5. Practice by Materials; the most used method due to time, place and budget constraints. The method applies various tools for training activities, such as flashcards, picture cards, charts, models, hand puppets, games, etc. for successful solution to pronunciation problems.

6. Negative Practice; the final step in solving problems. The teacher switches between right and wrong methods during practice to let learners know whenever it is correct or incorrect pronunciation. For example, when the word “Kon” is pronounced following a habit as “Kong”, the teacher does not interrupt, but urges learners to focus on observing their pronunciation. The teacher asks learners to constantly say these two different words for a while to make learners realize they pronounce it wrongly and know how to correct the pronunciation in the end.

The synthesis of phonetic solutions showed that such solutions were extensive and considered as a preliminary guideline for determining solutions to Thai pronunciation problems or as the beginning to promote Thai speaking in ethnic student teachers, which is to understand a second language learning and teaching methods, know the steps to solve the problems and be able to follow the concept to improve Thai pronunciation. The authors synthesized and developed a conceptual framework for solution to Thai pronunciation problems in ethnic student teachers, presents in following section:

### **Conceptual framework for model development of solutions to Thai pronunciation problem of ethnic student teachers**

Solutions to Thai pronunciation problem is key in encouraging Thai speaking among ethnic student teachers. Teachers need to understand and have a clearly step-by-step

process to be able to solve the pronunciation problem. Knowing what the learner's problem is makes it possible to design and formulate patterns of solutions, as well as experiment to find the effective and proper problem solving models. The design for solutions to Thai pronunciation problems aims to bring efficiency and potency to ethnic student teachers who are required to speak standard Thai. The author has synthesized the 9 steps of understanding for success in teaching a second language and summarized the problems as proposed in the LACA MODEL which is a conceptual framework created by the authors to be a guideline for problem solving as follows:

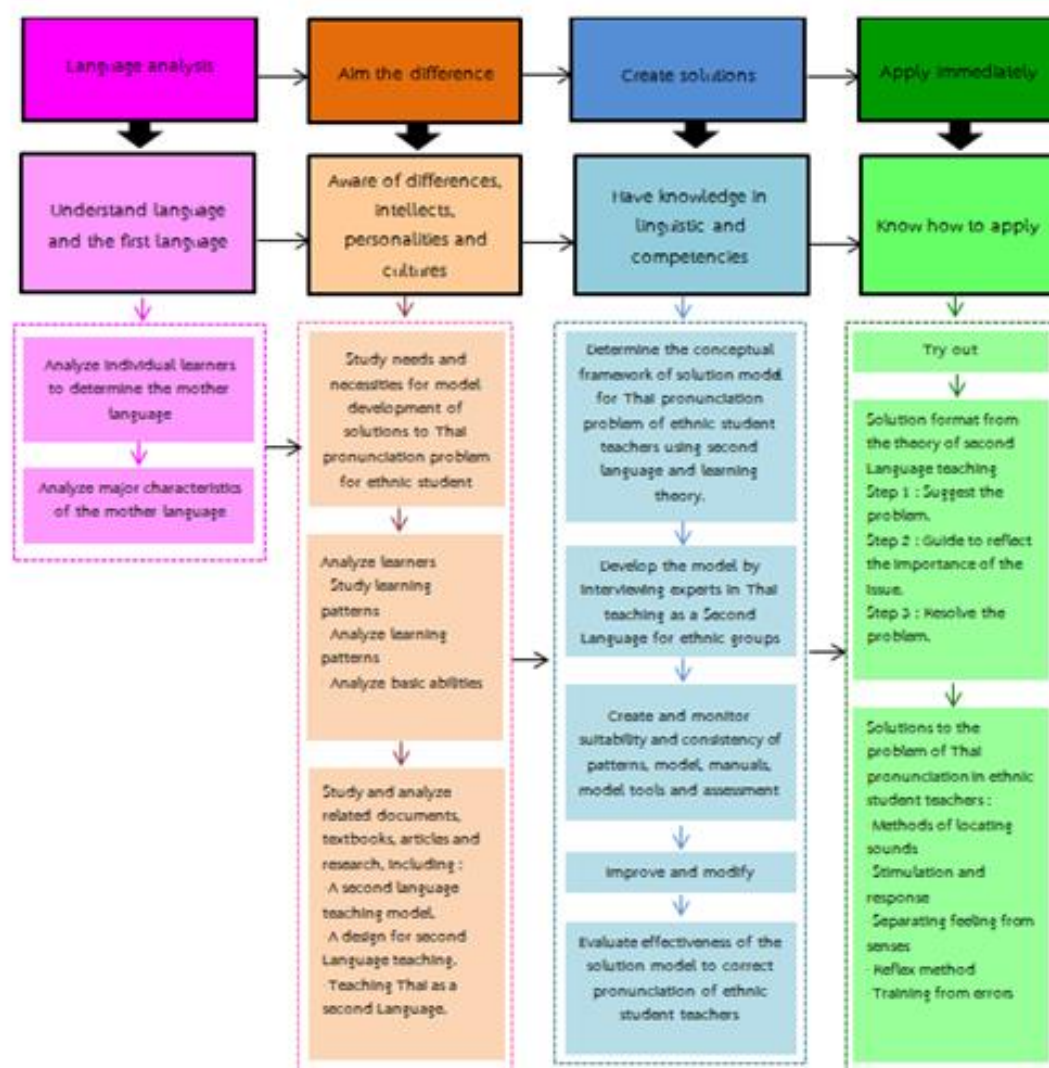
Language analysis (L) is to understand the meaning of language. The teacher has to analyze the language of individual learners to determine their real mother language and analyze to see how it is distinguished from standard Thai language.

Aim the difference (A); to study what learners need which is very necessary in order to solve problems in Thai pronunciation for ethnic student teachers. The methods include analyzing the learners, culture differences, intellect personality as well as investigating student's patterns of study and their basic skills.

Create solutions (C); to define the conceptual framework and develop a solution for Thai pronunciation problems in ethnic student teachers in the linguistic context following the standard competencies of national language and to monitor suitability, consistency, improve and evaluate the solution model.

Apply immediately (A); to use solution model for Thai language pronunciation problem as a method that suits the context and problems of individual learners. The first step is to identify the problem. The second step is identifying the importance of the problem. The third step is solving the problem using methods that include showing positions where the sound occurs, stimulating and responding, distinguishing feelings from sensation, reflection method, practicing with equipment and learning from errors.

From the conceptual framework to develop solution model for Thai pronunciation in ethnic student teachers, a second language teaching theory is used to solve the problem among ethnic learners. The model has clear guidelines to help solving Thai pronunciation problem with effectiveness and achieving the goal of promoting Thai language speaking of ethnic learners.



**Fig 2** Conceptual Framework for solutions to Thai pronunciation problems

## Conclusion

Problems of speaking Thai language among ethnic student teachers are caused by differences between the mother language and the second language. The voice from the mother language does not match the standard Thai language due to sound replacement, sound omission, and sound addition, which directly affects Thai pronunciation. This is corresponding to the research on interlanguage for second language learners from Gass & Selinker (2008), reporting that the during the time a learner develops knowledge of a new language, a process of language transfer takes place which transfers from a native language to a second language, both positive and negative transfer for grammars, language structures and pragmatic knowledge. The positive transfer helps and supports learners to learn a new language more easily, while the negative transfer helps learners to create a diagram of the language that is mistakenly learned from the mother tongue, which causes an inappropriate language usage and hinders language learning. The conceptual framework for the development of problem solving model for Thai pronunciation applies the method of

second language instruction together with solutions pattern for ethnic learners as guidelines. This research will be useful for those who want to improve Thai pronunciation for, especially for ethnic student teachers. It can be applied for further innovative approach to promote Thai speaking among ethnic groups. Ability to speaking in accordance with the standard Thai language signifies the value of person as a native speaker. This corresponds to the work reported by Boonkongsan (2013) and Shishavan & Sharifian (2013) that “performance of speech acts in English by non-native speakers will mirror their native norms and values”. The acquired knowledge inevitably benefits education of the country.

## References

- [1] Arayawinyu, P. (1999). Education for children with special needs. (3rd edition). Bangkok: PA Art and Printing.
- [2] Arunsirot, N. (2020). Creating applications to solve pronunciation problems for

students of Elementary School Grade 1 speaking Egoh and Muser. *Journal of Education*, 14, 43-54.

- [3] Burutphat, K. (1995). Hill tribe. Bangkok: Phrae Pittaya.
- [4] Burutphat, S. (1981). Reading and writing Thai. Bangkok: Ekpimthai Co., Ltd.
- [5] Dithlek, A. (2001). Building a practice for reading and writing skills in the Thai language course for Chinese students: a case study of students from the College of Tourism and Vocational Education, Yunnan Province, People's Republic of China. Research report, Ratchapruerk College.
- [6] Gardner, R. C. (1968). Attitudes and motivation: Theory roles in second Language acquisition. *TESOL Quarterly*, 2, pp. 141-150.
- [7] Gass, M. S. and Larry, S. (2008). Second Language Acquisition: An Introductory Course. New York: Routledge, Taylor and Francis Group.
- [8] Kim, K. R. (2012). Quelques types d'erreurs de prononciation du français chez des apprenants coréens. *Corpus-based Linguistic Education Research Report*, 9, pp. 1-10.
- [9] Harris, D. (1988). Testing English as a second language. New York: McGraw-Hill Book Company.
- [10] Jitpitak, C. (2010). Adolescents of Border Ethnicity and Adaptation in Chiang Mai: A Case Study of Adolescents pka keay, Chiang Mai: Chiang Mai University.
- [11] Krashen, S. D. and Terrel, T.D. (1981). The Natural Approach Language in the classroom. Oxford: Pergamon Press.
- [12] Kruonghong, P. (1996). Chao Nam (Chao Ley) in Thailand. Bangkok: Bannakij.
- [13] Lightbown, P. M. (1982). Classroom Language as Input to Second Language Acquisition. Proceeding presented at the Second European-North American Workshop on Second Language Acquisition Research. Gohrde, West Germany.
- [14] Nair, R., Krishnasamy, R., Mello, G.D., (2017). Rethinking the Teaching of Pronunciation in the ESL Classroom, *Universiti Teknologi MARA*, 35(1), pp.27-42.
- [15] Naksakul, J. (1998). Thai language sound system. Bangkok: Textbook project, Faculty of Arts, Chulalongkorn University.
- [16] Poowipadawat, S. (2011). Learner-centeredness and physical assessment. Chiang Mai: Chiang Mai Sangsilp Printing House.
- [17] Premsrirat, S. (2007). Endangered languages of Thailand. *International Journal of The Sociology of Language*, 186, pp. 75-93.
- [18] Premsrirat, S. (2002). Research report on language maps of various ethnic groups. In Thailand. Nakhonpathom: National Culture Commission and Language and Culture Research Institute for Rural Development, Mahidol University.
- [19] Rakngoen, A. (2010). Ethnic relations, cultural adaptation of Song ethnic groups in Chanthaburi Province. Doctor of Philosophy thesis, Mahasarakham University.
- [20] Saksiriphon, D. (2003). Children with special needs. In special education. Bangkok: Boonsripairat, Thanathat printing, pp. 53-58.
- [21] Selinker, L. (1977). Interlanguage. Jack C. Richards (Ed.), pp. 31--54.
- [22] Shah, S. S. A., Othman, J., Senom, F. (2017). The Pronunciation component in ESL lessons:teacher's beliefs and practices. *Indonesian Journal of Applied Linguistics*, 6(2), pp. 193- 203.
- [23] Sirisai, S. (1995). Encyclopedia of the Kui people. Nakhonpathom: Language Research Institute and Culture for rural development, Mahidol University.

- [24] Songsiri, Y. (1981). Su chi Pu ri. Bangkok: Department of textbooks and academic documents, Department of Teacher Training.
- [25] Surinchak, C. (2011). Phonics language teaching combined with the holistic Thai language teaching to develop reading aloud and spelling skills of mathayomsuksa 1 students using Thai as a second language. Master of Education Thesis (Teaching Thai language), Chiang Mai University.
- [26] Wardhaugh, R. (2002). An introduction to Sociolinguistics. Massachusetts: Blackwell Publishers Ltd.
- [27] Witt, S. M., (2012). Automatic Error Detection in Pronunciation Training: Where we are and where we need to go, Conference paper on research gate, pp. 1-9.