

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



KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH- NHẬT

Sinh viên : Trần Thị Lan Anh
Giảng viên hướng dẫn : Th.S Nguyễn Thị Quỳnh Hoa

HẢI PHÒNG – 2021

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**A STUDY ON ENDING SOUND MISTAKES OF THE
2ND YEAR STUDENTS WHEN STUDYING SPEAKING
SKILLS AT HAI PHONG UNIVERSITY OF
MANAGEMENT AND TECHNOLOGY**

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

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Tên đề tài: A study on ending sound mistakes of the 2nd year students when studying speaking skills at Hai Phong University of Management and Technology

Declaration

I hereby declare that the scientific topic “A study on ending sound mistakes of the 2nd year students when studying speaking skills at Hai Phong University of Management and Technology.” is my own independent scientific research. The research results in scientific research are researched and analyzed honestly by myself. The documents have been fully cited. I take full responsibility before the school for the content of this topic.

Student

Tran Thi Lan Anh

ABSTRACT

Speaking skill is an important and essential skill of the process of learning foreign languages in general and English in particular. And one of the common mistakes made by Vietnamese students is the lack of pronunciation and it seems that the solution has not been mentioned yet. Therefore, the researcher conducts a study about “A study on ending sound mistakes of the 2nd year students when studying speaking skills at Hai Phong University of Management and Technology”. The subjects of this study are 30 second -year English majors from Hai Phong University of Management and Technology. The researcher used action research and the data was collected and analyzed using questionnaires and interviews. The purpose of this study is to find out “What mistakes do second -year students make in ending sounds and how to fix them?”. According to data from questionnaires and interview analysis, almost all students find it very important to have a good pronunciation of ending sounds when speaking English, and they discover their mistakes when doing survey practice.

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp (về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập tốt nghiệp.

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên: Nguyễn Thị Quỳnh Hoa

Học hàm, học vị: Thạc sĩ

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

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Th.S Nguyễn Thị Quỳnh Hoa

Hải Phòng, ngày tháng.....năm 2021

TRƯỞNG KHOA

TS. Trần Thị Ngọc Liên

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

PHIẾU NHẬN XÉT CỦA GIÁNG 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:

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

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2. 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)

Th.S. Nguyễn Thị Quỳnh Hoa

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

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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Without support from the listed people, this paper could not have been completed.

Hai Phong, July 15th 2021

Student

Tran Thi Lan Anh

PART ONE: INTRODUCTION

1. Rationale

In the trend of globalization today, the role and importance of English are undeniable. It is widely used in most countries around the world, and it is selected as one of the most important languages in global communication. In particular, when Vietnam officially became a member of the World Trade Organization WTO in 2007, this global language proficiency plays an even more important role in linking learning and exchange. information, culture, creating multilateral relationships between Vietnam, and countries around the world, and contributing to reducing the gap in any language. Therefore, it is not difficult to see that English is the second language after the mother tongue and is a compulsory subject at most education levels in Vietnam. Although it is a popular language, it is not easy to learn it well. Students majoring in English at Hai Phong University of Management and Technology also encounter many difficulties in the process of perfecting 4 skills, speaking, reading, and writing of English, especially speaking. In fact, most freshman English major students have a lot of pronunciation errors, especially the lack of faulty ending sounds. Finally, I selected the title " A study on ending sound mistakes of the 2nd year students when studying speaking skills at Hai Phong University of Management and Technology " for my graduation paper.

2. Aims of the study

This research is carried out to investigate errors omission of ending sounds made by the second -year English majors at Hai Phong University of Management and Technology. This study helps them to increase awareness of their pronunciation problems. Besides, it also helps these students focus on the final pronunciation and gradually improve their speaking skills

The aims of this study are set out as follows:

- To analyze errors of omission of ending made by the second -year English majors at Hai Phong University of Management and Technology.
- To suggest solutions to help students minimize their problems.

3. Research Questions

The study was carried out in order to find the answers to two research questions:

1. What are the errors omission of ending sounds made by the second -year English majors at Hai Phong University of Management and Technology?
2. What are the suggested solutions to help students correct their errors?

4. Scope of the study

The study is focused on analyzing errors omission of ending sound made by the second -year English majors at Hai Phong University of Management and Technology, especially when pronouncing words ending sounds /ð/, /θ/, and /dʒ/.

5. Method of the study

In seeking answers to the research questions, survey questionnaire, audio recordings have been selected. All comments given are based on the survey questionnaires. The recording of the speech is a very important part of this research to concretize the errors omission of ending sound.

6. Design of the study

The thesis is divided into four parts:

Part I: Introduction; Part II: Development; Part III: Conclusion

Part I: Introduction

This chapter provides an overview of the study such as the rationale, the aims, scope, design and methods of the study.

Part II: Development

Chapter 1: Theoretical background

This chapter presents the theoretical background of speaking skills, pronunciation, and specific analysis ending sound errors.

Chapter 2: Devoted to Research methodology

Chapter 3: Deals with findings and discussion.

Part 3: Conclusion

Conclusion summarizes all the obtained results and includes suggestions for further study.

PART TWO: DEVELOPMENT

CHAPTER I: THEORETICAL BACKGROUND

I.1. Theoretical backgrounds of speaking

A theoretical background provides readers with documents related to the topic being researched. It plays an important role, giving the reader the correct and necessary concepts for the reader to best understand the aspects that this subject is aiming for. In this chapter, the aspects related to pronunciation, especially the ending sound, will be presented clearly. It will begin with general concepts of speaking skills, pronunciation in English, and finally the analysis of English ending sound.

I.1.1. The definition of speaking skill

Listening, reading, writing, and speaking skills are basic skills that foreign language learners need to master. Speaking skill is defined as the ability to express one's ideas and aspirations through words or non-verbal symbols such as limbs, eyes,....It is a special human skill, it is neither inherited nor innate and is formed and developed during communication.

However, there are many definitions of speaking skills differently from different scholars, some of these are: speaking is the action of conveying information or expressing one's feelings in speech (Oxford English Dictionary). Speaking is 'the activity of giving speeches and talks' (Collins Co-build English Dictionary for Advanced Learners, 2001).

Nunan (in Kayi, 2006: 1) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called fluency. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. (Chaney, 1998: 13).

Harmer (2007: 284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features but also the ability to process information and language 'on the spot' while Quianthy (1990: 7) defines

speaking as the process of transmitting ideas and information orally in a variety of situations.

According to Merriam, the author of the book "Webster online dictionary" (2002):

"Speaking is uttering words or articulating sounds with the ordinary voice. Speaking is the way to convey thoughts, opinions, and emotion orally or to express oneself".

In other words, people talk and interact with each other to express their individual ideas and wishes. At the same time, thanks to communication, they can negotiate to solve specific problems or maintain necessary work and life relationships.

Obviously, to exchange ideas and express themselves, it is impossible not to mention the important role of speaking skills. Speaking skills are also worth noting as the skills of listening, reading, and writing while learning English or any other language.

I.1.2. Types of speaking skill

Statements participate directly or indirectly in communication processes. There are two types of speaking language, as follows:

a) Monologue

Monologue is the speaking where one speaker uses spoken languages for any length of time, such as in speeches, lectures, reading, 4 news broadcasts, and the like, then the listeners have to process the information without interruption and the speech will go on whether or not the listeners comprehend what the speaker means.

b) Dialogue

Dialogue is the direct conversation and indirect conversation through an audio receiver between two or more people, in which we alternately listen and speak, have the opportunity to ask the partner to repeat or speak louder, slower.

I.1.3.The function of speaking skill

The purpose of learning a foreign language is to be able to communicate in that language. In other words, for English or foreign language learners, mastery of speaking skills is a top priority.

According to Brown and Yule, there are three functions of speaking:

“...three-part version of Brown and Yule’s framework (after Jones 1996 and Burns 1998): talk as interaction: talk as a transaction: talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.”

a) Talk as interaction

Daily chats are face-to-face conversations between two or more people or phone calls. This is how the person communicates information, feelings, or requests to the listeners. Therefore, they must use their speaking skills to communicate with another person. The main intention of this function is a social relationship.

b) Talk as a transaction

Unlike interactive communication, transactional communication will focus more on the message you want to convey and make others understand clearly and accurately the information you want to convey.

c) Talk as performance

In this case, introspection is better than dialogue. That is, the speakers will perform the most activity continuously, without interruption, and without direct interaction with the listeners. For example, during the speech, lecture, reading, or in a news broadcast. The listeners will have to process the information and analyze it.

I.1.4.The component of speaking skill

Among the 4 skills of listening, speaking, reading, and writing, the most difficult skill to accurately assess is probably the speaking skill. Because speaking is a complex skill, it is a combination of the other 3 skills. As Lado

(1977) states that four or five commonly recognized ingredients in process analysis say the following:

a) Pronunciation

English pronunciation has always been a difficult problem for language learners. Pronunciation is how they create a clearer language when communicating. This allows them to communicate more conveniently and effectively even though the person has vocabulary and grammar constraints. From that point of view, it can be concluded that pronunciation is a way for students to pronounce clearly when speaking (Kline, 2001: 69).

Besides, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact (Fraser, 2001: 6). So we can conclude that pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

b) Grammar

Grammar is defined as a major rule in language structure. In addition, grammar is also a tool to manage words, making words from one word or many words into a meaningful and real sentence. Moreover, the other definition of grammar stated by Greenbaum and Nelson (2002: 1) argue that Grammar gian to the set of rules that allow us to combine words in our language into larger units.

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001:12). Based on the above observations, we can conclude that grammar is the arrangement to match the message to convey and based on the context. Besides, it helps us to avoid misunderstandings when communicating.

c) Vocabulary

It can be said that vocabulary is one of the keys to success in learning foreign languages and especially in communication. To learn a new language, in

addition to mastering grammar and correct pronunciation, using vocabulary fluently and fluently will help us convey our messages most clearly and intelligently. In spoken language, the vocabulary tends to be familiar and everyday (Turk, 2003:87). That means, in daily communication, the vocabulary we use will increase, and is a basic and useful tool in communicating and acquiring knowledge, more clearly and profoundly. Vocabulary is the fundamental foundation of language learning. Students need to know the words, their meanings, their spelling and how they are pronounced.

d) Fluency

Fluency is understood as a way of speaking a language fluently, easily when expressed and with high accuracy. The speaker's fluency is also shown through the fact that he doesn't spend much time searching for language or structure to express his ideas.

e) Comprehension

Understanding a second language besides the mother language is always difficult for foreign language learners. Therefore, understanding ability is the ability to perceive and process the meaning layers of a sentence to form the core content of a sentence. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005:51). Therefore it can be concluded that its function is to make it easier for the listeners to grasp information from the speakers or speech.

I.2. Theoretical backgrounds of pronunciation

I.2.1. The definition of pronunciation

Pronunciation is how to read a word or a language. This is one of the indispensable subjects of every English learner. There are many definitions of pronunciation come from different scholars.

According to definition in Oxford Dictionaries, pronunciation was defined as: *“The way in which a word is pronounced”*

Besides, pronunciation was also put as:

“The way in which a language is spoken” (Oxford Advance Learner’s Encyclopedic, 1992:718).

The Oxford Advanced Learner’s Dictionary, 8th edition (2008) makes clear pronunciation is:

“The way in which a language or a particular word or sound pronounced”.

According to Wikipedia Dictionaries, there was another definition of pronunciation:

“Pronunciation refers to the ability to use the correct stress, rhythm, and intonation of a word in a spoken language. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.”

Based on the above definitions, we can conclude that pronunciation is the reading of a word of a language, pronunciation accuracy will depend on regional factors, social class, ethnicity and level of knowledge education.

I.2.2. English sounds

a) Vowel sounds

➤ Definition

Phonics is understood as a set of spelling rules in English. It is similar to learning Vietnamese spelling. It helps you read sounds, connect them, and can pronounce any word correctly, even words that have never been seen before.

In phonics, Vowels are vibrations of the larynx or sounds that emanate unobstructed air from the larynx. Vowels can stand separately or stand-alone or behind consonants to form sound in words. For example, English “ah!” [a:], pronounced with an open vocal tract so that there is no build-up of air pressure at any point above the glottis. There are many scholars defining vowels in many different ways.

According to Roach (2000:10),

“Sounds in the production of which there is no obstruction to the flow of air as it passes from the larynx to the lips”.

In English phonetics and phonology, the vowel was defined as below:

“Vowel is a speech sound in which the air stream from the lung is not blocked in any way in the mouth or throat and which is usually pronounced with the vibration of the vocal cords.”

Obviously, a vowel is a sound made that is not blocked as it travels from the larynx to the lips. When connecting sounds, we can form a meaningful word. But without vowels or semi-vowels, no word will exist.

➤ **Types of Vowel sounds**

❖ **Monophthongs**

- According to the length of the sounds:

Short vowels:

/i/ /e/ /æ/ /ɔ/
/ʌ/ /ʊ/ /ə/

Long vowels:

/i:/ /u:/ /ɜ:/
/ɔ:/ /a:/

- According to the height of the tongue body in the mouth:

High vowels: The tongue is high in the mouth.

/ i, i: , ʊ, u: /

Mid vowels: The tongue neither high nor low in the mouth.

/ e, ɜ: , ə, ɜ:/

Low vowels: The tongue below its rest position.

/ æ, ʌ, ɔ, a:/

- According to front / back position of the tongue:

Front vowels: The front of the tongue is raised.

/ i, e, æ, i: /

Central vowels: Neither the front nor the back of the tongue is raised.

/ ə, ɜ:, ʌ /

Back vowels: The back of the tongue is raised.

/ u:, ʊ, ɔ, a:, ɔ: /

- According to the degree of lip rounding.

Rounded vowels: The corner of the lips are brought towards each other and the lips pushed forwards.

/u:/, /ʊ/, /ɔ/, /ɔ: /

Spread: The corners of the lips moved away from each other as for a smile.

/i/, /e/, /æ/, /i:/

Neutral: The lips neither rounded nor spread.

/ə/, /ɜ:/, /ʌ/,

/a:/

Hereunder is the vowel

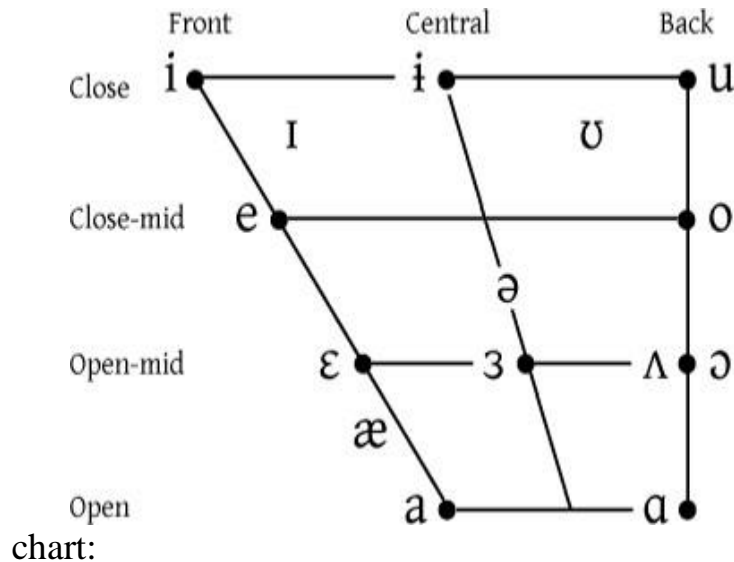


Figure 1: English Vowel (IPA chart)

❖ Diphthongs

A diphthong, literally "two sounds" or "two tones", also known as a gliding vowel, refers to two adjacent vowel sounds occurring within the

same syllable. Technically, a diphthong is a vowel with two different targets that is, the tongue moves during the pronunciation of the vowel. For most dialects of English, the phrase "no highway cowboys" contains five distinct diphthongs. There are 2 types of diphthongs: closing and centering diphthongs.

- Closing diphthongs:

Three ending in 'ɪ': /eɪ/, /aɪ/, /ɔɪ/

Two ending in 'ʊ': /əʊ/, /aʊ/

- Closing diphthongs:

Three ending in 'ɪ': /eɪ/, /aɪ/, /ɔɪ/

Two ending in 'ʊ': /əʊ/, /aʊ/

Example:

/eɪ/: paid, pain, face, shade, age, wait, taste, paper

/aɪ/: tide, time, nice, buy, bike, pie, eye, kite, fine

/ɔɪ/: void, loin, voice, oil, boil, coin, toy, Roy

/əʊ/: load, home, most, bone, phone, boat, bowl

/aʊ/: loud, gown, house, cow, bow, brow, grouse

- Centering diphthongs:

Three ending in 'ə': /ɪə/, /eə/, /ʊə/

Example:

/ɪə/: beard, weird, fierce, ear, beer, tear

/eə/: aired, cairn, scarce, bear, hair,

/ʊə/: moored, tour, lure, sure, pure

b) Consonant sounds

➤ Definition

In stark contrast to the vowel, consonant is the sound of speech, clearly pronounced with the full or partial closure of the larynx. There are also many concepts of consonants.

In Wikipedia Dictionary, it is said that:

"The number of consonants in the world's languages is much greater than the number of consonant letters in any one alphabet."

In English phonetics and phonology (Roach, 2000:10), the term consonant can be defined as:

“Sounds in which there is obstruction to the flow of air as it passes the larynx to the lips”.

Consonants only sound out loud in words only when combined with vowels. For example /p/ is lip-pronounced, when combined with the vowel /ei/, the consonant will then sound /peis/ in "pace"; likewise, we have /t/ pronunciation equal to the front part of the tongue; /k/ pronounced on the back of the tongue; /h/, pronounced from glottis; /f/ and /s/, pronounced by passing air through a narrow outlet; /m/ and /n/ are sounds through which air is released through the nose (nasal sounds).

In short, from the above definitions, we can understand consonants are sounds from the larynx through the mouth or sounds when emitted, the airflow from the larynx to the lips is obstructed, blocked, for example, the tongue lips, teeth, lips collide... each other in the process of sounding.

➤ **Types of consonants**

In the above section, we have learned about the concept of consonants through the definitions of the authors and concluded this concept. In this section, we will learn about the consonant system. According to Marianne, Donna, and Janet (1996: 42.43), the consonant system is categorized by position and pronunciation.

According to Hai Ha Do's shared slide (February 2013), the pronunciation position is determined means:

“The obstructive position of the airflow during consonant pronunciation. It describes the point where the joints are actually in contact or closest to them.”

Here is the description of consonants by place of pronunciation:

Bilingual: is the sound made when lips are pressed against each other or come together. There are / **b**/, /**p**/, /**w**/, /**m**/.

Labio-dentals: The sound made when the lower lip touches the upper front teeth. There are /**f**/, /**v**/.

Dentals: are the sounds which are produced with the tip or blade of the tongue touching the upper front teeth. There are / **θ**, **ð**/.

Alveolars: are the sounds which are produced with the tip or blade of the tongue touching or approaching the alveolar ridge. There are /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. There is /r/.

Palato - alveolars: 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. There are /ʃ/, /ʒ/, /tʃ/, /dʒ/.

Palatal: is the sound which is produced with the front of the tongue coming close to the hard palate. There is /j/.

Velars: are the sounds which are produced with the back of the tongue touching the soft palate. There are /k/, /g/, /ŋ/.

Glottal: are the sounds which are produced without the active use of the tongue and other parts of the mouth. There is /h/.

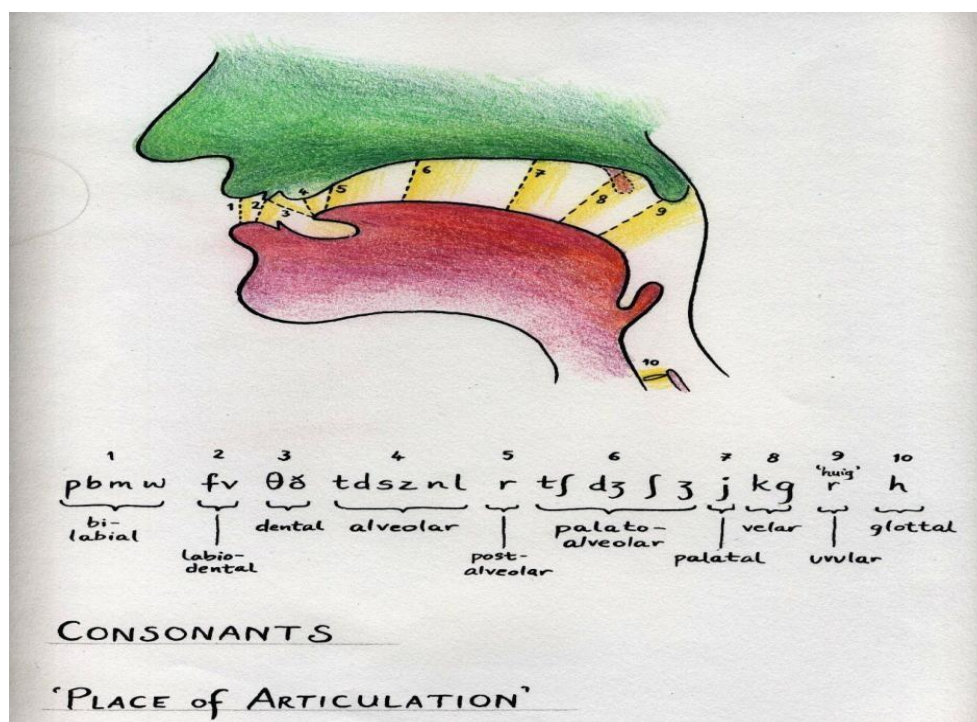


Figure 2: Place of articulation (Amber N:2009)

As can be seen from the above figure, the place of articulation has clearly shown, so what about the manner of articulation?

According to Do (2013), manner of articulation is:

“The way in which the air stream is obstructed in the production of speech sounds. It describes the type of obstruction which is caused by the narrowing or closer of the articulators.”

Hereunder are the description of consonants according to manner of articulation:

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. There are /**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. There are /**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 air-stream is partially obstructed and an audible friction noise is produced. There are /**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. There are / **tʃ**/, /**dʒ**/.

Lateral: is the sound which is made when the air-stream is obstructed at a point along the center of the oral tract, with incomplete closure between one or both sides of the tongue and the roof of the mouth. There is /**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. There are /**r**/, /**w**/, /**j**/.

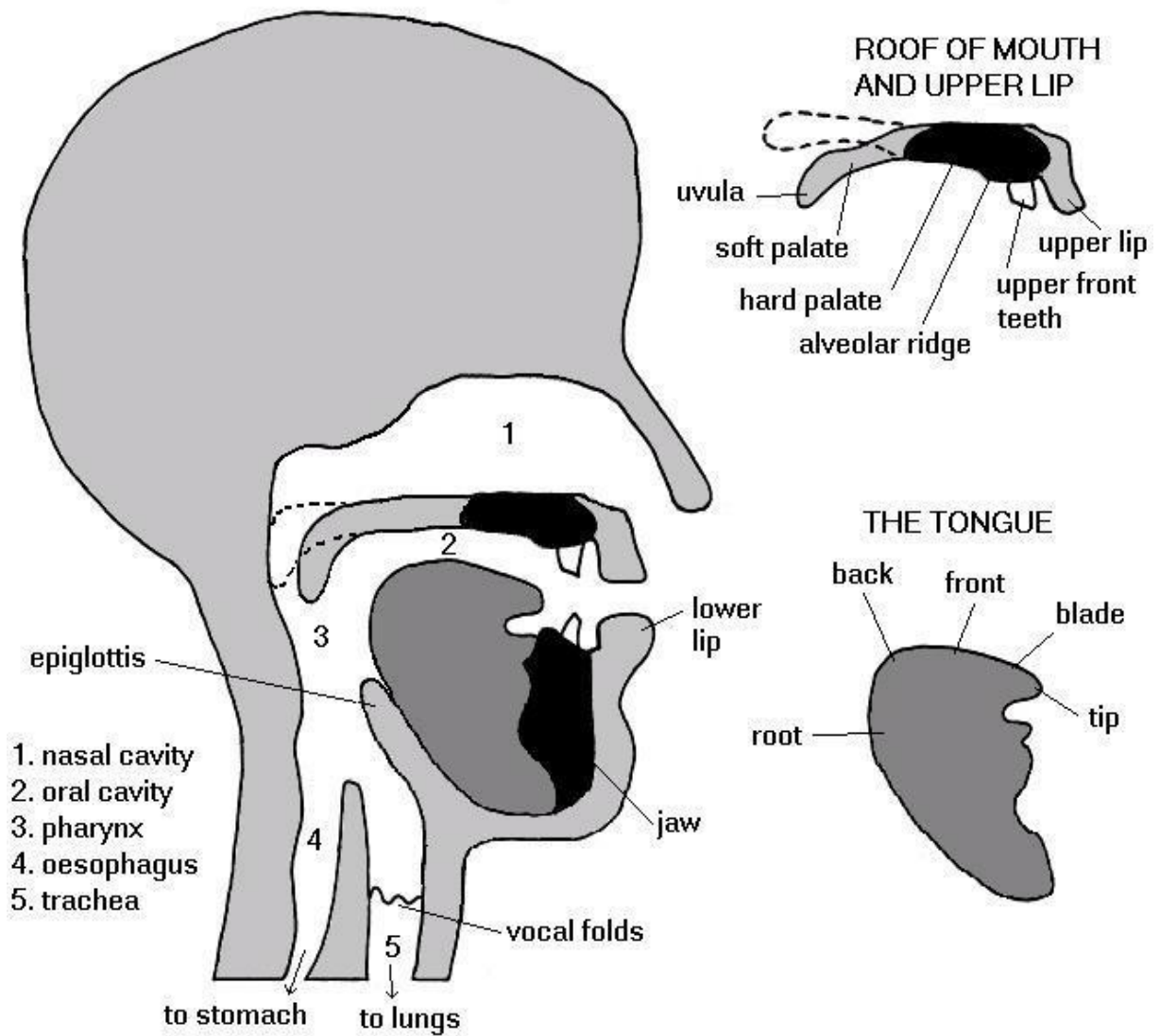


Figure 3: Articulators (Cox, Mannell: 2011)

Clearly, figure 2 and 3 have shown both the place and manner of articulation in determining what sound is produced. This information will be summarized in table below:

	Bilabial	Labiodental	Dental	Alveolar	Post-Alveolar	Palato-alveolar	Palatal	Velar	Glottal
Stops	p b			t d			k g		
Fricatives		f v	θ ð	s z		ʃ ʒ			h
Affricates						tʃ dʒ			
Nasals	m			n				ŋ	
Laterals				l					
Approximants	ʍ				r		j		

Figure 4: Table of consonants sounds (Viernes:2012)

I.3. Errors omission of ending sounds made by the second-year English majors at Hai Phong University of Management and Technology.

I.3.1. Ending sounds

For English learners, the ending sound is a familiar term. Since it is so popular, there are many different interpretations. In a word, the ending sound is the ending sound of the word. These end sounds are usually the consonant sound that comes from the end of the word.

According to Rachael-Anne Knight, 2003, University of Surrey - Roehampton (Understanding English Variation, Week 3), we can have up to 3 consonants in one ending sounds of a word.

- If there are no consonants at the end of the word, it has a zero ending sound.

A single consonant is called the final consonant. Any consonant except /j/ may be a final ending sound.

- When there are two or more consonants standing at the end of the word, the terms “pre-final” and “post-final” consonants are used.

Pre-final includes: /m/, /n/, /ŋ/, /l/,

/s/ Post-final includes: /s/, /z/, /t/, /d/,

/θ/

- Two consonant clusters:

Pre-final /m/, /n/, /ŋ/, /l/, /s/ followed by a final consonant

Consonant plus post-final /s/, /z/, /t/, /d/, /θ/.

Example: **help**, **bank**, **books**, **blind**, etc.

- Three consonant clusters:

Pre-final plus final plus post-final (e.g. **helped**, **banks**, **bonds**)

Final plus post-final plus post final /s/, /z/, /t/, /d/, /θ/ (e.g. **fifths**)

I.3.3. Ending sounds errors

Ending sounds errors is understood as the incorrect pronunciation of the last consonant in a word. There are six types of error in the sound that end

according to Teriman

They are: *Cluster reduction*, *Cluster Simplification*, *Epenthesis*, *Coalescence*, *Omitting nasal and liquid sounds* and *Phonetically possible spelling*.

➤ *Cluster reduction*: This is the “*Deletion of one or more consonants from a target cluster so that only a single consonant occurs at syllable margins*” (Grunwell. (2005). Treiman)

For example, with "results", the reader will often omit the /t/ sound and read only the /s/ sound.

➤ *Cluster Simplification*: The error occurs when one/some elements of a cluster being is/are produced in a different manner from the target phoneme (Grunwell. (2005). Treiman)

For example, with "helped", the reader will often omit the /p/ sound and read only the /t/ sound.

➤ *Epenthesis*: This is the insertion of some vowel (normally a schwa) between cluster elements (Dyson & Paden. (2005). Treiman)

➤ *Coalescence*: It occurs when the yielded pronunciation contains a new consonant composed of features from the original consonants.

➤ *Omitting nasal and liquid sounds*: In consonants cluster consisting of pre- final + final consonants with nasals (/n/,/m/) or liquids (/r/,/l/) as the first element, (/m/, /n/, /l/, /r/ + final consonant), nasals and liquid sounds are often omitted (Zukowski & Richmond, W. (2005)).

➤ *Phonetically possible spelling*: In representing the first consonant of a cluster, spellers tend to spell words in an inaccurate but phonetically plausible ways (Bourassa. (2004). Treiman)

CHAPTER II: METHODOLOGY

The purpose of this chapter is to introduce the methods used in this study, especially survey questionnaire.

II.1 Survey research

One of the most important methods used in survey research.

The survey research is defined clearly on the website is “Survey research is the collection of data attained by asking individuals questions either in person, on paper, by phone or online. Conducting surveys is one form of primary research, which is gathering data first-hand from its source. The information collected may also be accessed subsequently by other parties in secondary research”.

II. 1.1 The stages to conduct a survey.

In the progress of a survey, the researcher needs to make or specify to determine, steps to progress the survey. These may include four steps consisting of defining participants, organizing survey form, methods of collecting data, and data analyzes.

a) Defining participants

The first step is to choose participants. They can be a group of people, students, workers who know or work in the field carried out in this survey. And in this survey, the objects are the second -year English major students at Hai Phong University of Management and Technology.

b) Organizing survey form

After deciding on participants for the survey, the researcher needs to organize the survey form and what questions can be used in this survey. It means questionnaire which is the most important part and method to collecting data.

c) Methods of collecting data

To collect data from the second -year English major students at Hai Phong University of Management and Technology, there are some choices including

using questionnaires, conducting interviews to observe directly, and recording to realize their mistakes in pronouncing and making conversations.

d) Data analyzes

To analyze data from the survey, the researcher needs to compile, summary and describe data.

II. 1.2 Design of the survey questionnaire.

a) Design of the survey questionnaire

Questionnaires are used as the first tool to collect data for this study. This type of survey has proven to be cost-effective and time-saving as it can bring a wide variety of data, from the fact, the behavior to the attitude of many respondents in other situations.

b) Aims of the survey questionnaire

The purpose of pointing out the difficulties and mistakes of the students when pronouncing is to help them clearly understand how wrong they are, how to correct them and help them improve their pronunciation.

The questionnaire is designed to clarify:

Student's pronunciation errors

Student's attitude toward English pronunciation.

Students' solutions about English pronunciation errors.

II.2. Survey questionnaires

II.2.1. Participants

All the related data used to analyze for this research were collected from 30 the secon-year English majors at Hai Phong University of Management and Technology with 7 survey questionnaires. The number of males and females seemed to be equal and they are at the same age. Because this study focuses on ending sounds errors, the author decided to choose these students for research. The first reason is that the second -year English majors do not have a lot of knowledge of ending sounds so that they often make errors in pronouncing ending sounds. Secondly, the first level always is the most important one

because it is the necessary base for the next level. Almost these students are from Haiphong so there is a no different local dialect which relatively affects their English speaking and pronunciation.

II.2.2. Purposes of the survey questionnaires

In the current study, the survey questionnaires were used with three main purposes. Firstly, the survey questionnaires were raised to find out the students' attitudes toward English pronunciation and their difficulties of pronouncing ending sounds in the first three questions. Secondly, this survey aims to get information about the reality in these classes, the situation of learning and teaching pronunciation. The last purpose is to find out the students' expectations toward teachers in pronunciation classes.

II.2.3. Design of the survey questionnaires

The survey questionnaires consist of 7 questions that were raised to the second -year English majors at Hai Phong University of Management and Technology. It was designed as below:

The first three questions 1, 2, and 3 aim to give out and discuss the students' attitudes toward English pronunciation and their difficulties of pronouncing ending sounds.

Question 4 and 5 were designed to get information about the reality in these classes, the situation of learning, and teaching pronunciation.

The last two questions 6 and 7 aim to find out the students' expectations toward teachers in pronunciation classes.

II.2.4. Data collection instrument

To collect data for research, a survey questionnaire and tape-recording were used. A survey questionnaire is one of the most necessary research instruments to collect information. In the survey questionnaire, English pronunciation, especially ending sounds and difficulties in learning them was mentioned. They were all in English because participants of this study were the second-year English majors, the questions seemed to be simple and easy to understand. Thus, students can feel free to share their points of view. After

collecting answers from the students, in order to get more persuasive data, a number of students were asked to pronounce which was then recorded. All related data was collected from 30 the second -year English majors at Hai Phong University of Management and Technology. After all, the results will be drafted from information and related data for analysis. The findings of students' errors will be classified and presented in form of charts and tables.

II.2.5. Data analysis procedure

Firstly, data were collected through a survey questionnaire and from a tape recorder. Tapes recorded from students were sent home to analyze and find errors. Secondly, the last findings of ending sounds errors were presented in tables and charts. From that, a solution for the second -year English majors at Hai Phong University of Management and Technology that make ending sounds errors would be worked out.

II.3. Students' attitudes toward their English ending sound pronunciation

II.3.1. Students' attitudes toward English pronunciation

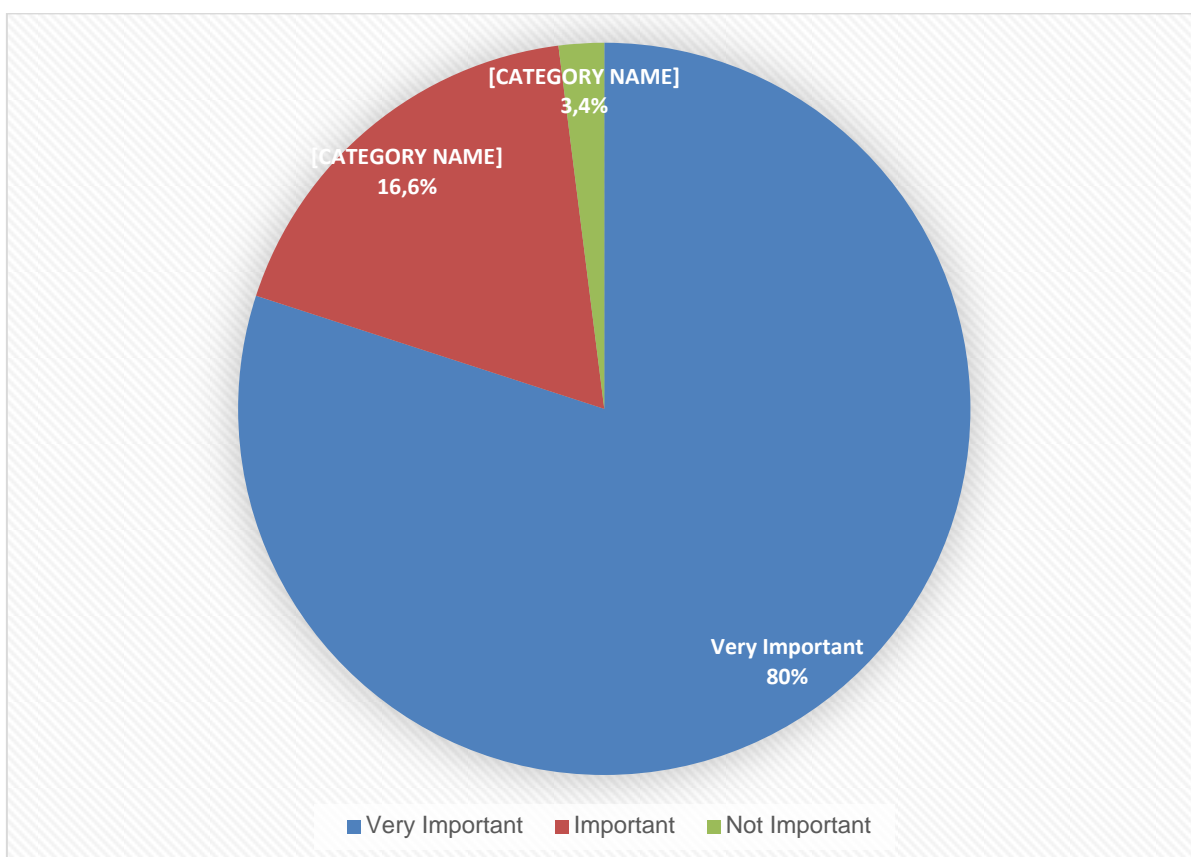


Chart 1: Students' attitudes toward English pronunciation

Through this first question, we clearly see the attitude of the second -year English majors towards pronunciation, especially ending sound. They really care about this. That is evidenced by the fact that 80% of them consider it important, 16,6% of them find it important. And only 3,4% of students rated it as unimportant. From here, we can see the importance of the final pronunciation of learning foreign languages in the perception of the second-year English majors at Hai Phong University of Management and Technology.

II.3.2. Students' frequency of pronouncing ending sounds

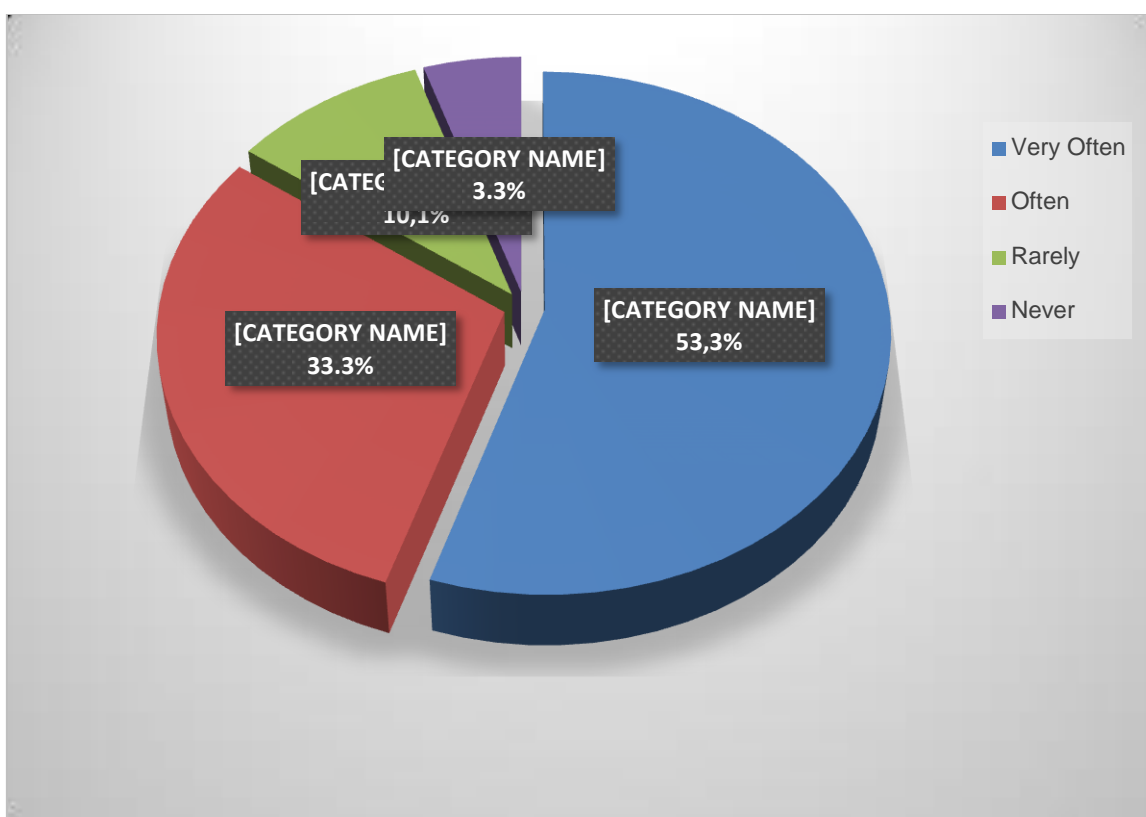


Chart 2: Students' frequency of pronouncing ending sounds

As can be seen from chart 1, most of the students (80%) considered English pronunciation very important. However, this chart 2 showed the frequency of pronouncing ending sounds of students and the results were not very positive. From chart 2, we can see clearly that the students' attention to pronounce English ending sounds is not very much. Most of them (53,3 %) just sometimes pronounce ending sounds and there were only 5 students who very

often pronounce. Meanwhile, 33.3% (equivalent to 10 students) of them often pronounce ending sounds and 3,3% of them rarely do that.

II.3.3. Problems related to ending sounds faced by the second -year English majors at Hai Phong University of Management and Technology

The collected data of ending sounds that students have difficulties with will be presented in table below:

Ending sounds	Percentage	Ending sounds	Percentage
/p/	52%	/k/	16%
/b/	26%	/g/	15%
/t/	33%	/f/	26%
/d/	19%	/v/	21%
<u>/θ/</u>	<u>73.3%</u>	/ʒ/	53%
<u>/ð/</u>	<u>83.3%</u>	/tʃ/	39%
/s/	13%	<u>/dʒ/</u>	<u>70%</u>
/z/	11%	/ŋ/	26%
/m/	16%	/ʃ/	73%
/n/	14%	/l/	52%

Table 1: The percentage of the ending sounds that students have difficulties with

This table was completed by collecting results from the question 3 of the survey questionnaires. All the English ending sounds were given out for students to choose. Of those, the underlined sounds are the sounds that most of them find it hard to pronounce. They are: /ð/, /θ/, /dʒ/. These three sounds had a high percentage (over 70%) chose by students. This finding proved that students have the same difficulties in pronouncing these ending sounds. Most of them found that the ending sound /ð/ (83,3%) is the most difficult one to pronounce, followed by /dʒ/, /θ/, (respectively 70 and

73,3%). For instance, the word “*breath*”, “*cloth*” ... Students could not figure out how to pronounce this.

II.3.4. Students’ perceptions about reasons for their difficulties related to ending sounds

Finding out the reasons of the students’ difficulties on pronouncing ending sounds can be considered as a key to give out the solutions. In the question 4 from the questionnaires, possible reasons were listed for students to choose whether they agreed or disagreed.

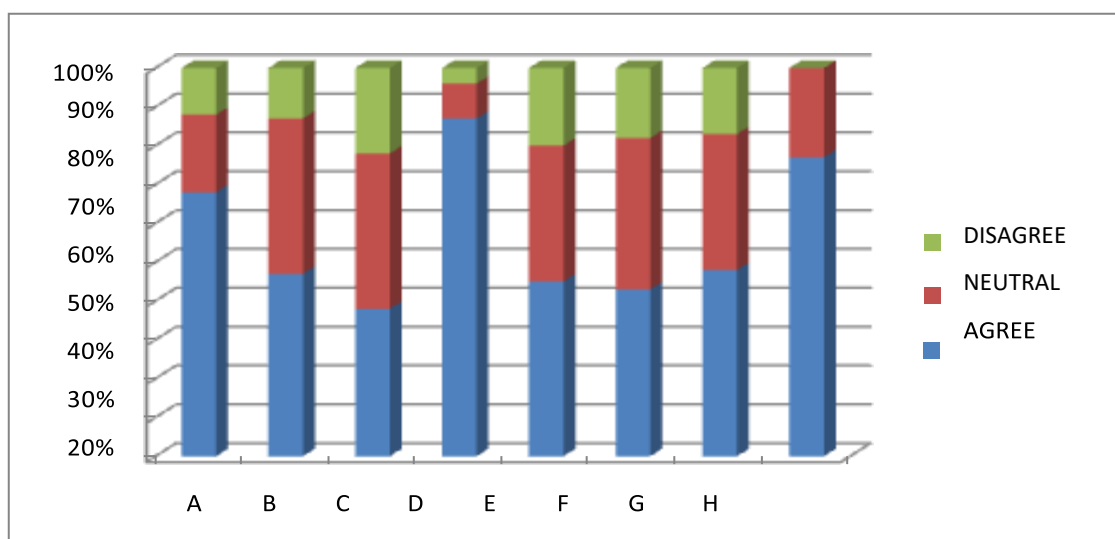


Chart 4: Students’ perceptions about reasons of those difficulties

Reasons

- No existence of the sound in mother tongue.
- No perception of how to pronounce these sounds.
- Interference of friends’ pronunciation.
- No habit of practicing English pronunciation.
- Pronouncing the sounds as the way I hear.
- Too difficult to pronounce
- Shyness in making mistakes when pronouncing.
- No practicing

As can be seen from the chart, each student has their own ideas about their causes of difficulties on pronouncing English ending sounds. There are more than 80% of the asked students agreed that their cause was by having no habit of practicing English pronunciation. Besides, more than 65% thought that the cause of difficulties on pronouncing was by these ending sounds do not exist in mother tongue. There were about 20 to 40 % of students who could not identify their causes of problem that they have. They did not figure out whether agreed or not.

Meanwhile, the percentage of students who disagreed occupied the smallest proportion. They were about 5 to 20%.

II.4. Teachers' techniques in teaching pronunciation in class

The frequency and effectiveness of teachers' classroom pronunciation techniques will be detailed below thanks to the results of survey question 5.

Techniques	Students		
	Frequently	Sometimes	Never
Watching English films and listening to English songs	63.3%	30%	6.7%
Tape recording	20.1%	23.3%	56.6%
Doing exercises of pronouncing ending sounds	50%	40%	10%
Practicing in pairs	40%	60%	0%
Discussion	30%	70%	0%

Table 3: The frequency of teachers' techniques in teaching pronunciation in class

These above techniques are very popular in pronunciation classes, so the author decided to choose this one for the survey questionnaires. As has been illustrated in table 3, according to the collected results *watching English films and listening to English songs* and *doing exercises of*

pronouncing ending sounds seemed to be the most used in their classes (63.3% and 50% in turn). *Discussion* and *practicing in pairs* were assessed by students as irregular with rates of respectively (60%, 70%). Specially, students noted that their teachers rarely use the technique of *Tap recording* in teaching pronunciation (56.6%). In fact, tape recording is one of the most effective techniques for students to improve pronunciation.

The table 4 has shown the percentage of the frequency of techniques that teachers use in class. The table below will point out its effectiveness.

Techniques	Effectiveness		
	Very effective	Normal	Not very effective
Watching English films and listening to English songs	73.3%	20%	6.7%
Tape recording	80%	16.6%	3.4%
Doing exercises of pronouncing ending sounds	60%	26.6%	13.4%
Practicing in pairs	40%	53.3%	6.7%
Discussion	30%	50%	20%

Table 4: The effectiveness of teachers' techniques in teaching pronunciation in class

This table has shown the effectiveness of the techniques that teachers use in class. As can be seen from the table 4, students considered the *tape recording* (80%) as the most effective technique in learning pronunciation. Besides, *watching English films and listening to English songs* and *doing exercises of pronouncing ending sounds* (73.3% and 60%) were two chosen techniques by students and were considered as the effective ways to improve pronunciation.

II.5. Students' expectations toward teachers in the pronunciation class.

II.5.1. Students' preferred techniques by teachers in the pronunciation class

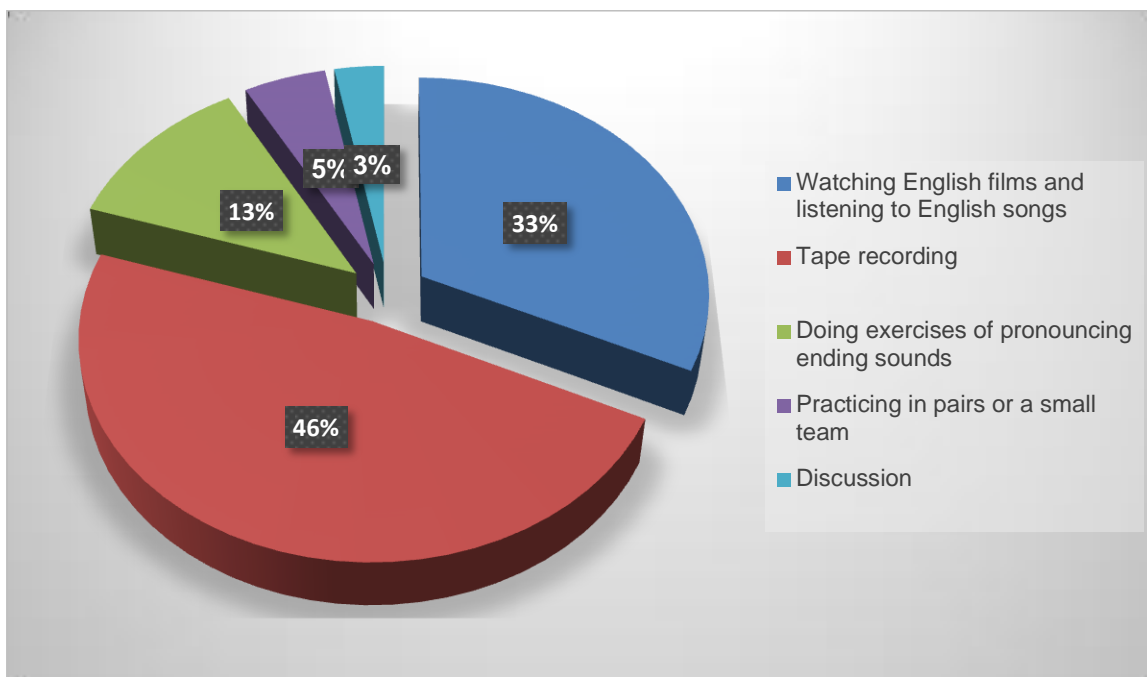


Chart 5: Students' preferred techniques in class

Tables 3 and 4 show the methods students learn regularly in their English classes and the effectiveness of those techniques. We can see that watching English films and listening to English songs and *doing exercises of pronouncing ending sounds* are the two most chosen techniques by teachers. The most effective technique students choose are *watching English films and listening to English songs* and *tape recording*. From the chart above are the results of question 6 in the survey. The purpose of this question is to find out which technique is most popular with students and what their expectations of teachers expect. From the table above, we can see that *tape recording* is the student's most favorite skill (accounting for 46%). In addition, the techniques of *watching English films and listening to English songs* and *doing exercises of pronouncing ending sounds* are also chosen by students with rates of 33% and 13% respectively. Meanwhile, *practicing in pairs* and *discussion* are two less popular techniques.

II.5.2. Students' expectations toward teachers in class

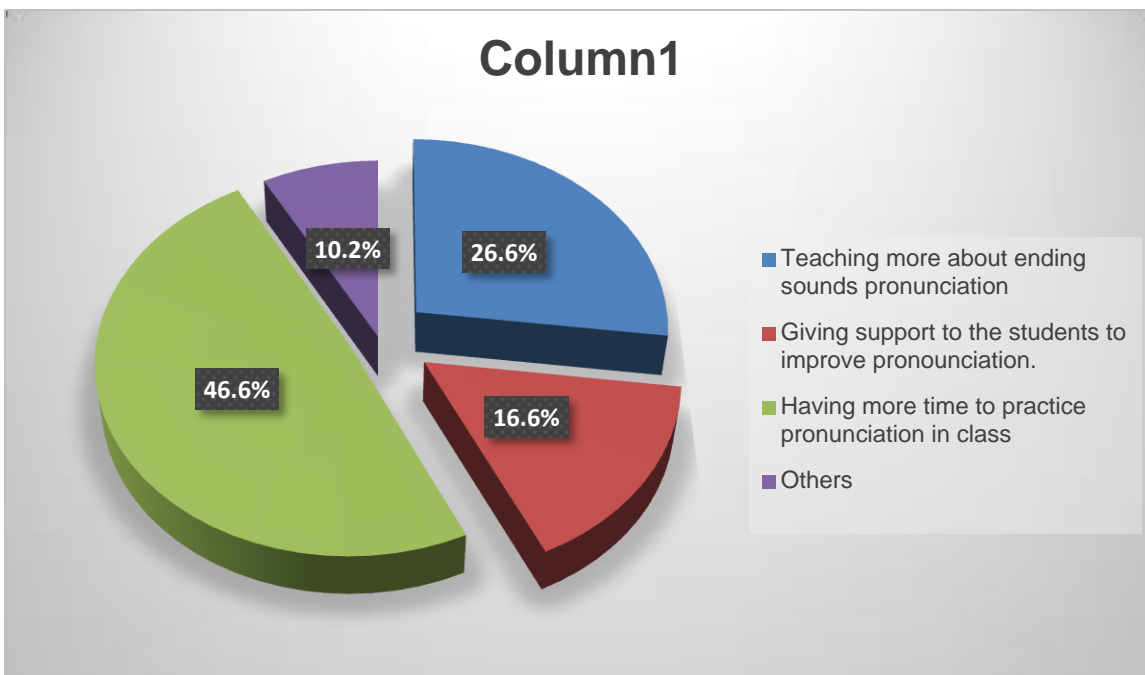


Chart 6: Students' expectations toward teachers in class

The chart above shows the student expectations of the teacher on this subject. From the graph, we can see that students really expect their teachers to spend a lot of time practicing pronunciation. That is shown by the fact that 46.6% of students choose this desire. 26.6% of them want their teachers to teach more about the final pronunciation. In addition, students who want to help improve their pronunciation account for 16.6%. Meanwhile, a small number of students want to put their own ideas in (accounting for 10.2%), for example, they want teachers to correct their pronunciation immediately when they see the wrong pronunciation of students, play games. related to the last pronunciation.

II.6 Tape-recording

Most of them made mistake with this sound during tape recorded. To be more persuasive, the results of tapes recorded will be shown in table below:

Sounds \ Types of errors	Insertion	Substitution	Omission	Total
/θ/	0	6	25	31
/ð/	0	19	34	53
/dʒ/	1	13	22	36
Total	1	38	81	120

Table 2: The percentage of types of errors collected from tape recorder.

After collecting data from survey questionnaires, the results showed that there were five common ending sounds errors that students tend to make. Moreover, as can be seen from Table 2, the results from tapes recorded seemed to be similar to the survey questionnaires' findings. There were a total of 120 errors that students made with ending sounds. The times students made errors with five ending sounds /ð/, /θ/, /dʒ/ are alternately 34, 25, and 22 times. Among the three types of errors, omission seemed to be the most popular among the second -year English majors at Hai Phong University of Management and Technology. The chart below will show the percentage of each type collected during tapes recorded.

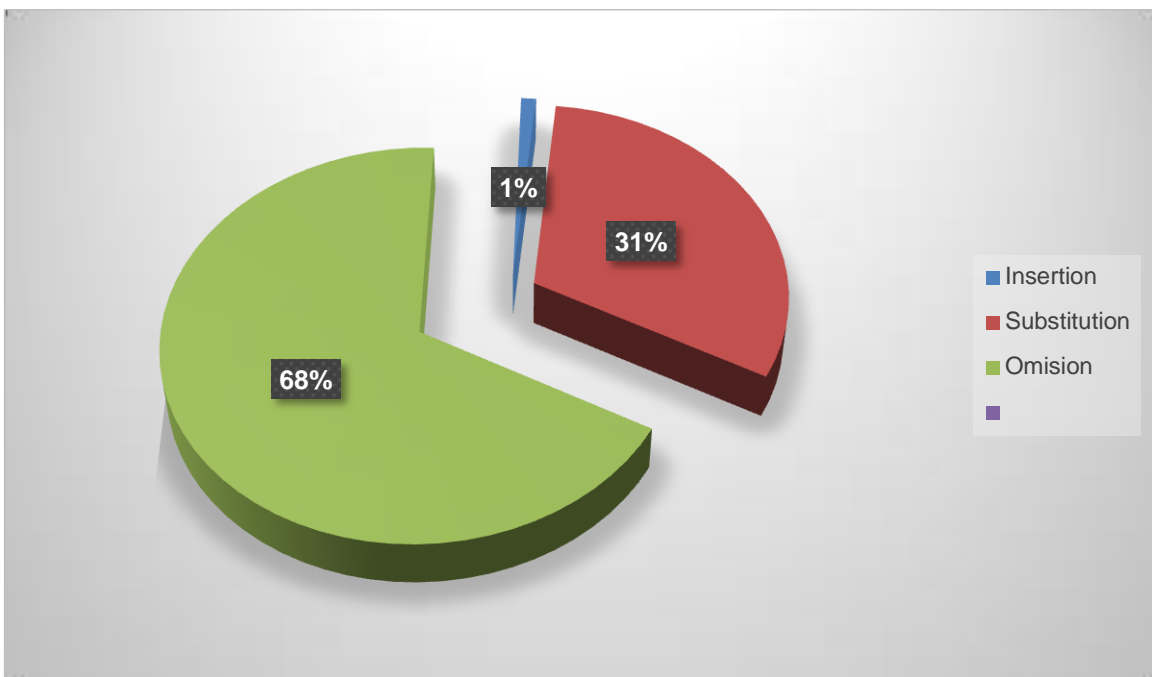


Chart 3: The total percentage of types of errors collected from the tape recorder

As the results of the survey questionnaires and tapes recorded, the author found that when students meet the difficult ending sounds, such as /ð/, /θ/, /dʒ/, they often delete the final consonants or they replace by another consonants.

As can be seen from the chart, most of the students (68 %) committed errors with omission, out of 81 mispronunciation in total. Besides, substitution error ranked the second with 31% and the number is 38. Lastly, insertion occupied the smallest proportion of errors with 01 %. Some of the students was likely to insert unnecessary sounds to the final position of words.

The replacement of final sounds in a word can seriously change its meaning. It makes listeners feel confused and do not understand, especially English native speakers.

II.7 Discussion

After analyzing the survey questionnaire results with the actual recording results, one can take a practical look at the ending sound error. In the data analysis of the survey questionnaires, the most common ending sound errors, the problems students encounter, and their expectations of the classroom teachers were specifically indicated. The most common pronunciation errors are /ð/, / θ /, / dʒ /. In particular, the /ð/ sound is evaluated by students as difficult to read because they can hardly pronounce it when reading words. When surveying practice by recording, we get results similar to the results of the survey questions. According to the recording, most of the sounds considered difficult to read, the students either skip or read them into another sound. With 34 times, the sound /ð/ is the negative error that students are likely to make 25 and 22 are presented instead of /θ/, /dʒ/ respectively. It shows that students tend to erase the last sounds that they find it difficult to pronounce. When the final consonants are not pronounced properly, it is difficult for native speakers as well as other listeners to fully understand the meaning of the student's speech. This chapter may be considered the most important chapter of the study. The results of the survey and audiotapes showed that to answer the first research question: "Errors omission of ending sounds made by the second -year English

majors at Hai Phong University of Management and Technology.". The author analyzed the study in two ways. The first way is to analyze according to the survey to find the last sounds that students are having difficulty with and make mistakes, and get information about the attitudes and expectations of students about English pronunciation and their teachers. From there, the author will make suggestions based on their expectations. The second one is an analysis of tapes. This way is only supported by those who first find the end audio error. However, the author decided to analyze according to 3 main types of errors: Errors with insertion, Errors with substitution, and Errors with omissions. The next chapter will introduce some techniques and tips for students to correct the final negative.

CHAPTER III: SUGGESTIONS FOR STUDENTS TO CORRECT ENDING SOUNDS ERRORS

After learning about common ending pronunciation errors and the causes of students mispronouncing tail sounds in chapter 3, this chapter introduces readers to some suggestions and tips to correct ending sounds errors.

III.1. Suggested tips to 3 common ending sounds errors /ð/, /θ/, /dʒ/.

a) With the sound /ð/



Tip: To make the /ð/sound, you need to do 3 things:

1. Let's smile
2. Tongue forward: touch upper teeth
3. No vibration in throat tongue + teeth → SOFT contact sound can be long : / ð ð ð ð /

/ð/sound = /θ/sound + vibration

Words to practice: bathe /beɪð/ , breathe /bri:ð/.

b) With the sound /θ/

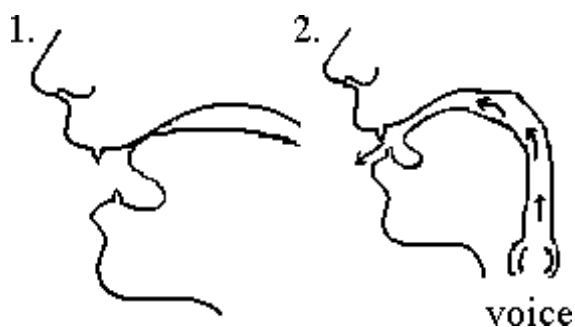


Tip: To make the /θ/sound, you need to do 3 things:

1. Let's smile
2. Tongue forward: touch upper teeth
3. NO vibration in throat tongue + teeth → SOFT contact sound can be long :
/θθθθ/

Words to practice: math /mæθ/, tenth /tenθ/, earth /ɜ:θ/

a) With the sound /dʒ/



Tip: To make the /dʒ/ sound, you need to do 4 things:

1. Lips rounded and slightly forward tongue back and sides curled (same as /ʃ/)
2. Tip of tongue pushed up → /d/
3. Vibrate throat and build up pressure
4. Release tongue quickly → “explosion” strong vibration in throat tongue + lips : same as /tʃ/ sound

Words to practice: bridge /brɪdʒ/, knowledge /'nɑ:.lɪdʒ/

III.2. Suggested techniques for students to correct ending sounds errors /ð/, /θ/, /dʒ/.

III.2.1. Game

a) **Whispering Game**

➤ How to play:

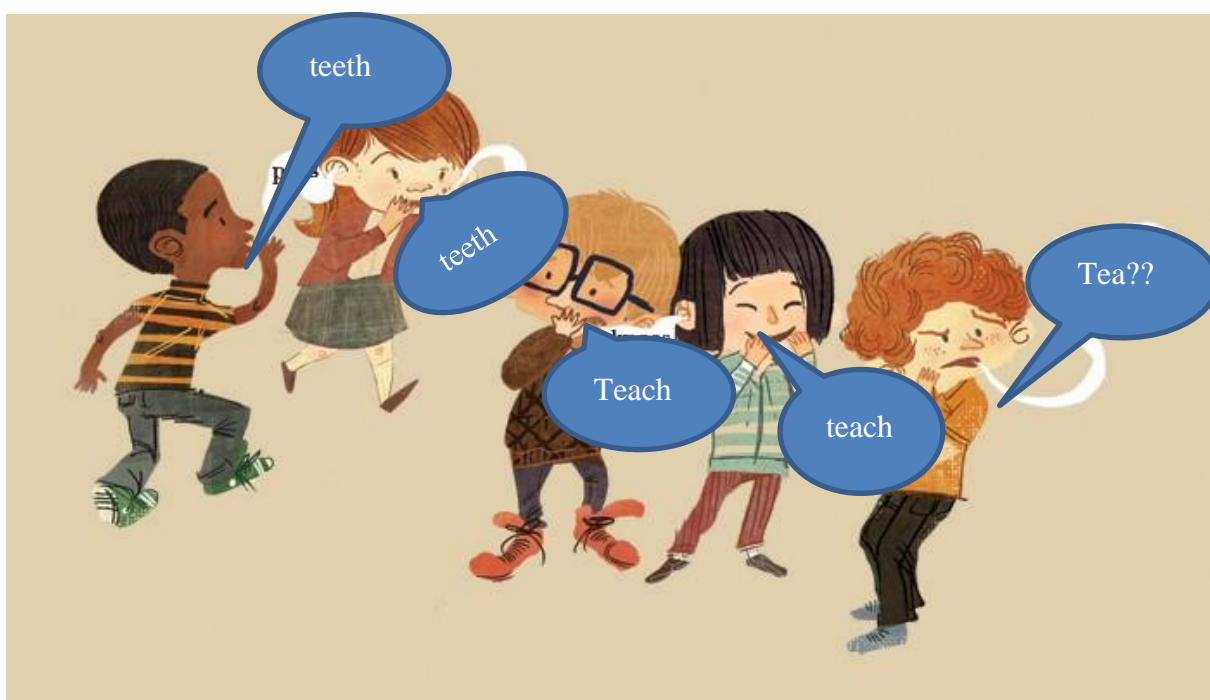
4. Divide the class into two teams. Line up the players. If there's an odd number of players, one can be the teacher's "helper".

5. The teacher or his helper whispers a message to the first person of both group A and group B. The game only starts when both players know the message.

6. Then each player whispers the message to the next player in his group successively until the last player gets the message.

7. The team which can repeat the message first and correctly receives a point.

8. Start the game over with the second student of each group becoming the first ones in line.



b) The Memory Game

➤ How to play

1. In this game, students can play in small groups. They have to find out the person to be a judge.

2. There will be a big paper including 12 words. Each word will be matched with a number.

3. The judge will show the front side of the paper for students to see in 2 minutes.

4. After that, the judge will turn over the paper and he/she will say a word. Students have to say the number matched with that word.

5. The fastest and the most accurate group will be the winner.

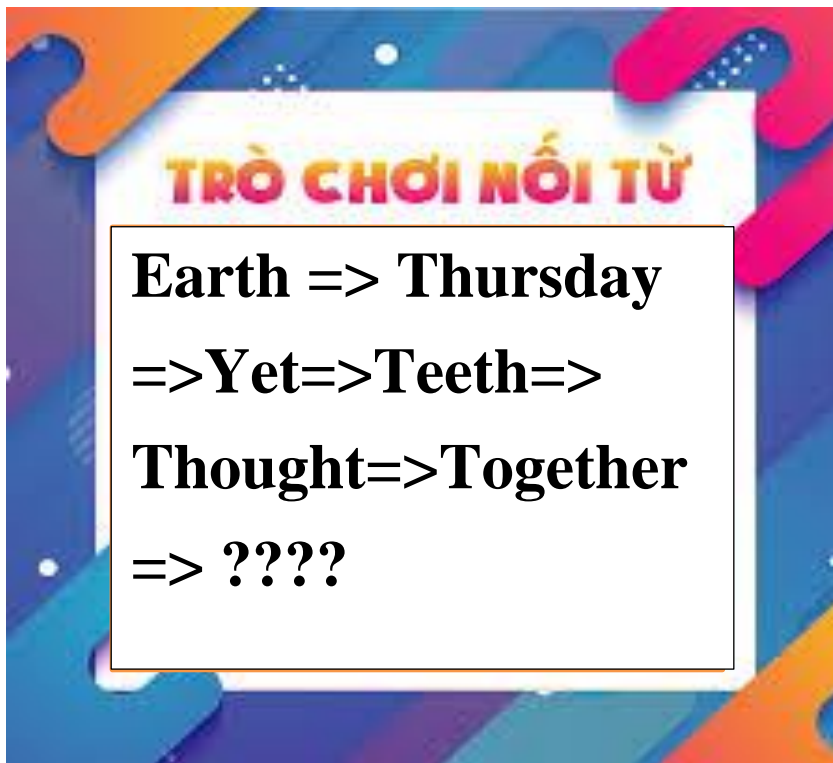
Here are the sample words:

With - Whist, Butt- Bath,
Teeth- Teach, Large- Laugh,
Bridge- Breech, Both- Boat

c) Connecting words

➤ How to play

1. In this game, students can play in small groups or big groups.
2. You just need to take the last letter of the posted word as the first letter for your word.



III.2.2. Practice speaking through the website

Nowadays, practicing English pronunciation by website is very popular and this is one of the methods I highly recommend. Below are some good websites I would recommend to you.

a) TalkEnglish

TalkEnglish is a website that focuses on supporting and accompanying you on the way to practice your English speaking skills. Not only that, you will get many more benefits from using this website such as listening skills, vocabulary, or slang words. This website is very clear and easy to understand. On the home page, you will see several options as follows:

Speaking English Lessons - Practice speaking English

English Listening Lessons - English Listening Practice

Extra English Lessons - Lessons to expand knowledge

A few other "Extras" - a few more lessons

I highly recommend this website because:

- The videos on the site speak at a moderate speed, not too fast → it helps you to hear the end sounds of words clearly. Besides, you can also imitate the way they speak and their pronunciation
- The content of stories is very interesting, you will not be bored while studying and practicing pronunciation

Website: <https://www.talkenglish.com>



b) Recording yourself

Tape recorder is considered as the necessary and useful tool in learning pronunciation. Students can use tape recorder to record and listen yourself. From that, problems of ending sounds would be easily recognized. Try recording the speech on a tape and comparing it with a native speaker's. To ESL learners, not everyone has a tape recorder, especially English non-major students. Here are some suggested websites for students record themselves.

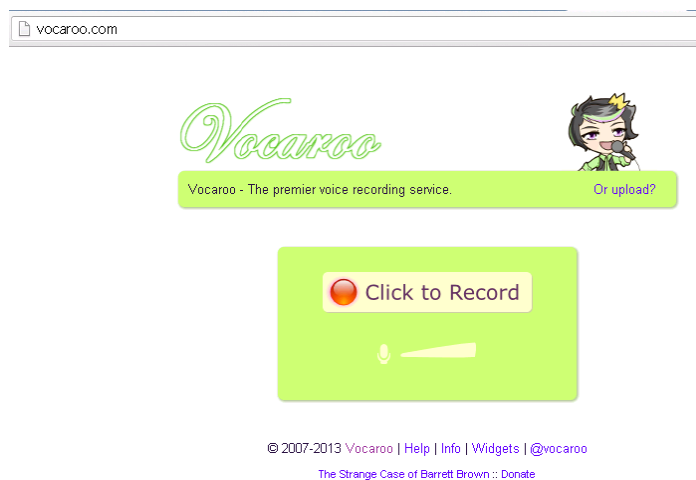
<http://audioboo.fm/http://vocaroo.com/>

<https://soundcloud.com/>

In two websites audio boo and sound cloud, students have to sign up first. After that, there will be a symbol of record, like this:



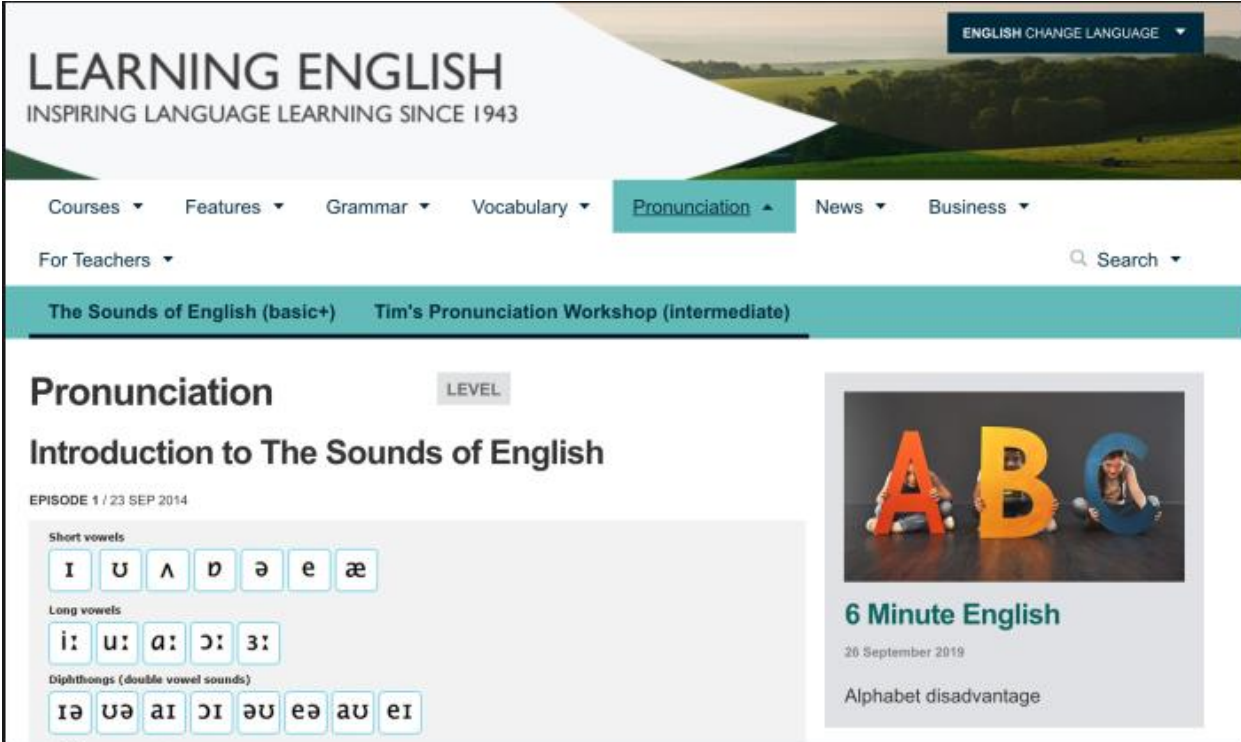
The next step that students have to do is clicking on that symbol and put the microphone near the mouth and record. In <http://vocaroo.com/> website, students do not have to sign up, just click to record immediately.



c) BBC Learning English

BBC Learning English has long been known as a global English learning channel. Not to mention the huge number of audio files for listening practice now available on the mobile platform, the official website has also been greatly improved, and courses on multiple levels have been added.

The English pronunciation section, which is an integral part, and of course, ranks alongside the others, right above the navigation bar of this website.



The screenshot shows the BBC Learning English website interface. At the top, there is a header with the text "LEARNING ENGLISH" and "INSPIRING LANGUAGE LEARNING SINCE 1943". A navigation bar includes links for "Courses", "Features", "Grammar", "Vocabulary", "Pronunciation" (highlighted), "News", and "Business". Below the navigation bar, there are two main sections: "The Sounds of English (basic+)" and "Tim's Pronunciation Workshop (intermediate)". The main content area is titled "Pronunciation" and "Introduction to The Sounds of English". It features a "LEVEL" selector and a "6 Minute English" video player with the title "Alphabet disadvantage" and the date "26 September 2019". The video player shows three children sitting on the floor with large letters A, B, and C.

Short vowels						
ɪ	ʊ	ʌ	ɒ	ə	e	æ

Long vowels				
i:	u:	a:	ɔ:	ɜ:

Diphthongs (double vowel sounds)						
ɪə	ʊə	aɪ	ɔɪ	əʊ	eə	aʊ

The BBC pronunciation section includes many videos, each about a pair of sounds in English. As you can see, right at the top is a phonetic table that includes 44 sounds in English (vowels, consonants, compound sounds).

Because it is a basic tutorial, the videos are built with a high practice orientation. The instructor, when speaking, will include illustrations and words below. The way to learn from the videos above will be listening and imitation. You listen and try to pronounce according to the instructor (Ms. Alex).

For each sound, Ms. Alex will give several words containing the sound being studied. Besides listening and reading along as Alex reads, we can also read along to increase excitement.

Most importantly, it's the mouth shape. Pay close attention to the two split images in the video. The left side is a horizontal shot of the face so you can see the change in the cheek area, chin (up and down). The picture on the right will show you how the lips, tongue, and teeth change during pronunciation.

Tim's Pronunciation Workshop: Assimilation of /t/ and /p/
EPISODE 46 / 13 FEB 2017
Tim talks pronunciation: words that end with a /t/ sound

The Sounds of English: Long Vowels - 5
EPISODE 45 / 04 NOV 2014

The Sounds of English: Long Vowels - 4
EPISODE 44 / 04 NOV 2014

The Sounds of English: Long Vowels - 3
EPISODE 43 / 04 NOV 2014

The Sounds of English:

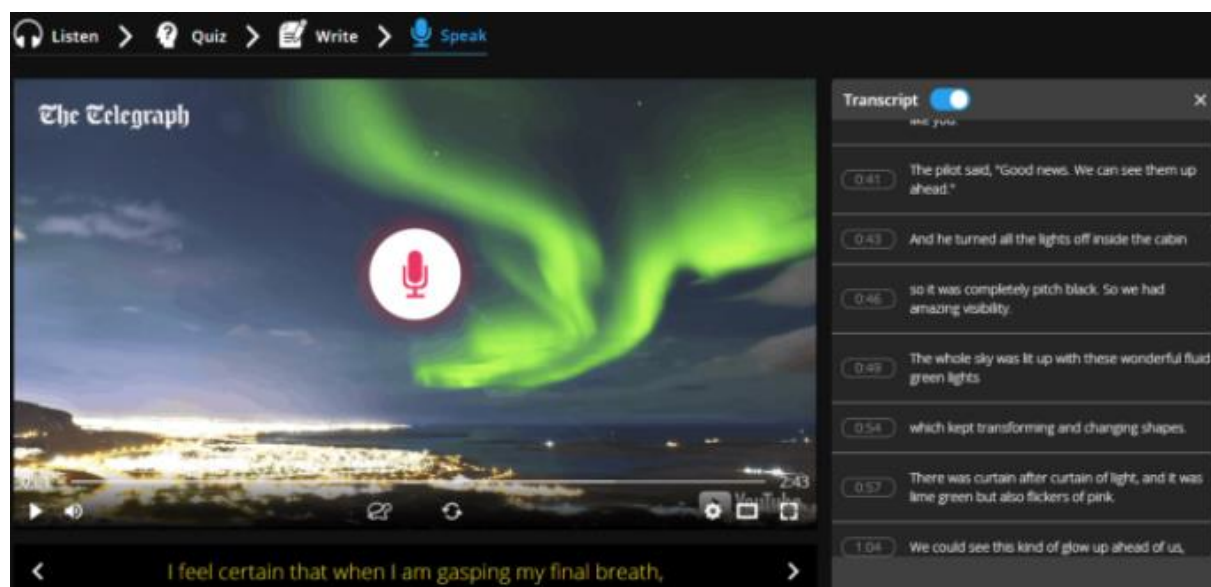
You can also refer to the official BBC Learning English channel on Youtube: [youtube.com/channel/UCHaHD477h-FeBbVh9Sh7syA](https://www.youtube.com/channel/UCHaHD477h-FeBbVh9Sh7syA)

d) Shadowing on Ejoy Go

The technique of shadowing is understood as the fact that we listen and imitate each sentence we have just heard to make the most similar. This technique is extremely useful in practicing correct pronunciation, intonation, and sound matching. Game Speak of EJOY GO is a useful feature for practicing chasing techniques. All you need to do is go to enjoy GO, watch your favorite videos, and select the Speak feature to practice. You listen to each sentence that comes out in the video and then imitates and record your words. EJOY GO will analyze your voice, point out where your pronunciation is wrong and also allow

you to compare your speech with the dialogue in the video. When you're parodying, remember to imitate the way people speak - from raising and lowering their voices, emphasizing sounds and words, to connecting sounds, to pausing.

With regular practice in this technique, you will soon see your speaking skills improve – your speech becomes more natural, fluent, not fragmentary, and hesitant as before.



d) Elsa speak

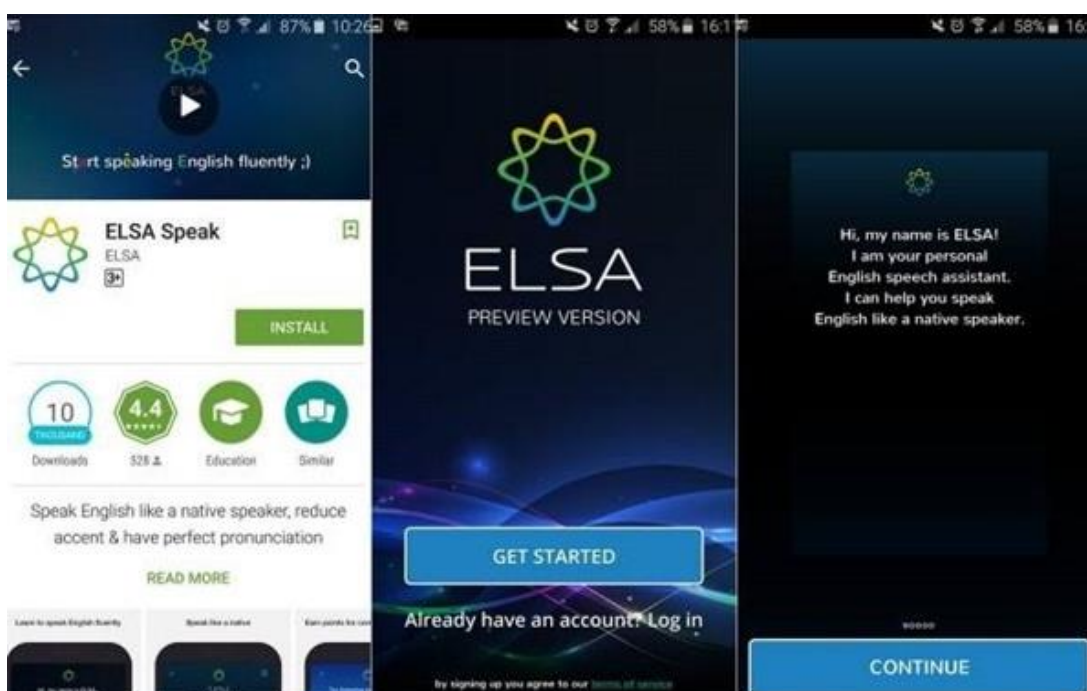
Elsa speak is a very useful application that helps us detect and correct basic errors in pronunciation, helping to perfect the user's Ending Sound pronunciation skills.

ELSA is a very smart application, it can recognize the user's voice and compare the results heard with the correct English pronunciation. ELSA will show you the pronunciation mistakes you make, instructing you to move your tongue and lips to correct your pronunciation. From there, help them improve each sound after practice. Specifically, what ELSA hears will be displayed on the phone screen with accompanying signs (red, yellow, and green) to show the accuracy of the students' pronunciation. When reading vocabulary, the application will score, point out the user's mistakes and how to correct them such as curling the lips, spreading the tongue, pressing the accent, speaking long

or short... I have corrected it and my ability to stress word and sentence stress has also improved a lot since then.

Besides, with more than 800 rich conversations with 21+ topics on business, life, travel, love, family, IELTS, entertainment, education... English pronunciation problems. Your English pronunciation will definitely improve.

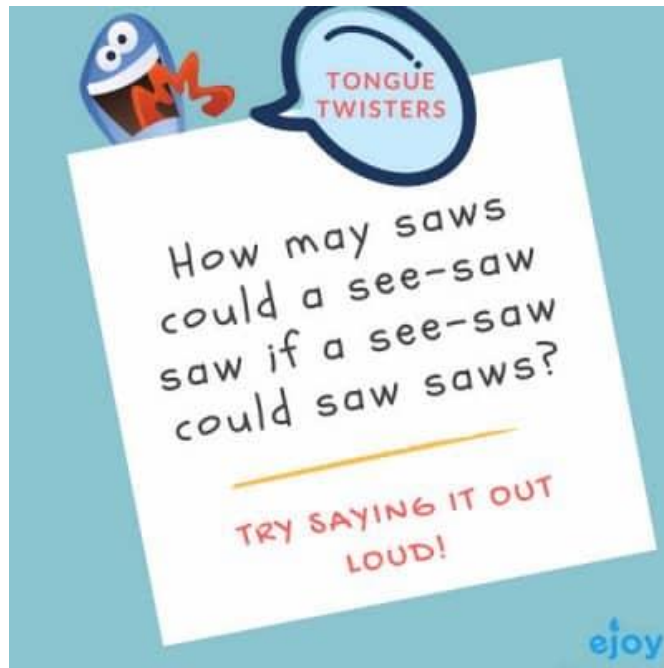
ELSA also acts as a teacher reminding you to study 10 minutes a day according to the time that you have pre-set. In addition, ELSA also has the function of tracking the progress and returning to practice the words you are weak.



<https://download.com.vn/elsa-cho-android-93030>

III.2.3. Tongue twisters

Using tongue twisters to practice speaking English is also a good and effective way. To speak English properly and fluently, your tongue muscles need to be flexible and flexible. There are many words in English that are difficult to pronounce both quickly and correctly, like the sounds /l/, /j/, or complex consonant combinations. Take the time to practice pronouncing difficult words/phrases with tongue twisters!



For example, practice the two sounds /s/ and /ʃ/ with the following tongue twister: “She sells sea shells on the sea shore.”

Check out the article on: “How to practice speaking with tongue twisters and some useful tongue twisters” that I have shared here! <https://ejoy-english.com/blog/vi/luyen-phat-am-tieng-anh-cung-tongue-twisters/>

And let’s try tongue twisters exercises as below:

S/SH

“She sells sea-shells on the sea-shore.

The shells she sells are sea-shells, I’m sure.

For if she sells sea-shells on the sea-shore

Then I’m sure she sells sea-shore shells.”

III.2.4. Practicing in front of the mirror

Standing in front of the mirror to practice could be a good way to improve pronunciation because you can see the placement of the tongue, lips, and shape of mouth when making certain sounds. Moreover, when

students practice in front of the mirror, it will help them feel more confident in communication.



The below are some exercises for you to practice in front of the mirror and record.

a) /dʒ/ sound

- **Word:**

Age /eɪdʒ/

Badge /bædʒ/

College /'kɔ:lɪdʒ/

cage /keɪdʒ/

- **Sentences:**

Would you arrange travel?

/wʊd ju: ə'reɪndʒ 'trævl/

There's some juice in the fridge.

/ðeəz sʌm dʒu:s ɪn ðə frɪdʒ/

wearing a large orange jacket?

/hu:z 'weəriŋ ə lɑ:rdʒ 'ɑ:rɪndʒ 'dʒækɪt/

Languages are bridges between people.

/'læŋgwɪdʒɪz ər brɪdʒɪz bɪ'twi:n 'pi:pl/

b) /ð/ sound

- **Word:**

bathe (v) /beɪð/

breathe(v) /bri:ð/

soothe (v) /su:ð/

soothe (v) /su:ð/

with (prep) /wið/

- **Sentences:**

1. The father was soothing the baby then.

2. These southern birds' feathers feel so smooth.

3. Those clothes belong to my mother's brother.

c)/ θ / sound

- **Word:**

Mouth /maʊθ/

North /nɔ:rθ/

Bath /bɜ:θ/

Earth /ɜ:θ/

Teeth /ti:θ/

Tooth /tu:θ/

- **Sentences:**

Kathy is the author of the Math book.

/'kæθi ɪz ðə 'ɔ:θər əv ðə 'mæθ bʊk/

Her teeth were extracted.

/hər /ti:θ/ /wə-/ /ɪk'strækt/

We both need something for our throat.

/wi bæθ ni:d 'sʌmθɪŋ fər 'aʊər θrəʊt/

PART THREE: CONCLUSION

1. Conclusion

Throughout the paper, my goal has been to take a closer look at the most common errors of pronouncing ending sounds made by "A study on ending sound mistakes of the 2nd year students when studying speaking skills at Hai Phong University of Management and Technology" and to give out the suggestions. In general, the paper has successfully achieved its aims to answer the two research questions as mentioned above. To answer the first question, the findings of all related data have shown the common ending sound errors of these students. They were: /ð/, /θ/, and /dʒ/. The answer to the first question was thoroughly presented in chapter 3: Findings and Discussion. The second research question of the thesis concerns the suggested techniques to correct ending sounds errors that have been answered in the last chapter. As the main focus of the study is the second -year English majors at Hai Phong University of Management and Technology ending sounds errors, causes, and techniques to overcome these difficulties so the readers can only find out the information related to only some English ending sounds, not all the sounds. There are still several other sounds that cause learners no less difficult. Hopefully, there will be more studies not only on ending sounds but also on English sounds and the participants will be of different ages, grades, levels. Due to limited time and knowledge, mistakes are inevitable so all the comments and suggestions are highly appreciated so that the author can improve the quality of the study.

2. Recommendation

This is an exploratory study that looks only at errors omission of ending sounds made by the second-year English majors at Hai Phong University of Management and Technology. A larger sample with more diverse backgrounds would be desired to yield more general results. Furthermore, the data for the study were based on the participants' self-reporting. Hence, further studies are needed using other tools such as oral interviews, etc. Many such sources will provide more detailed information about what learners actually do. I have some suggestions:

1. A similar study should also be done at other schools in Hai Phong to determine if the pronunciation of ending sounds by other students at different schools is not getting the same results

2. A study can also be done to determine the effect of oral proficiency on each of the four core language skills, as well as grammar and vocabulary

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<http://www.slideshare.net/hadohai/lecture-1-consonants>

APPENDIX 1

Survey questionnaire

(For students)

Dear freshman,

This survey questionnaire is designed to find out your attitudes and expectations towards English pronunciations, especially toward ending pronunciation. Your answers will be collected and summarized to use for research purposes in my graduation report titled " A study on ending sound mistakes of the 2nd year students when studying speaking skills at Hai Phong University of Management and Technology" Thank you very much for helping me complete the table in this survey.

Please answer these following questions by putting a tick ✓.

1. What do you think of the role of pronouncing English ending sounds?

Very important Not very important

Important

2. Do you often pronounce ending sounds when speaking English?

Very often Rarely

Often Never

3. Of these ending sounds, which sounds do you have difficulties with? (You can choose more than one)

/p/ /θ/ /m/

/b/ /ð/ /n/

/t/ /s/ /ŋ/

/d/ /z/ /l/

/k/ /ʃ/ /ʒ/

/f/ /tʃ/ /g/

/v/ /dʒ/

4. Which reasons do you think cause your difficulties of pronouncing ending sounds?

Reasons	Agree	Neutral	Disagree
No existence of the sound in mother tongue.			
No perception of how to pronounce these sounds.			
Interference of friends' pronunciation			
No habit of practicing English pronunciation			
Pronouncing the sounds as the way I hear.			
Too difficult to pronounce			
Shyness in making mistakes when pronouncing			
No practicing			

5. Which techniques do your teachers often use to teach pronunciation in the class? Its frequency and effectiveness?

Techniques	Frequency			Effectiveness		
	Frequently	Sometimes	Never	Very effective	Normal	Not very effective
Watching English films and listening to English songs						
Tape recording						
Doing exercises of pronouncing ending sounds						
Practicing in pairs or a small team						
Discussion						

6. Which teachers' techniques do you like most?

- Watching English films and listening to English songs
- Tape recording
- Doing exercises of pronouncing ending sounds
- Practicing in pairs or a small team
- Discussion

7. Do you have any suggestions for your English speaking teacher in pronunciation practice?

- Teaching more about ending sounds pronunciation
- Giving support to the students to improve pronunciation.
- Having more time to practice pronunciation in class
- Others.....

Thank you for your cooperation!

APPENDIX 2
FOR TAPE RECORDING

Read aloud these words

/θ/ - *bath, breath, math, tooth, earth, teeth, birth, faith.*

/ð/ - *mouth, smooth, bathe, clothe, scythe, breathe, sunbathe.*

/dʒ/- *bridge, knowledge, large, schedule, huge, judge, enjoy.*