

Research Article

TEACHERS' TRAINING OF ENGLISH PRONUNCIATION SKILL THROUGH SOCIAL MEDIA

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Abstract

Teachers are role models to their students; thus, teachers with unintelligible English pronunciation can lead to failure in English education. Therefore, training English speaking with infectious pronunciation to teachers is inevitable. In addition, LINE is one of the most popular applications among Thai social media users. Because of its functions that support video clips, training of English pronunciation skill via LINE to lower-secondary school teachers in Thailand was studied. Research tools included a pronunciation pretest/posttest and training materials such as an IPA chart, audio files, video files, pronunciation practices and games, suggested websites, as well as online tools for pronunciation teaching and practices. A combination of coaching and Feedback Training method was used with Thai teachers of English who registered online to join the training program. The results showed that the overall pronunciation skill of the participants greatly improved as the posttest scores are significantly higher than the pretest scores ($t=3.554$, $p<0.01$). Additionally, the results also showed significant development in pronunciation of consonants ($t=9.697$, $p<0.001$) and intonation ($t=2.557$, $p<0.05$). Besides, the participants' written reflections indicated the benefits of this training.

Keywords: English, Pronunciation, LINE, Thai, Social Media

Introduction

Pronunciation is key to speaking, and correct pronunciation receives praise in speaking while speaking with precise grammar but inaccurate pronunciation leads to mockery and embarrassment (Akter, 2007). Also, EFL learners with good pronunciation generally develop other skills faster than those with erroneous articulation (Fraser, 2000; Mannel et al., 2017). Phonological differences between English and Thai are the biggest issue in pronunciation learning. With limited exposure to authentic English and effective ways of pronunciation learning, teachers have inadequate knowledge and competence in using English. This massively affects their students' learning English. Generally, teachers are a role model for their students (Lunenberg et al., 2007), and "teachers teach as they are taught" (Blume, 1971). Traditionally, teachers' pronunciation is what students exposed to most often, and it becomes the model for students whether they like it or not. Thus, teachers' inarticulate pronunciation can lead to students' unintelligible pronunciation. Consequently, teachers themselves should actively participate in effective pronunciation learning regularly in order to apply teaching practices efficiently in their schools.

It is generally undeniable that teachers play a vital role in educating Thai learners of English as a foreign language (EFL) from preschool to tertiary education. In addition to teaching fundamental English language skills, teachers are normally obliged to foster students' learning together with enjoyment, self-esteem, and communicative competence (Glomo-Narzoles, 2013) both inside and outside the classroom (Phothongsunan, 2019). Not only should they be able to identify their students' strengths and weaknesses but also give feedback to help improve their communicative competence (Poolsawad et al., 2015). All of these clearly indicate a predominant role of English teachers as educators, facilitators, and motivators simultaneously.

Recently, some Thai EFL teachers have been faced with difficulties in their communicative skills, as they self-rated their productive skills, i.e. speaking and writing, lower than their receptive skills, i.e. listening and reading (Best, 2014). In addition, some schools have English teachers with varying proficiency levels and educational backgrounds. For instance, some teachers do not hold a degree in English language, and others even lack self-confidence in their English-speaking skills, so they are afraid to use spoken English in class (Baker, 2016). Another influence is attributable to Thai education system, which focuses much more on students' passing school tests rather than promoting communicative skills (Franz & Teo, 2018), not to mention pervasive issues on teacher-centered approach, grammar-focused instruction, and large classes of students with different proficiency levels (Weawong & Singhasiri, 2009).

Equally noticeable is that, very few institutions can provide students with English-speaking environment either inside or outside the classroom (Phothongsunan, 2019).

With all problematic causes raised above, Thai EFL students consequently tend to have very low English proficiency. Nonetheless, despite the aforementioned limitations in English language education in Thailand, one of the plausible ways to help those EFL learners is to train teachers to efficaciously apply information and communication technologies (ICT) in order to boost teaching and learning English pronunciation and speaking inside and outside the classroom. It is suggested that teachers utilize online materials and social media in teaching English, particularly with authentic materials, which will in turn improve students' pronunciation and listening skills (Soongpankhao, 2016). Students with both lower- and higher-English performance also preferred that teachers facilitate their online learning and use a variety of teaching techniques by selecting appropriate content, materials, and sources for students to extend their exposure to English outside the classroom (Tayasanant & Suraratdecha, 2016). Besides, varying teaching activities and materials to fit students' interests and backgrounds is likely to promote learner autonomy (Belardo & Thienperm pool, 2018).

In addition to online materials, social media not only encourage interactive communication but also allow teachers to keep track of students' learning progress, assess their abilities, and give feedback to specific individual accordingly (Bermudez et al., 2016). In Thailand, LINE, a social media application, has been predominantly executed. It has features that can be applied to promote learning such as a chatroom or a discussion room, phone calls, video calls, notes, albums, polls, and location. Teachers and students can write via the chatroom, talk via phone call or video call, retain important messages and preserve or post videos in notes, save photos in albums, write polls, and share location. Thus far, research on using LINE to facilitate EFL learning, particularly English pronunciation, is limited.

Therefore, this current research aimed at investigating whether applying the Feedback Training method combined with coaching in training English pronunciation skills through social media, LINE, and online materials would be effective in improving Thai EFL teachers' pronunciation. It also aimed at eliciting the teachers' reflections on the application of this method in learning English through social media.

Research Questions

1. Was there any significant difference between the pronunciation test scores Thai secondary school EFL teachers made before and after applying Feedback Training Method combined with coaching in learning English through LINE?

2. What were the reflections of Thai secondary school EFL teachers on the application of Feedback Training Method combined with coaching in learning English through LINE?

Literature Review

English Pronunciation/Speaking Difficulties among EFL Learners

Past research has constantly reported on English speaking and pronunciation difficulties among EFL learners. Chakma (2014) found that high school Thai students had difficulty in pronouncing certain consonants in initial position: [s], [w], [tʃ], [ʃ], [θ], and [ð], and they also had problems in articulating the following consonants in final position: [g], [v], [tʃ], [ʃ], [d], [s], [θ], [ð], and [w]. For example, in the word *frog*, they mispronounced the final consonant [g] as [k]; in the word *with*, they mispronounced [θ] as [t]; and in the word *wash*, they mispronounced [ʃ] as [s] instead, as the accurate pronunciation of these consonants is more difficult than the substituted consonants. Apart from high school students, undergraduate students learning English phonetics also faced very serious problems in articulating consonants [θ], [ð], and [dʒ], all of which do not exist in the Thai phonological system, consonant clusters, as well as final consonants ending with -d and -ed (Sahatsathatsana, 2017). In addition, Thai university students' pronunciation of English consonants /r/ and /V was not correct and clear enough for audiences from other countries to understand the messages containing these consonants. In fact, their mispronunciation of these consonants tended to cause the audiences to misunderstand the messages rather than be uncertain about what the messages actually mean (Wadsorn & Panichkul, 2014). Cabrera (2016) also reported unsatisfactory level of Thai EFL learner's speaking and pronunciation skills. More specifically, their pronunciation of consonants /V/ and /r/ was rather unintelligible. The researcher attributed the undergraduate students' low-level competence to their characteristics: passiveness, anxiety, shyness, self-doubt, lack of confidence, and lack of motivation. She suggested that students should be more active in their learning process, and teachers should allow students to practice their pronunciation on a daily basis as well as provide feedback to encourage their pronunciation.

Similarly, Weawong and Singhasiri (2009) investigated the attitudes of English native speaker teachers toward teaching English to Thai students and found that Thai students, generally, were passive rather than active learners both in and outside classroom. For instance, in a conversation class, some students usually had no response to their English teacher since some were afraid to speak out, or some others even made no attempt to communicate in English.

EFL learners' pronunciation proficiency can be largely influenced by their anxiety in various situations, as Martin (2019) indicated that students rated their anxiety at a very high level when they were required to give oral presentations, contribute to formal discussions, and answer the teachers' questions. Similarly, Said and Weda (2018) found a significant relationship between EFL learners' level of anxiety and their oral communication, that is, learners with high level of English language learning anxiety achieved low academic performance in language learning.

According to Khamprated (2012), Thai EFL learners faced very high levels of difficulty in listening and speaking. Regarding listening, some students found it difficult to understand English native speakers who speak with regional accents, speak at a fast pace, or speak only once. Regarding speaking, on the other hand, students generally admitted that they did not know how to speak with correct intonation, did not usually pronounce final consonants, and were unable to speak with fluency.

In addition to English pronunciation problems among Thai students, Baker (2016) found that some Thai teachers who teach English at primary schools also had difficulty in speaking English or applying communicative approach in classroom due to the fact that some of them did not hold a degree in English language, and some others even lost self-confidence in their English-speaking skills. This is corroborated with Best's (2014) findings that Thai EFL teachers admitted that they lacked confidence in speaking English, and they also perceived their receptive skills (i.e. reading and listening) higher than their productive skills (i.e., writing and speaking). As aforementioned, teachers are relentlessly role models for students. Should teachers pronounce English ineffectively, their students can hardly make a difference.

Feedback Training Method

Feedback Training Method, which is also referred to as proprioceptive method, is more of a self-training method that emphasizes all retraining of learners' memory, hearing, and the nerves in their mouths simultaneously (Lundquist, 2012). It is suggested that learners of a foreign language acquire unique sounds and syntax of the target language concurrently, as these new sound and syntax patterns require that the learners retrain their entire mind, the nerve feedback in their tongue, mouth, and breathing (proprioceptive feedback), and the auditory feedback (a sense of hearing). When they listen to a speech in a foreign language, their sense of hearing provides auditory and proprioceptive feedback to the mind, which in turn calibrates and monitors their speech. When they speak a foreign language, the mind calibrates and monitors the nerves in their mouth, and their speech successively gives proprioceptive feedback to the mind in real time. Therefore, EFL learners who aim to speak fluent English are required to listen to authentic speech in English and imitate the speech simultaneously in order to

retrain their memory, speech, and hearing exactly at the same time so they can improve their pronunciation and speaking to a greater extent. A method of Feedback Training combined with coaching is used in this study. The coaching method in this study is used by experts in the form of comments as part of assessment, feedback, and suggestions to an individual learner's pronunciation whereas the Feedback Training Method is intuitively employed by each learner.

Using Social Media and Online Materials in Teaching English

Nowadays, social media and online materials have been implemented in English classroom. Soongpankhao (2016) suggested that Thai EFL learners should learn English from authentic materials, such as articles and video clips, which are conveniently available online. Phothongsunan (2019) argued that educators can use online resources in English, such as university's official websites or Facebook pages to encourage the use of English in direct communication among Thai EFL learners. Tayasanant and Suraratdecha (2016) maintained that Thai EFL learners, both high- and low-performing, preferred that teachers facilitate their online learning and use a variety of teaching techniques.

Previous research studies also showed EFL learners' positive attitudes toward learning English online. Başöz (2016) conducted a survey of 120 pre-service teachers' attitudes toward the use of social media in English language learning and found that, overall, the participants agreed that social media not only facilitated students' language learning in a stress-free learning environment but also encouraged their English language skills, including pronunciation and speaking. In addition, Ekahitanond (2017), in her investigation on the use of LINE as an instructional tool in an EFL course, found that the students had positive attitudes toward a group discussion activity on LINE, as it particularly facilitated an enjoyable learning environment, teacher-student and student-student communication, and critical thinking skills.

For the effectiveness of using social media network in teaching English language pronunciation, Xodabande (2017) found that the two Iranian EFL learners in the experimental group significantly improved their pronunciation skills using Telegram over a 4-week period, compared to those in the control group. Above and beyond, Deerajiset and Harbon (2014) claimed that Information Communication Technology (ICT) helps students become more effective in their EFL learning and also raises their motivation to learn EFL as well as enhances the interaction between teachers and students.

Research Methods

Participants

The participants were 18 Thai EFL teachers at the lower-secondary school level in Thailand, joining LINE group, doing a pretest, attending a one-day training session on improving English pronunciation skills through social media, doing a posttest, and writing reflections after applying the training method in school within one week after the training.

Research Instruments

There were three research instruments. First, materials used as a pretest/posttest in this research included an English conversation audio lesson with a transcription chosen from a free online English listening practice site. It was effectively used in teachers' training prior to this research. In addition, the materials used during the training session comprised a chart of phonological symbols from the International Phonetic Association, audio files, video files, word pronunciation practices and games, sentence pronunciation practices and games, tongue twisters, written dialogs, online conversations, and suggested websites as well as online tools for pronunciation teaching and practices. Another instrument used was LINE, which is an application for instant communications on electronic devices. Besides its chatrooms, phone calls, video calls, albums, polls, and location, this freeware application has the 'Notes' feature which allows the participants to gain access to the conversation audio lesson, record their speaking tasks, submit their speaking recording, and receive feedback from a teaching specialist. The use of LINE's Notes for pronunciation practice was first utilized in an English classroom for undergraduate students by the first author, and the coaching combined with Feedback Training method was implemented in a pilot study via a teachers' training by the two researchers. The other instrument was a survey of the participants' reflections on the training session provided after the training session.

Data Collection

It took about fourteen days for the data collection procedure: pre-training (pretest), one-day onsite training, and post-training (posttest and reflections), which was manipulated in the following steps.

1. The participants were recruited via online registration.
2. They were asked for either a personal LINE identification code and phone number.
3. As the subjects resided in different parts of the country, prior to the training, the participants were grouped in LINE and instructions on a pretest were given via LINE chat room.
4. They were asked to listen to a 5-minute online English conversation, along with its transcription.

5. Then they were required to speak it out aloud, record their speaking, and submit their speaking recordings as an mp4 file in Notes of the LINE group provided. The subjects were given one week to submit the file prior to the training session.

6. Once submitting their speaking records, the participants consequently received comments from a bilingual coach, which were written in Thai for feedback and suggestions and in English for words or phrases that were mispronounced. Linguistic symbols that were introduced in the training were also used for problematic sounds that were mispronounced. In other words, the coach's comments encompassed feedback and suggestions on the learners' pronunciation of consonants, vowels, word stress, intonation, fluency, and clarity. The comments on the learners' pronunciation performance via LINE comments right under their individual mp4 file post.

7. After that, the participants attended a one-day onsite training session, which included a lecture and a workshop on pronunciation and speaking at word, sentence, and conversation levels as well as fluency, and clarity, with an emphasis on consonants, short and long vowels, word stress, intonation, particularly common pronunciation mistakes in English for Thai EFL learners according to previous literature and the researchers' teaching experiences, namely, initial consonants: [r], [l], [g], [z], [v], [tʃ], [dʒ], [ʃ], [z], [θ], [ð], initial consonant clusters: [r], [l], [s], consonants in the final position: [l], [p], [b], [t], [d], [k], [g], [s], [z], [v], [tʃ], [ʃ], [θ], [ð], all final consonant clusters such as [st], [ps], [sk], [pt], etc., and silent consonants such as *b* in *comb*.

8. After the training, the subjects were given feedback and suggestions in a comment right below their recording submitted earlier from a coach who also confidentially rated their pronunciation ability.

9. They were asked to re-record the same conversation using the coach's comments (Coaching method) and the techniques learned from the training. They had to practice to imitate the pronunciation of the native speakers in the audio file, recorded their own speaking, listened to it and compare it to the original file several times (Feedback Training method). Once they were satisfied with their speaking performance, they then submitted their posttest recording in the LINE group via Notes.

10. In addition, they were requested to write reflections regarding the training, particularly their application of the coaching and Feedback Training method in learning English via LINE group chatroom within a week after the training.

Data Analysis

The participants' pretest pronunciation tasks submitted prior to the training session were evaluated by the authors focusing on the problematic sounds indicated in the literature review, together with the British Council's *Improving Your Pronunciation*, a self-study booklet, which encompassed consonants, vowels, word stress, and intonation. Additionally, the participants' clarity and fluency of speech were assessed. The pronunciation of consonants, including initial, final, and cluster ones, and that of vowels accounted for pronunciation score (10 points), whereas the word stress, intonation, clarity, and fluency accounted for speaking score (20 points, 5 each).

Except for the scores, feedback on the participants' overall pronunciation and speaking performance, along with frequently-occurred mistakes, was provided and sent to them in the LINE group. Corrective feedback was primarily intended to encourage the improvement in their posttest task. Once the posttest tasks had been submitted, they were evaluated using the same criteria above.

With regard to the reflections of Thai EFL teachers on the training and the application of the Feedback Training Method in learning English via LINE, the participants' responses were categorized thematically and tallied to report the findings.

Results

The results are presented in two parts: results from the speaking pretest/posttest and results from trainees' reflections.

Results from Speaking Tests

The results are presented in Table 1 below.

Table 1. *t*-test results of each pronunciation related point

Paired Samples Test												
		Paired Differences										
		Mean	Std. Deviation	Std. Error	95% Confidence		t	df	Sig. (2-tailed)			
					Interval of the Difference							
				Lower		Upper						
Overall pronunciation	Pretest0 - Posttest0	-1.50000	1.79050	.42202	-2.39039	-.60961	-3.554	17	.002*			
Consonant pronunciation	Pretest1 - Posttest1	-1.38889	.60768	.14323	-1.69108	-1.08669	-9.697	17	.000*			
Stress	Pretest2 - Posttest2	-.16667	.61835	.14575	-.47416	.14083	-1.144	17	.269			
Intonation	Pretest3 - Posttest3	-.27778	.46089	.10863	-.50697	-.04858	-2.557	17	.020*			
Fluency	Pretest4 - Posttest4	.27778	.66911	.15771	-.05496	.61052	1.761	17	.096			
Clarity	Pretest5 - Posttest5	.05556	.63914	.15065	-.26228	.37339	.369	17	.717			

According to *t*-test results in the above table, there was a significant difference between the overall pronunciation test scores Thai secondary school EFL teachers made before and after applying Feedback Training Method combined with coaching in learning English through LINE ($t=-3.554$, $p<0.01$). Specifically, there was a significant difference between the pretest scores and the posttest scores in terms of the participants' consonant pronunciation ($t=-9.697$, $p<0.001$) and intonation ($t=-2.557$, $p<0.05$). These indicate that the participants have better overall pronunciation, consonant pronunciation and intonation after the training. Additionally, the posttest mean values of overall pronunciation, consonant pronunciation, and intonation were higher than the pretest ones whereas the posttest mean values of fluency and clarity were lower than the posttest ones. These results imply that when learners focused on details such as consonant and intonation pronunciations, as well as stress, their awareness was likely to negatively affect fluency and clarity. Although the posttest mean score was higher than the pretest one, the difference was not statistically significant ($t=-1.144$, $p>0.05$).

The results indicate that Feedback Training method, in which the trainees listened to and spoke the same thing several times, gives them the opportunity to decide whether their pronunciation

imitation is accurate, and if not, which sound is not and why. It is self-monitoring and self-feedback or Feedback Training. Apart from the Feedback Training, the trainees received feedback from the coaching expert whose comments and suggestions could directly help them correct their mistakes. Hence, it can be concluded that feedback from self-assessment (Feedback Training), together with the expert's assessment (coaching), work closely together in pronunciation development. In addition, posting pronunciation videos on LINE's Notes where other participants could view may cause peer pressure and subsequently make them try to do their best. Then, the pronunciation techniques in linguistics learned from the training session could be deliberately deployed in the posttest.

However, there was no significant improvement of the participants' stress, fluency, and clarity as the alpha values are more than 0.05. These results imply that stress, fluency and clarity require longer time and further practice to acquire than consonant pronunciation and intonation.

Results from the Participants' Reflections on the Training

In order to investigate their reflections on the training, particularly on the Feedback Training in learning English through LINE, the participants were requested to express their opinions on training. Generally, the participants stated that the training had a beneficial influence on English language teaching and education as a whole.

To illustrate, over 50% of the participants contended that application of the Feedback Training via social media, LINE, could help improve the English-speaking skills of both Thai EFL teachers and learners, as illustrated as follows.

“[I] will apply what I have learned in the training regarding speaking English through social media in my classroom and extend the practice with my colleagues.” – T5

“This training enables both teachers and students to develop their speaking and reading aloud accurately, as nowadays every student is able to access [online] media and technology.” – T6

“This training has encouraged me [, as a teacher,] to develop my English speaking and listening skills to a great extent.” – T10

“Both teachers and students will benefit from improving English skills.” – T11

“After the training, I will share with other colleagues the knowledge of [English] pronunciation and online media usage and will create teaching materials for students to practice English to the fullest extent.” – T15

Also, over half of the participants added that they had been well equipped with teaching techniques and online materials, as well as tests in the training.

“What I expect to do at school is applying technological media I have learned to improve [my] teaching plans in order to make teaching and learning more enjoyable and students more attentive.” – T11

“The first thing I will apply in class is to teach [English] consonants that are typically problematic for Thai students, such as ‘r’, ‘l’, ‘v’, ‘th’, and [l] can use teaching materials from various sources as the speaker recommended.” – T12

“From the training, I have learned how to apply social media, i.e. LINE, in teaching at school, and what I like most is using Kahoot, which I think I will use to create a test of English skills for my students.” – T15

One third of the participants further stated that the training offered a variety of interesting and fun self-learning activities, which could be adapted to fit students' interests and proficiency levels.

“It is expected that these learning activities will encourage students' interest and learning since they are interesting teaching materials, and students feel fun and can learn independently.” – T3

“I expect that once I use various teaching materials and activities in classroom, students will be happy and enjoyable in learning English, and these [teaching material and activities] will encourage students to have an interest and positive attitude toward English subject.” - T4

In addition to improving Thai EFL learners' speaking skills, the Feedback Training through up-to-date online materials was considered to be likely to help change learners' attitude toward English language learning, as reflected in the following.

“This training is very useful and up to date. Secondary school students nowadays are keen on using technology, especially mobile phones. Using social media and IT help change the students' attitude toward learning English.” – T2

“[Using the methods from the training], students will have positive attitudes toward self-development and English language learning.” – T7

A few participants also indicated that the Feedback Training could be applicable to teaching all language skills and all subjects besides English language subject.

“I can share and pass on the knowledge I have acquired with my [foreign languages] department and other departments, and the knowledge I have acquired can be applicable to all subjects.” – T3

Despite the advantages mentioned above, this teaching and learning method did pose certain limitations. As one participant pointed out, some students do not have any electronic devices and access to the Internet. Also, another participant reported that some schools do not allow students to use smartphones or tablets in classrooms. This means, the application of the Feedback Training to enhance learners' pronunciation through LINE may be not conveniently accessible to all students and institutions.

Conclusion and Discussions

From this study, the statistical results show significant improvements of overall pronunciation and pronunciation of consonants and intonation after a one-day onsite training session and self-study, indicating that the implemented combination of methods, coaching and Feedback Training, is highly effective and efficient. The findings also generate several indications. Firstly, they support previous literature in that online authentic materials and social media can promote pronunciation development (Songpankhao, 2016). Furthermore, submitting a recording of the trainee's speaking via LINE is like announcing his or her proficiency in public where other professional peers can observe and evaluate. Thus, this can help the trainees to be well aware of their pronunciation and do their best under peer pressure. Pronunciations of problematic consonants for Thais as found in previous studies (Sahatsathatsana 2017; Chakma 2014; Wadsorn & Panichkul 2014; Cabrere 2016) can be enhanced via the Feedback Training Method and coaching as shown in this study. In addition, coach's assessment, feedback, and suggestions to specific individuals help to identify the trainee's strengths and weaknesses in pronunciation, for they help the learners to apprehend what to do and how to do it properly to improve their pronunciation with confidence. This explanation goes well with the claims made by Phothogsunan (2019); Bermudes et al. (2016); Poolsawas et al. (2015).

However, the results also show that stress, fluency, and clarity may require more time to practice than consonants and intonation as there is no significant difference between the pretest and posttest scores of stress, fluency, and clarity. It can be concluded that stress is the suprasegmental that is harder to learn for Thais than intonation. This is because Thai is a tonal language while English is a stressed one. Therefore, it is recommended that teachers focus more on stress patterns. Because stress patterns are not accurate, it is not surprising why fluency and clarity are not significantly upgraded within a one-day training session. Nonetheless, the trainees' overall pronunciation progresses, implying that the training methods passively work through a longer period of training. Yet, a further study is required for this insinuation.

Besides the statistical results, the trainees' reflections specify that the training methods, as well as the social media, executed are satisfactory and applicable to normal classroom teaching, coaching, and self-learning (learner autonomy) as well. The subjects conveyed that technology (social media – LINE – and online authentic materials), the self-learning method (Feedback Training Method), teaching techniques and comments via LINE (coaching) were very beneficial, stimulating, and fun. Hence, it infers that learning via these methods via LINE can help reduce anxiety and promote the learners' confidence

in speaking English. The results support the statement of Tayjasanant and Suraratdecha (2016) in that Thai EFL teachers should ease students' online learning and use a variety of teaching procedures and confirm Belardo & Thienpermpool's (2018) acclamation in that a variety of teaching activities and materials can encourage learner autonomy. The results also go in line with the suggestion of Soongpankhao (2016) in that the learners should learn English from authentic materials. In addition, the results further advocate the use of LINE (Ekahitanond, 2017). However, the study of Ekahitanond (2017) indorses LINE's chatrooms for group discussion activity for Thai EFL learners whereas the current study ratifies Line's Notes feature, on top of its chatrooms, where a learner can submit a video clip and a coach can give assessment, feedback, and comments below the clip.

Recommendations

The aforementioned findings and discussions display the effectiveness of the training methods (coaching and Feedback Training Method or Proprioceptive Method) and the use of social media, LINE, as well as authentic materials. Consequently, it is recommended the use of these training methods in training and teaching English pronunciation skill, as well as the use of other social media applications, e.g., Instagram, WhatsApp, etc. Nevertheless, there are some disadvantages related to this training. Explicitly, what the teacher trainees have learned from this training may be challenging to apply to normal classroom teaching in many rural schools in Thailand as some students do not have phones or devices with access to the Internet, and some schools do not allow students to use phones in class. Hence, learners' devices and Internet access should be highly taken into account. Finally, further research on the application of the training methods in other language subjects and the use of and social media in other subjects is recommended for the reason that the trainees mentioned the conceivable effectiveness of the training methods and social media used in other academic subjects.

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