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EMPOWERING LEARNERS IN LIMITED-INTERACTION ENVIRONMENTS: THAI SPEAKING ACQUISITION THROUGH REPETITION AND ROLE-PLAY

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Abstract. Speaking is one of the most challenging skills for Indonesian learners of Thai because opportunities to communicate with native speakers are limited. Although repetition and role-play are widely recognized as effective language teaching strategies, little research has explored students' perceptions of these approaches when implemented by a native Thai teacher. This study investigated Indonesian university students' perceptions of Thai speaking acquisition through repetition and role-play. A convergent parallel mixed-methods design was employed, involving 18 Indonesian learners studying Thai in Thailand and one native Thai teacher. Quantitative data were collected through a questionnaire, and qualitative data were obtained through a semi-structured interview with the teacher. Questionnaire responses were analyzed using descriptive statistics, whereas qualitative data were analyzed through manual thematic analysis before integration. The results revealed highly positive student perceptions of repetition and role-play with an overall mean of 4.13, particularly regarding perceived improvements in vocabulary retention, pronunciation accuracy, confidence, and communicative competence. Qualitative findings showed that structured repetition, contextual role-play, and continuous corrective feedback promoted authentic communication and active participation. Overall, repetition and role-play functioned as complementary pedagogical strategies that effectively facilitated Thai speaking acquisition in an authentic learning environment.

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INTRODUCTION

Speaking has long been regarded as the ultimate goal of foreign language learning because it enables learners to communicate ideas, negotiate meaning, and participate effectively in authentic social interactions (Nhan, 2024). Thornbury & Slade (2006) define speaking as an interactive skill that requires the ability to cooperate in the management of speaking turns. They further argue that speaking, as a skill, needs to be developed and practiced independently of the grammar curriculum; like the other skills, it is more complex than it first appears and involves more than pronouncing words. Unlike receptive skills, speaking requires learners to integrate linguistic knowledge, cognitive processing, and sociocultural awareness in real time (Richards, 2006). Consequently, developing speaking proficiency is widely considered one of the most demanding aspects of second and foreign language acquisition (Fowler, 2022; Lindegaard et al., 2022). Contemporary language education has therefore shifted from emphasizing grammatical accuracy alone toward fostering communicative competence, where learners are expected to use language meaningfully in diverse contexts rather than merely demonstrate knowledge of linguistic forms (Canale & Swain, 1980; Council of Europe, 2020). This shift reflects the

growing recognition that successful language learning should prepare students to communicate confidently and appropriately in real-life situations (Richards & Schmidt, 2002). As globalization continues to increase cross-cultural communication, higher education institutions are expected to equip learners with practical speaking abilities that support academic mobility, professional development, and intercultural engagement.

Among Asian languages, Thai has attracted growing attention from international learners because of Thailand's strategic role in Southeast Asia, its expanding educational partnerships, and increasing opportunities for academic exchange and employment (Jampaklay et al., 2022; Lertpusit, 2022). For Indonesian university students, studying Thai develops valuable linguistic and intercultural competencies that support participation in regional collaboration under the ASEAN framework. Turistiati et al. (2026) argue that strengthening international students' intercultural communication competence enhances their effectiveness in engaging in cross-cultural interactions and representing Indonesia in regional and international settings. Nevertheless, learning Thai as a foreign language presents distinctive challenges that differ substantially from learning many Indo-European languages (Tipprachaban, 2023). Thai is a tonal language whose meaning depends heavily on accurate tone production, pronunciation, and phonological distinctions (Morén & Zsiga, 2006). In addition, learners must acquire unfamiliar vocabulary, sentence patterns, and culturally appropriate expressions while communicating fluently in authentic situations. These linguistic characteristics often make spoken interaction considerably more demanding than receptive language skills, particularly for learners whose first language does not employ lexical tones (Schwanhäußer, 2007; Suntornsawet, 2022).

Although learning Thai in Bangkok may provide opportunities to encounter the language and interact with native speakers, the extent to which learners engage in sustained oral communication may vary according to their learning activities and opportunities for practice. For Indonesian university students, developing spoken Thai involves not only learning unfamiliar vocabulary and sentence patterns but also producing lexical tones and using expressions appropriately in communicative situations. These demands highlight the importance of examining the instructional activities through which learners practice speaking and how they perceive their contribution to the learning process. Previous studies have consistently demonstrated that insufficient interaction and limited authentic communication reduce learners' willingness to speak and slow the development of oral proficiency, particularly in foreign language environments where daily exposure to the target language remains scarce (Chittaphone & Huttayavilaiphan, 2026; Suntornsawet, 2022). Furthermore, pronunciation difficulties associated with Thai tonal patterns frequently increase learners' speaking anxiety because incorrect tone production may alter lexical meaning entirely.

Repeated oral rehearsal may provide learners with opportunities to retrieve vocabulary, practice pronunciation, and become more familiar with target-language expressions. Role-play, in turn, allows learners to use these expressions in simulated communicative situations that require interaction and context-sensitive language use. Examining both strategies together may therefore provide insight into how students perceive structured practice and communicative activities in Thai-language instruction. Contemporary foreign language classrooms are expected to provide structured opportunities for learners to rehearse newly acquired language forms, receive timely corrective feedback, and apply their knowledge in real-life communicative and interactive situations. A growing body of research indicates that active learning

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strategies contribute significantly to learners' oral language development because they promote greater engagement, confidence, and communicative competence while reducing speaking anxiety (Nurmalita et al., 2026; Songsiri, 2007). Among various instructional approaches, repetition and role-play have emerged as two complementary pedagogical strategies with considerable potential for developing speaking proficiency (Ruaisamran, 2025). Repetition enables learners to strengthen vocabulary retention, improve pronunciation accuracy, and develop greater automaticity in language production, whereas role-play activities encourage learners to apply these linguistic resources within authentic communicative scenarios that foster interaction and spontaneous language use. Although both strategies have received increasing attention in foreign language education, further investigation is required to understand how they function together in Thai-language speaking classrooms, particularly when instruction is facilitated by a native Thai teacher.

Additionally, speaking development requires learners to repeatedly retrieve, produce, and refine linguistic knowledge until language use becomes increasingly automatic. Repetition practice facilitates the transformation of declarative knowledge into procedural knowledge, enabling learners to access vocabulary, grammatical structures, and pronunciation more efficiently during spontaneous communication (Saksittanupab, 2024). Rather than serving as mere mechanical drilling, repetition in contemporary language pedagogy emphasizes meaningful rehearsal through repeated exposure to communicative expressions in various contexts. Such repeated retrieval strengthens memory, reinforces lexical representations, and improves phonological accuracy while reducing learners' cognitive load during speech production (Redjeki & Muhajir, 2021; Richards, 1976). Previous research has consistently demonstrated that repeated oral practice enhances vocabulary retention, pronunciation accuracy, speaking fluency, and learners' confidence by allowing them to consolidate newly acquired language through continuous practice and corrective feedback (Athapaththu, 2026; Rogers & Li, 2025). Conceptually, repeated oral rehearsal may support lexical retrieval and familiarity with Thai expressions, while role-play may create opportunities for contextualized interaction and the use of language for communicative purposes. Communicative Language Teaching provides a rationale for examining role-play as an opportunity for meaningful language use. In contrast, Sociocultural Theory highlights the potential contribution of social interaction and teacher support to learning. In the present study, these perspectives serve as interpretive frameworks for understanding the instructional practices and participants' reported experiences rather than as theories directly tested by the research.

Learners also require opportunities to apply their developing language knowledge in meaningful social interaction with linguistic accuracy and automaticity. Within communicative language teaching, role-play is widely recognized as an instructional strategy that bridges classroom learning with authentic communication by engaging learners in simulated real-life situations requiring purposeful language use (Richards, 2006). According to Sociocultural Theory, learning occurs through social interaction in which learners construct knowledge collaboratively with teachers and peers while gradually extending their communicative competence within the Zone of Proximal Development (Muhayimana, 2017; Vygotsky, 1934/2012). Numerous empirical studies have reported that role-play promotes speaking fluency, communicative confidence, willingness to communicate, and pragmatic competence because learners are encouraged to negotiate meaning, solve communication problems, and respond

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spontaneously in context rather than memorizing isolated language forms (Biynazarova et al., 2024). Furthermore, role-play creates a supportive environment in which learners can experiment with language, receive immediate feedback, and develop greater confidence while using the target language for authentic communicative purposes. Therefore, repetition and role-play may function as complementary instructional strategies, with repetition strengthening linguistic accuracy and role-play facilitating communicative language use.

Despite research on repetition and role-play in foreign language education, further exploration is needed into how these strategies are experienced by learners of Thai as a foreign language, particularly in short-term international learning programs. Existing studies should be considered in relation to their instructional contexts, participant characteristics, and methods of assessing speaking development. In addition, examining learners' perceptions alongside a teacher's account of instructional implementation may provide a contextualized understanding of how these strategies are used and experienced in Thai-language classes. Against this background, the present study adopts an exploratory mixed-methods approach to investigate 18 Indonesian university students' perceptions of repetition and role-play activities in Thai speaking classes during a summer program in Bangkok, alongside one native Thai teacher's reported instructional practices. Rather than measuring objectively demonstrated gains in speaking proficiency, the study focuses on students' reported experiences and the teacher's account of strategy implementation. Accordingly, this study aims to describe Indonesian university students' perceptions of repetition and role-play activities in Thai speaking classes during a summer program in Bangkok and to examine how the native Thai teacher reports implementing these activities to facilitate Thai speaking acquisition.

RESEARCH METHODS

This study employed a convergent parallel mixed-methods design, in which quantitative and qualitative data were collected concurrently, analyzed separately, and integrated during the interpretation stage to obtain a comprehensive understanding of the research problem (Ivankova & Creswell, 2009; Younas et al., 2023). This design was selected because it enables numerical findings to be triangulated with participants' experiences and classroom practices. In addition, it provides a more complete explanation of how repetition and role-play facilitate Thai speaking acquisition among Indonesian university students.

The quantitative data were collected through a questionnaire to investigate students' perceptions of repetition and role-play activities during Thai-speaking classes. Simultaneously, the qualitative data were collected from semi-structured interviews with the native Thai teacher to explore instructional implementation and learning experiences. Following independent analyses, both datasets were integrated through side-by-side comparison and interpretation to identify areas of convergence, complementarity, and divergence. Such integration enhanced the credibility of the findings and provided richer pedagogical insights than either quantitative or qualitative methods alone (Clark & Plano Clark, 2022). The research was conducted following the procedure illustrated below (Figure 1).

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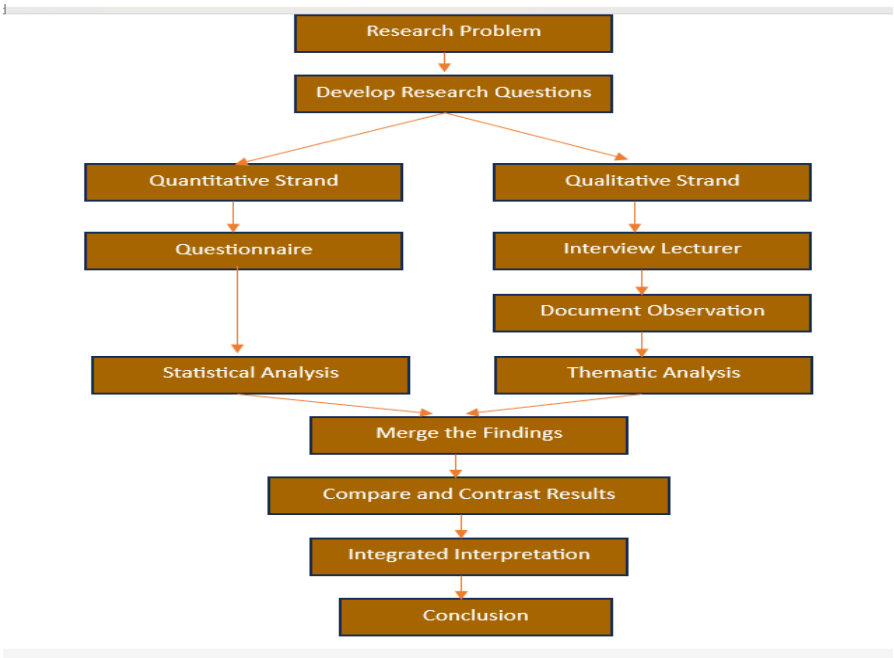


Figure 1. Research Procedure

The participants consisted of 18 Indonesian university students (4 males and 14 females) who participated in the Summer Session Program at Rajamangala University of Technology Krungthep (RMUTK), Bangkok, Thailand, and one native Thai language teacher who taught the speaking course (Ahmed, 2024). The participants came from several universities with different study programs across Indonesia and were enrolled in the Thai language speaking class during a four-week program. Classes were conducted five times a week, with each session lasting approximately three hours and English used as the medium of instruction. Since all students participating in the Thai language course were included in the study, a total population sampling technique was employed (Cochran, 1977). All students enrolled in the Thai speaking course were invited to participate in the study. Participation in the research was voluntary, and 18 students returned usable questionnaires. Their direct engagement in classroom activities incorporating repetition and role-play provided rich insights into their perceptions of these instructional strategies, while the teacher contributed pedagogical perspectives to complement the students' responses. The native Thai teacher was selected because she was responsible for designing and implementing speaking instruction using repetition and role-play throughout the course. Including both students and the teacher enabled the study to examine Thai speaking acquisition from multiple perspectives while strengthening data triangulation.

Two main instruments were employed to collect data. The first instrument was a structured questionnaire designed for the Indonesian students to measure their perceptions of repetition and role-play activities in Thai-speaking classes. The questionnaire consisted of 10 items assessing four major dimensions: vocabulary learning, pronunciation improvement, communicative confidence, and speaking performance, rated on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The second instrument was a semi-structured interview protocol designed exclusively for the native Thai teacher to examine instructional objectives, classroom implementation, feedback strategies, and pedagogical observations.

The quantitative data obtained from the questionnaire were analyzed using

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descriptive statistical analysis, including frequencies, percentages, means, and standard deviations, to describe students' perceptions of repetition and role-play activities. Mean scores were interpreted to determine the overall level of students' agreement with each questionnaire item. The qualitative data from interviews were analyzed using manual thematic analysis following the procedures proposed by Braun and Clarke (2022). The analysis involved familiarization with the data, initial coding, theme development, theme review, theme definition, and final reporting. Themes were generated to explain students' learning experiences, the teacher's instructional practices, and classroom interactions related to repetition and role-play. Finally, the quantitative and qualitative findings were integrated through convergent interpretation.

To ensure the validity and reliability of the quantitative instrument, the questionnaire items underwent a content validity review by two experts in foreign language education. Internal consistency was evaluated, yielding a high Cronbach's alpha coefficient ($\alpha > .70$), indicating that the instrument was reliable. For qualitative data obtained from the teacher interview, credibility and trustworthiness were established through data triangulation, by comparing interview responses with the student questionnaire findings, and through member checking, in which the teacher reviewed the transcript to confirm the accuracy of her statements.

RESULTS AND DISCUSSION

Indonesian university students' perceptions of repetition and role-play activities in Thai speaking classes during a summer program in Bangkok

Quantitative and qualitative data were collected concurrently. The quantitative data were gathered from the Indonesian students' questionnaire. To examine the reliability of the questionnaire data, Cronbach's alpha was calculated (Gliem & Gliem, 2003; Heo et al., 2015), as presented in Table 1.

Table 1. Data Reliability

Variable	Items	Cronbach's Alpha	Interpretation
Student's perception of Thai Speaking Acquisition through Repetition and Role Play	10	0.80	Good

Table 1 presents the reliability of the students' questionnaire. The questionnaire demonstrated good internal consistency with a Cronbach's Alpha coefficient of 0.80, indicating that all questionnaire items were sufficiently reliable for further analysis. Subsequently, the mean and standard deviation of each item were calculated, as presented in Table 2.

Table 2. Descriptive Statistics

Variable	Means	Standard Deviation	Interpretation
Item 1	4.00	1.00	High
Item 2	4.05	0.77	High
Item 3	4.05	0.70	High
Item 4	4.15	0.60	High
Item 5	4.05	0.70	High
Item 6	3.89	0.87	High
Item 7	4.21	0.91	Very High
Item 8	4.31	1.15	Very High
Item 9	4.31	1.29	Very High
Item 10	4.31	1.52	Very High

The descriptive statistics revealed that students had positive perceptions toward the implementation of repetition and role-play activities in learning Thai speaking skills (Field, 2024). The mean scores ranged from 3.89 to 4.31, indicating that all questionnaire items were

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rated at either the High or Very High level (Sugiyono, 2013). Item 6 recorded the lowest mean score (M = 3.89, SD = 0.87), although it still fell within the High category. Meanwhile, Items 8, 9, and 10 obtained the highest mean scores (M = 4.31) with standard deviations of 1.15, 1.29, and 1.52, respectively, indicating that students expressed very positive perceptions toward these aspects of repetition and role-play activities. The overall mean across the ten items was 4.13.

The positive perceptions reported by the students indicate that repetition and role-play provided meaningful learning experiences that supported the development of their Thai speaking ability. This finding is consistent with the principles of Communicative Language Teaching (CLT), which emphasize that language learning becomes more effective when learners actively use the target language in authentic communicative situations rather than merely memorizing linguistic forms. This result is in line with Richards (2006, as cited in Onoda, 2014), who argues that repetition enables students to reinforce vocabulary, improve pronunciation accuracy, and gradually develop greater automaticity in speech production, while role-play enables them to apply these linguistic resources in realistic communicative contexts. These findings also support Vygotsky's (1934/2012) Sociocultural Theory, which argues that language acquisition develops through social interaction, collaborative learning, and guided participation with more knowledgeable individuals. Overall, the findings suggest that students viewed repetition and role-play as effective instructional strategies for improving their Thai speaking skills. Next, the frequency distribution of responses was calculated, as presented in Table 3.

Table 3. Frequency Distribution

Item	SD	D	N	A	SA
Item 1	0%	0%	16.7%	50.0%	33.3%
Item 2	0%	0%	11.1%	61.1%	27.8%
Item 3	0%	0%	16.7%	55.6%	27.8%
Item 4	0%	0%	11.1%	61.1%	27.8%
Item 5	0%	0%	22.2%	55.6%	22.2%
Item 6	0%	5.6%	22.2%	61.1%	11.1%
Item 7	0%	0%	16.7%	61.1%	22.2%
Item 8	0%	0%	22.2%	44.4%	33.3%
Item 9	0%	0%	16.7%	61.1%	22.2%
Item 10	0%	0%	22.2%	55.6%	22.2%

Note. SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree.

Table 3 presents the frequency distribution of students' responses to the questionnaire items. Overall, the findings indicate that students held positive perceptions toward the implementation of repetition and role-play activities in learning Thai speaking skills. Across all ten questionnaire items, the majority of respondents selected either Agree or Strongly Agree. The percentage of students choosing Agree ranged from 44.4% to 61.1%, while those selecting Strongly Agree ranged from 11.1% to 33.3%. Neutral responses accounted for 11.1%–22.2% across the items, whereas only one response (5.6%) fell into the Disagree category (Item 6). No respondents selected Strongly Disagree for any questionnaire item. Students generally perceived repetition and role-play as effective instructional strategies for improving their Thai speaking ability.

The quantitative findings indicated that students held positive perceptions toward the implementation of repetition and role-play activities, as reflected in the high mean scores across all questionnaire items. To gain a more comprehensive understanding of these findings, the quantitative results were subsequently compared with qualitative data obtained through an interview with the Thai language teacher. The qualitative findings are presented based on thematic analysis to identify how repetition and role-play activities support students' acquisition of Thai speaking skills.

The native Thai teacher reports implementing repetition and role-play activities to facilitate Thai speaking acquisition

The native Thai teacher's interview was analyzed thematically to explore her instructional

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experiences with repetition and role-play activities in facilitating students' Thai speaking acquisition. The analysis identified three major themes concerning pronunciation and vocabulary retention, confidence and authentic communication, and the integration of cultural learning with meaningful tasks, as summarized in Table 4.

Table 4. Themes and Categories

Themes	Categories	Representative Codes
Theme 1. Repetition enhances pronunciation and vocabulary retention	Pronunciation accuracy; Vocabulary retention; Sentence patterns	Correct pronunciation, repeated practice, remembering vocabulary, sentence construction
Theme 2. Role-play promotes confidence and authentic communication	Confidence; Classroom participation; Real-life communication	Brave to speak, shopping conversations, making friends, public speaking
Theme 3. Cultural integration and meaningful tasks support Thai speaking acquisition	Culture-based learning; Authentic tasks; Motivation	Thai dance, Thai songs, field tasks, games, Thai culture

Table 4 presents the themes from the thematic analysis of the teacher interview. Three major themes emerged: the contribution of repetition to pronunciation accuracy and vocabulary retention, the role of role-play in promoting confidence and authentic communication, and the integration of cultural learning with meaningful classroom activities. These themes indicate that Thai speaking acquisition is supported not only through repetitive language practice but also through communicative experiences embedded in authentic cultural contexts. Together, they explain how repetition and role-play facilitate students' speaking development, as illustrated by the interview quotations in Table 5.

Table 5. Representative Quotes

Theme	Representative Quotation
Theme 1	"Thai language tone is important... I ask them to say it again until they pronounce it correctly."
Theme 1	"They remember the vocabulary because of repetition."
Theme 2	"Role play makes students have fun, participate, and become brave to speak."
Theme 2	"They can use the same expressions when shopping and making new friends."
Theme 3	"Language cannot be separated from culture."
Theme 3	"I teach Thai language together with Thai culture, songs, and games."

Table 5 provides representative quotations that illustrate the teacher's experiences in implementing repetition and role-play activities during Thai language instruction. The excerpts consistently highlight that repeated practice helps students improve pronunciation and retain vocabulary, while role-play encourages learners to communicate more confidently in real-life situations. Furthermore, the teacher emphasized the importance of integrating Thai culture into classroom activities to create meaningful learning experiences. These quotations strengthen the credibility of the identified themes and provide rich evidence supporting the qualitative findings, which are integrated with the quantitative results in Table 6.

Table 6. Joint Display of Convergent Mixed-Methods Findings

Quantitative Findings	Qualitative Findings	Meta-Inference
Students perceived repetition positively (High mean scores)	Teacher stated repetition improved pronunciation and vocabulary retention.	Repetition supports pronunciation accuracy and vocabulary acquisition.
Students highly valued role-play (Very High mean scores)	Teacher observed role-play increased confidence and authentic communication.	Role-play promotes communicative competence.
Students agreed that classroom activities were beneficial	Teacher integrated games, culture, and authentic tasks to motivate learners	Meaningful learning activities enhance engagement and Thai speaking acquisition.

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Table 6 presents the integration of quantitative and qualitative findings using a convergent mixed-methods approach. The comparison indicates a strong convergence between students' positive perceptions and the teacher's instructional experiences. While the questionnaire results showed high levels of agreement regarding the effectiveness of repetition, role-play, and classroom activities, the interview data explained how these strategies enhanced pronunciation, communicative confidence, and cultural understanding. This convergence suggests that repetition and role-play are effective pedagogical approaches for facilitating Thai speaking acquisition through meaningful and authentic learning experiences.

To further interpret the integrated findings, each qualitative theme is discussed in relation to the theoretical framework underpinning this study. The first theme demonstrates that repetition plays a significant role in improving students' pronunciation accuracy and vocabulary retention during Thai speaking acquisition. This finding supports the view of Richards (2006) that repetition should not be regarded as mechanical drilling but as meaningful rehearsal that enables learners to strengthen lexical representations and improve phonological accuracy through repeated exposure and practice. Because Thai is a tonal language, repeated pronunciation practice allows learners to internalize tone patterns and retrieve vocabulary more automatically during spontaneous communication. The native Thai teacher's continuous corrective feedback, together with repeated oral production, helped students gradually develop greater accuracy and confidence in speaking. Therefore, the qualitative findings reinforce the quantitative results by demonstrating that repetition facilitates both pronunciation development and vocabulary acquisition through systematic and meaningful practice.

In addition to the benefits of repetition, the second theme indicates that role-play effectively promotes students' confidence and authentic communication in Thai. This finding is consistent with the principles of Communicative Language Teaching, which emphasize that language learning is most effective when learners actively use the target language to accomplish meaningful communicative purposes (Richards, 2006). Through simulated real-life situations such as shopping and making new friends, students were encouraged to negotiate meaning, respond spontaneously, and apply classroom knowledge in authentic contexts. These findings are also supported by Vygotsky's sociocultural theory (Muhayimana, 2017), which argues that language development occurs through interaction with teachers and peers within socially meaningful activities. The native Thai teacher provided scaffolding and communicative support that enabled students to gradually build confidence while participating in increasingly complex speaking tasks. Consequently, role-play functioned not only as a speaking exercise but also as a social learning environment that fostered communicative competence.

Theoretically, this study contributes to the understanding of Communicative Language Teaching (CLT) and Sociocultural Theory (SCT) by highlighting the complementary roles of repetition and role-play in Thai-language instruction. From a CLT perspective, repetition provides opportunities for learners to practice pronunciation and linguistic patterns, while role-play allows them to apply these patterns in meaningful, simulated communicative situations. From an SCT perspective, teacher guidance, corrective feedback, and social interaction during these activities can be understood as forms of scaffolding that support learners' participation in language learning. The integration of Thai cultural elements further situates language practice within meaningful social and cultural contexts. Taken together, these findings suggest that structured language practice and socially situated communication can complement each other in culturally responsive Thai-language instruction. However, this interpretation is based on students' perceptions and the teacher's reported instructional experiences, rather than objectively measured gains in speaking proficiency.

Finally, complementing the contributions of repetition and role-play, the third theme highlights that integrating Thai culture into classroom activities enriched students' speaking experiences and increased their motivation to learn. The inclusion of Thai songs, traditional dance, games, and authentic cultural tasks enabled learners to understand language within its social and cultural context rather than as isolated linguistic forms. This finding aligns with Vygotsky's (1934/2012) Sociocultural Theory, which emphasizes that learning is mediated

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through cultural tools and meaningful social interaction. It also supports the communicative orientation of language teaching proposed by Richards (2006), whereby authentic contexts enhance learners' opportunities to use language meaningfully. By integrating language learning with Thai culture, the teacher encouraged students to participate actively and develop their speaking skills in meaningful ways.

CONCLUSIONS AND SUGGESTIONS

This study investigated Indonesian university students' perceptions of Thai speaking acquisition through repetition and role-play using a convergent parallel mixed-methods design. The quantitative findings revealed that students held highly positive perceptions of these instructional strategies, particularly in improving pronunciation, vocabulary retention, communicative confidence, and speaking performance. Regarding the first objective, the questionnaire results indicated that the 18 students held positive perceptions of these activities, as reflected in mean scores ranging from 3.89 to 4.31 across the ten items, with an overall mean of 4.13. These results suggest that students viewed repetition and role-play favorably as learning activities for practicing Thai speaking. However, these perceptions should not be interpreted as evidence of objectively measured improvements in pronunciation accuracy, vocabulary retention, or communicative competence. The qualitative data consistently supported these findings, with the native Thai teacher emphasizing that repeated pronunciation practice, contextual role-play, and continuous corrective feedback helped students develop greater speaking accuracy and confidence. The integration of both datasets demonstrates that repetition and role-play function as complementary pedagogical strategies that effectively facilitate Thai speaking acquisition in an authentic learning environment.

Regarding the second objective, the teacher's interview highlighted three instructional experiences: using repetition to practice Thai pronunciation and reinforce vocabulary, employing role-play to encourage confidence and communication in simulated real-life situations, and integrating Thai cultural elements, including songs and games, into speaking activities. The questionnaire and interview therefore provided complementary perspectives: students' responses represented their perceptions of the learning activities, whereas the teacher's account explained the instructional practices and perceived benefits underlying those experiences. Their integration offered a broader understanding of how repetition and role-play were experienced and implemented in the Thai-language classroom, rather than demonstrating their causal effectiveness. These findings suggest that Thai language teachers should combine structured repetition with authentic communicative practice to promote both linguistic accuracy and communicative competence. Future studies should involve larger and more diverse participant groups, incorporate classroom observations and speaking performance assessments, and examine the long-term effects of repetition and role-play on learners' oral proficiency in Thai as a foreign language.

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