

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



ISO 9001 : 2008

KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH

Sinh viên: Nguyễn Thị Trà My

Giáo viên hướng dẫn: Ths. Nguyễn Thị Quỳnh Hoa

HẢI PHÒNG – 2018

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

**A STUDY ON COMMON PRONUNCIATION
MISTAKES OF THE THIRD YEAR ENGLISH
MAJOR STUDENTS AT HAIPHONG PRIVATE
UNIVERSITY AND SOME SUGGESTED
SOLUTIONS.**

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

Sinh viên : Nguyễn Thị Trà My

Lớp: NA1801

Giảng viên hướng dẫn: Ths. Nguyễn Thị Quỳnh Hoa

HẢI PHÒNG - 2018

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

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

Sinh viên: Nguyễn Thị Trà My

Mã SV: 1412751022

Lớp: NA1801

Ngành: Ngôn Ngữ Anh

Tên đề tài: A Study on common pronunciation mistakes of the third year

English major students at Hai Phong Private University and some suggested
solutions

NHIỆM VỤ ĐỀ TÀI

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

.....

.....

.....

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

.....

.....

.....

3. Địa điểm thực tập tốt nghiệp.

.....

.....

.....

CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Người hướng dẫn thứ nhất:

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

Người hướng dẫn thứ hai:

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

Đề tài tốt nghiệp được giao ngày tháng năm

Yêu cầu phải hoàn thành xong trước ngày tháng năm

Đã nhận nhiệm vụ ĐTTN

Sinh viên

Đã giao nhiệm vụ ĐTTN

Người hướng dẫn

Hải Phòng, ngày tháng.....năm 2018

Hiệu trưởng

GS.TS.NGƯT *Trần Hữu Nghị*

PHẢN NHẬN XÉT CỦA CÁN BỘ HƯỚNG DẪN

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

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

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

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

3. Cho điểm của cán bộ hướng dẫn (ghi bằng cả số và chữ):

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

Hải Phòng, ngày ... tháng ... năm 2018

Cán bộ hướng dẫn

(Ký và ghi rõ họ tên)

NHẬN XÉT ĐÁNH GIÁ

CỦA NGƯỜI CHĂM PHẢN BIỆN ĐỀ TÀI TỐT NGHIỆP

1. Đánh giá chất lượng đề tài tốt nghiệp về các mặt thu thập và phân tích tài liệu, số liệu ban đầu, giá trị lí luận và thực tiễn của đề tài.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

2. Cho điểm của người chấm phản biện :

(Điểm ghi bằng số và chữ)

Ngày..... tháng..... năm 2018

Người chấm phản biện

Acknowledgment

During the period of conducting my graduation paper, I have received a plenty of enthusiastic help and support which have guided and encouraged me to overcome all difficulties and finish this hard but meaningful time.

Firstly, I would like to express my gratitude and appreciation to the teachers of The Foreign Languages Department of HaiPhong Private University, who have imparted golden knowledge to me. From these supports, I can improve my English skills and have good background to achieve my dreams.

Secondly, I sincerely thank to Ms. Nguyen ThiQuynhHoa, M.A, my supervisor who has given me useful guidance and advice that finishing my graduation paper successfully.

Last but not least, I am grateful to all of the lovely third year English major students of Haiphong Private University who contributed and had a warm co-operation to help me during the period I carried out my survey, especially Na1901 students.

In short, I really thank to all people helping me to finish this graduation.

Thank you sincerely!

Haiphong, July, 2018

Nguyen ThiTra My

Table of Contents

PART I. INTRODUCTION.....	1
1. Rationale	Error! Bookmark not defined.
2. Aim of the study.....	1
3. Research questions.....	1
4. Scope of the study.....	2
5. Methods of the study.....	2
6. Design of the study.....	2
PART 2: DEVELOPMENT.....	3
CHAPTER 1: THEORETICAL BACKGROUND.....	3
1.Pronunciation.....	3
1.1 Definition.....	3
1.2. The importance of pronunciation.....	4
1.3.Factors that affect pronunciation learning.....	6
1.4.What are the common errors in English pronunciation?	7
1.5. Consonants.....	7
1.5.1 Definition.....	8
1.5.2. The characteristics of consonants.....	8
1.5.3 Some common difficult consonants.....	12
1.6. Ending sounds.....	13
1.6.1 Definition.....	13
1.6.2 The importance of ending sounds.....	14
1.6.3. Classification of ending sounds.....	14
1.7 Word stress in English.....	15
1.7.1 Definition.....	15
1.7.2 The importance of word stress.....	16
1.7.3 Word Stress Rules in English.....	17
1.8. Intonation.....	20
1.8.1 Definition.....	20
1.8.2 Classification of intonation.....	21
1.8.3 Some functions of intonation in English.....	22
CHAPTER 2: RESEARCH METHODOLOGY.....	23
2.Surveyresearch.....	23

2.1 The stages to conduct a survey.....	23
2.1.1 Defining participants.....	23
2.1.2 Organizing survey form.....	23
2.1.3 Methods of collecting data.....	23
2.1.4 Data analyzes.....	24
2.2 Design of the survey questionnaire.	24
2.2.1 Design of the survey questionnaire.....	24
2.2.2 Aims of the survey questionnaire.....	24
CHAPTER 3. THE STUDY.....	25
3.1 findings and discussions from questionnaire.....	25
3.1.1 Student’s pronunciation errors.	25
3.1.2 Student’s attitude toward English pronunciation.	35
3.1.3 Students’ solutions about English pronunciation errors.	35
CHAPTER 4. SOME SUGGESTIONS TO COPE WITH STUDENTS PRONUNCIATION ERRORS.....	36
4.1 How to improve pronunciation.....	36
4.1.1 Awareness.....	36
4.1.2 Goals.....	36
4.1.3 Practice.....	36
4.1.4 Feedback.....	36
4.2 Techniques to pronounce /ʃ -ʒ -tʃ -dʒ/ and ending sounds correctly.....	37
4.3 Solutions to avoid English stress and intonation mistakes.	43
4.3.1 Solutions to avoid English stress mistakes.....	43
4.4 Some suggested books for learners to research on pronunciation.	47
PART 3. CONCLUSION.....	53
Appendix.....	57

LIST OF FIGURES, CHARTS AND TABLES

Figure 1: The organs of speech posted by RasidRitonga

Figure 2: Consonants and vowels in English by John and Sarah (Free Materials in 1996)

Finger 3: Mouth Position to make plosives in theenglishsound.com

Finger 4: Mouth Position to make affricatives on website
<http://thesoundofenglish.org>

Finger 5: Mouth Position to make fricatives on website
<http://thesoundofenglish.org>

Finger 6: Mouth Position to make nasal sounds on website
<http://thesoundofenglish.org>

Finger 7: Mouth Position to make lateral sounds on website
<http://thesoundofenglish.org>

Finger 8: Mouth Position to make approximant sounds on website
<http://thesoundofenglish.org>

Figure 9: British English pronunciation sounds \int $ʒ$ $dʒ$ $ʃ$ on Youtube.com website

Figure 10: The way to pronounce $/f - ʒ/$

Figure 11: The way to pronounce $/dʒ - ʃ/$

Table 1: The types of consonants according to the place of articulation

Table 2: The types of final consonants on website
http://www.tipsforenglish.com/wpcontent/uploads/2014/12/chap08_01.jpg

Table 3: Stress differentiation of different words

Table 4: Stress makes the correctness for the vocabulary

Table 5: Rules of Stress on first syllable

Table 6: Rules of Stress on last syllable

Table 7: Rules of Stress on second from end syllable

Table 8: Rules of Stress on third from end syllable

Table 9: Rules of Stress on compound words.

Table 10: Rules of word stress.

Table 11: The most difficult part in speaking English.

Table 12: The appropriation of students about their general English conversation, pronunciation, grammar, listening to native speakers, translating English words to VN, translating VN words to English.

Chart 1: The number of years that students have been studying English

Chart 2: The most favorite English skill of third year students at HPU

Chart 3: The importance of pronunciation in English.

Chart 4: The attitude of students about studying pronunciation.

Chart 5: The frequency of mistakes made by the students

Chart 6: The pronunciation errors that students tend to meet when they study and speak English

Chart 7: the appropriation of the students about 4 difficult consonants

Chart 8: Do the speakers get troubles with word stress when they are speaking English?

Chart 9: The opinion of the learners about intonation difficulty.

Chart 10: The results of the recording about students' reading

PART I. INTRODUCTION

1. Rationale

In fact, speaking English well depends on many factors, such as grammar, intonation, accent, vocabulary, and pronunciation. From my experience, most students have many difficulties and mistakes when they pronounce English words, phrases or dialogues. Even the students who have a long history of learning English, when they apply their language skills in practice, they still have problems with pronunciation errors, especially difficult consonants, ending sounds, stress and intonation rules. These seem to be most common pronunciation mistakes of third year major students in Haiphong Private University.

There are a lot of differences between English and Vietnamese, which makes it difficult for Vietnamese people to learn English. Vietnamese is a monosyllabic, while English is a polysyllabic language. If we pronounce a word incorrectly, do not pronounce the ending sounds, choose an incorrect part of a word to give stress, or do not pronounce the correct intonation, then the listener may misunderstand the meaning of the word. Therefore, in order to speak English well, learners and also third year major students in Haiphong Private University need to focus on pronunciation.

To further study this issue, the author has conducted a study entitled: "A study on common pronunciation mistakes of the third year English major students at Haiphong Private University and some suggested solutions".

I hope that this paper can help English learners to understand the importance of correct pronunciation, common errors in pronunciation, and find out solutions to this problem. It may also help them realize the attraction of learning phonetics.

2. Aim of the study

The purpose of this study is to help English learners, the third year English major students at Haiphong Private University realize some common errors when they speak English including some difficult consonants, ending sounds, intonation and stress errors and give to them some ideas how to cope with this problems.

3. Research questions

The following questions are questions of this study:

- 1, What are the most common pronunciation mistakes of third year major students in Haiphong Private University?
- 2, What are some difficult consonants that students have to face?
- 3, What are ending sound errors of HPU's students?
- 4, What are stress errors of HPU's students?

- 5, What are intonation errors of HPU's students?
- 6, What are suggested solutions to help them avoid these mistakes?

4. Scope of the study

The study is to find out some common pronunciation mistakes that the third year major students in Haiphong Private University have to solve. The writer pays much attention to four issues including some difficult consonants, ending sounds, intonation and stress errors. The result of this paper will be based on the survey questionnaire given to 18 students of NA1901. The writer hopes that this study will be a useful and hopeful for every student who wants to speak English well.

5. Methods of the study

These following methods are conducted to collect data for the paper:

- A survey questionnaire is designed for third year students in Haiphong Private University.
- Recording some students when they read a passage which helps to recognize their mistakes.

6. Design of the study

The study is divided into three main parts:

Part I: The introduction presents the rationale, aims, research questions, scope, methods and design of the study.

Part II: The development consists four chapters:

Chapter 1: Giving the background of the problem relating to pronunciation including its definition, the importance of pronounce, Factors that affect pronunciation learning, the common errors in English pronunciation; consonant such as its definition, classification of consonants, some common consonant errors; English ending sounds consisting its definition, the importance of ending sounds, ending sound errors; word stress as its definition, word stress's role and rules; intonation relating to its definition, classification and its functions.

Chapter 2 is about research methodology. This part is divided into two issues consisting the way to conduct a survey and design of the survey questionnaire.

Chapter 3 is the study which deals with findings and discussion.

Chapter 4 is to give some solutions.

Part III: Conclusion summarizes the purposes and results from the survey.

PART 2: DEVELOPMENT

CHAPTER 1: THEORETICAL BACKGROUND

INTRODUCTION

The purpose of this chapter is to give information about theoretical background of pronunciation. The background knowledge will help students understand its importance and even why some errors occur.

1. Pronunciation

1.1 Definition

When learners want to study something, the first thing they need to do is to understand the basic concepts before they can dig into the core material. When English learners want to learn the pronunciation, they need to understand “what is pronunciation? There are many sources of information that students can use and there are many definitions of pronunciation. The purpose of this part is to provide more information about this question.

Most commonly, there are the two easy to understand definitions of pronunciation. The Oxford Dictionary defines it, “*the way in which a word is pronounced*” and the Cambridge Dictionary’s definition, pronunciation is “*the way in which a word or letter is said, or said correctly, or the way in which a language is spoken*”. In addition to this, the Cambridge Advanced Learner’s Dictionary & Thesaurus © Cambridge University Press indicates that “*pronunciation means how we say words.*”

Other credible definitions of pronunciation include Penny Ur (2001) and Jack C. Richard (2002) stating, “*Pronunciation is the sound of the language, or phonology; stress and rhythm; and intonation and includes the role of individual sounds and segmental and supra segmental sounds.*”

It is clear that one of popular characteristics of pronunciation is dialect. The sources state that pronunciation is also heavily affected by dialect. According to research of Cambridge University Press “People tend to speak the dialect that belongs to the part of the country they come from or live in, which is a big part of how someone pronounces a word”.

For example “Learners of British English commonly hear RP (Received Pronunciation which is an accent often used on the BBC and other news media and in some course materials for language learners, but it is also common to hear a variety of regional accents of English from across the world” by Cambridge University Press.

How we use word stress and rhythm is also an important part of pronunciation.

For example, it is important to know which syllables in a word are stressed and how different patterns of stressed and unstressed syllables are pronounced. This part can be particularly difficult to Vietnamese learners

because of how different stress is used in English and Vietnamese. Most of Vietnamese is bi-syllable, where English is multi-syllable. There are also common patterns of intonation in English which enable us to give special emphasis to words, phrases, and sentences. These patterns can completely change the meaning of a sentence in English.

- Word stress - emphasis on certain syllables in a word
- Sentence stress - emphasis on certain words in a sentence
- Linking - joining certain words together
- Intonation - the rise and fall of our voice as we speak.

On the website, Englishclub.com, they have research about pronunciation that states "*Pronunciation refers to the way in which we make the sound of words.*"

To pronounce words, we push air from our lungs up through our throat and vocal chords, through our mouth, past our tongue and out between our teeth and lips. (Sometimes air also travels through our nose.)

To change the sound that we are making, we mainly use the muscles of our mouth, tongue and lips to control the shape of our mouth and the flow of air. If we can control the shape of our mouth and the flow of air correctly, then our pronunciation is clearer and other people understand us more easily.

Speakers of different languages tend to develop different muscles in their mouths for pronunciation due to each language having their own common sounds. When we speak a foreign language, our muscles may not be as well developed for that language, thus we will find pronunciation difficult. By practicing the foreign language's pronunciation, our muscles develop and pronunciation improves.

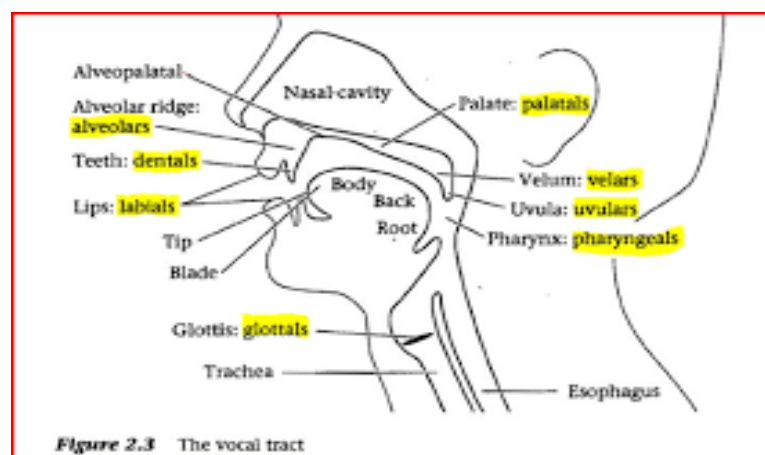


Figure 1: The organs of speech posted by RasidRitonga

1.2. The importance of pronunciation.

Sounds play an important role in exchanging information between people. Sound transmission is the relationship including the speakers and the listeners. The speaker must make the listener understand what he or she wants to impart.

Pronunciation is a very important element for every student learning English. And the most important purpose of each learner is to be able to pronounce being the same or similar to native speakers. Even if students have a good grammar foundation, a rich vocabulary source, but they cannot pronounce accurately, they are not highly appreciated or even difficult for foreigners to understand them.

According to Fangzhi (1998:39), that it is important to pay attention to pronunciation since it results in whether or not someone's message can be passed or not by other people. Additionally, Gilbert (cited in Otlowky, 2004:3) stated that if someone cannot hear English well, she or he is cut off from the language. And if someone cannot be understood easily, she or he is cut off from conversation with native speakers.

According to Penny Ur (2001), Jack C. Richard (2002), "*Pronunciation is the sound of the language, or phonology; stress and rhythm; and intonation and includes the role of individual sounds and segmental and supra segmental sounds*". Moreover, Otlowski (2004:1) stated that "*Pronunciation is a way that is accepted or generally understood*".

Researching about pronunciation goals, Joanne Kenworthy wrote in *Teaching English Pronunciation* that "We come now to the question of what goals should be set for individual learners or groups of learners. How" good" should the learner's pronunciation aim to be? Whereas some time ago it might have been said that the goal should always be native-like pronunciation, even though it was realized that this would be achieved by relatively few, most people now think that this is an in appropriate goal for most learners. The great majority of learners will have a very practical purpose for learning English and will derive no particular benefit from acquiring a native-like pronunciation.

There will be some learners, however, who may want to approach a native-like accent because their work requires them to deal on equal terms with native speakers in an English-speaking country or aboard. In this case, we must use criteria which are occupation-related. Learners who plan to become teachers of English will want to approximate a native accent and, depending on their future teaching situations, many want to be familiar with several of the major accents of English in the world. Learners who want to work as air traffic controllers or telephone operators, for example, will need to have a pronunciation which is easily understood in less-than-ideal conditions. In these situations there is a limited opportunity for repetition and second tries, indeed, these can be dangerous

In many countries English has a particular role as the language of communication among people who are speakers of the different indigenous languages. The multilingual nations of India and Africa are good examples of this. These speakers of English as a second language may have a restricted audience, they will be using English only with other non-native speakers and therefore a pronunciation which is native-like is totally inappropriate.

However, It must be accepted that, if there is occasion to speak with natives, the divergences in pronunciation may lead to communicate breakdown.

While native-like pronunciation may be a goal for particular learners, and while we should never actively discourage learners from setting themselves high goals, for the majority of learners a far more reasonable goal is to be comfortably intelligible. It is significant that in English and many other languages we can make a distinction between hearing and listening”.

Therefore, “*pronunciation instruction is of great importance for successful oral communication to take place since it is an important ingredient of the communicative competence*” (Hismanoglu, 2006).

1.3. Factors that affect pronunciation learning.

In fact, there are many factors that will affect pronunciation of students. According to Joanne Kenworthy, there are six elements relating to pronunciation including:

- **The native language** “the native language is an important factor in learning to pronounce English; this is clearly demonstrated by the fact that a foreign accent has some of the sound characteristics of the learners’ native language. These are often obvious enough to make a person’s origins identifiable by untrained as well as trained people. One or two features are enough to suggest a particular language showing through their spoken English”.

- The second point is **the age factor**”We commonly assume that if someone pronounces a second language like a native, they probably started learning it as a child. Conversely, if a person doesn’t begin to learn a second language until adulthood, they will never have a native-like accent even though other aspects of their language such as syntax or vocabulary may be indistinguishable from those of native speakers. These beliefs seem to be supported by many cases of adults who learn to speak a second language fluently, but still maintain a foreign accent, even when they have lived in the host country for many years”.

- **Amount of exposure** “Another factor is the amount of exposure to English the learner receives. It is tempting to view this simply as a matter of whether the learner is living in an English-speaking country or not. If this is the case, then the learner is surrounded by English and this constant exposure should affect pronunciation skill. If the learner is not living in an English-speaking environment, then there is no such advantage”.

- **Phonetic ability** “it is a common view that some people have a better ear for foreign languages than others. This skill has been variously termed aptitude for oral mimicry, phonetic coding ability or auditory discrimination ability”.

- **Attitude and identity** “it has been claimed that factors such as a person’s sense of identity and feelings of group affiliation are strong determiners of the acquisition of accurate pronunciation of a foreign

language. As a means of exploring the meaning of these terms and the role of such factors, let's start by considering how native speakers of a language react to different accents of their own languages".

- **Motivation and concern for good pronunciation** "some learners seem to be more concerned about their pronunciation than others. This concern is often expressed in statements about how bad their pronunciation is and in requests for correction".

1.4. What are the common errors in English pronunciation?

Learning English is very difficult so many learners try to make the sounds being the same and close to these sounds of native speakers. However, students who learn English as a second language, still make many mistakes when they pronounce.

According to Richmanshare "*pronunciation problems often do lead to conversation breakdowns*" and "*There are two key problems in pronunciation teaching: Firstly it tends to be neglected not because of teachers' lack of interest in the subject, but rather to a feeling of doubts as to how to teach it. Many experienced teachers would admit to lack of theory of pronunciation and they may therefore feel the need to improve their practical skills in pronunciation teaching. Secondly, when it's not neglected, it tends to be reactive to a particular problem that has arisen in the classroom rather than being strategically planned. In addition, through my experience as a teacher as well as a teacher trainer who observed several lessons?*"

In general, in the course of learning English, students may encounter many common mistakes. However, learners who learn more about phonetics, they can recognize and correct these errors.

1.5. Consonants

There are many mistakes that learners can make when they pronounce English words such as difficult consonants, ending sounds, stress and intonation... This part will pay attention to some consonants that students at Haiphong Private University sometimes make mistakes.

ɪ READ	ɪ SIT	ʊ BOOK	u: TOO	ɪə HERE	eɪ DAY	John & Sarah Free Materials 1996	
e MEN	ə AMERICA	ɜ: WORD	ɔ: SORT	ʊə TOUR	ɔɪ BOY	əʊ GO	
æ CAT	ʌ BUT	ɑ: PART	ɒ NOT	eə WEAR	aɪ MY	aʊ HOW	
p PIG	b BED	t TIME	d DO	tʃ CHURCH	dʒ JUDGE	k KILO	g GO
f FIVE	v VERY	θ THINK	ð THE	s SIX	z ZOO	ʃ SHORT	ʒ CASUAL
m MILK	n NO	ŋ SING	h HELLO	l LIVE	r READ	w WINDOW	j YES

Figure 2: Consonants and vowels in English by John and Sarah (Free Materials in 1996)

1.5.1 Definition

Consonant is clearly defined in Cambridge Dictionary “one of the speech sounds or letters of the alphabet that is not a vowel. Consonants are pronounced by stopping the air from flowing easily through the mouth, especially by closing the lips or touching the teeth with the tongue” or “a basic speech sound in which the breath is at least partly obstructed and which can be combined with a vowel to form a syllable” in Oxford Dictionary.

Additionally, Peter Roach defined in English Phonetics and Phonology is that “if we make a sound like s, d it can be clearly felt that we are making it difficult or impossible for the air to pass through the mouth. Most people would have no doubt that sounds like s, d could be called consonants”.

Definition of consonants is shown in “How to teach pronunciation” by Gerald Kelly “consonants are formed by interrupting, restricting or diverting the air flow in a variety of ways”.

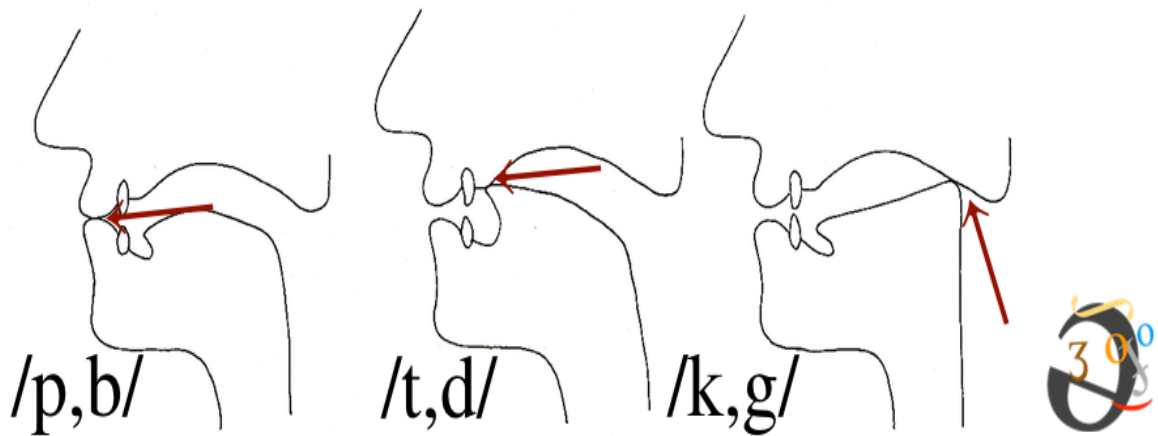
1.5.2. The characteristics of consonants.

“There are three ways of describing the consonants sounds: the manner of articulation, the place of articulation and the force of articulation” in “How to teach pronunciation” by Gerald Kelly.

The manner of articulation is interaction between various articulators and the air stream. There are six types of consonants according to the manner of articulation.

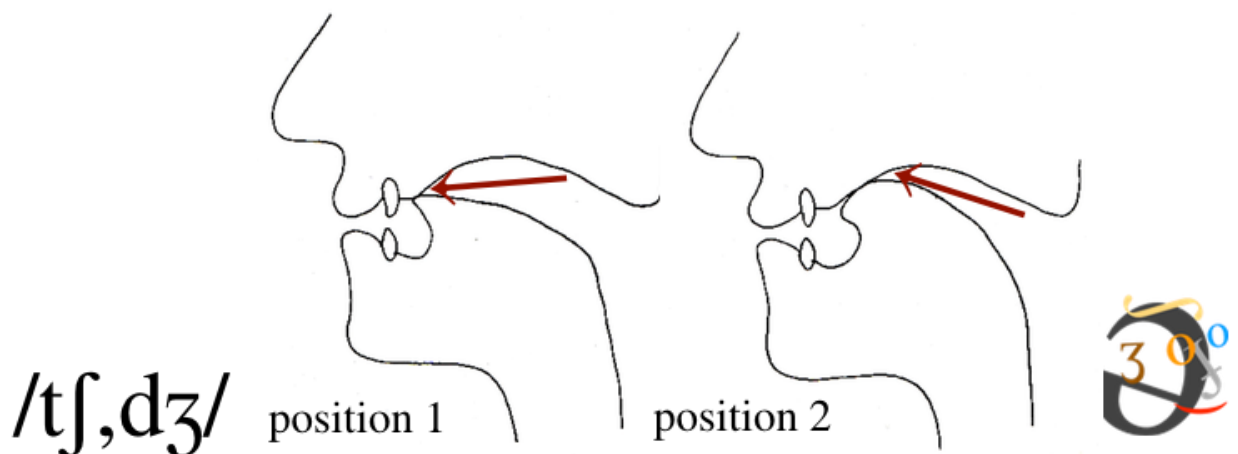
- *Plosives* occur when a complete closure is made somewhere in the vocal tract. Air pressure increases behind the closure, and is then released 'explosively'. Plosive sounds are also sometimes referred to as stops.

- For example:



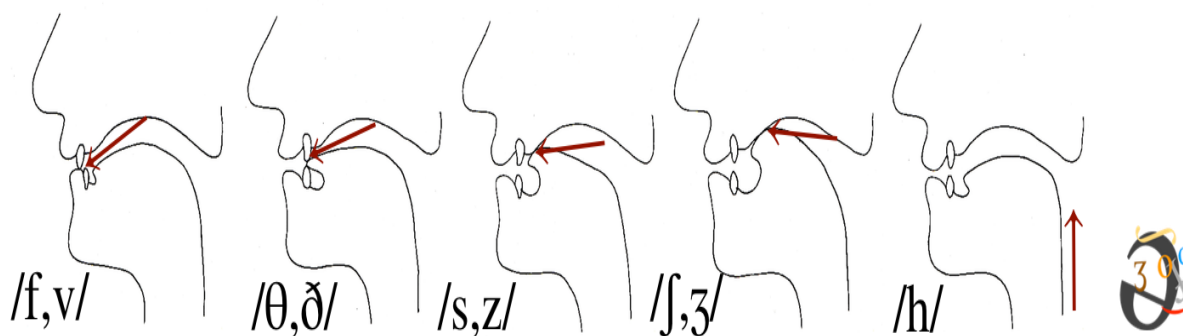
Finger 3: Mouth Position to make plosives in theenglishsound.com

- *Affricates* occur when a complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives. For example:



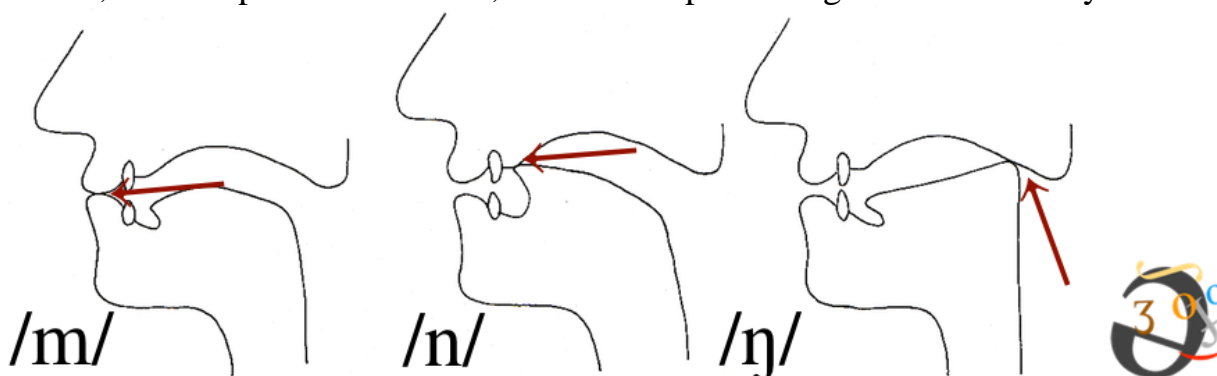
Finger 4: Mouth Position to make affricatives on website <http://thesoundofenglish.org>

- *Fricatives* occur when two vocal organs come close enough together for the movement of air to be heard between them. There are 9 fricative sounds in English:



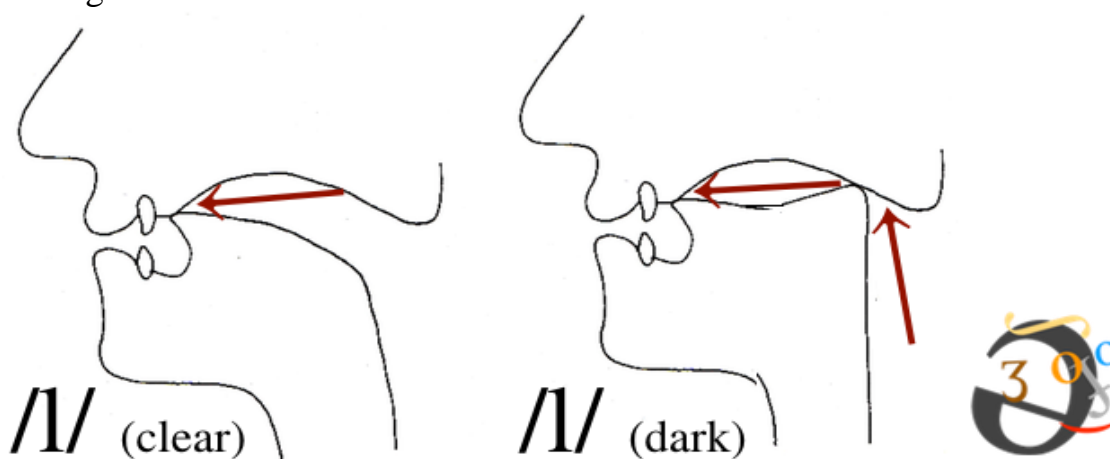
Finger 5: Mouth Position to make fricatives on website
<http://thesoundofenglish.org>

- *Nasal sounds* occur when a complete closure is made somewhere in the mouth, the soft palate is lowered, and air escapes through the nasal cavity.



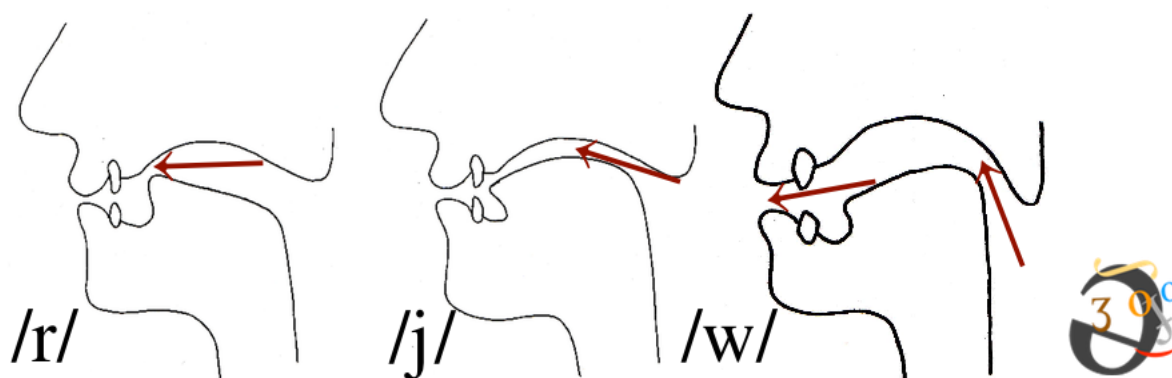
Finger 6: Mouth Position to make nasal sounds on website
<http://thesoundofenglish.org>

- *The lateral* is so called because, in this sound, the airflow is around the sides of the tongue.



Finger 7: Mouth Position to make lateral sounds on website
<http://thesoundofenglish.org>

- *Approximants* occur when one articulator moves close to another, but not close enough to cause friction or to stop the airflow. Note that /w/ and /j/ are sometimes referred to as 'semi-vowels'. This is because they are made without a restriction to the airflow, unlike the other consonants. But they act in a consonant-like way; we say an apple[^] but we say a pearya watermelon and a yam. All three approximants are important linking sounds in connected speech



Finger 8: Mouth Position to make approximant sounds on website

<http://thesoundofenglish.org>

Describing the consonant sounds in terms of **the place of articulation** gives more information about what the various articulators actually do. The term 'bilabial', for example, indicates that both lips are used to form a closure.

Place of articulation

Bilabial	using closing movement of both lips, e.g. /p/ and /m/
labio-dental	using the lower lip and the upper teeth, e.g. /f/ and /v/
Dental	the tongue tip is used either between the teeth or close to the upper teeth, e.g. /θ/ and /ð/
Alveolar	the blade of the tongue is used close to the alveolar ridge, e.g. /t/ and /s/.
Palato-alveolar	the blade (or tip) of the tongue is used just behind the alveolar ridge, e.g. /tʃ/ and /dʒ/
Palatal	the front of the tongue is raised close to the palate, e.g. /j/

Velar	the back of the tongue is used against the soft palate, e.g. /k/ and /ŋ/
Glottal	the gap between the vocal cords is used to make audible friction, e.g. /h/

Table 1: The types of consonants according to the place of articulation

The force of articulation, the following terms are used: fortis or strong, and lenis or weak. In spoken English, fortis' happens to equate with unvoiced sounds, which require a more forcefully expelled airstream than lenis' sounds, which in English happen to be voiced. As far as English consonants are concerned, the distinction is most useful when it comes to distinguishing between sounds that are articulated in essentially the same way, one using the voice, the other not.

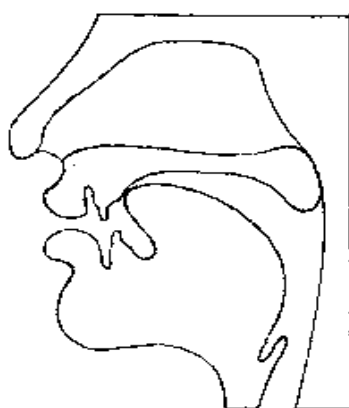
- An example pair is /p/ (unvoiced and fortis) and /b/ (voiced, and lenis).

1.5.3 Some common difficult consonants

According to "How to teach pronunciation", we typically use 20 different vowel sounds (including 12 diphthongs), and 24 consonants". So there are some difficulties for learners to pronounce some consonants especially consonant clusters. In this part, the author wants to pay more attention to four main constants: sound ' /ʃ/ and sound ' /tʃ/ and sound ' /ʒ/ and sound ' /dʒ/.

/ʃ/	/tʃ/	/ʒ/	/dʒ/
addiction	attachment	conclusion	arrangement
anxious	century	decision	engaged
condition	future	occasion	journalist
crucial	switched	pleasure	message
obsession			surgery
officially			
pressure			
technician			

Figure 9: British English pronunciation sounds /ʃ/ /ʒ/ /dʒ/ /tʃ/ on Youtube website



Difficulties for: A, C,
F, Gk, Ind, P, Sp

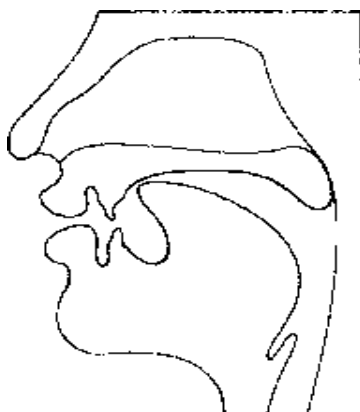
d₃
Difficulties for:
A, C, F, G, Gk, P, Sp,
Tu

Characteristics

Palato-alveolar sounds. The tongue tip, blade and rims close against the alveolar ridge and side teeth. The front of the tongue is raised, and when the air is released, there is audible friction. The soft palate is also raised, /tj/ is unvoiced and fortis. /ʃe/ is voiced and lenis. /d^/ is devoiced at the end of a word.

As in . . . churchy judge, nature, larger

Figure 10: The way to pronounce / ʃ - ʒ /



3
Difficulties for:
A, C, G, Gk,
Ind, It, R, Sc,
Sp

Characteristics

Palato-alveolar sounds. The tongue blade makes light contact with the alveolar ridge, and the front of the tongue is raised. The soft palate is also raised. /jv/ is unvoiced and fortis. /ʒ/ is voiced and lenis. /ʒ/ is devoiced at the end of a word.

As in . . . she, fish, beige, nation, cream

/ʒ/ does not occur as an initial sound in English, and is rare as a final sound.

Figure 11: The way to pronounce / dʒ - tʃ /

1.6. Ending sounds

1.6.1 Definition

In English, attention to ending sounds is a very important factor in pronunciation.

What are ending sounds? The learners can understand simply that ending sounds are the letter sounds at the end of a word.

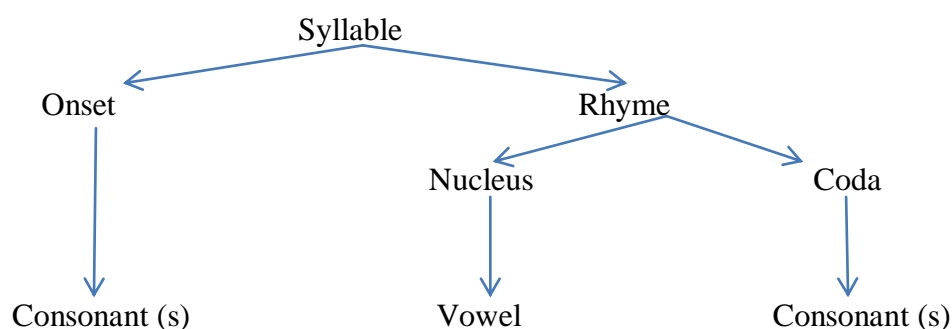
Examples of these are: t in cat, g in dog, n in pen, and d in hand.

The ending sounds refer to one or more consonants at the end of words. Ending sounds are codas.

Almost every English consonant appears word-finally, except for /h/, /w/ and /j/ (Cummins, 1998). Besides, English has a lot of complicated consonant clusters, as mentioned previously, combining two, three and even four consonants together in the onset and coda. This is commented as “quite unusual for languages to have consonant clusters of this type” (Yule, 2006: 48).

Yule (2006: 47) states “The basic structure of the kind of syllable

found in English words [...] is shown in the accompanying diagram”:



There are many more combinations of consonant sounds possible at the end of English words.

There can be up to four consonant sounds in a final consonant cluster:

1 final consonant sound	catch /tʃ/ ears /z/ earth /θ/ ledge /dʒ/
2 final consonant sounds	axe /ks/ laughed /ft/ touched /tʃt/
3 final consonant sounds	accents /nts/ against /nst/ aspects /kts/ diamonds /ndz/ grasped /spt/ next /kst/ risked /skt/ stamps /mps/
4 final consonant sounds	attempts /mpts/ contexts /ksts/ sculpts /lpts/ tempts /mpts/

Table 2: Four consonant sounds in a final cluster

on http://www.tipsforenglish.com/wp-content/uploads/2014/12/chap08_01.jpg

1.6.2 The importance of ending sounds

In English there are many words read almost the same way. If we do not pronounce the correct ending sounds or ellipsis ending sounds, it is difficult to understand the meaning of the words.

For example: If speakers speak out without ending sounds at the end of the words, it is very difficult to distinguish between “tent” and “tend” or “date” and “day”.

1.6.3. Classification of ending sounds

There are 3 types of ending sounds in English.

- The first kind is original words which mean that is a word without adding suffix and prefix.

For example:

Face <u>s</u>	Love <u>s</u>	Hot <u>t</u>
s	v	t
Like <u>s</u>	Cool <u>s</u>	
k	l	

- The second type is / s - z – iz/ ending sound, which can apply with nouns and verbs.

For example:

Face => Faces (plural)

/iz/

Visit => Visits (plural)

/s/

Fan => Fans (plural)

/z/

- The third one is ed- ending sounds.

Walked /t/

Faced /t/

Played /d/

Wanted /id/

1.7 Word stress in English

1.7.1 Definition.

When learners study English, word stress is one of the most important factors that they have to spend their time studying and practicing. Students can easily understand that it is often called stress to indicate how strong or weak the sound is.

The definition of word stress is shown simply in *Collins English Dictionary, Copyright © HarperCollins Publishers* that “the stress accent on the syllables of individual words either in a sentence or in isolation “.

Additionally, there is a definition of word stress is that “in English, we do not say each syllable with the same force or strength. In one word, we accentuate ONE syllable. We say one syllable very loudly (big, strong, important) and all the other syllables very quietly” according to *Put English Phonetics into Practice compiled by Szilágyi László in 2004.*

There are two very important points about word stress:

- One word, one stress. (One word cannot have two stresses. So if you hear two stresses, you have heard two words, not one word.)
- The stress is always on a vowel.

Word stress is your magic key to understanding spoken English. Native speakers of English use word stress naturally. Word stress is so natural for them that they don't even know they use it. Non-native speakers, who speak English to native speakers without using word stress, encounter two problems:

- They find it difficult to understand native speakers, especially those speaking fast.
- The native speakers may find it difficult to understand them.

1.7.2 The importance of word stress

Word stress plays a very important role while the speakers pronounce English words.

1. Stress differentiation of different words

In English there are many words with the same pronunciation, even the pronunciation. We cannot distinguish the words without stress.

For example,

Từ	Phiên âm	Từ loại, nghĩa	Ví dụ
subject	/ˈsʌb.dʒekt/	(n) môn học	What is the SUB-ject of today's lesson?
	/səbˈdʒekt/	(v) chinh phục, khuất phục/ bắt ai đó phải chịu, trải qua	Oh dear, our teacher is going to sub-JECT us to another test.
desert	/ˈdez.ət/	(n) sa mạc	The army marched through the DES-ert.
	/dɪˈzɜ:t/	(v) đả công	I wouldn't advise you to des-ERT the army, as it will get you into trouble.
address	/ˈæd.res/	(n) địa chỉ	Do you know Valen's AD-dress?
	/əˈdres/	(v) giải quyết (vấn đề)	The issue of funding has yet to be ad-DRESSED.

Table 3: Stress differentiation of different words

2. Stress makes the correctness for the vocabulary

Proper pronunciation is not enough, as we must rely on stress to determine the part of speech.

For example:

Từ	Phiên âm	Từ loại, nghĩa	Ví dụ
perfect	/ˈpɜ:.fekt/	(adj) hoàn hảo	Your homework is PER-fect.
	/pəˈfekt/	(v) hoàn thiện, làm hoàn hảo	We need to per-FECT our design before we can put this new product on the market.
permit	/ˈpɜ:.mit/	(n) giấy phép	Do you have a PER-mit to drive this lorry?

	/pə'mɪt/	(v) chophép	Will you per-MIT me to park my car in front of your house?
conflict	/'kɒn.flɪkt/	(n) sụmâuthuấn, tranh cãi	The two friends were in CON-flict.
	/kən'flɪkt/	(v) mậuthuấn, tranh cãi	Your two accounts of what happened con-FLICT.

Table 4: Stress makes the correctness for the vocabulary

1.7.3 Word Stress Rules in English

Stress plays an important role with every English learner, the writer will give more information about rules to take stress in English words to help others understand deeply and use these into practice.

The rules of word stress are indicated clearly in *Put English Phonetics into Practice compiled by Szilágyi László in 2004*.

There are two very simple rules about word stress:

1. **One word has only one stress.** (One word cannot have two stresses. If you hear two stresses, you hear two words. Two stresses cannot be one word. It is true that there can be a "secondary" stress in some words. But a secondary stress is much smaller than the main [primary] stress, and is only used in long words.)
2. **We can only stress vowels, not consonants.**

Here are some more, rather complicated, rules that can help you understand where to put the stress. But do not rely on them too much, because there are many exceptions. It is better to try to "feel" the music of the language and to add the stress naturally.

A. Stress on first syllable

rule	example
Most 2-syllable nouns	PRESent, EXport, CHIna, TAbLe
Most 2-syllable adjectives	PRESent, SLENDER, CLEVer, HAPpy

Table 5: Rules of Stress on first syllable

B. Stress on last syllable

rule	example
Most 2-syllable verbs	preSENT, exPORT, deCIDE, beGIN

Table 6: Rules of Stress on last syllable

There are many two-syllable words in English whose meaning and class change with a change in stress. The word **present**, for example is a two-syllable word. If we stress the first syllable, it is a noun (gift) or an adjective (opposite of absent). But if we stress the second syllable, it becomes a verb (to offer).

More examples: the words **export**, **import**, **contract** and **object** can all be nouns or verbs depending on whether the stress is on the first or second syllable.

C. Stress on penultimate syllable (penultimate = second from end)

Rule	example
Words ending in -ic	GRAPHic, geoGRAPHic, geoLOGic
Words ending in -sion and -tion	teleVIsion, reveLAtion

Table 7: Rules of Stress on second from end syllable

For a few words, native English speakers don't always "agree" on where to put the stress. For example, some people say **teleVIsion** and others say **TELevision**. Another example is: **CONtroversy** and **conTROversy**.

D. Stress on ante-penultimate syllable (ante-penultimate = third from end)

Rule	example
Words ending in -cy , -ty , -phy and -gy	deMOcracy, dependaBllity, phoTOgraphy, geOLOgy
Words ending in -al	CRItical, geoLOGical

Table 8: Rules of Stress on third from end syllable

E. Compound words (words with two parts)

Rule	example
For compound nouns , the stress is on the first part	BLACKbird, GREENhouse
For compound adjectives , the stress is on the second part	bad-TEMpered, old-FASHioned
For compound verbs , the stress is on the second part	underSTAND, overFLOW

Table 9: Rules of Stress on compound words.

Moreover, There are some rules of word stress on “How to teach pronunciation” by Gerald Kelly showing that:

Core vocabulary: Many everyday’ nouns and adjectives of two-syllable length are stressed on the first syllable. Examples are: *sister, BROther, Mother, Water, PAper, TAble, COFfee, LOvely*etc.

Prefixes and suffixes: These are not usually stressed in English. Consider: *Quietly, oRIGinally, deFEctive*, and so on. (Note the exceptions, though, among prefixes, like *Bicycle* and *D is locate*.)

Compound words: Words formed from a combination of two words tend to be stressed on the first element. Examples are: *POSTman, NEWSpaper, TEApot* and *CROSSword*.

Words having a dual role: In the case of words which can be used aseither a noun or a verb, the noun will tend to be stressed on the first syllable (in line with the core vocabulary’ rule above) and the verb on the last syllable (in line with the prefix rule’). Examples are *IMport* (n), *imPORT*(v); *REbel*(n), *reBEL*(v) and *INcrease*(n), *inCREASE*(v).

Table 10: Rules of word stress.

1.8. Intonation

1.8.1 Definition

According to R. Kingdon: “*When we talk about English intonation we mean the pitch patterns of spoken English, the pitch tunes or melodies, the musical features of English.*”

Additionally, Gerald Kelly shows intonation “*refers-to the way the voice goes up and down in pitch when we are speaking. It is a fundamental part of the way we express our own thoughts and it enables us to understand those of others. It is an aspect of language that we are very sensitive to, but mostly at an unconscious level. We perceive intonation, understand it and use it without having to examine the intricacies of everything we say or hear*”.

Moreover, intonation defined in Cambridge Dictionary “*describes how the voice rises and falls in speech*” or is “*The rise and fall of the voice in speaking*” in Oxford Dictionary.

The definition of intonation is also indicated in Collins English Dictionary which is “*the way that your voice rises and falls as you speak*”.

1.8.2 Classification of intonation

In *Put English Phonetics into Practice* compiled by Szilágyi László in 2004, “intonation are described in falling intonation and rising intonation”.

“Intonation” from *English Grammar Today* © Cambridge University Press has three main parts including: **Rise, fall, fall-rise type**.

Falling intonation

Falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words. A falling intonation is very common in *wh*-questions.

Where's the nearest post-office?

What time does the film finish?

We also use falling intonation when we say something definite, or when we want to be very clear about something:

I think we are completely lost.

OK, here's the magazine you wanted.

Rising intonation

Rising intonation describes how the voice rises at the end of a sentence. Rising intonation is common in *yes-no* questions:

I hear the Health Centre is expanding. So, is that the new doctor?

Are you thirsty?

Fall-rise intonation

Fall-rise intonation describes how the voice falls and then rises. We use fall-rise intonation at the end of statements when we want to say that we are not sure, or when we may have more to add:

I don't support any football team at the moment. (but I may change my mind in future).

It rained every day in the first week. (but things improved after that).

We use fall-rise intonation with questions, especially when we request information or invite somebody to do or to have something. The intonation pattern makes the questions sound more polite:

Is this your car ʌerʌa?

Would you like another coffee?

1.8.3 Some functions of intonation in English.

According to *Put English Phonetics into Practice compiled by Szilágyi László in 2004*, "falling intonation is used for asking and giving information in normal, quiet, unemphatic style" and "rising intonation is a rather complicated phenomenon. It can express various emotions, such as non-finality, incompleteness, surprise, doubt, hesitation, interest, request and suggestion, politeness, readiness, to continue the conversation, lack of confidence, and even insecurity".

Joanne Kenworthy writes about functions of intonation in *Teaching English Pronunciation*, the author indicates the list of functions that:

- **Foregrounding.** Intonation is used to put certain words in the foreground.

Back grounding. Just as a high pitch or drastically changing pitch is used to show prominence, low pitch is used to put things in the background.

Intonation is used to signal ends and beginnings. For example, when a speaker is listing things, it's easy to tell when the last item has been reached because the voice pitch usually drops.

Intonation is used to show whether a situation is basically "open" or "close". It may be unresolved, or incomplete, or "open" for "negotiation" or "confirmation", in which case a high or rising pitch is usually used.

Intonation is used to show involvement. This involve may be emotionally highly charged, as when a speaker's voice jumps up in pitch because of anger or excitement, or it may be interest or commitment as "you've got my attention".

Intonation is used to show expectations. The best example for this is the use of tag question as "He doesn't know, does he?"

Intonation is used to show that one speaker respects or cares about the other (regards his or her status and feelings". Such feelings can be shown in two ways:

- (a) Through the use of very conventional politeness patterns.
- (b) Through the use of "mitigation" pitch patterns.

CHAPTER 2: RESEARCH METHODOLOGY

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

2. Survey research

One of the most important methods used is survey research.

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

Johnson (1992) indicated an idea confirming “The purpose of a survey is to learn about characteristic of an entire group of interest (a population) by examining a subset of that group (a sample)”.

2.1 The stages to conduct a survey.

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

2.1.1 Defining participants

The first step is to choose participants; they can be a group of people, students, workers who know or work in the field carried out in this survey. And in this survey, the objects are the third year English major students at Hai Phong Private University.

2.1.2 Organizing survey form

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

2.1.3 Methods of collecting data

To collect data from the third year English major students at Hai Phong Private University, there are some choices including using questionnaires, conducting interviews to observe directly and taking video clips to realize their mistake in pronouncing and making conversations.

2.1.4 Data analyzes

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

2.2 Design of the survey questionnaire.

2.2.1 Design of the survey questionnaire

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

2.2.2 Aims of the survey questionnaire

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

The questionnaire is designed to clarify:

- Student's pronunciation errors
- Student's attitude toward English pronunciation.
- Students' solutions about English pronunciation errors.

CHAPTER 3. THE STUDY

3.1 Findings and discussions from questionnaire

After conducting survey and observation, it can be seen that pronunciation plays a very important role in speaking English. However, there are mistakes, including the consonants, ending sounds, stress, and intonation made by the third year students at HPU. To understand deeply the errors of this pronunciation, collected data and information will be analyzed below.

3.1.1 Student's pronunciation errors.

Question 1: How many years have you been studying English?

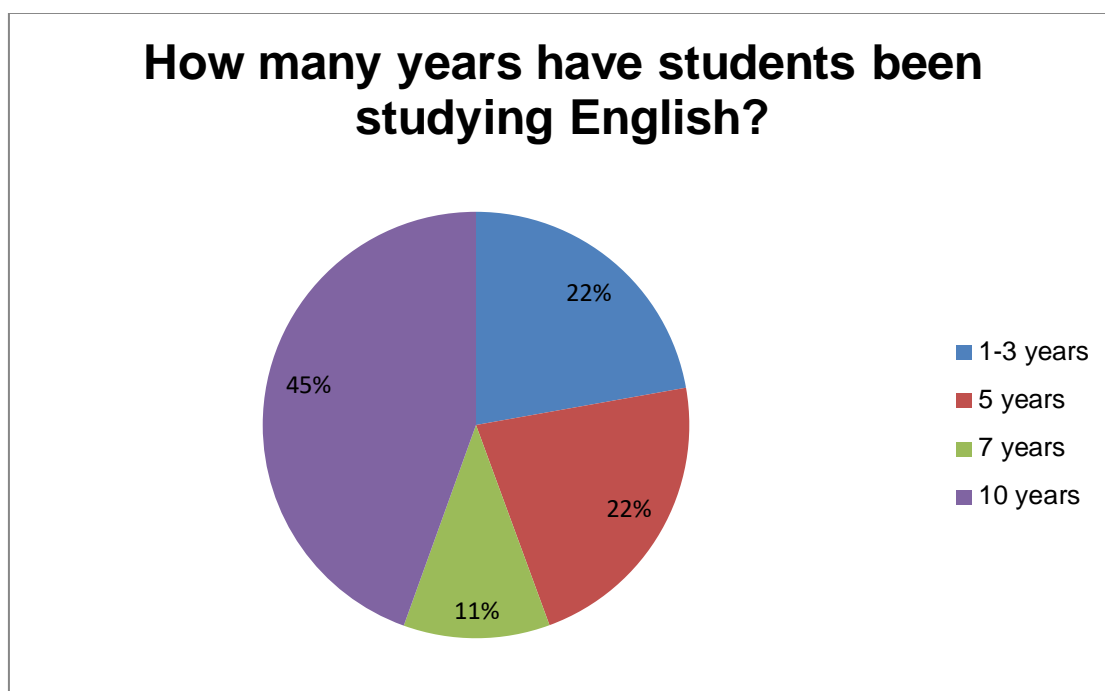


Chart 1: The years that students have been studying English

The chart illustrates the number of years which students have spent on studying English.

As can be seen, it is clear that the period of over 10 years accounted the largest section- 45%, 22% studying English for 1-3 years or 5 years. Seven-year English learners account for at least 11 %.

Question 2: Which English skill do you like most?

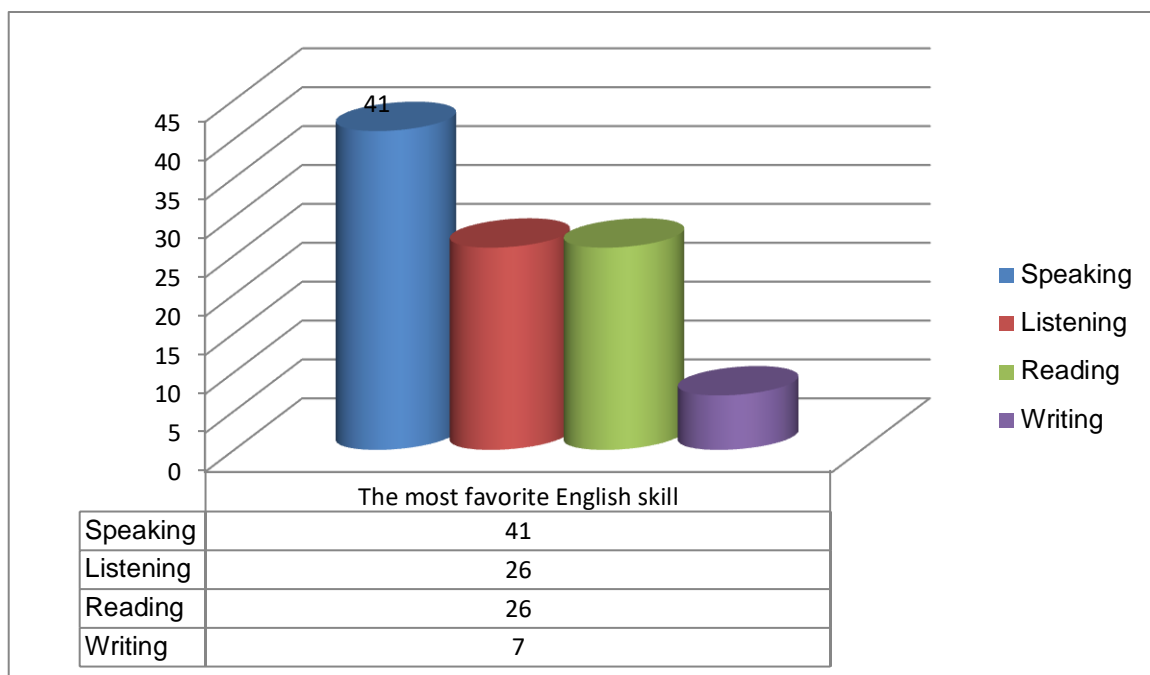


Chart 2: The most favorite English skill of third year students at HPU

The chart revealed that the percentage of students who like English speaking skill accounted for 41%, while only 7% of the surveyed students voted the writing skill as the most favorite skill. The proportion of students who enjoy reading and listening skills is on a par with 26%.

Question 3: What do you think is the most difficult part in speaking English?

STT	PART	PERCENTAGE
1.	Grammar	44%
2.	Pronunciation	30%
3.	Vocabulary	15%
4.	Other	11%

Table 11: The most difficult part in speaking English.

The next question is for the learners to point out the most difficult part in speaking English. Among respondents, 44% of students consider that grammar is the most difficult factor when they speak English, followed by pronunciation with 30%. Ranked at number third position is vocabulary and 11% of learners believe that all three factors are important when they speak English.

Question 4: How important is pronunciation in speaking English

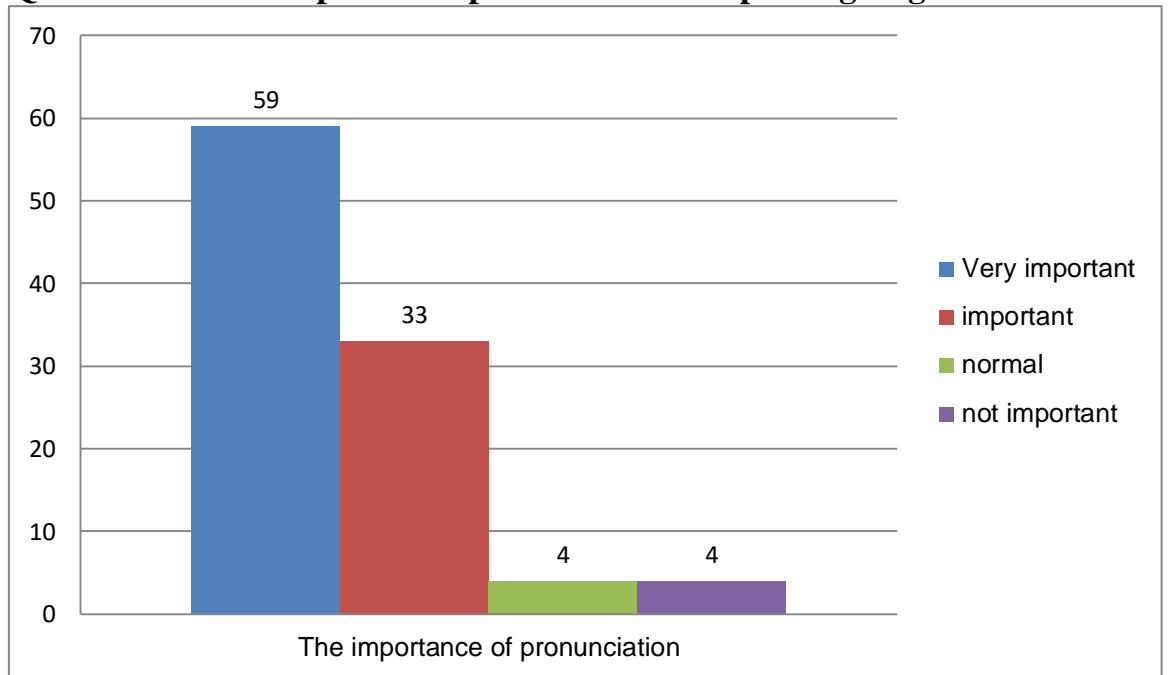


Chart 3: The importance of pronunciation in English.

The result from chart 3 indicates a positive factor about the students' thoughts. 59% of the students think that pronunciation plays a very important role in speaking English, followed by important level with 33%. Ranked at the third position with 4%, the number of students who think pronunciation is normal or not important when speaking English.

Question 5: Do you like studying pronunciation?

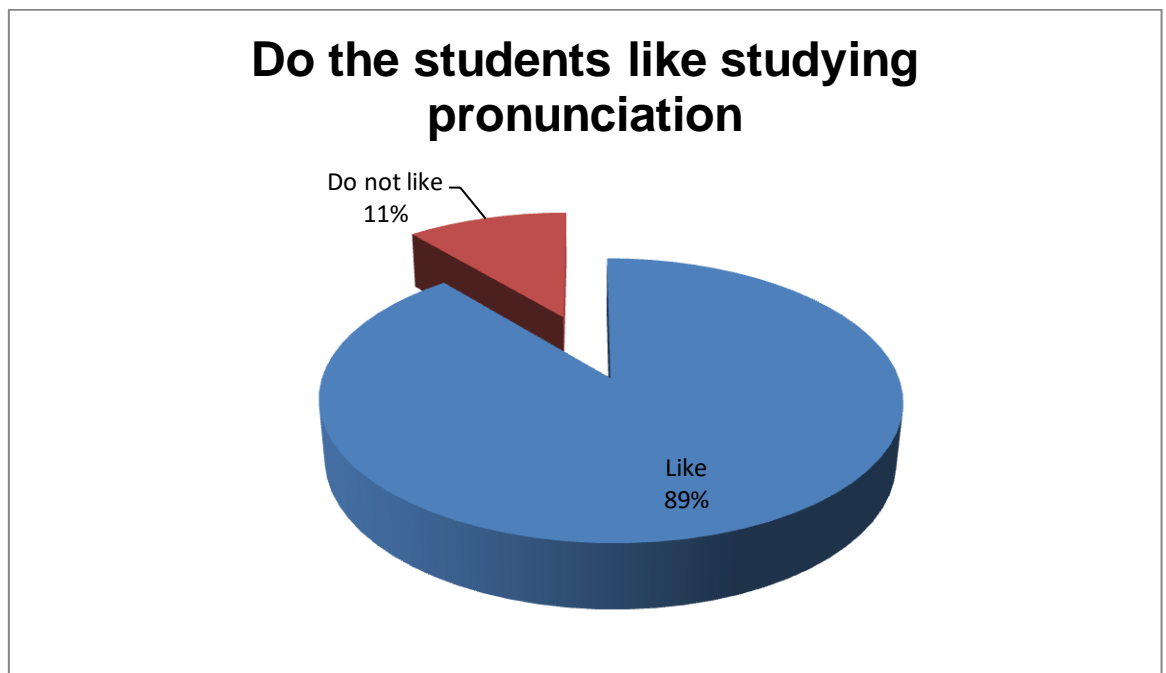


Chart 4: The attitude of students about studying pronunciation.

This question is to point out the attitude of students about learning pronunciation. It can be seen clearly that 89% of the students surveyed claim

that they like learning pronunciation, while the number of students who do not like this subject is 11%.

Question 6: How often do you make mistakes when you speak English?

Many students have stated that pronunciation plays an important role in speaking English and those they like learning this subject. However, learners still face difficulties, as well as mistakes in pronunciation. The following will only analyze that:

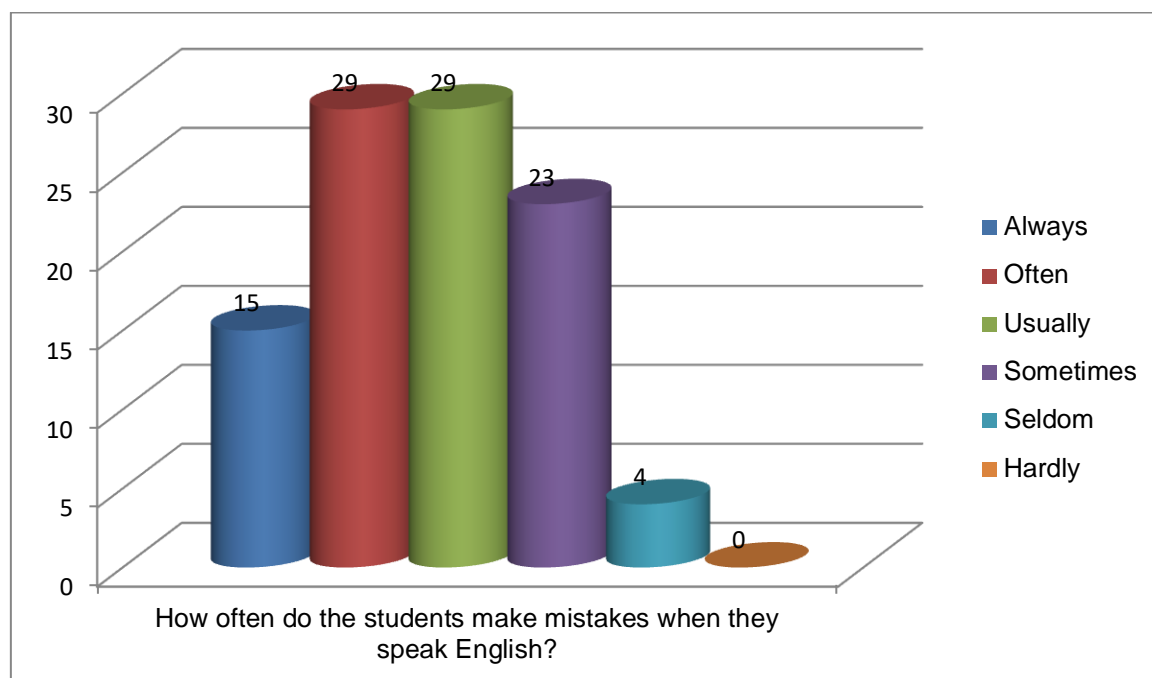


Chart 5: The frequency of mistakes made by the students

After conducting the survey, it is clear that the percentage of students who often or usually make mistakes ranks first position with 29%, 15% of the learners always face with pronunciation errors, the third percentage is 23% of students who sometimes and followed by the proportion of pupils that they seldom make mistakes and no one hardly has to face with pronunciation errors.

Question 7: Which pronunciation errors do you tend to meet when you study and speak English?

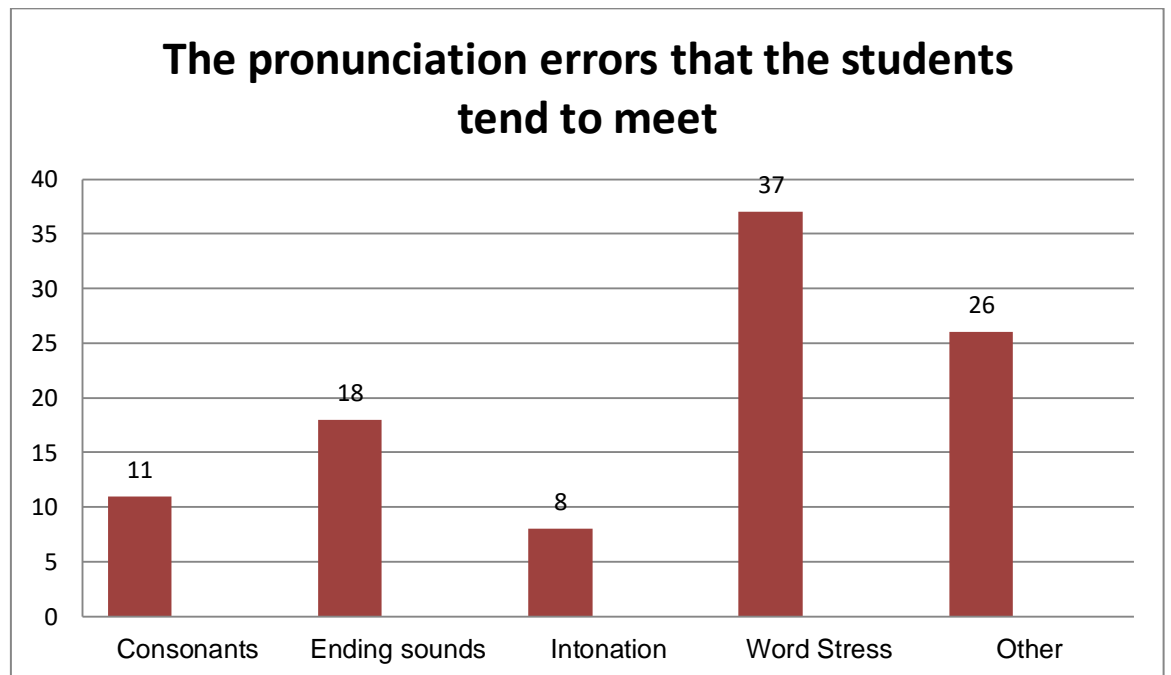


Chart 6: The pronunciation errors that students tend to meet when they study and speak English

Looking at the chart, the result shows that 8% of students have difficulty with intonation; the number of students with consonants errors is higher with 11%. The percentage of learners facing the error of ending sounds was 18%, lower with word stress of 37%. 26% of respondents said they had difficulty with all four.

Question 8: How you feel about your own skills in these following questions?

The criteria	Not very good	Not good	Neutral	Good	Very good
General conversations in English	15%	30%	44%	11%	0%
English pronunciation	11%	33%	52%	4%	0%
English Grammar	22%	37%	37%	4%	0%
Listening understanding to native English speakers	7%	26%	41%	26%	0%
Translating English words to VN	18,5%	30%	37%	18,5%	0%
Translating VN words to English	15%	41%	41%	7%	0%

Table 12: The appropriation of students about their general English conversation, pronunciation, grammar, listening to native speakers, translating English words to VN, translating VN words to English.

As can be seen from the table, most of the students (52%) appropriate that they are neutral at English pronunciation, followed by 44% of the learners who self-assess their English general conversation ability is neutral. The criteria of listening understanding to native English speakers and translating VN words to English share the same number of students which is 41%. Only 22% of the students surveyed thought their grammar was good. It can be seen clearly that the same number of people appropriate their skill to translate English words to Vietnamese words is not very good and good with 18,5%, while none of them think that their every criteria is very good.

Question 9: Do you think these following consonants are very difficult for you to pronounce? /ʃ-ʒ-tʃ-dʒ/

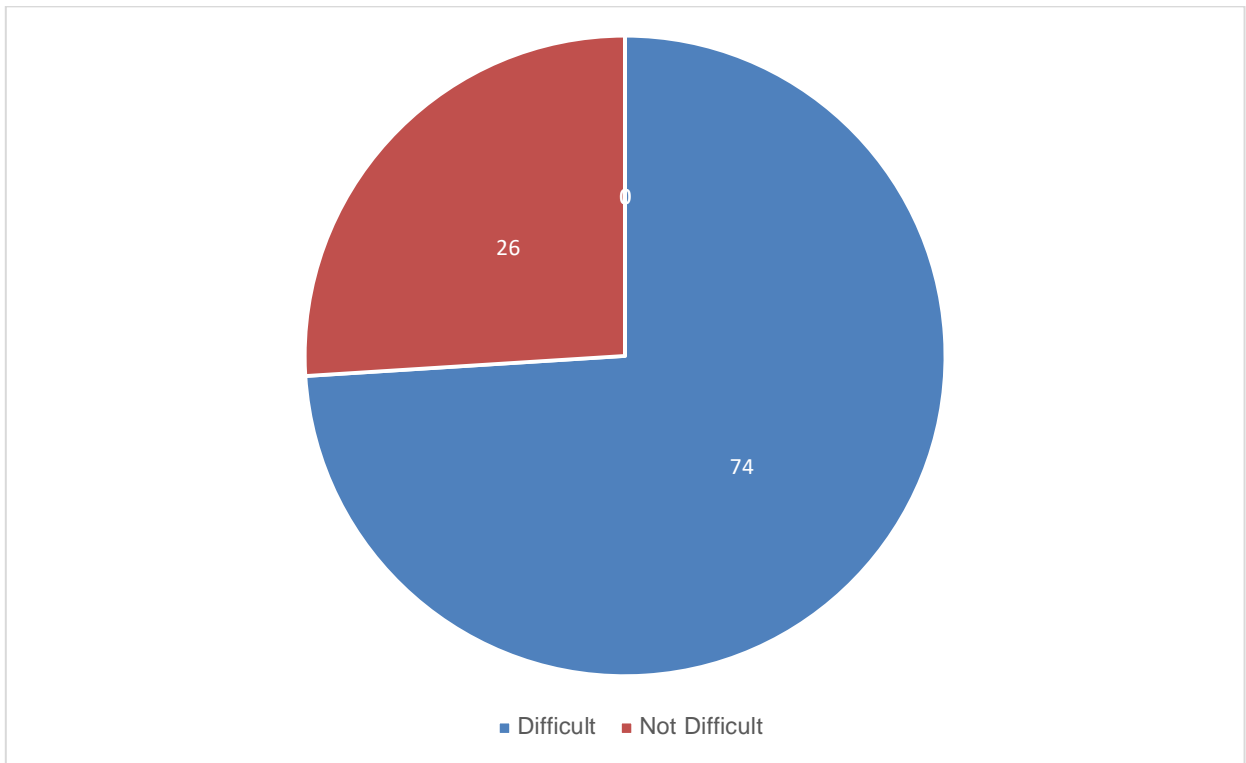


Chart 7: the appropriation of the students about 4 difficult consonants

According to the pie chart, the proportion of the students thinks that these four consonants are difficult which ranks the first position with 74%, while another site is 26% of the learners consider that these consonants are not difficult.

Question 10: Do you get troubles with word stress when you are speaking English?

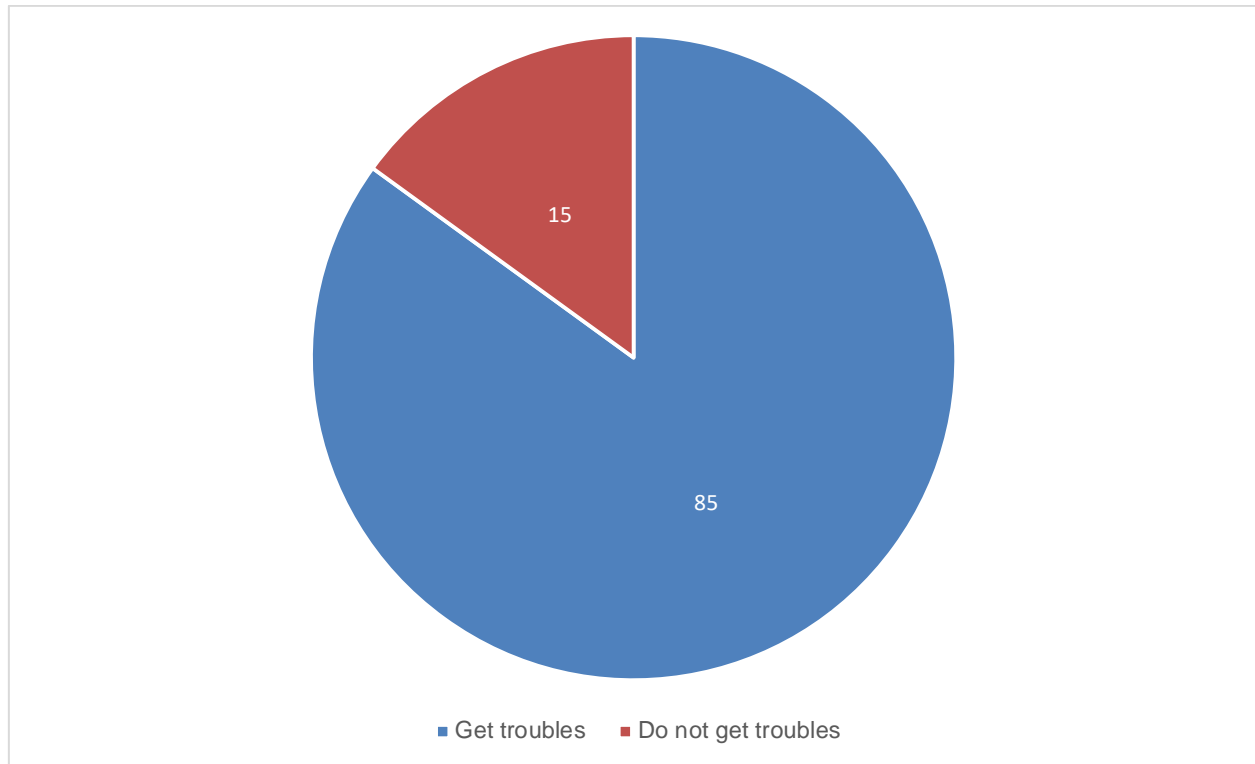


Chart 8: Do the speakers get troubles with word stress when they are speaking English?

The results from the pie chart indicates that 85% of the leaners still get troubles with word stress, while the rate of opposite opinion is 15%.

Question 11: How is the intonation difficult?

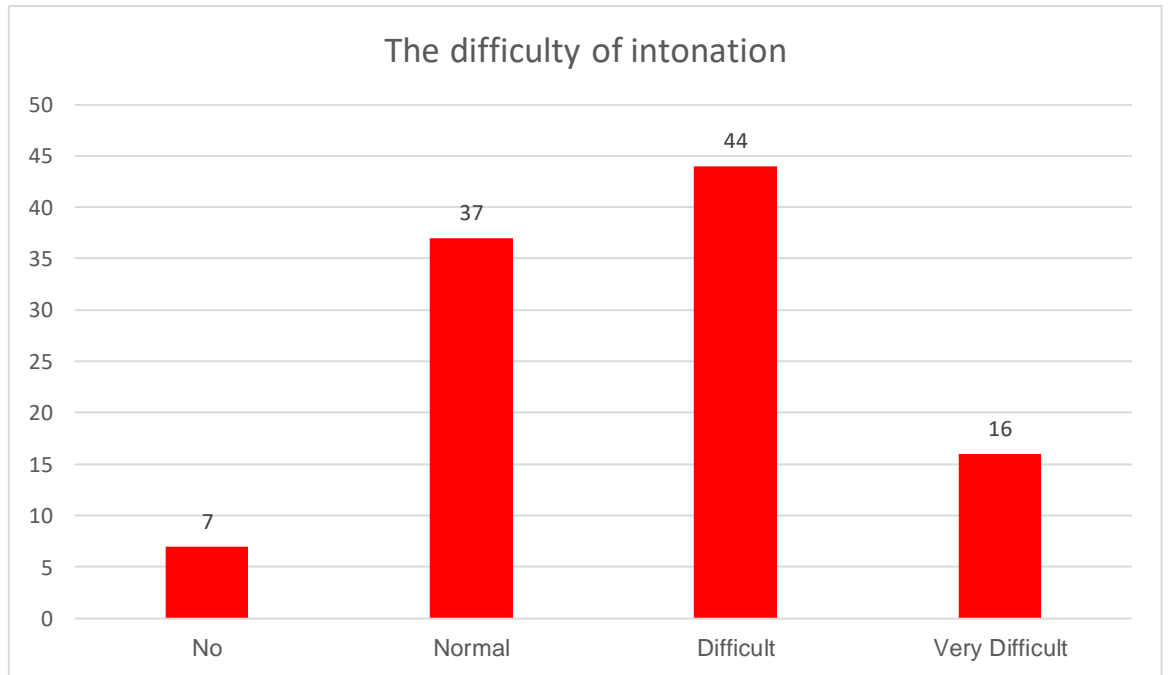


Chart 9: The opinion of the learners about intonation difficulty.

Basing on the pie chart, 44% of the people who participated in the survey think that intonation are difficult, followed by 37% of all believing that it is normal. The number of students who indicate that intonation is very difficult which accounts for 16% and 7% of the speakers consider that it is not difficult.

Question 12: Please read this paragraph out loud for the recording in English:

“Learning to speak a foreign language fluently and without an accent isn’t easy. In most educational systems, students spend many years studying grammatical rules, but they don’t get much of a chance to speak. Arriving in a new country can be a frustrating experience. Although they may be able to read and write very well, they often find that they can’t understand what people say to them. English is especially difficult because the pronunciation of words is not clearly shown by how they’re written. But the major problem is being able to listen, think, and respond in another language at a natural speed. This takes time and practice.”

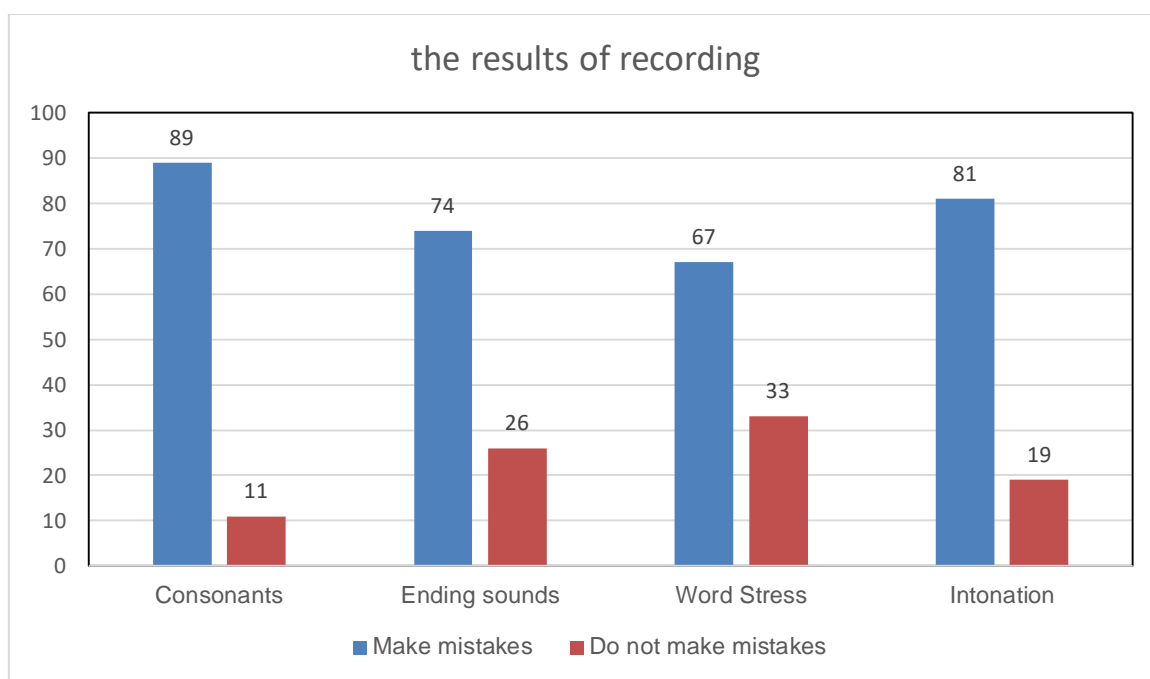


Chart 10: The results of the recording about students’ reading

After conducting the record of students, it can be seen clearly that 89% of the learners make mistakes with consonants, the percentage of the speakers do not face with ending sounds errors is 26%. According to the pie chart, there are 67% people still get troubles with word stress and 81% of all make mistakes with intonation.

3.1.1 Student's attitude toward English pronunciation.

Question 13: What are the reasons why you make mistakes with ending sounds are?

The purpose of this question is to let the students can show their reasons why they make mistakes with ending sounds. The author can synthesize the opinions of students including:

- The students do not consider that ending sounds are important.
- The students are not native speakers so it is very hard for them to pronounce ending sounds.
- The students do not pay much attention to the importance of pronunciation so they sometimes forget and make mistakes with ending sounds.
- The students do not look up carefully how the words are pronounced in dictionary.
- The students make mistakes because of speaking to fast.
- The students do not practice much.
- The students are not confident when they are speaking English.
-

3.1.2 Students' solutions about English pronunciation errors.

Question 14: Can you give some solutions to improve English pronunciation and avoid pronunciation mistakes?

After conducting the survey, the students give some ideas about the solutions to improve English pronunciation and avoid mistakes consisting of:

- The learners need more conversations with foreigners.
- A student said that "the best way is practice make perfect, confidence is very important, if people dare to speak and listen to teachers, friends and native speakers. Internet is a helpful tool to improve English pronunciation and the learners need to be hard working".
- The students need to listen to English conversation, songs... every day. They can spend time on watching English movies.
- The learners can find out some classes to study and improve pronunciation.
- Having a dictionary.
- Making a group to help and practice together.
- Getting feedbacks from native speakers.
- Reading more books about pronunciation.
- Recording the students 'voices and try to fix these mistakes.

CHAPTER 4. SOME SUGGESTIONS TO COPE WITH STUDENTS PRONUNCIATION ERRORS

After conducting the survey questionnaire and analyzing the data collected, the common pronunciation errors of the students were indicated. It can be seen that English is very important in today's globalization trend, so besides learning grammar, vocabulary, how to speak English well, pronounce correctly which is the same as native speakers, this is the purpose of all learners. To solve these errors, students at HPU need to find solutions to this problem. In this chapter, the author will also provide suggestions to resolve as well as avoid these pronunciation errors.

4.1 How to improve pronunciation

4.1.1 Awareness

The learners need to raise the awareness of what their pronunciation is like and compare that to how others speak. This can be done by recording the learners' speaking. Many are surprised when they hear their own voice and say: "Is that how I sound??!!" seems show that the speakers are usually not aware of what their pronunciation is like. Therefore it is important to develop an awareness of this.

4.1.2 Goals

The students need to set themselves some goals for pronunciation. For example the students might decide that they are going to speak more slowly, or more loudly, or they might pay attention to one or two sounds in English that they always have trouble with.

4.1.3 Practice

Practice makes perfect. It will probably take more than just one or two practices to change the learners' speaking habits. It might help to think of pronunciation as if it were like a sporting skill

For example hitting a ball in a game of tennis, or kicking a football, players will be better and skillful after practicing every day.

The learners need to do it many times to get it right, and even then they may not get it right every time. Many people find that their pronunciation varies from day to day; sometimes it even seems to get worse. However, if the speakers accept that there is no quick and easy solution, then they are probably less likely to become frustrated or to give up trying.

4.1.4 Feedback

It is very important to check if other people have understood you. You

can do this in several ways:

Look for signs -

The people who you talk to might appear confused by frowning, or squinting their eyes, or staring at you. They might also respond inappropriately with a comment that is not related to what you are saying. In some cases they might suddenly end the conversation.

Ask the people you talk to

Ask other people to tell you when you make a mistake. Ask them if you are unsure if what you've said is clear or pronounced correctly. Ask them if they want you to repeat what you said.

"Have I said that clearly?" "OR

"Would you like me to say that again?" OR

"I'm sorry, English pronunciation is a bit difficult for me. I said, 'XXXXXX'. Did I pronounce that correctly?"

Make your listener comfortable

It is important to remember that some people who are not used to speaking to people who have English as a second language feel embarrassed or perhaps a bit threatened if they do not understand what they are being told. In these situations you can make the listener feel more comfortable by showing them that you realize that your pronunciation might make it difficult for them to understand you. By showing that you are not embarrassed to talk about your pronunciation, it is likely that the person you are talking to will also feel more comfortable. This will probably result in them feeling happy to help you with words or sounds that you have difficulty with. In other words, you can encourage the people you speak to, to help you monitor and modify the way you speak.

4.2 Solutions to pronounce / ʃ -ʒ -tʃ -dʒ / and ending sounds correctly.

Most ending sounds are consonants so to pronounce / ʃ -ʒ -tʃ -dʒ / and ending sounds correctly the learners need to understand the way to pronounce clearly and exactly following by this table:

Sounds	Learner-friendly explanations
/b/ /p/	Put your lips together. Try to breathe out, but don't let the air escape. Release the air suddenly. Don't use your voice. Try again, and add your voice.

/d/ /t/	Put your tongue against the hard bump behind your teeth. Try to breathe out, but don't let the air escape. Release the air suddenly. Don't use your voice. Try again, and add your voice.
/k/ /g/	Put the back of your tongue against (the soft bit of) the roof of your mouth. Try to breathe out, but don't let the air escape. Release the air suddenly. Don't use your voice. Try again, and add your voice.
/f/ /v/	Touch your top teeth with your bottom lip, and breathe out. Don't use your voice. Hold the sound, and add your voice.
/θ/ /ð/	Put the front of your tongue against the back of your top teeth. Let the air pass through as you breathe out. Don't use your voice. Hold the sound, and add your voice.
/s/ /z/	Put the front of your tongue lightly against the bump behind your teeth. Let the air pass through as you breathe out. Don't use your voice. Hold the sound, and add your voice.
/ʃ/ /ʒ/	Put the front of your tongue against the bump behind your teeth. Let the air pass through as you breathe out, making an /s/ sound. Now move your tongue slightly back. Don't use your voice. Hold the sound, and add your voice.
/h/	Open your mouth and breathe out. Don't use your voice, but try to make a noise.
/m/	Put your lips together. Use your voice, and let the air escape through your nose.
/n/	Put the front of your tongue against the bump behind your teeth. Use your voice, and let the air escape through your nose.
/ŋ/	Put the back of your tongue against the roof of your mouth. Use your voice, and let the air escape through your nose.

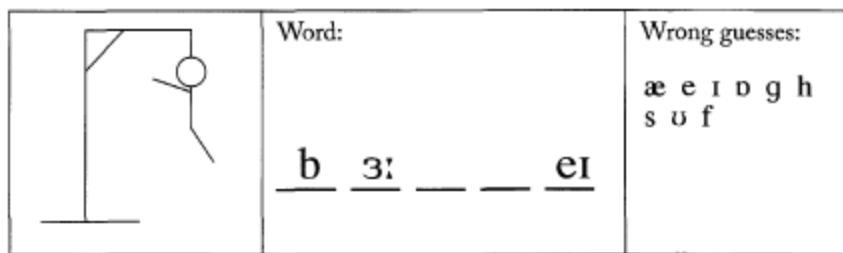
/l/	Put the front of your tongue against the bump behind your teeth. Use your voice, and let the air pass out of your mouth.
/r/	Point the front of your tongue towards the roof of your mouth. Use your voice
/j/	Make the sound /ii/, followed by the sound h ! . Now put them together, and keep the sound short.
/w/	Make the sound /ui/, followed by the sound /o/. Now put them together, and keep the sound short.

There are some sample lessons that can be used to practice consonants in class rooms.

Lesson 1: ' Hangman ': Consonant and vowel sounds (All levels)

Lesson type: Practice

The teacher demonstrates the game by doing an example on the board with the whole class. The game is played just like the normal 'Hangman game, where players try to guess a word by suggesting letters it might contain. In this version, however, they nominate phonemes. For each 'wrong guess made (i.e. the sound suggested is not contained in the word) a line is drawn on the board/page and these lines make up the form of a gallows with a 'stick-man hanging from it. (See below. The origin of the game is obscure!) A correct guess is acknowledged by writing the phoneme in its correct place within the word. Wrong guesses can also be noted, so that they are not repeated.



(The required word is *birthday*.)

The game is slightly more complicated than traditional 'Hangman, because when using letters, there are only 26 to choose from, whereas there are 44 phonemes. After the game has been demonstrated to the whole class, students can play their own games in pairs or small groups. The game can be made competitive if you wish, through awarding points for each word successfully guessed, but it^ees not need to ber^Students can choose words at random, for general practice, or choose ones which have been studied

recently. Alternatively, the teacher can also suggest particular words, in order to direct the practice towards particular phonemes. The game can be played between individuals, or in teams.

Lesson 2: 'I'm going to the party ': Particular consonant sounds (All levels)

Lesson type: Practice

The idea of this game is for students to guess which consonant is held in common between words brought up within a stylised sentence; the sentence is *I've got a _____ , and I'm going to the party* (or you can make up your own suitable sentence). The word which students insert into the gap includes a target phoneme: students have to work out what this phoneme is as the game progresses. The target phoneme is chosen by the student who starts the game, or can be whispered or otherwise indicated to him/her by the teacher, if you wish to work on a particular sound.

The teacher sets the activity up by eliciting three recently studied items of vocabulary which happen to share a consonant phoneme, and also elicits that this is what the words have in common. She then briefly explains the game, and introduces the sentence *{I've got a and I'm going to the party}*. One student starts the game, saying for example, *I've got a cap /kæp/, and I'm going to the party*. (Let's assume the target phoneme is /p/.) The second student tries to guess what the target phoneme is, saying for example, *I've got a car /koi/, and I'm going to the party*. The student here has wrongly assumed that the target phoneme is /k/, and so the student who began will say *No, you aren't*. The third person might guess correctly that the phoneme is /p/, and say *I've got a parrot /'paerou/, and I'm going to the party*. The first student will then reply *Yes, you are.*, as the target has been correctly guessed. Occasionally people will get it right without realising why!

The game progresses until everyone has guessed the target phoneme, and includes it in their sentence. It is best played in groups of five or six, so that students don't have to wait too long for their turn. Teachers may also need to be ready to chip in with suggestions, in order to keep the game moving.

Lesson 3: Phonemic word search: Consonant and vowel sounds (All levels)

Lesson type: Practice

Materials: Word search grid

This activity is a familiar one, where students search a grid for 'hidden words, but with the words written phonemically. Words may appear horizontally, vertically, diagonally and also in reverse. Although they take some preparation, it is worth spending some time devising them. It is useful to have a few larger ones for general practice, and smaller ones which can be

tailored for particular classes, either to practise particular phonemes, or to work on recently covered vocabulary. The activity can also be used to introduce new words, particularly if tied to a subject area; for example, if students know that they are looking for Vegetables^ but don't know the word /'kæbɪdʒ/ (*cabbage*), finding it in the grid can neatly prompt the word for further work and practice. The following sample is a 'Vegetable' grid.

j	s	w	i:	t	k	ɔ:	n
ə	aʊ	l	f	ɪ	l	ɒ	k
t	ʊ	k	s	p	r	aʊ	t
ə	k	æ	r	ə	t	n	aʊ
m	k	b	v	ŋ	ɜ:	b	r
ɑ:	h	ɪ	z	ʊ	n	i:	p
t	b	dʒ	f	i:	ɪ	n	f
əʊ	t	eɪ	t	ə	p	z	ə

(The words hidden in the grid are *sweetcorn, cauliflower, sprout, carrot, potato, pea, tomato, cabbage, turnip, bean.*)

The teacher demonstrates the activity by showing students the grid (for example, on a handout, or on the overhead projector) and asks them to find a word. When one student offers a suggestion, the teacher makes sure that all the students can see the word. She then tells the students that the words can be found going in all directions (though grids can be made less complex if you wish) and sets a time limit for the activity. Students can work on their handouts singly or in pairs. As a follow up activity they can be asked to devise their own grids; this can be a marvelous way of focusing attention on phonemes. Students can do this in small groups, and their grids can be given to other groups to solve.

Lesson 4: Advertising slogans: Particular consonant sounds (All levels)

Lesson type: Practice

Materials: advertisements from magazines or newspapers/video of television adverts

The teacher shows students some popular or well-known advertisements from newspapers or magazines, or videotaped from the television, which include a catchy slogan used to advertise the particular product. She then asks the students to think up a new slogan for one of the products, but using the phoneme which the product's name begins with as many times as possible. Students are given a short time to do this, and

suggestions are elicited from the class and written up on the board. If the suggestions don't particularly work, the teacher can offer one or two of her own. The teacher then tells the students that their task is to think up a product which might be advertised using a slogan; the slogan must aim to include the target phoneme as many times as possible. Here, a particular sound may be worked on, or the teacher may set phoneme targets for particular students, depending on the variety of 'difficult' sounds the teacher wishes to work on. Slogans (and accompanying pictures) can be drawn on paper, and 'advertised' on the way, or put up on the board.

A group of Japanese students, whose target phoneme was /r/, produced the following suggestion:



**Robert
Riley's
Recycled
Radios**

A variation would be to use the activity to work on the contrast between two sounds which are causing difficulty. Here, the sounds being worked on are /w / and /v/, which can cause difficulties for German speakers:



Vera's Wonderful
Wedding Videos

To add to the difficulty of the activity, students might also be asked to give a short 'sales talk' about their product, again the idea being to include as many examples of the target phoneme(s) as possible. A similar exercise can be done with invented newspaper headlines.

Lesson 5: Running dictation: Particular consonant/vowel sounds (All levels)

Lesson type: Practice

Materials: prepared texts for dictation

In this activity, pairs or teams compete to dictate a short passage, or a series of words (depending on which sounds, lexis or grammar the teacher wishes to work on). He puts these up on the wall of the classroom, or in another suitable place the students can get to easily. The game is best played in pairs.

The first member of each pair jams to the wall, and tries to memorise the contents of the dictation sheet as fast as possible. She then runs back to her team-mate, and dictates what she can remember. Her partner attempts to write it down in phonemic script. At various points, the teacher claps, or gives some other agreed signal for the pair or team members to change roles.

The task can integrate work on pronunciation, grammar and lexis; the teacher can change the emphasis placed on pronunciation issues by doing any of the following:

- The target text is written in phonemic script and must also be written down in phonemic script, or
- The target text is written in phonemic script but must be written down using the alphabet, or
- The target text is written normally but must be written down in phonemic script.

4.3 Solutions to avoid English stress and intonation mistakes.

4.3.1 Solutions to avoid English stress mistakes.

Along with understanding deeply about the rules of stress, the students can practice by some sample lessons below:

Lesson 1: Find a partner: Stress patterns (All levels)

Lesson type: Practice

Materials: Sentence and word cards

The teacher gives half of the students a card each with a word on, and the other half a card with a sentence on. Each word card has a sentence card match, the word and sentence both having the same stress pattern. Students mingle, saying their words or sentences out loud, and, through listening, trying to find their partner. When they think they have found a partner, they

check with the teacher, and if they are indeed a pair, they can sit down. Once all of the students are paired up, the pairs read out their word and sentence to the other students, who write down the stress pattern, using a small circle to represent unstressed syllables, and a large one to represent a stressed syllable, as in the following example:

Politician ooOo

Its important ooOo

No meaning relationship is implied through the pairs having the same pattern; it is simply an exercise to help students to notice the difference between stressed and unstressed syllables. Sample cards (using some job-related words) might be as follows:

Politician / It's important

Policeman / He's English

Electrician / Can I help you?

Photographer / You idiot!

Interior designer / I want to go to London

Lesson 2: Three little words: Contrastive stress (All levels)

Lesson type: Practice

This short activity provides a simple way of demonstrating the effect that a shifting tonic syllable can have on the meaning of an utterance. The teacher writes *I love you* on the board, and asks the students which syllable is stressed, eliciting that it is the word *love*. He draws a stress box over the word to show this or rewrites it in capitals. He then writes the same sentence up twice more. The students then work in pairs to see if they can work out any other possible meanings, through stressing the other words in the sentence. Suggested answers are as follows:

Sentence (meaning)

I love you (...and I want you to know this).

I love you. (I don't love her.)

I love you. (He doesn't!)

Those 'three little words' which carry such weight, can also carry different, and very much context-related, meanings. Of course you can use other sentences too, to get the same effect, but this provides a quick, easy and (for most) amusing way of introducing the subject of tonic stress.

Lesson 3: Misunderstanding dialogues: Contrastive stress (All levels)

Lesson type: Practice

Materials: Scripted dialogues

In this activity, a dialogue is used which involves a series of misunderstandings. The dialogue itself may seem rather artificial, but the exercise helps underline the idea of contrastive stress, and how moving a tonic syllable can change the emphasis of what the speaker is saying.

The teacher gives student B some lines to say, and student A is given a line which they will need to say in various ways, depending on what the misunderstood point is. The activity works better if there is no preparation, and students are put on the spot; they may not always get the point straight away, but it's worth persevering.

Student A	Student B
I'd like a big, red cotton shirt.	Here you are. A big, red cotton skirt.
No, I said a big, red cotton shirt.	Here you are. A big, red nylon shirt.
No, I said a big, red cotton shirt.	Here you are. A big, blue cotton shirt.
No, I said a big, red cotton shirt.	Sorry, I haven't got one.

To make the task easier, the relevant stresses can be indicated on the students' role cards. A similar exercise is seen below:

Student A	Student B
It's a pity you weren't at the party.	I WAS at the party.
Did you say you were at the barbecue?	I was at the PARTY .
Did you say Enrico was at the party?	I was at the party.

This kind of exercise can also be used to highlight strong and weak forms of function words, as we can see with *was*, in the example above.

Lesson 4: Listening and transcribing: Stress placement in short monologue (All levels)

Lesson type: Practice

Materials: Agape recorded monologue (the recording is optional).

Transcript of the monologue.

Listening exercises provide a useful opportunity for sentence stress recognition practice. The teacher plays or reads out the monologue. It is useful for students to hear the whole passage first, to get a feel for the content. The students are then given a transcript of the monologue, and mark stresses on their transcript when it is played or read again. The advantage of using a tape is that this ensures consistency when the monologue is played for a second time. The teacher makes sure that the second reading or playing includes suitable pauses to give students time to mark the stresses. Students then compare their transcripts and discuss them, before the teacher lets them

hear the whole passage again. The class then goes through the transcript, with the teacher inviting students to mark the stresses on a master' version on the board or overhead projector, discussing where they go and why, and comparing sentences discussed with the version on the tape (if used). A final hearing of the passage gives a chance for students to confirmed-results of their discussions.

An interesting variation of the activity is for students to record themselves talking; this can be either natural, unrehearsed and unscripted speech, or a more prepared piece, depending what you and your students have decided to focus on. Students can then mark stresses for each other on transcripts of the tape. Students can do this in pairs or groups (depending on the resources you have available), or the whole class can work on one transcript. It is important, however, not to single one student out as an example of a speaker using inappropriate or inaccurate stress; the activity is best done in the spirit of comparing and contrasting, particularly if the unusual stresses used, while different from those of a native speaker, do not seriously affect intelligibility. A student's tape can also be contrasted with a version recorded by the teacher. Recording does not necessarily need lots of out of class' preparation time; it can very usefully be incorporated into a lesson, either as a one-off', or as a regular activity.

This idea can of course be used for other aspects of pronunciation (such as spotting weak forms, and incidences of *h /*). Taping can also be particularly useful for working on tonic syllables and aspects of intonation. A transcript could have gaps where all the tonic syllables should be, for students to complete while they listen to the text. Or students (using an agreed and easy to use method of transcription) can mark where the tonic syllables occur on a complete transcript.

This type of activity can be graded according to the students' level of proficiency, and it is possible to successfully use variations of it with students ranging from elementary to advanced levels.

Lesson 5: Categorization: Word stress (Elementary to Intermediate)

Lesson type: Practice

Materials: Task sheet

This type of activity requires students to categories words according to their stress pattern. The words in this example exercise are all names of jobs and professions, and the activity might be used in a lesson working on language connected with this area. Teachers should, of course, try to tailor the activity to suit the needs of their students and the language or subject focus of particular lessons.

The teacher starts by eliciting one or two of the words which appear on the task sheet before handing it out. She also asks students to work with a neighbour to decide which syllables in the two words are stressed, and then

elicits the answers. The aim here is just to make sure that students understand the subsequent task. Students, singly or in pairs, are then given a task sheet like the following:

Put these words into the correct columns, according to the stress pattern

Oo Ooo oOo Oooo ooOo

Plumber Electrician Doctor Journalist Musician Shop assistant
Teacher Soldier Novelist Architect Carpenter Actor Policeman
fifewt Lecturer florist Businessman Artist Farmer
Scientist
Researcher Gardener Designer

Activities like this can also be used for focusing on particular sounds. For example, to work on *h* ! with a class, the above activity might be followed up by asking students to look at the words again, to then try saying them (or listening to them on a tape), and underlining or otherwise marking all the incidences of the sound *h* ! .

Categorization can also help to highlight language tendencies, which students can apply to new words they come across. For example, students can be asked to categories words which can have two grammatical forms (e.g. noun and verb), which we looked at on page 69. The teacher might simply read out these words, or they can be recorded on a tape. If you wish to use grammatical clues to help students categories, then the words can be used in sentences, or better still in a continuous passage, as long as it doesn't sound too contrived. An example activity might look like this:

Listen to the tape. You will hear each of these words once. Put it into the correct column, according to the stress pattern you hear.

Import rebel increase export decrease insult content

Oo

oO

One can, of course, vary categorization activities in order to provide a different classroom dynamic; students might be given a word on a card, and asked to organize themselves into groups according to the stress patterns of the words they have, or to attach their cards to the board in columns.

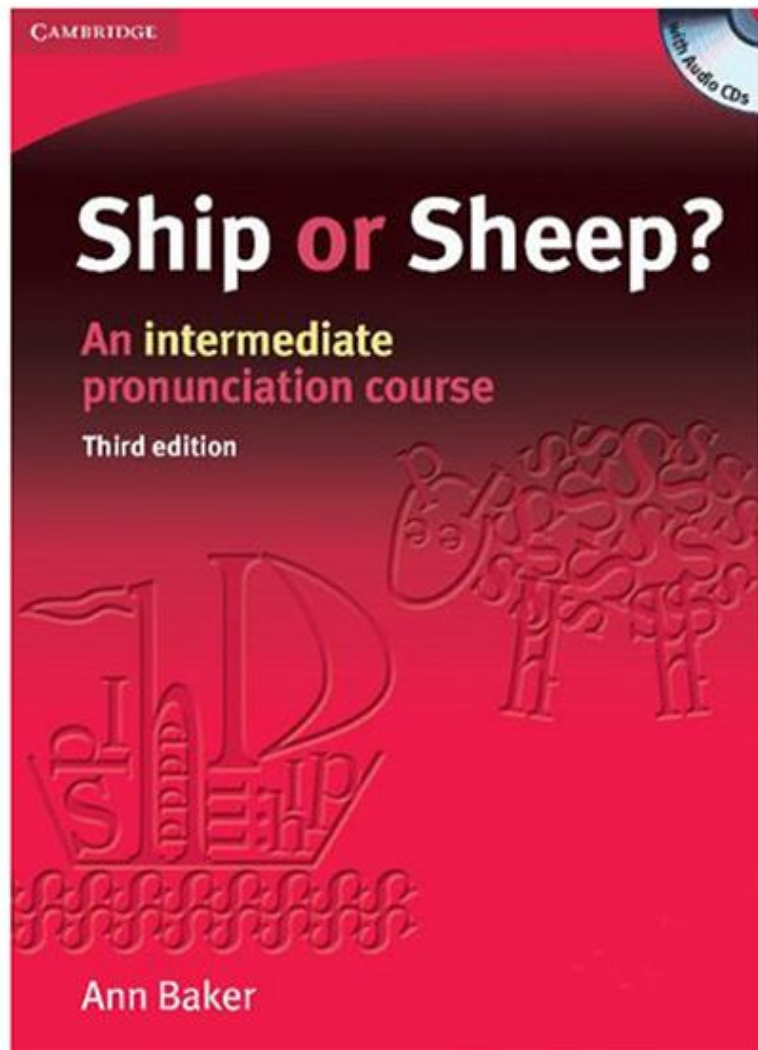
4.4 Some suggested books for learners to research on pronunciation.

Practice makes perfect, that is the reason why the learners should find out some kinds of books to help them have more understanding about this field.

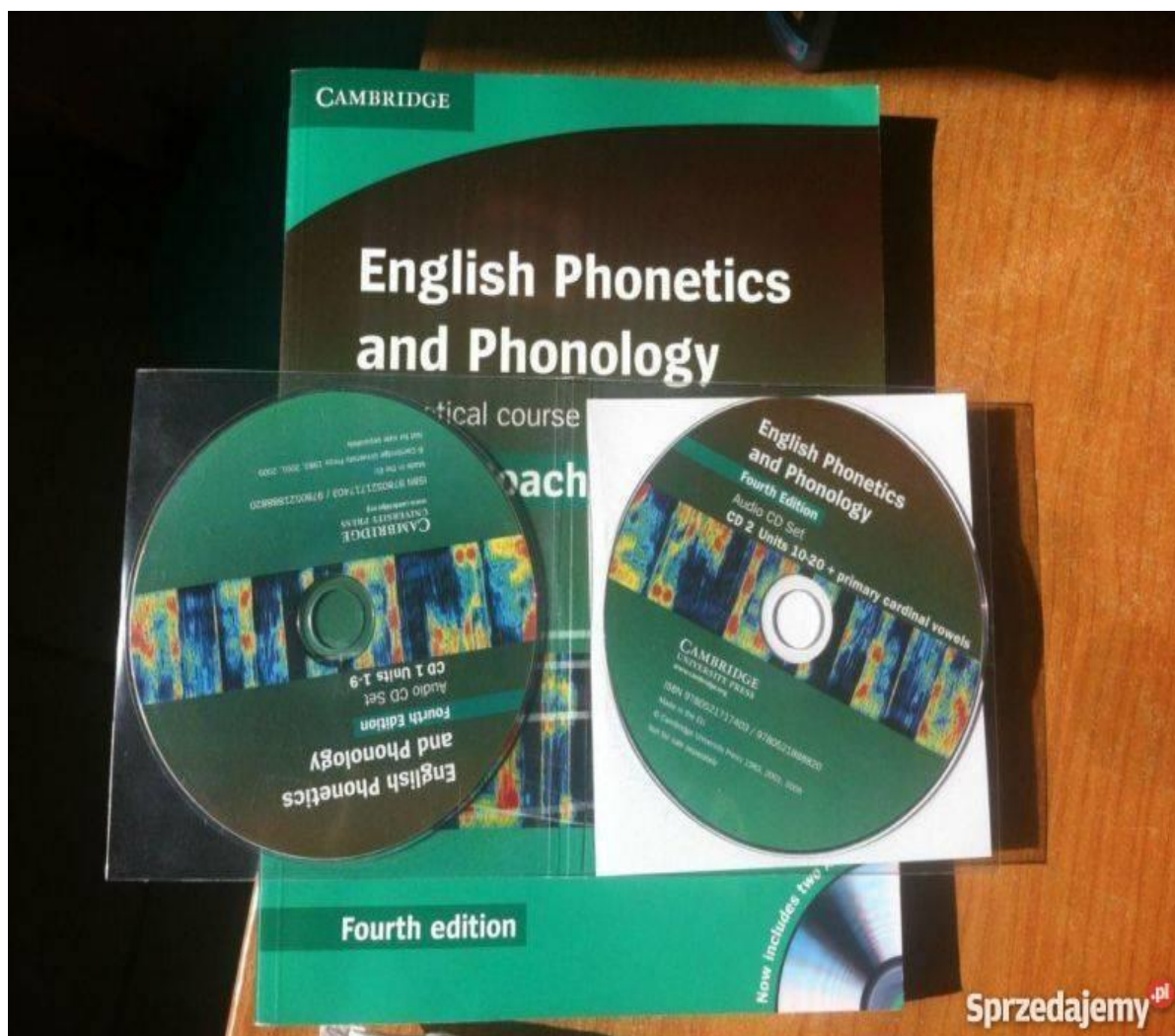
There are some suggested books below which can be helpful for readers including:

Book 1: Ship or sheep by Ann Baker

The first book that the students need to have is “Ship or sheep” by Ann Baker. This one will help students to realize the right way to pronounce, there are many tasks for learners to practice. Along with diagnostic tests, the students can research list of likely errors in speaking English.

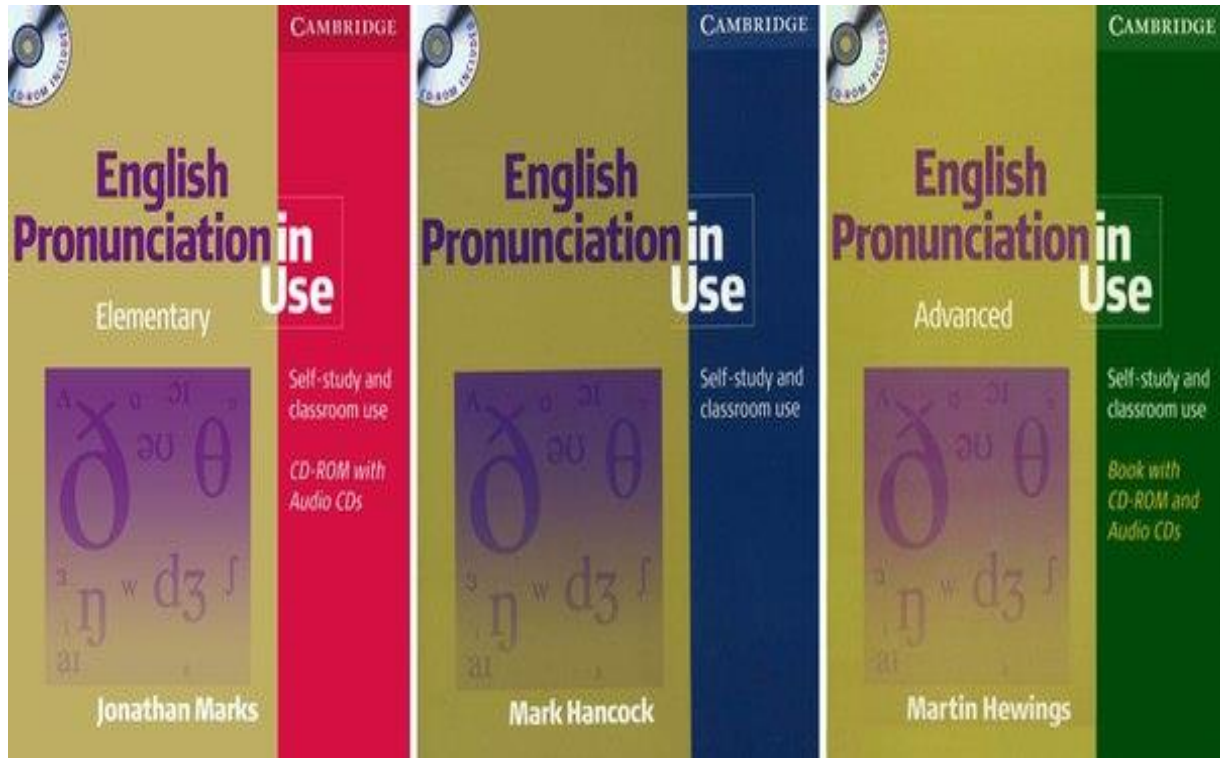


Book 2: English Phonetics and Phonology by Peter Roach



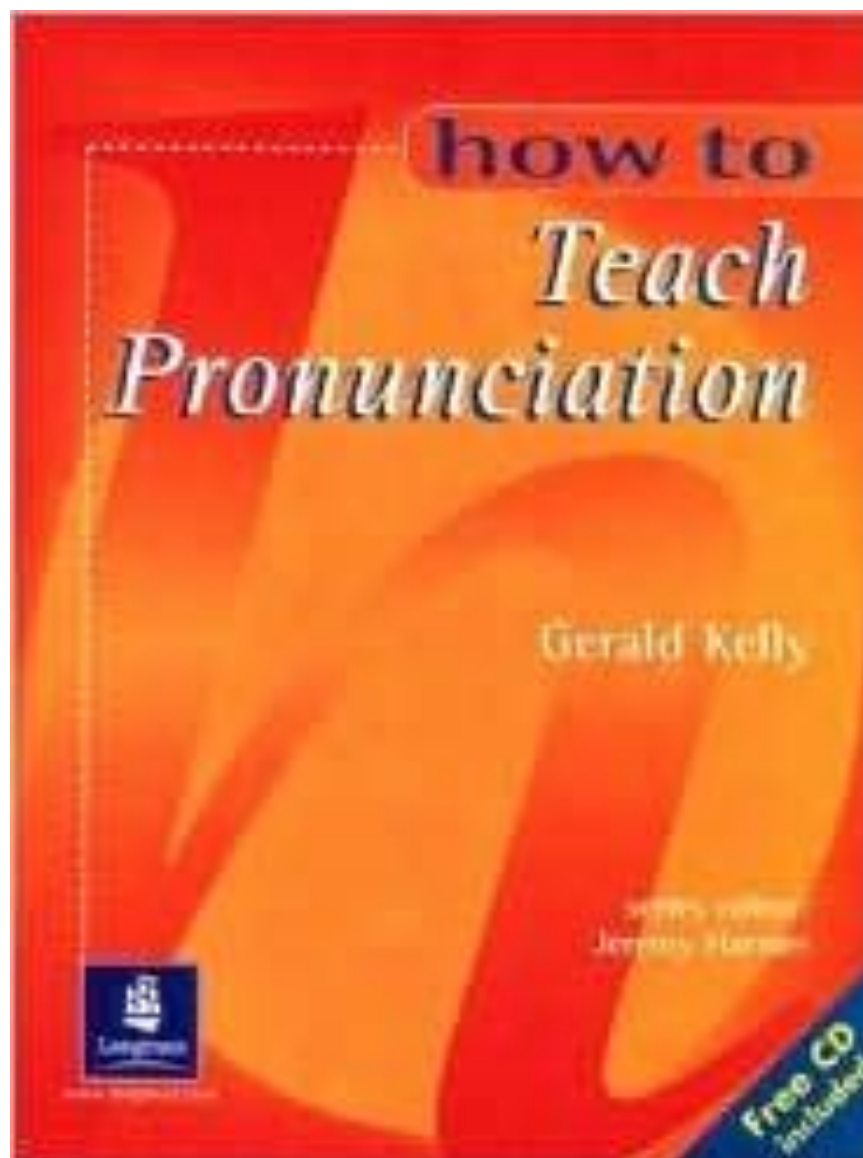
This book will be an ideal choice for all of English major students or people who are interested in and want to learn more about pronunciation and speaking English. The learners can understand more details of phonetics and phonology to help them improve their knowledge about this section.

Book 3: The series of English pronunciation in use

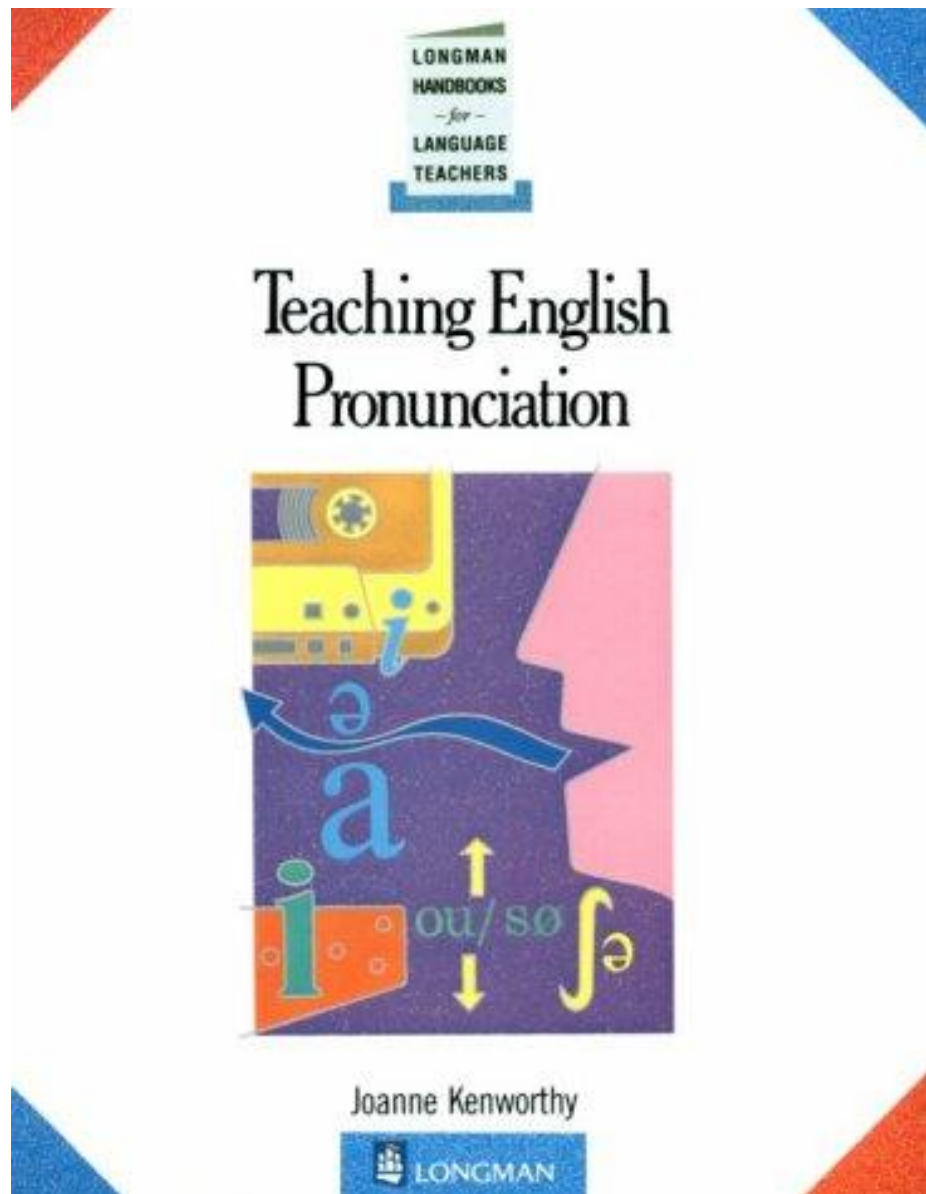


These series of books are the perfect choice for people who like studying English to practice pronunciation with many exercises, activities and games for the students to learn.

Book 4: How to teach pronunciation by Gerald Kelly and Teaching English pronunciation by Joanne Kenworthy



Book 5: Teaching English Pronunciation by Joanne Kenworthy



These two books are the best choices for all English major students who want to become an English teacher in the future which can help people learn and improve the way to teach English especially English pronunciation.

PART 3. CONCLUSION

To summarize, this graduated paper has been conducted with the aim to investigate the English common pronunciation problem faced by third year English majors at Haiphong Private University.

The rationale, the aim of the research, the scope of the study and the design of the paper are present in Part 1.

In Part 2, some related background such as definitions of English pronunciation, consonants; ending sound errors, word stress and intonation errors... are presented. Especially, in order to find out what common pronunciation mistakes of third year students are, the survey questionnaire is carried out. Finally, it can be clearly seen that students who participated in the survey still face errors when they pronounce the / ʃ- ʒ-tʃ- dʒ/, ending sounds, word stress and intonation. There are 5 common ending sounds that students tend to make when speaking English in class. The author analyzes the information and data from survey questionnaire for further understanding. Besides, some suggestions to deal with problems are also provided in this part.

However, due to limitations of time, experience and knowledge, the research cannot cover all problems and it concerns a small part of English pronunciation mistakes, it is ending sound. Besides, some solutions are provided for further practice English pronunciation. Therefore, the author is glad to receive comments from readers. Finally, the author hopes this study can be useful material for students who concerns ending sound and suggested solutions to encounter with pronunciation problems as well.

REFERENCES

1. Barbara A. H., Brian B. (1997). The Status of Final Consonant Clusters in English Syllables: Evidence from Children Journal of Experimental Child Psychology Volume 64, Issue 1, p. 119-136 University of New England, New South Wales, Australia. Retrieved January 16, 2009.
2. Dulay, Burt and Krashen, Language Two, Oxford University Press, 1982.
3. Ellis, Second Language Acquisition, Oxford University Press, (1997).
4. Gerald Kelly, how to teach pronunciation (series editor: Jeremy Harmer)
5. Ha Cam Tam, Common pronunciation problems of Vietnamese learners of English.
<http://123doc.vn/document/1032608-tai-lieu-bao-cao-common-pronunciation-problems-of-vietnamese-learners-of-english-docx.htm>
6. Harper Collins, Collins English Dictionary, 2003.
7. Joanne Ken worthy, Teaching English pronunciation (Longman handbooks for language teachers)
8. Marianne, Donna and Janet, Teaching Pronunciation, Cambridge University Press, 1996.
9. Mark Hancock, English pronunciation in use (Cambridge).
10. Oxford Advanced Learner's Dictionary, Oxford University Press, 2008.
11. Oxford Advanced Learner's Encyclopedic, Oxford University Press, 1992.
12. Peter Roach, English Phonetics and Phonology, Cambridge University Press, 2000.
13. Pham Cam Chi, Errors 1st year students at E.D., HULIS, VNU make with ending sounds and strategies to overcome using communicative teaching
<http://www.slideshare.net/khoanhmy/errors-1st-year-students-at-ed-hulis-vnu-make-with-ending-sounds-and-strategies-to-overcome-using-communicative-teaching-Pham-cam-chi-main-text>
14. Put English Phonetics into practice by Hungarian institute department of philology
15. Rachael- Anne Knight, Understanding English Variation, Week, 2003.
16. Rebecca Treiman, The internal structure of the syllable, Kluwer Academic Publisher, 1989.
17. Richards, Error analysis and second language strategies, International Center for Research on Bilingualism, 1971.

Websites:

1. AMEP Fact sheets:
http://www.ameprc.mq.edu.au/docs/fact_sheets/01Pronunciation.pdf
2. <http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/pronunciation.html>
3. <http://www.englishtown.com/community/channels/article.aspx?articleName=pronounce>
4. <http://www.englishclub.com/esl-games/pronunciation/>
5. <http://www.englishteacheramelanie.com/study-tip-how-to-improve-your-English-pronunciation/>
6. <http://community.vdict.com/showthread.php?t=337>
7. <http://www.teachingenglish.org.uk/article/developing-pronunciation-through-songs>
8. <http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/higgs%20graph.html>
9. <https://dictionary.cambridge.org/dictionary/english/pronunciation>
Definition of “pronunciation” from the Cambridge Academic Content Dictionary © Cambridge University Press)
10. <https://www.merriam-webster.com/dictionary/pronunciation>
Definition of pronunciation for English Language Learners is a particular person's way of pronouncing a word or the words of a language according to Merriam-Webster.
11. <https://dictionary.cambridge.org/grammar/british-grammar/speaking/intonation>
12. <https://en.oxforddictionaries.com/definition/pronunciation>
13. <https://www.englishclub.com/pronunciation/what.htm>

14. The Teaching of Pronunciation to Chinese Students of English. Fangzhi, Cheng
15. Forum, v36 n1 Jan-Mar 1998
16. 11 mar Teaching pronunciation is worth – Using Pronunciation Teaching Techniques To Clarify Regular – ED Endings POSTED AT 17:56H IN LANGUAGE ACQUISITION, PRONUNCIATION BY ROSELI SERRA
17. <https://www.youtube.com/watch?v=4RFJE7iLw9o>

Appendix

The survey questionnaire for students

Dear Na1901A and Na1901T students,

This survey questionnaire is designed to help you raise awareness of pronunciation importance in English. When speaking English in class or in everyday communication situations, we may encounter many mistakes. Your answers will be collected and used for my research namely: "A study on common pronunciation mistakes of the third year English major students at Haiphong Private University and some suggested solutions".

Many thanks for your help and cooperation in my survey.

1. How many years have you been studying English:

- 1-3 years
- 5 years
- 7 years
- 10 years

2. Which English skill do you like most?

- Speaking
- Listening
- Reading
- Writing

3. What do you think is the most difficult part in speaking English?

- Grammar
- Pronunciation
- Vocabulary
- Other:

4. How important is pronunciation in speaking English?

- Not important
- Normal
- Important
- Very important

5. Do you like studying pronunciation?

- Yes, I do
- No, I don't

6. How often do you make mistakes when you speak English?

- Always
- Often
- Usually
- Seldom
- Sometimes
- Never

7. Which pronunciation errors do you tend to meet when you study and speak English?

- Consonants
- Ending sounds
- Word stress
- Intonation
- Others

8. How you feel about your own skills in these following questions:

1. Not very good
2. Not good
3. Neutral
4. Good
5. Very good

• General conversations in English

1 2 3 4 5
English pronunciation

1 2 3 4 5
English Grammar

1 2 3 4 5
Listening understanding to native English speakers

1 2 3 4 5
Translating English words to VN

1 2 3 4 5
Translating VN words to English

1 2 3 4 5

13. What are the reasons why you make mistakes with ending sounds are?

14. Please read this paragraph out loud for the recording in English:

“Learning to speak a foreign language fluently and without an accent isn’t easy. In most educational systems, students spend many years studying grammatical rules, but they don’t get much of a chance to speak. Arriving in a new country can be a frustrating experience. Although they may be able to read and write very well, they often find that they can’t understand what people say to them. English is especially difficult because the pronunciation of words is not clearly shown by how they’re written. But the major problem is being able to listen, think, and respond in another language at a natural speed. This takes time and practice.”

Thank you for your cooperation