



The Development of Training Course on Phonetics for Primary Teachers to Enhance Teaching Abilities in Pronunciation and Vocabulary Spelling English for Ethnic Diversity Students in the Special Economic Zone along Thailand and Myanmar Border

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ABSTRACT

The research and development aimed 1. to study the pronunciation and spelling English teaching status in the special economic zone along Thailand and Myanmar border, 2. to develop training course on Phonetics for primary teachers to enhance teaching abilities in pronunciation and vocabulary spelling English and 3. to experiment and evaluate the training course on Phonetics for primary teachers to enhance teaching abilities in pronunciation and vocabulary spelling English for ethnic diversity students in the special economic zone along Thailand and Myanmar border. The population was primary teachers. The 500 samples answered the questionnaire and 30 volunteer samples were trained in the training course for 3 days. Research tools were questionnaires, the training course and evaluation forms. Analytical statistics was by mean, standard deviation and content analysis. The findings were as follows : 1) The pronunciation and spelling English status; teachers were at a high level (\bar{X} = 3.95), the students were at a moderate level (\bar{X} = 2.66), the overview was at a moderate level (\bar{X} = 3.39). The overview of pronunciation and spelling English teaching status was at a high level (\bar{X} = 3.55). 2) Curriculum development defined the components of a training course: principles and rationale, training unit, training activities, training media, measurement and evaluation. Overall suitability was at the highest level (\bar{X} = 4.79). 3) Experimenting and evaluating the training course was held during March 3-5, 2017 at Maesod school, Maesod district, Tak province. 3.1) The overall evaluation results of the ability for pronunciation and spelling English of primary school teachers were very good. 3.2) The overall evaluation results of pronunciation and spelling English teaching of primary school teachers were at high level (\bar{X} = 4.14). 3.3) The overall evaluation results of the satisfying feedback on the training were at the highest level (\bar{X} = 4.81).

Keywords : Training Course / Abilities / Pronunciation / Vocabulary Spelling English / Phonetics / Primary Teachers

Rationale

Presently, the education is borderless. It can be connected in every social rank and race where the communication is available entirely and quickly in the various systems for educational development which is influenced by Information Communication and Technology (ICT). Education will not be specific but global in terms of cross-culture education to co-learn and exchange among man society both nationally and internationally in the world of globalization. Thus, preparation of the people for the changes of their ways of lives, educational development and co-learning in the borderless world is important and necessary for every man. This cannot be avoided or denied both for now or in the future.

Pronunciation teaching for the primary level, especially the beginner-level teacher students should emphasize on the correctness of pronunciation as much and often as they can because the English language has different ways to pronounce from the Thai language, for example, S, R, H, etc. Therefore, English teachers who teach English for the beginners will be the biggest influencers for the children. It can be seen that English teachers play very important role in the effective teaching. English teachers must have clear understanding and knowledge in English phonology, excellent pronunciation skills and good role model for the students. Thus, English teaching for Thai people will accomplish if it is run by the good quality and high potential teachers who have clear understanding and knowledge in the objectives of the curriculum as long as the competence in English teaching and learning performance. So that the students can succeed in English learning. (Suratsawadee, P., 1996, p.36)

Special economic zone Mae Sod is located in Thailand-Myanmar border. It has concrete ways for economic, political and educational development to support civilizations from the opening of the country to the ASEAN community. There are immigrations of the population from the different races both to exchange labor, ways of living, including the adaptation to the host, Thai people or the tribal people in the Thailand-Myanmar border such as Karen. That immigration affects family development, living and education for the people who have ethnic diversity in the borderland. The English teachers must try to train the students from the different ethnic to be skilled in pronunciation by many different instructional means to solve these problems. So that the English pronunciation will accomplish its objectives, and greatly benefit the students.

Therefore, researcher was interested in the development of training course on phonetics for primary teachers to enhance teaching abilities in English pronunciation and vocabulary spelling which was the course that will respond the needs and problems in pronunciation as it was said earlier. The teachers could bring the knowledge of English pronunciation into the class as long as the performance of proper teaching and learning activities to develop the learners effectively. Education was the medium for the development of human resource in every race with the differences of culture, tradition and language but

live among each other in the same land to embrace the civilizations from the ASEAN and Mae Sot border economic zone. Thus, it was very important to provide the equal or the same-standard education for the schools located in the Thailand-Myanmar border economic zone where the English language could be used as the medium for the communication among the people from every ethnic correctly and comprehensibly in many different levels. This ultimately led to the long-lasting development of the people the borderland from the national to international level.

Research Objectives

1. To study the pronunciation and spelling English teaching status in the special economic zone along Thailand and Myanmar border.
2. To develop training course on Phonetics for primary teachers to enhance teaching abilities in pronunciation and vocabulary spelling English.
3. To experiment and evaluate the training course on Phonetics for primary teachers to enhance teaching abilities in pronunciation and vocabulary spelling English for ethnic diversity students in the special economic zone along Thailand and Myanmar border.

Definition of Terms

Development of training course for primary teachers : procedure of study and development of teaching and learning plan by the integration of the similar essentials of knowledge into the form of presentation of the teaching and learning performing means for primary teachers.

Phonetics : the study of pronunciation, the organs used to pronounce, symbols, the sounds in the form of wave and the voice reception through ears and auditory system. It is the branch of linguistics consisting of the study of human's speech. Phonetics pays attention to the physical properties of the spoken sounds and the physical production, reception in terms of hearing and physical reception.

Pronunciation : to pronounce aloud in order to let other people hear the words, messages or sentences correctly as the principle of English phonology.

Spelling : to spell the English alphabets followed the principle of English phonology by making voices aloud or writing by the determined words correctly.

Teaching abilities in pronunciation and vocabulary spelling : skills for teaching and learning activities performance about pronunciation (to pronounce aloud in order to let other people hear the words, messages or sentences correctly as the principle of English phonology) and vocabulary spelling (to spell the English alphabets followed the principle of English phonology by making voices aloud or writing) English of the students as the principle of English phonology.

Ethnic diversity : groups of people who live altogether with their own different culture and language such as Thai, Burmese, Karen, Mong who live in the special economic zone located in Thailand-Myanmar border, Mae Sod district, Tak province.

Research Benefits

1. Lead to the effective teachers' training course for pronunciation and vocabulary spelling English teaching that was appropriate for ethnic diversity students in Thailand.
2. Teachers had abilities in the English language use and taught correctly and long lasting confidently.
3. It was the adoptable tools for the variety of English teaching and learning for both formal, non-formal and informal education.

Methodology

This research was conducted as research and development. Researcher proceeded on three steps as follows:

Step 1 : Study the states of teaching abilities in pronunciation and vocabulary spelling English for ethnic diversity students in the special economic zone along Thailand and Myanmar border. The researcher proceeded as follows:

1. Population and Samples

Population was 2,800 primary English teachers in the special economic zone along Thailand and Myanmar border, academic year of 2016 (AD. 2016-2017), under Nakhon Mae Sot Manicpality Office area 2. 500 samples were selected by Krejcie & Morgan's table for determining sample size (Boonyaratpan, S., 1991, pp.176-177).

2. Research Tools

Questionnaire for the status of teaching and learning performance in pronunciation and vocabulary spelling English was divided into 5 parts; Part 1-General Information (multiple choices), Part 2-Status of Teachers' Pronunciation and Spelling (5 rating scale), Part 3-Status of Students' Pronunciation and Spelling (5 rating scale), Part 4-Status of Teaching and Learning Performance in Pronunciation and Spelling English (5 rating scale), Part 5-Suggestions (open ended).

Step 2 : Develop the training course on phonetics to enhance teaching abilities in pronunciation and vocabulary spelling English for primary teachers.

1. Planning on the Training Course

The elements of the training course consisted of rationale, objectives, curriculum structure, training unit, training activities, training media and measurement and evaluation.

2. Assessment of the Training Course

Five experts evaluated the training course to enhance the teaching and learning abilities in pronunciation and vocabulary spelling English on phonetics for primary teachers in these points as the table below:

Aspect	\bar{X}	S.D.	Suitability Level
Determination of training course elements	4.80	.45	Highest
Elements of training course	4.79	.36	Highest
Arrangement and language use	4.80	.45	Highest
Average	4.79	.35	Highest

Step 3: Experiment and evaluate the results from the use of training course on phonetics for primary teachers to enhance teaching abilities in pronunciation and vocabulary spelling English for ethnic diversity students in the special economic zone along Thailand and Myanmar border.

It was experimented by the training on 30 primary English teachers in the special economic zone along Thailand and Myanmar border, under Nakhon Mae Sot Municipality Office area 2.

Research tools were divided into three papers:

Paper 1 Evaluation of abilities in pronunciation and vocabulary spelling English of primary teachers

Paper 2 Evaluation of teaching and learning performance in pronunciation and vocabulary spelling English of primary teachers

Paper 3 Satisfying feedback on the training course to enhance the teaching and learning abilities in pronunciation and vocabulary spelling English on phonetics for primary teachers

Results of the Study

1. The pronunciation and spelling English status in the special economic zone along Thailand and Myanmar border; the overall was at a moderate level (\bar{X} = 3.39). The overall? of the teachers was at a high level (\bar{X} = 3.95), and the students were at a moderate level (\bar{X} = 2.66). The overview of pronunciation and spelling English teaching status was at a high level (\bar{X} = 3.55).

2. Curriculum development defined the components of a training course: principles and rationale, training unit, training activities, training media, measurement and evaluation. It was planned and evaluated by the experts. Results of the evaluation of the training course to enhance the teaching and learning abilities in pronunciation and vocabulary spelling English on phonetics for primary teachers, the overall suitability was at the highest level (\bar{X} = 4.79). Every aspect was at the highest level. The aspect with the highest level was determination of

training course elements and arrangement and language use (\bar{X} = 4.80). The details of the training course were as follows : Training Course to Enhance the Teaching and Learning Abilities in Pronunciation and Vocabulary Spelling English on Phonetics for Primary Teachers

Rationale

The teaching on pronunciation English nowadays, the teachers would be the guides. They pronounced the words or sentences then let the students repeat. This was a mean that could make students readable. However, English teaching and learning in the primary level still did not complete because of the difference between English and Thai phonology that caused many problems in pronunciation for Thai students, such as some sounds in English did not exist in Thai, sound stress, sound linking and intonation, etc. These problems would be carefully studied and understood by the English teachers as long as the efforts of trying to use different instructional means to solve them. So that the pronunciation English teaching would accomplish and greatly benefit the students.

In addition to correct pronunciation, the spelling from the pronunciation process also affected English teaching, learning and communication that could lead to the development in the higher level of teaching and learning for every communicative skill; listening, speaking, reading and writing. Therefore, the training course to enhance the teaching and learning abilities in pronunciation and vocabulary spelling English beneath phonetics for primary teachers would benefit in development of the learners who were essences for human resource development to develop the country, especially, the students who had ethnic diversity in the special economic zone along Thailand and Myanmar border. They were various in lives and living ways. Thus, the teaching and learning should be suitable for them specifically. However, they must learn English as the principle of the natives. Therefore, it was very necessary to develop the teachers who had to give knowledge and unite it as one for English teaching and learning, particularly, the pronunciation and vocabulary spelling.

The training course to enhance the teaching and learning abilities in pronunciation and vocabulary spelling English beneath phonetics for primary teachers was the curriculum that could develop abilities in pronunciation and vocabulary spelling English as long as teaching and learning in pronunciation and vocabulary spelling English on phonetics that the teachers would be skillful and could bring the knowledge into the class to perform suitable teaching and learning activities to develop the learners effectively.

Objectives

1. To enhance primary teachers' comprehension and abilities in pronunciation and vocabulary spelling English on phonetics for morpheme level, word level, sentence level and message level.

2. To instruct primary teachers the knowledge and comprehension on the pronunciation and vocabulary spelling English teaching principle.

3. To make primary teachers skillful at pronunciation and vocabulary spelling English teaching.

Curriculum Structure

Content

1. Principle of pronunciation and vocabulary spelling English consisted of important content as follows:

1.1 Place of articulation and phonetic symbols

1.2 Pronunciation and spelling

1.3 Ending sound and word stress

1.4 Sound linking within the messages and intonation in English sentences

2. Pronunciation English teaching activities consisted of important content as these follows:

2.1 Principle and Techniques in Pronunciation and vocabulary spelling English

2.2 Activities and media to reinforce in pronunciation and vocabulary spelling

English teaching

2.3 Evaluation on abilities in pronunciation and vocabulary spelling English

3. Experiment of teaching and learning activities in pronunciation and vocabulary spelling English

Training Unit

Unit	Training Course Content	Training Period
1.	Principles of pronunciation and vocabulary spelling English	12 hours
	1. Place of articulation and phonetic symbols	3 hours
	2. Pronunciation and spelling	3 hours
	3. Ending sound and word stress	3 hours
	4. Sound linking within the messages and intonation in English sentences	3 hours
2.	Pronunciation English teaching activities	3 hours
	1. Principles and Techniques in Pronunciation and vocabulary spelling English	1 hour
	2. Activities and media to reinforce in pronunciation and vocabulary spelling English teaching for 30 minutes	1 hour
	3. Evaluation of abilities in pronunciation and vocabulary spelling English for 1 hour	1 hour

Unit	Training Course Content	Training Period
3.	Experiment of teaching and learning activities in pronunciation and vocabulary spelling English	3 hours
	Participants proceed on the experiment in pronunciation and vocabulary spelling English teaching and learning activity.	
Total		18 hours

Training Activities

This training course was practical training followed the communicative approach teaching to allow the participants to find learning experiences on teaching and learning activities in pronunciation and vocabulary spelling English. The groups in the activity sized approximately 5-6 people to give the participants chances to practice themselves. There were steps of the training as follows:

1. Presentation

In this phase, the lecturer narrated and demonstrated the content in each unit with the presentations, papers and worksheets.

2. Practice

The participants, in this phase, were trained on the abilities by actions after the studies of content from each unit through group work, pair work and individual work by advising in correctly practice from the lecturer.

3. Production

The participants operated as their knowledge and comprehension with the lecturer as assessor by authentic assessment procedure for each unit.

Training Media

1. Course syllabus of the training course
2. Microsoft PowerPoint software and presentation / video clips
3. Actual materials
4. Papers / worksheets

Evaluation

Training period	Means	Tools
Pre-training	Orientation of the process and conditions on the training course participation	-
During the training	Participants' practicing the activities in pronunciation and vocabulary spelling English followed the determined tasks from the worksheet	1. Evaluation form of pronunciation and vocabulary spelling English for primary teachers 2. Worksheets
Post-training	1. Evaluation on pronunciation and vocabulary spelling English teaching for primary teachers	1. Evaluation form of pronunciation and vocabulary spelling English teaching for primary teachers
	2. Asking for satisfying feedback level on the training by the training course on phonetics to enhance teaching abilities in pronunciation and vocabulary spelling English for primary teachers	2. Questionnaire for satisfying feedback level on the training by the training course on phonetics to enhance teaching abilities in pronunciation and vocabulary spelling English for primary teachers

Criteria for Completion

1. Participate in the training course on phonetics to enhance teaching abilities in pronunciation and vocabulary spelling English for primary teachers at least 80% of the training period.

2. Get post-training scores at least at 3.50 (High level) after participation of the teaching activities in pronunciation and vocabulary spelling English.

3. Experiment and evaluation on the use of the training course were as these follows:

3.1 The overall evaluation subject of the ability for pronunciation and spelling English of primary school teachers were very good. The abilities were divided into; 1) pronunciation, 2) vocabulary spelling, and 3) phonetic symbols memorization; it was found that the level of the three abilities were at very good as well.

3.2 The overall evaluation result of pronunciation and spelling English teaching of primary school teachers were at high level ($\bar{X} = 4.14$). When considering it individually, it was found that the aspects with the highest average score were well preparation, human relationship and easy going with the students ($\bar{X} = 4.50$) and use of suitable media with the

content assisting the learning ($\bar{X} = 4.44$) respectively. However, the one with the lowest mean score was use of suitable evaluating means with the states of work or learning ($\bar{X} = 3.63$).

3.3 The overall evaluation results of the satisfying feedback on the training were at the highest level ($\bar{X} = 4.81$). The aspects with the highest mean score were process ($\bar{X} = 4.83$), production ($\bar{X} = 4.81$) and initial factors ($\bar{X} = 4.80$) respectively.

Discussion of Research Findings

1. The status of abilities in pronunciation and vocabulary spelling English in the special economic zone along Thailand-Myanmar border, overall was at moderate level. It might be that most pronunciation abilities were teachers' individual abilities. Thus, the overall their status of abilities in pronunciation and vocabulary spelling was at high level. However, the teachers could not pass on those abilities to the students regularly because of students' shyness and lack of confidence that made them unable to show their abilities in pronunciation and vocabulary spelling confidently. This influenced and made the overall students' status of abilities in pronunciation and vocabulary spelling at moderate level. When considered on the status of pronunciation and vocabulary spelling English that was at high level, it might result from the current teaching and learning of the schools that relied on the variety of innovation and technology of media that greatly assisted the teachers to prepare their teaching well. In addition, the primary level English teaching could be integrated with fun activities such as singing or games that affected students' short-term attention. However, it probably did not do well for their pronunciation and vocabulary spelling in a long term.

2. Development in the training course on phonetics to enhance abilities in pronunciation and vocabulary spelling English teaching for primary teachers had determination the elements of training course consisting of rationale, objectives, curriculum structure, training unit, training activities, media and evaluation. The course was conducted through the planning and evaluation by the experts as Taba model of curriculum development (Taba, 1962, p.10) said that curriculum development process consisted of 7 steps: 1) diagnose of needs, 2) formulation of objectives, 3) selection of content, 4) organization of content, 5) selection of learning experience, 6) Organization of learning experience, 7) determination of what to evaluate and how to do it. The results from evaluation of the course indicated that the overall suitability of the course was at highest level in every aspect. This might result from that the development process accorded to the training course development theory, especially the course determination. Firstly, researcher had surveyed the status of pronunciation and vocabulary spelling English of the teachers and students to determine as the details by the elements of the course. It showed that the content was responsive to the needs and the process according to the setting's status and teachers' background knowledge. This led to efficient course development according to the evaluation by the experts evidently. This accorded to Kesornpikool, C. (2012)'s research study: Development of Training Course to

Enhance Analytic Teaching Performance for Thai Language Teachers determined three steps for course development as study and analysis of basic information, production of the training course and evaluation of the course of which the results of the evaluation indicated that the training course had performance score at 81.12/81.25. As same as the study of Panklad, P. & Theanthong, M. (2015) : Development of Training Course beneath Performance-Based model for Teachers, it consisted of 5 parts; 1) analytic process to measure teachers' performance and needs analysis, 2) determination of the course objectives, 3) designing of the training course, 4) experiment of the use, and 5) actual use and evaluation. Evaluating results showed that the suitability level of the course was at the highest. Additionally, Parwai, N. (2011) had developed communicative-English-teaching-experiences-focused training program for primary teachers. It was found that the development of training program had four steps as; study and analysis of basic information, production of training program, experiment of use, and evaluation of the program. The quality evaluating results of the training program was at high level.

3. The experiment and evaluation of training course, wholly, teachers' abilities were at very good level. When classified individually as pronunciation ability, vocabulary spelling and phonetic symbols memorization, all three abilities were at very good level as well. This might result from that the training course which had process available for the participants to learn, practice and proceed by themselves through the steps as; 1) presentation, when the lecturer narrated and demonstrated the content in each unit with the presentations, papers and worksheets, 2) practice, when the participants were trained the abilities by actions after the studies of content from each unit through group work, pair work and individual work by advising in correctly practice from the lecturer, and 3) production, when the participants operated as their knowledge and comprehension with the lecturer as assessor by authentic assessment procedure for each unit. Thus, their abilities in English pronunciation and vocabulary spelling were at very good level. The process accorded to English for communication teaching. This accorded to the research findings of Sookkasem, R. (2010), Study in the Results of English Teaching by Communicative English Teaching Focusing on Speaking-Listening and Positive Reinforcement for Matthayom 1 Students, it was found that the students' abilities significantly increased at .01 after the teaching by the English for communication teaching model.

The overall evaluation results of pronunciation and spelling English teaching of primary school teachers was at high level. When considered it individually, it is found that the aspects with the highest mean score were well preparation, human relationship and easy going with the students and use of suitable media with the content assisting the learning respectively. It might result from that the most participants who were experienced in English teaching, so they could integrate the pronunciation and vocabulary spelling English with English teaching naturally and confidently. Moreover, the group work process of the training

course led to assisting in media production, online searching and teaching experiment. This accorded to Klomtoosing, B. (2012), he had developed English Training Course for School Directors under Chon Buri Primary Educational Administration Office Area 1. The findings showed that 30 participants were interested in practice in asking and exchanging of information skills, and participated in the activity well. However, the aspect with the lowest mean score was use of suitable evaluating means with the states of work or learning. It probably was that the training course might not look into the details of qualitative authentic assessment which made teachers' ability in evaluation during the teaching demonstration did not accomplish its objectives as it could be. Moreover, the determined period of the training course rather focused on pronunciation and vocabulary spelling activities than other ones.

The overall evaluation results of the satisfying feedback on the training was at the highest level. It might be because the training course had been prepared well by the review in content and training process with English teacher students in the faculty of Education, Kamphaengphet Rajabhat University before the editing of content, procedure and evaluation to be more suitable for the actual use. In addition, the researcher and lecturer team had more trust in the training course for teachers since there were suggestions before the experiment. In the same way, in each day, there were presentation about advantages and disadvantages of the training course from both the lecturers and participants honestly. This showed that the process of the course truly focused on participation.

The satisfying feedback with highest mean score was *process*. It probably was from the training activity performance that; 1) the lecturers informed objectives of the content to the participants before the training which made them realize at what they wanted to use on each training day. This led to learning and management of their brains that made the learning and recognition valuable for the content of that training, 2) there was an introduction before the content, and the training completely run by every determined step of the course. This was an important issue that the lecturer team realized in and performed the training as the determination of the course every time. Therefore, the training process was interesting and extensive at the expected content for the participants completely, 3) the training process focused on actual action for the participants as it was determined in the curriculum believing that this training must be learned only from the learning by doing. So that the participants would accomplish as Moonkaew, P. (2008) had developed English vocabulary pronunciation abilities of Vocational Certificate students year 1 by the phonetics symbols pronunciation English textbook, the findings showed that the samples had higher abilities in pronunciation than before the learning because of the concrete pronouncing practice. Moreover, the training course process determined that 4) the participants must participate in every activity. Participatory Learning (PL) caused assisting and exchanging of knowledge among the groups as same as in the knowledge managing process. The second aspect was production. It might be

due to; 1) the training gave knowledge and comprehension in pronunciation and vocabulary spelling English teaching, 2) the obtained knowledge was adaptable or applicable for pronunciation and vocabulary spelling English teaching for primary students, 3) the training gave participants the knowledge and abilities in place of articulation, pronunciation and spelling, ending sound, word stress, word linking, intonation in English sentences, principle and techniques in pronunciation and vocabulary spelling English teaching and reinforcing media, evaluation on abilities in pronunciation and vocabulary spelling, and results of participants' obtained knowledge. This caused from the process and content of the training course that were organized by the theory of training course performance, principle of pronunciation and vocabulary spelling and phonetics that the researcher brought into the integration until it became the applicable process for the training to be related to each other in a short time. With the true practical process including the participants' chances to suggest friendly, these made the participants dare do unfamiliar activities, especially the English pronunciation beneath phonetics which was necessary to bring into use in English teaching in the class. This accorded to Inthorasoot, K. (2008) who had developed practical training course about pronunciation English for secondary teachers. The results indicated that most teachers taught pronunciation English to the students by the presentation of variety of vocabulary matching the target sounds that the teachers wanted to teach. They let the students observe the ways to pronounce those words. Then let them practice themselves along with teachers' demonstration of lips shapes and ways to pronounce the words clearly and slowly. Most teachers trained their students by pair work practice with the word cards and word tags as teaching materials. The practical training course about pronunciation English for secondary teachers was evaluated from the experts as high in suitability level. Evaluation results from the use found that pronunciation abilities of the participants after the course were statistically significant higher than before at the 0.5 level. Pronunciation English teaching abilities of the participants in overall were high in suitability level. And the suggestions about the training course by the participants in overall were at high level.

Suggestions for Further Studies

1. The researcher(s) should study and compare the status of English teaching and learning or other subjects by classification on students' ethnic individually.
2. The researcher(s) should study and compare the status of English teaching and learning along Thailand-Myanmar border with the normal ones.
3. The researcher(s) should develop specific English teaching for students in the special economic zone along Thailand-Myanmar border.
4. The researcher(s) should develop the training course in other languages for students and ordinary people in the special economic zones and along the borderlands.

5. The researcher(s) should apply the training course beneath phonetics for primary teachers to enhance teaching abilities in pronunciation and vocabulary spelling English into the teaching and learning in other regions of Thailand.

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