Technology and Society Perspectives (TACIT) Vol. 4, No. 3, November 2026-February 2027, pages 958–972

Pronunciation and Spelling Difficulties Among Thai Young EFL Learners: A Qualitative Case Study

Ayya Alufi Ahmad[1], Dewi Nurul Qomariyah[2*], Khusnul Khotimah[3]

[1,2,3]*Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, Jawa Timur, Indonesia*

ARTICLE INFO

Article history:
Received: 12 September 2026
Revised: 20 October 2026
Accepted: 03 November 2026

DOI:
10.61100/tacit.v4i3.414

Keywords:
Pronunciation Difficulties, Spelling Errors, Thai EFL Learners, Alphabetic Development

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

ABSTRACT

This study explores pronunciation and spelling difficulties among Thai young learners of English as a Foreign Language (EFL), focusing on learner perceptions, written errors, and classroom instructional practices. A qualitative single-case study was conducted at Santiwit School, Southern Thailand, involving one English teacher and 20 Grade 2 students. Data were collected through semi-structured interviews, spelling worksheets, and three classroom observations, then analyzed using the interactive model of Miles, Huberman, and Saldaña. Findings revealed that all 20 students associated spelling difficulties with pronunciation, while 18 reported difficulties remembering spelling forms. Written work showed letter omissions, substitutions, and additions, although these errors could not be attributed exclusively to first-language phonological transfer. Classroom instruction incorporated phonics, repetition, corrective feedback, songs, and games. The study highlights the importance of integrating pronunciation practice, explicit spelling instruction, and contextual assessment to better understand and address young learners' vocabulary learning difficulties.

ABSTRAK

Penelitian ini mengkaji kesulitan pelafalan dan ejaan pada siswa sekolah dasar yang mempelajari bahasa Inggris sebagai bahasa asing di Thailand, dengan menyoroti pengalaman siswa, kesalahan ejaan, dan praktik pembelajaran. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus tunggal di Santiwit School, Thailand Selatan, melibatkan satu guru bahasa Inggris dan 20 siswa kelas dua. Data dikumpulkan melalui wawancara semi-terstruktur, lembar kerja ejaan, dan tiga observasi kelas, kemudian dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña. Hasil penelitian menunjukkan bahwa seluruh siswa mengaitkan kesulitan ejaan dengan pelafalan, sedangkan 18 siswa mengalami kesulitan mengingat bentuk ejaan. Analisis lembar kerja menemukan penghilangan, penggantian, dan penambahan huruf, tetapi kesalahan tersebut tidak dapat sepenuhnya dikaitkan dengan pengaruh fonologis bahasa pertama. Pembelajaran melibatkan fonik, pengulangan, umpan balik korektif, lagu, dan permainan. Temuan menegaskan pentingnya mengintegrasikan latihan pelafalan, pengajaran ejaan secara eksplisit, serta penilaian kontekstual untuk membantu guru memahami dan mengatasi kesulitan kosakata siswa secara lebih tepat.

1. INTRODUCTION

Vocabulary learning is an essential part of English language development, particularly for young learners who are beginning to recognize, pronounce, and write unfamiliar words. At the primary school level, learning vocabulary involves more than remembering word meanings. Children must also learn how spoken sounds correspond to written letters and how these connections help them recognize and reproduce words accurately. This process can be challenging in English as a Foreign Language (EFL) classrooms, where learners have limited opportunities to encounter English outside formal instruction. Ehri (2022) explains that developing connections between phonemes and graphemes is fundamental to early word reading and spelling. When these connections are not yet established, children may recognize familiar words during classroom activities but still struggle to pronounce or spell them independently.

** Corresponding author, email address: dewinurul@uinkhas.ac.id*

Pronunciation and spelling are closely related, although they involve different language skills. Pronunciation requires learners to recognize and produce speech sounds, whereas spelling involves representing words through conventional written forms. Difficulties may emerge when learners attempt to apply familiar sound patterns to an unfamiliar writing system. English presents an additional challenge because the relationship between pronunciation and spelling is not always consistent. A single sound may be represented by different letters, while the same letter may correspond to different sounds depending on the word. Mauroux (2022) discusses the importance of understanding these spelling–sound relationships in EFL instruction. For young learners who are still developing phonological awareness and alphabetic knowledge, such inconsistencies can make vocabulary learning particularly demanding.

These challenges are relevant to the Thai EFL context, where differences between Thai and English phonological patterns may influence how learners perceive and produce English words. Research on Thai learners has documented difficulties involving consonant clusters, word-final consonants, and other aspects of English pronunciation. For example, Pathanasin et al. (2026) examined word-final consonant pronunciation among Southern Thai EFL learners, while Thomma (2026) investigated consonant production errors among Thai university students. Although these studies involved older learners, they illustrate the importance of considering first-language phonological patterns when examining English pronunciation. Among primary school children, however, pronunciation difficulties may interact with developing spelling knowledge, making it necessary to examine spoken and written vocabulary learning together rather than treating them as separate problems.

Previous research has approached vocabulary and spelling difficulties from several perspectives. Woodeson (2023) explored vocabulary learning difficulties and teaching strategies among Thai students, identifying pronunciation, spelling, and word meaning as important challenges. Daffern & Fleet (2021) examined the use of spelling error analysis to inform explicit instruction, demonstrating the instructional relevance of understanding the nature of learners' written errors. Meanwhile, Jaemsai & Sukying (2026) investigated multimodal vocabulary learning in Thai primary classrooms, and Ruksil et al. (2025) examined the use of songs to support pronunciation development. Together, these studies show that vocabulary learning difficulties involve linguistic knowledge as well as instructional practices. Nevertheless, studies that evaluate instructional strategies or investigate particular pronunciation features do not necessarily explain how young learners themselves experience the relationship between pronunciation and spelling during everyday classroom activities.

A closer examination of these difficulties is important because learners' reported experiences may not always correspond directly with their written performance. Students may describe pronunciation as the reason they cannot spell a word, while their written errors may also reflect incomplete alphabetic knowledge, limited familiarity with English orthography, or difficulty remembering previously learned vocabulary. Teachers, in turn, may interpret these problems through classroom participation, instructional experience, and students' responses to learning activities. Examining only one of these perspectives risks overlooking important differences between perceived difficulties and observable learning patterns. Bringing together student interviews, teacher perspectives, spelling worksheets, and classroom observations can therefore provide a more comprehensive understanding of early EFL vocabulary learning.

Two complementary theoretical perspectives are particularly relevant to this investigation. Ehri's (2022) account of alphabetic development explains how children's growing knowledge of sound–letter relationships supports word recognition and spelling. From this perspective, spelling errors may reflect developing knowledge of how spoken words are represented in writing. The concept of first-language phonological transfer offers another possible explanation, particularly when learners encounter English sounds or sound combinations that differ from those familiar in their first language. These perspectives should not be treated as competing explanations. Rather, they provide a basis for examining whether pronunciation-related spelling difficulties reflect developing alphabetic knowledge, possible first-language influence, or an interaction between these processes. Importantly, identifying the precise source of an error requires careful interpretation of the available linguistic and classroom evidence.

Against this background, the present study investigates pronunciation and spelling difficulties among Grade 2 EFL learners at Santiwit School in Songkhla, Southern Thailand. Using a qualitative single-case study design, it examines the perspectives of one English teacher and 20 students alongside students' spelling worksheets and three classroom observations. The study addresses three questions: how teachers

and students perceive pronunciation and spelling difficulties; what spelling error patterns appear in students' written vocabulary work and how these relate to reported pronunciation difficulties; and how classroom instructional practices respond to these challenges. Its contribution lies in integrating multiple sources of qualitative evidence to develop a context-sensitive account of pronunciation and spelling difficulties in early EFL learning. Rather than assuming that all spelling errors result from first-language interference, the study considers how learners' perceptions, written performance, and classroom experiences can collectively inform an understanding of their vocabulary learning challenges.

2. THEORETICAL FRAMEWORK AND HYPOTHESES

2.1. Vocabulary Learning in Young EFL Learners

Vocabulary development is a fundamental aspect of English language learning, particularly among children in the early years of primary education. At this stage, learning vocabulary involves more than recognizing unfamiliar words or remembering their meanings. Children are also expected to understand how words are pronounced, recognize their written forms, and reproduce them accurately during classroom activities. These abilities develop gradually and do not always progress at the same pace. A student may recognize a familiar word when hearing it from the teacher but still struggle to pronounce or spell the same word independently. This distinction is particularly important in English as a Foreign Language (EFL) contexts, where opportunities to encounter and practice English outside the classroom may be limited.

Young learners often depend on repeated exposure, meaningful interaction, and instructional activities that connect spoken words with visual and written representations. However, vocabulary learning becomes more demanding when students must remember unfamiliar sound patterns while simultaneously learning how those sounds are represented in English orthography. Ehri (2022) emphasizes the importance of developing sound–letter connections in early literacy acquisition. These connections allow learners to recognize written words and gradually establish more stable representations of their spelling. When such knowledge remains incomplete, children may experience difficulties recalling previously learned vocabulary, even when they understand its meaning.

In the Thai EFL context, vocabulary learning is also shaped by learners' familiarity with the Thai language and their developing knowledge of English. Woodeson (2023) identified pronunciation, spelling, and word meaning as important challenges experienced by Thai students when learning English vocabulary. More recently, Jaemsai & Sukying (2026) examined multimodal vocabulary learning among Thai primary students, highlighting the instructional potential of combining different modes of learning. These studies suggest that vocabulary difficulties cannot be understood solely as problems of memorization. They may also involve the interaction between learners' linguistic knowledge, classroom experiences, and opportunities to practice unfamiliar words.

Nevertheless, participation in vocabulary activities does not necessarily indicate that students have developed accurate pronunciation or spelling abilities. Children may enjoy learning through songs, games, or visual materials while continuing to experience difficulties when asked to pronounce or write words independently. For this reason, investigating vocabulary learning difficulties requires attention to how students describe their experiences and how these experiences correspond with observable language performance. This distinction provides an important foundation for examining pronunciation and spelling difficulties among young Thai EFL learners.

2.2. Pronunciation, Phonological Awareness, and Spelling Development

Pronunciation and spelling are closely connected through learners' developing understanding of the relationship between spoken and written language. Pronunciation involves the perception and production of speech sounds, while spelling requires learners to represent words using conventional written forms. Although these processes are related, they should not be treated as identical abilities. A student may pronounce a word correctly but still spell it incorrectly because English spelling does not always correspond directly to pronunciation. Conversely, a student may recognize the written form of a familiar word while experiencing difficulty producing particular English sounds.

Phonological awareness provides an important foundation for developing these abilities. It refers to the capacity to recognize and manipulate the sound structures of spoken language, including syllables, rhymes, and individual phonemes. Phonemic awareness, as a component of phonological awareness, is par-

ticularly relevant to alphabetic literacy because it enables learners to identify the individual sounds represented by letters or letter combinations. Ehri (2022) explains that the development of phoneme–grapheme connections plays a central role in learning to read and spell words. These connections gradually allow children to associate spoken word forms with their written representations.

Ehri's account of alphabetic development describes four phases: pre-alphabetic, partial alphabetic, full alphabetic, and consolidated alphabetic. During the partial alphabetic phase, learners begin recognizing some relationships between sounds and letters but may not yet represent every sound within a word. As they develop more complete alphabetic knowledge, they become increasingly capable of identifying and remembering conventional spelling patterns. This perspective is useful for understanding why young learners sometimes omit letters, substitute vowels, or struggle to remember the spelling of previously learned words. However, the presence of such errors alone is insufficient to determine a learner's developmental phase.

English orthography introduces additional challenges because the correspondence between spelling and pronunciation is not always consistent. A particular sound may be represented by different letters, while the same letter may be pronounced differently across words. Mauroux (2022) discusses the importance of understanding English spelling–sound relationships in EFL instruction, particularly when learners encounter unfamiliar pronunciation patterns. These inconsistencies may complicate vocabulary learning for children who are still developing their knowledge of English phonology and written language.

Daffern & Fleet (2021) further demonstrate the instructional value of examining spelling errors as evidence of learners' developing orthographic knowledge. Rather than viewing incorrect spellings simply as failures, error analysis can help identify patterns that require instructional attention. For example, vowel substitutions, letter omissions, and consonant additions may provide information about how learners interpret and reproduce written words. Nevertheless, similar errors may arise from different causes, including incomplete alphabetic knowledge, unfamiliar pronunciation, or difficulties recalling conventional spelling. Consequently, spelling errors should be interpreted alongside other forms of evidence rather than automatically attributed to pronunciation difficulties.

2.3. First-Language Phonological Transfer in Thai EFL Learning

First-language phonological transfer offers an additional explanation for the pronunciation difficulties experienced by learners of English. When individuals encounter sounds or sound combinations that differ from those in their first language, they may initially interpret or produce them through familiar phonological categories. This process can influence the perception and production of unfamiliar sounds, particularly during the early stages of additional language learning. In the Thai EFL context, differences between Thai and English phonological patterns may contribute to difficulties involving particular consonants, vowel contrasts, consonant clusters, and syllable structures.

These differences are relevant because young learners may attempt to reproduce English words using sound patterns that are more familiar to them. For example, consonant clusters that are difficult to articulate may be simplified, while unfamiliar sounds may be replaced with sounds perceived as similar. Such adaptations can affect pronunciation and potentially influence how learners interpret spoken words when attempting to spell them. However, the relationship between phonological transfer and spelling is not necessarily direct. Written errors may also reflect incomplete knowledge of English spelling conventions or the normal development of alphabetic literacy.

Previous research has identified pronunciation and spelling as recurring challenges in Thai EFL learning. Woodeson (2023) reported that Thai students experienced difficulties involving word pronunciation, spelling, and meaning. Research focusing on specific pronunciation features has also highlighted the importance of considering differences between Thai and English phonological systems. Nevertheless, findings from older learners should not be assumed to describe the experiences of primary school children in the same way. Younger learners are still developing their knowledge of English sounds and written forms, making it necessary to consider both linguistic transfer and developmental factors when interpreting their difficulties.

The distinction between phonological influence and orthographic development is particularly important when analyzing spelling errors. For instance, writing BOK instead of BOOK may reflect uncertainty about the spelling pattern used to represent a vowel sound rather than direct evidence of Thai phonological interference. Similarly, vowel substitutions in unfamiliar words may arise from difficulties remembering

their written forms. Without sufficient information about how students pronounced the target words, it would be premature to attribute these errors exclusively to first-language influence.

Accordingly, this study treats first-language phonological transfer as a possible interpretive explanation rather than a predetermined cause of spelling difficulties. By considering teacher and student perspectives alongside written vocabulary work and classroom observations, the analysis can examine whether reported pronunciation problems correspond with observable spelling patterns. This approach also allows alternative explanations to be considered, providing a more cautious understanding of the difficulties experienced by Thai young EFL learners.

2.4. Classroom Instruction and Pronunciation–Spelling Difficulties

Classroom instruction plays an important role in supporting young learners as they develop relationships between spoken and written English vocabulary. Because children may have limited opportunities to practice English outside school, classroom activities can provide essential exposure to unfamiliar words, pronunciation patterns, and spelling conventions. Instructional approaches that explicitly connect sounds with written forms may help learners develop more accurate and stable vocabulary knowledge. Ehri (2022) emphasizes the importance of systematic instruction in phonemic awareness, phonics, and sound–letter relationships during early literacy development.

Teachers may use different strategies to address pronunciation and spelling difficulties, including phonics activities, flashcards, dictation, repetition, songs, games, and corrective feedback. These strategies provide different forms of support. Phonics instruction focuses on relationships between sounds and letters, while dictation encourages learners to connect spoken words with written representations. Flashcards can reinforce word recognition, and repeated practice may help students become more familiar with previously encountered vocabulary. Interactive activities, meanwhile, may encourage participation and reduce hesitation when children are asked to practice unfamiliar English words.

Research involving Thai primary learners has examined the potential benefits of such instructional approaches. Jaemsai & Sukying (2026) investigated multimodal vocabulary learning, while Ruksil et al. (2025) explored the use of songs to support pronunciation development. These studies indicate that instructional activities involving multiple forms of engagement can provide useful opportunities for vocabulary practice. However, increased enjoyment or classroom participation should not automatically be interpreted as evidence of improved spelling accuracy or long-term vocabulary retention. Such outcomes require evidence that directly examines changes in learners' language performance.

Another important consideration is the level of assistance provided during classroom activities. Students who receive pronunciation correction, spelling prompts, or direct guidance may produce more accurate written work than they would during independent tasks. As a result, worksheets completed with teacher assistance may not fully represent learners' independent spelling abilities. This distinction is relevant to qualitative classroom research because the conditions under which students complete learning activities can influence the errors that become visible in their written work.

Understanding instructional practices therefore requires more than identifying which teaching strategies are used. It also involves examining how students respond to those strategies, when difficulties become apparent, and how teacher support shapes their learning experiences. By considering classroom observations alongside interviews and spelling worksheets, researchers can develop a more comprehensive understanding of how pronunciation and spelling difficulties are addressed within everyday EFL instruction.

2.5. Theoretical Framework and Analytical Orientation

This study draws on two complementary theoretical perspectives to examine pronunciation and spelling difficulties among Thai young EFL learners: Ehri's account of alphabetic development and the concept of first-language phonological transfer. Ehri's perspective emphasizes the development of phoneme–grapheme relationships as children learn to connect spoken words with written forms. First-language phonological transfer, meanwhile, draws attention to the possibility that learners' existing sound systems influence how they perceive and produce unfamiliar English sounds. Together, these perspectives provide a basis for interpreting spelling difficulties without assuming that every written error has the same underlying explanation.

The theoretical framework is organized around three interconnected areas of analysis. The first concerns perceived pronunciation and spelling difficulties, including how teachers and students describe problems with unfamiliar sounds, written vocabulary, and remembering previously learned words. The second

concerns observable spelling error patterns, particularly letter omissions, substitutions, and additions identified in students' written work. The third concerns classroom instructional practices, including phonics instruction, repetition, corrective feedback, and interactive learning activities used to address these difficulties. These areas reflect the study's research questions and the qualitative evidence available for analysis.

The framework integrates evidence from teacher interviews, student interviews, spelling worksheets, and classroom observations. Rather than establishing a causal model, it provides an analytical orientation for comparing learners' reported experiences with their written performance and the instructional conditions in which learning takes place. As illustrated in Figure 1, the two theoretical perspectives inform three interconnected areas of analysis, which are brought together through an integrated qualitative interpretation of pronunciation and spelling difficulties among Thai young EFL learners.

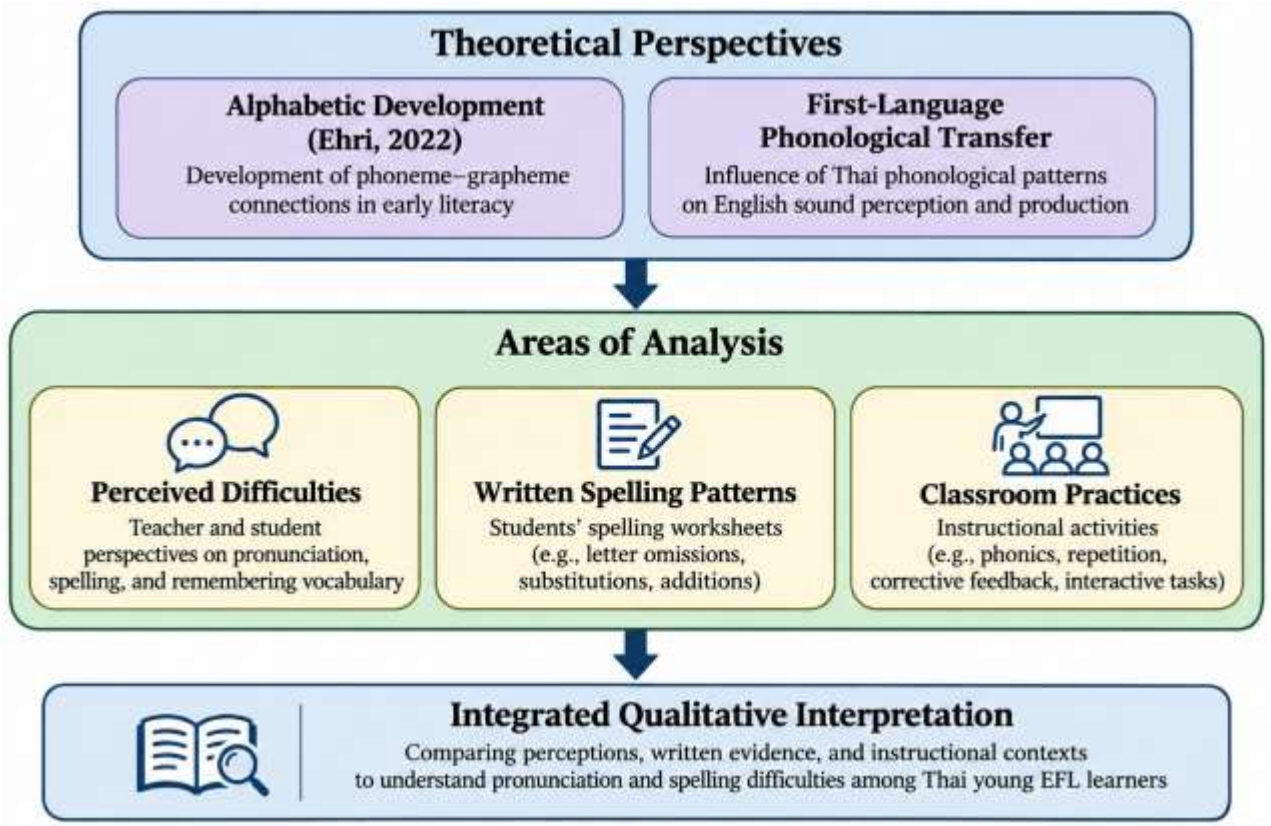


Figure 1. Conceptual Framework of the Study

By connecting learners' perspectives, written performance, and classroom practices, this framework supports a context-sensitive interpretation of pronunciation and spelling difficulties. It also allows the analysis to identify inconsistencies between data sources, such as situations in which students report substantial difficulties but produce relatively few written errors during teacher-supported activities. These differences are analytically important because they may reveal how classroom conditions influence the visibility of learning difficulties. The framework therefore guides the study toward understanding not only what difficulties learners experience but also how these difficulties are perceived, manifested, and addressed within a particular early EFL classroom.

3. RESEARCH METHOD

3.1 Research Design

This study employed a qualitative single-case study design to explore pronunciation and spelling difficulties among Thai young learners of English as a Foreign Language (EFL). A qualitative approach was considered appropriate because the study sought to understand how teachers and students perceived these difficulties and how they were reflected in written vocabulary work and everyday classroom activities. Rather than measuring the effectiveness of a particular teaching intervention, the research focused on examining learners'

experiences and the instructional context in which their difficulties occurred. The case was bounded by one Grade 2 classroom at Santiwit School in Songkhla, Southern Thailand. This setting provided an opportunity to examine pronunciation and spelling difficulties within an existing classroom environment, where students were learning English vocabulary through regular instructional activities. The single-case design allowed the researcher to consider multiple sources of evidence within the same educational context, including teacher and student interviews, students' spelling worksheets, and classroom observations. The study did not aim to establish causal relationships between pronunciation and spelling difficulties or to generalize its findings statistically to Thai primary school students. Instead, it sought to develop a context-sensitive understanding of how these difficulties were perceived, manifested, and addressed within the selected classroom.

3.2. Research Setting and Participants

The research was conducted at Santiwit School, located in Songkhla, Southern Thailand. The participants consisted of one Grade 2 English teacher and 20 students enrolled in the same classroom. The teacher was responsible for both homeroom instruction and English vocabulary teaching, making her a relevant source of information about students' language learning experiences, recurring difficulties, and classroom instructional practices. The research setting was selected purposively because it provided access to a classroom in which young learners were developing their English vocabulary knowledge. The teacher was included because she was directly responsible for English instruction in the selected class. All 20 students were involved to capture the range of learners' reported experiences within the case. Thus, the participant selection combined purposive selection of the research setting with the inclusion of the entire student group in the selected classroom. The inclusion of one teacher and 20 students was consistent with the study's focus on an individual classroom rather than comparisons across schools or educational levels. The teacher provided an instructional perspective, while the students contributed firsthand accounts of their experiences with English pronunciation, spelling, and vocabulary learning. These perspectives were subsequently considered alongside written work and classroom observations to develop a more comprehensive understanding of the case.

3.3. Data Collection

Data were collected through three complementary techniques: semi-structured interviews, document analysis, and non-participant classroom observations. These techniques were used to examine pronunciation and spelling difficulties from different perspectives and to compare reported experiences with evidence from classroom learning activities. As summarized in Table 1, each data source provided a distinct but complementary form of evidence, allowing the study to examine participants' reported difficulties, observable spelling patterns, and instructional practices within the selected classroom.

Table 1. Data Sources and Analytical Focus

Data Source	Participants/Materials	Analytical Focus
Teacher interview	1 English teacher	Perceived pronunciation and spelling difficulties, instructional strategies, and classroom challenges
Student interviews	20 Grade 2 students	Pronunciation difficulties, spelling problems, vocabulary recall, and learning experiences
Document analysis	Students' spelling and vocabulary worksheets	Letter omissions, substitutions, additions, and recurring spelling error patterns
Classroom observations	3 English vocabulary lessons	Phonics instruction, corrective feedback, interactive activities, and observable learning difficulties

Semi-structured interviews. Interviews were conducted with the English teacher and all 20 students. The teacher interview explored recurring pronunciation and spelling difficulties, possible explanations for these difficulties, instructional strategies, and students' learning experiences. Student interviews focused on their perceptions of English vocabulary learning, particularly difficulties in pronouncing unfamiliar words, remembering spelling forms, and participating in classroom activities. The student interviews were conducted primarily in Thai to enable the children to express their experiences in a familiar language. Their responses were subsequently translated into English for analysis and reporting. An interview guide was prepared in advance to maintain consistency with the research objectives while allowing participants to describe their experiences in their own words. The use of interviews provided access to perspectives that might not be fully visible through written classroom tasks.

Document analysis. Students' spelling and vocabulary worksheets were examined to identify recurring patterns of written errors. The analysis focused on examples of letter omission, substitution, addition, and other deviations from conventional English spelling. Particular attention was given to vocabulary items associated with the classroom theme of "School Objects," including words such as eraser, crayon, ruler, and book. The worksheets were treated as evidence of students' written performance within the classroom context. Because some students received teacher assistance while completing the activities, the written responses were not assumed to represent entirely independent spelling ability. This consideration was important when interpreting the relationship between students' reported difficulties and the errors visible in their written work.

Classroom observations. Three non-participant observations were conducted during English vocabulary lessons. The researcher observed classroom interactions, instructional activities, students' responses to unfamiliar words, and the ways pronunciation and spelling difficulties were addressed during teaching and learning. Attention was given to activities such as phonics instruction, pronunciation repetition, corrective feedback, songs, games, gestures, and written vocabulary exercises. The observations provided contextual evidence about how pronunciation and spelling difficulties appeared during classroom activities. They also offered an opportunity to compare the experiences described in interviews with students' participation and performance during lessons. Together, the three data collection techniques provided complementary evidence for understanding the selected classroom case.

3.4. Data Analysis

The qualitative data were analyzed using the interactive model of Miles, Huberman, & Saldaña (2014), which involves three interconnected processes: data condensation, data display, and conclusion drawing and verification. This approach was used to organize evidence from interviews, worksheets, and classroom observations and to identify recurring patterns relevant to the research questions. Data condensation involved reviewing the interview responses, observation notes, and students' written work to identify information related to pronunciation difficulties, spelling problems, vocabulary recall, and classroom instructional practices. The relevant evidence was organized into categories reflecting the study's analytical focus. These categories included perceived learning difficulties, observable spelling error patterns, and instructional responses to students' difficulties.

Data display involved organizing the categorized evidence to facilitate comparisons across sources. Teacher and student interview responses were considered alongside the spelling patterns identified in worksheets and the instructional situations recorded during classroom observations. This process helped identify areas of agreement and difference between participants' reported experiences and observable classroom evidence. Conclusion drawing and verification involved interpreting the recurring patterns in relation to the research questions and the theoretical perspectives discussed in the literature review. Particular attention was given to whether reported pronunciation difficulties corresponded with the spelling errors identified in students' written work. Alternative explanations, including developing alphabetic knowledge and the characteristics of English orthography, were also considered when interpreting these patterns. The analysis was interpretive rather than causal. Consequently, spelling errors were not automatically attributed to first-language phonological transfer, and students' perceptions were distinguished from independently observed language performance. The resulting interpretations were developed by comparing evidence across the available qualitative data sources.

3.5. Trustworthiness of the Study

The trustworthiness of the study was addressed through the use of multiple sources of qualitative evidence and the consideration of the research context during interpretation. Source triangulation involved comparing the teacher's perspective with the experiences reported by the 20 students. Method triangulation involved examining interview responses alongside students' worksheets and classroom observations. These comparisons were important because different sources could reveal different aspects of the same learning difficulty. For example, students might report considerable difficulty spelling English words, while their completed worksheets might contain relatively few visible errors because teacher assistance was provided during the activity. Rather than treating such differences as contradictory evidence to be disregarded, the analysis considered how instructional conditions could influence the difficulties observed.

The study also drew on contextual description of the classroom, participants, and instructional activities to support readers' assessment of the applicability of its findings to comparable settings. The research account was intended to make the relationship between the collected evidence and the reported interpretations sufficiently clear for readers to evaluate the conclusions. Nevertheless, the findings remain specific to the selected classroom. The involvement of one teacher, a relatively small group of students, and three classroom observations limits the range of educational contexts represented. These characteristics are consistent with the bounded nature of the case study but should be considered when interpreting its wider implications.

3.6. Ethical Considerations

The study involved primary school children and therefore required particular attention to voluntary participation, confidentiality, and the protection of participants. According to the reported research procedures, permission to conduct the study was obtained from the school principal, and the participating English teacher provided consent. The students were informed about the purpose of the study using language appropriate to their age. Participation was described as voluntary, and students were given the opportunity to decline or withdraw without consequences. The collected information was used for academic purposes, with attention to protecting participants' identities and avoiding unnecessary disclosure of personal information. Because the participants were minors, the procedures for obtaining parental or guardian permission and documenting children's assent require explicit clarification in the final research report. These procedures should be described according to what was actually implemented during data collection. Any institutional ethical approval should likewise be reported only if it was obtained and can be documented.

4. DATA ANALYSIS AND DISCUSSION

4.1. Results

4.1.1. Teacher and Student Perspectives on Pronunciation and Spelling Difficulties

The findings revealed that pronunciation and spelling were closely connected in the learning experiences reported by the teacher and students. The English teacher identified pronunciation-related spelling difficulties as a recurring classroom problem, particularly when students encountered unfamiliar English sound patterns or words containing silent letters. She explained that students sometimes relied on familiar Thai pronunciation patterns when attempting to spell English vocabulary. As the teacher stated:

> *"Yes, many Thai students are influenced by their language and sometimes spell English words according to Thai pronunciation."*

This statement suggests that the teacher perceived first-language influence as an important explanation for students' spelling difficulties. However, her observation also reflects an instructional interpretation rather than direct linguistic evidence that every spelling error originated from Thai phonology. The teacher further identified differences in students' English proficiency and limited opportunities for English practice at home as challenges that complicated vocabulary instruction. Student interviews provided a complementary perspective. All 20 students associated their spelling difficulties with pronunciation, while 18 reported difficulties remembering previously learned spellings. Sixteen students described English spelling or unfamiliar vocabulary as difficult. The interviews also indicated that 18 students tended to represent English words according to familiar Thai sound patterns, as reported in the study's documentation. Table 2 summarizes the principal themes identified from the student responses.

Table 2. Students' Reported Vocabulary Learning Difficulties and Experiences (n = 20)

No.	Theme	Students (n)	Percentage (%)	Illustrative Evidence
1	Difficulties with English spelling or new vocabulary	16	80	"New vocabulary is difficult"
2	Spelling difficulties attributed to pronunciation	20	100	"Because of the pronunciation"
3	Difficulty remembering previously learned spellings	18	90	"Sometimes I forget"
4	Writing English words according to Thai sounds	18	90	Supported by video documentation

5	Exposure to daily vocabulary activities, songs, and games	20	100	"We do daily vocabulary routine, songs & games"
6	Expressed enjoyment of learning English vocabulary	6	30	"Yes, I do"

Source: Student interviews and documentation reported in the study. Percentages are descriptive summaries of the 20 participants, not population estimates. The themes are not mutually exclusive.

As shown in Table 2, pronunciation was the most frequently reported explanation for spelling difficulties. Nevertheless, the responses also revealed challenges involving vocabulary recall and the learning of unfamiliar words. One student explained, "New English words are really hard. I can't remember them quickly" (Student 1). Another student identified a particular pronunciation difficulty: "My friends and I sometimes have trouble saying words with the letter 'W'" (Student 3). These responses suggest that the difficulties experienced by the students extended beyond a single linguistic feature. Although pronunciation was consistently mentioned, remembering conventional spelling forms and recognizing unfamiliar vocabulary also appeared to be important aspects of their learning experiences. The results concerning classroom enjoyment require particular attention. All 20 students referred to daily vocabulary routines, songs, or games, but only six were recorded as explicitly expressing enjoyment of learning English vocabulary. Therefore, participation in instructional activities should not be interpreted as evidence that all students enjoyed the lessons. This distinction is important because exposure to interactive activities and positive attitudes toward learning represent different aspects of classroom experience.

4.1.2. Spelling Error Patterns in Students' Written Work

Analysis of the students' vocabulary worksheets provided additional evidence of the spelling difficulties reported during interviews. The worksheets focused on vocabulary related to the classroom theme "School Objects." Although the number of documented errors was relatively limited, several recurring patterns were identified, including letter omission, vowel substitution, and consonant addition. Table 3 presents the spelling forms recorded in the worksheets and the number of students associated with each target word.

Table 3. Spelling Error Patterns Identified in Students' Worksheets

No.	Target Word	Recorded Incorrect Spelling	Error Pattern	Students (n)
1	Eraser	ERRSER, ERP SER	Consonant addition and vowel omission	4
2	Crayon	CRCYON, CREYON	Letter substitution and omission	2
3	Ruler	RALER	Vowel substitution	1
4	Book	BOK	Letter omission	1

As presented in Table 3, the largest documented group of spelling errors involved the word eraser, followed by crayon. The forms RALER and BOK were less frequent but remain relevant because they illustrate different ways in which students departed from conventional English spelling. The spelling BOK for BOOK, for example, involves the omission of one letter from a vowel digraph. This error may indicate uncertainty about the written representation of the vowel rather than a simple failure to recognize the word. Similarly, RALER for RULER involves a vowel substitution that could reflect developing orthographic knowledge, pronunciation-related interpretation, or difficulty recalling the conventional spelling. The available written evidence does not independently establish which explanation is correct.

The forms recorded for eraser and crayon also suggest that students experienced difficulties reproducing complete written word forms. However, the available worksheet data do not include corresponding phonetic transcriptions for each written error. Consequently, it is not possible to establish a direct sound-to-spelling correspondence for every example. An additional consideration is that some students received teacher assistance while completing the worksheets. This may have reduced the number of visible errors and made the written responses appear more accurate than students' independent performance. Therefore, the relatively small number of recorded spelling errors should not be interpreted as contradicting the difficulties reported during interviews. Instead, it highlights the importance of considering the instructional conditions under which written evidence was produced.

4.1.3. Classroom Observations and Instructional Responses

Three classroom observations provided contextual evidence concerning how pronunciation and spelling difficulties appeared during English vocabulary lessons. The teacher incorporated phonics activities, pronunciation practice, corrective feedback, and repeated exposure to vocabulary. Instruction included attention to sound–letter relationships, including word endings such as -ur and -or. During pronunciation activities, students sometimes experienced difficulties producing unfamiliar English sounds. The teacher responded by repeating target pronunciations and encouraging students to imitate them. These instructional interactions indicated that pronunciation correction was a regular part of vocabulary teaching in the observed classroom.

The observations also indicated that students participated more actively when lessons involved songs, gestures, repetition, and interactive activities. One student expressed this preference during an interview: "I like learning English words with games. It's more fun!" (Student 2). However, the observations did not include a formal measurement of vocabulary retention before and after these activities. The evidence therefore supports a finding of greater observable engagement rather than a demonstrated improvement in long-term vocabulary retention. During written activities, some students appeared hesitant, consulted their peers, or requested assistance from the teacher. These behaviors were consistent with the reported difficulties in remembering and reproducing written vocabulary. They also suggest that teacher guidance may have influenced the accuracy of completed worksheets.

The teacher described her instructional approach as follows:

> *"I use a variety of strategies to help students improve their spelling. I teach phonics and common spelling patterns and I'm using dictation, flashcards and regular review activities."*

She also considered the combination of phonics, flashcards, and regular practice particularly useful for supporting spelling development. These statements reflect the teacher's professional judgment; the study did not experimentally compare the effectiveness of the different strategies.

4.1.4. Convergence and Differences Across Data Sources

The integration of interviews, worksheets, and classroom observations revealed both agreement and differences across the available evidence. The strongest convergence concerned the importance of pronunciation difficulties. The teacher identified pronunciation as a recurring instructional challenge, all 20 students associated their spelling problems with pronunciation, and classroom observations documented pronunciation correction during vocabulary lessons. However, the written evidence presented a more complex picture. Although students frequently reported difficulties, the documented worksheet errors involved relatively few students. This difference may partly reflect the assistance provided during written activities, although the available data do not establish the extent of its influence.

Table 4. Triangulation of Findings Across Qualitative Data Sources

Analytical Theme	Interview Evidence	Worksheet Evidence	Observation Evidence
Pronunciation difficulties	Teacher reports recurring difficulties; 20 students associate spelling problems with pronunciation	Written errors are compatible with several explanations	Pronunciation correction observed
Spelling difficulties	16 students report difficulty with spelling or new vocabulary	Omissions, substitutions, and additions documented	Hesitation and requests for assistance observed
Vocabulary recall	18 students report forgetting previously learned spellings	No independent recall measure reported	Repetition used during instruction
First-language influence	Teacher reports Thai pronunciation influence; 18 students associated with Thai-sound writing patterns	No direct phonetic alignment available for individual errors	Pronunciation difficulties observed, but their linguistic causes were not independently established
Instructional practices	Teacher reports using phonics, flashcards, dictation, and review	Some worksheets completed with assistance	Songs, gestures, repetition, and corrective feedback observed

Source: Synthesis of teacher interviews, student interviews, worksheets, and classroom observations.

As summarized in Table 4, the data sources consistently identify pronunciation and spelling as important classroom difficulties, but they do not provide equally strong evidence for every proposed explanation. The interviews reveal how participants understand their difficulties, the worksheets document particular written errors, and the observations show how students respond within instructional activities. The central finding is therefore not simply that pronunciation causes spelling errors. Rather, pronunciation difficulties are highly salient in participants' accounts, while students' written performance reflects a combination of potentially relevant linguistic, developmental, and instructional factors.

4.2. Discussion

4.2.1. Pronunciation and Spelling as Interrelated but Distinct Learning Challenges

The findings indicate that pronunciation occupies a central position in how Thai young EFL learners understand their spelling difficulties. All 20 students associated their spelling problems with pronunciation, and the teacher similarly described the influence of Thai sound patterns on students' written vocabulary. This consistency suggests that pronunciation is an important part of the learners' perceived difficulties. Nevertheless, the findings also demonstrate why pronunciation and spelling should not be treated as interchangeable skills. Ehri (2022) explains that early word reading and spelling depend on developing connections between phonemes and graphemes. As learners acquire these connections, they become better able to associate spoken word forms with their written representations. The present findings are compatible with this explanation because students reported difficulties remembering spelling forms and produced written errors involving omitted or substituted letters. However, these observations do not establish that the participants were operating within a particular alphabetic developmental phase.

The distinction is especially relevant in English, where conventional spelling cannot always be derived directly from pronunciation. For example, the spelling BOK for BOOK may reflect uncertainty about the representation of a vowel sound, even if the student recognizes the spoken word. This interpretation is consistent with the importance of orthographic knowledge emphasized by Ehri (2014, 2022). It also supports the argument of Daffern & Fleet (2021) that spelling errors should be examined diagnostically rather than treated as uniform indicators of failure. The findings therefore extend the discussion beyond pronunciation difficulties alone. They suggest that students' experiences should be understood through the interaction between developing alphabetic knowledge, familiarity with English orthography, and opportunities to practice spoken and written vocabulary.

4.2.2. First-Language Phonological Transfer and the Limits of Error Interpretation

First-language phonological transfer offers a plausible explanation for some pronunciation difficulties identified in the study. The teacher reported that students sometimes spelled words according to Thai pronunciation patterns, while classroom observations documented difficulties with unfamiliar English sounds. Research involving Thai EFL learners provides a relevant basis for interpreting these observations. Soiyana (2024) documented errors involving English initial consonant clusters, while Pathanasin et al. (2026) examined difficulties with word-final consonants among Southern Thai EFL learners. Thomma (2026) also identified pronunciation difficulties involving English consonants among Thai university students. These studies demonstrate that differences between Thai and English phonological systems can influence English speech production. However, the participants and procedures in those studies differ from the present research. Their findings cannot be directly transferred to Grade 2 students or used to determine the causes of individual spelling errors in this classroom.

The present study recorded pronunciation forms such as sakul for school, salem for slime, sekuci for squishy, lotat for lotus, Singkepore for Singapore, and spait for sprite. These examples suggest possible adaptations of unfamiliar English sound sequences. Nevertheless, they were presented as approximate written representations of students' pronunciation rather than systematically transcribed phonetic data. Consequently, they should be interpreted as illustrative classroom observations rather than definitive evidence of particular phonological processes. This distinction matters because errors such as RALER for RULER and BOK for BOOK may have multiple explanations. First-language influence is one possibility, but developing spelling knowledge and difficulty recalling written forms are also plausible. Without paired pronunciation recordings and written responses for individual students, the relative contribution of these explanations cannot be determined. The theoretical contribution of the findings lies in highlighting the need to distinguish between perceived pronunciation difficulties, observable speech patterns, and written spelling errors. Rather

than assuming a direct pathway from Thai phonology to English spelling, the study suggests that these processes should be examined as potentially related but analytically distinct aspects of early EFL learning.

4.2.3. Vocabulary Recall and Developing Orthographic Knowledge

Another important finding concerns students' difficulty remembering previously learned vocabulary. Eighteen of the 20 students reported forgetting spelling forms, while 16 described spelling or unfamiliar vocabulary as difficult. These responses suggest that vocabulary learning challenges involve not only producing English sounds but also retaining conventional written forms. Ehri (2014) explains that orthographic mapping supports the formation of connections among spelling, pronunciation, and meaning. From this perspective, repeated encounters with words can help learners establish more stable representations, particularly when they are able to connect individual sounds with their corresponding graphemes. Ehri (2022) further emphasizes the role of phonemic awareness and systematic phonics instruction in supporting these processes. Research by Chambre et al. (2020) also highlights the relevance of phonological decoding to orthographic facilitation during vocabulary learning among beginning readers. Although the present study did not measure orthographic mapping directly, the students' reported difficulties remembering spellings are compatible with the broader literature on developing written word knowledge.

The findings suggest that vocabulary recall should not be reduced to memorization alone. A child may repeatedly encounter a word but still struggle to reproduce its spelling when the relationship between the spoken and written forms is not sufficiently established. This interpretation helps explain why pronunciation practice and explicit attention to spelling patterns may need to be integrated during early vocabulary instruction. Nevertheless, the present study relied on students' self-reported forgetting and classroom observations rather than standardized measures of retention. Its findings therefore identify vocabulary recall as a perceived learning difficulty without establishing the underlying memory processes responsible for it.

4.2.4. Classroom Instruction, Learner Engagement, and Teacher Support

The classroom observations revealed that students participated more actively when vocabulary lessons involved songs, gestures, games, and repetition. These findings are consistent with research emphasizing the instructional potential of multimodal learning. Jaemsai & Sukying (2026), for example, examined multimodal vocabulary instruction among Thai primary learners, while Ruksil et al. (2025) investigated songs as a means of supporting pronunciation practice. The present findings add a classroom-based perspective by showing how these activities were incorporated into everyday instruction rather than evaluated through a formal intervention. The teacher used phonics, flashcards, dictation, repetition, and corrective feedback to respond to students' difficulties. These practices are compatible with Ehri's (2022) emphasis on explicit instruction in sound–letter relationships. However, an important distinction must be maintained between engagement and learning effectiveness. Students' active participation during songs or games does not independently demonstrate improved spelling accuracy or long-term retention. The present observations support the conclusion that interactive activities encouraged participation, but the study did not include the comparative measurements required to determine their effectiveness.

Teacher assistance during written activities introduces another important consideration. The relatively limited number of recorded worksheet errors may partly reflect the support students received while completing their tasks. Daffern & Fleet (2021) emphasize the value of spelling error analysis for informing targeted instruction, but such analysis depends on understanding the conditions under which written responses are produced. In this study, teacher-supported worksheets and students' reported difficulties did not provide identical pictures of spelling performance. This difference suggests that instructional support may affect how learning difficulties become visible. It also reinforces the importance of distinguishing between assisted classroom performance and independent spelling ability when evaluating young learners.

4.2.5. Theoretical and Pedagogical Implications

The findings provide a context-sensitive account of pronunciation and spelling difficulties among Thai young EFL learners by integrating participant perspectives, written evidence, and classroom observations. Their theoretical relevance lies in bringing together two complementary explanations: developing alphabetic knowledge and possible first-language phonological transfer. Ehri's (2014, 2022) work helps explain why incomplete or unstable sound–letter connections may contribute to spelling difficulties. Research on Thai

EFL pronunciation, including Soiyana (2024), Pathanasin et al. (2026), and Thomma (2026), provides additional context for understanding how first-language phonological patterns may influence spoken English. However, the present evidence indicates that these explanations should not be treated as mutually exclusive or assumed to operate identically for every learner. The study also highlights the value of comparing different sources of classroom evidence. Student interviews revealed substantial perceived difficulties, while worksheets documented a smaller number of visible errors. Classroom observations helped contextualize this difference by showing that students sometimes received instructional assistance. This integration offers a more nuanced understanding than would be possible from interviews or written exercises alone.

Pedagogically, the findings support the value of providing young learners with opportunities to connect pronunciation practice, explicit spelling instruction, and meaningful vocabulary activities. Teachers may benefit from examining the types of errors students produce, offering focused feedback, and distinguishing between tasks completed independently and those requiring assistance. Interactive activities can be used to encourage participation, while explicit instruction can address particular sound–letter relationships. These implications should be understood as recommendations informed by qualitative classroom evidence rather than experimentally demonstrated outcomes. Future studies incorporating individual pronunciation recordings, independent spelling assessments, and repeated measurements would be better positioned to determine how particular linguistic difficulties develop and how instructional approaches influence students' progress. Overall, the study suggests that pronunciation and spelling difficulties among Thai young EFL learners are best understood as interconnected classroom experiences shaped by developing linguistic knowledge and instructional conditions. Its contribution is not to establish pronunciation as the sole cause of spelling errors, but to demonstrate how integrating multiple qualitative sources can reveal the complexity of early English vocabulary learning.

5. CONCLUSION, IMPLICATION, SUGGESTION, AND LIMITATIONS

This study examined pronunciation and spelling difficulties among Thai young EFL learners through teacher and student interviews, spelling worksheets, and classroom observations. The findings revealed that pronunciation was widely perceived as a major challenge affecting students' spelling experiences, while written vocabulary work showed errors involving letter omissions, substitutions, and additions. However, these errors could not be attributed exclusively to pronunciation difficulties or Thai phonological transfer, as developing alphabetic knowledge and unfamiliar English spelling conventions may also contribute. Classroom observations further indicated that phonics instruction, repetition, corrective feedback, songs, and games supported students' participation, although their effectiveness in improving independent spelling accuracy was not established. Overall, the study demonstrates that pronunciation and spelling difficulties are interconnected learning challenges shaped by linguistic development, learners' experiences, and classroom instructional conditions.

The findings offer both theoretical and practical implications for early EFL vocabulary instruction. Theoretically, they highlight the complementary relevance of Ehri's alphabetic development perspective and first-language phonological transfer in understanding how young learners connect spoken English with written word forms. Practically, teachers should integrate explicit phonics instruction, guided pronunciation practice, spelling exercises, and corrective feedback to help students recognize relationships between sounds and letters. Interactive activities such as songs and games may encourage participation, but they should be accompanied by independent vocabulary assessments to identify students' actual learning difficulties. Furthermore, examining recurring spelling errors can help teachers provide more targeted instruction rather than treating all incorrect responses as evidence of the same underlying problem.

This study has several limitations that should be considered when interpreting its findings. The research involved only one English teacher and 20 Grade 2 students from a single school in Southern Thailand, limiting the transferability of its findings to other educational contexts. The analysis also relied on students' reported experiences and classroom worksheets, some of which were completed with teacher assistance, making it difficult to determine their independent spelling abilities. Additionally, the three classroom observations did not include systematic pronunciation recordings, standardized assessments, or repeated measurements of vocabulary development. Consequently, the study could not establish direct causal relationships between pronunciation difficulties, first-language phonological influence, and spelling errors, nor could it determine the effectiveness of particular instructional strategies.

Future research should involve participants from different schools and grade levels to examine

whether similar pronunciation and spelling difficulties occur across broader Thai EFL learning contexts. Researchers are encouraged to combine individual pronunciation recordings with independent spelling assessments to investigate more precisely how spoken sound patterns relate to written errors. Longitudinal studies could also explore how learners' sound–letter knowledge, spelling accuracy, and vocabulary retention develop over time. Furthermore, experimental or classroom-based intervention studies could evaluate the effectiveness of explicit phonics instruction, pronunciation practice, dictation, and multimodal vocabulary activities. Greater attention should also be given to parental involvement, teacher assistance, and opportunities for English exposure outside school to better understand the factors influencing young learners' vocabulary development.

REFERENCES

Chambrè, S. J., Ehri, L. C., & Ness, M. (2020). Phonological decoding enhances orthographic facilitation of vocabulary learning in first graders. *Reading and Writing, 33*, 1133–1162. https://doi.org/10.1007/s11145-019-09997-w

Daffern, T., & Fleet, R. (2021). Investigating the efficacy of using error analysis data to inform explicit teaching of spelling. *Australian Journal of Learning Difficulties, 26*(1), 67–88. https://doi.org/10.1080/19404158.2021.1881574

Ehri, L. C. (2014). Orthographic mapping in the acquisition of sight word reading, spelling memory, and vocabulary learning. *Scientific Studies of Reading, 18*(1), 5–21. https://doi.org/10.1080/10888438.2013.819356

Ehri, L. C. (2022). What teachers need to know and do to teach letter–sounds, phonemic awareness, word reading, and phonics. *The Reading Teacher, 76*(1), 53–61. https://doi.org/10.1002/trtr.2095

Jaemsai, P., & Sukying, A. (2026). Enhancing vocabulary knowledge through multimodal learning in Thai primary classrooms. *Journal of Education and Learning, 15*(1), 137–149. https://doi.org/10.5539/jel.v15n1p137

Mauroux, M. S. (2022). English pronunciation and the spelling-sound code: What priorities for teachers of EFL? *Recherches Anglaises et Nord-Américaines, 5*, 175–191. https://doi.org/10.4000/ranam.474

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.

Pathanasin, S., Mansbridge, R. M., & Pongprairat, R. (2026). Exploring patterns and challenges in English word-final consonant pronunciation among Southern Thai EFL learners. *Asian Journal of Arts and Culture, 26*(2), Article 77. https://doi.org/10.48048/ajac.2026.77

Ruksil, R., Poopatwiboon, S., & Phusawisot, P. (2025). Using songs to enhance Thai EFL primary learners' pronunciation of verb with the /ing/ ending sound. *Journal of Education and Learning, 14*(2), 113–125. https://doi.org/10.5539/jel.v14n2p113

Soiyana, D. (2024). Error analysis in pronunciation of English initial consonant clusters among Thai EFL learners. *Humanities and Social Sciences Journal of Pibulsongkram Rajabhat University, 18*(2), 621–632. https://doi.org/10.14456/psruhss.2024.42

Thomma, A. (2026). A phonological errors analysis of English consonants produced by Thai EFL undergraduate non-English major. *Journal of English Language and Linguistics, 7*(2), 343–365. https://doi.org/10.62819/jel.2026.2385

Woodeson, K., Limna, P., & Nga-Fa, N. (2023). Students' vocabulary learning difficulties and teachers' strategies: A qualitative case study of Ammartpanichnukul School, Krabi in Thailand. *Advance Knowledge for Executives, 2*(1), 1–9. https://ssrn.com/abstract=4393641