

Original Research Article

Common Errors in Pronunciation of Non-English Majored Students at the University of Transport and Communication Ho Chi Minh Campus

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Abstract: Pronunciation is an essential skill that significantly affects the effectiveness of foreign language learning. However, the reality shows that incorrect pronunciation is still a big obstacle for Vietnamese students in general and students of the University of Transport and Communications, HCM city campus, in particular, in the process of learning English. Many students feel embarrassed when speaking English and have difficulty listening comprehension because of incorrect pronunciation. This article presents the research results on pronunciation errors of 100 non-language majored students at University and college at the University of Transport, HCM campus, analyzes the causes, and offers solutions to overcome the problem.

Keywords: Pronunciation, pronunciation errors, sounds.

1. INTRODUCTION

Most Vietnamese students, in general, and students of the University of Transport and Communications HCM campus, are well-trained in grammar and vocabulary. But many students still need to be more confident communicating in English due to fear of making mistakes. This comes for many reasons; first, students must pronounce correctly and understand pronunciation rules. This makes students need to be more confident to speak and affects other skills.

The survey results of 100 students (University and non-specialized colleges, with unequal language ability, from many regions in the country) showed that all students made pronunciation mistakes. In this article, we highlight common pronunciation mistakes related to the pronunciation of tail sounds, consonant sounds, pronunciation of complex sounds, word stress, stress, and intonation of sentences. At the same time, analyze and learn objective and subjective reasons leading to incorrect pronunciation. From there, come up with some solutions to solve this problem, with the hope that shortly, students' pronunciation will be improved.

2. LITERATURE REVIEW

1.1. Pronunciation and aspects of pronunciation

1.1.1. Pronounce

According to Wikipedia.org [8] pronunciation *is the way a word or language is spoken; in other words, pronunciation is how a person says a word.*

In the book "Dictionary of Contemporary English-Longman" [4], pronunciation is also defined as "*how a word is commonly spoken*".

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Dalton [3] argues that pronunciation is 'the production of a sound in two senses. In the first sense, pronunciation is the production and reception of sound. In the second sense, the sound is used to communicate effectively in other contexts'.

According to Ur. Penny [7] pronunciation includes sounds found in language and phonology; accent and rhythm; intonation; tonal combination; negative connection.

1.1.2. Vowels and consonants

In the book Phonetics - English Phonemes, the author Roach, P. [6] said that sounds in English are divided into vowels and consonants.

A vowel or sound pattern is a sound in spoken language, pronounced with the larynx open so that there is no accumulation of air pressure above any point in the glottis (in phonetics). The opposite of vowels are consonants with some constricted or closed positions on the bar manage.

Vowels and consonants have different functions in a syllable. Each syllable usually has a vowel and consonant before or after it, or both before and after it.

1.1.3. Accent

English is a polysyllabic language; words with two or more syllables always have one syllable pronounced differently from the rest in length, magnitude, and pitch. Kenworthy [5] suggested that when an English word has more than one syllable, one of the syllables is always dominant over the others (pronounced louder, staying the same for longer), consonants are pronounced more clearly). These characteristics make that syllable carry minus.

1.1.4. Intonation and stress of the sentence

According to many researchers, such as Dalton, C. [3], and Roach, P. [6], stress in English is divided into two types: word stress and sentence stress. In sentences, stressed words are often pronounced louder and slower than the rest. Sentence stress is very important, because when speaking, the word that speakers stress and how they stress the same word can completely change the meaning contained in the sentence. In addition, sentence stress also creates melody, or music, for the language. The tone causes a change in the speed of speaking English [9].

Speech is like music, in that there is a change in pitch or pitch: speakers can change the angle of their voice when they speak, making it higher or lower as they. Therefore, the speech also has a melody called intonation [2].

2.2 Basic differences between English and Vietnamese pronunciation

2.2.1. Vowels

In English, vowels are often distinguished into short and long vowels, which do not exist in Vietnamese. In addition, 2 out of 7 short vowels in English are not found in Vietnamese: /ʌ/ and /æ/.

2.2.2. Consonants

Comparing consonant systems in two languages shows that English has 24 consonants, but Vietnamese has only 21. Some consonants exist in English but not in Vietnamese, and vice versa.

English has clusters of consonants in the first position, like *street/str i : t/*, and in the last position, like *sixth / s ɪ ksθ/*. Vietnamese does not have this phenomenon. On the other hand, in Vietnamese, a lowercase letter represents the same phoneme, except /ŋ/ (ng,ng); /k/ (c,k).

However, some phonemes in English can be represented by the same letter but with different pronunciations.

For example, the "a" in the following words has different accents: an r m / ɑ: m/; h a t /h æ t/; I love you / m e /

Besides, some letters are not pronounced V í Example honest / 'ɒnɪst/ knee / ni: /
listen / lɪsn / thumb /θʌm /

2.2.3 Linking sounds

Linking sounds are one of the important contents of English pronunciation. In English, language fluency plays a very important role. However, concatenation is strange for most Vietnamese because there is no sound last.

Example: Vietnamese: "cảm ơn" English: Thank you -- > θæŋ kju

2.2.4 Stress

Regarding typology, Vietnamese is a monosyllabic language, while English is a polysyllabic language. Most words in Vietnamese have only one syllable, so the phenomenon of unstressed syllables does not exist in Vietnamese.

2.2.5 Intonation

There are two types of stress in English: word stress (stressed syllables in a word) and sentence stress, which creates intonation for sentences (stressed words in a sentence). Mastering these two types of stress is very important in helping learners understand and communicate like a native.

In Vietnamese, Doan Thien Thuat [1] said that Vietnamese is a language with tones expressed in each word. Vietnamese has six tones: Thanh Thanh (acute tone), Thanh bang (grave tone), Thanh falling (tilde tone), Thanh asking (drop tone), Thanh heavy (falling tone), and Thanh no (zero). Tones.

3. RESEARCH METHODOLOGY

3.1 Research subjects:

The object of the study is 100 non-English major students at the University of Transport branch In Ho Chi Minh City, focusing on students of class 61.62, aged between 18-21 years old, 50 men and 50 women. In which, the number of students is spread evenly across all districts and cities in the country. Students with different English entrance test scores are randomly selected from English skill classes at levels A1, A2.

3.2 Aims of the research:

The study aims to find common pronunciation errors related to stress, pronunciation, and intonation of significant non-language students at the University of Transport and Communication Ho Chi Minh City campus. From there, it helps learners to have a reasonable basis for solving pronunciation problems in the learning process.

To achieve the above goal, we proceed to solve several specific tasks as follows:

Step 1: Collect data

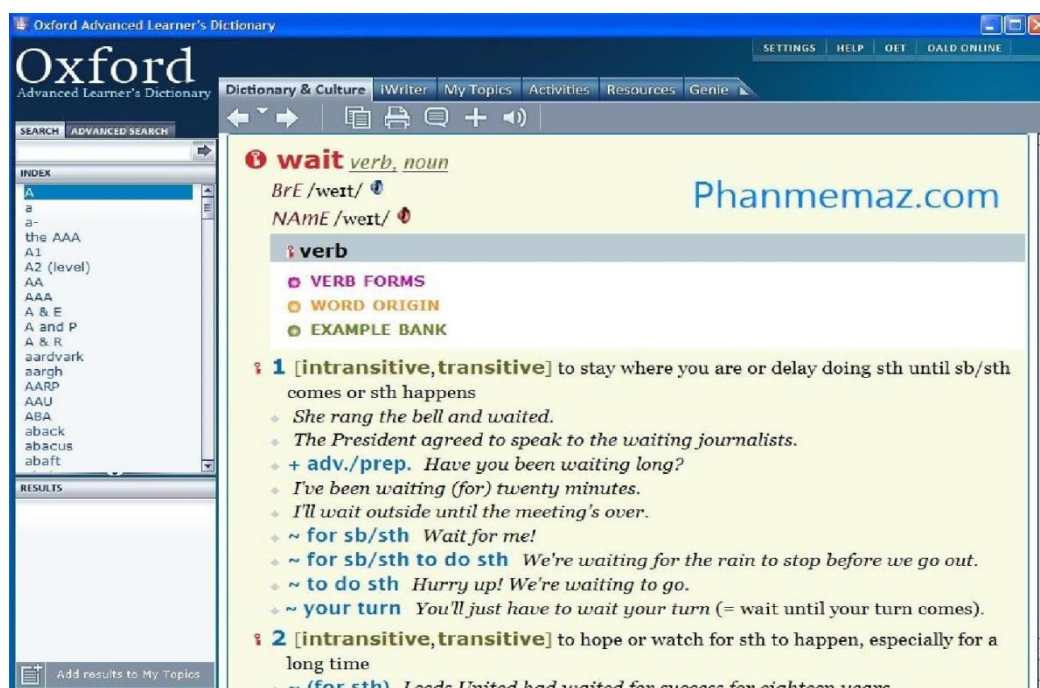
Conduct investigation, and give the test of pronunciation in 3 forms:

Face-to-face interview: Ask 3 questions about how to learn vocabulary and students' understanding of the English phonetic system.

Question 1: When learning new words, what do you usually focus on?

- A. meaning belong to from B. from type C. interspersed

Question 2: What does the symbol in the slash /.../ after it say?



Question 3: What do you know about the following table of the international phonetic system of vowels and consonants?

	monophthongs				diphthongs		Phonemic Chart voiced unvoiced	
	i: sheep	ɪ ship	ʊ good	u: shoot	ɪə here	eɪ wait		
VOWELS	e bed	ə teacher	ɜ: bird	ɔ: door	ʊə tourist	ɔɪ boy	əʊ show	
	æ cat	ʌ up	ɑ: far	ɒ on	eə hair	aɪ my	aʊ cow	
CONSONANTS	p pea	b boat	t tea	d dog	tʃ cheese	dʒ June	k car	g go
	f fly	v video	θ think	ð this	s see	z zoo	ʃ shall	ʒ television
	m man	n now	ŋ sing	h hat	l love	r red	w wet	j yes

Reading test: Conduct for students to read a passage in the reading passage, and read a short conversation in the Everyday English section (KET curriculum- being used for the A2 English program). Also, have students read some new words that are not phonetic and some words that are pre-written minus.

Test listening and writing new word transcription: Open a recording of reading new words by native speakers and ask students to write English transcriptions of 1-syllable words coming from 5-syllable words in the Vocabulary & Listening section. Solutions- is being used for English 1, 2, 3)

Step 2: Categorize, describe and analyze the data

After surveying to collect data, using statistical analysis Based on the research objectives, we have classified errors according to each category, that is, the error about play minus vowels, consonants in from; errors about play minus tail; errors about word stress, pronunciation, and intonation of sentences. All types of errors are identified based on comparing students' pronunciation with the pronunciation according to the Oxford dictionary and the muscle department physical theory about the notched edge related _ arrive play minus language Older brother.

Fault occurrence frequency is aggregated as a percentage, and common errors have a more than 50% repetition frequency.

Step 3: Analyze the causes of making mistakes in pronunciation. From this, general observations on theory and practice are drawn.

3.3 Research Results

When asked about learning new words, 100% of students said they only care about the Vietnamese meaning. Still, not the pronunciation, especially since they only read and imitate the teacher, so they often forget how to read right after. . 85% of the students surveyed knew that the slash character after each new word in the dictionary was the pronunciation of the word. Still, it didn't help them when they pronounced the word. The remaining 15% said that they didn't notice the item, so they don't know what it is. Only 10% of 100 students know about the international phonetic table but don't know clearly.

In a passage of 50 words, most students mispronounce more than 30 words correctly. In addition, students from different regions have different errors. For Example, students who speak with a Central - Vietnamese accent often tend not to emphasize the stress, in the way of speaking English clearly shows the regional accent being used. Some students could not pronounce /ʌ/. 100% of students do not know how to write phonetic transcription or read English phonetic transcription. When asked to write transcription, they only cope by transcribing it out loud. Vietnamese.

Specific results on pronunciation errors:

Do not pronounce the final sounds

90/100 students (90%) do not pronounce the final sounds. Specifically, when asked to read words close to the same, only the ending sound is different, they all tend to pronounce the same thing.

For example: five – fine, nice – night – nine

Besides not pronouncing the final sounds, 5% of the remaining 10% of students mispronounce the final sound, causing confusion. For example, students often add the letter /s/ after any word because they think they speak English.

Most students need to learn to pronounce /s/ and /ed/ when these sounds are added after verbs.

Sound confusion:

Most students get confused when asked to read several pairs of similar sounds. Specifically:

98% of students could not distinguish pairs of sounds:

+ /æ/ and /e/.

Example: man – men

+ / / and /d ʒ / are pronounced t h à n h / z / h a y / t _ /

For Example: Ju i ce, T e le vision

+ /j/ and /z/

Example: You, Youth

65% of births m // with / s / V for Example: S e e – she _ _

For the /t/ sound, up to 55% of students can't read the /t/ sound in the word /ten/ but read it as /θen/

85% of students can't pronounce / ð /

+ 90% of students have no concept of long vowels and short vowels, so almost all students pronounce the same words for pairs of words that often confuse such as: Sheep – ship, eat-it, seat- sit

Can't pronounce consonant strings

75% of students have difficulty pronouncing consonant strings, namely not in clusters but individually as if they were pronouncing Vietnamese. This comes from students not being able to distinguish what English syllables are.

Example: Play/plei/ is often pronounced /pə lei/

Split/split/ is usually pronounced /sə pə lit/ Three/θri:/ often pronounced /tri:/

Vietnamese English

The number of students making errors in the Vietnamese of English accounts for 100%, and this is very clear when students are asked to listen and write transcriptions; students tend to transliterate in Vietnamese and read according to the pronunciation of English. Because it is easy to read and imitate, this error is standard when students pronounce diphthongs and some consonants. Specifically like after:

+ /ei/ pronounced as /ê/ For Example: Name, or /eo/. Example: Email

+ /ai/ is pronounced /a/ when there is an additional consonant after /ai/.

Example: Time

+ /əʊ/ pronounced /ô/ Example: Home, phone

+ aʊ/ pronounced /ao/ Example: House

+ /ð/ is often pronounced /d/ or /đ/ For Example: that

+ /θ/ pronounced /th/ in Vietnamese Example: they

+ /p/, /t/, /k/ are often pronounced in the Vietnamese way without breathing

No linking sound

Conjunctions are very common in English, helping smooth speech and create intonation, but this is not true in Vietnamese. Therefore, it is easy to understand that 95% of the surveyed students do not connect the sound.

Students can only correctly match the word “Thank you” (θæŋ kju) based on a pre-established routine without being aware that it is a concatenated word, so students do not read concatenation in phrases like “ yea ro ld”, "ha ve a good time"...

Do not stress or wrong stress

Stress is a significant part because if you say it wrong, native speakers cannot understand what you are saying. This comes from the fact that Vietnamese is monosyllabic and Vietnamese people are used to reading each syllable and without stress, so we read words evenly without stress. 87% of students do not have the habit of stressing when

pronouncing an English word with 2 or more syllables, or when asked to read with word stress; these students stress it wrong.

There is no intonation when speaking

In English, there are many tones and more flexibility than in Vietnamese. Therefore, when students speak English, they often need help knowing where to go up and down so they talk to English evenly without intonation. Students at the University of Transport and Communication Ho Chi Minh City campus, when speaking an English sentence, the lecturer can guess which region you are from in the province, especially those with a central accent.

Specifically, up to 97% of students need to distinguish between strong and weak pronunciation in common sentences often.

72% of students lowered their voice on Yes/No questions and raised their voice on Wh-questions when the teacher asked them to read with intonation.

3.4 Causes

The survey results show that the causes leading to students' mispronunciation include objective causes and personal causes. mandarin.

3.4.1 Subjective causes

There are basic differences between English and Vietnamese; some English sounds are not found in the Vietnamese sound system. So students often meet difficulties when pronounce them. The rhythms of Vietnamese in general and dialects in particular also significantly influence English pronunciation.

3.4.2 Objective causes

When asked how to learn vocabulary, most students answered that they were only interested in the meaning and less interested in the pronunciation. Many students do not use dictionaries or pronunciation training materials as often as native speakers. This leads to a severe lack of knowledge in pronunciation skills.

On the other hand, many students think that their pronunciation is correct, only pronouncing inertia, which limits the acquisition of pronunciation experiences. Many students often self-regulate how to read based on available vocabulary. In English, many words are composed of two separate words. In this case, students often have a habit of deducing how to read words based on their existing vocabulary without even knowing that the words have been changed and shifted. minus.

V D: Comfor r tab e / ' k ʌ m f t ə bl / usually read to / k ʌ m f t e bl / R e n e w a ble / r i n ju bl / t huong read usually _ _ _
----- read _ into / ' w ɜ : r nt /

Furthermore, most students need to learn how to read phonetic transcription correctly. This can be considered a big obstacle for students in learning pronunciation because they need help to read the phonetic part to pronounce it correctly and can't correct it themselves.

Besides, because the time allotted for learning pronunciation in class is little, students cannot practice pronunciation and read fluently. Teachers also need more opportunities to regularly correct students' pronunciation errors, or let them work in pairs and correct each other's pronunciation mistakes.

In addition, most students need more opportunities to communicate with people from English-speaking countries. Although the University has foreign volunteer lecturers every year to teach, local teachers are given priority to teach specialized language classes. Therefore, non-specialized students lack a natural environment to learn English pronunciation.

3.5 Solutions

Analyzing the objective and subjective causes leading to students' mispronunciation, we found that to overcome this situation, it is not only an individual's work but must be a combination of many factors. We suggest the following solutions:

3.5.1 Towards the university:

The school needs to direct the Center for Informatics - Foreign Languages to open intensive English pronunciation training classes, creating conditions for students to participate in an official pronunciation class so that they can read the English phonetic transcription when looking up the dictionary.

The Faculty of Foreign Languages needs to organize extra-curricular activities. These club activities call for students in the whole school to participate to talk directly with foreign lecturers to create conditions for students to communicate in English in order to have good communication skills.

3.5.2 Towards the teachers

First of all, teachers should invest more time in helping students understand the basic knowledge of pronunciation and practice the correct pronunciation of sounds in English, especially those not in Vietnamese. Students, before studying English A1, can be familiar with the sounds in English. In addition, along with providing a brief knowledge of English sounds, teachers should guide students to practice pronouncing these phonemes in speech sequences, combined with some other aspects of English. In teaching vocabulary, teachers should pay attention to writing phonetics on the board to create a habit of learning pronunciation for students.

3.5.3 Towards the students

Students need to see the importance of correct pronunciation. To overcome errors in English pronunciation, students must establish a system of new habits corresponding to English syllables, breaking the mother tongue's influence in speaking. Older brother.

To improve the ability to pronounce English correctly, students need to more practice everyday, create habit learning and check new words up in the dictionary to find out the pronunciation exactly.

In addition, students can self-study pronunciation through mass media, and actively access the internet to online teaching sites to learn pronunciation and correct pronunciation mistakes. In addition, regularly watching foreign news sites, watching movies in English, or listening to English songs will help students speak English with intonation, create communication habits, help students perfect pronunciation, and improve English skills.

4. CONCLUSION

Pronunciation plays a critical role in learning English. The poor pronunciation will need more efforts to get more confidence. Learning without using it is not considered learning and does not bring results in foreign language learning because language learning aims to communicate. Therefore, pronunciation practice should be paid more attention in the process of teaching and learning English from high school to the university level learning.

By raising the common mistakes, determining the causes, and proposing solutions to overcome the wrong pronunciation, we hope to help teachers and students have a correct view of learning pronunciation, thereby improving the mispronunciation of most non-language majored students at the University of Transport and Communications Ho Chi Minh City campus.

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