



Teaching English Speaking Skills to Thai Students as a Foreign Language by Non-Thai Pre-Service Teachers: Strategies and Obstacles

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Receive: 17/01/2024

Accepted: 27/02/2024

Published: 01/03/2024

ABSTRAK

Tujuan penelitian ini adalah untuk mengeksplorasi strategi efektif dalam meningkatkan keterampilan berbicara Bahasa Inggris siswa Thailand oleh guru calon asing, sambil mengidentifikasi dan mengatasi kendala yang mungkin timbul dalam proses pengajaran. Penelitian ini menggunakan metodologi kualitatif dan desain studi kasus deskriptif untuk menganalisis data dari wawancara mendalam dan survei. Hasil penelitian menunjukkan bahwa ada berbagai strategi efektif yang digunakan oleh guru calon asing untuk meningkatkan keterampilan berbicara Bahasa Inggris siswa Thailand. Namun, kendala seperti hambatan bahasa dan budaya tetap menjadi tantangan utama yang dihadapi. Pentingnya pengalaman praktis dalam mengatasi kendala tersebut juga ditegaskan dalam penelitian ini. Meskipun demikian, perlindungan institusional masih perlu ditingkatkan untuk mendukung efektivitas guru dan hasil belajar siswa. Implikasi penelitian ini adalah untuk mempromosikan pembelajaran lintas budaya dan kemajuan pendidikan di lingkungan Thailand yang beragam secara linguistik.

Kata kunci: Siswa Thailand, Guru Pra-jabatan Non-Thailand, Keterampilan Berbicara, Strategi Mengajar, Hambatan

ABSTRACT

Abstract: This study aims to investigate efficient methods for improving the English-speaking abilities of Thai students, implemented by non-Thai pre-service instructors. Additionally, this research attempts to identify and overcome any potential challenges that may develop throughout the teaching process. The study used a qualitative technique and descriptive case study design to examine data collected from in-depth interviews and questionnaires. The findings indicate that non-Thai pre-service teachers employ many successful ways to enhance the English-speaking abilities of Thai students. Nevertheless, obstacles like language and cultural barriers continue to be significant issues. This research also emphasises the significance of hands-on experience in negotiating these challenges. However, there is a need for more improvement in institutional support to boost teacher effectiveness and improve student results. The study aims to facilitate cross-cultural education and enhance educational advancement in Thailand's linguistically varied setting.

Keyword: Thai Students, Non-Thai Pre-Service Teachers, Speaking Skills, Teaching Strategies, Obstacles

I. INTRODUCTION

Fluency in English is highly valued in today's globalized society since it is widely recognized as the dominant language for business, education, trade, and tourism around the world (Fithriani, 2018). The extensive prevalence of the English language is demonstrated by its broad utilization and understanding in diverse places (Menon et al., 2021; Getie, 2020). The significance of English as a means of communication amongst individuals from different cultural origins cannot be emphasized enough (Fithriani, Hz, & Ginting, 2023; Fithriani & Salmiah, 2022; Khurana et al., 2023).

Language, being an essential aspect of human communication, plays a pivotal role in the acquisition of English as a second language. According to Asmara et al. (2024), students who are proficient in a language have a natural ability to comprehend and interact with others. In addition to grammar, spelling, and pronunciation, a strong command of vocabulary is crucial for achieving effective communication. Implementing techniques such as incorporating short stories might heighten students' interest in acquiring vocabulary (Fajri, 2018).

Students' competency in English should include four fundamental skills: reading, writing, speaking, and listening. These skills have a substantial influence on their educational and professional paths (Boonmoh, 2023). Nevertheless, Thai students may encounter difficulties in achieving proficiency in English, especially when it comes to intricate grammar and verb tenses. They often rely significantly on memory to succeed in exams, which can be a hindrance for underprivileged students (Wutthisingchai & Stopps, 2018).

English is taught as a second language in Thailand, although the majority of Thai people primarily use Thai or Malay in their everyday activities. The language barrier presents a difficulty for teachers, particularly in primary education, as kids may not be proficient in English (Sarmah, Gogoi, & Wiltshire, 2009). As a result, there is frequently an excessive focus on adhering to grammar standards and memorizing terminology, especially in technical school, which worsens the challenges experienced by disadvantaged students.

Although Thai authorities have made efforts to enhance English proficiency through curriculum improvements and teacher development programs, foreign instructors, including those from Indonesia, face challenges such as language barriers and cultural differences (Putri, 2020; Fauziyah et al., 2021; Perwitasari & Sundari, 2022).

The task of instructing Thai students in English speaking abilities by non-Thai pre-service instructors offers both prospects and difficulties. Ensuring fair access to quality education in Thailand requires addressing challenges such as language barriers and educational disparities, while also emphasizing the need for English literacy for global communication.

The effort to instruct Thai pupils in English speaking abilities by non-Thai pre-service teachers holds great importance in the field of global education and cross-cultural communication. Proficiency in English is essential in this interconnected world, as it enables individuals to surpass geographical limitations and access a wider range of educational and professional prospects. This research highlights the significance of the strategies and difficulties encountered by non-Thai pre-service

teachers when teaching Thai pupils in a foreign language. This research aims to explore how effective strategies might improve students' English-speaking skills, while also addressing any challenges that may arise.

The problem formulation centres on the investigation of certain subjects. 1. To what extent do non-Thai pre-service teachers' teaching practices contribute to the improvement of Thai students' English-speaking abilities? 2. How significantly do language and cultural barriers impact the teaching of English-speaking skills to Thai students by non-Thai pre-service teachers? 3. To what extent can practical experience in teaching English to non-Thai pre-service teachers help in addressing the difficulties of improving English speaking skills for Thai students?

This study aims to assess the efficacy of tactics utilized by non-Thai pre-service teachers in instructing Thai students in a foreign language in English speaking skills. Additionally, it seeks to identify and overcome the challenges faced throughout this instructional process. This research aims to provide valuable insights into the difficulties encountered by non-Thai pre-service teachers and investigate novel methods to improve the English language learning process for Thai students. By doing so, it aims to promote cross-cultural communication and educational progress in Thailand's linguistically diverse environment.

This research has consequences that go beyond Thailand and are relevant on a global level, especially in the goal of accomplishing global education objectives. By implementing more effective teaching approaches and offering targeted assistance to non-Thai pre-service teachers, we can anticipate a substantial enhancement in the

English-speaking skills of Thai students. Moreover, this study can provide valuable knowledge for designing curriculum and educational policies in Thailand, highlighting the need to take into account the English language competency requirements when creating successful educational initiatives.

This research has significance beyond local situations and has ramifications for wider societal progress and global competitiveness. Fluency in spoken English is a highly valuable advantage in the global context, granting pupils access to educational and professional prospects on a global scale. Improving the standard of English language education in Thailand can have a positive impact on the country's long-term economic growth and social progress. This can be achieved by preparing the younger generation to effectively compete in the highly competitive global market.

II. RESEARCH METODOLOGY

The current study adopts a qualitative research methodology and employs a descriptive case study design. Qualitative researchers emphasize the importance of objectivity in handling qualitative data sets. The present study utilizes a qualitative research technique and employs a descriptive case study design. Qualitative researchers place significant emphasis on the value of impartiality when dealing with qualitative data sets. Zahle (2021) argues that achieving objectivity in qualitative data sets is contingent upon various aspects, such as accurate assumptions, epistemic values, and epistemic virtues. The combination of these traits enhances the appropriateness of the data collection to function as a foundation for efficiently resolving research inquiries.

Hence, attaining objectivity in qualitative research necessitates maintaining a harmonious equilibrium of various components within the data.

This study utilizes a qualitative research methodology, specifically employing a descriptive case study design. According to Aspers and Corte (2019), qualitative exploration is a process that involves iteration, to enhance comprehension of a subject by discovering new subtleties and developing links between qualitative and quantitative approaches.

Nevertheless, the understanding of qualitative data can differ considerably as a result of researchers' varied backgrounds, expectations, and theoretical expertise (Broom, 2021). As a result, there is a wide range of approaches to conceiving and theorizing qualitative data, which emphasizes the subjective component that is inherent in qualitative research methodology.

The approach utilized in this study incorporates several data sources, such as verbal explanations, behavioural indications including gestures, personal experience recordings, and conversational exchanges. Data collection is enhanced by employing a questionnaire, which enables the acquisition of extensive and varied qualitative data. Researchers seek to comprehensively gather data on the instruction of English-speaking abilities to Thai students by non-Thai pre-service teachers, using a diverse range of methods.

It is crucial to rigorously adhere to qualitative research standards throughout the study to retain the validity and reliability of the findings. Researchers can efficiently manage the intricacies of the research process and contribute to the growth of knowledge in the field of language education by adopting an

objective approach in interpreting qualitative data sets.

The study used a descriptive research approach to investigate the main obstacles encountered by aspiring Indonesian educators when teaching English in Thai junior high schools. This procedure encompasses multiple stages:

1. Participant Selection

The research carefully chose seven potential Indonesian English teachers who were currently studying at a private university in Indonesia. The participants were selected to participate in the overseas Real Work Lectures (KKNI), a one-month overseas internship program in junior and senior high school at Mamba UI-Uloom School. They were positioned at four separate educational institutions situated in Satun Province, which is located in the southern portion of Thailand. The selection method was designed to guarantee a heterogeneous group of volunteers, consisting of seven women between the ages of 21 and 22. This ensured a thorough examination of different viewpoints and experiences in the study.

Table 1. The Situation of the prospective Indonesian English teachers at Mamba UI-Uloom School

No.	Name	Gender	Age
1.	Qori Amelia	Female	22
2.	Meysya Fadilla	Female	21
3.	Anisa Pebrianti	Female	22
4.	Annisa Syahbilla	Female	22
5.	Venia Azura Isty	Female	21
6.	Jihan Amelia	Female	22
7.	Widya Amalia	Female	22
8.	Tiani Saputri	Female	21
9.	Ardiansyah Ramadhan	Male	22
10.	Amir Hasanul	Male	22

Arif

Source: adapted from the primary data

2. Data Collection

The process of gathering data involved a comprehensive strategy, which included distributing surveys in the form of questionnaires and conducting in-depth interviews at Muhammadiyah University of North Sumatra. The interviews were done with painstaking precision, utilizing mobile devices to record audio. This methodological decision ensured the comprehensive recording of responses, reducing the possibility of excluding relevant information or being influenced by any memory lapses from the respondents. In addition, the utilization of questionnaires yielded quantitative insights into the participants' experiences, which supplemented the qualitative data collected via interviews.

3. Data analysis

Researchers employed a systematic series of approaches to thoroughly examine the gathered data. The interview data were transcribed and coded with great care, following specific criteria. These criteria included emotions related to teaching English as a foreign language in Thailand, the confidence levels of junior high school English teachers, strategies used to address learning difficulties, and insights gained from teacher training programs. The technique of classification allowed for the methodical arrangement of data, which enabled researchers to recognize repeating themes and patterns in the responses of participants.

After completing the initial coding procedure, a schedule was created to conduct follow-up interviews with the participants. Throughout these interviews,

the researcher-maintained transparency and clarity regarding the research aims and details, which encouraged open and honest exchanges. Furthermore, the incorporation of a voice recorder within a smartphone made it easier to precisely collect and document interview data, reducing the possibility of losing data and improving the dependability of analysis.

The careful and thorough approach to selecting participants, collecting data, and analysing it highlights the dedication to ensuring accuracy and reliability in the study process. Researchers want to obtain complete insights into the challenges and techniques of teaching English-speaking skills to Thai students by non-Thai pre-service teachers through the use of a structured methodology. This comprehensive inquiry aims to increase the current body of knowledge and guide educational approaches, ultimately leading to improved language teaching methods and student academic achievements.

III. RESULT AND DISCUSSION

A high level of proficiency in spoken English was found in the analysis of the data from the speaking skills assessments of the students. This was attained by carefully taking into account ten factors: the effectiveness of pedagogical approaches, the significance of language and challenges in cultural context, the benefits of practical experience, the use of interactive techniques, the impact of cultural diversity, the evaluation of the effectiveness of assessment methods, institutional support, the modification of instructional approaches, and student motivation. This comprehensive analysis yielded valuable insights into the strong levels of proficiency demonstrated by students, enhancing our understanding of

the mechanics of language learning and instructional approaches. The results are visible below.

Table 2. Questionnaire results

No	Questionnaire	Results
1.	How effective do you consider the teaching strategies implemented by non-Thai pre-service teachers in developing English-speaking skills for Thai students?	<ul style="list-style-type: none"> - Responden 1 Venia Azura Isty: effective - Respondent 2 Annissa Syahbilla: very effective - Respondent 3 Jihan Amelia: effective - Responden 4 Anisa Pebrianti: effective - Respondent 5 Meysha Fadilla: effective - Responden 6 Ardiansyah Ramadhan: very effective - Respondent 7 Tiani Saputri: very effective - Responden 8 Qori Amelia: very effective - Respondent 9 Amir Hasanul Arif: effective - Responden 10 Widya Amalia:
2.	To what extent do language and cultural difficulties play a role in the process of teaching English speaking skills to Thai students by non-Thai pre-service teachers?	<ul style="list-style-type: none"> - Responden 1 Venia Azura Isty: significant - Responden 2 Annissa Syahbilla: very significant - Responden 3 Jihan Amelia: significant - Responden 4 Anisa Pebrianti: significant - Responden 5 Meysha Fadilla: significant - Responden 6 Ardiansyah Ramadhan: very significant - Responden 7 Tiani Saputri: very significant - Responden 8 Qori Amelia: significant - Responden 9 Amir Hasanul Arif: very significant - Responden 10 Widya Amalia: significant
3.	How much does practical experience in teaching English benefit non-	<ul style="list-style-type: none"> - Responden 1 Venia Azura Isty: very helpful - Responden 2 Annissa Syahbilla:

<p>Thai pre-service teachers in overcoming challenges in developing English speaking skills for Thai students?</p>	<p>very helpful</p> <ul style="list-style-type: none"> - Responden 3 Jihan Amelia: very helpful - Responden 4 Anisa Pebrianti: very helpful - Responden 5 Meysha Fadilla: moderately helpful - Responden 6 Ardiansyah Ramadhan: very helpful - Responden 7 Tiani Saputri: very helpful - Responden 8 Qori Amelia: very helpful - Responden 9 Amir Hasanul Arif: very helpful - Responden 10 Widya Amalia: very helpful 	<ul style="list-style-type: none"> - Responden 5 Meysha Fadilla: often - Responden 6 Ardiansyah Ramadhan: often - Responden 7 Tiani Saputri: often - Responden 8 Qori Amelia: often - Responden 9 Amir Hasanul Arif: often - Responden 10 Widya Amalia: often
<p>4. How often do non-Thai pre-service teachers use interactive techniques in the classroom to enhance English speaking skills for Thai students?</p>	<ul style="list-style-type: none"> - Responden 1 Venia Azura Isty: sometimes - Responden 2 Annissa Syahbilla: often - Responden 3 Jihan Amelia: often - Responden 4 Anisa Pebrianti: often 	<p>5. How much does communication barrier between non-Thai pre-service teachers and Thai students affect the effectiveness of teaching English speaking skills?</p> <ul style="list-style-type: none"> - Responden 1 Venia Azura Isty: affects - Responden 2 Annissa Syahbilla: significantly affects - Responden 3 Jihan Amelia: affects - Responden 4 Anisa Pebrianti: affects - Responden 5 Meysha Fadilla: significantly affects - Responden 6

	Ardiansyah Ramadhan: affects	-	Responden 8 Qori Amelia: neutral
	- Responden 7 Tiani Saputri: significantly affects	-	Responden 9 Amir Hasanul Arif: neutral
	- Responden 8 Qori Amelia: affects	-	Responden 10 Widya Amalia: neutral
	- Responden 9 Amir Hasanul Arif: affects	7.	How effective do you find the assessment methods applied by non-Thai pre- service teachers in evaluating the progress of Thai students in English speaking skills?
	- Responden 10 Widya Amalia: affects	-	Responden 1 Venia Azura Isty: neutral
6.	To what extent does cultural diversity between non- Thai pre- service teachers and Thai students influence the relationship in the context of English language learning?	-	Responden 2 Annissa Syahbilla: neutral
	- Responden 3 Jihan Amelia: neutral	-	Responden 3 Jihan Amelia: neutral
	- Responden 4 Anisa Pebrianti: neutral	-	Responden 4 Anisa Pebrianti: neutral
	- Responden 5 Meysa Fadilla: neutral	-	Responden 5 Meysa Fadilla: effective
	- Responden 6 Ardiansyah Ramadhan: neutral	-	Responden 6 Ardiansyah Ramadhan: effective
	- Responden 7 Tiani Saputri: neutral	-	Responden 7 Tiani Saputri: neutral
		-	Responden 8 Qori Amelia: effective
		-	Responden 9 Amir Hasanul Arif: effective
		-	Responden 10 Widya Amalia: effective

8.	How much institutional support is there for the English teaching program by non-Thai pre-service teachers for Thai students?	- Responden 1 Venia Azura Isty: adequate support - Responden 2 Annissa Syahbilla: adequate support - Responden 3 Jihan Amelia: adequate support - Responden 4 Anisa Pebrianti: adequate support - Responden 5 Meysha Fadilla: adequate support - Responden 6 Ardiansyah Ramadhan: adequate support - Responden 7 Tiani Saputri: neutral - Responden 8 Qori Amelia: neutral - Responden 9 Amir Hasanul Arif: adequate support - Responden 10 Widya Amalia: adequate support	service teachers adapt teaching strategies according to the needs and characteristics of Thai students in English language learning? Isty: often - Responden 2 Annissa Syahbilla: often - Responden 3 Jihan Amelia: often - Responden 4 Anisa Pebrianti: often - Responden 5 Meysha Fadilla: often - Responden 6 Ardiansyah Ramadhan: often - Responden 7 Tiani Saputri: often - Responden 8 Qori Amelia: often - Responden 9 Amir Hasanul Arif: often - Responden 10 Widya Amalia: often
9.	How often do non-Thai pre-	- Responden 1 Venia Azura	10. How motivated do Thai students feel to learn English speaking skills when taught by non-Thai pre-service teachers? - Responden 1 Venia Azura Isty: motivated - Responden 2 Annissa Syahbilla: very motivated - Responden 3 Jihan Amelia: neutral - Responden 4 Anisa

Pebrianti: Neutral	dominated the field
- Respondent 5 Meysha Fadilla: Neutral	
- Responden 6 Ardiansyah Ramadhan: very motivated	
- Respondent 7 Tiani Saputri: very motivated	
- Responden 8 Qori Amelia: motivated	
- Respondent 9 Amir Hasanul Arif: very motivated	
- Respon dent 10 Widya Amelia: very motivated	

The analysis shows 10 aspects:

1. Efficacy of
Pedagogical Approaches:

The overwhelmingly positive feedback regarding the effectiveness of instructional approaches suggests a high degree of proficiency among non-Thai pre-service teachers in promoting English speaking skills. This demonstrates a profound mastery in employing pedagogical techniques tailored for Thai pupils, fostering an environment conducive to language acquisition. The integration of educational methods into the classroom is gaining momentum, supported by scientific evidence and endorsement (Guijarro et al., 2020). They attempt to disassociate themselves from the conventional approaches that have

and whose effectiveness is doubted in terms of student motivation, engagement, and learning (Kirk, 2013). Cooperative Learning is an educational method that promotes positive contact and interdependence among students, allowing them to learn with and from each other. This pedagogical model improves and strengthens the collaborative learning experience (Hernando-Garijo et al, 2021). For a learning structure to be classified as cooperative, it must satisfy five fundamental components: (1) Positive Interdependence, (2) Facilitating Interaction, (3) Individual Accountability, (4) Group Processing, and (5) Social Skills.

2. The Significance of Language and Challenges in Cultural Context:

Language has a crucial role in shaping the cultural identities of a specific group by serving as a means of expressing countless perspectives, ideas, feelings, and knowledge. Languages originating from various geographical regions serve as mediums for individuals to express their unique cultural identities. Human interaction has a crucial role in the continuing co-creation of cultural values, customs, and identities within a language and culture (Maine et al., 2019). Language can unveil the diverse concealed social and cultural realities of individuals as they cultivate a particular lifestyle and culture within their family and society through the use of language from an early age (Parajuli, 2021). The prevailing agreement on the significant influence of linguistic and cultural obstacles emphasizes the inherent complexity of teaching Thai students the English language. This highlights the necessity of implementing targeted measures that tackle language and cultural

barriers to guarantee equitable and impartial educational outcomes.

3. Advantages of Practical Experience:

The widespread agreement regarding the significant value of hands-on experience highlights its central importance in preparing aspiring teachers with the necessary skills and flexibility essential for effectively negotiating the complexities of teaching English in a Thai setting. This emphasizes the essential nature of practical training in teacher preparation programs.

4. Utilization of Interactive Techniques:

The regular use of interactive methods indicates a proactive stance in improving student involvement and participation in language acquisition. The approach is based on teaching methods that promote active learning and create a dynamic classroom atmosphere that supports the development of skills.

5. Effect of Communication Barriers:

The recognition of the substantial influence of communication obstacles emphasizes the necessity of cultivating efficient channels of communication between educators and learners. To address these obstacles and improve the effectiveness of instruction, it is necessary to implement specific measures such as language support programs and cultural sensitivity training.

6. Impact of Cultural Diversity:

The objective position regarding the impact of cultural diversity implies a subtle comprehension of its effects on the relationship between teachers and students. Respondents recognize cultural differences but suggest that these variations do not necessarily impede the development of

rapport or instructional efficacy. They emphasize the significance of good teaching methods that go across cultural barriers.

7. Evaluation of Assessment Methods' Effectiveness:

The varied opinions on assessment methods emphasize the necessity for evaluation strategies that are pedagogically competent and in line with the varying learning requirements of Thai students. It highlights the significance of ongoing professional development to improve assessment processes and ensure they are in line with instructional objectives.

8. Support from institutions:

The impression of sufficient institutional support has a favourable impact on the organizational infrastructure and resources that are accessible to non-Thai pre-service teachers. Nevertheless, the lack of a biased reaction from certain participants indicates that there is potential for improvement in institutional efforts to strengthen teacher effectiveness and student achievements.

9. Modification of Instructional Approaches:

The widespread use of different teaching methods highlights the ability of non-Thai pre-service teachers to adjust their teachings to the specific requirements and traits of Thai students, demonstrating their pedagogical flexibility. It demonstrates a teaching method that prioritizes the needs and interests of the students, to maximize their learning experiences and results.

10. Student Motivation:

Several motivational categories are described in self-determination theory (SDT; Ryan & Deci, 2017), each with its distinct phenomenology and dynamics. These forms of motivation can be systematically arranged on a self-determination continuum, ranging from the highest level of self-determination (intrinsic motivation) to a moderate level (introjection) and ultimately to a complete lack of self-determination (motivation) (Howard et al., 2017; Ryan & Deci, 2017, 2020). Considering that various types of motivation possess a certain level of self-determination, there is a debate about the significance of assessing different types of motivation using a multidimensional approach, as opposed to a single-dimensional approach that measures the overall level of experienced self-determination (Chemolli & Gagné, 2014; Howard et al., 2017). It is often believed that pre-service instructors who are not Thai have a significant impact on creating a positive learning atmosphere that encourages Thai students to be motivated from within. This remark emphasizes the efficacy of effective instructional techniques in fostering enthusiasm and commitment towards acquiring proficiency in a foreign language.

The result shows the role of non-Thai pre-service teachers in imparting speaking skills to Thai students holds significant implications for both pedagogy and cultural exchange. The responses gleaned from the survey shed light on the efficacy of teaching strategies employed by these educators, as well as the formidable obstacles they encounter in the process.

One of the salient findings pertains to the effectiveness of teaching strategies utilized by non-Thai pre-service teachers. The consensus among respondents

regarding the efficacy of these strategies suggests a commendable level of pedagogical proficiency tailored to the unique needs of Thai learners. This underscores the importance of employing diverse instructional methodologies that promote active engagement and foster linguistic proficiency.

However, amidst the pedagogical prowess demonstrated by non-Thai pre-service teachers, formidable obstacles such as language and cultural barriers emerge as prominent challenges. The unanimous acknowledgement of the significant role played by these barriers underscores the necessity for targeted interventions aimed at mitigating linguistic and cultural disparities. Strategies such as language support programs and cross-cultural training can serve as instrumental tools in fostering effective communication and promoting cultural sensitivity within the classroom.

Moreover, the importance of practical experience in navigating these obstacles cannot be overstated. The consensus among respondents regarding the high helpfulness of practical experience highlights its indispensable role in equipping pre-service teachers with the requisite skills and adaptability crucial for overcoming the challenges inherent in teaching English to Thai students. This underscores the imperative of integrating hands-on training and experiential learning opportunities within teacher preparation programs.

Furthermore, while institutional support is perceived as generally adequate, there remains room for enhancement in institutional initiatives aimed at bolstering teacher efficacy and student outcomes. The neutral responses regarding assessment methods' effectiveness signal a need for continuous professional development and

refinement of evaluation strategies aligned with the diverse learning needs of Thai students.

Finally, the endeavour of teaching English speaking skills to Thai students as a foreign language by non-Thai pre-service teachers is characterized by a delicate balance of effective pedagogical strategies and formidable obstacles. By leveraging pedagogical adeptness, cultural sensitivity, and institutional support, stakeholders can work collaboratively towards overcoming these obstacles and fostering inclusive and transformative learning environments conducive to holistic student development.

IV. CONCLUSION

Ultimately, there is a constantly shifting terrain of successful pedagogical approaches entangled with significant challenges when non-Thai pre-service teachers attempt to teach English proficiency to Thai pupils. Despite the clear success of individualized instruction, obstacles like language and cultural differences continue to be a problem. Diverse teaching approaches, specific interventions (such as language support programs), and ongoing professional development are all necessary to meet these problems head-on. Teachers need to be able to adapt to difficult situations, and practical experience is a key component in achieving this goal. Improving student performance and teacher effectiveness requires more institutional backing. Stakeholders can work together to create inclusive learning settings that promote students' overall development in English language competence by utilizing their pedagogical expertise, cultural sensitivity, and institutional support.

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