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ABSTRACT

In the context of global integration, learning English is a necessary job. Good English communication is an advantage and the need is greater than ever. But many Vietnamese students have difficulty accessing this language. They are still quite confused with foreigners because their English pronunciation is still not standard. The root cause of this story is partly due to limited vocabulary, partly because the pronunciation itself is wrong, so you won't recognise it when you hear foreigners pronounce it correctly. This study aims to discover the problems that Vietnamese students in particular and Vietnamese people in general face when learning English. What factors affect English pronunciation? The degree is affected by the interference of the two languages, the difference in the sound systems of the two languages, and the inconsistency between English and Vietnamese sounds. In this report, we will research some important issues related to pronunciation teaching. The role of English pronunciation in foreign language teaching methods, pronunciation like native speakers and recommendations for teaching English pronunciation. The challenges that Vietnamese people often face when pronouncing English and coming up with solutions to overcome problems in the best and most effective ways. Based on these results, EFL teachers or instructors should consider and look for teaching methods, increasing attention to learning English pronunciation as it plays a decisive role in the success of communication in English

ACKNOWLEDGEMENT

This research was completed thanks to the efforts of my teachers and friends. I would like to express my deep gratitude to my mentor Dr Dao Thi Thai. For her support, guidance and dedication during my study and writing of my graduation thesis. She guided, commented, and provided me with helpful references and materials so that I could complete my research proposal. Under her supervision, I received thorough instruction and learned many valuable things from the research method and how to examine and solve problems independently. Furthermore, I would like to express my sincere thanks to the University of Southern Can Tho. In particular, a team of teachers specializing in English taught and helped me expand my knowledge of English. Those lecturers allowed me to research and conduct research. Finally, I would like to sincerely thank my parents for their emotional support and encouragement during the most difficult times. They always pushed me to overcome any difficulties in completing my research. Also, I would like to say "thank you" to my friends, thank them for always standing by and helping me through the past years of college. Sincere thanks to all.

CHAPTER 1: INTRODUCTION

1.1. Background

English has been extremely important in many fields including Medicine, Engineering and Education. In today's trend of globalization, the importance of English is undeniable and overlooked as it is commonly used almost everywhere in the world. Therefore, English greatly influences people if people want to develop comprehensively and succeed in life. The success of communicating in English is determined by several linguistic aspects such as vocabulary, pronunciation and grammar. That is also why many universities and colleges now also teach a lot of English content and set standards for foreign language outcomes (most commonly English) for students after graduation.

According to Celce-Murcia, Brinton and Goodwin (1996), Derwing and Munro (2005), Fraser (2000a), Morley (1991), Pennington (1998), and Pourhosein Gilakjani (2016b), pronunciation can and should be taught and it is an important part of communication that has a key role in Communicative Language Teaching. According to Frasers (2000a), English pronunciation is a cognitive skill that all persons can learn if appropriate opportunities are given to them. Jenkins (2000), Deterding (2013), and Thir (2016) state that the reason for teaching pronunciation is that it is the main cause of communication breakdowns or misunderstandings in ELF interactions which makes its instruction an area where the necessity for stronger orientation towards ELF communication is very important. Hismanoglu (2006) says pronunciation instruction is key to oral communication. Pronunciation is an important component of communicative competence. There is a one-to-one relationship between pronunciation and the success of communication. Our pronunciation inevitably determines how listeners understand what we say. Furthermore, the Pronunciation Practice II course offered in the second semester focuses on learning and training how students pronounce English consonants. It also includes rhythm, accent and intonation that support the process of communication in a second language. As part of communication, pronunciation skills and language components are interrelated. The mother tongue of the Vietnamese, Vietnamese completely influences people, namely students in learning other languages. This also happens when Vietnamese-speaking students learn English pronunciation along with the process of learning pronunciation in class. The different characteristics between these two languages can cause problems and difficulties in learning native-like pronunciation. The difference in the phonological system between these languages is one factor affecting pronunciation learning. Besides the influence of their mother tongue, there are many other problems that Vietnamese students may encounter in learning pronunciation. It is internal and

external problems that come from the students themselves. These issues can contribute much to a student's performance in learning English pronunciation. Therefore, this study attempts to investigate the problem of Vietnamese-speaking students in learning English pronunciation from the point of view of their mother tongue and other problems that may befall them.

1.2. Statement & General Purpose

Pronunciation can be defined as how a person sounds the words of a language while speaking. The students of spoken English v the particular language. It is also clear that many graduates with good English skills will find better jobs than those with limited English proficiency. Learning how to pronounce properly like a native speaker is difficult for learners because the intonation of English is different from the intonation of the mother tongue (Vietnamese). Therefore, Vietnamese English learners in general and students in particular often make basic mistakes when pronouncing English such as swallowing sounds, not stressing sounds, and not having intonation when speaking. Young Vietnamese when learning English are often not interested in using dictionaries. Or it doesn't matter how much pronunciation is improved. But only focus on learning to communicate quickly. It makes you lack knowledge of English. When you try to speak quickly without learning the correct pronunciation. Even if the sentences are well constructed, the words used are chosen appropriately for the context of speaking, if we mispronounce the words, it will lead to limited listening comprehension of the opponent, which will make the other person confused. They don't know what you're trying to say. When we hear native speakers pronouncing English, we can hardly recognize words which makes the message exchange process will not go well.

This study aims to investigate the problems that Vietnamese students in particular and Vietnamese people in general face when learning English. What factors affect English pronunciation? The level is affected by the interference of two languages, the difference in the sound system of the two languages, and the inconsistency between English and Vietnamese sounds. The challenges that Vietnamese people often face when pronouncing English and coming up with solutions to overcome problems in the best and most effective ways.

1.3. Significance of the Report

This research aims to improve the effectiveness of EFL English learning and pronunciation by addressing the challenges students face when using this popular language. These findings will provide valuable insights for language educators and curriculum developers to develop instructional strategies specific to identified difficulties. Finally, this study aims to contribute to the overall improvement of English pronunciation and communication ability of Vietnamese students.

It is hoped that this study will contribute to solving the current state of English pronunciation and improving the confidence of Vietnamese students when using a second language. Moreover, this study can help guide teachers in teaching English pronunciation skills in Vietnam and hopefully raise awareness, level, and importance of using English skills for students. Vietnamese people. Correctly pronounce difficult words in English speech and communication. In addition, this study has the important implication that it may provide further evidence on the relationship between EFL learners' ability to recognize and promote pronunciation skills themselves.

1.4. Organization of the Paper

This study is organized into four chapters. Chapter 1 introduces the research including background, statement & purpose, and significance. Chapter 2 presents a comprehensive literature review, discussing theoretical perspectives and previous studies regarding the difficulties faced by students in learning English pronunciation. Chapter 3 outlines the research methodology, including study objectives, study design, target population and sample, research tools, and data collection procedures. Finally, Chapter 4 presents the expected outcomes of the research project based on the background, research objectives and theoretical framework, concluding with important information on the research issues.

CHAPTER 2: LITERATURE REVIEW

2.1 Theoretical Literature

This section discusses a general overview of the importance of learning English pronunciation, the problem of learning English pronunciation, the difference between English and Vietnamese pronunciation systems, and a review of previous studies.

2.1.1 Reasons to Know a new foreign language

Simply because if you only speak your mother tongue, you may lose the opportunity to work in multinational companies and reduce your ability to compete directly with candidates who are fluent in other languages. If about ten years ago, learning a foreign language was only seen in regular classes at high schools under the guidance of Vietnamese teachers, the way of learning focused too much on grammar, machinery, and perception. The action makes students see foreign language learning as a "torture", after learning it, they forget it because it cannot be applied in practice. Now, the development of information technology, the innovation of teaching methods in schools as well as the birth of a series of foreign language training centres under the guidance of native teachers have helped for accessing new languages much faster and more efficiently. The economy is in a difficult period, the crisis is when people who know foreign languages become people who are respected. When international companies come to Vietnam, they always need to recruit Vietnamese personnel who are not only highly qualified but also good at using foreign languages. Specifically English. The type of language is considered to be the most popular today.

Learning a new foreign language is about learning how to communicate and expand your connections with others—a very important life skill that can only be cultivated by interacting with people, meeting new and interesting people, and developing lifelong friendships are desirable goals, and learning another language is one way definitely to speed up that process. Language helps us express our feelings, desires and connect with others around us and form meaningful relationships. Speaking a foreign language not only opens up a huge pool of potential friends but also serves as an instant common denominator when you meet native speakers. Also, speaking a foreign language can be like saying a code to your new acquaintances. When you are fluent in a foreign language (namely English), fundamentally the advantages of learning a foreign language have the potential to help you succeed in almost every aspect of your life. Speaking a foreign language is an incredibly fascinating thing and it can make you more attractive, and interesting, and give you a

smart look. Learning a foreign language and immersing yourself in a whole new culture and worldview is the surest way to become an open-minded, knowledgeable, and tolerant person and it is invaluable. Once you become aware of the fact that we are all cultured beings, products of our environment, and you recognize the cultural basis for your attitudes and behaviours, you are ready to consider others more favourably. Seeing the world from a different perspective and understanding where you and others are coming from is an amazing, eye-opening experience. Learning a foreign language can entail a kind of psychological inversion for you and help you better understand your native language and your own culture. This is one of the most unexpected advantages of learning a foreign language. You will become much more aware not only of cultural customs but also of the grammar, vocabulary and pronunciation of your first language. This may explain the improvements in listening, reading and writing skills that foreign languages bring to people who previously spoke only one language.

2.1.2 Definition of Pronunciation

What is Pronunciation? Pronunciation is the production of a sound system that does not interfere with communication either from the speakers' or the listeners' viewpoint (Paulston & Burder, 1976). Pronunciation is the way of uttering a word in an accepted manner (Otlowski, 1998). Furthermore, Richard and Schmidt (2002) defined pronunciation as the method of producing certain sounds. Pronunciation is an important skill that significantly affects the effectiveness of language learning. English pronunciation includes learning about sounds, word stress, speaking in thought groups, saying rhythm, intonation, and reducing sounds, connecting sounds, swallowing. Pronunciation is the important "component" that should take precedence. Good pronunciation will make us good communicators. Pronunciation practice has been included as one of the basic English components in the curriculum of some universities for those majoring in English. Standard pronunciation is understood as pronouncing each syllable correctly and regardless of your accent. When a conversation in English takes place, what the listener focuses on more is understanding what you are saying and whether your pronunciation is easy to hear. They will not notice much when you make grammatical mistakes but will find it difficult to understand when you pronounce them badly. Therefore, if you can pronounce English correctly, you will become more confident when communicating and feel yourself speaking "Western". In addition, you will be more appreciated by the other person if you have good English pronunciation, even if your vocabulary and grammar are not yet mastered.

2.1.3 Some common Misconceptions about English pronunciation

English can be said to be a subject that many people want to learn but are not determined enough, so they eventually give up. For many years sitting in school to

learn English, not everyone can be good at this subject. The mistakes that make you learn English forever without being good will be answered in the following article:

Trying to cram a lot of vocabulary but it doesn't work: Most Vietnamese when learning English want to learn all the words they consider necessary. However, even if you learn hundreds of words without knowing how to use them every day, it will be ineffective. When encountering a new word, you should ask "How to use this word" instead of "What does this word mean". Like in Vietnamese, words/phrases that have similar meanings in different contexts will give different meanings (Nguyen, 2019).

Lack of intense concentration: Lack of focus, and lack of determination is the typical mistake in learning English for many of you encounter. Study at will, study whenever you like. We have a lot of external factors that lead to distraction, and reduced interest in English. So how to increase your passion for English? (Derwing, & Munro, 2005)

You should inspire yourself with English. Always motivate yourself that the future will be successful if you have English. Even without success, you have learned a new language. Watching movies or reading stories without a translation will make the experience easier.

Using Vietnamese to pronounce English: The mistake "made" by many English pronunciation learners is probably the "Vietnameseization" of English in pronunciation. In other words, it's learning English badly. This "Vietnameseization" or spelling applies only to the Vietnamese language. As for English, its transliterations have completely different readings. Therefore, if you want to pronounce English correctly, you must ignore this fatal mistake. Specific examples in English have "o" and "oo" sounds. If you use the "Vietnamese" way to read them, they are all pronounced as "ô". However, you see, in English, the "oo" sound in the word "Food" is completely different from the "o" reading in the word "Foxit". Or the "u" in the word "input" is different from the "u" in the word "but". Don't equate them with each other (Cunningham, 2012).

Stress omission error: English pronunciation is a mistake that up to 80% of English learners in Vietnam make. Ignoring accents makes your lines emotional. This is most pronounced in English words with 2 or more syllables. If you keep reading every syllable without any stress, native speakers won't understand what you're saying. Even if they understand, they won't be impressed with you in the way you talk. With this error, the simplest and the only fix is just to memorize the rules of stress in English pronunciation (Bui, 2016).

Mispronunciation of wind sounds: Wind sounds are a rather vague concept for English learners in Vietnam, especially new learners. Even teachers who are not well qualified, often ignore the sounds. Because of this subjectivity and ignorance, wind sounds are used in a very arbitrary way. Mispronunciation of wind sounds can lead to changes in the meaning of words so that the listener does not understand what you

mean. That is also the reason for the lack of confidence in communication among Vietnamese. Please improve your wind pronunciation to perfect your pronunciation skills. Wind sounds in English also have their own rules. Therefore, to pronounce well, you need to memorize the rules of wind pronunciation. In English, there are 8 wind consonants: “th”, “t”, “p”, “s”, and “ch”. For example, the word “plays” when reading the “s” sound will become a wind sound. There are also rules of wind pronunciation with special words you also need to note and record (Le, 2013).

Wrong concatenation: Vietnamese has no rules for concatenation, words are read separately and combined into a sentence. Therefore, when entering English learning, many people “cry badly” with phonics skills. Bluff concatenation and wrong concatenation are the most common mistakes in English pronunciation learners in Vietnam. In the host countries, native speakers will make sound connections with words that end with 1 consonant and follow it with a vowel. For example, “mark up” will read appended, not individually as /ma:k k^p/. Especially when a wind sound appears before a vowel, before making a concatenation, you often have to convert that sound to a windless consonant and then make a concatenation (Le et al, 2004).

Add /s/ bluff at the end of the sentence: Surely anyone who learns English pronunciation has encountered this error. You see native speakers pronounce often with wind sounds. You add /s/ after each word to create a wind sound. But the truth is that this is a habit that kills people who learn pronunciation to communicate. Because if you have made this mistake, the modification is very difficult. Adding /s/ to the end of a word both mess up the intonation and can alter the semantics of the word (Nguyen, & Dang, 2017).

There are no specific learning goals and directions: Does not define clear and quantifiable goals to learn. This is the mistake of learning English that makes you never reach the destination of many people. The unclear target here is the person who doesn’t know what he needs English for. Are you studying to study abroad or settle down? Want to learn English to communicate or work? When you have a specific goal. You will know how you need to learn the courses to save time and money (Crumbaugh, & Maholick, 1964).

English has so much to learn and you don’t know where to start. You do not know what is important, what to learn first, what to learn later and how to study. Therefore, when you are still confused about the curriculum.

Learn pronunciation but not “pronunciation”: This is a situation that many Vietnamese people encounter when learning English pronunciation. There are still people who learn pronunciation but do not pronounce it, but just look, and remember how to pronounce it after listening. This way of learning will prevent your success in the whole process of learning a foreign language. Because the ability to reflex is only born when you talk a lot, and pronounce a lot. Today you may mispronounce it but after many mistakes and knowing how to correct it, there will come a time when you pronounce it right. So talk a lot, pronounce a lot, and practice a lot. You can make friends and chat with a foreign friend for daily conversation. Or you can practice

speaking in front of a mirror and see how you pronounce it in the mirror. And if you can't afford to home-school on your own (Bui, 2016).

Learn to test, not learn to use: Probably a lot of you have used English as a subject just to cope with exams. You only study when there is a test tomorrow, a graduation exam schedule. Or simply an IELTS test for you to study abroad? Therefore, this is also considered a serious English learning mistake. As it not only shows your attitude towards English, but it also shows that you are lazy and have no determination.

Think of English as swimming. You can't study well without going into the water. Practice listening and speaking regularly to be able to use professional English instead of numbers on paper without life (Hussin, Maarof, & D'cruz, 2001).

2.1.4 The difference in pronunciation between Vietnamese and English

It will be a challenge when we start to learn a language other than our mother tongue, we often face difficulties such as getting used to the usage, pronunciation, and tone of our mother tongue, so learning a foreign language is difficult. Language becomes difficult. To overcome that disadvantage, we should find out what the different characteristics between the mother tongue and foreign language are, and how to use it appropriately. Humans use the same organs of speech even though the language they use differs, such as teeth, lips, nasal cavity, alveolar ribs, oral cavity, hard palate, and soft palate. However, the pronunciation of words between languages does not quite share the same individual organ (Kelly, 2000: 1). Vietnamese people use their mother tongue by combining words and forming sentences and paragraphs. Vietnamese has no wind, final, or connecting sounds like English. Different sounds in a language include consonants and vowels. The number of vowels and consonants in Vietnamese and English varies. It can be said that this factor affects the pronunciation of students (Pham & McLeod, 2016).

Vietnamese monophonic, English polyphonic: Each word is read with one syllable in Vietnamese. But in English, a single word can be read from two, three even five or six syllables put together. For example, the word "Vietnam" consists of two words with two syllables, "Viet" and "Nam". Meanwhile, the word "England" is also a word, but has two syllables, /'ɪŋg/ and /lənd/. Due to the influence of their mother tongue, Vietnamese people at first tend to pronounce "one English word with many sounds", such as "many Vietnamese words with one sound". For example, the Vietnamese word "teacher" tends to be read as two words: title + wait. Therefore, remember that every time you speak English, read the sounds of a word together seamlessly (Phan, Nguyen, & Nguyen, 2021).

Each Vietnamese letter has a unique pronunciation, and English does not: In Vietnamese, the word "e" is still spelt "e" no matter what word it is paired with. For

example, “mờ-e-me-nặng-Mẹ”, “bờ-e-be-sắc- Bé”, but not English. For example, in Elephant /'elifənt/, the first “e” is read as “e” but the second “e” is read as “i”. So, before you read any English word, you have to look up its phonetic transcription and listen to the pronunciation to be able to pronounce it correctly (Bui, 2016).

The connection between writing and reading: In Vietnamese, each letter has only one pronunciation. Therefore, when we write a word, we can know the reading of that word. In contrast, in English letters in different words can be read very differently and completely different letters in different words are read the same. Ex: The letters "g" and "s" are pronounced the same as "ʒ". (Holm, & Dodd, 1996).

Garage – Vision
/gə'ʀɑʒ/ – /'vɪʒən/
(chỗ sửa xe – tầm nhìn)

Vietnamese accents and English accents: Vietnamese has tones and accents. When changing the sign, it will become another word, for example, ba, bá, bà, bả, bã, bạ. English words without accents. When speaking, however, English words have stress. Primary stress is the phenomenon in which one syllable is pronounced louder than the rest. The stress of different words is different and to practice speaking the accent: add a sharp accent to the accent, if not, add a deep and heavy for example major /'meɪdʒər/ (Cunningham, 2009).

Vowels: Vietnamese has no clear distinction between readings for short single vowels while English has short and long single vowel readings. Misreading short – long single vowels can cause listeners to misinterpret the meaning, leading to misinterpretation of the intention to convey (Borleffs, Maassen, Lyytinen, & Zwarts, 2017).

Example:

Sheep – Ship
/ʃi:p/ – /ʃɪp/
(Con cừu – Tàu biển)

Heat – Hit
/hi:t/ – /hɪt/
(Sức nóng – Cú đánh, cú va chạm)

Structure of words: In Vietnamese, we do not have the concept of the root word, prefix and suffix of a word to change the meaning of that word. For example: We have the adjective "happy", we add "unhappy" to make up the adjective that means the

opposite, add "happiness" to turn adjectives into nouns and add "happily" to turn into adverbs. In English, adding a *prefix* and a *suffix* can transform the meaning and form of a word. With the word "happy" (adj) hạnh phúc

(Haspelmath, & Sims, 2013). With the word "happy" (adj) hạnh phúc

Unhappy: (adj) không hạnh phúc/bất hạnh

Happiness: (n) niềm hạnh phúc/sự hạnh phúc

Happily: (adv) một cách hạnh phúc

Article: In Vietnamese, we do not clearly distinguish between definite nouns and indefinite nouns. On the other hand, in English, the use of articles is very important to identify whether the noun is either an indefinite noun (unknown to the listener) or a definite noun (the listener already knows what the noun in question is) (Leung, 2005).

Example: I have just finished the series How I Met Your Mother and I don't like the ending.

Here the article "the" is used to help identify the noun "ending", the reader knows for sure that this "the ending" is the end of the movie without having to repeat it.

This difference confuses us with the use of articles in English because we do not determine when to use articles, when not to when to use indefinite articles when to use definite articles.

Grammar: In Vietnamese, there are several common tenses such as present tense, continuation tense (being), past tense (was) and future tense (will). In contrast, in English, you have to use 12 simple tenses, 3 double tenses, 3 continuous single tenses and 3 double continuous tenses corresponding to all 12 rules to remember. We have a habit of using the present or past simple tense when using English due to the influence of using Vietnamese at an early age. On the other hand, one thing we will notice when learning English is that verbs are divided by title and nouns change by subject. For example, "they do" and "he does"; or "One Car" and "Two Cars"... This is completely different from Vietnamese (Wolfram, & Hatfield, 1984).

Phrases, and idioms: Another difficulty for Vietnamese people when learning English is the application of phrases or idioms to express ideas or thoughts. For example, if the previous generation used to say "Có mới nói cũ", the equivalent sentence in English is "New one in, old one out", "Gừng càng già càng cay" in English is "With age comes wisdom"; "Tiền nào của nấy" is "You get what you pay for"; "Uống nước nhớ nguồn" is "When you eat a fruit, think of the man who planted the tree"... Although English uses a different comparison image than Vietnamese, it still has the same meaning. The way of translating the meaning of each word "word by word" makes it very difficult for Vietnamese people to acquire English (Vo, 2023).

Each language possesses distinct characteristics in its structure, lexical arrangement and principles of pronunciation and intonation. To be fluent in English,

learners need to spend time understanding the differences between English from their mother tongue, thereby changing their linguistic thinking habits and gradually grasping new knowledge.

2.1.5 The Importance of Pronunciation in English Learning

In the context of the current open and integrated economy, more and more foreign enterprises invest in the Vietnamese market, bringing a lot of job opportunities for young workers. Foreign languages are also considered as a language bridge between countries around the world, having a positive effect on exchanges and cooperation with people of other countries. When you are good at foreign languages, especially English, it is an advantage that gives you more chances to get into companies. We can take a specific example in recent years: some graduates have achieved good grades and have applied for jobs in foreign enterprises and companies. They passed very well the tests of specialized knowledge but only because of the lack of skills (listening, speaking, reading and writing) in English, they could not pass the test of foreign languages. And as a result, they lose their opportunity to get their jobs. It's a very unfortunate problem for such students, but they are also lessons for generations to come. If you have a good foreign language, you can learn more knowledge by attending events and presentations from experts.

Pronunciation is the most important and difficult problem non-native English speakers face when learning English. Improper pronunciation can lead to negative impressions, misunderstandings, and ineffective communication. As part of EFL teaching, the pronunciation aspect is essential to be taught English material first to students. Knowing English grammar and vocabulary is also important because these parts determine the success of communication (Albiladi, 2019). Harmer (2001) emphasizes that the main purpose of teaching and learning any language is to help students communicate in the target language and if that is the case, communication is an important term to explain. You will soon realize that learning English as a second language can be a lot of fun as you make great progress. This is because pronunciation forces you to listen to the speaker more carefully, focusing on how they make the right sound when they speak. By listening to how sentences sound natural, you're more likely to create them yourself. Besides, the more you hear these sentences, the easier it will be for you to understand and get used to them. Don't let your inferiority affect your pronunciation with your speaking skills. Research points out some of the negative effects of poor pronunciation and provides some tips to enhance pronunciation:

Not learning pronunciation, if you guess the pronunciation yourself, is dangerous: This is dangerous because English pronunciation is very diverse and there are no rules for the pronunciation of a word at all. The same spelling is not necessarily the same pronunciation. Therefore, if you mispronounce due to guessing the wrong sound, you may be wrong for a long time, and by the time you realize it, you want to correct it will be very difficult (Jenkins, 2006). For example, you have come across many words that pronounce the ending –er as /I/ such as teacher, offer and speaker. And when you encounter the word prefer, you also conjecture that /pIə(r)/ is wrong because the correct pronunciation should be /pri'fə:/. And this mispronunciation will be

very difficult to correct. If you learn new words, you only learn how to write, how to use them and what they mean, and later you learn the pronunciation of that word again and again, it will take a long time, and if you guess for yourself. It's disastrous as analyzed above. Therefore, you must learn the pronunciation first, so that when learning a new word, you can learn the pronunciation of that word through phonetic characters in the dictionary: Know what is the stress, what is the consonant, vowels, voiceless sounds, sensible sounds ... to pronounce correctly.

Misunderstanding: Knowing a lot of vocabulary is meaningless if you can't pronounce those words correctly and no one can understand the words you're trying to use. Even worse, pronunciation mistakes can lead to a serious misunderstanding. For example, let's think about the misunderstanding of the sentence: "Your wine is delicious" when pronounced, "Your wife is delicious". (Hirsch, 2003).

Ineffective communication: It will be difficult for people to hear you in your native accent. It's annoying to the other person if they have to keep asking you to repeat, but they still can't understand what you're saying. Therefore, if it takes a lot of effort to understand your English, people will avoid contacting you as much as possible. On the contrary, they will enjoy talking to you when you have an understandable voice.

Lost job opportunities or unable to advance in career: English is the most common language in the world, the official language of many countries. All minutes of business transactions are in English, and contact with foreign partners must know English. So if we are not good at English, we will forever lag, behind a whole generation. We do not deny that preserving the national language is necessary, but it is impossible to continue without progress. As human beings, especially young people must know how to aim for good values and human humanity. Being good at English gives you many opportunities to advance in work and life. Currently, businesses are especially interested in whether their employees know English or not, in addition to professional and communication factors (Kopperoinen, 2011).

Psychological: When you do not pronounce English correctly, the interlocutor will be able to understand what you are saying, and it will be difficult for you to understand what others say, over time, you will become less confident and even afraid to communicate. This will sometimes affect your work and life. The mentality of timidity and anxiety will significantly affect the ability to learn a foreign language. Worrying about a foreign language can cause learners to lose faith in learning a foreign language. In addition, it can also affect their self-esteem, confidence, and academic performance. A student's language learning affects all aspects of life, so if a language learner is anxious in the

classroom, they will also be anxious outside. Stressed learners engage less, become self-conscious, and risk missed opportunities. In general, language anxiety carries more risk for negative experiences. If you are afraid to practice language skills, especially pronunciation skills, learners themselves will not improve quickly. An anxious state can lead to anger and frustration — a psychological state that is completely uncondusive to both study and work (Bai, & Yuan, 2019).

Study environment: Any foreign language reflexes will decrease if you do not spend enough time studying. However, even if you have worked hard to learn, you still need an English environment to be able to practice at any time. This is not easy, especially for students and busy adults. Lack of practice environment and foreign language interaction is a concern of any English learner in Vietnam. A complete English environment will maximize your language ability. Immersing yourself in an English environment is an opportunity for you to make the most of your thinking power. Since there is not much time to ponder your answers, you have to use existing vocabulary and sentence structure. Recognizing your language limits will force you to prepare better ideas and vocabulary for the next time. Obviously, without an environment to practice or use English, it will be difficult for learners to make great progress (Davis, & Vincent, 2019). Even many Vietnamese people who go abroad to live, if do not have conditions to use Vietnamese, they forget words and stammer when they encounter a word they do not remember, let alone when they learn a foreign language. Ideally, give yourself an environment to use English daily. It could be taking an English class in class, or talking to some foreign friends on social networking sites like Hellotalk, HiNative, Conversation Exchange, Tandem,..... Moreover, read an English book, listen to English radio, join an English club, or mumble in front of a mirror in English. By maintaining such an English environment, plus regular practice, you can see the progress in your English learning, then you will no longer wonder why you learn English so badly anymore.

Kenworthy (1987) said that there are some factors for the learning of acceptable pronunciation by some students without depending on their teachers. They are learners' phonetic abilities, integrative motivation, and achievement motivation. There are just some students who know the value of good pronunciation. Of course, sometimes it can be difficult to feel confident speaking in another language. At first, you may feel shy or anxious about making mistakes, grammatical mistakes, or being misinterpreted. Fortunately, good pronunciation will make you more confident. You will be able to participate in conversations and get to know your classmates and those around you much better. In this way,

good pronunciation can even help you make friends faster. Speaking won't be a difficult activity anymore—it's a fun way to improve your English while making meaningful connections with others.

2.1.6 Factors Affecting Pronunciation

It is no coincidence that identifying barriers to learning English has become very important. Identifying obstacles helps learners recognize that problem. Sometimes it is not their ability but the learning method that is not effective. As a result, they will find out why they are having trouble learning a foreign language and find solutions. Whether you're "struggling" with grammar or you're simply using an inappropriate learning style, knowing why you're struggling will give learners a clearer idea of how to overcome those problems. Therefore, if the learner cannot identify the problem, it will not be possible to identify the solution. Identify the challenges that motivate you and provide an effective English learning path. However, once you realize why language learning isn't progressing, you can get more motivated and readjust in the right direction to continue "conquering" English. With the right motivation and direction, even the most difficult languages can become easy ones.

In the process of learning English, many people often have difficulty in listening to English, practising grammar and most especially pronunciation. When learning the phonetics of a foreign language, we cannot avoid certain difficulties in intonation and sound. However, it is important to overcome them and achieve the ultimate goal of using that language as a second language. The following are a few common factors that affect English pronunciation.

2.2.1 Mother Tongue Interference

Avery and Ehrlich (1992) suggest that the audio sample' of the learner's first language is transferred to the second language and is likely to cause a foreign accent. The mispronunciation of words by non-native speakers reflects the influence of the sounds, rules, stress and intonation of their native language. Comparing the consonant system in the two languages shows that English has 24 consonants but Vietnamese has only 21 consonants. Some consonants exist in English but not in Vietnamese and vice versa. English has clusters of consonants at the beginning as street /stri:t/ and at the end as sixth /siksθ/. Vietnamese does not have this phenomenon. On the other hand, in Vietnamese, a letter usually represents the same phoneme, except for the sound /ŋ/ (n ng, ngh); /k/ (c, k). To sum up, it can be concluded that the mother tongue affects and hinders learners in learning foreign languages, especially in pronunciation. For example, in English, there will be consonants and final consonants :

- /tʃ /- Rese“bl”s the sound "ch" but is a bit circumferent to the lips when pronounced. Put the tongue straight touching the lower jaw, lips half rounded, gas escapes on the surface of the tongue.
- /dʒ /- Almost identical to the sound / tʃ / but with vibration in the vocal cords The lips are slightly rounded and circumferent forward, the tongue is straight, touching the lower jaw, and gas escapes on the surface of the tongue.
- /ð /- Place the tip of the tongue between the teeth, the air flows out in the gap between the teeth, and the larynx vibrates.
- /θ/- The reading is similar to the sound / ð/ but the larynx does not vibrate.

It is easy for listeners to misunderstand the speaker's meaning if they do not pronounce these sounds correctly. Learners are used to pronouncing sounds in their mother tongue. As a result, they have difficulty controlling muscles and pronunciation parts such as lips, teeth, and tongue to pronounce English correctly.

2.2.2 Stress

English is a multi-syllable language, words with two or more syllables always have a syllable that sounds completely different from the rest in length, magnitude and elevation. A syllable that is pronounced louder, higher and longer than other sounds in the same word is stressed. In other words, the stress falls on that syllable. The best way for English communication classes to have a positive effect and for students to communicate like native speakers is for teachers to regularly remind them to pay attention to stress when practising speaking English. According to research by Munro and Derwing (1999), word stress plays an important role in distinguishing one word from another when we hear and speak English. This is highly appreciated in English, not only making the sentence attractive and natural but also expressing emotions very well (Nurhayati, 2016). In English, many words have the same spelling. Even the pronunciation. If we ignore their stress, the word will not be distinguished. For example, "desert" has 2 meanings. One means "desert", the other is "worthy". With the accent changing in the dialogue, we will understand what this word means. Those who communicate using the correct accent will feel much more confident than others. Because of the stress, the words you pronounce are correct and can be communicated to listeners. The communication style and fluency and coherence therefore also increase exponentially. If we accidentally ignore the accent, we reduce the variety of English greatly. Vietnamese is considered a monosyllabic language, so when learning English – a multisyllabic language with many complex characteristics of stress, many Vietnamese people will face difficulties. Some phrases have up to two accents, causing many of you to emphasize the wrong sound or not to emphasize the sound. Misplacing the accent can confuse the information the speaker wants to convey because a

word written the same but with different accents will mean different things. Many English words have the same spelling, but changing the position of the stress changes their meaning. However, accents do not exist in every language. That is why "false stress" has become one of the most common obstacles to learning English pronunciation. Don't disregard and ignore the accent whether you like it or not. The accent perfects the pronunciation, bringing many benefits to your English learning process. Therefore, the sooner learners form the habit of stressing sounds in sentences, the sooner they will be able to communicate with native speakers fluent – and naturally – the goal that perhaps every English learner aims for. Instead of just focusing on grammar and vocabulary, pay more attention to the stress in sentences and it will improve speaking skills significantly.

2.2.3 Intonation

In addition to standard English pronunciation, practising intonation in English is also extremely important to determine the ability to speak fluently and fluently like native speakers. And this is also one of the essential criteria to assess learners' ability to use English. Speech resembles music in that there is a change in intensity or level of voice: speakers can change the intensity of their voice as they speak (voice ups and downs, breaks when speaking). People use intonation in English when they want to express their feelings through words (Crystal, 2003; Low, 2006; Munro & Derwing, 1999). When communicating makes your speaking skills more fluent, engaging, and natural. Therefore, it can be said that speech also has a tone, which is called intonation in English. However, speaking English with intonation is a major challenge for most Vietnamese learning English – as intonation is not a prominent feature of Vietnamese. Most Vietnamese people when speaking English are judged to have no intonation. They are familiar with how to go up and down sentences in Vietnamese, so when switching to English more or less, the intonation of sentences in Vietnamese will affect English, otherwise, it will take a lot of time to learn and correct. Intonation plays a role in expressing emotions while conveying the meaning that the speaker wants to express. Intonation in English is varied and rich. Simply changing the way a speaker's voice rises and falls can change the meaning of the entire message the speaker wants to convey. Some studies show that, through one's intonation, listeners can sense the speaker's attitude. Some of the emotions that speakers usually express through intonation such as happiness, anger, surprise, joy, hesitation, sarcasm, confusion, enthusiasm and many others. The same content but if the speaker uses a different intonation to express it, the implication will be different. If learners don't use proper intonation in their sentences to express what they want to convey, then the conversation won't go smoothly or may even cause misunderstandings. Intonation makes ideas easier to understand and easier to remember. If a person speaks too long but does not stress the main words and changes the intonation, you can hardly immediately understand the content of their sentence (similar to a Vietnamese text without any punctuation). When

listening to the above dialogue or video, the most important thing is to listen to the intonation up and down of the reader, speaking. Then, imitate and repeat, starting with short sentences and then longer ones. Improving intonation in particular and pronunciation. In general, takes a lot of time and effort. Because when speaking, you can only control the content and ideas, while the sound is almost subconscious, formed by your pronunciation habits. Therefore, adjusting pronunciation in general and intonation, in particular, requires time and patience.

2.2.4 Age

According to the “Critical Period Hypothesis” proposed by Lenneberg (1967), there are five stages of strong and rapid human second language absorption. It is the period from birth (0 years old - this stage, the child will begin to acquire English in silence) until reaching between 3 and 6 years old (This is the period when children can fully afford face-to-face conversation). In addition, this also affects the psychology of learners. In many studies, exposure to a foreign language education at a young age is one of the important factors leading to effective foreign language learning. Therefore, today for their children's English learning process to be most effective, parents need to choose centres with vivid curricula, suitable to the psychological characteristics of children's ages. Many parents have let their children receive foreign language education as early as possible, with the expectation that they will be fluent in English. After this period, this progress will gradually decrease and the effectiveness of acquiring another language will begin to slow down. Some non-students (aged 20 and above) who are attending university will have some difficulties in learning and communicating in English because their age makes them slower to acquire new knowledge, namely English than their peers aged 18 to 20.

2.2.5 Instruction

Language instruction typically focuses on four key areas of development: listening, speaking, reading, and writing. The foreign language curriculum emphasizes pronunciation in the first year of study as it introduces the alphabet and sound system of the target language, but rarely continues this focus past the introductory level. Teachers often spend more time and energy organizing the class/learner, giving instructions, maintaining control and discipline, or organizing group work. It is difficult for a teacher to explain a concept or ask students to answer questions, circle new vocabulary, etc. Because students who sit far away may not hear the request from the teacher and sometimes they also feel uncared for. Capacity is uneven in a large class, so there will be students who are quick to acquire knowledge and vice versa, there will be students who need more help. The fact that teachers lecture to low-level students will make high-level students feel discouraged because they already understand. On the other hand, teaching with a higher curriculum will make incompetent students

feel inferior and disappointed in themselves when they cannot answer the teacher's questions, etc.

The researchers explored the question of whether explicit instruction helps these second language learners. Such studies have produced inconsistent results. Suter (1976) reported a negligible relationship between official pronunciation and the pronunciation of English as a student's second language (Elliot, 1995).

2.2 Review of Previous Studies

Some previous researchers have conducted similar research related to these factors causing students' problems in learning English pronunciation. First of all, Muin (2017:64-74) researched phonemic interference in the local language by students of Lambung Mangkurat University. The result shows that some English sounds that are produced by Lambung Mangkurat University students potentially cause phonemic interference toward the Banjarese language. This is because the number of vowels, diphthongs, and consonants used in the Banjarese language differ from those used in English. Pronunciation is an aspect that includes features of language (vocabulary and grammar) and skills (speaking and listening). So there's a lot more to talk about pronunciation than just focusing on "listening and repeating." Like vocabulary and grammar, pronunciation teachers should direct students to note and understand the rules and patterns that lie beneath the surface of speech. In addition, pronunciation is part of speaking, so it also has a bit to do with one's physicality. To pronounce a new language, learners need to train the muscle group they will use to express speech. Besides, pronunciation also struggles with listening to how the language sounds, so learners can practice by focusing on English videos. Therefore, in this study, it can be said that the great influence of the mother tongue (Vietnamese) on the students' English pronunciation is something that needs to be paid attention to and should be quickly overcome.

Gilakjani & Ahmadi (2011:74-77) state that many learners of English have major difficulties with English pronunciation even after years of learning the language. The teaching of pronunciation is largely neglected in the area of EFL teaching. This is also what makes it difficult to pronounce a new language, as we keep the same old habits as when learning our first language. People learning a new language will keep the stylistic features and tone of the first language. However, tone is not necessarily an issue. You can keep your tone of voice and the listener can still understand what you mean. Teachers need to help learners notice such characteristics in the language they are aiming for. We can do that by teaching a short passage that includes many examples of sounds, making them stand out for the learner's attention. So how can learners choose when using homonyms (words that are written or pronounced the same but have different meanings), homophones (words that sound the same but differ in

spelling and meaning), homographs (words that are written the same, but have different meanings and are often pronounced differently) or heteronyms (words that have the same spelling but have different pronunciations and meanings each other). In addition, Zhang and Yin (2009: 141-146) conducted research on the pronunciation problems of English learners in China. The results showed that intervention in the mother tongue, age, psychological factors, pronunciation guidelines and knowledge of phonology and phonetics of learners did not sufficiently affect the acquisition of English pronunciation.

While Muin (2017) focused on the phonemic interference of the Banjarese language on English pronunciation, there is a need to investigate the specific aspects of other languages that may influence English pronunciation for learners from different linguistic backgrounds. Exploring the phonetic and phonological differences between various languages and English can provide insights into the specific challenges learners face. At the same time, As mentioned by Muin (2017), pronunciation involves more than just listening and repeating. There is a research gap in understanding the most effective approaches and techniques for teaching pronunciation, taking into account not only listening and speaking skills but also the integration of vocabulary, grammar, and physicality. Investigating holistic methods that address pronunciation as an integral part of language learning can be beneficial. Gilakjani and Ahmadi (2011) noted the neglect of pronunciation instruction in EFL teaching. Further research can examine the consequences of this neglect on learners' long-term pronunciation development and their overall language proficiency. Investigating the effectiveness of incorporating systematic pronunciation instruction in language classrooms can provide valuable insights for teachers and curriculum developers. While Zhang and Yin (2009) found that factors such as mother tongue, age, psychological factors, pronunciation guidelines, and knowledge of phonology and phonetics had a limited impact on English pronunciation acquisition, there is a research gap in identifying other potential factors that may significantly influence learners' pronunciation abilities. Factors like motivation, language aptitude, individual learning strategies, and exposure to authentic spoken English can be explored to gain a deeper understanding of their influence on pronunciation acquisition. Finally, on Pedagogical Approaches for Homonyms, Homophones, Homographs, and Heteronyms, the study mentioned the challenges learners face in choosing and using words with similar spelling or pronunciation but different meanings. Further research can focus on developing effective pedagogical approaches and instructional materials to help learners navigate these lexical complexities and enhance their pronunciation and communication skills in real-life contexts.

By addressing these research gaps, future studies can contribute to a more comprehensive understanding of English pronunciation acquisition and inform the development of targeted instructional strategies to improve learners' pronunciation skills.

CHAPTER 3: RESEARCH METHOD

This chapter presents the methodology used to conduct research. It starts with research objectives and research questions. Description of Design, Target Population, and Template. Next, it describes tools for data collection procedures. Finally, present the data collection steps for the report.

3.1 Research Questions and Research Aims

This study aims to explore the perception of English language learners regarding pronunciation ability, the difficulty things in speaking English like native speakers and how they perform Pronunciation related activities at Tay Do University in Can Tho City. Based on the results of previous research papers, EFL teachers or instructors should consider a teaching method that pays more attention to learning English pronunciation as it plays an important role in the success of verbal communication. Therefore, specific research questions will help focus the investigation and come up with the most appropriate solution for the goals set.

Research Question 1: What are the influencing factors of the Vietnamese language in learning English pronunciation?

The purpose of this research question is to understand the factors that affect the English pronunciation of Vietnamese students. Identify what factors have the most influence on pronunciation. In addition, the research will seek to provide a comprehensive understanding of the challenges that hinder their English pronunciation.

Research Question 2: What is the main problem that students often face when learning English pronunciation?

The research delves into the factors that interfere with correct pronunciation. Environmental factors (housing, school, class), psychological factors (thoughts, feelings and motivations, etc.) and other influencing factors. It aims to find and better understand the main causes of the challenges. This provides a more comprehensive understanding of the difficulties faced by EFL students.

Research Question 3: What should teachers or instructors do to help students overcome pronunciation problems?

The research aims to propose strategies and solutions for teachers to let students acquire a second language most favourably. In addition, the study provides actionable recommendations for educators and practitioners to enhance teaching practice and support the development of English language skills, especially English pronunciation skills of learners.

3.2 Research Design

The current study will be designed as a descriptive study with a combination of quantitative and qualitative approaches. The descriptive method is used to collect information about the current state of a phenomenon. By using a descriptive design for the current study, the researcher intended to provide an

accurate description of Vietnamese students' pronunciation abilities when speaking English. The questionnaire will be designed to collect quantitative data to answer research questions 1 and 2 about English pronunciation students' perceptions of classroom teaching methods and pronunciation-related activities applied in the classroom. An interview may then be conducted to better understand the participants' opinions about why they practised English communication activities in EFL classes. In-depth Interviews - Conducting individual, semi-structured interviews with the selected teachers or instructors. The interviews should be audio-recorded with the participant's consent, allowing for accurate data transcription and analysis. This approach is to address research question 3 above.

3.3 Description of Target Population and Sample

This study will be conducted at the end of the Pronunciation Practice II course for students majoring in the English Language at Nam Can Tho University, Can Tho City. The students of the second semester of 2022 who studied Pronunciation I and II courses are the population of this study. The number of them is 100 students.

The selection of English majors for this study because students majoring in English will have the opportunity to explore more in-depth English than other students such as students majoring in Information Technology, Food Technology or Law students. They are considered to have a homogeneous learning experience and have the same Pronunciation, material and study activities. Furthermore, questionnaires and interviews were administered to collect the data for this study. First of all, questionnaires are distributed to students to know and see their answers about problems that may be encountered when they learn English pronunciation.

The researcher obtains the data by making some statements and asking students to give feedback on it. The students' responses were then tabulated to find out what percentage of answers were given based on the statement provided in the questionnaire. Next, the interview part is conducted to collect oral data from the perspectives, opinions and communication descriptions of students about their problems during learning and practising English pronunciation.

The researcher analyzes the data obtained from all devices. The results of both questionnaires and interviews were analyzed quantitatively. Each student's answer is tabulated in tabular form to find out what percentage of answers are given. Those with high percentages in each item of both tools represent the

dominant problem they face. These results are then discussed based on a review of the relevant literature.

3.4 Research Instruments

The research instrument used in this study will be an interview. Both instruments are quantitatively analyzed by calculating the percentage of dominant answers given by students.

Questionnaires will be conducted to collect quantitative data related to the difficulties and challenges EFL students face when learning to pronounce English like native speakers. The questionnaires will be pilot-tested to ensure the clarity and validity of the questions. The survey responses will provide an overview of EFL students' difficulties and help identify common themes and patterns.

Semi-structured interviews will also be conducted to collect qualitative data that delves deeper into the problems EFL students face when it comes to pronunciation, and communicating in English in class with teachers and peers. The interviews will provide an opportunity for students to express their feelings, opinions and some accumulated personal experiences. The interviews will be developed based on initial findings from the surveys and will be designed to elicit detailed answers about specific difficulties and their underlying factors. The interviews will be recorded and transcribed for analysis, ensuring an accurate representation of participants' views. Some of the expected interview questions are:

For the influencing factors of the Vietnamese language in learning English pronunciation:

1. How does your knowledge of the Vietnamese language affect your English pronunciation learning?
2. In what specific ways do you see the influence of the Vietnamese language on your English pronunciation?
3. Can you identify any similarities or differences between Vietnamese and English sounds that pose challenges for your pronunciation?
4. Are there any specific Vietnamese phonetic or phonological features that create difficulties for you in acquiring English pronunciation? If yes, can you provide examples?

5. How do you think the differences in vowel sounds, consonant sounds, or intonation patterns between Vietnamese and English impact your ability to pronounce English accurately?
6. Have you received any guidance or instruction on how to overcome the influence of the Vietnamese language on your English pronunciation? If yes, what strategies or techniques have been suggested to you?

The main problem students often face when learning English pronunciation:

1. Based on your experience, what do you find to be the most challenging aspect of learning English pronunciation?
2. Are there specific English sounds or phonetic features that you find particularly difficult to produce or distinguish from your native language?
3. Do you encounter difficulties with certain English vowels, consonants, or word stress patterns? Can you provide examples?
4. How do you perceive the impact of English spelling pronunciation inconsistencies on your ability to pronounce words accurately?
5. Are there any common errors or mistakes that you and your peers tend to make in English pronunciation? What are some examples?
6. Have you received sufficient guidance and support from teachers in addressing your pronunciation difficulties? If not, what kind of assistance would you find most helpful?
7. How do you currently work on improving your English pronunciation both inside and outside the classroom? What strategies or resources do you utilize?

For the 3rd research question, the main objective is to identify effective strategies and solutions employed by teachers or instructors to help students overcome pronunciation problems in learning English as a second language. Participants in the in-depth interviews are English language teachers or instructors who have experience teaching students with pronunciation difficulties. Interview questions may include:

1. What are the most common pronunciation difficulties you have observed among your students?
2. How do you diagnose and assess students' pronunciation problems?
3. What strategies or techniques have you found effective in helping students overcome pronunciation difficulties?

4. How do you incorporate pronunciation instruction into your teaching methods?
5. What resources or materials do you utilize to support pronunciation development?
6. Are there any specific challenges you face as a teacher when addressing pronunciation issues?
7. What recommendations or advice do you have for other teachers dealing with students' pronunciation problems?

Note-taking: Take detailed notes during the interviews to capture important insights, observations, and contextual information.

By conducting in-depth interviews with experienced teachers or instructors, this research design can provide valuable insights and practical recommendations for addressing pronunciation problems in English language learning. The findings can support the professional development of teachers and contribute to effective teaching practices in improving students' English pronunciation skills.

3.5 Data Collection Procedures

This section outlines step-by-step processes for data collection, explaining how research tools will be managed for participants.

3.5.1 Investigations Management:

The questionnaires will be administered to participants in paper format or via email. Participants are given clear instructions to be provided and time to complete the surveys. Participants will be encouraged to answer questions honestly and to the best of their ability. Completed surveys will be collected and stored securely for further analysis. In addition, the surveys will be bilingual Vietnamese-English to help participants understand specifically the content of the question being spoken.

3.5.2 Conduct interviews:

Semi-structured interviews will be conducted when participants are ready. The interview schedule will be the time after the phonics practice in class and will include application questions to allow for detailed answers. Interviews will be recorded with participants' consent and specific, clear notes will be taken to capture the participants' contextual information and body language. Interview recordings and transcripts will be stored securely and used for analysis.

3.5.3 Questionnaire management

The revised questionnaire was administered to a total of thirty-seven participants. The questionnaire was designed in Vietnamese to ensure clarity and prevent any ambiguity or misunderstanding among participants who may not be native English speakers. Using the Vietnamese version of the questionnaire facilitated a comprehensive understanding of the questions posed. The data collection process spanned a period of three weeks, allowing participants ample time to complete the questionnaire. Subsequently, all thirty-seven questionnaires were returned in person, ensuring the integrity and completeness of the collected data.

CHAPTER 4 EXPECTED OUTCOME

This section will address the expected outcome of the research project and conclude the above research paper.

4.1 Expected Outcomes of the Research Project

Based on the background of the research, theoretical basis and research objectives, this section will present the expected results of the research project. There are two major challenges that hinder Vietnamese students' ability to pronounce English when using this second language. These two challenges are also the first and second research questions in section 3.1 "Question Research and Purported Research". The results of this research session will contribute to solving issues such as the impact of the mother tongue on the pronunciation ability of Vietnamese students; the main obstacle that students face when communicating in English. From there, help students understand the importance

of pronunciation, see their shortcomings and find ways to solve them. Thereby, these results also create a premise for teachers or students' instructors to come up with more appropriate and effective phonics teaching methods for their students to improve foreign language proficiency for current Vietnamese and the next generation.

Research Question 1: What are the influencing factors of the Vietnamese language in learning English pronunciation? Expected Outcome:

1. Identification of specific phonetic and phonological features of the Vietnamese language that create challenges for Vietnamese students in acquiring English pronunciation.
2. Understanding the impact of differences in vowel sounds, consonant sounds, and intonation patterns between Vietnamese and English on students' ability to accurately pronounce English.
3. Recognition of the role of mother tongue influence in shaping students' English pronunciation difficulties.
4. Insights into how the influence of the Vietnamese language on English pronunciation can be addressed through targeted instructional strategies.

Research Question 2: What is the main problem that students often face when learning English pronunciation? Expected Outcome:

1. Identification of the most common challenges faced by Vietnamese students in mastering English pronunciation.
2. Recognition of specific English sounds, phonetic features, and word stress patterns that pose difficulties for students.
3. Understanding the impact of English spelling-pronunciation inconsistencies on students' ability to pronounce words accurately.
4. Identification of common errors or mistakes made by students in English pronunciation.
5. Awareness of the need for adequate guidance and support from teachers in addressing students' pronunciation difficulties.

Research Question 3: What should teachers or instructors do to help students overcome pronunciation problems? Expected Outcome:

1. Identification of effective strategies and techniques employed by teachers or instructors in helping students overcome pronunciation problems.
2. Recognition of the importance of integrating pronunciation instruction into teaching methods and materials.

3. Insights into the resources and materials utilized by teachers or instructors to support students' pronunciation development.
4. Awareness of potential challenges faced by teachers in addressing students' pronunciation issues.
5. Recommendations and practical advice for teachers or instructors in supporting students' pronunciation improvement both inside and outside the classroom.

These expected outcomes will contribute to understanding the influencing factors of the Vietnamese language on English pronunciation learning, identifying common challenges faced by students, and providing actionable recommendations for teachers or instructors to assist students in overcoming pronunciation problems.

4.2 Conclusion

Pronunciation is an important skill that greatly affects the effectiveness of language learning. Pronunciation can be one of the most difficult parts for language learners and one of the least favourite topics for teachers to tackle in the classroom. There are many reasons why learning or teaching EFL pronunciation is currently not optimally effective, and mistakes do certainly not only come from one side, whether teachers, pronunciation instructors or students. Along with all the problems that happen to Vietnamese-speaking students, teachers or English pronunciation instructors should also apply some novel techniques and methods to increase students' ability to focus on pronunciation to facilitate their learning. Teachers can help students by highlighting elements such as syllables, stress, and intonation. Pronunciation techniques must be used based on the needs of students which will motivate them to be more confident in learning English pronunciation. Moreover, the problem of learning pronunciation needs to be optimally considered and solved by English curriculum designers at universities.

The research instruments used in this study will be questionnaires and interviews. Both instruments will be quantitatively analyzed by calculating the percentage of dominant answers given by students.

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Appendixes

For the influencing factors of the Vietnamese language in learning English pronunciation:

1. How does your knowledge of the Vietnamese language affect your English pronunciation learning?
2. In what specific ways do you see the influence of the Vietnamese language on your English pronunciation?
3. Can you identify any similarities or differences between Vietnamese and English sounds that pose challenges for your pronunciation?
4. Are there any specific Vietnamese phonetic or phonological features that create difficulties for you in acquiring English pronunciation? If yes, can you provide examples?
5. How do you think the differences in vowel sounds, consonant sounds, or intonation patterns between Vietnamese and English impact your ability to pronounce English accurately?

6. Have you received any guidance or instruction on how to overcome the influence of the Vietnamese language on your English pronunciation? If yes, what strategies or techniques have been suggested to you?

The main problem students often face when learning English pronunciation:

1. Based on your experience, what do you find to be the most challenging aspect of learning English pronunciation?
2. Are there specific English sounds or phonetic features that you find particularly difficult to produce or distinguish from your native language?
3. Do you encounter difficulties with certain English vowels, consonants, or word stress patterns? Can you provide examples?
4. How do you perceive the impact of English spelling pronunciation inconsistencies on your ability to pronounce words accurately?
5. Are there any common errors or mistakes that you and your peers tend to make in English pronunciation? What are some examples?
6. Have you received sufficient guidance and support from teachers in addressing your pronunciation difficulties? If not, what kind of assistance would you find most helpful?
7. How do you currently work on improving your English pronunciation both inside and outside the classroom? What strategies or resources do you utilize?

For the 3rd research question, the main objective is to identify effective strategies and solutions employed by teachers or instructors to help students overcome pronunciation problems in learning English as a second language.

7. What are the most common pronunciation difficulties you have observed among your students?
8. How do you diagnose and assess students' pronunciation problems?
9. What strategies or techniques have you found effective in helping students overcome pronunciation difficulties?
10. How do you incorporate pronunciation instruction into your teaching methods?
11. What resources or materials do you utilize to support pronunciation development?
12. Are there any specific challenges you face as a teacher when addressing pronunciation issues?

13. What recommendations or advice do you have for other teachers dealing with students' pronunciation problems?