Pronunciation Problems of Thai Students Learning English Phonetics: A Case Study at Kalasin University

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Abstract

The purposes of this study were: 1) to investigate the students' opinions on problems in phonetics learning, and 2) to find out factors causing the problems in phonetics learning of students. The samples were 12 undergraduate English for International Communication students studying an English Phonetics course of which 6 of them were purposively selected for an interview. The research instruments used were a questionnaire and a semi-interview form. The results from the students' opinion reflected that some sounds especially [θ], [ð], and [□] caused students' serious problems of phonetics learning in the segmental level. Linking was also reported that it caused serious problems of phonetics learning in suprasegmental level. Besides, phonetic ability was reported as the factor mostly caused problems in phonetics learning. It could be concluded that the opinion of difference of sound system between English and Thai and some factors including phonetic ability, native language, prior English pronunciation learning, instruction, and motivation caused the students' problem in phonetics learning as well.

Keywords: Pronunciation problems, thai students, factors affecting pronunciation learning, instruction

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Introduction

When learning a language, there are many things to study including vocabulary, grammar, reading, writing and speaking. A key to good speaking is good pronunciation (Ellis, 1997). Knowing grammar and vocabulary is important for students, but they need to pronounce those structures or words correctly. Besides, achieving good pronunciation should be the first goal of students. Gilakjani (2011) points out that if the speakers have unacceptable pronunciation, their utterances will not be comprehensible to listeners and as a result they will not be successful in their communication. According to Garrigues (1999), the foundation of effective spoken communication is good pronunciation. If speakers pronounce clearly and correctly, their audience should be able to understand easily what they are trying to express. On the other hand, misunderstandings, in many cases, may occur when words are inaccurately pronounced or stressed.

It is generally recognized in Thailand that English is taught from kindergarten level to the highest educational levels as a fundamental subject according to the Thai curriculum. However, it has often been stated that the teaching of English in Thailand has been a failure (Kwandee and Sawaddikun, 2012). Students in schools learn English for more than ten years, but most of them cannot use English to convey their ideas effectively or even to communicate on a daily basis. Nowadays, teachers who are teaching English language in Thailand are trying hard to stimulate students to use English effectively. Moreover, many research studies conducted with students in Thailand (Prachanboriban, 1958 ; Lakhawatana, 1969 ; Chanyasupab, 1982 ; Malarak, 1998 ; and Mano-im, 1999) suggest that Thai students are likely to pronounce English sounds by using Thai consonant sounds. Generally, Thai students are very prone to encounter difficulties in speaking English, especially in pronunciation. This is because the sound system of the Thai language is totally different from that of English.

After having taught the English Phonetics course at Kalasin University twice, the researcher has observed that the English pronunciation problems affected students in the English for International Communication (EIC) program who were studying the English Phonetics course. The English pronunciation problems also impacted students' performance in classroom activities, their midterm and final tests, and grades. As a lecturer who teaches the English Phonetics course, the researcher would like to find out the causes and factors affecting English pronunciation problems of students. The researcher would also like to meet the suitable solution or materials for solving problems as proposed by Yangklang (2006) that there are many methods and authentic teaching materials to improve students' pronunciation such as textbooks, tape recorders, televisions,

exercises, drills, multimedia e.t.c. This study, therefore, focused on investigating the pronunciation problems of EIC students studying the English Phonetics course at Kalasin University.

Objectives

1) to investigate the students' opinions on problems in phonetics learning

2) to find out factors causing the problems in phonetics learning of students.

Features Involved in English Pronunciation

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language (Yates, 2002). Each of these aspects of pronunciation is briefly outlined below:

Segmental Features

A broad definition of pronunciation includes both segmental and suprasegmental features. However, it is important to remember that they all work in combination when we speak. They are therefore usually best learned as an integral part of spoken language (Yates, 2002). According to Seferoglu (2005), segmental aspects of the sound system include individual vowels and consonants. Because segmental phonology is relatively easier to explain and teach than suprasegmental features (Coniam, 2002), some studies focus on studying segmental phonology in preference to suprasegmental features. Segmental features relate to sounds at the micro level. They include specific sounds within words (for example, [l] as in *lamp*, [r] as in *ramp*, [□] as in *hat*). The sounds of consonants, vowels or their combinations are called *phonemes*. Phonemes are sounds that, when pronounced incorrectly, can change the meaning of the word (Burns, 2003).

Consonant sounds can be voiced (vocal chords vibrate in the throat, causing a vibration) – or voiceless (the vocal chords do not vibrate as air passes through them). Vowel sounds are articulated as single sounds. They can be short (for example, [□] as in *cat*) or long ([a] as in *cart*). Diphthongs are two vowel sounds put together (for example, ei as in *Kate* or [oi] in *boy*) (Burns, 2003).

Suprasegmental Features

According to Longman Dictionary of Applied Linguistics (Richard, Platt, and Weber, 1985), suprasegmentals are units which extend over more than one sound in an utterance such as stress and tone. Similarly, Ladefoged (2006) explained that suprasegmental features are aspects of speech that involve more than single consonants or vowels. Clark, Yallop and Fletcher (2007) stated that suprasegmentals can be referred to as prosodic features. Fromkin, Rodman, and Hyams (2007) indicated that prosodic or suprasegmental features are over and above the segmental value since the word "supra" means above or beyond. Brown (2006) also mentioned that connected speech is composed of suprasegmental features. Therefore, suprasegmentals are units which govern more than one sound in an utterance which includes stress (word and sentence stress), intonation, and connected speech (assimilation, elision, linking, and intrusion) as explained below:

Stress

Ladefoged (2006) stated that stress is a suprasegmental feature of utterances. It applies not to individual vowels and consonants but to whole syllables. When a syllable or a word is pronounced with more force than other syllables or words, we can say that it is stressed. At the same time, the listeners can hear that a stressed syllable in a word is louder, stronger, and slightly higher than the rest of the syllables or an unstressed one. In general, at least one syllable is stressed in a word. For longer words, there is often more than one stressed syllable. However, in our daily life, we listen to speech with more than one isolated word, and it is not natural for English native speakers to emphasize the stress on each word in an utterance. Therefore, the stresses will be given only on content words which carry important meaning in connected speech. On the other hand, the function words which show only the grammatical relationship in the utterance are not stressed. Learners have to notice the stress placement in sentences when listening because the stress placement is important in conveying the meaning in spoken language.

Intonation

Intonation could be defined as pitch movement in spoken utterances (Dobrovolsky, 2001). Intonation is a crucial factor in spoken English. It is not related to differences in word meaning, but the changing tune affects the range of meaning. English intonation can change grammatical function in a particular Phase or sentence. In addition, the intonation pattern is as well used with different intention and feeling. Learners must notice the different intonation patterns when listening.

Connected Speech

According to Crystal (1980), the term connected speech was used by linguists to refer to spoken language when analyzed as a continuous sequence, as in normal utterances and conversations. Its significance lies in the contrast implied with studies of linguistic units seen in isolation, such as an individual sound, word or Phase, which was the subject matter of traditional linguistic enquiry. Assimilation, elision, linking and intrusion are important features of connected speech which can be described as follows:

Assimilation

This is a common connected speech process wherein one phoneme is changed to another due to the influence of a phoneme that is close by. For instance, after the voiceless /t/, the pronunciation of s is a voiceless /s/ as in 'cats', whereas the pronunciation of s is a voiced /z/ when it follows a voiced consonant like /g/ as in 'dogs'. (Brown, 2006).

Elision

Roach (2010) indicated that when native speakers of English talk to each other, a number of phonemes or segments are not pronounced. Elision always occurs in less formal speech. Therefore learners of English should not expect to hear every segment. Both consonant and vowel elision are common in spoken language.

Linking

Linking refers to the way the last sound of one word is joined to the first sound of the next word. To produce a linking sound, we run words together to link consonant to vowel, consonant to consonant, or vowel to vowel. We also shorten some sounds and leave others out altogether (Burns, 2003).

Intrusion

This process can be viewed as the opposite to elision because it involves inserting phonemes within or between words rather than dropping them. An example of intrusion occurs when many native speakers insert a /k/ between /ŋ/ and /st/ as in gangster. In some dialects, insertion of /r/ between words is common after the vowel /a/ at the end of one word and before a vowel at the beginning of another word. For instance, in some dialects, the Phase 'China and Japan' is pronounced as [ˈt□ainə rən □əˈp□□n], with the /a/ in China changed to /ə/ and an intrusive /r/ inserted after the first word (Brown, 2006).

Factors Affecting Pronunciation Learning

In the past, several researchers have gone to great lengths to suggest the many factors which affect students' pronunciation (e.g., Brown, 1994 ; Celce-Murcia et al., 2000 ; Gillette, 1994 ; Kenworthy,1987). In this regard, previous studies have repeatedly shown that factors such as native language, age, exposure, innate phonetic ability, identity and language ego, and motivation and concern for good pronunciation ability appear to have an influence on the teaching and learning of pronunciation.

The Native language

According to Avery and Ehrlich (1987), learners who speak different languages speak a target language in different ways. The way they speak the target language is sometimes slightly different and sometimes highly different from that of native speakers. Kenworthy (1987) also stated that the native language is the most influential factor in accounting for students' pronunciation, especially foreign accents. If the students are familiar with the sound system of their native language, they will be able to effectively diagnose their own difficulties. Kenworthy (1987) suggested that many first and second language carryovers can be overcome through a focused awareness and effort on the learners' part. In this sense, as asserted by Senel (2006), it should be noteworthy that interference or negative transfer from the first language is likely to cause errors in aspiration, intonation, rhythm, and melody in the target language. For example, these problems can occur when the rules for combining the sounds in syllable forms are different in two languages.

Prior English Pronunciation Learning

The lack of opportunity to practice English pronunciation is another prominent problem in the improvement of English pronunciation. Several studies compared the accuracy of pronunciation of people living in English-speaking countries and those who did not. They revealed that learners who did not live in an English speaking country faced problems in mastering English pronunciation. For instance, Siriwisut (1994) and Serttikul (2005) indicatd that language experience has an effect on pronunciation ability. In their studies, language experience means the opportunities to use the English language in daily lives. These studies suggested that students with poor pronunciation, who are regarded as less experienced, had more language transfer problems than those with good pronunciation. For this reason, the students with good pronunciation would improve more easily than those with poor pronunciation. Haymes (2000) and Senel (2006) pointed out that learners living in an English-speaking country or community where English is the second language have many more

opportunities to listen to and to use the target language. In addition, success in learning and teaching English depends on both students' ability and their exposure to the target language. Teaching a conversation or a dialogue is, therefore, not enough to help students improve their speaking skills. Likewise, Brown (1992) stated that students can pronounce well if they spend time on pronunciation with full attention and interest. In short, students could simply improve the development of their pronunciation competence if they are sufficiently motivated and have strong incentives to expose themselves to the target language.

Phonetic ability

According to Brown (1992), phonetic ability was sometimes called phonetic coding ability. It is a common view that some people have better listening skills for a foreign language than others. For example, they are able to discriminate between two sounds more accurately than others and also to imitate sounds better. Kanoksilapatham (1992) suggested that some elements of learning are a matter of awareness of the different sounds. Additionally, learners' pronunciation ability can be improved by making a greater effort and concentrating on particular sounds.

Motivation

The learner's motivation for learning the language determined whether the learner will develop native-like pronunciation. Research has found that having a personal or professional goal for learning English can influence the need and desire for native-like pronunciation (Marinova-Todd et al., 2000 ; Masgoret & Gardner, 2003 ; Bernaus, Masgoret, Gardner & Reyes, 2004 ; Gatbonton et al., 2005). A review by Marinova - Todd et al. (2000) of research on adult acquisition of English concludes that adults can become highly proficient, even native-like speakers of second languages, if motivated to do so. Moyer (2007) found that experience with and positive orientation to the language appears to be important factors in developing native-like pronunciation. Therefore, in addition to focusing on pronunciation and accent in class, teachers should encourage learners to speak English outside the classroom and provide them with assignments that structure such interactions.

Instruction

Foreign language instruction generally focuses on four main areas of development: listening, speaking reading and writing. Generally, foreign language curricula emphasize pronunciation in the first year of study as it introduces the target language's alphabets and sound system. However, pronunciation instruction

rarely continues this focus in the higher level. Many researchers have explored the question of whether explicit instruction helps second language learners.

Elliot (1995) found that, with 12 weeks of phonetic instruction, adult L2 learners of English can improve their allophonic articulation. Some pronunciation studies focus specifically on the pronunciation of supra-segmental sounds. Derwing and Munro (1997) conducted research in which ESL learners who had been studying for an average of ten years, participated in a speaking improvement course that focused on the supra-segmental features of pronunciation (e.g. stress, rhythm, intonation). Thirty-seven native listeners transcribed speech samples (true/false sentences) taken at the beginning of a 12-week course in order to assess the learners' intelligibility. Each sample was rated in order of comprehensibility and degree of accent. In the end, there was a significant improvement in the intelligibility, and better ratings over time of comprehensibility and accent. They showed that 30 language learners could alter their pronunciation in a reading task (Derwing and Rossiter, 2003).

The previous research studies and reviewed literatures mentioned above confirm the roles of motivation, phonetic ability, prior English pronunciation study, the particular native language, and instruction concern for good pronunciation in studying a language as important factors affecting learners' pronunciation. Consequently, these causes and factors affecting the English pronunciation learning of students were employed in the questionnaire for collecting the data from students.

Methodology

Research Design

Quantitative and qualitative methods research were both employed in the research design of this study.

Population and Samples

The populations in this study were 12 English for International Communication students who studied the English Phonetics course at Kalasin University. All of them were chosen as samples for this study depending on convenience and availability of the sampling method for a quantitative study. Moreover, six from twelve students including two students with good English pronunciation, two students with moderate English pronunciation, and two students with poor English pronunciation were purposively selected as the informants for the qualitative study. The six informants in the qualitative study

were chosen based on the total scores after they had finished studying the English Phonetics course including both performance and paper tests. The students who had scores of 80 – 100 (grade A) were labeled as having good pronunciation, the students who had scores of 60 – 79 (grade C to B+) were labeled as having moderate English pronunciation, and the students who had scores lower than 60 (lower than C) were labeled as having unsatisfactory English pronunciation.

Research Instruments

The research instruments in this study were a questionnaire and a semi-interview protocol. The questionnaire was adapted from Yangklang (2006) and it was used to collect the quantitative data about the segmental and suprasegmental features, and factors causing students' pronunciation and the data obtained were analyzed through the criteria adapted from Suppasetseree (2005). The semi-structured interview protocol was adapted from Hoque (2011) and it was employed to collect the qualitative data in the same topics to compare and confirm the data obtain from the quantitative part.

Data Collection

The data were gathered from 12 first - year EIC students after they had finished studying an English Phonetics course in the first semester of the academic year 2013. For the quantitative data, the questionnaires were administered to all students to complete. They were checked by the researcher for completion before they were collected. Whereas, 6 students were purposively selected from 12 students of EIC first year students for the semi-structured interview in Thai in order to obtain clear and in-depth data.

Data Analysis

The quantitative data from the questionnaire were analyzed through the statistical software to calculate the means and standard deviation. The results were presented in by means of tables and explanations. By contrast, the qualitative data from the interview protocol were analyzed by means of a coding technique.

The criteria for evaluating the quantitative data from the questionnaire were adapted from Suppasetseree (2005). The data from a five-point rating scale was calculated for the arithmetic means and standard deviation. The means showed the students' problems in studying English Phonetics. The criterion of means was from a range divided by the number of levels created. The following criteria were used to interpret the data.

Table 1:   The Interpretation of the Mean Score of Students' Opinions on Problems in Pronunciation

Mean Score	Interpretation
4.00 – 5.00	Students stated a very serious problem
3.00 – 3.99	Students stated a serious problem
2.00 – 2.99	Students stated a moderate problem
1.00 – 1.99	Students stated a small problem
0.00 – 0.99	Students stated a very small problem

For the qualitative data analysis, the results from the semi-structured interview were analyzed qualitatively by means of a coding technique developed by Creswell (2002) which includes open coding, axial coding, and selective coding for the description of the qualitative data as described in the results section below.

Results

The data obtained from the data collection were analyzed quantitatively and qualitatively and they are presented in the following sections:

1. Quantitative Results

Table 2:   The Students' Opinions on Problems in Pronunciation (Segmental Level)

No.	Statements	$\bar{X}$	S.D.
1.	Consonant Articulation	4.10	.876
2.	Consonant Cluster Articulation	4.30	.738
3.	Monophthong Vowel Articulation	3.60	1.247
4.	Diphthong Vowel Articulation	3.90	1.265
5.	Final Sound with –d and –ed	4.10	.738
6.	Final Sound with -s and -es	3.40	.843
	Total	**3.90**	**.950**

Table 3: The Students' Opinions on Problems in Pronunciation (Suprasegmental Level)

No.	Statements	$\overline{X}$	S.D.
1.	Word Stress	3.80	1.033
2.	Sentence Stress	3.80	1.135
3.	Intonation	4.00	.667
4.	Linking Sound	4.30	.949
	Total	**3.97**	**.940**

Table 2 and 3 showed that both segmental and suprasegmental features of pronunciation cause serious pronunciation problems for the students. The results also revealed that two elements of segmental features, namely, consonant cluster articulation and linking sound were very serious problem pronunciation learning whereas consonant articulation, intonation, and final sound with –d and -ed were serious problems. Furthermore, the three elements composing the suprasegmental features, including linking sounds, final sounds with –d and –ed, and intonation are reported to cause very serious pronunciation problems, while the other two are found to cause serious problems.

Table 4: Students' Opinions on Factors Causing their Pronunciation Problems

No.	Statements	$\overline{X}$	S.D.
1.	Phonetic Ability	4.30	.943
2.	Native Language	4.50	.919
3.	Prior English Pronunciation Learning	4.20	.699
4.	Instruction	3.50	.699
5.	Motivation	3.70	.738
	Total	**4.06**	**.780**

Table 4 reflected that native language and phonetic ability were reflected as factors resulting very serious pronunciation problem. Whereas, motivation, prior English pronunciation learning, and instruction were reported as factors affecting serious pronunciation problem.

2. Qualitative Results

The data obtained from the interview were analyzed and presented qualitatively by means of three steps of Creswell (2002) coding technique which are open coding, axial coding, and selective coding. There were two main categories of problems including 1) Problems with the differences of the sound systems between English and Thai, and 2) Factors which negatively affect students' pronunciation. The following are excerpts from the interviews with the students about their pronunciation problems:

Students revealed that the different sound systems of Thai and English could be the cause of their pronunciation problems as presented in the excerpts below:

"It is very difficult for me to pronounce some English consonant sounds especially that are not the same as Thai consonant sounds such as [θ], [ð], [□] and so on." (S1)

"Consonant Clusters are very difficult for me. Some clusters such as in the words "Throw" which contains [θ] and [r] in the initial position, and the word "Asked" which includes [s], [k], and [t] in the final position are very difficult for me." (S2)

The students also reflected that the unclear sounds which might be the linking sound negatively affected that problematic pronunciation:

"It is very difficult for me to understand every word when listening to native speakers speaking naturally, because they speak fast and sometimes they speak with unclear sounds." (S3)

The students further explained that the prior teaching of pronunciation negatively affected their pronunciation as shown below:

"I am always confused between the new pronunciations learnt from the teacher's textbook and ones that I learnt in the past." (S4)

Voicing were also reported in this study as the cause of pronunciation problem which were presented by S5 and S6 as followings:

"I always neglect the voicing in speaking, because there is no voicing in Thai." (S5)

"Voicing always makes problem in my English speaking." (S6)

In addition, the data from the speaking tests in classroom also revealed that the students mostly faced the problems in pronouncing some English sounds that are not existing in Thai such as [θ], [ð], [□], and [□] respectively.

As reported earlier, the findings revealed that the students' opinion on pronunciation problems occurred in both segmental and suprasegmental levels in learning English Phonetics course such as consonant cluster articulation, consonant articulation, linking sound, final sound with –d and –ed, and intonation. Moreover, native language and phonetic ability were reflected as factors resulting very serious pronunciation problem, whereas, motivation, prior English pronunciation learning, and instruction were reported as factors affecting serious pronunciation problem respectively.

Discussion

The findings have shown that students reported that they had serious problems with English pronunciation which might affect by some factors. Moreover, the qualitative data revealed two main pronunciation problems reported by the students which were: 1) the difference in the sound systems of English and Thai, and 2) factors which negatively affect pronunciation. These are discussed below:

Firstly, as reported by the students, the problem in learning English pronunciation was affected by the differences in the sound systems of English and Thai. As it was found that both segmental and suprasegmental features of English pronunciation affected the students pronunciation problems. The results reported that the highest mean score of students' problems in pronunciation learning were Consonant Cluster Articulation and Linking sounds. The students also revealed that it is very difficult for them to pronounce some English consonant sounds because they are not similar to Thai consonants, such as [θ], [ð], and [□]. Moreover, the students further explained that some consonants cluster sounds such as the [θr] sound in the initial position of the word 'throw' and [skt] sound in the final position of the word 'asked' are more difficult to pronounce, because they do not occur in Thai. The reason why Consonant Cluster Articulation had the highest mean score of students' problems in pronunciation might be related to the difference between English consonant clusters and Thai consonant clusters. Due to the fact that many English cluster sounds do not exist in Thai, this might lead the students to encounter serious problems with their English pronunciation. On the other hand, the problems of English vowel articulation were not mentioned in the interview. This might be because of the pronunciations of many Thai vowels are similar to those in English. So, the students could pronounce the appropriate sounds for some of the English vowels. This explains why problems in English vowel articulation were not reported in the interview. Another serious problem of pronunciation learning in the English Phonetics course reported by the students was linking. As mentioned earlier that linking is the way to join the last sound of one word with the first sound of the next word. So, when students listen to

the linking sounds in listening test or produce the linking sound in the speaking test, the difficulties was occurred. The reason why linking could cause the serious problem for students learning English Phonetics course might be related to the difference of sound system between first language and target one by which linking is not occurred in Thai sound system. This might cause the difficulties when Thai students have to analyze what they heard from listening task and to produce the link sound of what they are going to speak. This could lead to the students' oral communication problem. This was corresponded with the study of Kanokpermpoon (2007) who stated that English sounds which do not exist in Thai are likely to pose a great challenge for Thai learners of English to utter. It might be said that the differences of sound systems of mother language and target language affected students' pronunciation problem.

Secondly, for the factors which negatively affect the students' pronunciation problems, the findings of the study has shown that there are three factors which cause students to experience very serious pronunciation problems, including their Native Language, Phonetic Ability, Prior English Pronunciation Learning, whereas the remaining two factors, including Instruction and Motivation, are the cause of serious problems. However, when calculating the results from the questionnaire, it was found that the factor of Native Language had the highest mean score. It was corresponded with the study of Senel (2006) who mentioned that interference or negative transfer from the first language is likely to cause errors in aspiration, intonation, rhythm, and melody in the target language. Besides, phonetic ability was reflected by the students that it was one of many factors negatively affected their pronunciation problems. When students cannot hear a sound clearly, it is very difficult for them to repeat that sound correctly. This might be due to the fact that native speakers or even some foreigners who speak English naturally made a difficulty for the students to easily understand.

Lastly, prior English pronunciation learning was reflected by the students that it was the factors negatively affecting their pronunciation. It is generally recognized that English pronunciation is not emphasized in the primary and secondary school levels. The content will be mostly focused on grammar. This made students encountered difficulties in learning when the students studying in bachelor's degree majoring in English which pronunciation were significantly focused. The researcher could observe that students often pronounce the word automatically and confidently with an incorrect pronunciation. After that, they stopped and pronounced it again with the correct pronunciation which they learnt in the classroom. That is why students reflected that their English pronunciation was negatively affected by their previous experiences in studying pronunciation.

Conclusion

The study has shown that the students had problems in studying English pronunciation at both the segmental and suprasegmental levels. For the segmental level, the students encountered problems in pronouncing some sounds such as [θ], [ð], [□], and so on which were not existing in Thai. Moreover, the consonant cluster articulation could also be the problem for students. For the problems in suprasegmental level, the students experienced in the problem of linking sound and some final sounds especially the final sound with –d and –ed. The differences in the sound systems between the first language and the target language might negatively affect the students' pronunciation leaning in the English Phonetics course. Whereas, the main factors which negatively affect their ability in pronouncing English sounds effectively are reflected in a wide range of problems from the most problematic to the least problematic which include the difference of the mother language and target one, individual differences in ability, and past learning experiences. There should be further studies to investigate the most effective methods of helping students to solve their pronunciation problems in speaking English clearly and comprehensibly. Finally, the teacher who teach English Phonetics course at Kalasin University should prepare more intensive exercises, activities, and multimedia to solve the students' problems of both the difference of sound system between English and Thai and to deal with factors affecting English pronunciation learning.

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