

SOME SUGGESTIONS FOR CORRECTING ERRORS MADE BY ENGLISH NON-MAJOR FRESHMEN OF PRONOUNCING ENDING SOUNDS AT TAY DO UNIVERSITY

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ABSTRACT

Nowadays, we cannot deny the importance of English in life. Obviously, it helps us in education, business, travel and especially in connecting people around the world. For this reason, to communicate effectively and successfully in an international environment, everyone needs to know how to speak English. However, learning to speak English is not easy for students. Therefore, the study "Some suggestions for correcting errors made by English non-major freshmen of pronouncing ending sounds at Tay Do University" was conducted with the aim of helping freshmen Accounting majors students understand and recognize their own problems in speaking.

Keywords: errors, ending sounds.

1. INTRODUCTION

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

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

2. LITERATURE REVIEW

2.1 English pronunciation

2.1.1 What is pronunciation?

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

First of all, according to definition in Oxford Dictionaries, pronunciation was defined as: the way in which a word is pronounced. Besides, pronunciation was also put as “the way in which a language is spoken” (Oxford Advance Learner’s Encyclopedic, 1992:718). The Oxford Advanced Learner’s Dictionary, 8th ed (2008) makes clear pronunciation is “the way in which a language or a particular word or sound pronounced”.

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

2.1.2 The importance of English pronunciation

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

2.2 English sounds

2.2.1 Vowel sounds

2.2.1.1 Definition

In phonetics, a vowel is a sound in spoken language, such as English “ah!” [a:], pronounced with an open vocal tract so that there is no build-up of air pressure at any point above the glottis. According to Roach (2000:10), vowels are “sounds in the production of which there is no obstruction to the flow of air as it passes from the larynx to the lips”.

Vowel is a major sound in a word, which part brings senses. In a word, just only vowel link together can make a meaning word, but if lacking vowels (semivowels), those word have no meaning.

According to English phonetics and phonology, vowel was defined as below: “Vowel is a speech sound in which the air stream from the lung is not blocked in any way in the mouth or throat and which is usually pronounced with the vibration of the vocal cords.”

2.2.1.2 Classification and Description of Vowels:

Monophthongs

- According to the length of the sounds:

Short vowels:

/ɪ/ /e/ /æ/ /ɔ/

/ʌ/ /ʊ/ /ə/

Long vowels:

/i:/ /u:/ /ɜ:/

/ɔ/ /a:/

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

High vowels: The tongue is high in the mouth.

/ i, i: , ʊ, u: /

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

/ e, ɜ: , ə, ɜ:/

Low vowels: The tongue below its rest position.

/ æ, ʌ , ɔ , a:/

- According to front / back position of the tongue.

Front vowels: The front of the tongue is raised.

/ i, e, æ, i: /

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

/ ə, ɜ: , ʌ /

Back vowels: The back of the tongue is raised.

/ u: , ʊ , ɔ , a: , ɔ: /

- According to the degree of lip rounding.

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

/u: , ʊ , ə , ɔ: /

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

/i , e , æ , i: /

Neutral: The lips neither rounded nor spread.

/ə , ɜ: , ʌ , a: /

Diphthongs

A diphthong, literally "two sounds" or "two tones", also known as a gliding vowel, refers to two adjacent vowel sounds occurring within the same syllable. Technically, a diphthong is a vowel with two different targets: that is, the tongue moves during the pronunciation of the vowel. For most dialects of English, the phrase "no highway cowboys" contains five distinct diphthongs. There are 2 types of diphthongs: closing and centering diphthongs.

Closing diphthongs:

Three ending in 'ɪ': eɪ, aɪ, oɪ

Two ending in 'ʊ': əʊ, aʊ

Example:

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

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

oɪ: void, loin, voice, oil, boil, coin, toy, Roy

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

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

Centering diphthongs:

Three ending in 'ə': ɪə, eə, ʊə

Example:

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

eə: aired, cairn, scarce, bear, hair,

ʊə: moored, tour, lure, sure, pure

2.2.2 Consonant sounds

2.2.2.1 Definition

According to the Oxford Advanced Learner's Encyclopedic (1992:192), consonants are "speech sounds made by completely or partly stopping the flow of air breathed out through the mouth". In Wikipedia Dictionary, it is said that "the number of consonants in the world's languages is much greater than the number of consonant letters in any one alphabet". In English phonetics and phonology (Roach, 2000:10), the term consonant can be defined as "sounds in which there is obstruction to the flow of air as it passes the larynx to the lips". One more collected definition from the lectures: The production of sounds, consonant was defined as: "Consonant sounds are the sounds, in the production of which one articulator moves towards another or two articulators come together obstructing the air stream and the air stream can't get out freely."

2.2.2.2 Classification and description of consonants

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

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

Labio-dentals: are the sounds which are produced with the lower lip touching the upper front teeth. /f, v/

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

Alveolars: are the sounds which are produced with the tip or blade of the tongue touching or approaching the alveolar ridge. /t, d, s, z, n, l/

Retroflex: is the sound which is produced with the tip of the tongue curling back towards the back of the alveolar ridge. /r/

Palato - alveolars: are the sounds which are produced with the tongue tip or blade coming close to the area between the back of the alveolar ridge and the front of the hard palate. /ʃ, ʒ, tʃ, dʒ/

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

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

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

As can be seen from the above figure, place of articulation has clearly shown, so what about the manner of articulation? According to Do (2013), manner of articulation is "*the way in which the air stream is obstructed in the*

production of speech sounds. It describes the type of obstruction which is caused by the narrowing or closer of the articulators." Hereunder are the description of consonants according to manner of articulation:

Nasals: they are produced with the air- stream being stopped in the oral cavity but the soft palate is down so that the air can go out through the nose. /**m, n, ŋ**/

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

Fricatives: are the sounds in the production of which two articulators come close together but there is still a small opening between them so the air-stream is partially obstructed and an audible friction noise is produced. /**f, v, ʃ, ʒ, θ, ð, s, z, h**/

Affricates: are the sounds which are produced when a stop is immediately followed by a fricative. / **tʃ, dʒ**/

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

Approximants: are the sounds in the production of which two articulators come close together but without the vocal tract being narrowed to such an extent that a friction noise is produced. /**r, w, j**/

2.3 English ending sounds

To ESL learners, the term “ending sound” is very popular while learning English. To understand easily, “ending sounds” are sounds that occur at the end of the word. It refers to the consonant sounds as the word can end with one or more consonant sounds (consonant clusters). Ending sounds are called Codas: “*The coda is the final consonant or consonant cluster.*” (Barbara and Brian, 1997). According to Rachael-Anne Knight, 2003, University of Surrey – Roehampton (Understanding English Variation, Week 3), there can be up to 4 consonants in a coda:

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

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

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

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

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

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

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

- Two consonant clusters:

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

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

Example: help, bank, books, blind etc.

- Three consonant clusters:

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

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

- Four consonant clusters:

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

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

2.4 Pronunciation errors

2.4.1 What pronunciation error is

While learning English, it is undeniable that making errors can not be avoided. People can not learn language without first systematically committing errors (Dulay, Burt and Krashen, 1982). Before studying about pronunciation errors, it is necessary to discuss the term “error”. There are several definitions related to errors. In linguistic, according to Collins English Dictionary (2003), “error” was defined as “a mistake or inaccuracy, as in action or speech”. Dulay, Burt and Krashen (1982:138) defined errors as “the flawed side of learner speech or writing”, which “deviates from some selected norm of mature language performance”. In the research written by Pham Cam Chi, she gave out the definition of pronunciation basing on the definition of Jenkins (2006:36) in Nguyen (2007), “pronunciation errors are variants of pronunciation which prevent one communicator from understanding the propositional content of the other’s utterances”. Until the late 1960s, errors were considered as a sign of learning failure that could not be tolerated (Littlewood, 1981). Richards (1971) acknowledges two different kinds of errors: performance errors, caused by, such as, fatigue and inattention, and competence errors resulting from lack of knowledge of the rules of the language. In another research, Ellis (1997) states that errors reflect gaps in a learner’s knowledge; they occur because the learner does not know what the correct one is. However, mistakes reflect occasional lapses in performance; they occur because in particular instance, the learner is unable to perform what she or he knows (Ellis, 1997). All in all, a mistake occurs because of a slip of the tongue, tiredness, anxiety, etc, it can be self-corrected. However, an error is a performance that a speaker who has not yet mastered the rules of the target language cannot correct by himself and this has to do with his acquired linguistic data. So, concerning errors, one can go on saying the wrong thing without knowing that he is doing it. To ESL learners, they would make English pronunciation errors at least one time while learning English. There are a lot of kinds of pronunciation errors. However, each one has their own problems. Many pronunciation errors are made by English language learners from different countries.

2.4.2 Ending sounds errors

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

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

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

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

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

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

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

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

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

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

2.5 Suggested tips to 5 common ending sounds errors /ð/, /θ/, /tʃ/, /dʒ/, /ʃ/

- With the sound /ð/

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

Words to practice: bathe, breathe...

- With the sound /θ/

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

Words to practice: math, tenth, earth...

- With the sound /tʃ/

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

Words to practice: teach, beach...

- With the sound /dʒ/

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

Words to practice: bridge, knowledge...

- With the sound /ʃ/

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

Words to practice: crash, wash....

2.6 Suggested techniques for students to correct ending sounds errors

2.6.1 Games

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

2.6.1.1 Minimal Pair Slap

Procedure:

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

2.6.1.2 Tongue twister

This game helps students practice pronunciation by reading sentences.

Procedure:

1. In tongue twister game, students will play in two teams. There will be 6 to 8 persons in each team.
2. Students have to choose a person in a group to be a judge.
3. In this game, students will stand in two lines and the first student in the line will have the sentence in a piece of paper. The others behind will not see the content of the sentence.
4. After reading carefully, the first student will tell the persons behind and the last one has to write down what she/he heard into the paper.
5. The judge will compare with the original sentence. The most accurate sentence will be the winner.

2.6.2 Recording yourself

Tape recorder is considered as the necessary and useful tool in learning pronunciation. Students can use tape recorder to record and listen yourself.

From that, problems of ending sounds would be easily recognized. Try recording the speech on a tape and comparing it with a native speaker's. To ESL learners, not everyone has a tape recorder, especially English non-major students. Here are some suggested websites for students record themselves.

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

<https://soundcloud.com/>

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

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

2.6.3 Reading pronunciation books

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

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

2.6.4. Watching pronunciation videos on Youtube

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

American accent:

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

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

Lisa Mojsin @ Accurate English (<http://www.youtube.com/AccurateEnglish>) Rachel's English (<http://www.youtube.com/RachelsEnglish>)

Pronuncian/Seattle Learning Academy

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

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

British accent:

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

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

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

2.6.5. Pronouncing the consonants only

In English words, vowels and consonants are always come together in a word. So why just pronounce the consonants? To improve the ending sounds pronunciation, this method might be a very effective one for all students. First of all, you should write the words in the small papers, the vowels of the collected words should be deleted, just pronounce the consonants. For instance, instead of pronouncing "watch", students should pronounce "w...ch" in twice or more than three times. After practicing, you can pronounce the word "watch" with correct ending sound.

2.6.6. Practicing in front of the mirror

Standing in front of the mirror to practice could be a good way to improve pronunciation because you can see the placement of the tongue, lips, and shape of mouth when making certain sounds. Moreover, when students practice in front of the mirror, it will help them feel more confident in communicating.

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

2.6.7. Monitoring

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

3. SEARCH METHODOLOGY

3.1 Research aims

English is the subject that causes the most difficulties for students today. That is the reason why students are passive and their communication skills are not good. Therefore, this study was to investigate the ending sounds errors of English non-major the first year students at Tay Do University and gave out the suggestions for students to correct these errors.

3.2 Research questions

This research was conducted in order to answer the following question:

1) What are the ending sound errors that English non-major the first year students at Tay Do University are likely to make?

2) What can the students do to improve English pronunciation, especially ending sounds?

3.3 Research design

The research was carried out to answer the research question and to test the hypothesis. The qualitative instrument was used to find out the difficulties in pronunciation and the ways to improve English pronunciation especially Ending sounds for the English non-majored freshmen at Tay Do University. Finally, the data from the interview were analyzed and concluded.

3.4 Research participants

Participants in this study includes 10 freshmen English non-major at Tay Do University. Their age from 18 to 20 years old. They all speak Vietnamese and English regarded as their foreign language. They have learned English for at least seven years. The students come from different places and have different levels of English. The main material for practicing speaking English is the book: Speak now 1. In addition, the participants also practice some extensive topics.

3.5 Research instrument

The instrument of this research was paper interview. It consisted of 5 questions to find out the difficulties in pronunciation and the ways to improve English pronunciation especially Ending sounds for the English non-majored freshmen at Tay Do University.

3.5.2 Procedure

This research will be conducted in 12 weeks as the following procedure:

Table 2. The procedure of the study

Duration (12 weeks)	Activities
From the 1st week to 5th week.	<ul style="list-style-type: none"> - Find relevant documents. - Design the frame work of the study. - Survey students and design questionnaires. - Delivering questionnaire to students to collect the data.
From the 6th week to 8th week	<ul style="list-style-type: none"> - Write chapter 2. - Editing chapter 2. - Getting the teacher's guidance
From the 9th week to 10th week	<ul style="list-style-type: none"> - Editing chapter 1 and 3 - Writing chapter 4, 5 and temporary completion of the main content in the study
The last 2 weeks	<ul style="list-style-type: none"> - Edit the whose research - Complete the research

4. CONCLUSIONS

Students non-majoring in English often face many difficulties when pronunciation Ending sounds. In particular, they can improve their speaking ending sounds by games, recording yourself, watching pronunciation videos on Youtube, pronouncing the consonant only, practicing in front of the mirror and monitoring.

4.1 Games

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

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Throughout the paper, my goal has been to take a closer look at the most common errors of pronouncing ending sounds made by English non-major first year students at HPU and to give out the suggestions. In general, the paper has successfully achieved its aims- to answer the two research questions as mentioned above. With the findings of all related data has shown the common ending sound errors of these students. They were: /ð/, /θ/, /tʃ/, /dʒ/, /ʃ/ with the percentage over 70%.

As the main focus of the study is English non-major first year students at TDU ending sounds errors, causes and techniques to overcome these difficulties so the readers can only find out the information related to only some English ending sounds, not all the sounds. There are still a number of other sounds which causes learners no less difficulty. Hopefully, there will be more studies not only on ending sounds but also English sounds and the participants will be different ages, grades, levels. Due to limited time and knowledge, mistakes are inevitable so all the comments and suggestions are highly appreciated so that the author can improve the quality of the study.

6. REFERENCES

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