

TABLE OF CONTENT

ACKNOWLEDGEMENT

PART I: INTRODUCTION	1
1. Rationale of study.....	1
2. Purpose of study.....	2
3. Restriction of study.....	2
4. Methods of study.....	2
5. Design of study.....	3
PART II. DEVELOPMENT.....	5
CHAPTER I. THEORETICAL BACKGROUND.....	5
I. Fricative sounds: an overview.....	5
1. The basic consonants in English.....	5
1.1. Classification of English consonants.....	5
1.1.1. According to places of articulation.....	5
1.1.2. According to manners of articulation.....	6
1.1.3. According to voicing.....	6
2. English fricatives consonants.....	7
2.1. Definition of fricative consonants.....	7
2.2. Classification of fricative sounds.....	8
2.2.1. According to places of articulation.....	8
2.2.2. According to voicing.....	12
2.2.3. According to sibilant sounds.....	13
3- Comparing the English fricatives sounds with Vietnamese ones.....	13
3.1. The similarities.....	13
3.2. The differences.....	14
II. Teaching pronunciation.....	15
1. Planning stage.....	16

2. Teaching stage.....	16
2.1. Descriptions and analysis.....	16
2.2. Techniques in teaching pronunciation.....	17
2.2.1. Listening.....	17
2.2.2. Using pictures.....	17
2.2.3. Telling story.....	18
2.2.4. Song completion.....	18
2.2.5. Communicative practices.....	18
2.2.6. Bingo game.....	19
2.2.7. Minimal pairs of words.....	19
2.2.8. Gap fill poems.....	20

CHAPTER II. A STUDY ON HOW ENGLISH FRICATIVE SOUNDS ARE STUDIED AND TAUGHT BY TEACHERS AND STUDENTS IN HAI PHONG SECONDARY SCHOOL 21

I. Reality..... 21

1. Teachers and pupils.....	21
1.1. Teachers.....	21
1.2. Students.....	21
2. Teaching and learning condition.....	22
3. The design of English textbook.....	22

II. Survey questionnaires..... 23

1. Purpose of survey questionnaires.....	24
2. Design of survey questionnaires.....	24
3. Data analysis.....	25
3.1. Students' and teachers' opinion on English pronunciation stage in general and English fricative sound in particular.....	25
3.1.1. The importance of teaching English pronunciation.....	25
3.1.2. Students' outlook on English fricative sounds.....	25
3.1.3. The necessity of English fricative sounds.....	26

3.1.4. The difficult levels of English fricative sounds.....	27
3.2. Current situation of teaching and learning English fricative sounds.....	28
3.2.1. Teachers frequency of teaching English fricative sounds.....	28
3.2.2. When to teach students to pronounce English fricative sounds	29
3.2.3. The ways students pronounce English fricative sounds... ..	30
3.3. Students' and teachers' view points on currently used techniques in teaching English fricative sounds.....	31
3.3.1. Frequency of currently used techniques.....	31
3.3.2. The effectiveness of teachers' techniques.....	32
3.4. The difficulties students faced when studying English fricative.....	34
3.5. Students' expectations toward learning English pronunciation.....	35
III. Finding and the discussion of finding.....	36

CHAPTER III. APPLICATION OF SOME TECHNIQUES TO ASSIST HAI PHONG SECONDARY STUDENTS IN PRONOUNCING ENGLISH FRICATIVE SOUNDS 39

1. Listening.....	39
1.1. Listen to discrimination.....	39
1.2. Listen to music.....	42
2. Using story.....	43
2.1. Retell story.....	43
2.2. Gap the story.....	45
2.3. Making up stories.....	46
3. Studying through games.....	46
3.1. Tongue-twisters.....	46
3.2. Matching words.....	48
3.3. Run and write.....	50
3.4. The family tree.....	50
3.5. Wordsearch puzzle.....	50
3.6. Alphabet word game.....	51

3.7. Word challenging.....	52
3.8. Pronunciation Bingo.....	53
3.9. Circle words games.....	54
3.10. Pronunciation Pyramid.....	56
3.11. Hangman.....	56
3.12. Missing letters words.....	57
3.13. IPA symbol card game.....	58
3.14. The Bell game.....	59

PART III. CONCLUSION..... 61

APPENDICE

APPENDIX 1: The survey questionnaires for students

APPENDIX 2: The interview question for teachers

APPENDIX 3: A model lesson plan

REFERENCES

ACKNOWLEDGEMENTS

During the process of fulfilling my graduation paper, I have been fortunate to receive a great deal of assistance, guidance and encouragement from many people.

First and most of all, I would like to express my deepest thanks to Mrs. Nguyen Thi Huyen, MA, my supervisor, for her guidance, great suggestion and precious comment in each step of the study to help me complete my graduation paper.

Also, my sincere thanks is extended to all teachers in Foreign Language Department, Hai Phong Private University for their useful lectures and suggestions.

Besides, my special thanks send to all teachers and students in Dang Hai, Nam Hai, Dong Hai and Dang Lam secondary school for their enthusiasm in finishing the survey questionnaires

Last but not least, I am really in debt to my family and friends who have motivated me during the time I carried out this paper.

Hai Phong, June, 2009

Student

Nguyen Thi Hanh

PART I. INTRODUCTION

1. Rationale of study

In the developing social-economic background, Vietnam is gradually integrating into the worldwide so English becomes more necessary and most students must study English as compulsory subject. However, almost students learn it passively because their English is only remarkable in grammar or other skills and their listening or speaking ones are not good because of pronunciation.

Pronunciation is an important part for learner and it is the biggest thing that people notice about your English. So having a good and correct pronunciation is a stable foundation to study and communicate.

Nowadays, English is taught in all levels but not everyone pays attention in standard pronunciation for pupils in schools. So that pupils lacks of the knowledge and do not know how to pronounce a word correctly. Furthermore, pronunciation is not the main skill taught at schools, students only pronounce new words following the teachers even they do not know why.

So that it may lead to a serious consequence, which can makes students pronounce English sounds wrongly from the lower level to higher ones. Add to that this habit in pronunciation English can cause the misunderstanding for students when communicating with foreigner language.

It is the main reason why student always feels shy or afraid of talking in class or meets difficulties in listening stage.

Despite the awareness of its role, teachers only teach students to pronounce English sounds by reading new words or text passages and students become passive in this case. Therefore, students can memorize many words but the rate of exactly pronunciation is in inverse proportion.

In addition, teachers think that teaching students the transcription of words is impossible because they cannot ask their students remember all the words' transcription they have learned. However, if we find out the simple and interesting methods to represent English sounds to students, it will become more attractive to learn.

Being a student of English Department, I always concern about this problem because I myself also make mistakes when speaking English, therefore I decide to study deeply about English fricative consonants to make it clear and simple to help secondary pupils and create a change for me to improve my English pronunciation.

For these reasons, I have chosen the subject “**How to assist Hai Phong secondary pupils in pronouncing English fricative sounds**”

2. Purpose of study

The purpose of the study focus on helping secondary pupils to have more specific and clear understanding of English fricative sounds and find out the method to learn them effectively:

- Studying on the basic theories of English fricatives sounds, compare the fricatives sounds in English and Vietnamese and the characteristics of teaching pronunciation.
- The real situation of teaching and study English pronunciation in Hai Phong secondary school is surveyed.
- The most important aim is application of some effective activities in class to help students study English fricative sounds as well as other ones better.

3. Restriction of study

English pronunciation is a large aspect; however, because of limited time and knowledge, the study only focus on how to help students at Hai Phong secondary schools learn English fricative sounds in separated words and offering appropriate techniques to help students can pronounce them accurately in this paper. So that the intonation as well as the stress parts will be expected explored in further study.

4. Methods of study

With the purpose of making English fricative sounds specifically and simply for pupils, my research methods are:

- Reference books related to English consonant sounds and teaching pronunciation are review to get background knowledge of fricative sounds and

some interesting techniques in teaching pronunciation.

- A survey is carried out for four grades: 6th, 7th, 8th, 9th in Nam Hai, Dong Hai, Dang Hai, Dang Lam secondary schools to explore their opinion on English fricative sounds and the difficulties they faced as well as their expectation toward learning English pronunciation.

- The information of the survey will be gathered from survey questionnaires for students and interview questions for teachers.

- Basing on the currently situation of learning and teaching English fricative sounds in these schools, the writer gives some suggested techniques in order to help students in this case.

5. Design of the study

The study consists of three parts: *Introduction, Development and Conclusion*.

Part 1: The **Introduction** part points out the rationale of the study, the purpose, the restriction, methods and design of the study.

Part 2: Development involves three chapters:

Chapter I: “Theoretical background” gives us the general overview in English fricative sounds and the introduction about teaching English pronunciation.

Chapter II: “Study on how English fricative sounds are studied and taught by teachers and students in Hai Phong secondary schools” reflects the students’ and teachers’ viewpoints and the situation of teaching and learning English sounds in general and fricative ones in particular in Hai Phong secondary schools.

Chapter III: “Application of some techniques to assist Hai Phong secondary students in pronouncing English fricative sounds” supplies the suggested techniques in teaching and learning fricative sounds in an easy and interesting manner to help students get the best effectiveness from them.

Part 3: Conclusion summarizes all the part mentioned in the paper and some suggestion for further study.

To sum up, Part 1 has introduced the content of the study. In part II, the writer will analyze more specifically about English fricative sounds and the survey

questionnaires carried out in Hai Phong secondary schools, which reveal us the situation of teaching and learning English fricative sounds. Additional, Part II also suggests some techniques applied in order to help student learn English pronunciation of sounds better.

PART II. DEVELOPMENT

CHAPTER I. THEORETICAL BACKGROUND

I. Fricative sounds an overview

1. The basic consonants in English

Consonants are the sounds in the productions of which the articulators move toward another or the articulators come together obstructing the air stream so the air stream cannot get out freely.

In English alphabet, there are 25 basic consonants:

/b/, /p/, /d/, /t/, /g/, /k/, /v/, /f/, /ð/, /θ/, /z/, /s/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /h/, /m/, /n/, /l/, /r/, /w/, /hw/, /y/

1.1- Classification of English consonants

Three major features used to distinguish consonants are Places of articulation, manners of articulation, and voicing.

1.1.1- According to places of articulation

The place of articulation (also point of articulation) of a consonant is the point of contact, where an obstruction occurs in the vocal tract between an active articulator and the passive articulator.

There are nine groups of consonants classified according to place of articulation:

- Bilabial sounds: are the sounds made with two lips: /b ,m ,p, w/
- Labio-dental sounds: are the sounds made with the lower lip and the upper front teeth: /f, v/
- Dental sounds: are the sounds made with tip of the tongue and the upper front teeth: /ð, θ/
- Alveolar sounds: are the sounds made with tip of the tongue and the alveolar ridge, the tip of the tongue is moved to the alveolar ridge: /t, d, n, l, s, z/
- Alveolar-palatal sounds: are the sounds made with the palate of the tongue and the back of the alveolar ridge: /ʃ, ʒ, tʃ, dʒ/

- Palatal sounds: are the sounds made with the front of the tongue and the hard palate: /j/

- Velar sounds: are the sounds made with the back of the tongue and the soft palate: /k, g, ŋ/

- Glottal sounds: This sound is made at the epiglottis: /h/

- Retroflex sounds: are the sounds made with the tip of the tongue and the back of the alveolar: /ɻ/

1.1.2- According to manners of articulation

Manner of articulation describes how the tongue, lips, and other speech organs involved in making a sound make contact.

There are seven groups of consonants classified according to manners of articulation:

- Stop/Plosive: Are the sounds made by the air that passes from the lung into the mouth being completely stopped: /p, b, t, d, k, g/

- Affricatives: Are the sounds made when a stop followed immediately by a fricative sound made the same part in the mouth: /tʃ, dʒ/

- Fricative sounds: Are the sounds produced by forcing the air stream through a narrow opening: /f, v, θ, ð, s, z, ʃ, ʒ, h/

- Nasal sounds: are the sounds made with the air escaping through the nose: /m, n, ŋ/

- Lateral sounds: are the sounds made with the air passing through the mouth over the sides of the tongue: /l/

- Retroflex sounds : Are the sounds made with the tip curled back in the mouth:/ɻ/

- Semi-vowels: Are the sounds made with the air stream partially obstructed but not enough to cause friction: /w, j/

1.1.3- According to voicing

Sounds that are made with the vocal cords vibration are voiced and sounds made with no vibration are voiceless.

All of the stops, fricatives, and affricatives come in voiced/voiceless pairs. The nasals, lateral, retroflex and semi-vowels are all voiced.

There are 3 groups of consonants in term of voicing:

- Classification of stops in term of voicing:
 - Voiced: /b, d, g/
 - Voiceless: /p, t, k/
- Classification of fricatives in term of voicing:
 - Voiced: /v, ð/, z, ʒ, h/
 - Voiceless: /f, θ, s, ʃ/
- Classification of affricatives in term of voicing:
 - Voiced: /dʒ/
 - Voiceless: /tʃ/

2. English fricative consonants

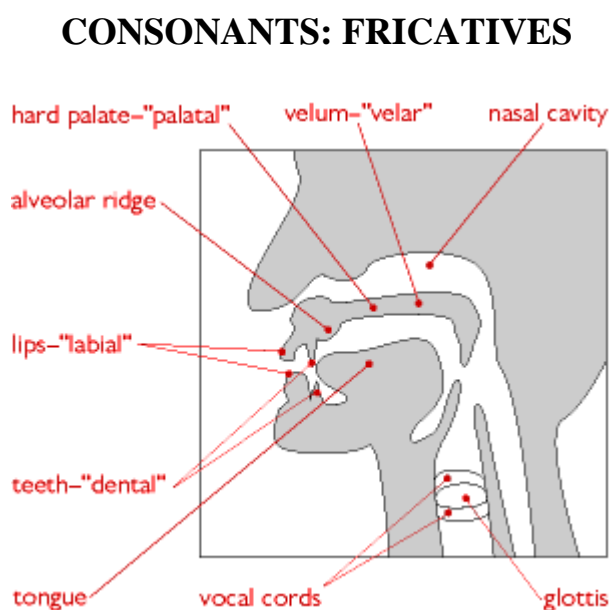


Fig 1 – Cut away view of the vocal tract with places of articulation of fricatives

2.1- Definition of fricative consonants

There are many authors who define the English fricative consonants, some of the most typical definitions are listed as following:

Fricatives are consonants with the characteristic that when they are

produced, air escapes through a small passage and makes a hissing sound.

[English phonetics and phonology, by Peter Roach]

Fricatives are produced where two articulators come close together but there is still a small opening between them so that the air stream is partially obstructed and an audible friction noise is produced.

Fricative are some consonants not involve a complete stoppage of the air stream but rather a partial obstruction which results from the lips of the tongue coming close to some part of the upper mouth. The close approximation of the articulators causes turbulence or friction in the airflow.

[Teaching American English pronunciation, by Peter Avery and Susan Ehrlich]

Fricatives are consonants produced by forcing air through a narrow channel made by placing two articulators close together. This turbulent airflow is called friction...

en.wikipedia.org/wiki/Fricative

Fricatives are consonants that are formed by impeding the flow of air somewhere in the vocal apparatus so that a friction-sound is produced. Because of the way the flow of breath is heard in producing fricatives, fricatives are also called spirants. All fricatives, except /h/, come in pairs, i.e. one Fortis and one Lenis variant. Fricatives may be voiced (vocal cords vibrating during the articulation of the fricative) or voiceless (vocal cords not vibrating during the articulation of the fricative).

2.2- Classification of fricative sounds

There are 9 fricative consonants consisting of: /f/, /v/, /ð/, /θ/, /s/, /z/, /ʃ/, /ʒ/, /h/

Fricative consonants have the same manners of articulation but they can be described and differentiated from each other by using three main classifications: place, voice of articulation and sibilant sounds.

2.2.1- According to places of articulation

There are five groups of fricative consonants according to places of articulation:

Labio-dental

/f, v/



/f/ Fortis

Articulation: The vocal cords do not vibrate, and the velum is raised. The lower lip is very close to the upper front teeth. As the air passes through this narrowing, friction is produced.

Spelling: This sound is represented by f, ff and ph, as in *film*, *coffee* and *phone*. Sometimes, the fortis labiodental fricative is represented by gh in the middle or at the end of a word, as in *cough*, *laughter*.

Examples:

fling [flɪŋ] coffee ['kɒfi] aloof [ə'lu:f]

/v/ Lenis

Articulation: The same as for the fortis labio-dental fricative, but with less muscular tension, and therefore weaker friction. The vocal cords sometimes vibrate.

Spelling: Represented by v as in *vulgar*, vv as in *navvy*, and by f as in *of*.

Examples:

vulgar : ['vʌlgə]; lover: ['lʌvə] shave : [ʃeɪv]

Dental

/θ, ð/



/θ/

Articulation: The vocal cords do not vibrate, and the velum is raised. The tip of the tongue is raised very close to the upper front teeth. The sides of the tongue touch the upper side teeth. Friction is produced as the air passes through the

narrowing at the tongue-tip.

Spelling: In English, the /θ/, is regularly represented by th, as in *thin*.

Examples:

thigh : [θaɪ]; Cathy : ['kæθɪ]; Bluetooth : ['blu: tu:θ]

/ð/ Lenis

Articulation: The same as for the fortis dental fricative, but with less muscular tension and therefore weaker friction. Sometimes the vocal cords vibrate.

Spelling: Regularly represented by th, as in *this*.

Examples:

that : [ðæt]; mother : ['mʌ ðə]; soothe : [su: ð]

Alveolar

/s, z/,



/S/ Fortis

Articulation: The vocal cords do not vibrate, and the velum is raised. The tip and blade of the tongue are raised very close to the alveolar ridge, and the sides of the tongue touch the upper side teeth. A hissing type of friction is made as the air passes through the narrowing at the alveolar ridge.

Spelling: Represented by *s*, as in *some*, and by *ss*, as in *toss*. /S/ is regularly represented by *c* when this letter is followed by the letters *e*, *i* or *y*, exemple in *cider*. In some pronounced, as in *island*.

Examples:

sip : ['sɪp]; loosing : ['lu: sɪŋ]; ice : [aɪs]

/z/ Lenis

Articulation: Articulated in the same way as /s/, except with less muscular tension (and therefore weaker friction), and the vocal cords sometimes vibrate.

Spelling: In English, /z/ is represented by *z* and *zz*, as in *zip*, *fuzzy*. /z/ is

also represented by s in the middle or at the end of a word, as in *busy*. In a few words, /z/ is spelled with ss, e.g. *possess*.

Examples:

zip : [zɪp]; losing : ['lu: zɪŋ]; eyes : [aɪz]

Palato-alveolar

/ʃ, ʒ/



/ʃ/ Fortis

Articulation: The velum is raised, and the vocal cords do not vibrate. The tip and blade of the tongue are raised very close to the back of the alveolar ridge, and the sides of the tongue touch the upper side teeth. A hissing type of friction is produced as the air passes through the narrowing just behind the alveolar ridge. The lips are rounded.

Spelling: Represented by sh, as in *shaft*. Note the spelling of this sound in *sure* and *sugar*, *-tion* is pronounced with /ʃ/ after vowels and consonants except s, e.g. *action*.

Examples:

shop : [ʃɒp]; pressure : ['preʃə(r)]; leash : [li: ʃ]

/ʒ/ Lenis

Articulation: Pronounced in the same way as the fortis palato-alveolar fricative, except that for /ʒ/ there is less muscular tension and therefore weaker friction. The vocal cords sometimes vibrate.

Spelling: It is represented by z (i) and s (i) within words, as in *glazier*, *invasion*. Note, however, that if a consonant letter precedes the s (i), it will be pronounced /ʃ/ as in *censure*, *pressure*.

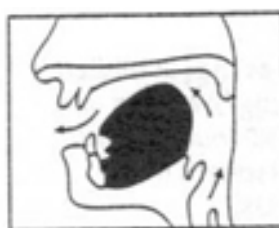
Examples:

pleasure : ['pleʒə]; prestige: [pre'sti:ʒ]; invasion: [in'veiʒn]

Practise saying the following words. Concentrate on the distinction between the fortis and the lenis.

/ʃ/	/ʒ/	/ʃ/	/ʒ/
fission	vision	ruche	rouge
pressure	pleasure	leash	prestige

Glottal /h/



Articulation: The vocal cords do not vibrate, and the velum is raised. The airstream passes freely out through the mouth, and because the flow of air is strong, friction is produced in the vocal tract. The position of the tongue and the lips varies, therefore the most stable point of narrowing which produces friction is the glottis.

Spelling: In English, the / h / is represented by h, as in *hello*. In a few words, it is represented by wh, as in *who*. The letter h is not pronounced in a number of words, e.g. *honour*, *hour*.

Examples:

hope : [həʊp] ; human : ['hju:mən] ; bohemian : [bou'hi:mjən]

2.2.2- According to voicing

There are 9 fricatives sounds in English, five of these are voiced and four are voiceless. In which there are eight sounds coming in voiced/voiceless pairs:

- Labio-dental sounds: Voiceless: /f/ (fish)
 Voiced: /v/ (veal)
- Dental sounds: Voiceless: /θ/ (think)
 Voiced: /ð/ (these)

- Alveolar sounds: Voiceless: /s/ (sale)
 Voiced: /z/ (zone)
- Alveolar palatal sounds: Voiceless: /ʃ / (pressure)
 Voiced: /ʒ / (pleasure)
- Glottal sound: Voiced: /h/ (house)

2.2.3- According to sibilant sound

A particular subset of fricatives is the **sibilants**. When forming a sibilant, one still is forcing air through a narrow channel, but in addition the tongue is curled lengthwise to direct the air over the edge of the teeth. English [s], [z], [ʃ], and [ʒ] are examples of this.

Sibilant fricatives

- [s] voiceless coronal sibilant, as in English *set*
- [z] voiced coronal sibilant, as in English *zip*
- [ʃ] voiceless palato-alveolar sibilant (domed, partially palatalized), as in *sharp*
- [ʒ] voiced palato-alveolar sibilant (domed, partially palatalized), as the *s* in *vision*

Non-sibilant fricatives

- [f] voiceless labiodental fricative, as in *fit* or *fine*
- [v] voiced labiodental fricative, as in *vine*
- [θ] voiceless dental fricative, as in *thing*
- [ð] voiced dental fricative, as in *that*
- [h] voiceless epiglottal fricative, as in *hug*

3. Comparing fricative sounds in English with Vietnamese ones

3.1- The similarities

There are nine fricative sounds in Vietnamese and are classified according to places and manners of articulation and to voicing: /f, v, s, z, ʃ, ʒ, x, ɣ, h /

Although the way to name them is different, in these sounds mentioned above, there are seven sounds completely as same as English in term of places, manners of articulation and voicing:

- Labio-dental sounds: /f/ in (phố) and /v/ in (vở) are made with the lower lip touching the upper teeth
- Apical sounds:
 - Apical-dentals: /s/ in (xa) and /z/ in (giặt) are made with the tip of tongue touching the upper teeth.
 - Apical-palatal: /ʃ/ in (sách) and /ʒ/ in (rác) are made with the blade of the tongue.
- Glottal sound: /h/ in (học) is made with the epiglottises.

3.2- The differences

Despite of having so many similarities of fricative sounds between two languages, there are some differences caused mistakes and confuse for pupils when pronounce them.

We cannot find the correspondence of /θ/ and /ð/ in Vietnamese fricatives because of the difference in places of articulation.

As mentioned above, /θ/ and /ð/ are dental fricative sounds that are made with the tip of the tongue being between the upper and lower teeth or just behind the upper teeth that caused the friction between the airflows in the teeth. However, the Vietnamese sounds related to them are [tʰ] and [z] made with the tip of the tongue touching the upper teeth and made with the tip of the tongue just behind the lower teeth, respectively. So that these habits in pronouncing mother tongue are the main problems that make pupils cannot put their tongue in the exactly position to pronounce English fricative sounds, especially /θ/ and /ð/.

Table of summarizing the classification of Vietnamese fricative sounds in term of places, manners of articulation and voicing.

Fricative	voiceless	<i>ph</i> [f]	<i>x</i> [s]	<i>s</i> [ʃ]	<i>kh</i> [x]	<i>h</i> [h]
	voiced	<i>v</i> [v]	<i>gi</i> [z]	<i>r</i> [ʒ]	<i>g/gh</i> [ʒ]	

II. Teaching pronunciation

Of the four language skills, listening is always seen as the most challenging by Vietnamese students. They mostly can't listen to native speakers or cassette so it is difficult for them to reading or speaking exactly. One reason for this is neglecting pronunciation at school at all levels.

In teaching English pedagogical as well as in English books design for secondary pupils, we cannot find out the pronunciation periods because they only focus on four skills: listening, speaking, reading and writing. They do not pay attention in pronunciation but in fact, it is the most important key to study effectively all skills above. Almost secondary pupils do not know how to learn pronunciation; they learn new words by listening to teacher a repeat and not understand why this sound is pronounced in this way and that one in another way although they are written in the same way such as /th/ in /think/ and /this/...

Therefore, teaching pronunciation is very important. It is "one of the surest elements of language to fossilise and fossilise good and hard" (Dr. Maria Sperily – TESL-L). It needs to be taught properly at the very beginning of language study.

Pronunciation involves far more than individual sounds. Word stress, sentence stress, intonation, and word linking all influence the sound of spoken English, not to mention the way we often slur words and phrases together in casual speech. English pronunciation involves too many complexities for learners to strive for a complete elimination of accent, but improving pronunciation will boost self esteem, facilitate communication, and possibly lead to a better job or a least more respect in the workplace.

So that in designing or selecting materials for pronunciation it is important to take into account the purpose of the learners' language study, whether it is to acquire "a native like accent or for intelligibility in international communication. In most cases it - the accent selected - should be comprehensible to the greatest number of persons not sharing that particular language" (Dr. Merton Bland – TESL-L).

As we know pronunciation is a difficult and not attractive subject, principles of teaching English pronunciation to the secondary pupils should be done in an

easy, learner-friendly, consistent, regular, practical, interesting, integrating, personalized manner and it should help maintain learners' autonomy.

1. Planning stage

According to Marianne Celce-Murcia, Donna M. Brinton and Janet M. Goodwin (in teaching pronunciation 1996), It is clear that there is far more linguistic knowledge that the teacher should possess than can be processed by learners. Thus, the teachers must determine in the planning stage how much information to impart to learners and how to sequence and present it perfectly. In addition, the planning stage of teaching pronunciation is consisted of some following details:

The teacher needs to know all the information about the features (articulation rules, voicing, mouth position, intonation, specific sounds, and occurrences in discourse...etc)...

They also have to find out the potential problem for students (often based on typical errors by students from particular language backgrounds) and point out the importance of giving these features for students' communicative needs.

2. Teaching stage

2.1- Description and analysis

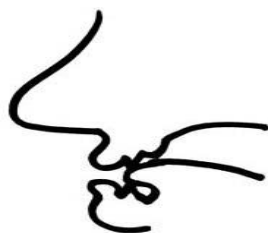
Teachers have to present the sounds by writing illustrations of when and how the feature occurs in order to raise students' consciousness. To make it easy for students understand, teachers must use the pictures of vocal cords to introduce all the parts of articulation. If the students know all the features of English sounds and how to put their tongue in correct position, they can pronounce exactly by themselves.

There are the pictures of how your mouth looks when you pronounce some fricative sounds:

Place of articulation

/f/ and /v/ sounds:

/ð/ and /θ/ sounds



/s/ and /z/ sounds

/ʃ/ and /ʒ/ sounds



2.2-Techniques in teaching pronunciation

2.2.1- Listening

In this technique, pupils have opportunity to listen to native speakers through cassette player. Thanks to this activity, their pronunciation can be corrected and perfected more. Teachers play the records related to the sounds that she has presented or some short conversation focus on these sounds to help pupils can identify and practice. According to student, listening is the most difficult subject because they cannot listen to native speakers so that teachers must make listening lesson attractive and interesting such as let pupils listen to a song then repeat it or listen to fill the blank word in the song, etc...

2.2.2- Using pictures

Using pictures through English lessons always have grate effective, it can be applied for teaching all skills because pupils like to watching the colorful word than learn by heart or read books.

In the lessons, teacher can use the various pictures to present about the sounds leant and in front of each picture is the typical sounds that located at initial , middle

or final in the words. Therefore, those pupils not only can remember the words but also can know how to pronounce them.

2.2.3- Telling stories

Stories are a attractive resource for everyone, especially, children and students, who will want to hear the same tales told over and over again. We all love stories - just think of the worldwide popularity of the movies.

The teacher can use games and activities to teach the key words in the story, inspire the pupils with colourful illustrations to help them understand, and act out parts of the stories or the whole story afterwards with role-plays, games . The story can be the focal point of the lesson, giving meaning and context to odd words and phrases learned in isolation.

Pupils can absorb the structure of language subconsciously as well as hear familiar words they know and will be happy to hear the same stories repeatedly which is fantastic for revision and absorption. After that, we can check their memories by requesting them retell or raise their feeling about the stories; it is very effectively to practice their pronunciation as well as speaking skills.

2.2.4- Songs completion

Songs are a good way to teach in an "Edutainment" way because they incorporate all the language skills: Listening (to the song), Reading (following the lyrics to determine the words), Writing (filling in the blanks) and Speaking (singing the song). Songs can help pupils for practicing difficult sounds; the repetition of the songs can help them remember the way to pronounce the sounds.

Especially, the sounds teacher focus in the lesson will be underlined in order to help students note when listening to them.

2.2.5- Communicative practices

“Practices make perfect”: Learning English or any subject must be requested practicing. Communicative practice is the fastest way to study and improve pupils’ pronunciation. However, one problem is that pupils always fell shy or unconfident

when speaking or talking with another because of making mistakes. Therefore, the role of teacher is help students and pupils communicate more to develop their sounds by hold outdoors activities. They can take part in English exchanges with other school or some English centers in the city. There pupils have change to meet and communicate with foreigners language, can join in funny activities and they may learn the way natives speakers pronounce sounds.

2.2.6- Bingo game

Bingo One of our favorite activities for a change of pace is PRONUNCIATION BINGO!!! To play pronunciation bingo, first you need to think up a bunch of words that sound simiilar (shoes, sue, shell, sell, shelf, sound, south, shine, shy, shop, soup, etc). Now, make up a stack of cards with all your words and bunch of bingo boards (Sharon has a set of six, and she usually can use them with groups of 20-- it usually doesn't matter if some students the same board. Because it is rather challenging to distinguish between similar sounds, we normally don't have more than one winner). For the really advenferous teacher, you can have the bingo winner read out the words for the next game.

2.2.7- Minimal pairs of words

A good technique for teaching English fricative sounds is minimal pair work. A minimal pair is a pair of words which differ in one sound only - for example sip/ship, sea/she, Sue/shoes,...feel/veal, fine/vine, fail/veil, few/view... teacher should choose words that can easily get pictures of then show the students the pictures and teach the words. Besides, teacher writes labels so the students can concentrate on pronunciation without having to worry about remembering vocabulary at the same time. Then put them in two columns - s words and sh words. Make sure the students understand that all the s words are on one side and the sh words are on the other. Make sure the students can hear the difference (don't take this for granted) by first saying one of each pair at random. The students point to the correct picture. When they're doing this OK, it's their turn. They say one of the words at random and teachers point to the picture that think they mean.

2.2.8- Gap fill poems

Teachers sometimes use this activity to introduce poetry into the classroom and to raise learners' awareness of the beauty and fun to be had with poetry. It can also be used to practise learners' pronunciation. Teachers chose a poem contained fricative sounds then let their students read it aloud in the class. The level and age of students will determine the type and length of poem teachers will be choosing. Take out some of the fricative words and write these words on a piece of card and cut up the words so one word is on a separate piece. After that teachers retype the words of the poem so it contains gaps where the fricative sounds were. If teachers want to do this as a listening activity they could record the poem in advance.

To sum up, **Chapter I** has provided us with the background knowledge of English fricative sounds in general and teaching pronunciation in particular. In **Chapter II**, we will investigate how English fricative sounds are studied and taught by teachers and students in Hai Phong secondary schools.

CHAPTER II. A STUDY ON HOW ENGLISH FRICATIVE SOUNDS ARE STUDIED AND TAUGHT BY TEACHERS AND STUDENTS IN HAI PHONG SECONDARY SCHOOL

I. Reality

The survey was carried out at four schools in Hai Phong: Nam Hai, Dong Hai, Dang Hai and Dang Lam secondary schools and found their reality. Because the time is limited so in each school, only one grade was chosen to conduct the survey. The survey questionnaires were based on the situation of teaching and studying English sounds as well as fricative sounds in those schools and on the design of the adopted text books: English 6, 7, 8, and 9.

1. Teachers and students

1.1- Teachers

Nam Hai, Dong Hai, Dang Hai, Dang Lam secondary schools are both famous for high quality teachers. All of them graduated from universities, colleges and most have experience in teaching for years. There are total 25 English teachers in these schools; they are very active and creative in new teaching methods. Furthermore, they are also awarded certificate of merits for guiding school's English team to reach the city's prizes in good student's tests. They always set goals how to communicate knowledge in the best way to help students understand and acquire in a most effectiveness.

1.2 - Students

Most students in these schools are acquainted with English in primary schools because English was one of the main subjects in every level. Each school has four grades with more than 600 students divided in 16 classes. Most of them are interested in learning English and study very well all English skills because they are aware the importance of English and attracted by the new methods in text books guided by the teachers. They, however, seem to pay attention in writing and other skills but absolutely neglect to learn English pronunciation. It is partly because it is not taught in their textbooks.

2. Teaching and learning condition

In general, four secondary schools: Nam Hai, Dong Hai, Dang Hai, Dang Lam are satisfied the demands of students and teachers with the best teaching-equipment and spaces. All infrastructures are in good condition: classrooms are large installed with plans, lights, and windows to make the bright enough for students; chairs and tables are design according to national standard to help students prevent from diseases of the eyes and spine. There are about 35 to 40 students in a class so the teacher can pay attention to each of them. In additional, teaching aids are always equipped in English lessons such as: cassette players, micros, headphones, pictures, etc...The schools also have large halls for teachers and students holding activities to help students can communicate and take part in the English contests to celebrate the school's anniversaries.

Beside, schools always create good condition for teacher having opportunities to study more and access the innovation in teaching.

To sum up, the mentioned schools are good environment for teaching and studying English as well as other subjects.

3. The design of English textbooks

In secondary school, all grades have been studying with the new pilot material according to pilot programs by Ministry of Education and Training with the good design and colorful pictures.

In English 6 and 7, there are 16 units. Each unit consists of 2 sections A and Band has following parts:

Introduced a new material aspect, including items such as: Listen-Repeat/ Listen-Read/ Read to introduce the topics, the language, structure or language function used in life through daily communication situations.

Checking out the new material aspect understanding, including new activities such as: Ask - Answer/ Practice with partner/ March/ True - False, to help them understand the words, structure or language function and lessons' content before practicing.

Practicing is through the difference of exercises in listening, speaking, reading, writing content related to the topic of lessons. Asterisked entries are exercises to expand or consolidate, for students do at home

Summarization lessons focus is reflected in the remember, help students get more notices to be the basis and have strengthened review

Language focus is through exercises to help students strengthen and systematize the structure of the grammar and vocabulary focus every 3 units

In English 8 and 9, there are 16 and 10 units respectively. Each unit has 7 clear parts:

Getting started: to exploit the vocabulary, structure and knowledge offered by students related to the topics lessons; this step prepares for new lessons

Listen and read is a conversation to introduce the topics, grammar, vocabulary, or functional communication in daily life. This section will have questions or exercises to test conversation understanding, and help students pay attention to the contents and main materials in the lessons.

Speaking is a training part, help students to use the structure and vocabulary in different communication purpose relating to the subject units

Listening is listening comprehension training relevant to the topic in order to reinforce the structure, learned vocabulary and initially to help students practice listening comprehension skills to get information, to serve the purpose of life

Reading consists of a comprehension text to expand the content topics, expanded structure, vocabulary, and develop reading skills for students

Writing has writing exercises to help students strengthen the learned knowledge, and help students learn how to express the content of communication through written language and acquaint with some simply writing categories such as letter writing, post cards writing, invitation letter ...

Language focus is grammar exercises to help students practice, and strengthen and systematize the structure focus of lessons.

II. Survey questionnaires

25 teachers and 160 students in 6th, 7th, 8th, and 9th grades in Nam Hai,

Dong Hai, Dang Hai, Dang Lam secondary schools, respectively in Hai Phong, conducted the survey questionnaires.

1. Purpose of the survey questionnaires

The main goal of these survey questionnaires is to find out and have a general overview at current situation of teaching and learning English pronunciation and English fricative sounds in specific in Hai Phong secondary schools in order to investigate the most effective methods to help students learn English pronunciation better.

The survey has following purpose:

- To find out teachers' and students' opinion on English pronunciation in general and English fricative sounds in particular.
- To learn about the current situation of teaching and learning English pronunciation in Hai Phong secondary schools
- To get information about the effectiveness of techniques used in teaching English fricative sounds.
- To discover the students' problems when pronounce English fricative sounds and their expectation toward learning English pronunciation.

2. Design of survey questionnaires

The survey comprises 15 questions in which 8 questions for students and 7 questions are for teachers.

For students: The questions are conducted to find out:

- Their attitude toward English fricative sounds (importance, difficulty, necessity...) as well as their situation of learning English fricative sounds.
- Their point of view on applied currently techniques in teaching English sounds.
- Their expectation toward learning English pronunciation.

For teachers: are conducted to find out:

- Their recognition about English pronunciation stage and English fricative sounds (importance, difficulty...)

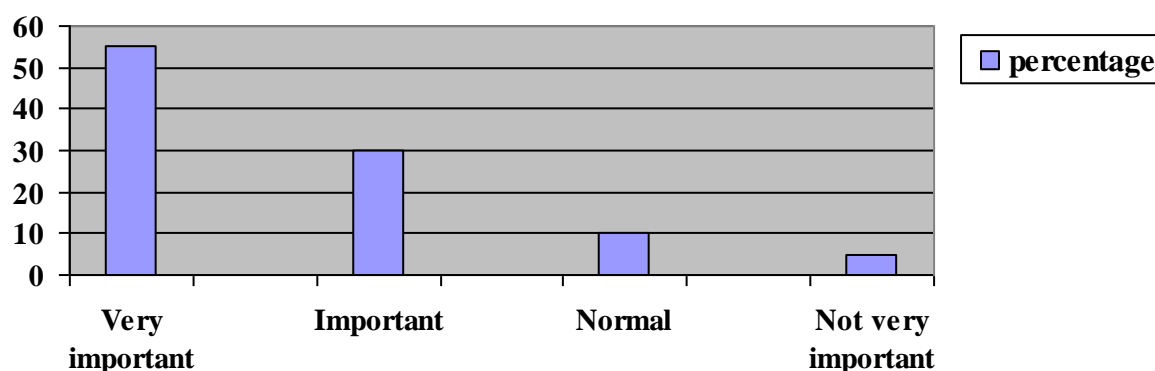
- Their frequency and effectiveness in applying techniques in teaching English pronunciation.

3. Data analysis.

3.1- Students' and teachers' opinion on English pronunciation in general and English fricative sounds in particular.

3.1.1- The importance of teaching English pronunciation.

(Question 1, Appendix 2)



Graph 1: Students' opinion toward English pronunciation

This question's aim is to study the importance of teaching English pronunciation.

From the bar chart, we can recognize that 55% of teachers think teaching English pronunciation is important and 10% think it is normal, 5% not very important. Because English pronunciation has a great effect on other skills such as: Listening, Reading, Speaking... If students cannot pronounce English sounds exactly, they cannot listen to native speakers in records as well as be afraid of making mistakes when speaking or reading. In fact, no pilot material in secondary English textbooks mentions about English pronunciation so students always pay much attention in other skills and neglect pronunciation English sounds. According to the chart, we can remark the role of teaching English pronunciation in secondary schools.

3.1.2- Students' outlook on English fricative sounds

(Question 1, appendix 1)

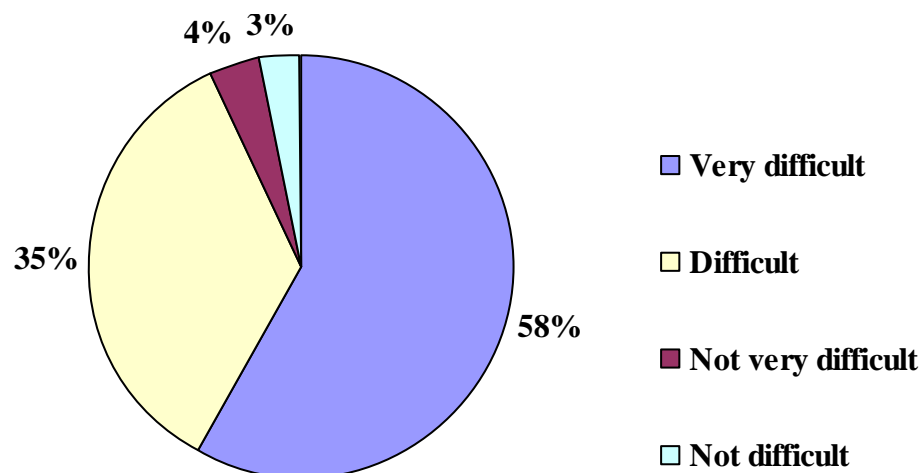


Chart 1: Students' outlook on English fricative sounds

The question is to get know the students' attitude towards English fricative sounds.

The pie chart shows that almost students have the same responds to this question. They think fricative sounds are very difficult (58%) and difficult (35%) while only 4% and 3% fell in contract. They said that fricative sounds consist of the most sounds in English consonants and they always make students confuse because of the similar between the sounds such as: /s/ and /ʃ/, /z/ and /ʒ/... and meet difficulty about /ð/ and /θ/ sounds. Furthermore, they are not taught carefully in the class so students know them very ambiguously. From that point of view, the teachers should teach students more about fricatives sounds as well as other English ones.

3.1.3- The necessity of English fricative sounds.

(Question 2, Appendix 1; Question 2, Appendix 2)

	Teachers	Students
Very necessary	52%	49%
Necessary	30%	27%
Normal	13%	14%
Not necessary	5%	10%

Table 1: The necessity of learning English fricative sounds

Both teachers and students were asked the same questions to explore the opinion of them on the necessity of English fricative sounds.

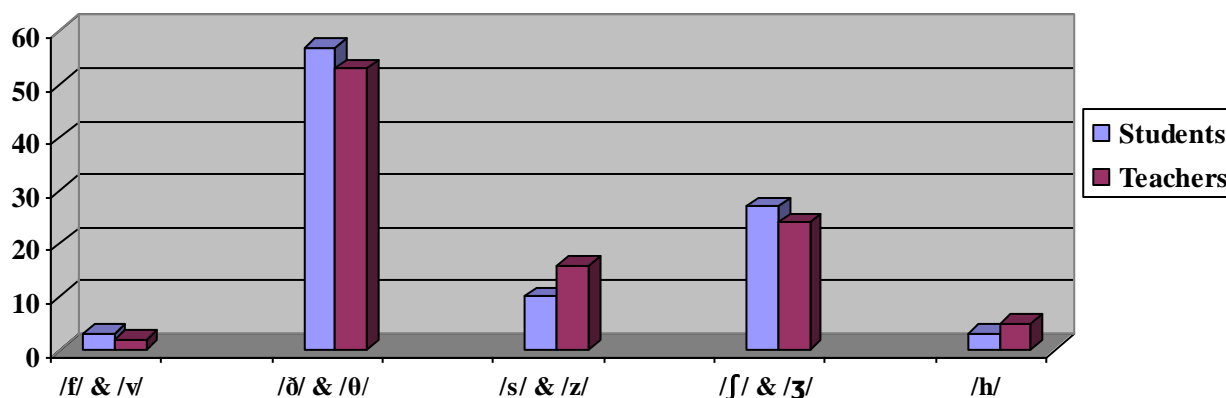
From the table, we can easily see that most teachers (82%) and students (76%) agree that teaching and learning fricative sounds are very necessary and necessary. Only 5% and 10% said that it is not necessary. We all know fricative sounds are very difficult for students mentioned in Chart 1, but almost secondary students are lack of the knowledge about English fricative sounds and other ones. Additional, the teachers have little experience in teaching pronunciation because they only focus on other skills in English textbooks.

To sum up, the result has shown that we can't deny the necessity of English fricative sounds in all lessons.

3.1.4- Students' and teachers' point of view about the difficult level of fricative sounds.

(Question 3, Appendix 1; Question 3, Appendix 2)

Graph 2: The difficult level of English fricative sounds



This question's aim is to find out which are the most difficult sounds in English fricative according to teachers and students. It can be seen from the bar chart not only the students (57%) but also the teachers (53%) have the answers that

/ð/ and /θ/ sounds are the most difficult for students and following are /ʃ/ and /ʒ/. It is certainly, because many students at universities have learned very specifically about these sounds also make mistake when pronounce them. It is

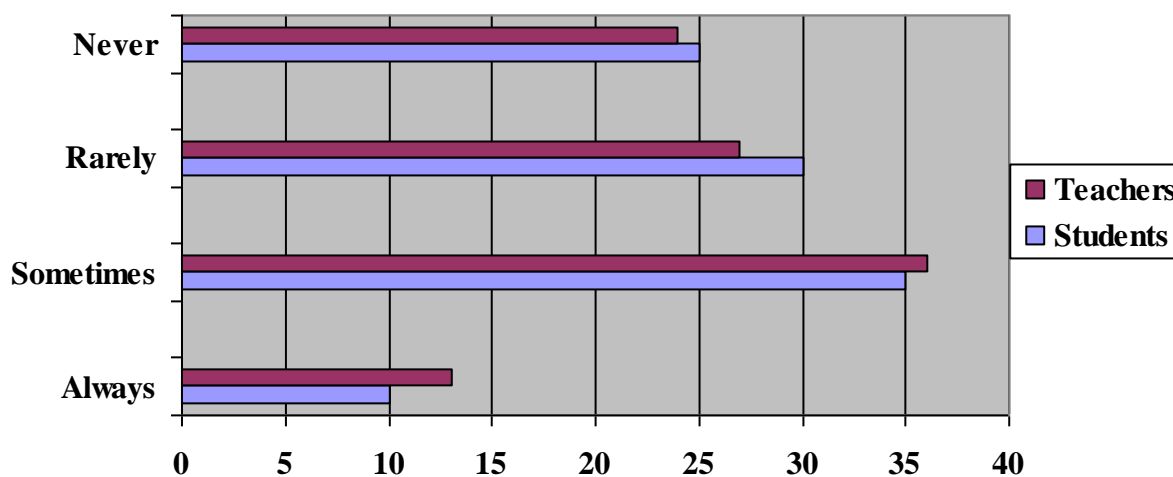
simply to understand because in English words, /ð/ and /θ/ are written in the same alphabets but the way to pronounce is different such as ‘th’ in “those” or in “think”..., students may confuse /ð/ with /gi/, /θ/ with /t/ in Vietnamese. /f/, /v/, and /h/ sounds make up the lowest rate in term of difficulty since they are the sounds similar to Vietnamese ones. So being teachers, we have to focus more on /ð/ and /θ/ as well as /ʃ/ and /ʒ/ sounds to help students pronounce them better.

3.2. Current situation of teaching and learning English fricative sounds.

3.2.1- Teachers’ frequency of teaching English fricative sounds.

(Question 5, Appendix 1; Question 4, Appendix 2)

Unit: percentage



Graph 3: Frequency of teaching English fricative sounds

This question is to find out how often do the teachers teach students to pronounce English fricative sounds in lessons. It is very surprising that 36% teachers said that they sometimes and 27% rarely do this. And the figures from the students share the similar points. In addition, according to the bar chart, only 13% teachers said that they always taught their student to study English fricative sounds or other sounds when they want to train for test team taking part in the city’s examinations.

The main reason explored is pronouncing not to be mentioned in English textbooks, the teachers always have to focus on other skills(Listening, Speaking,

Reading or Writing) so they have little time left for teaching English pronunciation in general and fricative sounds in particular even though they think that English pronunciation is very important. To conclude, this question has indicated the fact that teaching English sounds and fricative ones must be presented regularly in the class.

3.2.2- When teachers teach students to pronounce English fricative sounds.

(Question 5, Appendix 2)

When do you teach your students English fricative sounds?

When students ask me	17%
I often teach it in other skills in textbooks	56%
When my students pronounce wrongly	25%
When the lesson time is left	42%
I always do it because it is very necessary	12%

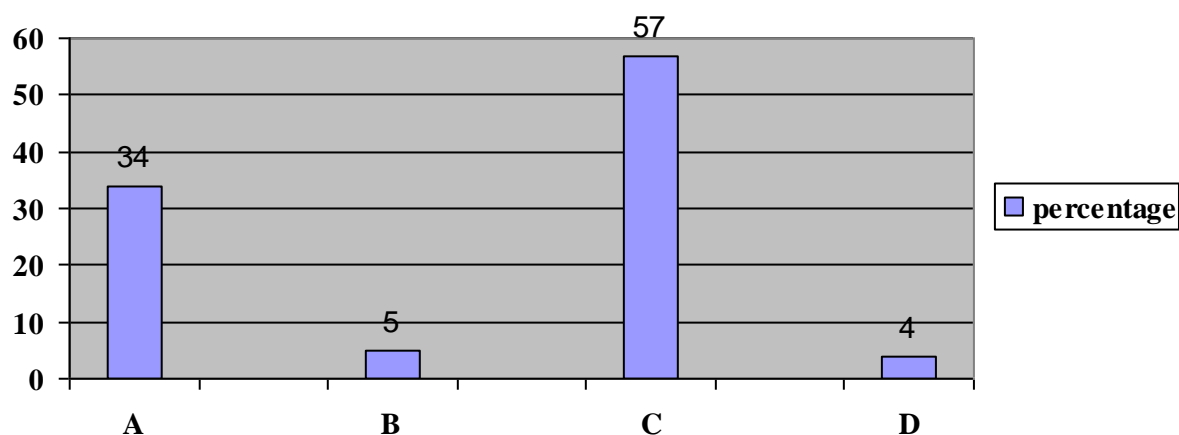
Table 2: When teachers teach fricative sounds for students

This question is to survey more why teachers sometimes teach students English fricative sounds or other sounds in class.

From the table, we can see that 56% teachers carry out teaching fricative sounds by incorporating with other skills in English books, 42% do it when time is left and 25% explain about these sounds when their students pronounce wrongly. So, teachers only teach the English sounds as temporariness, both students do not understand the nature of learning from pronounced English. Besides, 25% said that they taught these sounds when students mispronounce. We all know that the secondary English textbooks have not pronunciation part; therefore, teachers' lesson plans also have not the presentation of English sounds. It is reason why teachers mention about English sounds when time left or incorporate it in other skills. Although 12% teachers always do this because it is very necessary, it is only focused on private lessons or selection groups. Thus we can see the inadequacy in teaching pronunciation in Hai Phong secondary schools.

3.2.3- The ways students pronounce English fricative sounds

(Question 4, Appendix 1)



Graph 4: Students' activities to pronounce English fricative sounds

A: Pronouncing after the teachers

B: Finding the transcription in dictionary

C: Writing Vietnamese transcription adapted from teachers' pronunciation

D: Others

This question is to study in what ways students pronounce English fricative sounds. The above bar chart tell us that there are 57% of students writing Vietnamese transcription adapted from teachers' pronunciation and 34% pronouncing after the teachers. Beside, only 5% finding the transcription in dictionary and 4% choosing their own methods like listening to music, records, watching films or reading books... to study pronunciation. These figures shows that students always learn in traditional ways; they listen to the teachers then write down the transcription next to the words but not in English phonetics, in Vietnamese ones and it is the best way up to now. According to the teacher, this way can make student pronounce English as Vietnamese, it will lead to lose the ending sounds, the aspirate or spirant, and the most serious consequence is listening and writing wrongly.

To sum up, students are still passive in learning English fricative sounds because they are not taught specifically about these sounds as well as using phonetic transcription to study.

3.3-. Students' and teachers' view points on currently used techniques and their effectiveness in teaching English fricative sounds

3.3.1- Frequency of currently used techniques

(Question 6, Appendix 1)

Techniques	Students			Teachers		
	Frequently	Sometimes	Never	Frequently	Sometimes	Never
Listening	76	24		73	27	
Using pictures	30	36	34	43	31	26
Stories		37	63		25	75
Sing songs	5	27	68		47	53
Games	35	46	19	41	35	24
Communication	68	32		71	29	
Reading	59	41		61	39	

Unit %

Table 3: Frequency of adopted techniques in teaching fricative sounds

This question is raised to both students and teachers to learn about what methods the teachers often teach students to pronounce English fricative sounds and the level of these techniques' frequency.

According to students, the most frequency way that teachers used to teach English pronunciation in class is Listening (76%), the rate of Communication reached 68% and the third rank is Reading with 59%.

From the table, we can see the teachers' opinion in this case have the same percents: Listening occupies (73%); Communication (71%) and Reading (61%) are used mostly. They explain that listening is one of the four main skills in English textbooks so teachers can train the pronunciation through records with native speakers. And it is the standard pronunciation for students to follow. Communication and reading are also the ways to help students speak more in the class so teachers can listen to them and point out their mistakes in pronunciation.

In contract, pictures, telling stories, games, and songs are sometimes used. From the table, it is easy to see game (35%), pictures (30%); songs (5%) are used frequently to students' side. In addition, many students claim that some techniques are never applied: songs (68%), stories (63%), pictures (34%) and game (19%) in which

used games is more often. The reason of this phenomenon is explored as following:

Game can help students reduce stress of the lessons and it is the intellectual games so that students can use all the skills in English such as listening, speaking, reading, writing.... Some teachers also complained that they really want to let students play multiple games, but the class time is limited, only 45 minutes to study items in textbooks so almost games are played in the extra classes or in class' activities. However, if the teachers arrange time appropriately, students can participate in some small game.

And in term of songs, pictures or stories? Both teachers and students agree that those are interesting and attractive techniques to study English pronunciation but to carry out them, students and teachers must prepare and find the ones related to the lessons as well as the sounds they want to focus on. Therefore, a few teachers use them.

To conclude, there are the frequency in using above techniques in teaching English fricative sounds and other ones in class but the difference between the rate of frequency and infrequency in applied them is approximately equal. It point out the fact that the using of techniques in teaching English pronunciation is still limited so teachers should combine and choose the effective methods to attract students' interest.

3.3.2- The effectiveness of the teachers' techniques.

(Question 6, Appendix 2)

Techniques	Students			Teachers		
	Effective	Normal	Not very effective	Effective	Normal	Not very effective
Listening	45	36	19	54	46	
Using pictures	50	34	26	61,3	30,7	8
Stories	65	18	17	70	30	
Sing songs	53	36	11	45	45	10
Games	75	22	3	83,5	16,5	
Communication	52	34	14	66,8	33,2	
Reading	48	40	12	57	43	

Unit %

Table 4: Effectiveness of adopted techniques in teaching fricative sounds

This question is for teachers and students to search how effectiveness of the techniques in table 3 in teaching English fricative sounds.

It can be seen clearly that in students' opinion, listening or communication and reading are not the most effective methods while they are used frequently by teachers. Conversely, the ones are not used regularly in class can make more effectiveness. Games take the highest percentage of effectiveness (75%); stories, songs, communication, pictures, reading and listening take account of 65%, 53%, 52%, 50%, 48%, and 45%, respectively. Beside, there are not many students giving the negative respond for the effectiveness of these methods. These figures are very different from those ones in previous table.

There are closely similarity between the teachers and students in this case. The teachers themselves also recognize the inadequacy of currently used techniques and admit the effectiveness of games (83,5%), stories (70%), pictures (61,3%), songs (45%)...Actually, it is time to take these numbers into consideration.

It is not difficult to understand because students fell bored with methods they have to learn in textbooks. They confide that listening is always a difficult skill even sometime they cannot catch the records and cannot hear any from native speakers because the way they pronouncing is too far different from everything they have learnt. In anyway, they must study in this way because it is the compulsory techniques to get mark so sometimes they are pressure and stress.

While, the rate of other techniques effectiveness is inverse proportion to their frequency level: only 46% games is sometimes employed and 63% stories is never used, 75% and 65% see them effectively. As we know, students in all level always like an attractive, creative way to learn such as funny games, interesting songs or moved stories ... These are the techniques converging all factors such as sound, image, status make students more excited and comfortable to take part in the lessons.

From the finding of this question, we can recognize that the most frequently applied techniques may be not the most effectiveness ones for students.

3.4- Students' and teachers' opinion about the difficulties students face when studying English fricative sounds.

(Question 7, Appendix 1; Question 7, Appendix 2)

Difficulties	Students	Teachers
They do not know how to pronounce English fricative sounds accurately.	46	43,9
They are afraid of making mistakes	24	10
The habits in pronouncing Vietnamese	31,7	58
They can't distinguish between /s/ and /ʃ/ sounds	68	30,6
They can't distinguish between /z/ and /ʒ/ sounds	55	28
They make mistakes when pronouncing /ð/ and /θ/ sounds	85	81

Unit %

Table 5: Students' difficulties when pronouncing fricative sounds

This question is conducted for both students and teachers to explore the students' problems when pronouncing English fricative sounds.

From students' view, almost students claim that their most concern about fricative sounds is /ð/ and /θ/ sounds (85%) and we have known they are also the most difficult sounds from the result finding out in Graph 2 ; other difficult is undistinguishable between /s/ and /ʃ/ (68%). The misunderstanding between /z/ and /ʒ/ occupies to 55%. Some students say they don't know how to pronounce English fricative sounds accurately (46%).

We can see another difficulty from the table: 31,7% of students say they have habits in pronunciation Vietnamese; 24% are afraid of making mistakes Anxiety is a more easily recognized problem, students are often acutely self-aware and are reluctant to experiment with sounds for fear of getting them 'wrong', and have a general lack of fluency.

According to interviewed teachers' side, teachers also share the same ideas

with students on the most difficult students faced when pronounce /ð/ and /θ/ sounds (81%), . They find their students always pronounce English sounds basing on the mother tongue but not target language (58%) and 43,9 % recognize that their students don't know how to pronounce these sounds exactly because they haven't been taught carefully in the class.

However, there are still differences between students' and teachers' point of view. 68% students admit that /s/ and /ʃ/ sounds make them confuse while only 30% teachers think that, for example. Beside, 55% students claimed it is difficult to distinguish between /z/ and /ʒ/ when just 28% teachers see it as a problem. In addition, teachers consider their students are afraid of making mistake but only 10% of them feel it is a difficult.

In short, teachers and students have mostly appropriated opinion on the difficulties students encounter when pronouncing English fricative sounds. They are also the problems for any Vietnamese learn English as a second language. But with the guidance of teachers and the effort of students, students will find ways to over come all above difficulties and fell English fricative sounds be more interesting to study.

3.5- Students' expectations toward learning English pronunciation

(Question 8, Appendix 1)

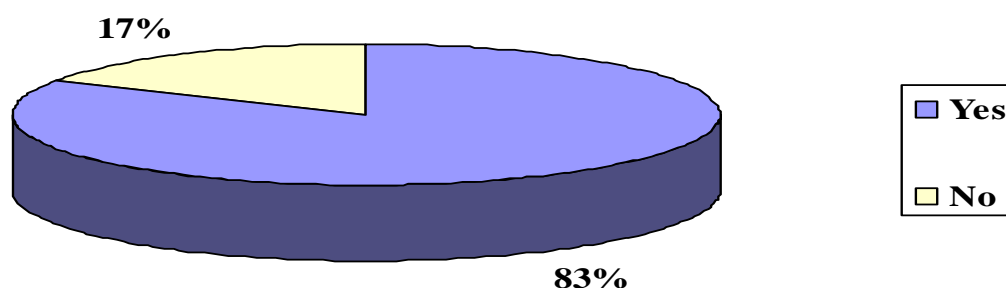


Chart 2: Students' interest in learning English pronunciation

This question's aim is to find out how students are interested in English pronunciation lessons. The pie chart shows us that 83% students want to learn English pronunciation in class and just 27% give the negative response. So, almost all students recognize the necessity and the importance of learning English pronunciation. According to them, English pronunciation is a difficult aspect but it is never taught in class like other skills. Although the teachers only incorporate it in other skills such as listening, speaking, reading..., pronunciation parts are always included in English tests or English exercises. Many students said that they usually flinch with pronunciation exercises because they only do it by feeling and do not know the correct answers. It is the reason why students often get fewer marks and feel unconfident when doing these forms.

From that opinion, the teachers should consider about this proposal and guide students to know how to pronounce English sounds accurately.

III. Finding and the discussion of finding.

The survey questionnaires were conducted by students and teachers in four secondary schools in Hai Phong. Because it is the end of school study, students have to concentrate in final exercises so in each school, only one grade was chosen to distribute this survey with 175 students in 6th, 7th, 8th, 9th. Although it can't cover the whole situation of teaching and learning English fricative sounds as well as English pronunciation at these schools, it may reflect partly the expectation and opinion of students:

❖ Almost all students and teachers contributed to the survey agree that teaching and learning English pronunciation as well as fricative sounds are important and necessary because pronunciation stage related to other skills. If students pronounce English sounds exactly, they can improve and learn well all English skills.

❖ Students' attitude toward English fricative sounds: As the result of the survey, we can see 58% of students feel English fricative sounds very difficult in which /ð/ and /θ/ sounds are the most difficult to pronounce. And teachers also consider it is right. On the one hand, students have still known very little about

English sounds, on the other hand, there are some similarities between these sounds and Vietnamese one so students always pronounce them like one in mother tongue even they omit sounds' voicing.

❖ Although the teachers are aware of the importance and necessity of English pronunciation, teachers only teach these sounds in class when the lesson time is left (42%) and 125 always do it in the extra class or in selected team class. Therefore, current situation of teaching English pronunciation in Hai Phong secondary has not been paid attention yet.

❖ We also fell inadequate in the ways students study English sounds in general and fricative ones in particular by writing Vietnamese transcription adapted from teachers (57%). It is not a good way to learn English because students may Vietnamize the English sounds and ignore voicing, aspiration or vibration of them. More seriously, it can create a habit and is very difficult to correct these mistakes in the higher grades.

❖ Due to the frequency and effectiveness of use techniques in teaching English pronunciation, the teachers incorporate many activities to motivate students to study English sounds but their lesson may not meet the students' need. Their most frequency technique is listening(73%) but it can't make the best effectiveness, otherwise, the least frequently used techniques get the best effect (using pictures, stories, songs, games...) in which games are chosen by students most (75%). Therefore, teacher should have vivid and attractive activities to help students learn better as well as reduce the stress in lessons.

❖ Students also raised their proposal to be taught English pronunciation as other skills (listening, reading...) in the class because they partly want to know more about English sounds and partly wants to solve their concern about the exercises related to pronunciation in English tests in class.

It is hope that these finding and discussion will be the useful basic to help more for teachers to know their students' expectation and find out the suitable techniques in teaching English fricative sounds and other ones to stimulate students pronouncing better.

With this Chapter II, we have had an overview on currently teaching and learning English fricative sounds situation in Hai Phong secondary schools. Moreover, we can see the students and teachers' viewpoints about the frequency and effectiveness of applied techniques as well as students' desire in learning English pronunciation. Moreover, this survey will be the foundation for the Chapter III, which provides us some suggested techniques to help students learn fricative sounds better and more effectively as well as find it not too difficult.

CHAPTER III. APPLICATION OF SOME TECHNIQUES TO ASSIST HAI PHONG SECONDARY STUDENTS IN PRONOUNCING ENGLISH FRICATIVE SOUNDS

In chapter 2, the current situation of teaching and learning English fricative sounds in Hai Phuong secondary schools have revealed. From the study, we can see that teachers rarely use students' favorite techniques in teaching English fricative sounds such as using games, pictures, songs, stories... Therefore, in this chapter, some techniques suggested to help students and teachers get the success in pronunciation stage as well as learning fricative sounds. In addition, these methods will present in two parts of English secondary textbooks (listening and speaking).

1. Listening

1.1. Listen to discrimination.





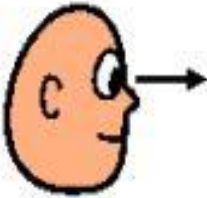
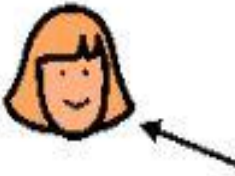



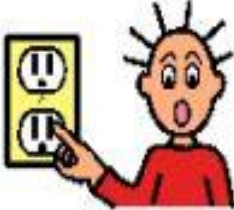










Objectives: Once the fricative consonants sounds have been classified and contexts have been established, students need practice in distinguishing the sound contracts. Therefore, the teacher often uses discrimination exercises with minimal pairs by listening. To make these exercises get the best effectiveness as well as attractive the students' attention, teacher should attach the pictures with words in exercise to help student not only know the word's pronunciation but also know it's meaning.

Procedures:

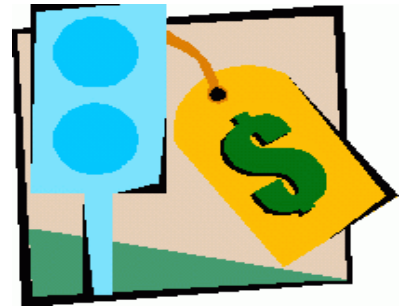
- Teacher provides a tape that play fricative consonants (the pair of sounds must have the similar pronunciation) mentioned in the photo of pictures.
- Students will listen to the radio and tick the words they hear in sound pairs.
- Teacher plays the tape again to check for students. After that, the tape will be turn on once or more times for students listen and repeat.

Example: The following pictures focus on /s/ and /ʃ/; /s/ and /θ/ sounds

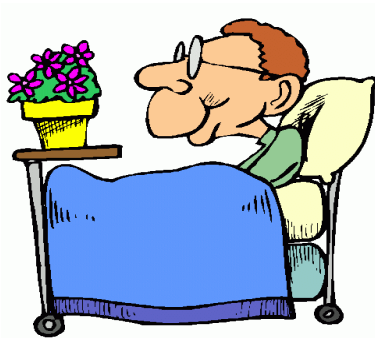
sh/s listening pairs

saw 	shore 	seat 	sheet 
see 	she 	Sue 	shoe 
sock 	shock 	sip 	ship 
save 	shave 	sign 	shine 
sell 	shell 	sew 	show 

BAD - WORSE – WORST worse worth



sing thing



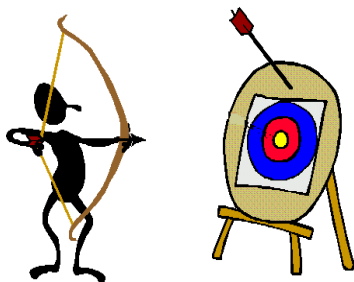
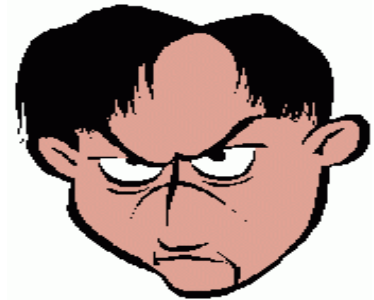
sick thick



a thick book



Ross wrath



miss myth



1.2- Listen to music

Objective: Music is always attractive way to help students learn English especially pronunciation skill. Students can listen to native singers and take part in the rhythms of the lyrics or the ligature. It is the best way to remember the words' pronunciation.

Procedures:

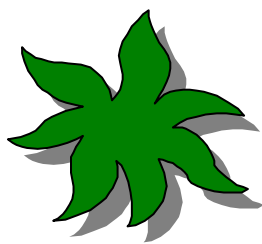
➤ Firstly, the song sheet is handed out to the students, and then the teacher reads each word focus on fricative sounds (at the bottom of the page) and the students repeat. This is done twice. The tape is played twice in a row, with the students trying to fill in the blanks.

➤ After that, the students are invited to discuss it with their classmates for one minute. The song is played again and students complete the missing words.

➤ The teacher calls out the correct words. The students mark their papers themselves with a red pen, and record their scores. Finally, the song is played, one last time, with everybody singing.

(Teacher also print in bold other fricative sounds in the songs to note students)

Examples: *Sample song*



Slither Like a Snake
Fran Avni

Slither like a snake

Wriggle like an eel

Hop like a (1)

How does it feel?

Quack like a duck does



(2) like a goose



Crow like a (3)



Bellow like a moose



Jump like a kangaroo



(4) like a whale



Flutter like a (5)



(6) like a snail.



(7) like a tall giraffe



Buzz like a bee



Climb like a monkey

Up into a tree

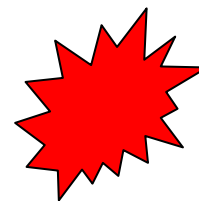


And if you were an animal,

What would you be?

If you were an animal

What would you be?



Key words: Splutter, honk, froggie, stretch, butterfly, slide, rooster

2. Using story

These techniques is said to be used for the following aims: to motivate and entertain the students, to improve listening skills and fluency, to improve pronunciation, to improve group work skills and group interaction.

2.1- Retell story

Procedures:

- Firstly, teachers prepare the pictures of the story will be told in class and the story must relate to English fricative sounds. Then teacher divides class into some small groups of 4-5 students.

- Teacher links all those pictures to make a story and student have to listen to her carefully and memorize the theme.

- After that, each group must use these pictures to retell the story's detail with more funny as well as attraction.

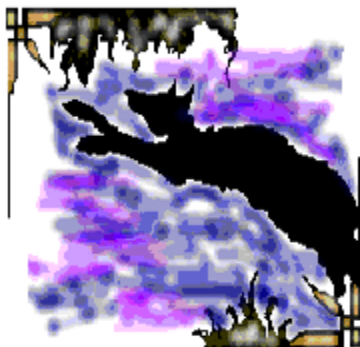
- In addition, teachers should motivate students preparing more story pictures related to fricative sounds to tell in class.

Example: the teacher uses story's pictures of Aesop's Fable **“The Fox and the Grapes”** of to inquire students retell this story. The aim is student must note and pronounce exactly all fricative sounds.



One afternoon a fox was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch.

"Just the thing to quench my thirst," quoth he.



Taking a few steps back, the fox jumped and just missed the hanging grapes.

Again the fox took a few paces back and tried to reach them but still failed.



Finally, giving up, the fox turned up his nose and said, "They're probably sour anyway," and proceeded to walk away.



2.2- Gap the story

Procedures: Teachers give students handouts of a story (consist of the blanks) then turn on cassette to let students listen to the story. Students have to listen and fill all the blanks in story as well as retell the story in class in their own ways.

Examples: In the unit 2: Clothing (English 9), teacher chooses the story “THE EMPEROR’S NEW CLOTHES” for students to listen and fill these words in blanks: cloth, clothes and clothing in order to help them distinguish between /ð/ and /θ/ sounds



THE EMPEROR'S
NEW CLOTHES

Once, there was an emperor who loved (1). He changed his (2) every hour of a day. He was happy only when he had new (3). Once day, two swindlers came to the city, pretending to be weavers who made the finest (4) in the world. Only an honest person could see the (5). I have to order a suit made of this (6). The king ordered himself a fine new suit of (7). “I will check to see if they are finished with the (8).” He sent minister to check out the (9). Come closer. See what beautiful (7)! “What do you think of the (10)?” asked the weavers. The minister did not want to admit he could not see the (11). “This is the most beautiful (12) I have ever seen”. The minister praised the beautiful color of the (13). Soon everyone in the city was talking about the emperor’s new (14). On the morning of the procession, the weavers announced, “The emperor’s new (15) are ready.” They help up the (16) for every to see. The emperor’s assistants all admired his new (17). However, a small child in the crowd yelled, “The emperor has no (18).” Even though the emperor knew he had no (18) on, he walked proudly, like a real emperor.

2.3- Making up stories

Procedures: Teacher divides class in groups of 4-5 students then gives a list of a pair of fricative sounds. Each group chooses eight words from the list and creates a story using these words in any order.

Example: teacher focuses on /ð/ and /θ/ sounds with a list below

/θ/	/ð/
thief	father
truth	brother
theory	mother
author	this
think	that
through	these
thorough	those
Cynthia	then
Theo	there
Mathew	together

Student 1: Last Thursday, my sister Cynthia went on a trip to Boston.

Student 2: She wanted to visit my brother Matthew, who lives there.

Student 3: She traveled through many small towns. She did not know that it was so far.

Student 4: After she arrived, a thief stole her money and she had to return home




3. Study through games

3.1- Tongue-twisters




A tongue twister is a phrase, sentence or rhyme that presents difficulties when spoken because it contains similar sounds. Objective: The game allows students to correct usual mistakes and distinguish sounds. Moreover, it is difficult and student must try the best to read it loudly.

Procedures: Teacher supplies some sentences containing fricative sounds then ask students to read aloud. Teacher may ask students to make up the similar sentences that all words start with fricative sounds then read them in class.



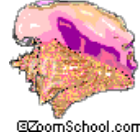
The collection of some funny tongue twisters of English fricative sounds presented here to help students practice them better.

She  sells  seashells,  ©ZoomSchool.com

By the seashore.

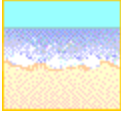

The shells  ©ZoomSchool.com she  sells,  ©ZoomSchool.com



Are surely seashells. ©ZoomSchool.com

So if she  sells  shells,  ©ZoomSchool.com

On the seashore,

I'm sure she  sells,  ©ZoomSchool.com

Seashore  shells.  ©ZoomSchool.com

 A Flea and a Fly 

A flea  and a fly 

Flew up  in a flue.

Said the flea,  "Let us fly!"

Said the fly,  "Let us flee!"

3.2- Matching words

Procedures: Teachers give students handouts of pictures words that begin or end with fricative sounds. Students have to match the words with pictures then speak them loudly in the class.

Example: This is a thumbnail of the "Match the Words to the Pictures: S" sound.



sailboat

six

seven

seal

sock

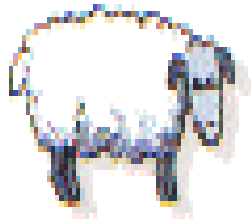
sandals

sunflower

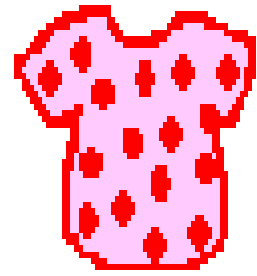
saw

sew

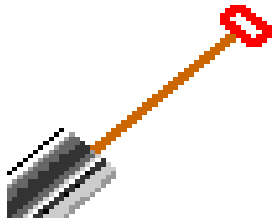
sit



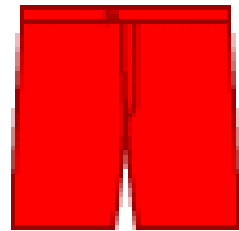
shovel



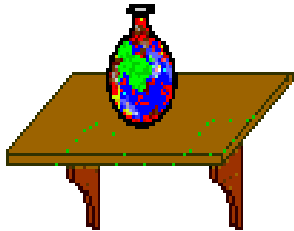
sheep



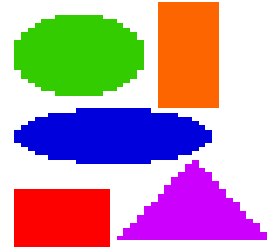
shorts



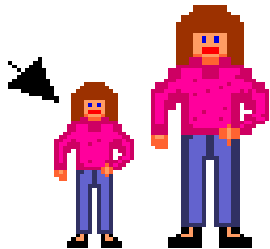
shirt



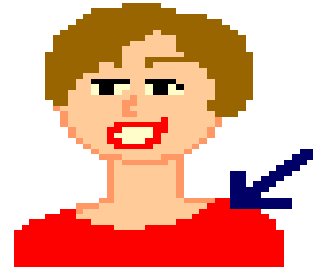
shelf



short



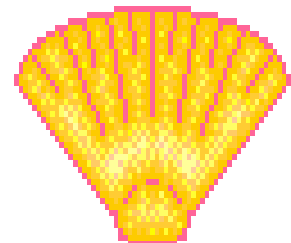
shoes



shape



shell



shoulder

This is a thumbnail of the "Words Starting With SH - Match the Words to the Pictures"

3.3- Run and write

Objectives: Students can listen to teacher's pronunciation of words then find out in list and write it in the board.

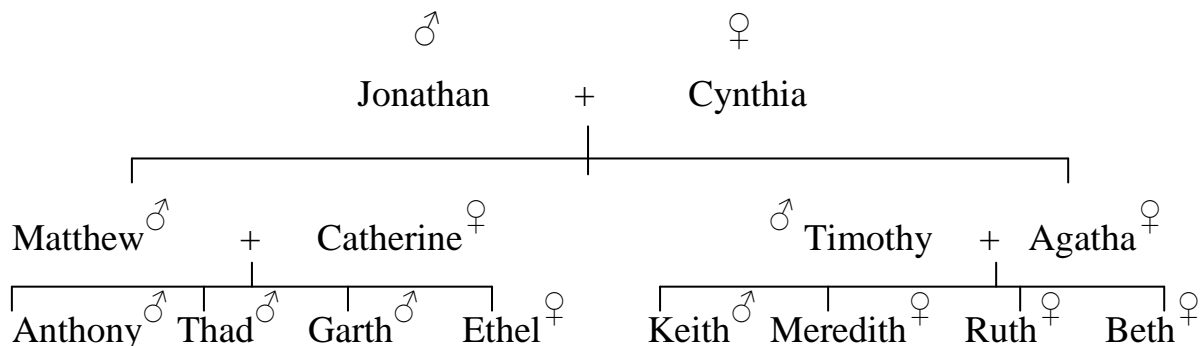
Procedures:

- Teacher divides class in groups consisting of 3-4 students.
- Teacher give each team a list of words (teacher must make a word list contain fricative sounds).
- Teacher say one word from the list several times
- Teams search for words then selected leader go to board and write word.
- Leaders must give teacher a hi-five after writing the word correctly and first leader give the teacher hi-five gets 5 points, next leader to finished gets 4 points, next one 3, etc...

3.4- The family tree

Teacher use the Family Tree to help students more active in using fricative sounds by asking students about the relationship of people in the family tree. The names of people there will be focused by the sounds teachers want students to learn.

Example: "The Family Tree" for guided practice /ð/ and /θ/ sounds.



3.5- Wordsearch Puzzle

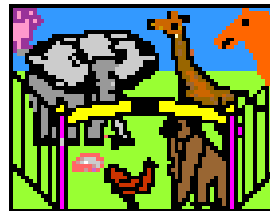
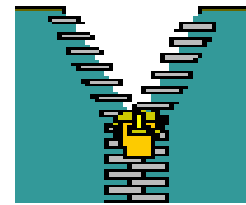
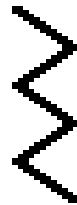
Objectives: This is one type of game that helps students can remember the words related to fricative sounds.

Procedures: Teachers provides a word search puzzle and pictures of words to ask students find that words in the box, then using extra letters to find out the secret words.

Example: Find the words in the Z words wordsearch puzzle.

Key: secret words is “Zip”

Z	Z	I	G	Z	A	G	S
E	Z	I	T	H	E	R	Z
B	Z	Z	I	N	N	I	A
R	O	I	Z	E	R	O	P
A	O	Z	I	P	P	E	R
Z	U	C	C	H	I	N	I



3.6- Alphabet word game

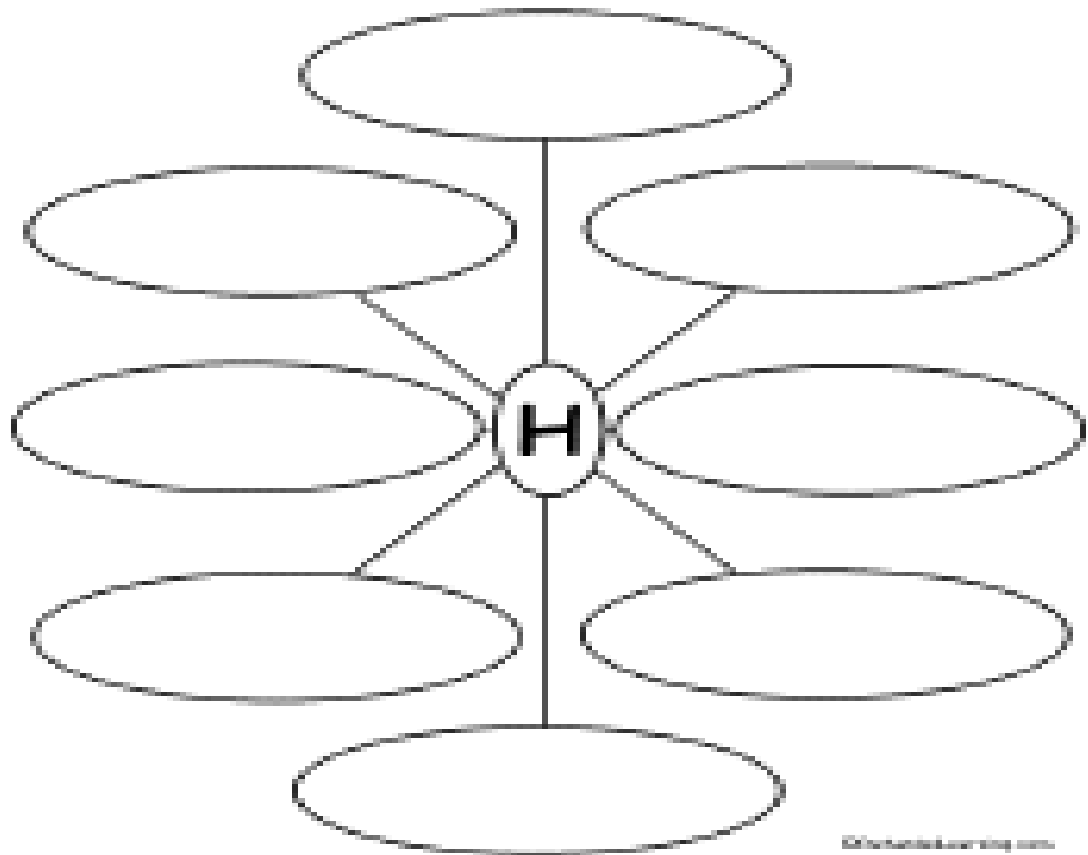
Objectives: to help students practice English words which begin with fricative sounds.

Procedures:

- ❖ Teacher divides class into groups of 2-4 students. Each group has to assign the writer.

❖ The teacher says a fricative sound; each group has 1-3 minutes to write a word in each category that starts with the sound.

Example: Think of and write eight words that start with h. Then, for each word, write a sentence containing the word. Sample answers: Helen, hamster, ham, half moon, hop, hammerhead shark, hibiscus, Hawaii...



3.7- Word challenging.

Objectives: This game allows students to try pronouncing the words exactly for others can spell them.

Procedures:

- Teacher divides lass into teams of 4-10 students.
- One student from each team does rocks, paper, scissors
- Each team looks for difficult word such as *feather*, *hearth*, *garage*, *scythe*...then says it and opponent tries to write the word correctly.
- If they get it right, their team gets a point. If they get it wrong, the student who said the word can write it out for a point for their team.
- Another student from each team continue playing “Word Challenge”

3.8- Pronunciation Bingo

Objectives: This game can help student listen and pronounce English fricative sounds better.

Procedures:

- Each student can make the cards of fricative sounds according to teachers guiding.
- The teacher calls words, if that words is on anyone's cards, they will put a scrap of paper on that place. When students get 5 in a row, across, down, or diagonally, yell "Bingo!"

Example: Pronunciation: /θ/, /ð/ and /f/

Thug	Then	Fair	Thread	Fly
Thick	Free	Thought	Feed	There
Fine	Flea		Thus	Thy
Thee	Feather	Think	Thing	Through
Thorough	Those	The	Flaw	Fear

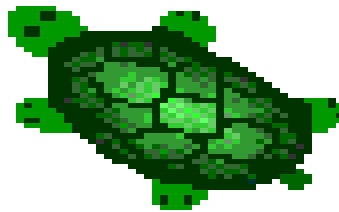
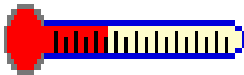
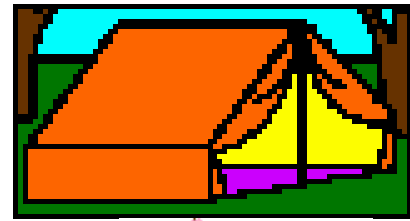
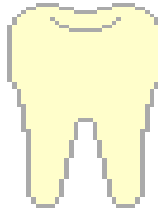
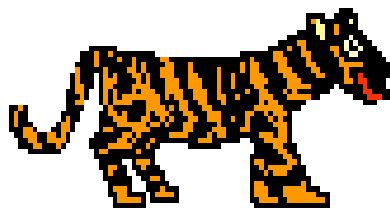
3.9- Circle words games

Objectives: this game can help students recognize the words that contain English fricative sounds as well as learn English words.

Procedures: Teachers prepare some list of pictures then let the students circle the words that related to the mentioned fricative sounds. After that, students have to read out these words.

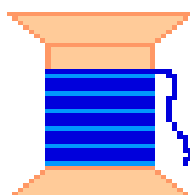
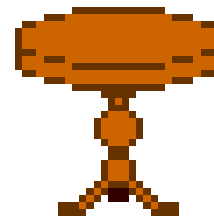
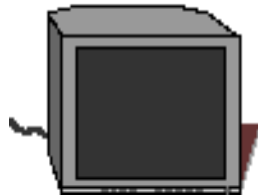
Circle 5 words that start with /θ/

Key: The words are thermometer, thread, thirteen, thirty, thumb.



13

30



- Teachers also may let students circle the correctly-Spelled Word for each picture such as following example: This is a thumbnail of the "Circle the Words that Start with S"

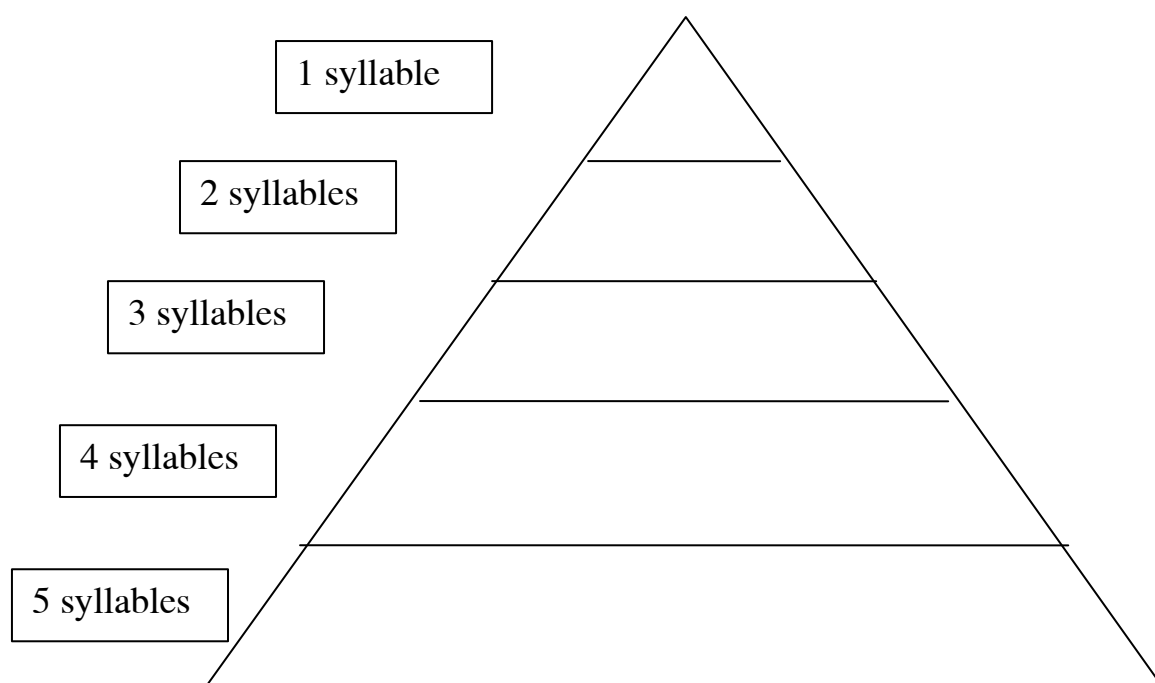
	<p>son sun sonn</p>		<p>sock sok soc</p>
	<p>starr star starre</p>		<p>sac sack sal</p>
	<p>sick sixe six</p>		<p>slead sled sledd</p>
	<p>snail snael snale</p>		<p>spoon spone spune</p>
	<p>snaik snak snake</p>		<p>sevun sevin seven</p>

3.10- Pronunciation Pyramids

Pronunciation Pyramids--a syllable game. Students have to compete to build syllable pyramids. The teacher gives a topic (clothing, objects in the classroom, animals, food, etc.) and students race to build a pyramid. (One syllable word at the top, the 2-syllable word, 3-syllable word, etc.)

Procedures: teacher gives the topics that related to fricative sounds. Students brainstorm words related to the topic that have one, two, three, or more syllables and write them in the pyramid.

Example topic: Write down all the words of clothing that begin with /ʃ/ sound.



3.11-Hangman

Objectives: This is a fun, non-threatening way to finish the class. It is to produce the symbols and the students to produce the English fricative sounds. It helps students understand that phonetic script is made up of sounds, not letters. It also gives them instant transcription of sounds into symbols.

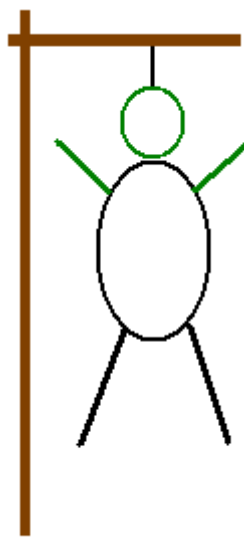
Procedures:

- Teacher gives a word and the phonetic script for it, for example *measure*
- Like normal Hangman, teacher write up on the board a series of spaces, but

each one representing a sound, i.e. for measure_ _ _ _ _

- Asking students to give teacher sounds that they think may be in the word. As they say them, write up the corresponding symbol on the board so they can see it.
- When they give teachers a sound that is already on the board, point to the corresponding symbol as you correct them.
- If the students give incorrect sounds, they will get a dash in the Hangman and vice versa. Groups guess the correct word with the less dash in hangman will win.

_ _ _ _ _






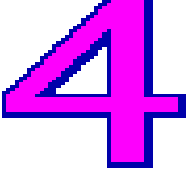
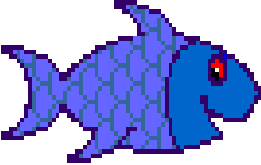

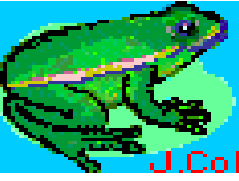


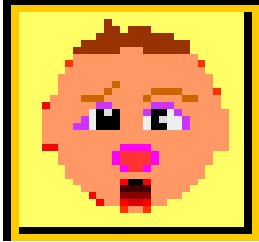
LETTERS:

- | | | | | |
|------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <input checked="" type="radio"/> A | <input type="radio"/> G | <input type="radio"/> M | <input type="radio"/> S | |
| <input type="radio"/> B | <input type="radio"/> H | <input type="radio"/> N | <input type="radio"/> T | |
| <input type="radio"/> C | <input type="radio"/> I | <input type="radio"/> O | <input type="radio"/> U | <input type="radio"/> Y |
| <input type="radio"/> D | <input type="radio"/> J | <input type="radio"/> P | <input type="radio"/> V | <input type="radio"/> Z |
| <input type="radio"/> E | <input type="radio"/> K | <input type="radio"/> Q | <input type="radio"/> W | |
| <input type="radio"/> F | <input type="radio"/> L | <input type="radio"/> R | <input type="radio"/> X | |

3.12-Missing letters words

Procedures: Students have to fill the missed letters in words in pictures (all words that begin or ends with fricative sounds) then color the pictures

Example: Find the missing letters in words that start with F, and then color the picture of the word. The words are fly, fan, feet, four, fish, fork, frog, five, fox, and face.

	f__y		f__a
	fe__t		fou__
	fi__h		for__
	fr__g		fi__e
	fo__		fa__e

3.13- IPA Symbol Card Game

The IPA (International Phonetic Alphabet) can be very useful tool for improving pronunciation. Instead of relying on the teacher for the correct pronunciation, students can look up words and decipher the correct pronunciation.

Procedures:

- Teacher begins introduction slowly by introducing students to a few fricative symbols at a time.
- Draw symbol and example words on the board (this introduction should go

slowly and take place over a number of lessons).

- Students walk around the room exchanging cards. Each student shows the symbol side of the card to his/her fellow student while saying the word out loudly.

Example cards:

f	v
s	z
θ	ð
ʃ	ʒ

3.14- The Bell Game

Objectives: challenges students to pronounce words (consists of fricative sounds) correctly in a competitive game. Teacher will need a deck of cards that contains each target word for the lesson(s), and two small bells. The goal of the activity is help student can pronounce English fricative sound better.

Procedures:

- Teacher divides students into two teams.
- Have the first player from each team come up to a desk at the front of the room. Place two bells on the desk, one for each player.
- Teacher uses the following introduction: **Today we are going to play The Bell Game. When I show you a word card, the first person to ring her bell and pronounce the word correctly gets one point for her team.**

• If students pronounce the word incorrectly, the player on the opposite team gets a chance to read the word, but this time for two points instead of one.
Some example of cards: teacher gives some card of weather and requires students use an adjective to describe the picture in each card.



PART III: CONCLUSION

To conclude, everyone absolutely agrees with me about the paramount importance of pronunciation. Words are first and foremost sounds and if the sounds are wrong, the students are incomprehensible. However, in the secondary English textbook, pronunciation is not paid attention as well as other skills. Therefore, this paper was conducted about “How to assist Hai Phong Secondary pupils in pronouncing English fricative sounds” with the purpose that this research will provide some interesting ways to learn English fricative sounds.

After years of teaching pronunciation in various traditional ways, my research indicates that the best methods to teach students fricative sounds is using funny activities. They will bring the stranger atmosphere and make the condition for students creative.

Also, some related background knowledge were presented in Chapter I such as the overview of fricative sounds; the similarities and the differences between English fricative sounds and Vietnamese ones as well as teaching pronunciation stage. Beside, Chapter II researches the currently situation of teaching and learning English pronunciation in general and fricative sounds in particular in four secondary schools in Hai Phong. Moreover, the effectiveness of used techniques in teaching fricative sounds was revealed by survey questionnaires for teacher and students. Finally, the application of some suggested techniques in teaching and learning English fricative sounds has been introduced in Chapter III.

However, because of the limitation of time and knowledge, the mistakes and shortcoming are unavoidable. It also cannot cover whole situation of every secondary schools in Hai Phong. Moreover, my graduation paper only mentions a small aspect of English pronunciation with the aim to help students in secondary school learn English fricative sounds better. Therefore, I would like to receive both critical and lenient review from the readers.

Lastly, I expect that this paper can provide the useful techniques to help secondary students as well as language learner wanted to study English fricative sounds and in the coming time this research will be analyzed more carefully and deeply to get the best effectiveness.

APPENDICE

APPENDIX 1: SURVEY QUESTIONNAIRES (FOR STUDENTS)

1. What do you think about pronouncing English fricative sounds?
 - a. Very difficult
 - b. Difficult
 - c. Not very difficult
 - d. Not difficult
2. In your opinion, is it necessary to learn English fricative sounds?
 - a. Very necessary
 - b. Necessary
 - c. Normal
 - d. Not necessary
3. As for you, which of fricative sounds are the most difficult to pronounce?
 - a. /f/ and /v/ sounds
 - b. /ð/ and /θ/ sounds
 - c. /s/ and /z/ sounds
 - d. /ʃ/ and /ʒ/ sounds
 - e. /h/ sounds
4. What do you often do to pronounce English fricative sounds?
 - a. Pronouncing following the teacher
 - b. Finding the transcription in dictionary
 - c. Writing Vietnamese transcription adapted from teacher's pronunciation
 - d. Others

5. How often does your teacher teach English sounds pronunciation in lessons?
- Always
 - Sometimes
 - Rarely
 - Never
6. What do your teachers often do to help you study English fricative sounds in class? Its frequency and effectiveness?

Techniques	Frequency			Effectiveness		
	Frequently	Sometimes	Never	Very effective	Normal	Not very effective
Listening						
Using pictures						
Telling story						
Sing songs						
Games						
Communication						

7. What difficulties do you meet when pronouncing English fricative sounds? (You can choose more than one)
- I do not know how to pronounce English fricative sounds accurately
 - I am afraid of making mistakes
 - The habits in pronouncing Vietnamese
 - I cannot distinguish between /s/ and /ʃ/ sounds
 - I can't distinguish between /z/ and /ʒ/ sounds
 - I make mistakes when pronouncing /ð/ and /θ/ sounds

8. Do you like English pronunciation lessons?
- Yes

APPENDIX 2: INTERVIEW QUESTIONS (FOR TEACHERS)

1. Do you think teaching English pronunciation stage is important?
 - a. Very important
 - b. Important
 - c. Normal
 - d. Not very important
2. Do you think it is necessary to teach students to pronounce English fricative sounds?
 - a. Very necessary
 - b. Necessary
 - c. Normal
 - d. Not necessary
3. As for you, which of fricative sounds is the most difficult for students to pronounce?
 - a. /f/ and /v/ sounds
 - b. /ð/ and /θ/ sounds
 - c. /s/ and /z/ sounds
 - d. /ʃ/ and /ʒ/ sounds
 - e. /h/ sounds
4. How often do you teach your students to pronounce English sounds?
 - a. Always
 - b. Sometimes
 - c. Rarely
 - d. Never
5. When do you teach your students English fricative sounds?
 - a. When students ask me
 - b. I often teach it in other skills in textbooks
 - c. When my students pronounce wrongly
 - d. When the lesson time is left
 - e. I always do it because it is very necessary.

6. How often do you use following techniques to teach pronunciation? Its frequency and effectiveness?

Techniques	Frequency			Effectiveness		
	Frequently	Sometimes	Never	Very effective	Normal	Not very effective
Listening						
Using pictures						
Telling story						
Sing songs						
Games						
Communication						

7. In your opinion, what are the problems students often faced when pronounce English fricative sounds?

- a. They do not know how to pronounce English fricative sounds
- b. They are afraid of making mistakes
- c. The habits in pronouncing Vietnamese
- d. They cannot distinguish between /s/ and /ʃ/ sounds
- e. They can't distinguish between /z/ and /ʒ/ sounds
- f. They make mistakes when pronouncing /ð/ and /θ/ sounds

APPENDIX 3: A MODEL LESSON PLAN

UNIT 12. LET'S EAT

(7th English textbook)

Section: /S/ and /Z/ sounds

(Presented in Listening and Speaking parts)

1. Objectives

By the end of the lesson, students can understand the way to pronounce /s/ and /z/ sounds in the initial position of words as well as can distinguish them

2. Allowance time: 25 minutes



Note: Students has learned Speaking and Listening sections in textbooks.


3. Target learner: Students at Hai Phong secondary schools.

4. Teaching aids:

- Cassette
- Handouts

5. Procedures

Stages/minutes	Teacher's activities	Students' activities
Introduction of /s/ and /z/ sounds (7 minutes)	<p>Gives an example of /s/ and /z/ in two words: Sue – zoo</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Sue zoo</p> <p>Asks some students to pronounce two words loudly Ask students: Do you know the difference in pronouncing these words? Gives the answer: Because of the difference in the consonants of two words. Guides the way to pronounce /s/ and /z/ sounds:</p>	<p>Students pronounce two words. Students answer: Yes or No Listen to the teacher's guiding</p>

	 <p>+ The consonant sounds in “Sue” and "zoo" are both made by putting your teeth together and putting your tongue in the middle of your mouth, right behind your teeth, but <i>not touching them</i>.</p> <p>+ When making these sounds, there is a big mouth of air is released through a small cavity</p> <p>+ When pronouncing /s/ sound, we do not use our voice; the sound is quiet. You should not feel any movement in your throat. When we pronounce /z/ sound, we do use our voice. They are both sibilant sounds.</p> <p>At the initial position of a word, /s/ and /z/ are pronounced stronger than others.</p> <p>Teacher has to explain some difficult terms to help student understand then pronounces these sounds again.</p>	<p>Students listen then repeat</p>
<p>Listening (10 minutes)</p>	<p>Gives students the photos of prepared pictures.</p> <p>Asks students to listen to cassette and tick the words they hear</p> <p>Lets them 2 minutes to skim the pictures</p>	<p>Skim the pictures</p> <p>Answer: Yes, of course</p> <p>Listen to cassette and tick on the heard</p>

Asks students: Are you ready?

Turns on the cassette twice

Asks students to read their answers

Turns on the cassette again then give the keys and explanations.

Picture (a) is: “sack” without vibration of vocal cord.

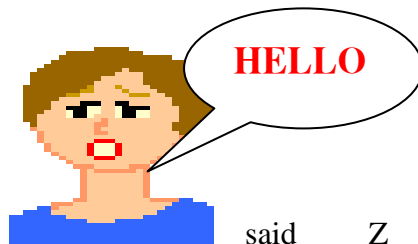


sack

Zack



Picture (b) is “Z” with vibration of vocal cord.



said

Z

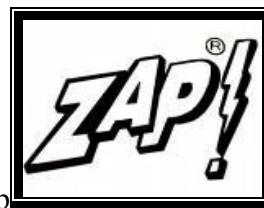


Picture (c) is “zap” with vibration of vocal cord.



SAP

sap zap



Picture (d) is “Sue” without vibration of vocal cord.



Sue

zoo



Picture (e) is: “zip” with the vibration of vocal cord.



words

See the teachers’ keys and check

themselves

Repeat these sounds

following the cassette.

	  <p style="text-align: center;">sip zip</p> <p>Lets student pronounce these words following cassette again.</p>	
Speaking(8 minutes)	<p>Imagine you are going shopping for the things on this list. Working in pairs, decide where you will make your purchases.</p> <p>Purchases: rice, cereal, sugar, salt, sauce, sandwich, seafood, salad, sweet, strawberry, pizza, peas, bananas, cheese, cookies, spinach, spoons,...</p> <p>Stores: Zack's grocery, Zizzi's store, Zingy's bakery...</p>	<p>Students' answers:</p> <p>A: What will you buy at Zizzi's store?</p> <p>B: I will buy two pizzas and some sandwich</p> <p>A: Where will you buy the spinach and salad?</p> <p>B: I will buy them at Zack's grocery.</p> <p>A: How much sugar will you buy?</p> <p>B: I will buy two kilos.</p>
Homework	<p>Require the students find out and collect the words that contain /s/ and /z/ sounds.</p> <p>Practice more these sounds learned in class.</p>	<p>Listen and write down in notebook.</p>

REFERENCES

I. Books

1. Ann Baker.1982. **Ship or Sheep**. Cambridge University Press
2. Gerald Kelly. **How to teach pronunciation**. 2001. Pearson ESL.
3. Marianne Celce-Murcia, Donna Brinton, Janet M. Goodwin. 1996. **Teaching Pronunciation**. Cambridge: University Press.
4. Martin Hewing. 2004. **Pronunciation practice activities**. Cambridge University Press.
5. Peter Avery and Susan Ehrlich. 1992. **Teaching American English pronunciation**. Oxford University Press.USA
6. Peter Roach(Xuan Ba translate and annotate).2000. **English phonetics and phonology**.

II. Websites

<http://www.en.wiktionary.org/wiki/fricative>

<http://www.angelfire.com/scifi2/nyh/glossary.html>

<http://www.lrc.salemstate.edu/linguistics/linguistics-terms.htm>[http://www.esl-](http://www.esl-lesson-plan.com/mt-tb.cgi/166)

[lesson-plan.com/mt-tb.cgi/166](http://www.esl-lesson-plan.com/mt-tb.cgi/166)

<http://www.teachingenglish.org.uk><http://playkidgame.com>

<http://www.enhandedlearning.com>

<http://www.playkidsgames.com>

<http://www.storyforteaching.com>