

**BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**

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ISO 9001:2015

# **KHÓA LUẬN TỐT NGHIỆP**

**NGÀNH : NGÔN NGỮ ANH**

**Sinh viên : Nguyễn Phúc Tiên**

**Giảng viên hướng dẫn: ThS.Nguyễn Thị Hoa**

**HẢI PHÒNG 07- 2020**

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**

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**A STUDY ON SOME COMMON ERRORS MADE BY  
THE FIRST YEAR ENGLISH MAJORS IN THEIR  
DAILY CONVERSATION IN ENGLISH AND SOME  
SUGGESTIONS AT HAI PHONG TECHNOLOGY AND  
MANAGEMENT UNIVERSITY**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY  
NGÀNH: NGÔN NGỮ ANH**

**Sinh viên : Nguyễn Phúc Tiến**

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**NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP**

**Sinh viên: Nguyễn Phúc Tiến**

**Mã SV: 1612763018**

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**Tên đề tài: A study on some common errors made by the first year English majors in their daily conversation in English and some suggestions at Hai Phong Technology and Management University.**

## NHIỆM VỤ ĐỀ TÀI

### 1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

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### 2. Các tài liệu, số liệu cần thiết

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### 3. Địa điểm thực tập tốt nghiệp

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## **CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP**

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**Học hàm, học vị** : Thạc Sĩ

**Cơ quan công tác** : Trường Đại học Quản lý và Công nghệ Hải Phòng

**Nội dung hướng dẫn:** A study on some common errors made by the first year English majors in their daily conversation in English and some suggestions at Hai Phong Technology and Management University.

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Đã nhận nhiệm vụ ĐTTN

*Sinh viên*

Đã giao nhiệm vụ ĐTTN

*Giảng viên hướng dẫn*

*Hải Phòng, ngày 01 tháng 07 năm 2020*

**HIỆU TRƯỞNG**

**CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**

**Độc lập - Tự do - Hạnh phúc**

**PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP**

Họ và tên giảng viên: .....

Đơn vị công tác: .....

Họ và tên sinh viên: ..... Chuyên ngành: .....

Nội dung hướng dẫn: .....

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**Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp**

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**1. Đánh giá chất lượng của đề án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...)**

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**3. Ý kiến của giảng viên hướng dẫn tốt nghiệp**

Được bảo vệ  Không được bảo vệ  Điểm hướng dẫn

*Hải Phòng, ngày ... tháng ... năm .....*

**Giảng viên hướng dẫn**

*(Ký và ghi rõ họ tên)*

**CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**  
**Độc lập - Tự do - Hạnh phúc**

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**PHIẾU NHẬN XÉT CỦA GIÁO VIÊN CHẤM PHẢN BIỆN**

Họ và tên giảng viên: .....

Đơn vị công tác: .....

Họ và tên sinh viên: ..... Chuyên ngành: .....

Đề tài tốt nghiệp: .....

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**1. Phần nhận xét của giáo viên chấm phản biện**

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**2. Những mặt còn hạn chế**

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**3. Ý kiến của giảng viên chấm phản biện**

Được bảo vệ  Không được bảo vệ  Điểm phản biện

*Hải Phòng, ngày ... tháng ... năm .....*

**Giảng viên chấm phản biện**

*(Ký và ghi rõ họ tên)*

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# PART 1: INTRODUCTION

## *1. Rationale*

In recent years, English has become a very popular language in the world and in Vietnam as well. People use English for communication, travel, for culture and trade exchanges and so many other fields in life. Vietnam is one of the countries which use English as the second language and as a result, English has been adopted as one of the most important subjects in many schools in Vietnam. Four English skills are essential for every English learners of all ages, nonetheless, learners seem to focus on reading and writing rather than speaking. They spend a lot of time on learning grammar for weekly tests and examination in each semester, meanwhile they are quite afraid of speaking English. At high school, speaking English seems to be less paid attention than the others. They do not spend much time practising speaking in class and that is the main reason why they get difficulties with speaking. Moreover, many students are weak at grammar and vocabulary and/so feel so awkward when communicating in English.

In fact, there are many other factors that affect speaking English such as intonation, grammar, links, rhythms, context, etc. And all these factors are important in everyday communication. In the stages of speaking in class and speaking test, the reality shows that many students have trouble with these issues, especially beginners to learn English. After a long time of observation and investigation, I have realized some common mistakes in daily communication in English of freshmen at Hai Phong Technology and Management University .

It can be seen that if students want to speak English correctly and fluently, they need to pay attention to those errors. Therefore, to study this issue deeply, the author conducted a study called: "*A study on some common errors made by the first year English majors in their daily conversation in English and some suggestions at Hai Phong Technology and Management University.*" Hopefully,

this research will help students gain insights into issues they haven't previously noticed and recommend some solutions to solve problems and help them improve.

## ***2. Aim of the study***

This study is to help first year students at Hai Phong Technology and Management University recognize their mistakes. It also helps students to be aware of problems in daily communication and give some suggestions. This study will focus on two issues. The first is to find common mistakes in daily conversation. The second is about some solutions to such problems.

## ***3. Research questions***

These followings are two research questions of this study:

- What is the most common pronunciation, grammatical, lexical and intonation mistake that first year students at HPU tend to make when speaking English?
- What are solutions to help students avoid some mistakes and solve their problems?

## ***4. Scope of the study***

There are many mistakes of English that first years students encounter when speaking. Grammar and vocabulary are ranked as the main and difficult aspects of communication. Intonation is a large theme because every country has its own language and ofcourse, every language has it own intonation. And some pronunciation errors must be mentioned as consonant sound, ending sound errors. However, due to the limited knowledge and time in this article, the author could not find a deep understanding of each of these issues. But the author will say the most general way possible about the definition and the common mistakes in communication. The author hopes this study will be a useful material for every student who concern this issue and help to get rid of those problems.

## ***5. Design of the study***

This study consists of three parts:

## Part 1: Introduction

In this part, rationale, aims, methods, scope and design of the study were provided to introduce and to become basis for next chapters. The theoretical basis of errors will be presented in part two.

## Part 2: Development

This part will consist of three chapters:

Chapter 1: Theoretical background provides definitions of errors such as pronunciation, the importance of pronunciation, consonants, ending sounds, grammatical , lexical (classification) and intonation.

Chapter 2: Studying students' attitudes in communication and common causes that students often suffer in daily conversation.

Chapter 3: Give some suggestions for students to avoid making mistakes in daily conversation.

## Part 3: Conclusion.

## **PART 2: DEVELOPMENT**

### **CHAPTER 1: THEORETICAL BACKGROUND**

#### **1.1.Introduction**

The purpose of this chapter is to consider the theoretical background regarding errors in daily conversation in English. Basic knowledge will be provided to help students consolidate their knowledge and understand deeper definition issues.

##### **1.1.1.Theory of communication**

Communication (from Latin *communicare*, meaning "to share") is the act of conveying meanings from one entity or group to another through the use of mutually understood signs, symbols, and semiotic rules.

Human communication is unique for its extensive use of abstract language. Development of civilization has been closely linked with progress in telecommunication.

(<https://en.wikipedia.org/wiki/Communication>)

#### **1.2.Pronunciation**

##### **1.2.1. Definition**

Pronunciation is “*the way a word or a language is spoken, or the manner in which someone utters a word. If one is said to have "correct pronunciation", then it refers to both within a particular dialect*”, according to Wikipedia.

Besides, pronunciation was also put as “the way in which a language is spoken” (Oxford Advanced Learner’s Encyclopedic, 1992:718). The Oxford Advanced Learner’s Dictionary, 8<sup>th</sup> end (2008) makes clear pronunciation is “the way in which a language or a particular word or sound pronounced”.

There are so many different definitions of pronunciation, this one from Oxford Dictionary seems to be easier to understand: “*pronunciation is the way in which a word is pronounced*”.

### ***1.2.2. The importance of pronunciation.***

Pronunciation is very important in speaking. Many people ignore pronunciation when speaking English, especially students. They take further notice of word meanings while pronunciation is considered as the most important factor in speaking. The others can not understand if words were pronounced wrong. Therefore, in order to speak English correctly, pronunciation should be paid more attention to. Furthermore, right pronunciation can help with the process of acquiring new vocabulary. Pronouncing words is often a part of memorizing them in second-language learning, so getting a strong, basic foundation in correct pronunciation early on will equate to more effective learning overall.

### ***1.3. What is English pronunciation error?***

When learning any language, making mistakes in pronunciation is unavoidable, especially for new English learners. In the research written by Pham Cam Chi, she gave out the definition of pronunciation basing on the definition of Jenkins (2006:36) in Nguyen (2007), *“pronunciation errors are variants of pronunciation which prevent one communicator from understanding the propositional content of the other’s utterances”*. Error can be defined *“the flawed side of learner speech or writing”*, which *“deviates from some selected norm of mature language performance”* by Dulay, Burt and Krashen (1982:138).

[\(https://dichgiacamchi.wordpress.com/2014/03/23/my-thesis-2009-errors-vietnamese-people-make-with-ending-sounds/\)](https://dichgiacamchi.wordpress.com/2014/03/23/my-thesis-2009-errors-vietnamese-people-make-with-ending-sounds/)

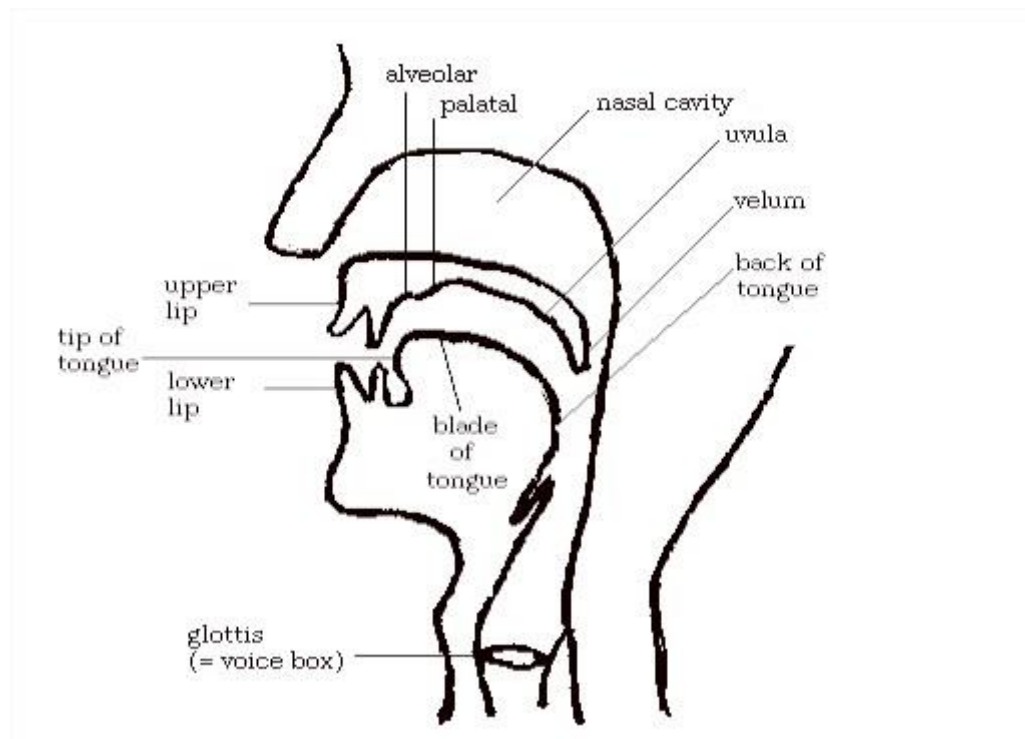
## ***1.4. Consonants***

### ***1.4.1. Definition***

According to the Oxford Advanced Learner’s Encyclopedic (1992:192), consonants are *“speech sounds made by completely or partly stopping the flow of air breathed out through the mouth”*.

### 1.4.2. Classification and description of consonants

Marianne, Donna and Janet (1996:42,43) presented that the consonants system was classified according to place and manner of articulation.



*Diagram of the vocal tract showing the places of articulation*

- ❖ According to **place of articulation**, consonants are classified into 9 types:
  - *Bilabials*: are the sounds made with the two lips pressed together or coming together. /**b, p, w, m**/
  - *Labia-dentals*: are the sounds which are produced with the lower lip touching the upper front teeth. /**f, v**/
  - *Dentals*: are the sounds which are produced with the tip or blade of the tongue touching the upper front teeth. / **θ, ð**/
  - *Alveolar*: are the sounds which are produced with the tip or blade of the tongue touching or approaching the alveolar ridge. /**t, d, s, z, n, l**/
  - *Retroflex*: is the sound which is produced with the tip of the tongue curling back towards the back of the alveolar ridge. /**r**/
  - *Palate - alveolar*: are the sounds which are produced with the tongue tip or blade coming close to the area between the back of the alveolar ridge and the front of the hard palate. /**ʃ, ʒ, tʃ, dʒ**/



- *Palatal*: is the sound which is produced with the front of the tongue coming close to the hard palate. /j/
  - *Velars*: are the sounds which are produced with the back of the tongue touching the soft palate. /k, g, ŋ/
  - *Glottal*: are the sounds which are produced without the active use of the tongue and other parts of the mouth. /h/
- ❖ According to **manner of articulation**, consonants include 6 types:
- *Nasals*: they are produced with the air- stream being stopped in the oral cavity but the soft palate is down so that the air can go out through the nose. /m, n, ŋ/
  - *Plosives*: are the sounds which are produced with the air-stream being stopped in the oral cavity and the soft palate is raised blocking off the nasal cavity. Then the two articulators come apart quickly and the air escapes through the oral tract. /p, b, t, d, k, g/
  - *Fricatives*: are the sounds in the production of which two articulators come close together but there is still a small opening between them so the airstream is partially obstructed and an audible friction noise is produced. /f, v, ʃ, ʒ, θ, ð, s, z, h/
  - *Affricates*: are the sounds which are produced when a stop is immediately followed by a fricative. /tʃ, dʒ/
  - *Lateral*: is the sound which is made when the air-stream is obstructed at a point along the centre of the oral tract, with incomplete closure between one or both sides of the tongue and the roof of the mouth. /l/
  - *Approximants*: are the sounds in the production of which two articulators come close together but without the vocal tract being narrowed to such an extent that a friction noise is produced. /r, w, j/

place manner	labial	labio- dental	dental	alveolar	palate- alveoral	palatal	velar	glottal
plosive	p b			t d			k g	
fricative		f v	θ ð	s z	ʃ ʒ			h
nasal	m			n			ŋ	
liquid				r l				
semivowel	w					j		

*Classification of English consonants (Cawley, 1996)*

## **1.5. English ending sounds**

### **1.5.1. Definition**

To understand easily, “ending sounds” are sounds that occur at the end of the word. It refers to the consonant sounds as the word can end with one or more consonant sounds (consonant clusters). Ending sounds are called Codas: “*The coda is the final consonant or consonant cluster.*” (Barbara and Brian, 1997). According to Rachael-Anne Knight, 2003, University of Surrey– Roehampton (Understanding English Variation, Week 3).

### **1.5.2. Ending sound errors**

According to Mark (2008), ending sound errors can be defined as “*the inaccurate pronunciation of the final consonant in a word*”.

## **1.6. Grammatical errors**

### **1.6.1. Definition of grammar**

In linguistics, grammar (from Ancient Greek γραμματική) is the set of structural rules governing the composition of clauses, phrases and words in a natural language. The term refers also to the study of such rules and this field includes phonology, morphology and syntax, often complemented by phonetics, semantics and pragmatics.

(<https://en.wikipedia.org/wiki/Grammar>)

## ***1.6.2. Grammatical errors classification***

***1.6.2.1. Subject-verb agreement:*** *The verb does not agree with the subject.*

Eg : Error: A computer give us access to important information.

Correction: A computer gives us access to important information.

***1.6.2.2. Subject omission:*** *The subject is missing in the sentence.*

Eg : Error: She visited the doctor because had a terrible headache.

Correction: She visited the doctor because she had a terrible headache.

***1.6.2.3. Adjective / Adverb:*** *An adjective form has been used instead of an adverb or vice versa.*

Eg 2: Error: My grandfather drives very careful.

Correction: My grandfather drives carefully.

***1.6.2.4. Verb form :*** *An incorrect form of the verb has been used.*

Eg : Error: Have you ever imagine today's society without computers?

Correction: Have you ever imagined today's society without computers.

***1.6.2.5. Verb tense:*** *An incorrect verb tense has been used.*

Eg 2: Error: She get pregnant when she was in high school.

Correction: She got pregnant when she was in high school.

***1.6.2.6. Pronoun:*** *The wrong pronoun has been used or the reference is not clear.*

Eg : Error: When my grandparents got married, them did not have any money.

Correction: When my grandparents got married, they did not have any money.

***1.6.2.7. Comparative:*** *The comparative form is not correct*

Eg : Error: My brother grew more stronger than my cousin.

Correction: My brother grew stronger than my cousin.

***1.6.2.8. Demonstrative adjective:*** *The wrong demonstrative adjective was used.*

Eg: Error: These type of beliefs is very common.

Correction: This type of beliefs is very common.

***1.6.2.9. Parallelism :*** *In a series of elements, these are not presented in a parallel form.*

Eg : Error: He enjoys reading, to swim, and visit his friends.

Correction: He enjoys reading, swimming, and visiting his friends.

**1.6.2.10. Preposition:** *The wrong preposition has been used.*

Eg : Error: Francisco used to sit in his desk.

Correction: Francisco used to sit at his desk.

## **1.7. Lexical errors**

### **1.7.1. Definition of lexis**

Lexis is a term in linguistics referring to the vocabulary of a language. Lexis is a Greek term meaning "word" or "speech." The adjective is lexical. The study of lexis and the lexicon, or collection of words in a language, is called lexicology. The process of adding words and word patterns to the lexicon of a language is called lexicalization. In grammar, the distinction between syntax and morphology is, by tradition, lexically based. In recent decades, however, this distinction has been disputed by research in lexicogrammar: lexis and grammar are now generally perceived as interdependent.

(<https://www.thoughtco.com/lexis-vocabulary-term-1691232>)

### **1.7.2. Lexical errors classification**

#### **1.7.2.1. Synonym errors**

- **Definition** :Two words are synonymous is they have similar meaning and are often used interchangeably. But look a little closer at common synonyms, and you'll realize that the two words aren't always 100% the same and interchangeable.

Eg: Beautiful - pretty, lovely, handsome, attractive,etc..

Fast - quick, rapid, speedy, fleet,etc...

#### **1.7.2.2. Stylistic errors**

- **Definition:** Stylistics can be by and large described as the study of style of language usage in different contexts, either linguistic, or situational.

Eg: Last quarter was a difficult one. The new line didn't move well. This quarter is starting to show a boost in sales.

Correction: Last quarter was a difficult one, and the new line didn't move well; but this quarter is starting to show a boost in sales.

### ***1.7.2.3. Collocation errors***

- **Definition:** Collocation is a familiar grouping of words, especially words that habitually appear together and thereby convey meaning by association.

Eg1: The gangsters live by dirty money.

The “dirty money” indicates that money obtained unlawfully or immorally.

Eg2: She had a love affair with her boss in 3 years.

“Love affair” means a romantic or sexual relationship between two people ; especially, one that is outside marriage.

## ***1.8. Intonation***

### ***1.8.1. Definition***

In linguistics, intonation is variation in spoken pitch when used, not for distinguishing words as sememes (a concept known as tone), but, rather, for a range of other functions such as indicating the attitudes and emotions of the speaker, signalling the difference between statements and questions, and between different types of questions, focusing attention on important elements of the spoken message and also helping to regulate conversational interaction.

([https://en.wikipedia.org/wiki/Intonation\\_\(linguistics\)](https://en.wikipedia.org/wiki/Intonation_(linguistics)))

### ***1.8.2. The roles of intonation***

It allows the speaker to convey emotions and attitudes in speech, such as finality, joy, sadness, etc. Intonation also allows the speaker to stress certain words. In addition, intonation can help the speaker convey the grammar of the spoken words by pausing at certain points, for example, or by raising the voice to ask a question. In addition, intonation can help the speaker convey what he or she expects of the listener(s) in discourse by, for example, seeming to ask a question or by conveying when something is new information in contrast to information the listener already knows.

(<https://www.enotes.com/homework-help/function-intonation-142335>)

## **CHAPTER 2: THE STUDY**

### **2.1. Participants and purposes of the survey questionnaire.**

All related data which used to analyse for this study were collected from a first year English majors class - NA2301, at Haiphong Technology and Management University by survey questionnaire. All questions will be related to common mistakes in their daily communication such as pronunciation, grammar, vocabulary, stress, etc.

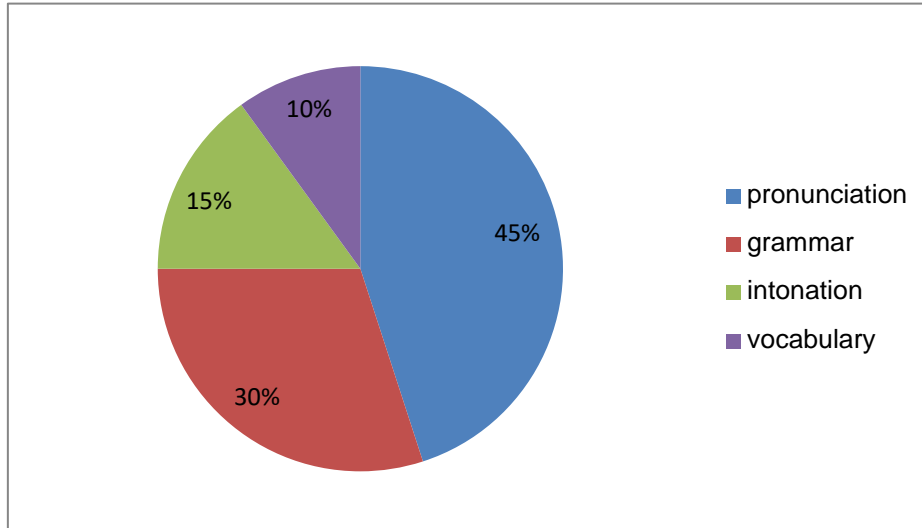
### **2.2. Findings and discussion.**

After conducting the survey questionnaire and observation, most students make some common mistakes in daily communication. For further understanding the issue, collected data and information will be analyzed and discussed below.

#### **2.2.1. Data analysis.**

##### **2.2.1.1 Student's attitudes in daily communication.**

*Question 1: In daily communication, what mistakes do you tend to make?*



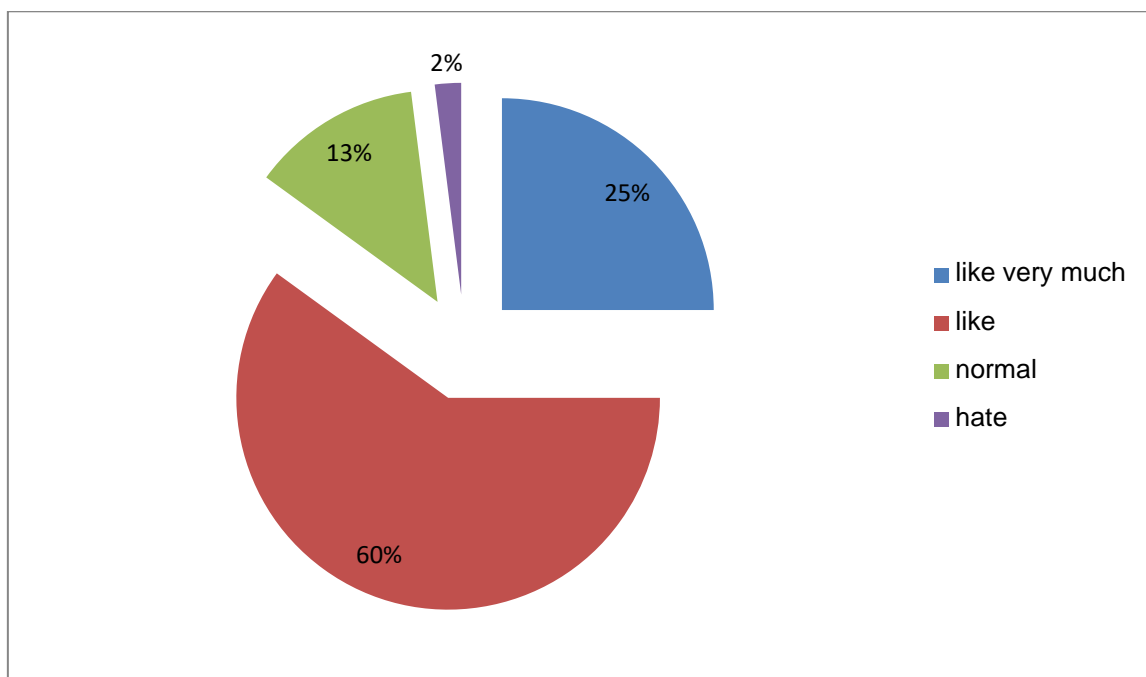
*Figure 1 : common mistakes*

The purpose of this question is to find out the most common mistakes students make in communicating. The results shown in the chart show the fact that most students make mistakes in pronunciation, accounting for 45%. It is followed by grammar, accounting for 30%. This proves that the number of

students often make mistakes in pronunciation and grammar in communication. As for intonation (15%) and vocabulary (10%), the students should not worry.

### ***2.2.1.2 Student's interest in pronunciation and their frequency of making pronunciation mistakes.***

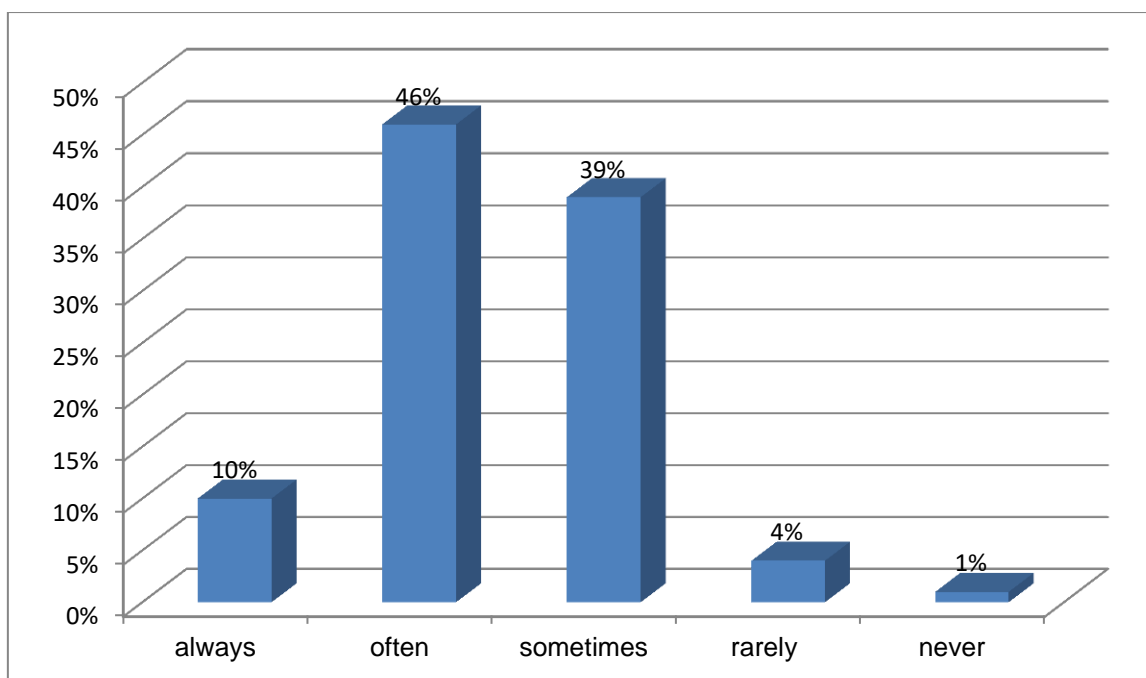
*Question 2: How do you like learning pronunciation?*



*Figure 2 : Student's interest in pronunciation*

As can be seen from figure 2, most of first year students like pronunciation and it comprises 60% of total. There are 25% of students like it very much and 13% of them feel pronunciation normal and just only 2 % of them hate it. Many first year English majors are interested in English pronunciation and it is a good result.

*Question 3: How often do you make pronunciation mistakes when speaking English in class?*



*Figure 3 :Student's frequency of making pronunciation mistakes*

From figure 3, it is clear that first year students often encounter pronunciation mistakes when speaking English in class. As mentioned above, because knowledge and experience about pronunciation of first year students are limited and they seem not to concentrate on practicing pronunciation when learning at high school, therefore, they tend to make more pronunciation when speaking English. Most of them (46%) often face a pronunciation mistake and there is 39% of them sometimes get a problem with pronunciation and 10% of students who always do that. Meanwhile, just 4% of students rarely avoid pronunciation mistakes and only 1% of them never face up to pronunciation problems.



### 2.2.1.3. Student's ending sound errors.

Question 4: What are your reasons for difficulties when pronouncing ending sounds?

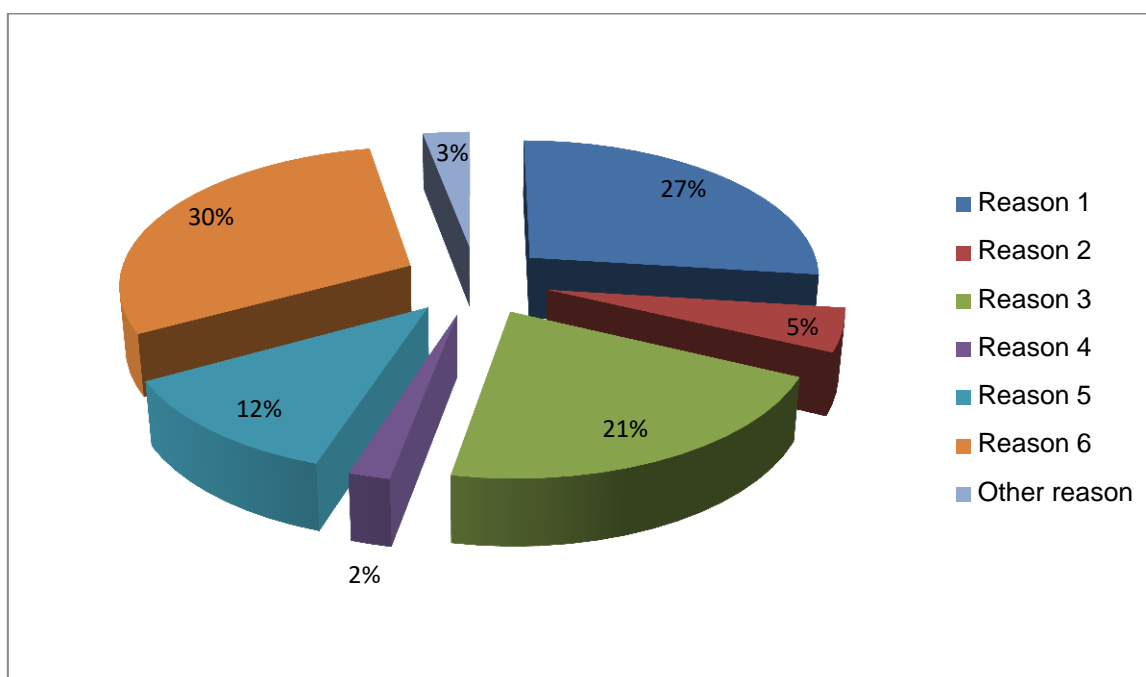


Figure 4: Student's reasons for difficulties when pronouncing ending sounds

*Reason 1: There are no ending sounds in mother tongue.*

*Reason 2: I have not heard about ending sound when learning at high school.*

*Reason 3: I have not attended any pronunciation course.*

*Reason 4: It is not important to pronounce ending sounds.*

*Reason 5: I have no habit of pronouncing these sounds.*

*Reason 6: It is difficult to pronounce ending sounds.*

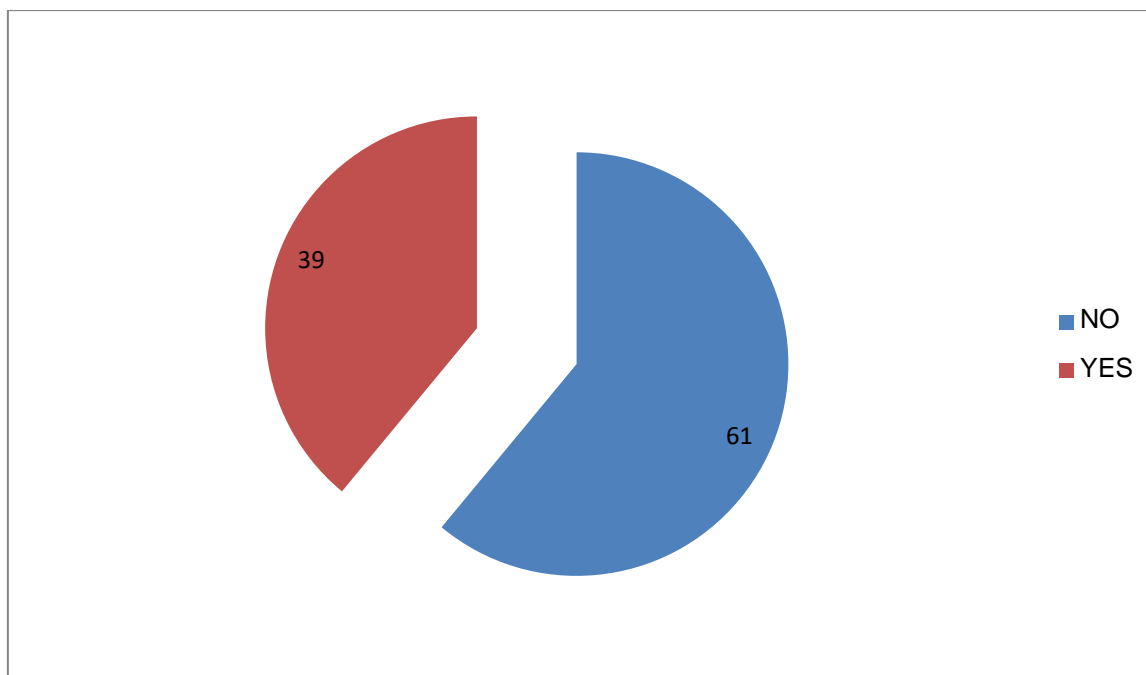
According to the result of survey questionnaire, there are around 6 specific reasons chosen by students. Figure 4 reveals that the main reason of making ending sound mistakes is reason 6 (30%). All asked students agree that ending sounds are very difficult to pronounce. They do not know how to produce that sounds in correct way.

It is obvious that reason 1 takes second rank with fairly high percentage (27%) of total. As mentioned in part 1, Vietnamese is one of languages having no ending sounds, so that students get difficult when pronouncing those. The number of students who has not attended any pronunciation course comprising

very high percentage (21%). Hence, that students can not produce exactly ending sounds and it is not surprising. Not practicing ending sound every time speaking English becomes a bad habit to many students and it accounts for 12%. Lower percentages belong to reason 2 with 5%, reason 4 with 2% and other reasons occupy 3%.

#### **2.2.1.4. Student's grammatical and lexical errors.**

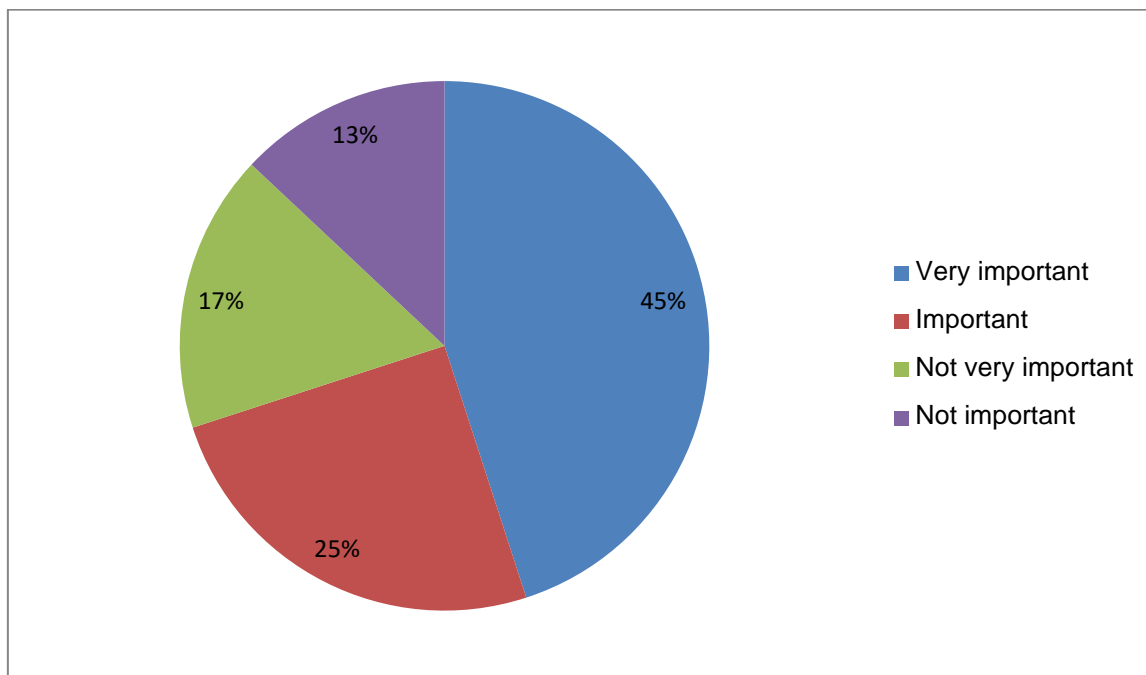
*Question 5: Do you like learning grammar & lexical english ?*



*Figure 5 : Students' interest in English grammar & lexical*

Through first-year students, we can see that more than 60% of them dislike studying grammar and vocabulary. During the interview, many students thought that learning grammar and vocabulary was very difficult. They always get tired of grammar lessons; for vocabulary, they don't remember much. Therefore, this is one of the most common reasons for mistakes in grammar & vocabulary. Contrary to them, other people like to study grammar and vocabulary accounting for 39%. They said that good grammar and vocabulary are the foundation of accuracy in foreign language learning, especially speaking skills because many learners speak English without paying attention to the grammatical structure and vocabulary used incorrectly.

*Question 6: How important is grammar & lexical in English speaking skill?*

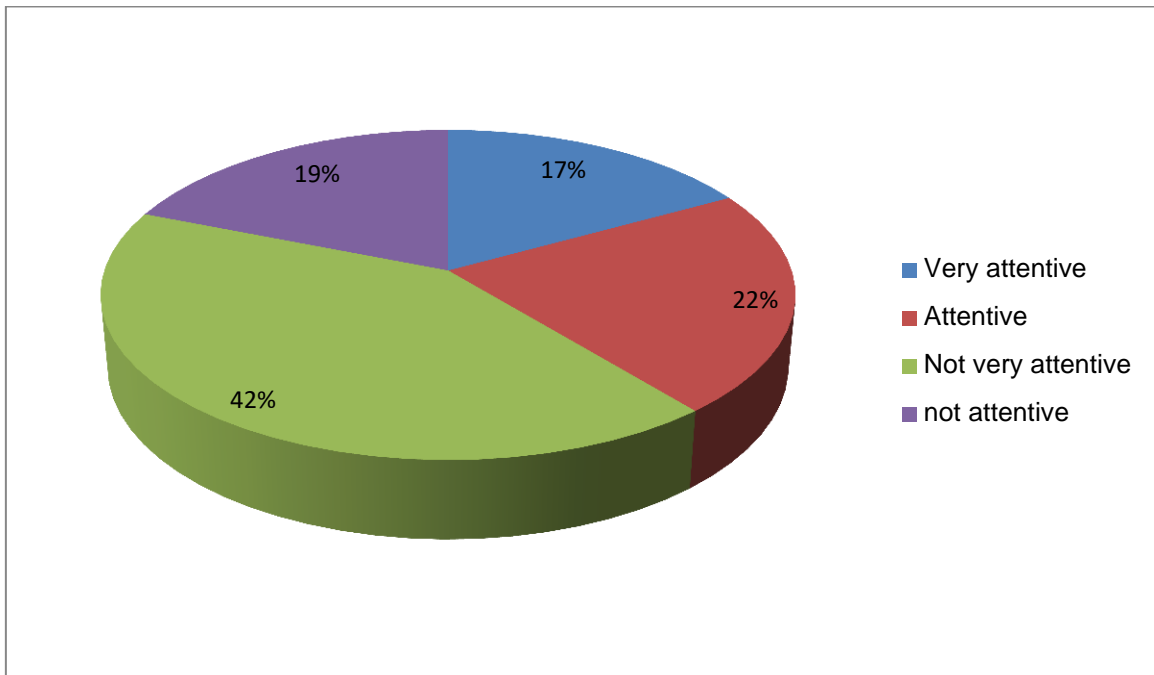


*Figure 6: The important of grammar & lexical in speaking skill*

With the high rate of 45% students says that grammar& vocabulary plays a very important role in speaking skill, 25% agree that grammar & vocabulary is important. That's why both students and teachers should pay much more attention to this matter. Without having perfect grammar, we still can communicate, but not accurately. We cannot communicate well enough as we have poor knowledge on grammar & vocabulary . Teaching grammar is an essential stage in teaching language and the teacher who knows a lot about grammar is more effective in her work, but students learn their mother tongue when they are children without knowing its grammar. Therefore, we should create positive language that the learners may have the chance to practice what they have learned practically.

**2.2.1.5. Student's intonation.**

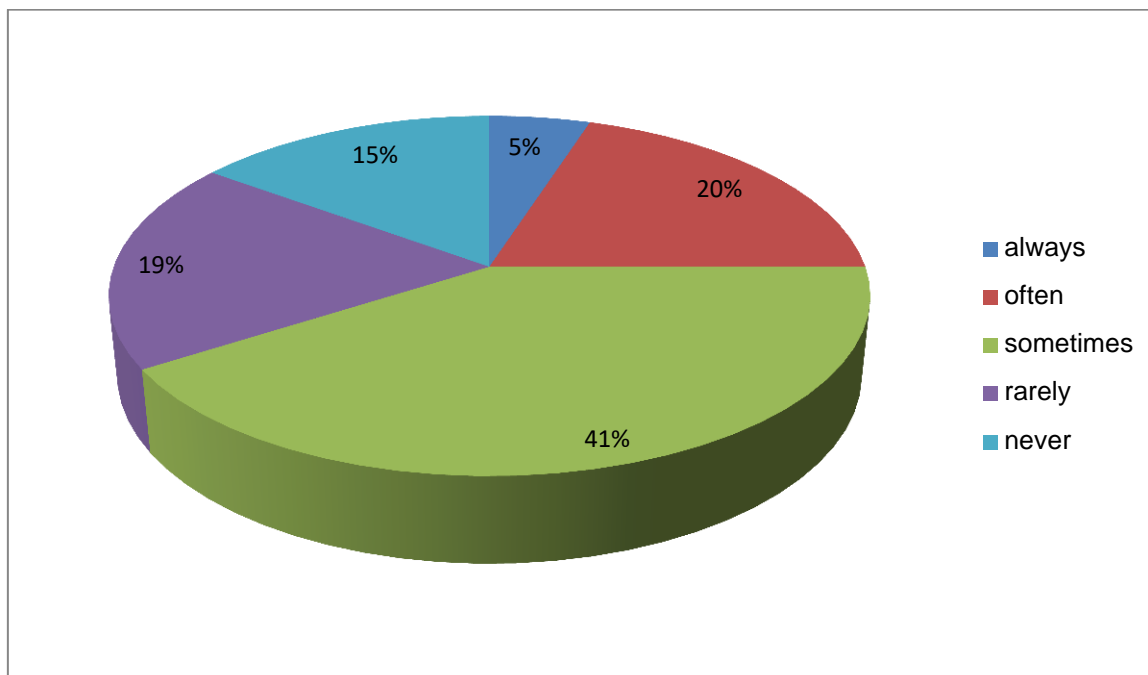
*Question 7 :What is the attention of English intonation students when they speak English?*



*Figure 7: Attention of English intonation*

As can be seen from chart 7, the majority of students often are not very attentive to intonation when they speak English accounts for 42% while a number of students are very attentive to intonation only 17%. This demonstrated that although they are students of English major, they have not still determined about intonation.

*Question 8:How often do you use intonation in English questions?*



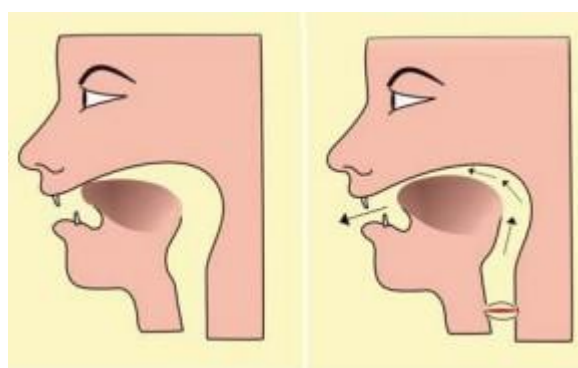
*Figure 8: The frequency in using intonation in English questions*

Generally, 41% of them indicate that they sometimes use intonation in English questions. Some of them about 20% often use intonation in communication. In addition, they are happy to say that intonation helps their communicative value better. Only 19% rarely use intonation in English questions .And 15% never use intonation in English questions. They said that they only determined to grammar and vocabulary much.

## **CHAPTER 3: SOME SUGGESTIONS TO IMPROVE THE STUDENT'S DAILY COMMUNICATION**

### **3.1. Suggestions to accurately pronounce 5 common ending sounds /dʒ/, /θ/, /ʃ/, /ð/ and /ʒ/.**

First, the consonant /dʒ/, is produced by pressing the front part of the tongue against the front part of the roof of the mouth as is shown in the figure. The air is released slowly after the blockage is removed. This is a voiced sound and vocal cords vibrate in producing this sound. See the figure given below and practise this sound.



*Figure : Production of the sound /dʒ/*

Following are some examples to illustrate the sound /dʒ/: Orange, bridge, jelly, juice, jug, vegetables, jam, charge, giant...

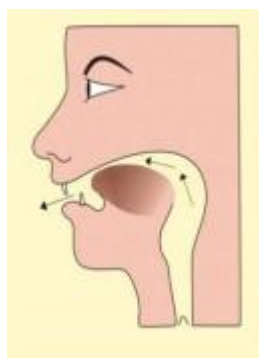
The second difficult sound is /θ/. There are many students who get trouble with pronouncing this sound. Therefore, suggested technique below will be useful for students when produce this sound. The first step to pronounce this sound, you should their tongue between your teeth, then blow air without using your voice.



*Figure : Production of sound /θ/*

Some examples to practise this sound: Teeth, path, with, breath, bath, thumb, three, theatre, month, health, thick...

The next sound that students finding difficult to pronounce is /ʃ/. In order to pronounce this sound, you need to first practise sound /s/. It means you have to touch your upper teeth with the tip of the tongue, then blow out the air between the teeth and the tongue without using voice. Next, move the tip of the tongue further back to pronounce sound /ʃ/. See picture below and practise this sound.



*Figure : Production of sound /ʃ/*

For instance: Shoes, crush, shell, finish, fish, show, shoot, wish, emotion, fashion, mission...

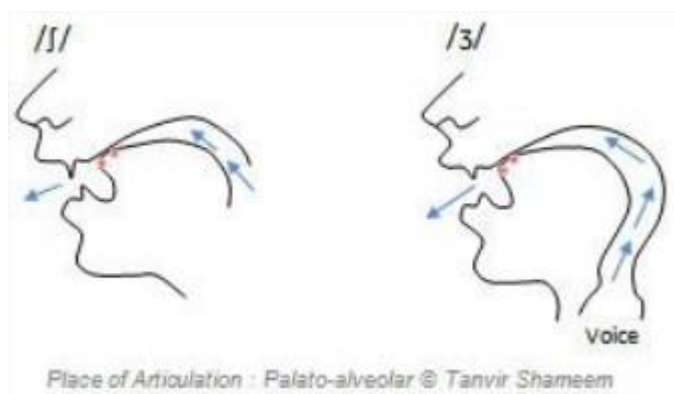
The fourth difficult ending sound is /ð/. In order to pronounce this sound, you should practise the sound /θ/ first. Then add voice to it to produce the target sound. You can see image below to know more about how to pronounce this sound:



*Figure : Production of sound /ð/*

Here are some words to practise this sound: Father, clothes, feather, brother, mother, without...

The final sound /ʒ/ - This sound seems to be easier than four sounds above. If you want to produce this sound, you need to first practise the sound /ʃ/, then use your voice to make /ʒ/.



*Figure : Production of sound /ʒ/.*

Some suggested to practise this sound: Television, garage, measure, treasure, casual, collision, pleasure...

#### **\*Games and exercises.**

In order to have good pronunciation, students should not only remember the suggested techniques mentioned above, but also practise pronouncing ending sounds and vowels many times. However, if they just pronounce without passion, they will feel bored and disappointed little by little. Therefore, playing pronunciation games is a perfect solutions for this problem. It can help students have better pronunciation and also makes them feel interesting and animated. Indeed learning and playing games usually create a exciting atmosphere for students. They will have motivation to learn more. These following games are provided to have better pronunciation and English speaking also.

#### *- Game 1: Rhyming Pairs*

This is one kind of pronunciation game. Many words are prepared and mixed up. Students need to find the words that rhyme and drag them side- byside. It is another fun way to improve English pronunciation and spelling.

For instance: some- sum, mouse- house, lake- break, cook- book....



# Rhyming Words

Draw a line to join the rhyming words together. You could also cut out the pictures, turn them face down and play a game to find rhyming pairs.



 fin	 pin	 can	 fan
 mail	 pail	 nest	 vest
 house	 mouse	 sock	 lock
 lake	 rake	 boat	 goat
 mice	 dice	 clap	 snap

This is an rhyming pairs exercise for students. With this exercise, they can practise pronunciation, especially vowels and they also learn more new words via pictures.

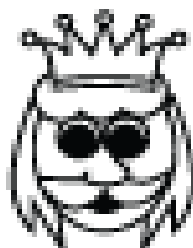
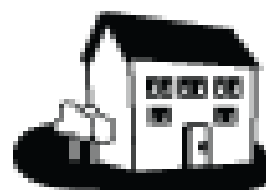
Exercise : Match the pictures that rhyme.



## Match the Rhymes Worksheet

DaycareWorksheets Name \_\_\_\_\_

Connect the pictures that rhyme.



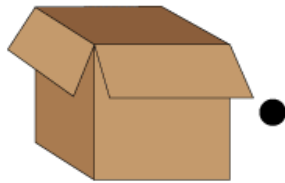
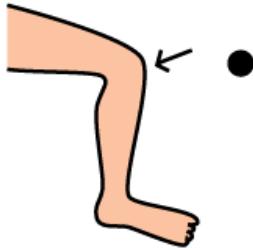
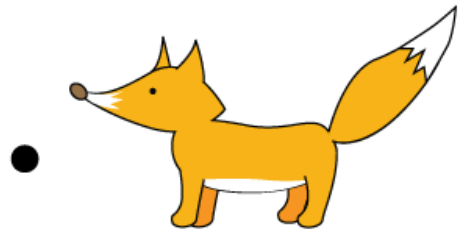
[www.daycareworksheets.com](http://www.daycareworksheets.com)



# Picture Rhyming Worksheet

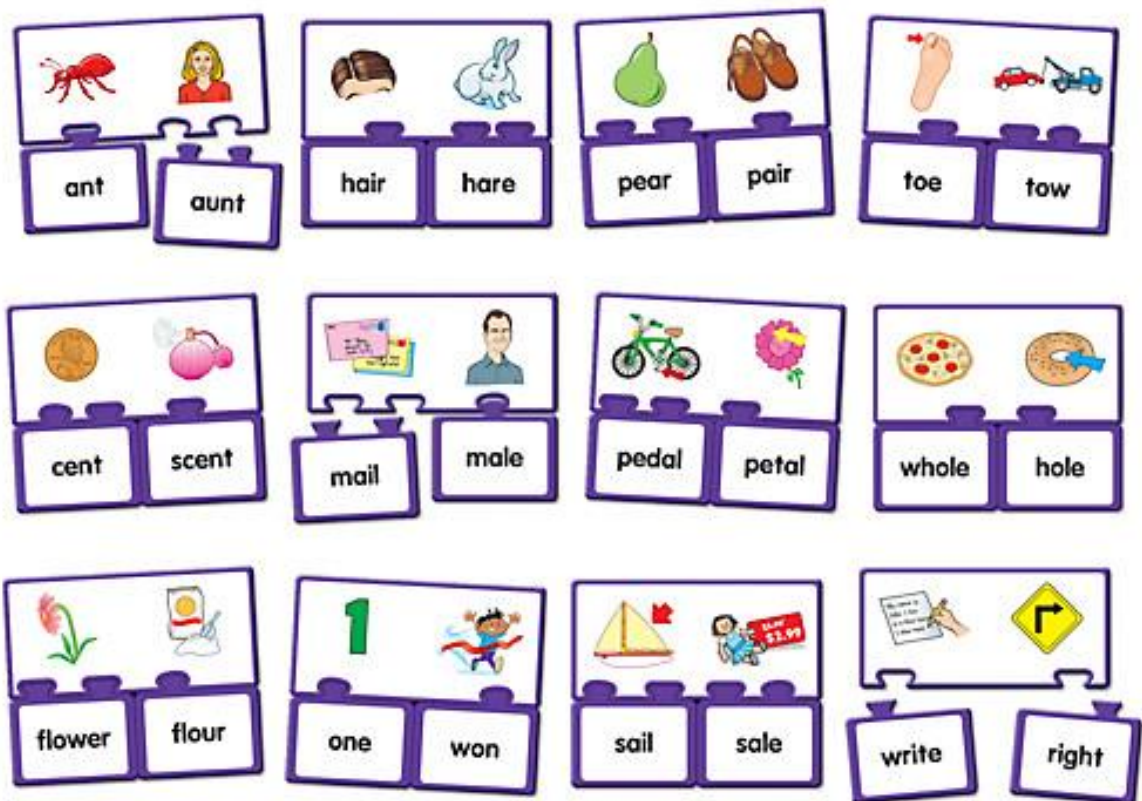
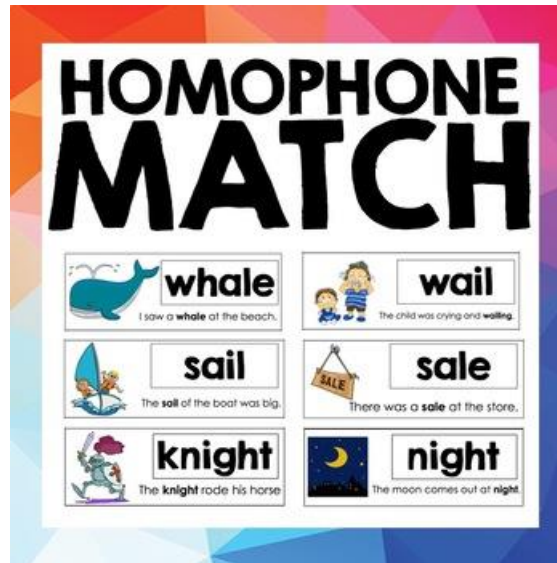
DaycareWorksheets Name \_\_\_\_\_

Connect the pictures that rhyme.



[www.daycareworksheets.com](http://www.daycareworksheets.com)

-Game 2: Homophones Matching Game.



This game also aims to develop student's pronunciation skill. In order to proceed this game, teacher need to prepare homophone cards, then mix them up. Finding the homophones that match each other, and drag them side-by-side are all things students need to do in this kind of game. It is a really fun way to improve your English pronunciation and your spelling at the same time.

Exercise:

Match the homophones. Draw a line between the words that sound the same.



In



Meat



Meet



Inn



Ate



Sale



Sail



Eight

Match the homophones. Draw a line between the words that sound the same.



Buy



Flour



Here



Brake



Break



Bye



Hear



Flower

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### -Game 3: Bingo game

## BINGO

with 'L', 'R' sounds words

light	rouse	lack	room	leaf
lead	level	red	loose	last
label	rose	rebel	lady	ladder
land	robot	rabbit	leave	rip
radio	risk	right	lip	read

Another kind of pronunciation game is bingo. It helps students learn more vocabulary and reaction.

To play this game, first of all, teacher will prepare some words, about 30-35 words and write each word on cards. Then, class can be divided into two groups and cards are given for each group. When the teacher speaks a word, which group finding out correctly that word in shortest time will become winner.

### **3.2. Solution to grammatical errors.**

#### **3.2.1. Mastering basic knowledge of grammar**

We should not underestimate the importance of English grammar. Learners should learn from simple to complex knowledge carefully. Whenever you are not sure how to use a grammar content, you should review it in the grammar book or look it up in the dictionary to be able to use it correctly.

#### **3.2.2. Reading books and newspapers**

In your free time, you should create a habit of reading books and newspapers. An effective way to read is to read carefully and deeply, underline interesting and special structures, and if necessary, take notes carefully. Not only that, you should also regularly practice the content learned in the form of sentences. With this way of learning, you will consolidate your grammar



knowledge, learn how to express like a native, and give up the habit of translating each word.

### **3.2.3. Translation**

This is a great way because we learn new words, structures and expressions in our essay in English.

### **3.2.4. Error checking**

Learners should create this habit for themselves. Whether putting a single sentence or writing an essay, we should take a moment to read it again. At that time, some unintentional grammatical or vocabulary errors will be discovered.

### **3.2.5. Speak in English with another person**

Always try to speak in English with another person. It will boost your confidence plus also help you in analyzing your mistakes where you are wrong. Because only speaking is going to improve your grammar.

### **\*English grammar exercises.**

#### *-Exercises of tenses in English.*

- 1/ I've got a computer ,but I ..... (not/use) it much.
- 2/ After Larry ..... (to see) the film on TV, he decided to buy the book.
- 3/ Have you got an umbrella? It ..... (start) to rain.
- 4/ We couldn't afford to keep our car, so we ..... (sell) it.
- 5/ I ... (meet) Tom and Jane at the airport a few weeks ago. They ... (go) to Paris and I ..... (go) to Rome. We ... (have) a chat while we ... (wait) for our flights.
- 6/ I'd better have a shower. I (not/have)..... one since Thursday.
- 7/ Before you came, she..... (go) to school.
- 8/ For several years, his ambition..... (be) to be a pilot.
- 9/ Mike..... (phone) one hour ago.
- 10/ Our teacher usually.... (give) us many exercises.

#### *-Exercises about conditional sentences.*

- 1/ If you (find) \_\_\_\_\_ a skeleton in the cellar, don't mention it to anyone.

2/ If I \_\_\_\_\_ (have) the same problem you had as a child, I might not have succeeded in life as well as you have.

3/ I (not buy) \_\_\_\_\_ things on the installment system if I were you.

4/ If he worked more slowly, he \_\_\_\_\_ (not make) so many mistakes.

5/ If the weather \_\_\_\_\_ (not change), we will reach the top of the mountain.

*- Exercises about passive sentences.*

1/ My father waters this flower every morning.

→ \_\_\_\_\_

2 The manager didn't phone the secretary this morning.

→ \_\_\_\_\_

3/ He has broken his nose in a football match.

→ \_\_\_\_\_

4/ Have you sent the Christmas cards to your family?

→ \_\_\_\_\_

5/ They find that the job is not suitable for a girl like her.

→ \_\_\_\_\_

*-Exercises : Fill in the words in brackets as adjective or adverb*

1, The bus driver was \_\_\_\_\_ injured. (serious)

2, Kevin is \_\_\_\_\_ clever. (extreme)

3, This hamburger tastes \_\_\_\_\_. (awful)

4, Be \_\_\_\_\_ with this glass of milk. It's hot. (careful)

5, Robin looks \_\_\_\_\_. What's the matter with him? (sad)

6, Jack is \_\_\_\_\_ upset about losing his keys. (terrible)

7, This steak smells \_\_\_\_\_. (good)

8, Our basketball team played \_\_\_\_\_ last Friday. (bad)

9, Don't speak so \_\_\_\_\_. I can't understand you. (fast)

10, Maria \_\_\_\_\_ opened her present. (slow)

- Exercises : Ask for the underlined part. Write the complete English question into the gap.

1, John is writing a letter.

→ \_\_\_\_\_?

2, She walks home from school.

→ \_\_\_\_\_?

3, The children are sitting in the garden.

→ \_\_\_\_\_?

4, Peter runs with his dog on Sundays.

→ \_\_\_\_\_?

5, My rabbit has a cage in the garden.

→ \_\_\_\_\_?

6, They go to work by bus.

→ \_\_\_\_\_?

7, David likes cats because they are nice.

→ \_\_\_\_\_?

8, Jenny isn't sleeping late today.

→ \_\_\_\_\_?

9, We are going to the cinema.

→ \_\_\_\_\_?

10, I'm leaving now.

→ \_\_\_\_\_?

### **3.3. Solution to lexical errors.**

#### **3.3.1. Read Every Day**

Once you're out of school, word drills and assigned reading become things of the past. While these were tools for building your vocabulary repertoire while you were young, it doesn't mean you should abandon reading. Try to read a well-written and edited essay, magazine article, book or news article every day.

Nonfiction and technical books will quickly teach you new ways to think and speak with words you may be unfamiliar with, but any type of reading will help you along.

### ***3.3.2. Learn Roots***

Learn the roots of words. Most words in the English language are built from a common root, prefix, and suffix, usually with an origin in the Greek or Latin language. Once you learn a root, you'll begin to understand more words that use the same root. For example, -duc- (Latin root word) means to lead or to make, such as in the words produce or deduce.

### ***3.3.3. Learn New Words Every Day***

To improve your vocabulary quickly, make an effort to learn at least one new word every single day. There are plenty of ways to do this, such as a Word of the Day calendar or email list, or simply picking a word from a thesaurus or dictionary.

### ***3.3.4. Look up Words You Don't Know***

How often do you come across words that are unfamiliar as you read? Don't just gloss over them; take the time to look them up, and if you don't have the time right then, write them down and look them up later.

### ***3.3.5. Diversify Your Reading List***

If you tend to read the same sort of things day in and day out, you may not be exposing yourself to a wide enough range of vocabulary. Diversify the topics you read to include natural science, Shakespeare, contemporary literature, politics, history, philosophy or any other topics you think you may enjoy.

### ***3.3.6. Try Word Board Games***

There are plenty of word games on the market designed to improve vocabulary and language skills without being a bore. Some of these games you may have played as a child, so it's time to break them out again and get to "work." If you have a friend who could also use some help — or someone with a great vocabulary you think will challenge you — invite them over for a game night.

**\*English lexical exercises :**

Exercises1: Look at the picture and guess the name:



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Exercises2 : Look at the phonetic guess word

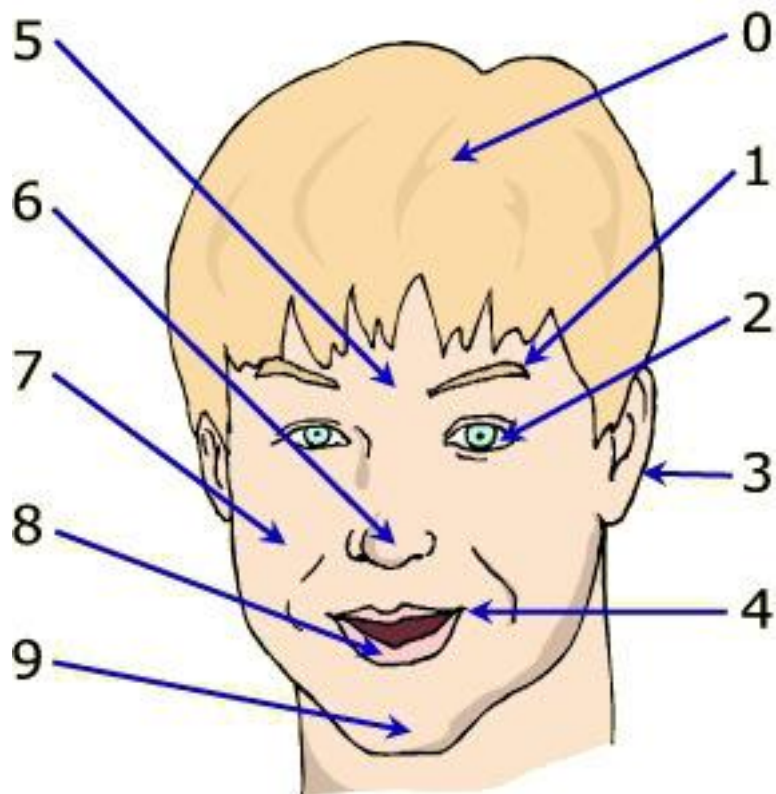
-Topic : Colours

- 1, gri:n → \_\_\_\_\_
- 2, gəʊld → \_\_\_\_\_
- 3, blu: → \_\_\_\_\_
- 4, blæk → \_\_\_\_\_
- 5, 'brɪndʒ → \_\_\_\_\_
- 6, braʊn → \_\_\_\_\_
- 7, 'jeləʊ → \_\_\_\_\_
- 8, greɪ → \_\_\_\_\_
- 9, 'pɜ:pəl → \_\_\_\_\_
- 10, waɪt → \_\_\_\_\_

-Topic : In the house :

- 1, flɔ: → \_\_\_\_\_
- 2, 'bɑ:θru:m → \_\_\_\_\_
- 3, 'kɪtʃɪn → \_\_\_\_\_
- 4, 'selə → \_\_\_\_\_
- 5, ,ʌp'steəz → \_\_\_\_\_
- 6, 'si:lɪŋ → \_\_\_\_\_
- 7, 'tʃɪmni → \_\_\_\_\_
- 8, ru:f → \_\_\_\_\_
- 9, steəz → \_\_\_\_\_
- 10, 'ætɪk → \_\_\_\_\_

Exercises3 : Point out the parts of the face



1, \_\_\_\_\_

2, \_\_\_\_\_

3, \_\_\_\_\_

4, \_\_\_\_\_

5, \_\_\_\_\_

6, \_\_\_\_\_

7, \_\_\_\_\_

8, \_\_\_\_\_

9, \_\_\_\_\_

10, \_\_\_\_\_



### **3.4. Solution to intonation.**

#### **3.4.1. Asking questions**

For yes or no questions, use a **rising intonation** at the end of the sentence

*Ex: “Are you going to school tomorrow?”*

For most other types of questions, use a **falling intonation** at the end of the sentence.

*Ex: “Why are you going to school tomorrow? It’s Saturday!”*

#### **3.4.2. Making statements**

Most regular statements (those which just state facts or information; not statements which clarify or emphasize anything) use a **falling intonation** at the end of the sentence.

*Ex: “I’ve been playing the violin for seven years.”*

#### **3.4.3. Listing things**

Items on a list use a **rising intonation** until the final item, which uses a **falling intonation**

*Ex: “I love chocolate, strawberry and pistachio ice cream.”*

#### **3.4.4. Expressing feelings**

High-energy emotions like happiness, excitement, fright and annoyance usually use a **rising intonation**. The example below, for example, can be joy, excitement or annoyance depending on the situation.

*Ex: “I can’t **believe** he gave you a ride home!”*

Boredom, sarcasm and disinterest often use a **falling intonation**. For example, the sentence below would sound very sarcastic if you said it in a low pitch. With the sarcastic tone, it would mean that the speaker actually isn’t excited at all.

*Ex: “I am so excited for you.”*

#### **3.4.5. Stressing the importance of something**

Use **rising intonation** on specific words in a sentence to emphasize their importance. The first example below emphasizes the “red” and implies

(suggests) there were choices in color. The second emphasizes the “scarf” and implies there were choices in items.

*Ex : “I hope you got the **red** scarf.”*

*“I hope you got the **red scarf**.”*

### **3.4.6. Contrasting between things**

Use a **rising intonation** and **place a stress** on the two things you want to contrast.

*Ex : “I thought he liked **dogs** but he actually likes **cats**.”*

You can also use this intonation to point out things that seem one way, but are another way.

*Ex: “You should exercise every day, but I know you don’t have the time.”*

### **3.4.7. Using tag questions**

Use **rising intonation** on questions at the end of a sentence which require the clarification or opinion of your speaking partner. These are called **tag questions**.

*Ex : “It’s a beautiful day, **isn’t it?**”*

### **\*English intonation exercises :**

#### Exercises1: Falling intonation

*-Statements with one stress:*

I \know.

I \see.

She \works.

We \laughed.

It \stopped.

I \like it.

He'll \buy it.

I \saw her.

She \knows him.

She \did it.

We \found it.

She has \done it.

We have \found it.

She is \young.

He is \here.

I'm \tired.

They are \busy.

*- Statements with two stresses :*

I 'lost my \key.

We 'eat a \lot.

I 'need some \help.

He 'likes to \read.

This 'bag is \mine.

We 'did it \yesterday.

She 'said it \loudly.

He 'knows her \brother.

Her 'name is \Anna.

My 'children are \sleeping.

*-Statements with three stresses :*

'Mike 'likes \tea.

'Kate 'bought a \book.

'Mary 'wants \coffee.

'Tom 'writes \stories.

'Anna 'teaches \English.

I 'bought a 'loaf of \bread.

I 'have a 'younger \sister.

He 'wants to 'buy a \car.

She 'works in a 'small ho\tel.

He 'knows it 'very \well.

*-Statements with four stresses :*

She 'wants to 'buy a 'new \car.

He 'wrote the 'letters 'very \quickly.

The 'teacher 'told her 'students a \story.

His 'train will ar'rive at 'four o'clock.

He 'put his 'bag on the 'table in the \hall.

Their 'new 'house is near a 'large \park

*-Statements with five stresses:*

'Alex 'wrote the 'letters 'very \quickly.

'Victor is 'going to 'London 'next \month.

'Tanya is 'reading the 'book you 'brought \yesterday.

Ma'ria 'wants to 'buy a 'new \car.

My 'friends 'play 'tennis 'every \Saturday.

I 'think the 'first 'question is 'very \easy.

### Exercises2: Rising intonation

#### *- Friendly interest, politeness:*

'What is your /name?

'Where do you /live?

'What did she /say?

'Where have you /been?

'What are you /reading?

'When is your /birthday?

'How /much is it?

'How /far is it?

'How 'much is this /bag, please?

'When is the 'next /train, please?

'Where is the 'nearest /bank, please?

#### *- General questions:*

Do you 'visit them /often?

Have you 'seen my /keys?

Are you 'ready to /start?

Have you 'read this /book?

Have you 'heard the /news?

Do you 'need some /help?

Do you 'have a /pen?

Are these 'books /yours?

Would you 'like some /coffee?

Is 'Mike your /friend?

Is their 'house /large?

Is your 'sister a /journalist?

Is this 'book /interesting?

Have you 'seen my /glasses?

Do you 'speak /English?

Do you 'want to /go there?

Will you 'see them to/morrow?

*- Requests:*

Could you 'give me a /pen, please?

Could you 'open the /window,  
please?

Would you 'mind /helping me?

May I 'speak to /Ella, please?

Could I 'speak to /Michael, please?

Can I 'borrow your /dictionary,  
please?

Could you /help me, please?

Can you /help me, please?

Exercises3: Rising and falling intonation.

*- Alternative questions:*

Do you 'want /coffee or \tea?

Does he 'speak /English or \German?

Would you 'like /coffee or \tea?

Are you 'studying /English or \French?

Does he 'play /football or \basketball?

*- Tag questions:*

'Nice \weather, \isn't it?

You \live here, \don't you?

You \know him, \don't you?

You can \drive, \can't you?

He will \help them, \won't he?

You 'don't \know them, \do you?

They 'haven't 'found it, \have they?

You 'weren't \late, \were you?

I 'shouldn't \do it, \should I?

## PART 3: CONCLUSION

### APPENDIX : SURVEY QUESTIONNAIRES

*Dear NA2301 students,*

This survey questionnaire is designed to find out your attitude and awareness toward importance of daily conversation in English speaking as well as some common mistakes that you have to face when speaking English in class. Your answers will be collected and used for my research with title: “A study on some common errors made by the first year English majors in their daily conversation in English and some suggestions at Hai Phong Technology and Management University”. Thank you for your cooperation in completing my survey questionnaire.

1) How long have you learnt English?

- 1 year                       3 years  
 2 years                       Above 4 years

2) How much time do you spend on learning English a day at home?

- 1 hour                       2 hours  
 3 hours                       Above 4 hours

3) Which English skill do you like most?

- Speaking                       Reading  
 Listening                       Writing

4) Which factor do you consider the most important in English speaking?

- Grammar                       Spelling  
 Vocabulary                       Intonation  
 Pronunciation                       Others

5) How important is pronunciation in speaking English?

- Very important                       Normal  
 Important                       Not important

6) Do you like learning English grammar & vocabulary ?

Yes

No

7) Do you attend to intonation?

Very attentively

Not very attentively

Attentively

Not attentively

8) How often do you use intonation in English question?

Always

Rarely

Often

Never

Sometimes

9) What are your ending sound mistakes that you often make when speaking English?

Ending sounds	
/p/	
/b/	
/t/	
/d/	
/k/	
/g/	
/v/	
/l/	
/m/	
/dʒ/	
/ð/	
/θ/	
/s/	
/z/	
/tʃ/	
/ʒ/	
/ʃ/	
/ŋ/	



10) What is the way to fix errors in your daily communication in English?

Answer :

-Pronunciation

:

.....  
.....  
.....  
.....  
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.....  
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- Grammatical & Lexical :

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-Intonation:

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.....  
.....  
.....  
.....

***Thank you for your cooperation!***

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