

**BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

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**KHÓA LUẬN TỐT NGHIỆP**

**NGÀNH: TIẾNG ANH**

**Sinh viên : Hoàng Thùy Linh**  
**Giảng viên hướng dẫn : ThS. Nguyễn Thị Huyền**

**HẢI PHÒNG - 2013**

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**SOME SUGGESTIONS FOR CORRECTING ERRORS  
MADE BY ENGLISH NON-MAJOR FIRST YEAR  
STUDENTS AT HPU OF PRONOUNCING ENDING  
SOUNDS**

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

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**NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP**

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Tên đề tài:

Some suggestions for correcting errors made by English non - major  
first year students at HPU of pronouncing ending sounds

# 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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Yêu cầu phải hoàn thành xong trước ngày 29 tháng 06 năm 2013

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***Hải Phòng, ngày ..... tháng.....năm 2013***

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**2. Cho điểm của người chấm phản biện : .....**  
*(Điểm ghi bằng số và chữ)*

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# TABLE OF CONTENTS

<i>ACKNOWLEDGEMENTS</i> .....	
<b>CHAPTER 1: INTRODUCTION</b> .....	<b>1</b>
1. Rationale.....	1
2. Aims of the study .....	2
3. Research methods.....	2
4. Scope of the study .....	3
5. Significance of the study.....	3
<b>CHAPTER 2: THEORETICAL BACKGROUND</b> .....	<b>4</b>
2.1. English pronunciation .....	4
2.1.1. What is pronunciation?.....	4
2.1.2. The importance of English pronunciation.....	5
2.2. English sounds .....	6
2.2.1. Vowel sounds .....	6
2.2.1.1. Definition .....	6
2.2.1.2. Classification and Description of vowels.....	6
2.2.2. Consonant sounds.....	9
2.2.2.1. Definition .....	9
2.2.2.2. Classification and Description of consonants .....	9
2.3. English ending sounds.....	13
2.3.1. Definition.....	13
2.4. Pronunciation errors .....	15
2.4.1. What is pronunciation error?.....	15
2.4.2. Ending sounds errors.....	16
2.5. Existing studies on some common mistakes about final consonants that English learners in Vietnam tend to make .....	17
<b>CHAPTER 3: FINDINGS AND DISCUSSION</b> .....	<b>19</b>
3.1. Survey questionnaires .....	19
3.1.1. Participants.....	19

3.1.2. Purposes of the survey questionnaires .....	19
3.1.3. Design of the survey questionnaires .....	20
3.1.4. Data collection instrument .....	20
3.1.5. Data analysis procedure .....	21
3.2. Data analysis .....	21
3.2.1. Students' attitudes toward English ending sound pronunciation .....	21
3.2.1.1. Students' attitude toward English pronunciation.....	21
3.2.1.2. Students' frequency of pronouncing ending sounds.....	22
3.2.1.3. Problems related to ending sounds faced by English non-major first year students at HPU .....	23
3.2.1.4. Students' perceptions about reasons for their difficulties related to ending sounds.....	27
3.2.2. Teachers' techniques in teaching pronunciation in class.....	28
3.2.3. Students' expectations toward teachers in pronunciation class.....	29
3.2.3.1. Students' preferred techniques by teachers in pronunciation class ..	29
3.2.3.2. Students' expectations toward teachers in class .....	31
3.3. Discussion .....	31
<b>CHAPTER 4: SUGGESTIONS FOR STUDENTS TO CORRECT ENDING SOUNDS ERRORS.....</b>	<b>33</b>
4.1. Suggested tips to 5 common ending sounds errors /ð/, /θ/, /tʃ/, /dʒ/, /ʃ/.....	33
4.2. Suggested techniques for students to correct ending sounds errors .....	35
4.2.1. Games.....	35
4.2.1.1. Odd one out.....	35
4.2.1.2. IPA Bingo .....	36
4.2.1.3. Minimal Pair Slap .....	37
4.2.1.4. Crazy ed- cards .....	37
4.2.1.5. Crazy s- cards.....	38
4.2.1.6. Number dictation .....	39
4.2.1.7. Tongue twister .....	39
4.2.1.8. The Restaurant Menu .....	40

4.2.1.9. Large – Group Interviews .....	42
4.2.1.10. The Memory Game .....	43
4.2.2. Training your ears by listening to music.....	44
4.2.3. Recording yourself .....	46
4.2.4. Reading pronunciation books.....	47
4.2.5. Watching pronunciation videos on Youtube.....	48
4.2.6. Pronouncing the consonants only .....	50
4.2.7. Practicing in front of the mirror .....	50
4.2.8. Monitoring.....	51
4.3. Exercises for practicing ending sounds.....	51
4.3.1. Odd one out exercise.....	51
4.3.2. Circle the words ending with /dʒ/.....	53
4.3.3. Practicing ending sounds with minimal pair final /t/ and /d/.....	53
4.4. Conclusion.....	53
<i>APPENDICE</i> .....	
<i>APPENDIX 1</i> .....	
<i>APPENDIX 2</i> .....	
<i>REFERENCES</i> .....	

# CHAPTER 1: INTRODUCTION

## 1. Rationale

In recent years, English has become one of the most popular languages in all over the world and in Vietnam as well. Besides, English plays an important role in the period of intergration. Thus, it has become a second language in Vietnam. Of the four basic skills in English, speaking seems to be paid great attention by ESL learners. Nevertheless, there is a large percentage of Vietnamese people who speak English making mistakes with pronunciation. While learning English, there are a number of problems relating to pronunciation errors that ESL learners tend to make: intonation, word, sentence stress, especially ending sounds. However, Vietnamese students who study English have their own problems. In order to study these problem in depth, this research will go into details of pronunciation errors concerning ending sounds of English non-major 1<sup>st</sup> year students at Haiphong Private University.

As can be seen, if ESL learners want to speak English correctly and fluently, it is necessary to pay attention to ending sounds. Vietnamese is a kind of language which has single words with no ending sounds while these sounds play a very important role in English. It is particularly difficult for native English to identify the words being spoken without pronouncing ending sounds. As a matter of fact, ending sounds errors are very typical and popular to Vietnamese students, especially English non-major 1<sup>st</sup> year students at Haiphong Private University. Therefore, it was a motivation for the author of the reasons to discuss. Hopefully, this study will help students grow awareness of problems that they might have not noticed before and raise some suggestions to correct errors.

## **2. Aims of the study**

The purpose of this research is to help English non-major 1<sup>st</sup> year students at Haiphong Private University realize mistakes when pronouncing ending sounds. Besides, it will help them raise awareness of their pronunciation problems. Moreover, this research also aims to help these students improve speaking skill and ending sounds pronunciation. This study will focus on two issues. The first one is to find out the ending sounds errors of English non-major first year students at HPU. The second one is to give out the suggestions for students to correct these errors. Here are the two research questions of the study:

*Research questions:*

- 1) What are the ending sound errors that English *non-major 1st year students* at Haiphong Private University are likely to make?
- 2) What can the students do to improve English pronunciation, especially ending sounds?

## **3. Research methods**

To achieve the above mentioned aims, the study employs the following methods of study:

Firstly, reference book and previous researches related to ending sounds are review to get background knowledge of English pronunciation, ending sounds.

Secondly, a survey is conducted for two ToEIC level 1 classes at HPU with a view to finding out their problems, evaluations of the matter and the difficulties that they have as well as the expectations towards pronunciation.

Last but not least, all the necessary information needed for the findings of the survey will be collected through the observation and interview with students.

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

In English, there are many problems related to pronunciation errors. However, this study does not aim to cover all problems with pronunciation errors of the ESL learners. Within the time limitation, the research just focuses on five common ending sounds errors of 60 English non-major first year students at Haiphong Private University, that is, /ð/, /θ/, /tʃ/, /dʒ/, /ʃ/.

#### **5. Significance of the study**

It is undeniable that English is one of the most important subjects in all school. At Haiphong Private University, all students from different departments have to learn English and they have to pass the Toeic exam at the end of the semester. It can be clearly seen that, four skills in learning English are also important but the most important one must be speaking skill. However, this is the skill that students often afraid of. To English non-major first year students at Haiphong Private University, their speaking skill seems to be pretty bad, especially in pronouncing ending sounds. The thesis is intended to point out the ending sounds errors that students tend to make and the solutions to solve the problems. The research is a useful reference for students to learn English pronunciation and correct ending sounds errors.

Consequently, chapter 1 has dealt with the content of the study. Rationale, aims, research methods and questions, scope and significance of the study were gave out to introduce and to be a basis for analysis in the next parts. In chapter 2, the theoretical background of pronunciation, ending sounds errors, previous studies...will be thoroughly presented.

## CHAPTER 2: THEORETICAL BACKGROUND

Theoretical background provides readers with the relevant literature of the study by introducing some key concepts necessary for the best understanding of this research. This chapter explains various aspects related to the topic of pronunciation, especially ending sounds. It is started with a brief description of pronunciation and its importance, general knowledge about English sounds, English ending sounds and then show some previous studies on some common mistakes about final consonants that English learners in Vietnam tend to make.

### 2.1. English pronunciation

#### 2.1.1. What is pronunciation?

Pronunciation is one of the subjects in English that each student has to learn at least one time. There are a lot of definitions of pronunciation and each one is different from each other.

First of all, 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, 8<sup>th</sup> ed (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.*”

In the AMEP Fact sheets that have been funded by the Department of Immigration and Multicultural and Indigenous Affairs through the AMEP Special Project Research Program, pronunciation was defined as: *“The production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested.”*

### **2.1.2. The importance of English pronunciation**

In order to speak English correctly and fluently, pronunciation should be paid attention to. It plays an important role in speaking English. Many non-native speakers have studied grammar for many years but are unable to speak like native speakers due to their inability to pronounce the sounds of words properly. Many cases of misunderstanding in communication were caused by the mispronouncing of words or the improper intonation. According to the AMEP Fact sheets, learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect. Many adult learners find pronunciation one of the most difficult aspects of English to acquire, and need explicit help from the teacher (Morley 1994; Fraser 2000).

## 2.2. English sounds

### 2.2.1. Vowel sounds

#### 2.2.1.1. Definition

In phonetics, a vowel is a sound in spoken language, such as 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. According to Roach (2000:10), vowels are “*sounds in the production of which there is no obstruction to the flow of air as it passes from the larynx to the lips*”.

Vowel is a major sound in a word, which part brings senses.

In a word, just only vowel link together can make a meaning word, but if lacking vowels (semivowels), those word have no meaning.

According to English phonetics and phonology, 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.*”

#### 2.2.1.2. Classification and Description of Vowels:

##### Monophthongs

- According to the length of the sounds:

Short vowels:

/i/        /e/        /æ/        /ɔ/

/ʌ/        /ʊ/        /ə/

Long vowels:

/i:/        /u:/        /ɜ:/

/ɔ/        /ɑ:/

- 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, ɔ: , 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 chart:

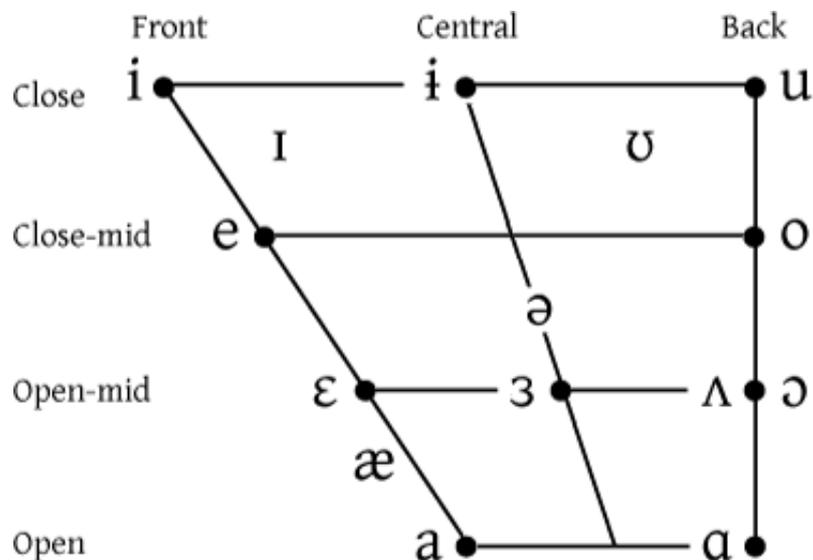


Figure 1: English Vowel (IPA chart)

## 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

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

## 2.2.2. Consonant sounds

### 2.2.2.1. 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". 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*". One more collected definition from the lectures: The production of sounds, consonant was defined as: "*Consonant sounds are the sounds, in the production of which one articulator moves towards another or two articulators come together obstructing the air stream and the air stream can't get out freely.*"

### 2.2.2.2. Classification and description of consonants

According to Marianne, Donna and Janet (1996:42,43), the consonants system was classified according to place and manner of articulation. Here are classification and description of consonants according to place of articulation. According to the slide share by Hai Ha Do (Feb, 2013), place of articulation was defined as "*the location of the obstruction of the air stream in the articulation of consonants. It describes the point at which the articulators actually touch or at their closest.*" Hereunder are the description of consonants according to place of articulation:

*Bilabials*: are the sounds made with the two lips pressed together or coming together. /**b, p, w, m**/

*Labio-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/

*Alveolars*: 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/

*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. /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/

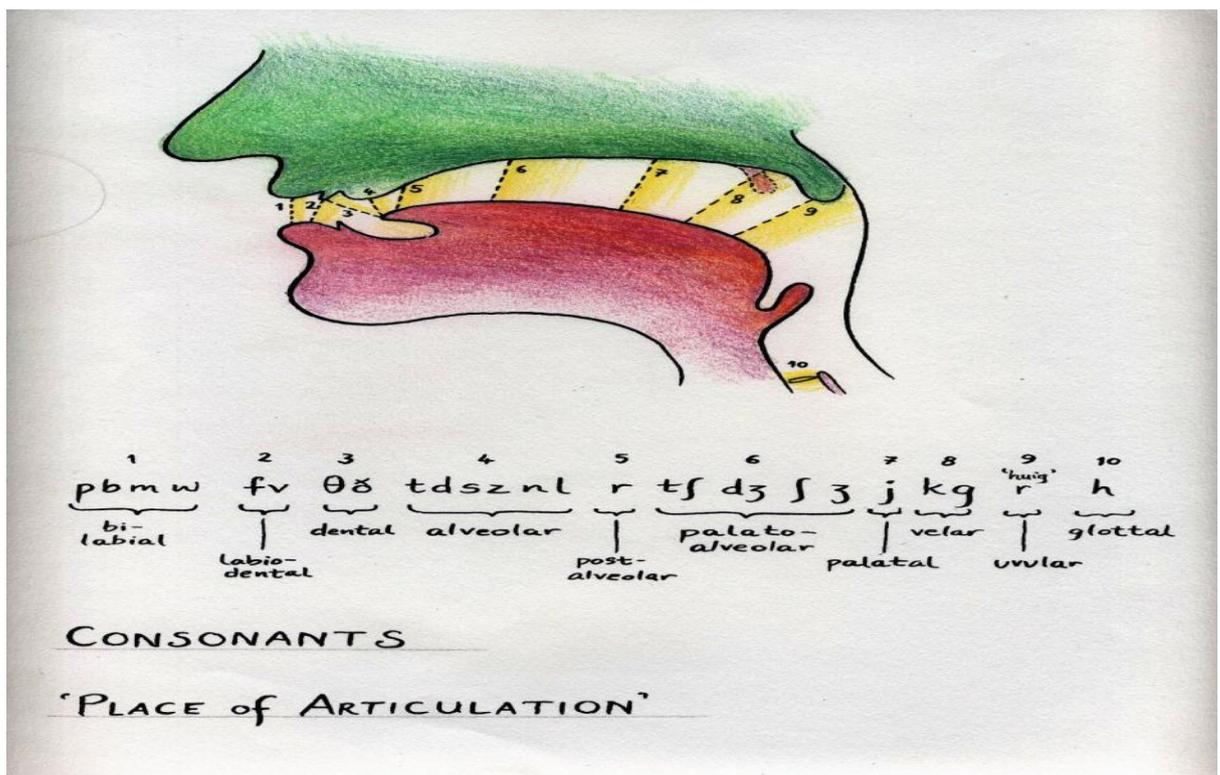


Figure 2: Place of articulation (Amber N:2009)

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.

**/m, n, ŋ/**

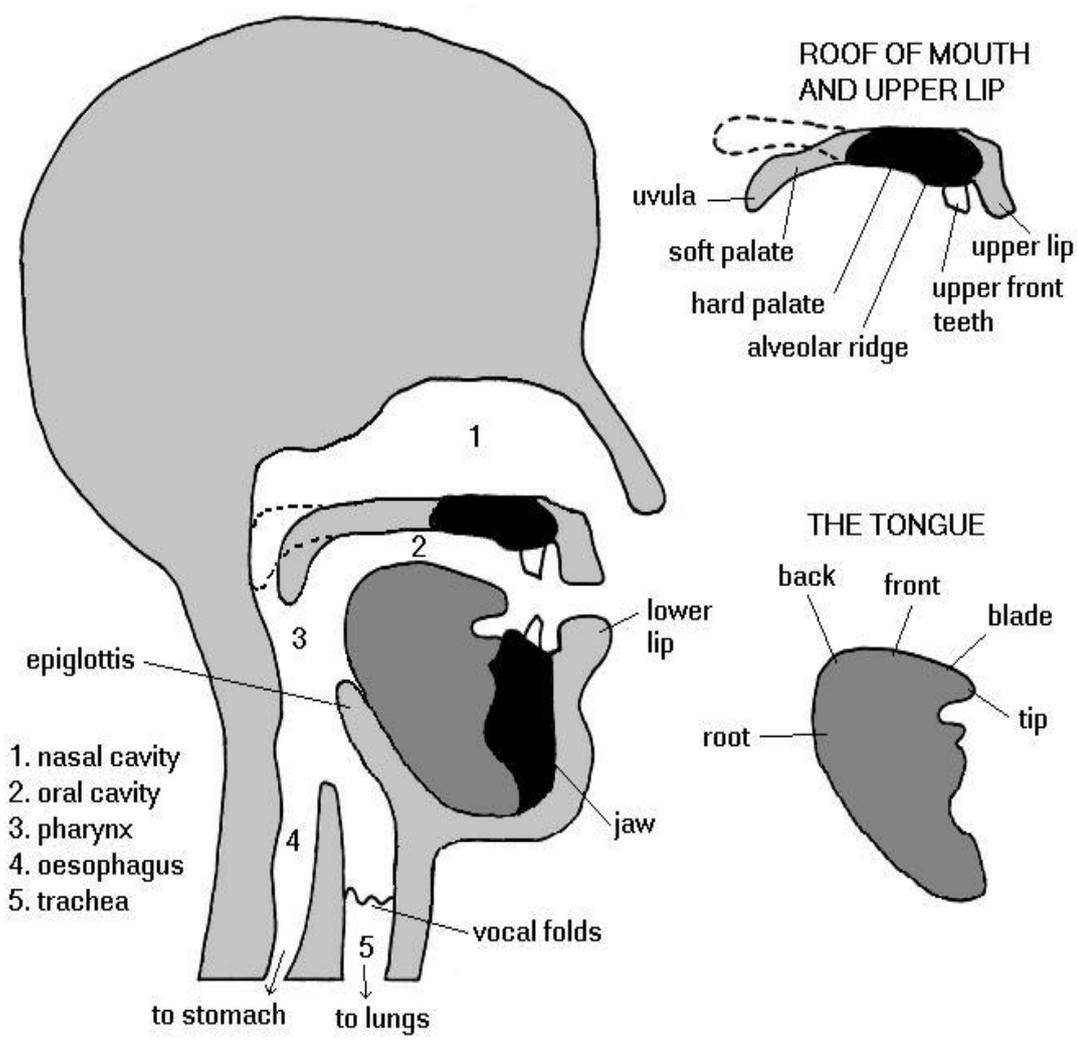
*Plosives:* are the sounds which are produced with the air-stream being stopped in the oral cavity and the soft palate is raised blocking off the nasal cavity. Then the two articulators come apart quickly and the air escapes through the oral tract. **/p, b, t, d, k, g/**

*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 air-stream 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/**



*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	ɹ w				r		j		

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

## 2.3. English ending sounds

### 2.3.1. Definition

To ESL learners, the term “ending sound” is very popular while learning English. 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), there can be up to 4 consonants in a coda:

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

A single consonant is called the final consonant. Any consonant except h, r, w and j may be a final coda.

Example: Final consonant sounds in English are listed as below:

/p/ - keep, sleep	/ʃ/ - crash
/b/ - rib, nib	/tʃ/- teach
/t/ - right, start	/dʒ/- bridge
/d/ - ride	/m/- lamb
/k/ - pick, kick	/n/ - than, man
/f/ - leaf	/ŋ/ - sing, spring
/v/ - leave	/l/ - pool, smile
/θ/ - earth	/ʒ/ - message, massage
/ð/ - breathe	/g/ - beg, keg
/s/ - this	
/z/ - these, has	

- 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, next)

- Four consonant clusters:

Most are pre-final plus final plus post-final (e.g. twelfths, prompts)

Occasionally there is one final and three post final consonants (e.g. sixths, texts..)

## **2.4. Pronunciation errors**

### **2.4.1. . What is pronunciation error?**

While learning English, it is undeniable that making errors can not be avoided. People can not learn language without first systematically committing errors (Dulay, Burt and Krashen, 1982). Before studying about pronunciation errors, it is necessary to discuss the term “error”. There are several definitions related to errors. In linguistic, according to Collins English Dictionary (2003), “error” was defined as *“a mistake or inaccuracy, as in action or speech”*. Dulay, Burt and Krashen (1982:138) defined errors as *“the flawed side of learner speech or writing”*, which *“deviates from some selected norm of mature language performance”*. 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”*. Until the late 1960s, errors were considered as a sign of learning failure that could not be tolerated (Littlewood, 1981). Richards (1971) acknowledges two different kinds of errors: performance errors, caused by, such as, fatigue and inattention, and competence errors resulting from lack of knowledge of the rules of the language. In another research, Ellis (1997) states that errors reflect gaps in a learner’s knowledge; they occur because the learner does not know what the correct one is. However, mistakes reflect occasional lapses in performance; they occur because in particular instance, the learner is unable to perform what she or he knows (Ellis, 1997). All in all, a mistake occurs because of a slip of the tongue, tiredness, anxiety, etc, it can be self-corrected. However, an error is a performance that a speaker who has not yet mastered the rules of the target language cannot correct by himself and this has to do with his acquired linguistic data. So, concerning errors, one can go on saying the wrong thing without knowing that he is doing it. To ESL learners, they would make English pronunciation errors at least one time while learning English. There

are a lot of kinds of pronunciation errors. However, each one has their own problems. Many pronunciation errors are made by English language learners from different countries.

#### **2.4.2. Ending sounds errors**

According to Mark (2008), ending sound errors can be defined as “*the inaccurate pronunciation of the final consonant in a word*”. In the previous research on ending sounds errors by *Pham Cam Chi (Errors 1<sup>st</sup> year students at E.D, Hulis)*, the classifications of ending sounds errors were given out according to Treiman (1989). They are: *Cluster reduction, Cluster Simplification, Epenthesis, Coalescence, Omitting nasal and liquid sounds and phonetically possible spelling*.

Hereunder is introduction about 6 types of ending sounds errors according to Treiman:

*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)

*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)

*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)

In her research, ending sounds errors were divided into 3 groups: Reduction, Insertion and Substitution. *Reduction* is omitting the final consonant or one element of a cluster. *Insertion* is inserting a consonant to the ending of word.

*Substitution* is replacing an English consonant by a phonetically similar of Vietnamese sound. In current study, the findings of students' tapes recorded and observation will be analyzed according to the three types of errors as mentioned above.

## **2.5. Existing studies on some common mistakes about final consonants that English learners in Vietnam tend to make.**

To ESL learners such as Vietnamese, pronunciation errors with final consonants are extremely popular. As the research on difficulties for Vietnamese when pronouncing English final consonants (Nguyen Thao:2007), she proved that Vietnamese does not have the same final consonants like English. There are many consonants that exist in English but do not in Vietnamese. Moreover, the way that English speakers pronounce the ending sounds is absolutely different from the one deeply rooted in Vietnamese speakers. That is a big barrier to Vietnamese learners who studying English. However, there were some study on this problem and the tips to overcome. According to Avery and Ehrlich (1992), they pointed out some common mistakes that Vietnamese students often make.

Firstly, it was the word-final voiceless stop consonants problem: /p/, /t/, /k/. In Vietnamese, these three consonants occur at the end of a word, but the others are never released in final position and are much shorter than their English equivalents. It means that even when Vietnamese speakers pronounce these consonants in final position, English speakers find it difficult to hear.

Secondly, it was the mistake of voiced and voiceless stops in word final position: /b/, /d/, /g/, vs. /p/, /t/, /k/ because Vietnamese has no voiced stops at the end of words.

Last but not least, it was about word final fricative consonants: /f/, /v/, /θ/, /ð/, /s/, /z/, and /d/. These fricatives occur in English but do not in Vietnam. It might be the reason why Vietnamese speakers often omit these fricatives at the ends of the sounds. Besides, according to *Common pronunciation problems of Vietnamese learners of English* by Ha Cam Tam, she classified consonants errors into three main types: *Sound Omitted*, *Sound confusion* and *Sound redundancy*. Of those, sound omission was the most common errors that Vietnamese learners tend to make. Here are sounds that were most frequently omitted by Vietnamese learners (Ha Cam Tam) : /s, z, dʒ, t, l, k, ks, v/. From the above valuable and reliable information, the author intends to discuss the problem in details as well as make use the three criteria above for assessment and analysis.

All the theoretical background of the study was presented in this chapter with the purpose of giving a general view to readers to get information about English pronunciation, ending sounds, ending sounds errors and some previous studies on related topic. The next chapter will present the findings and discussion of the study.

## **CHAPTER 3: FINDINGS AND DISCUSSION**

This chapter will introduce the readers all the findings and discussion of the survey questionnaires, tapes recorded and observation of the study. All the collected data will be presented in table and chart to help the readers see clearly.

### **3.1. Survey questionnaires**

#### **3.1.1. Participants**

All the related data that used to analyze for this research were collected from 60 first year English non-major students at Haiphong Private University with 8 survey questionnaires. They are from ToEIC level 1 classes. The number of males and females seemed to be equal and they are at the same age. Because this study focus on ending sounds errors, the author decided to choose these students for research. The first reason is that English non-major first year students 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 no different local dialect which relatively affects their English speaking and pronunciation.

#### **3.1.2. Purposes of the survey questionnaires**

In 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, the aim of this survey is 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.

### **3.1.3. Design of the survey questionnaires**

The survey questionnaires consist of 7 questions which were raised to English non-major first year students at HPU. 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.

### **3.1.4. Data collection instrument**

To collect data for research, an observation scheme was created right from the start. It was designed carefully with reference from earlier researches. Besides, survey questionnaire and tape-recording were also used.

Survey questionnaire is one of the most necessary research instruments to collect information. Before giving survey questionnaire to students, observation and evaluation was conducted in two ToEIC level 1 classes at Haiphong Private University. In survey questionnaire, English pronunciation, especially ending sounds and difficulties in learning them were mentioned. They were all in English because participants of this study were first year English non-major students, 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 60 first year English non-major students at Haiphong Private University. 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.

### 3.1.5. Data analysis procedure

Firstly, data was collected through observation, survey questionnaire and from tape recorder. A list of common pronunciation errors that students make with ending sounds was made after observing in two classes. Tapes recorded from students were sent home to analyze and find errors with the help and support of my supervisor and students from last year English major at HPU.

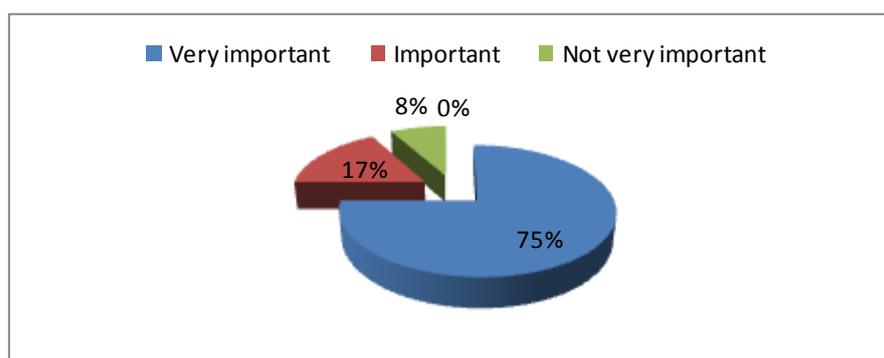
Secondly, the last findings of ending sounds errors were presented in table and charts. From that, a solution for first year English non-major at Haiphong Private University that make ending sounds errors would be worked out.

## 3.2. Data analysis

### 3.2.1. Students' attitudes toward their English ending sound pronunciation

#### 3.2.1.1. Students' attitudes toward English pronunciation

The results of students' attitudes in the survey questionnaires showed a positive point. The collected data will be presented in the chart below:



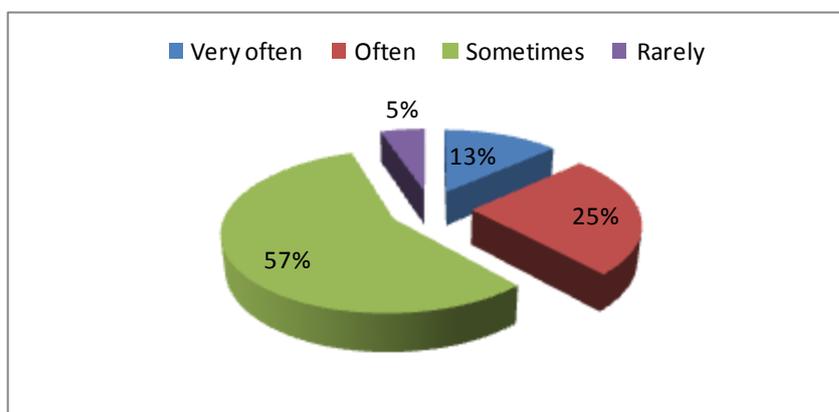
*Chart 1: Students' attitudes toward English pronunciation*

The aim of the first question is to find out the attitudes of English non-major first years students at HPU toward English pronunciation. It also proves that how much they care about pronunciation subject. The results in chart 1 has shown the level of importance of English pronunciation which was answered by 60 students.

The importance of English pronunciation is acknowledged by most of the questionnaire respondents, 75% of whom considered it to be very important.

As can be seen from the pie chart, 17% (equivalent to 10 students) of them considered important in English pronunciation and there was just 8% who thought that that is not very important.

### 3.2.1.2. 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 (75%) 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 (57 %) just sometimes pronounce ending sounds and there were only 13 % of students who very often pronounce. Meanwhile, 25% (equivalent to 15 students) of them often pronounce ending sounds and 5% of them rarely do that.

### 3.2.1.3. Problems related to ending sounds faced by English non-major first year students at HPU

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

Ending sounds	Percentage	Ending sounds	Percentage
/p/	23%	/k/	21%
/b/	26%	/g/	15%
/t/	30%	/f/	26%
/d/	19%	/v/	21%
<u>/θ/</u>	<u>75%</u>	/ʒ/	53%
<u>/ð/</u>	<u>81%</u>	<u>/tʃ/</u>	<u>72%</u>
/s/	13%	<u>/dʒ/</u>	<u>76%</u>
/z/	11%	/ŋ/	26%
/m/	16%	<u>/ʃ/</u>	<u>73%</u>
/n/	14%	/l/	52%

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

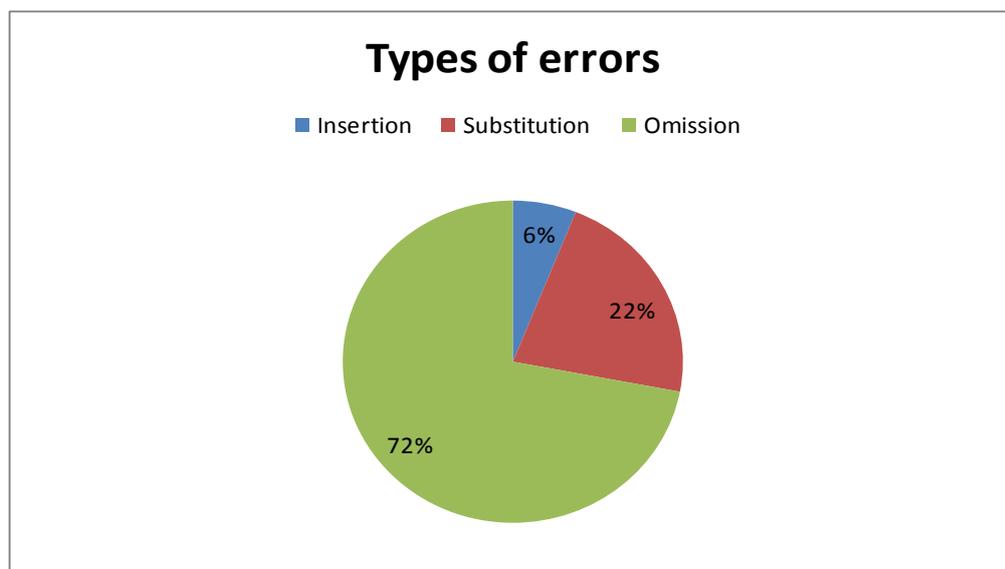
This table was completed by collecting results from the question 3 of the survey questionnaires. All the English ending sounds were given out for students to choose. Of those, the underlined sounds are the sounds that most of them find it hard to pronounce. They are: /ð/, /θ/, /tʃ/, /dʒ/, /ʃ/. These five 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/ (81%) is the most difficult one to pronounce, followed by /dʒ/, /θ/, /ʃ/, /tʃ/, (respectively 76, 75, 73 and 72%). For instance, the word “breathe”, “bathe”... Students could not figure out how to pronounce this. 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:

Types of errors Sounds	Insertion	Substitution	Omission	Total	Percentage
/p/	0	0	5	5	1.2%
/b/	4	0	6	10	2.4%
/t/	5	2	20	27	6.6%
/d/	0	2	14	16	3.9%
/k/	5	2	20	27	6.6%
/g/	5	0	10	15	3.6%
/f/	5	5	15	25	6.1%
/v/	0	7	6	13	3.1%
/θ/	0	6	25	31	7.5%
/ð/	0	7	25	32	7.8%
/s/	0	0	25	25	6.1%
/z/	0	0	12	12	2.9%
/ʒ/	0	8	20	28	6.8%
/tʃ/	0	8	22	30	7.3%
/dʒ/	0	7	22	29	7%
/t/	0	2	27	29	7%
/m/	0	0	6	6	1.4%
/n/	0	0	6	6	1.4%
/ʃ/	0	19	4	23	5.6%
/ŋ/	0	2	5	7	1.71%
/l/	0	13	0	13	3.17%
<b>Total</b>	24	90	295	409	
<b>Percentage</b>	6%	22%	72%		100%

*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 totally 409 errors that students made with codas. The times students made errors with five ending sounds /ð/, /θ/, /tʃ/, /dʒ/, /ʃ/ are alternately 32, 31, 30, 29 and 29 times. Among three types of errors, omission seemed to be the most popular

to English non-major first year students. 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 tape recorder*

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

As can be seen from the chart, most of the students (72 %) committed errors with omission, out of 295 mispronunciation in total. Besides, substitution error ranked the second with 22 % and the number is 90. Lastly, insertion occupied the smallest proportion of errors with 6 %. Some of the students was likely to insert unnecessary sounds to the final position of words. They often inserted /s/ while pronouncing. For instance, they say “bigs” instead of “big”, “starts” instead of “start”... The sound /s/ was inserted by a lot of students while pronouncing.

Substitution ranked the second with 90 errors (equivalent to 22%). As the result of the tape recorded, I found that students are likely to make mistake

with the sound /l/ (15 times), /ʃ/ (19 times), /tʃ/ (8 times), /ð/ (7 times), /ʒ/ (7 times), /dʒ/ (7 times), /θ/ (6 times). The replacement of final sounds in a word can seriously change its meaning. It makes listeners feel confuse and do not understand, especially English native speakers.

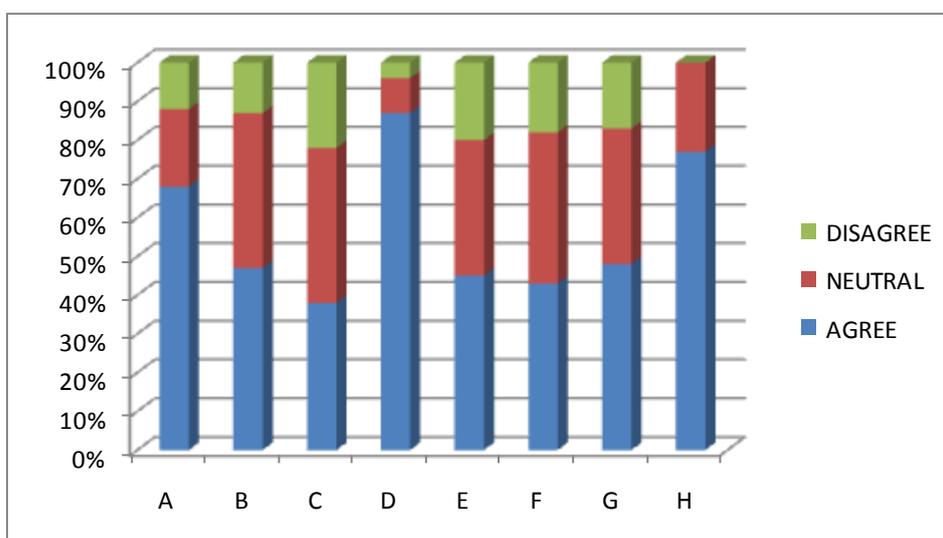
As the observation in two classes at Haiphong Private University, there is about 99% that students made errors with consonant omission. Hereunder is the table that provides the collected data during the observation:

Types of errors Sounds	Insertion	Substitution	Omission
/p/			✓
/b/	/s/, /z/		✓
/t/	/s/		✓
/d/	/s/		✓
/k/	/s/		✓
/g/			✓
/f/		/s/, /t/	✓
/v/		/s/	✓
/θ/		/t/	✓
/ð/		/s/, /z/, /t/	✓
/s/			✓
/z/			✓
/ʒ/		/s/	✓
/tʃ/	/s/, /z/		✓
/dʒ/	/s/		✓
/t/			✓
/m/			✓
/n/			✓
/ʃ/		/s/, Vietnamese /x/	✓
/ŋ/			
/l/		/n/	✓

*Table 3: The results of types of errors collected through observation*

### 3.2.1.4. 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%.

### 3.2.2. Teachers' techniques in teaching pronunciation in class

The question 5 in the survey questionnaires aimed to find out the frequency and the effectiveness of teachers' techniques in teaching pronunciation in class.

Techniques	Students		
	Frequently	Sometimes	Never
Listening to English songs	65%	30%	5%
Tape recording	20%	22%	58%
Doing exercises of pronouncing ending sounds	57%	43%	
Practicing in pairs	39%	61%	
Discussion	35%	65%	

*Table 4: 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 these one for the survey questionnaires. As has been illustrated in the table 4, according to the collected results, *listening to English songs* and *doing exercises of pronouncing ending sounds* seemed to be the most used in their classes ( 65% and 57% in turn). Besides, *practicing in pairs* and *discussion* are often used in class with the percentage of 61 and 65%. Specially, students noted that their teachers rarely use the technique of *tape*

*recording* in teaching pronunciation (58%). 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.

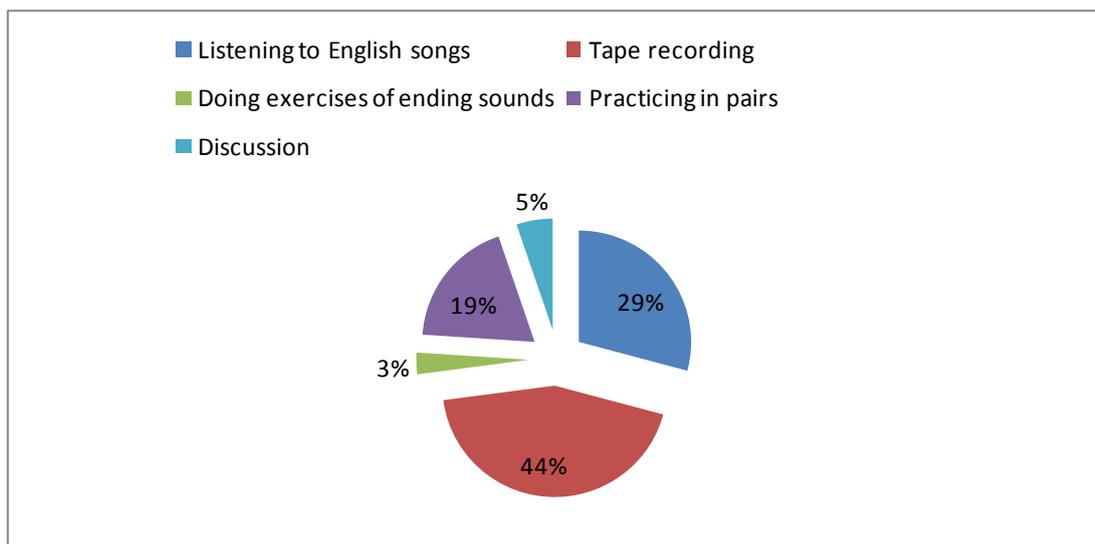
Techniques	Effectiveness		
	Very effective	Normal	Not very effective
Listening to English songs	72%	18%	10%
Tape recording	77%	20%	3%
Doing exercises of pronouncing ending sounds	58%	27%	15%
Practicing in pairs	39%	48%	13%
Discussion	30%	58%	12%

*Table 5: 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* (77%) as the most effective technique in learning pronunciation. Besides, *listening to English songs and doing exercises of pronouncing ending sounds* (72 and 58%) were two chosen techniques by students and were considered as the effective ways to improve pronunciation.

### **3.2.3. Students' expectations toward teachers in pronunciation class**

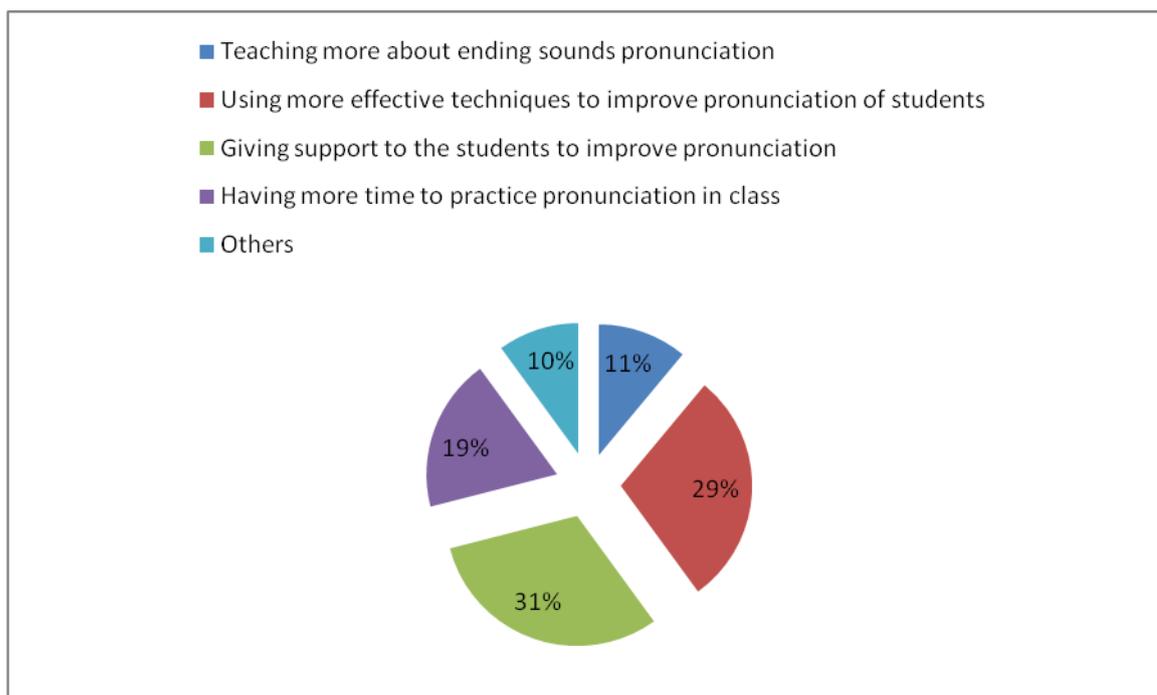
#### **3.2.3.1. Students' preferred techniques by teachers in pronunciation class**



*Chart 5: Students' preferred techniques in class*

The table 5 has shown the effectiveness of the teachers' techniques in class pointed out by students. We can see clearly that listening to English songs and tape recording are the most effective techniques from the point of students' view. The results from chart 5 were collected from the answers of question 6 in the survey questionnaires. The purpose of this question was to find out the students' favorite of teachers' techniques in class and then wished them to give out their expectations toward their teacher. As can be seen from chart 5, *tape recording and listening to English songs* (44 and 29%) were students' two favorite techniques in class. *Doing exercises of ending sounds and discussion* were the two less favorite techniques with the percentage of only 3 and 5%. 19% of students considered *practicing in pairs* as their favorite technique.

### 3.2.3.2. Students' expectations toward teachers in class



*Chart 6: Students' expectations toward teachers in class*

The above chart has shown the percentage of students' expectations toward teacher in class. As can be seen from chart 6, students wished their teachers to give them support to improve pronunciation. This expectation had the highest percentage with 31%, subsequently, using more effective techniques to improve pronunciation of students ranked the second with 29%. 19% of students wished to have more time to practice pronunciation in class. Besides, there were only 11% of students who wanted their teachers to teach more about ending sounds pronunciation. Meanwhile, some of them gave out their own expectations (10%), such as: playing games related to ending sounds, practicing in groups...

### 3.3. Discussion

The findings of the current research turned out to be predictable compared with those mentioned from the existed studies. In the data analysis of the survey questionnaires, the most common ending sounds errors, the reality and

students' expectations toward teachers in class were pointed out. Of the five common ending sound errors, the sound /ð/ seemed to be the most common error of students because they found it difficult to pronounce. Four other sounds were /θ/, /tʃ/, /dʒ /, /ʃ/. The findings of the tapes recorded showed the same results in the survey questionnaires. These five ending sounds were omitted by most of the students during recording. With 32 times, the sound /ð/ was the sound error that students were likely to make. 31, 30, 29 and 23 times alternately presented for /θ/, /tʃ/, /dʒ /, /ʃ/. Among three types of errors, omission accounted the largest proportion with 72% while the result from the observation was 99%. It proved that students tend to delete the final sounds that they find difficult to pronounce. When the final consonants are not pronounced in the correct way, it is very difficult for native speakers as well as other listeners to fully understand the meaning of students' speeches.

This chapter can be considered as the most important one of the study. The findings of the survey questionnaires, tapes recorded and observation have shown with the purpose of answering the first research question: "What are the ending sound errors that English *non-major 1st year students* at Haiphong Private University are likely to make?". The author analyzed the study by two ways. The first one is analyzing according to the survey questionnaires to find out the ending sounds that students have difficulties with and make errors, and get information about the students' attitudes and expectations toward English pronunciation and their teacher. From that, the author will give the suggestions base on their expectations. The second one is analyzing according to tapes recorded and observation. This way was just supported for the first to find out the ending sounds errors. However, the author decided to analyze according to the three main types of errors: Errors with insertion, Errors with substitution and Errors with omission.

The next chapter will introduce some suggested techniques and tips for students to correct ending sounds errors.

## Chapter 4: SUGGESTIONS FOR STUDENTS TO CORRECT ENDING SOUNDS ERRORS

Before giving out suggestions to correct ending sounds errors, the causes of the problems that make students pronounce wrong ending sounds were pointed out in chapter 3. This chapter will introduce the readers some suggestions, some tips to correct ending sounds errors.

### 4.1. Suggested tips to 5 common ending sounds errors /ð/, /θ/, /tʃ/, /dʒ/, /ʃ/

#### ➤ *With the sound /ð/*

When you pronounce the sound /ð/, you have to place your tongue between your teeth but use your voice when you blow out the air, like this:



Words to practice: bathe, breathe...

#### ➤ *With the sound /θ/*

When pronouncing this sound, you have to put the tip of your tongue between your teeth so it extends past your teeth a little, and blow air out.



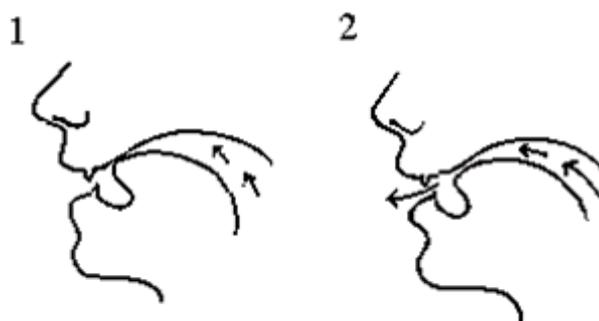
Words to practice:

(θ)

math, tenth, earth...

➤ ***With the sound /tʃ/***

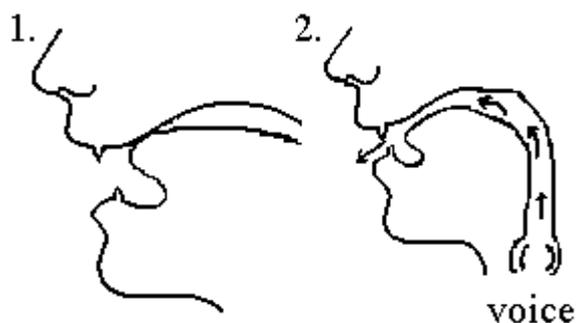
To create the sound /tʃ/, air is briefly prevented from leaving the vocal tract when the tip of the tongue presses against the back tooth ridge while the sides of the tongue press against the upper side teeth. The sound is aspirated when the air is released with friction.



Words to practice: teach, beach...

➤ ***With the sound /dʒ/***

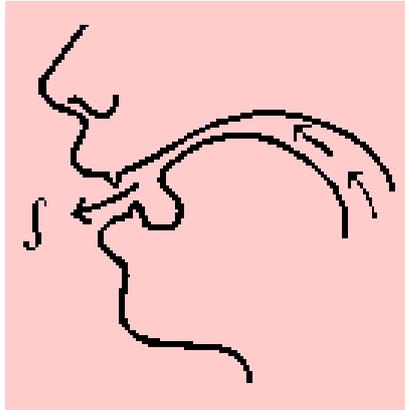
To create the *sound* /dʒ/, air is briefly prevented from leaving the vocal tract when the tip of the tongue presses against the back tooth ridge while the sides of the tongue press against the upper side teeth. The sound is aspirated when the air is released with friction.



Words to practice: bridge, knowledge...

➤ **With the sound /ʃ/**

When pronounce this sound, you have to put your tongue up and back a little, then push your lip forward into a circle.



Words to practice: crash, wash....

## **4.2. Suggested techniques for students to correct ending sounds errors**

### **4.2.1. Games**

As the students' expectations presented in chapter 3, they wished their teacher to use more effective techniques to help them improve pronunciation. Games could be an effective way to practice. Students can play these games to practice alone, in pairs or in groups. There are several kinds of games in practicing pronunciation.

#### **4.2.1.1. Odd one out**

***Procedure:***

1. There will be two teams in this game. Besides, students have to choose a person to be the judge.
2. There will be a list with sets of three to four words that have the same consonant sound. For example, eyes, ice, leave and leaf.
3. Students will stand in two lines in front of the board.
4. The judge will write the first set of four words on the board.

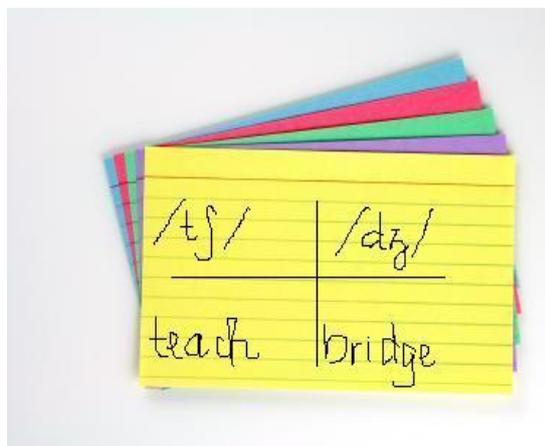
5. The students at the front of the line must read the set of words, race to the board once they have identified the word that sounds different and circle it.
6. The first student circle the odd word will score a point for the team.



#### 4.2.1.2. IPA Bingo

##### *Procedure:*

1. In IPA Bingo game, students can play in groups of three or four.
2. One person in a group will be the person who takes the IPA flashcard and say, for example the sound /tʃ/.
3. The other in group must find the word that matches that sound on their Bingo sheet in order to cross it out: teach.



### 4.2.1.3. Minimal Pair Slap

#### *Procedure:*

1. This game is really interesting because there is no limitation of members in groups.
2. Students have to choose one person in group to be the judge of the game.
3. There will be two teams and each team will line up in front of a desk.
4. The judge has to choose sets of minimal pairs and write down each word on a separate card or piece of paper.
5. The first students in line must have their hands behind their backs. The judge will present two cards: *cab* and *cap*.
6. She/ he will say one of the words out loud and the first student of two teams must slap the right card.
7. The one who slaps it first must use the word in a sentence to get a point for the team.

### 4.2.1.4. Crazy ed – cards

This game will help students practice ending sound “ed” in English. There will be a crazy ed – cards, like this:



***Procedure:***

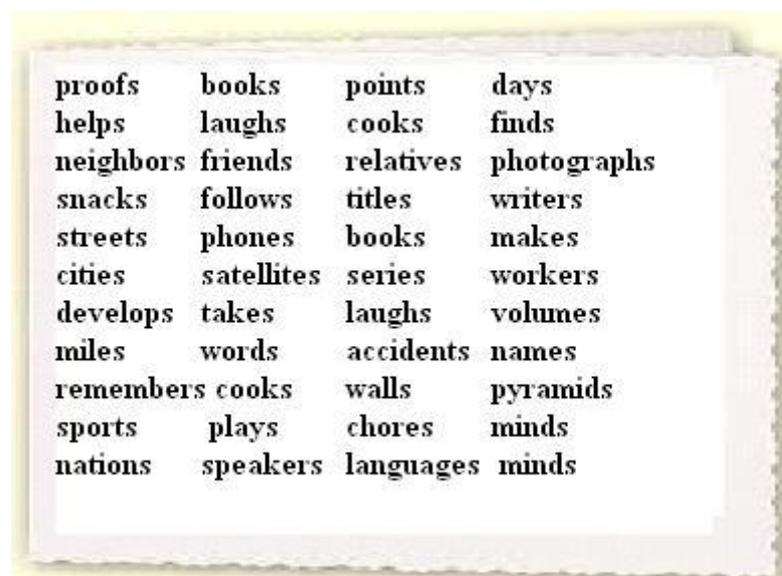
1. Students can play this game in pairs and there will be at least 4 pairs. Besides, students have to choose a person to be a judge.
2. Each pair has to practice the crazy ed- card.
3. After 2 minutes, each pair will choose one person to stand up and read out loud all the words as fast as possible. That person has to read not only quickly but also correctly.
4. The judge will time to compare, the fastest and the most accurate will be the winner.

**4.2.1.5. Crazy s – cards**

This game will help students pronounce correctly ending sound “s”.

***Procedure:***

1. Students can play this game in pairs and there will be at least 4 pairs. Besides, students have to choose a person to be a judge.
2. Each pair has to practice the crazy ed- card.
3. After 2 minutes, each pair will choose one person to stand up and read out loud all the words as fast as possible. That person has to read not only quickly but also correctly.
4. The judge will time to compare, the fastest and the most accurate will be the winner.



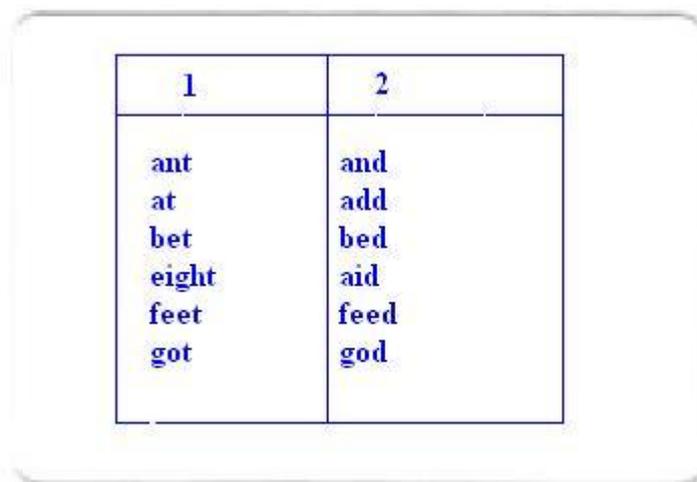
#### 4.2.1.6. Number dictation

This game will help students train their ears and practice pronunciation.

**Procedure:**

1. In this game, students will play in pairs.
2. There will be a card which has minimal pairs and both will have this card.
3. One person will say three or four words and the other have to say the numbers of these words.

Here is the sample card of minimal pairs:



1	2
ant	and
at	add
bet	bed
eight	aid
feet	feed
got	god

For example, one student says “*ant, bed, feed, got*” and another says “1, 2, 2, 1”.

#### 4.2.1.7. Tongue twister

This game helps students practice pronunciation by reading sentences.

**Procedure:**

1. In tongue twister game, students will play in two teams. There will be 6 to 8 persons in each team.
2. Students have to choose a person in a group to be a judge.

3. In this game, students will stand in two lines and the first student in the line will have the sentence in a piece of paper. The others behind will not see the content of the sentence.
4. After reading carefully, the first student will tell the persons behind and the last one has to write down what she/he heard into the paper.
5. The judge will compare with the original sentence. The most accurate sentence will be the winner.

*Here are the sample sentences:*

*The rain in Spain stays mainly in the plain.*

*The car turns round and round the roundabout.*

*Does a good cook need a cookery book?*

*Don't trouble troubles unless troubles trouble you.*

*Does a fish and chip chop only sell fish and chips?*

*She sells sea shells by the sea shore but the shells she sells are not sea shells.*

#### **4.2.1.8. The Restaurant Menu**

This game will help students practice the ending sounds /s/ and /z/.

##### ***Procedure:***

1. In this game, students will play in groups of four.
2. Students have to review words on the sample menu together.
3. All four students in the group will work on one sheet of paper while taking turns answering individually in a clockwise motion.
4. The first student makes a column for the word ending with /z/ and picks one at random, such as: cheese.

5. After writing and speaking the word, the first student passes the paper clockwise to the next student, who will choose another word ending with /z/, like French fries.
6. If the next student cannot think of a word, teammates may offer suggestions, as long as the intended student does the actual writing of the word.
7. After all the words ending with /z/ are exhausted, students have to make another column for the words ending with /s/ and continue answering in a clockwise manner.

*Here is the sample menu:*



#### **4.2.1.9. Large – Group Interviews**

##### ***Procedure:***

1. In this game, students will play in large groups.
2. Students have to practice reading the names of television shows listed on the TV Schedule Worksheet.
3. Discuss what each show is about, who in a group has actually seen these shows, and what time they air in real life.
4. Students will practice the following model questions with each other:  
Q: What time should we watch “Charlie Brown?”  
A: Let’s watch it at 6:00.  
Q: What time should we watch “The Lucy Show?”  
A: Let’s watch it at 6:30.
5. Students have to decide the times they watch the following shows.
  - One student asks the other students, “What time should we watch the.....show?”
  - The other students decide, and everyone write down the same answer on each of their papers.
  - A second student asks the second question, and everyone in the group decides the answer together.
6. After that, students have to stand up and talk to others who are not in their group, finding out what time other groups have decided to watch various shows. When all schedules have been filled out, students will report it back to the original group.

**Practice the following questions and answers:**

A: What time do you watch The Lucy Show?

B: I watch The Lucy Show at 8:00.

A: What time do you watch Channel 3 Cartoons?

B: I watch Channel 3 Cartoons at 7:30.

**Find out what time they watch all of the shows below. Put the name of the show and their name on the two blank lines:**

**Weekday Schedule**

2:00.....	<i>The Lucy Show</i>
2:30.....	<i>Star Search</i>
3:00.....	<i>Channel 9 Sports</i>
3:30.....	<i>Showtime</i>
4:00.....	<i>Channel 7 News</i>
4:30.....	<i>Cheers</i>
5:00.....	<i>Bewitched</i>
5:30.....	<i>The Fishing Show</i>
6:00.....	<i>Charlie Brown</i>
6:30.....	<i>The Muppet Show</i>
7:00.....	<i>The Cosby Show</i>
7:30.....	<i>Channel 3 Cartoons</i>
8:00.....	
8:30.....	

#### **4.2.1.10. The Memory Game**

***Procedure:***

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.

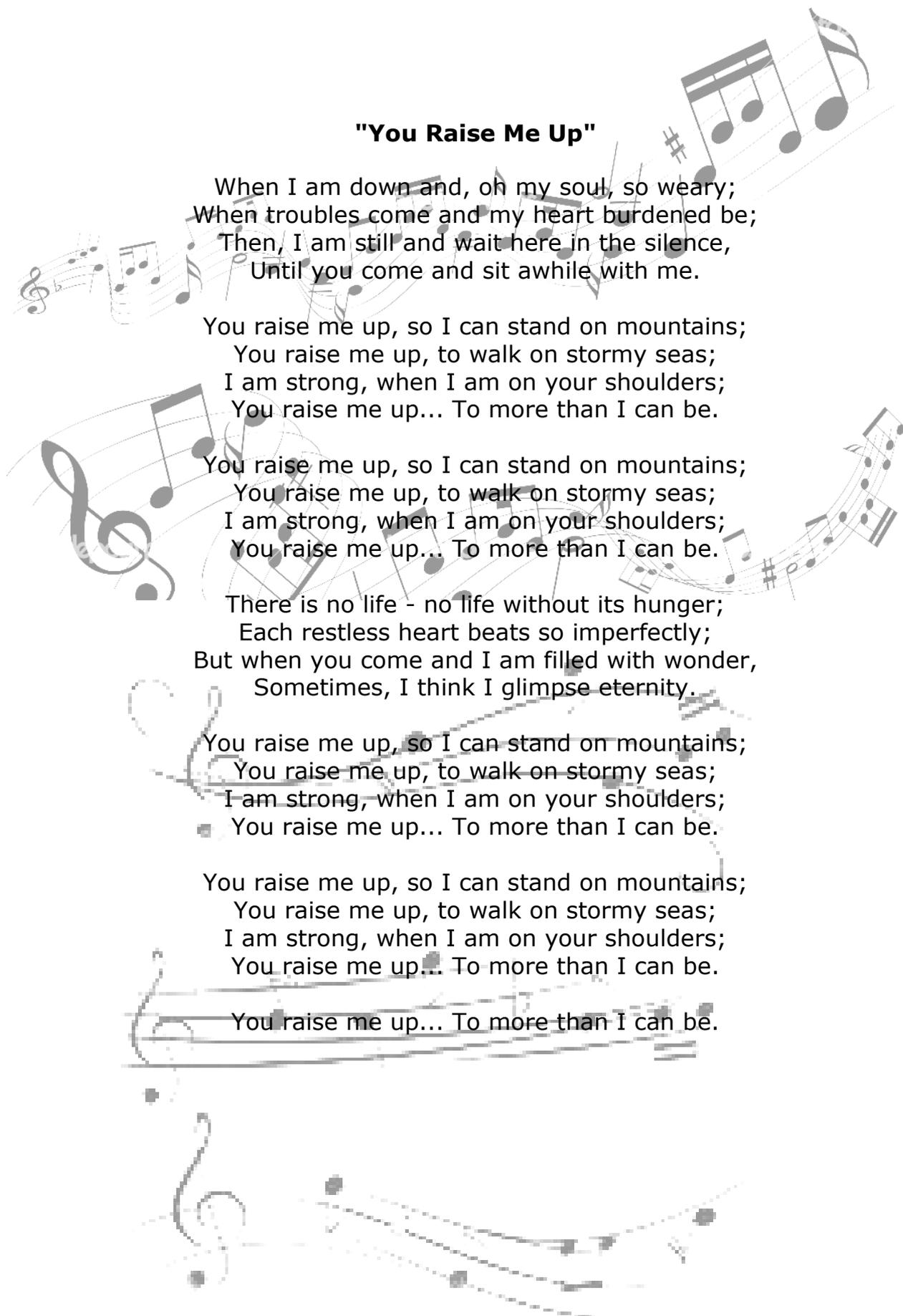
*Here are the sample words:*

***deep, dip, field, filled,  
greed, grid, heel, hill,  
meal, mill, seek, sick***

#### **4.2.2. Training your ears by listening to music**

This method helps students not only in learning pronunciation but also improving rhythm and intonation. Students can learn the words to popular English songs and sing along to practice pronouncing ending sounds. Getting lyrics from websites, listening to the songs and singing along could be an effective way to improve pronunciation. As can be seen from the English classes, English songs were very popular because students can learn a lot of things from these songs. Hereunder is the sample of an English song.





## "You Raise Me Up"

When I am down and, oh my soul, so weary;  
When troubles come and my heart burdened be;  
Then, I am still and wait here in the silence,  
Until you come and sit awhile with me.

You raise me up, so I can stand on mountains;  
You raise me up, to walk on stormy seas;  
I am strong, when I am on your shoulders;  
You raise me up... To more than I can be.

You raise me up, so I can stand on mountains;  
You raise me up, to walk on stormy seas;  
I am strong, when I am on your shoulders;  
You raise me up... To more than I can be.

There is no life - no life without its hunger;  
Each restless heart beats so imperfectly;  
But when you come and I am filled with wonder,  
Sometimes, I think I glimpse eternity.

You raise me up, so I can stand on mountains;  
You raise me up, to walk on stormy seas;  
I am strong, when I am on your shoulders;  
You raise me up... To more than I can be.

You raise me up, so I can stand on mountains;  
You raise me up, to walk on stormy seas;  
I am strong, when I am on your shoulders;  
You raise me up... To more than I can be.

You raise me up... To more than I can be.

### 4.2.3. 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/>

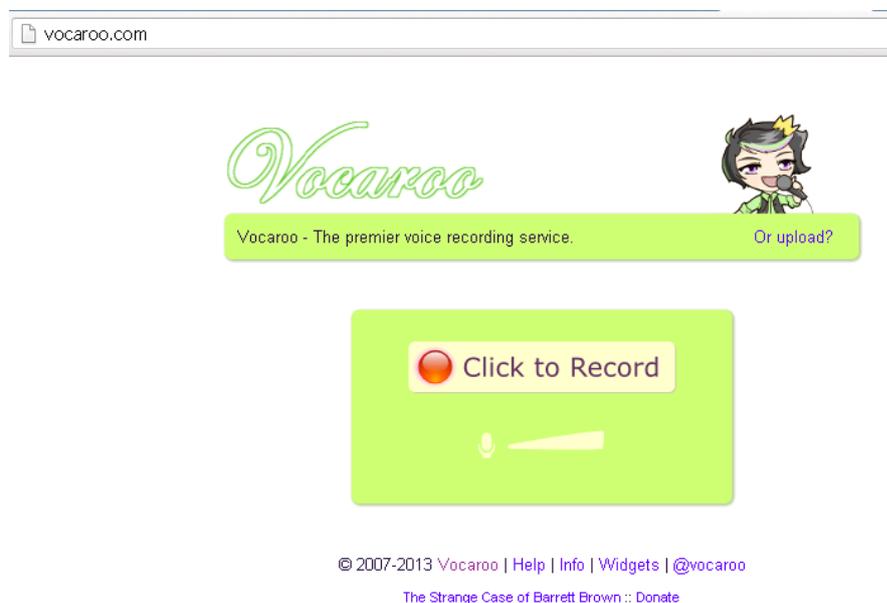
<http://vocaroo.com/>

<https://soundcloud.com/>

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

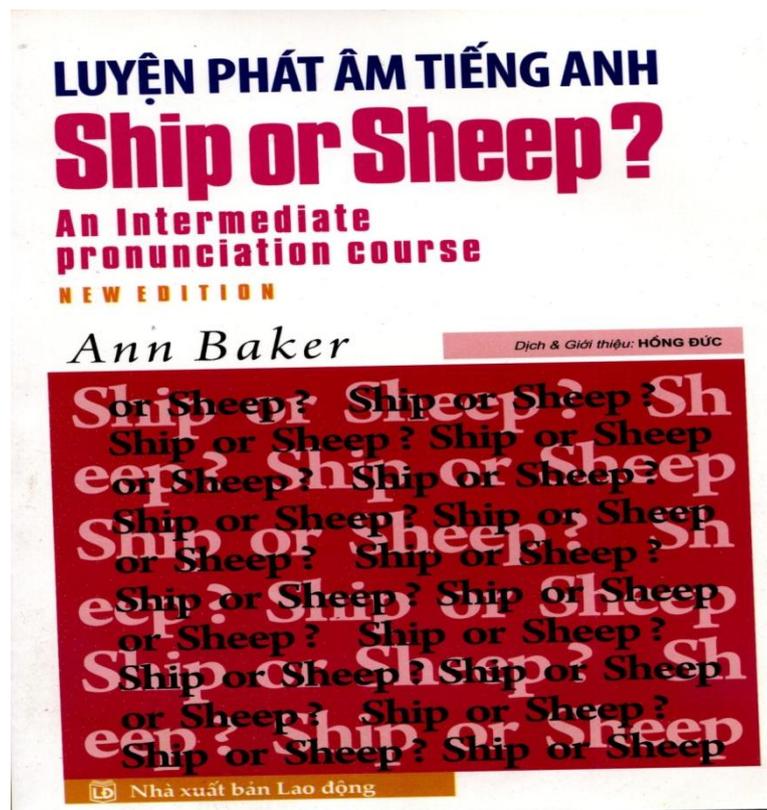


The next step that students have to do is clicking on that symbol and put the microphone near the mouth and record. In <http://vocaroo.com/> website, students do not have to sign up, just click to record immediately.



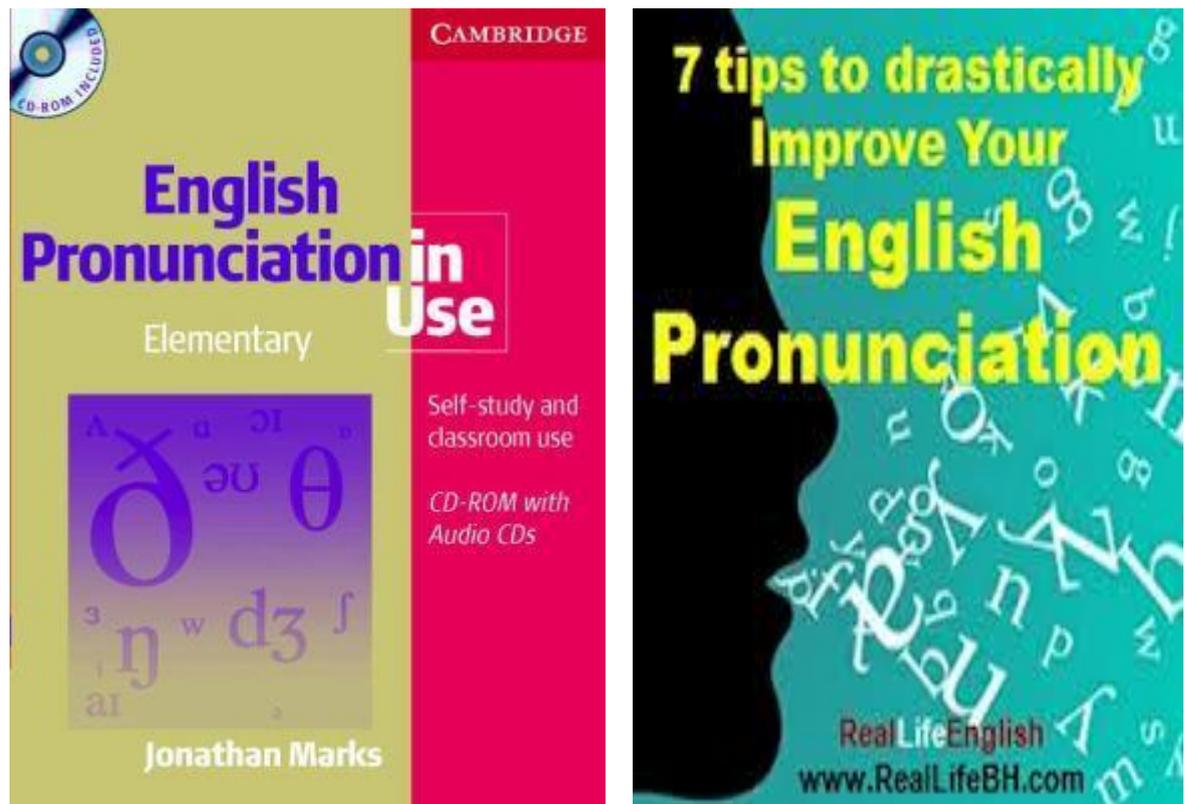
#### 4.2.4. Reading pronunciation books

To improve further ending sounds, pronunciation books are also important and necessary. A big number of effective books with CDs can help students improve pronunciation, especially ending sounds. Besides reading books, students can listen to the CDs to learn the way how native speakers pronounce. Ship or Sheep is a very popular book for students to learn pronunciation.



In this book, there will be lessons related to English sounds, vowels and consonants. They provide the way to pronounce all the sounds in English with related pictures. Students will know how to use the tongue, mouth, lips... to pronounce the word.

Here are two suggested books for students:



#### 4.2.5. Watching pronunciation videos on Youtube

In order to help students learn pronunciation, a lot of English teachers in all over the world have shown their own techniques, tips with the purpose of improving ESL learners' pronunciation. However, students have to decide which accent they speak, American accent or British accent. Students should choose one teacher that they prefer and follow her. Try to listen carefully their pronunciation and watch their mouth's movement. From that, students will have their own lesson on pronunciation. Here are some suggested links on Youtube.

*American accent:*

Teacher Melanie (<http://www.youtube.com/TeacherMelanie>)

JenniferESL

(<http://www.youtube.com/JenniferESL#g/c/81BCA0A2CB139CB7>)

Lisa Mojsin @ Accurage English (<http://www.youtube.com/AccurateEnglish>)

Rachel's English (<http://www.youtube.com/RachelsEnglish>)

Pronuncian/Seattle Learning Academy

(<http://www.youtube.com/user/SeattleLearning>)

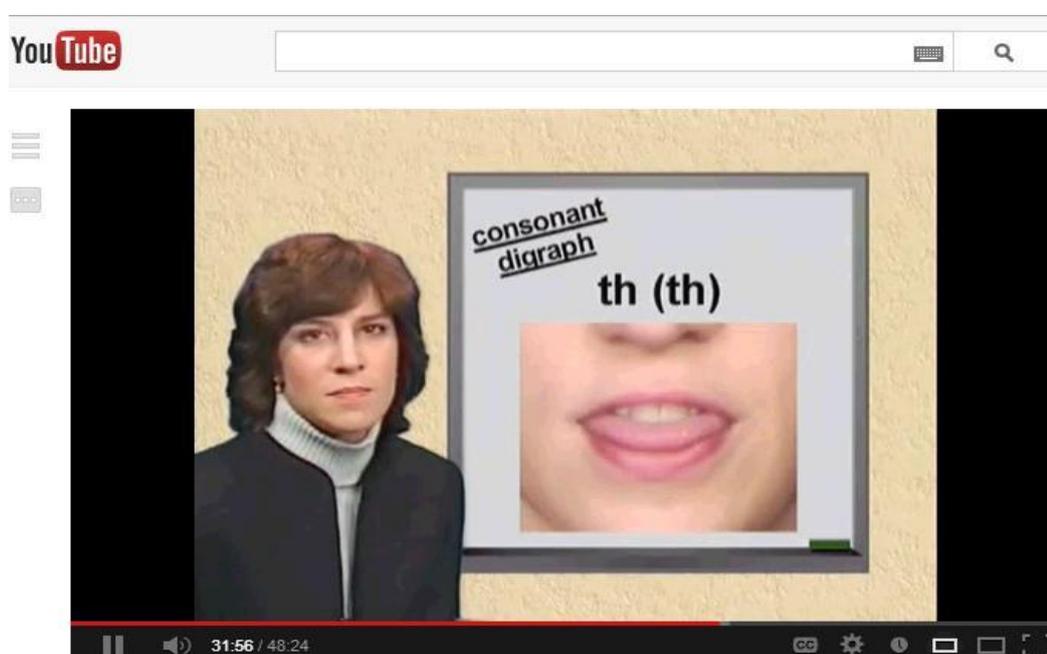
Eva Easton (<http://www.youtube.com/evaeaston>)



*British accent:*

The Phone Voice (<http://www.youtube.com/thephonevoice>)

VirtuAule (<http://www.youtube.com/user/VirtuAule01/>)



This suggested technique help students not only listen to the standard pronunciation but also watch the movements of tongue, lips...Moreover, they can learn the tips to pronounce all the sounds.

#### **4.2.6. Pronouncing the consonants only**

In English words, vowels and consonants are always come together in a word. So why just pronounce the consonants? To improve the ending sounds pronunciation, this method might be a very effective one for all students.

First of all, you should write the words in the small papers, the vowels of the collected words should be deleted, just pronounce the consonants. For instance, instead of pronouncing “watch”, students should pronounce “w...ch” in twice or more than three times. After practicing, you can pronounce the word “watch” with correct ending sound.



#### **4.2.7. 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 communicating.



For instance, if students practice the sound /ð/, they have to see the movement of their tongue. Students have to place their tongue between their teeth but use the voice when blowing out the air. Do it slowly and watch carefully the tongue's movement. Try to pronounce like this:



#### **4.2.8. Monitoring**

Any time you are corrected, write down the correction that you were given on a special “monitoring” list. Constantly update this list, and keep it organized. This is extremely useful, because the errors that you produce are usually not random mistakes that come from “a slip of the tongue”. Most errors are part of a pattern of mistakes that you repeat again and again.

### **4.3. Exercises for practicing ending sounds**

#### **4.3.1. Odd one out exercise**

This kind of exercise might be very popular to students. Doing this exercise will help students learn more about the ending sounds of words. Here are two samples of exercise. The first one is to help students practice the sound “ed” and the second one is to practice the sound “s”. Students have to circle the word which has ending sound different from the others.

Which one is different from the others?

- |     |              |                |               |              |
|-----|--------------|----------------|---------------|--------------|
| 1.  | A. failed    | B. reached     | C. absorbed   | D. solved    |
| 2.  | A. invited   | B. attended    | C. celebrated | D. displayed |
| 3.  | A. removed   | B. washed      | C. hoped      | D. missed    |
| 4.  | A. looked    | B. laughed     | C. moved      | D. stepped   |
| 5.  | A. wanted    | B. parked      | C. stopped    | D. watched   |
| 6.  | A. believed  | B. prepared    | C. involved   | D. liked     |
| 7.  | A. lifted    | B. lasted      | C. happened   | D. decided   |
| 8.  | A. collected | B. changed     | C. formed     | D. viewed    |
| 9.  | A. walked    | B. entertained | C. reached    | D. looked    |
| 10. | A. admired   | B. looked      | C. missed     | D. hoped     |
| 11. | A. proved    | B. changed     | C. pointed    | D. played    |
| 12. | A. helped    | B. laughed     | C. cooked     | D. intended  |
| 13. | A. smoked    | B. followed    | C. title      | D. implied   |
| 14. | A. phoned    | B. stated      | C. mended     | D. old-aged  |
| 15. | A. developed | B. ignored     | C. laughed    | D. washed    |

- |     |              |               |              |                |
|-----|--------------|---------------|--------------|----------------|
| 1.  | A. proofs    | B. books      | C. points    | D. days        |
| 2.  | A. helps     | B. laughs     | C. cooks     | D. finds       |
| 3.  | A. neighbors | B. friends    | C. relatives | D. photographs |
| 4.  | A. snacks    | B. follows    | C. titles    | D. writers     |
| 5.  | A. streets   | B. phones     | C. books     | D. makes       |
| 6.  | A. cities    | B. satellites | C. series    | D. workers     |
| 7.  | A. develops  | B. takes      | C. laughs    | D. volumes     |
| 8.  | A. miles     | B. words      | C. accidents | D. names       |
| 9.  | A. remembers | B. cooks      | C. walls     | D. pyramids    |
| 10. | A. sports    | B. plays      | C. chores    | D. minds       |

### 4.3.2. Circle the words ending with /dʒ/ ( in 1 minute)

bride	funk	smith
orange	coach	crush
frizz	judges	just
knowledge	push	strength
beach	flash	blend
stomach	smart	bludge
lunch	catch	blench

### 4.3.3. Practicing ending sounds with minimal pairs final /t/ and /d/

Ant * and	fat * fad
at * add	feet * feed
bat * bad	got * god
bet * bed	hat * had
but * bud	hot * hod
cat * cad	wait * weighed
eight * aid	not * nod

Chapter 4 has shown the suggestions for correcting errors made by English non-major first year students at HPU of pronouncing ending sounds. The answer of the second research question has clearly presented in this chapter. Within limited time, the author just showed a small number of techniques for students to correct ending sounds errors and improve pronunciation.

## 4.4. Conclusion

Throughout the paper, my goal has been to take a closer look at the most common errors of pronouncing ending sounds made by English non-major first year students at HPU and to give out the suggestions. In general, the paper has successfully achieved its aims- to answer the two research questions as mentioned above. With the purpose of answering the first question, the

findings of all related data has shown the common ending sound errors of these students. They were: /ð/, /θ/, /tʃ/, /dʒ/, /ʃ/ with the percentage of 81.6, 75, 71.6, 70, and 70%. They were all over 70%. These numbers were collected from the survey questionnaires, tapes recorded and through observation in two classes at HPU. The answer of the first question was thoroughly presented in chapter 3: Findings and Discussion. The second research question of the thesis concerns about the suggested techniques to correct ending sounds errors has been answered in the last chapter.

As the main focus of the study is English non-major first year students at HPU' 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 a number of other sounds which causes learners no less difficulty. Hopefully, there will be more studies not only on ending sounds but also English sounds and the participants will be 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.



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

Reasons	Agree	Neutral	Disagree
<ul style="list-style-type: none"> <li>No existence of the sound in mother tongue.</li> </ul>			
<ul style="list-style-type: none"> <li>No perception of how to pronounce these sounds.</li> </ul>			
<ul style="list-style-type: none"> <li>Interference of friends' pronunciation</li> </ul>			
<ul style="list-style-type: none"> <li>No habit of practicing English pronunciation</li> </ul>			
<ul style="list-style-type: none"> <li>Pronouncing the sounds as the way I hear.</li> </ul>			
<ul style="list-style-type: none"> <li>Too difficult to pronounce</li> </ul>			
<ul style="list-style-type: none"> <li>Shyness in making mistakes when pronouncing</li> </ul>			
<ul style="list-style-type: none"> <li>No practicing</li> </ul>			

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
Listening to English songs						
Tape recording						
Doing exercises of pronouncing ending sounds						
Practicing in pairs						
Discussion						

6. Which teachers' techniques do you like most?

- Listening to English songs
- Tape recording
- Doing exercises of pronouncing ending sounds
- Practicing in pairs
- Discussion

7. What is your expectation to your teacher in pronunciation classes?

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

*Thank you for your cooperation!*

## APPENDIX 2

### EXERCISE FOR TAPE RECORDING

#### Read aloud these words

/p/ - keep, sleep

/b/ - rib, nib

/t/ - right, start, hot

/d/ - ride, bad, bird

/k/ - pick, kick

/f/ - leaf, roof

/v/ - leave, love

/θ/ - earth, tooth

/ð/ - breathe, bathe

/s/ - this, kiss

/z/ - these, has

/ʃ/ - crash, wash

/tʃ/ - teach, beach

/dʒ/ - bridge, knowledge

/m/ - lamb

/n/ - than, man

/ŋ/ - sing, spring

/l/ - pool, smile

/ʒ/ - message, massage

/g/ - beg, keg

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