

AN INVESTIGATION INTO THE COMMON PRONUNCIATION ERRORS MADE BY YOUNG LEARNERS

TRAN KIEU MY AN

Industrial University of Ho Chi Minh City

trankieumyan@gmail.com

Abstract. This paper aims to investigate the common pronunciation errors of young learners who study English at a language school as their extra-curriculum. This study adopted the qualitative methodology, using voice recording to allow a deeper insight into the reality of pronunciation errors made by these students. There are 50 participants (aged from 11 to 15 years old) who are studying in Language School A – Branch 2. The students had to read one paragraph in the text book aloud and the researcher recorded their voice. To make the accuracy of the study, the students have already known how to pronounce the words that are used to test the students' pronouncing ability the research. Based on the analysis, the sounds that were commonly mispronounced by the students were long vowel sounds, plosives consonants and the final consonants. This study will be a useful resource for both teachers and students to enhance the teaching and learning with regard to phonology aspect. However, the small size of dataset means that it is not possible to generalize the whole situation and thus another study with a larger size of sample should be carried out to find out a more accurate answer for the problem.

Keywords: pronunciation, young learners, errors, English, centers.

1. INTRODUCTION

On the trend of international integration, non-native language learning and usage are increasingly popular in many countries around the world. In recent years, English is indeed used as an international language. In Vietnam, this language is learned by a large number of people with every passing day because of its two importance in this modern world: a mean to communicate and to create a greater opportunity for a job. Following that trend, English has been taught as a compulsory subject in Vietnam from an early age (at the age of seven or even younger) in most schools and universities throughout the country. Thus, many Vietnamese, especially young people, can speak English. However, not many of them have intelligible English pronunciation in order to understand easily in direct communication with foreigners. This is what really happening in Nam Sao Language School – Branch 2. The researcher decided to do research on the common pronunciation errors of students at this center because of the two following reasons. Firstly, during the time learning the English language, the researcher found that pronunciation played a very important role. Mispronunciation can lead to misunderstanding when communicating in English. Secondly, during the period of internship and as an assistant at Nam Sao Language School- Branch 2, the author found that the students at this center made many mistakes in speaking English, especially in pronunciation. Besides, most of them have not realized which sounds they mispronounced yet. They also have problems in learning and practicing pronunciation. Moreover, through the research process, there has not been any research on English pronunciation done at this center yet. From the above reasons, the author decided to conduct research on pronunciation errors in Nam Sao Language School – Branch 2 and give some suggestions on how to learn and how to practice pronunciation so that students can improve their pronunciation.

This current study will try to answer the following questions:

- What are the most common mistakes that students at Nam Sao Language School – Branch 2 make when pronouncing English language?
- How do ending sounds errors cause difficulties for the students?

2. LITERATURE REVIEW

2.1 Definitions of pronunciation

Pronunciation is the manner of how to pronounce a word or a language. According to John Burgess and Sheila Spencer [3], "Pronunciation in language learning is the practice and meaningful use of the target language phonological features in speaking, supported by practice in interpreting those phonological features in a target language discourse that one hears" [Burgess and Spencer, 2000]. In addition, defined by

Lynda Yates and Beth Zielinski (2009) [16], “pronunciation refers to how we produce the sounds that we use to make meaning when we speak. It includes the particular consonants and vowels of a language (segments), aspects of speech beyond the level of the individual segments, such as stress, timing, rhythm, intonation, phrasing, (suprasegmental aspects), and how the voice is projected (voice quality).” (Yates and Zielinski, 2009). Besides, the Oxford Advanced Learner’s Dictionary New 9th Edition (2015)[13] indicates a definition of pronunciations as “The way in which a language or a particular word or sound is pronounced.” This research will employ the definition provided by Oxford Advanced Learner’s Dictionary since the research will find out the mistakes when the students pronounce a particular word or sound of English.

2.2 The importance of having good pronunciation

The first reason why having a good pronunciation plays an important role is that it helps us make a good impression when speaking the language. Having a good English pronunciation will make foreigners understand you easily and be willing to listen to you. When we talk to someone in everyday life, our pronunciation is the first thing that they notice in a conversation. Besides, it will be the key to help learners be more confident in communicating with native speakers and assert our English ability with them since wrong pronunciation might lead to misunderstanding. In addition, having a good pronunciation will help us learn other skills easily such as listening and reading skills. Fangzhi (1998)[6] states that it is important to pay attention to pronunciation since it results in whether or not someone's message can be passed or not by other people. Additionally, Burns (2003)[4] says that, “Clear pronunciation is essential in spoken communication. Even where learners produce minor inaccuracies in vocabulary and grammar, they are more likely to communicate effectively when they have good pronunciation and intonation” (Burns, 2003). Therefore, learners need to practice their pronunciation every day to improve their English speaking skills.

2.3. What are the English pronunciation errors?

Hornby (1987)[1] states that the error is something done wrong or condition of being wrong in beliefs or conduct. The term error also means the flawed side of learners' speech or writing. According to Nguyen (2007) [12], errors in pronunciation are defined as “variants of pronunciation which prevents one communicator from understanding the propositional content of the other’s utterances”. According to the process of learning language, every English learner would make pronunciation mistakes at least several times before they are able to produce the sound with minor errors.

2.4. English sounds

2.4.1. Consonant sounds

David A. Rosenbaum (2010) claims that the production of consonants is the same as vowels. It depends on where the tongue is located. The consonants are also affected by the position and activity of lips, jaw, and vellum. Moreover, according to Helen Ashton & Sarah Shepherd (2012) [7], consonants are defined as “sounds for which the airflow is obstructed as it leaves the mouth. This means that you have to make strong movements to produce each of these sounds”. They also divide the consonants of Received Pronunciation (RP) into six groups based on how they are made. They are explosives, fricatives, affricates, nasals, laterals, and approximants. Another more recent definition is used by the Oxford Advanced Learner’s Dictionary New 9th Edition (2015) which indicates consonant as “a speech sound made by completely or partly stopping the flow of air being breathed out through the mouth”.

2.4.2. The vowel sounds

Long time ago, In Merriam Webster Dictionary (1828), the term of vowel sounds are defined as “one of a class of speech sounds in the articulation of which the oral part of the breath channel is not blocked and is not constricted enough to cause audible friction”. Nowadays, according to Hellen Ashton & Sarah Shepherd, (2012) [7], “vowels are open sounds. That means there is no contact between your articulators while you make the sound; your tongue and lips do not touch each other or anything else.” There are two different kinds of vowel: Monoptongs and Diphthongs. In the Oxford Advanced Learner’s Dictionary New 9th Edition (2015), the vowel sounds is generally understood to be a speech sound in which the mouth opens and the tongue does not touch the top of the mouth and teeth.

2.6. English ending sounds

In English, attention to ending sounds is one of the very important factors in pronunciation. Lacking ending sounds may cause misunderstanding of what the speakers are saying. These ending sounds are also called

Codas: “The coda is the final consonant or consonant cluster.” (Barbara and Brian, 1994)[2]. There are 20 ending sounds in English sound system.

2.7. Review of previous studies

In fact, a considerable amount of literature on mistakes in English has been published not only in Vietnam but also in many countries. Many linguists and researchers concluded that the English pronunciation problems among speakers of other languages were the same but they were caused by each language background. For instance, Elkhair Muhammad Idriss Hassan (2014)[5] did a case study about pronunciation problems at Sudan University of Science and Technology" His research indicated that Sudanese Students of English (SSEs) often made pronunciation mistakes in sounds, e.g. / b / and / p /, / s / and / θ /, / z / and / ð / sounds. He argued that some researchers said this was not a serious problem because Arabic consonants were more than English ones, thus SSEs were expected to be quite good at English consonants. However, the researcher believed that such problems were still considered a big problem for English learners who wanted to have a standard pronunciation and communicate confidently with native speakers. He pointed out that SSEs confused some of sounds such as the dental fricative /θ/ and the alveolar fricative /s/, /z/ and / ð /, voiceless bilabial / p / and voiced bilabial / b /, / v / and / f /, / ʃ / and / tʃ /.

Moreover, Le Thanh Hoa (2016)[9] found that students at Dong Nai University encountered many difficulties in pronunciation because of the differences in phonetic - phonological differences between English and Vietnamese. He pointed that students made some consonant pronunciation errors, usually in /d/, /t/, /z/, /b/, /d/ sounds. At the end of the syllable, the student's last consonant pronunciation error still existed, it fell into the /d/, /t/, /z/, /s/, /l/, /b/, /d/, /f/ sounds. Students often mispronounced the final consonants. For example, when students pronounced the word “find”, they mispronounced the ending sound /d/ (/faɪnd/ into /fam/). He pointed out that students also made pronunciation mistakes about vowels. A common English vowel error was students who could not distinguish between a long and short vowel sound (/i/ and /I/, /u:/ and /ʊ/).

At the same time, another research was conducted by Priscilla Shak et al (2016)[14].The research tried to demonstrate the pronunciation problems of low proficient students through a case study. Based on the thematic analysis conducted by the author, the sounds were often mispronounced by students such as vowels (short vowels, long vowels, and sonic diphthongs), consonants (sounds, friction sounds, and tones), silent letters and the "-ed" sounds. The researchers also pointed out that participants made many mistakes in the pronunciation of fricative consonants. Analysis of errors indicated that among the problematic sounds was the / ð / sound (e.g. then, other, them and that) and the / θ / sound (e.g. north).

Finally, a recent study about English Pronunciation errors made by Saudi students was reported by Islam Ababneh (2018)[8]. This study identified the pronunciation errors made by Saudi students in pronouncing words of problematic nature to Arabs in general. The findings of this study revealed that Saudi students mainly confused the vowel sounds with another one or two phonemes vowel sounds such as the /e/ with /i/, /ie/, /ae/; the /i/ sound with /ε, ai, ei, ai/; and the /a/ sound with the /e, ε, æ/. Besides, the students had problems with missing sounds in Arabic such as the /p, v/ sounds and often replaced them with the /b f/ English sounds.

In conclusion, the research studies examined in this literature review related to the current study regarding the investigation in pronunciation mistakes. The researchers have found that the sounds were mispronounced such as vowels, consonants by learners. The most common cause for these pronunciation errors was the influence of the mother tongue and the differences between the English language system and the language systems of some countries around the world.

3. SCOPE AND PROCEDURE OF RESEARCH

3.1. Research methodology

The study is a qualitative research since its aim is to try to identify the students' pronunciation problem. The recording was used to observe students' English pronunciation when pronouncing single word as well as in a longer speech. From this method, the author would select the appropriate contents to test them which meant that the material that students had to read to be recorded should have matched the students' current English level. The researcher prepared two pieces of reading material. The first form contained the single words that they had learned in the main textbook: “Family and Friends 4”. The second form was a short paragraph about health. This test was also copied from a paragraph in the main textbook: Family and Friends

4 on page 90. Then, the researcher would add some sentences to make the investigation complete with all final consonants. The researcher also makes sure that the students have learned these lessons, thus all students will know how to read the words that appear in the passage that the researcher uses to conduct the survey.

3.2 Participants

The data was collected from 50 students which accounted for 50% of the number of students who were at the level of A2 (according to the CEFR) of Nam Sao Language School – Branch 2 within the age between 11 and 15. These students were studying English at the center (course book: Family and Friend 4) as their extra class and had learned how to pronounce English properly such as how to pronounce the words with ending sounds. The researcher asked an Academic manager of this English center for permission to get access to the class. After that, students would do the two pronunciation tests by reading them aloud and the researcher will record their voice. Each student would be recorded within 5 to 7 minutes. The students would be named in the recording by a specific number, not their name so as to avoid any confusion or shyness.

3.3 Data analysis

After the data collection was complete, the researcher started to analysis the data. The researcher proceeded to the data by listening to the recordings and evaluating their errors based on the rating scale. To analysis the data, the researcher uses some specialized software such as Gold wave, Excel. The researcher then classified those types of errors and presented them in the form of the charts and tables.

4. RESULTS OF RESEARCH

4.1. Students' pronunciation errors

Through the process of analyzing data from the recording, the results will be discussed in detail as follows:

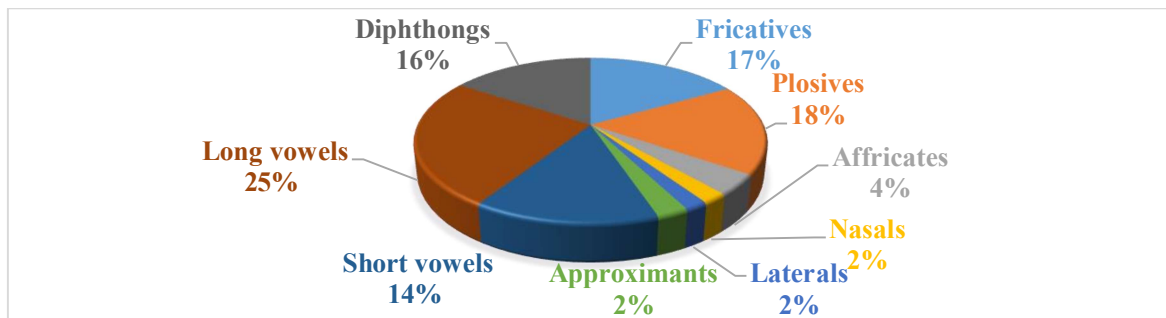


Figure1: Students common pronunciation errors

The pie chart gives information on the percentage of pronunciation errors made in the reading aloud test. As can be seen from the pie chart, the top three pronunciation errors made were long vowel sounds, plosives and fricatives. In particular, the long vowels accounted for the highest percentage (25%) of the total sounds surveyed. Through the data analysis process, the researcher found that the way students pronounced these sounds is similar to that of the short vowels. For example, the word "sheep" had the pronunciation of /ʃi:p /, but the students pronounced as /ʃip /.

The next sounds that the students pronounced incorrectly are plosive consonants. The plosive consonants accounted for 18 % in the total of the sounds examined. The sounds that most students mispronounced in this type are the / k / and / t / sounds. Students often forgot to pronounce these sounds. For example, in the word "got" is pronounced as / gɒt/, but students often mispronounced / t / in that word so they led to pronounce this word like / gɒ /.

Fricatives consonants were the last types of sound in top three pronunciation errors. This sound error accounts for 17 % of the sounds surveyed. They were the / θ /, / ʃ /, / ð /, / ʒ / sounds. These sounds, when pronounced, were suppressed but are not completely blocked. For instance, the word "she" is pronounced as / ʃi/, but most students pronounced it as / si /.

- Vowel Pronunciation Problems

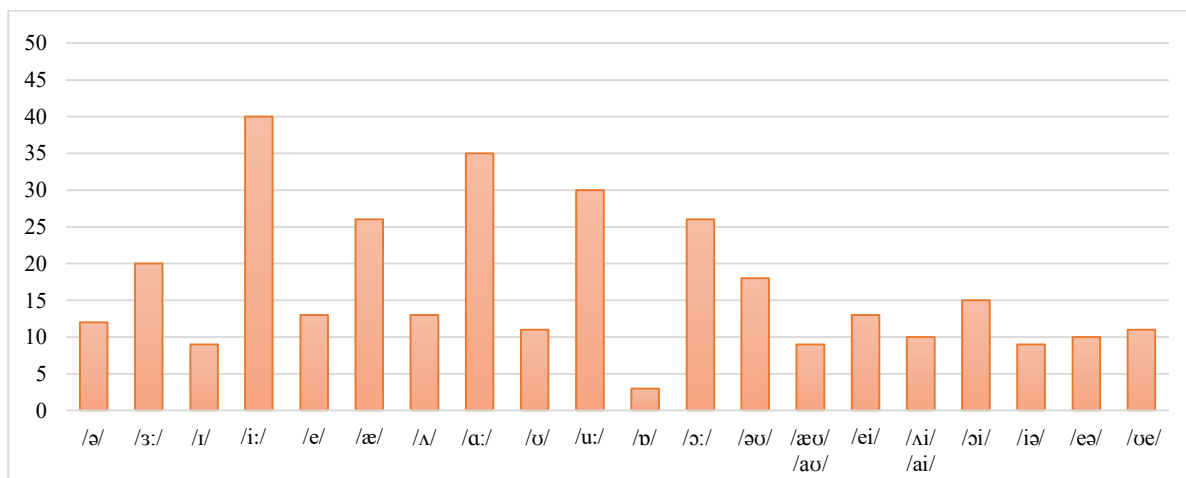


Figure 2: Errors of vowels

The bar chart shows the number of people who have a pronunciation error in the case of vowels.

As shown in the bar chart, there were more errors with long vowels than that with short vowels and diphthongs. The long vowel / i: / had the highest number of people mispronouncing. There are 40 people out of 50 survey participants who mispronounce this vowel. During the time of recording, the researcher asked the participants to read three words from the form “sheep, she and tea”. These words all contain the / i: / sound. However, most participants pronounced those words with the /i/sound. For example, the word "mean" should be pronounced /mi:n/, but most students read it as /min/. This was their biggest pronunciation problem since there is no distinction between long and short vowels in their language. Therefore, they tended to confuse words such as "ship" and "sheep" or "bit" and "beat".

The vowel sounds	Words	Number of learners mispronounced
Long vowel sounds	nurse, world, skirt	20
	sheep, mean, tea	40
	bath, car, start	35
	goose, you, fruit	30
	ball, sport, short	26
Short vowel sounds	seven, other, computer	12
	ship, hill, dish	9
	dress, men, next	13
	hat, match, cat	26
	foot, book, full	11
	lot, want, cloth	3
	cup, cut, money	13
Diphthongs	home, only, boat	18
	mouth, around, shout	9
	Sunday, age, cake	13
	night, fly, drive	10
	joy, boy, choice	15
	cheer, really, clear	9
	hair, pear, wear	10
	sure, during, tour	11

Figure 3: Number of students mispronouncing vowel sounds

- Consonant pronunciation problem

Consonant sounds	Phonetic symbol	Number of learners mispronouncing	Words
Plosive consonant	/p/	26	park, open, cup
	/t/	37	to, butter, late
	/k/	17	cat, record, six
	/b/	13	banana, above, tub
	/d/	8	do, India, read
	/g/	6	got, again, dog
Fricative consonant	/f/	14	fast, after, if
	/ʒ/	9	Asia, vision, treasure
	/s/	10	sport, boss, face
	/v/	12	visit, seven, of
	/θ/	15	three, both, seventh
	/z/	11	zoo, lazy, use
	/ʃ/	14	she, pressure, push
	/ð/	16	this weather, breathe
Affricate consonant	/tʃ/	11	rich, chip, nature
	/dʒ/	13	giraffe, judge
Nasal consonant	/m/	5	me, summer, come
	/n/	3	no, any sun
	/ŋ/	4	sing, singer, walking
Lateral consonant	/l/	5	Love, follow, lock
	/ʌ/	6	Will, belt, file
Approximant consonants	/r/	8	Rock, read, orange
	/j/	4	Yes, reuse, cute
	/w/	3	Week, quiet, why

Figure 4: Number of students mispronouncing consonant sounds

The table shows the number of people who make a pronunciation error in the consonant sounds. Closer inspection of the table shows that plosive consonants are the sounds that cause most errors for the participants. In particular, the /t/ sound is a consonant with the most people mispronounce (37 people out of 50 survey participants mispronounce). Most students omitted this sound when the /t/ sound is in the ending of the word. For example, the word "late" has the pronunciation as /leɪ/, but the students pronounced it /leɪ/.

4.2. Students ending sound errors

The third question in this research is: "How do ending sounds errors cause difficulties for the students?" First of all, it was found that the final consonants that students made the most mistakes so that we can conclude which final consonants made difficult for students to pronounce. The results of analysis are set out as follows:

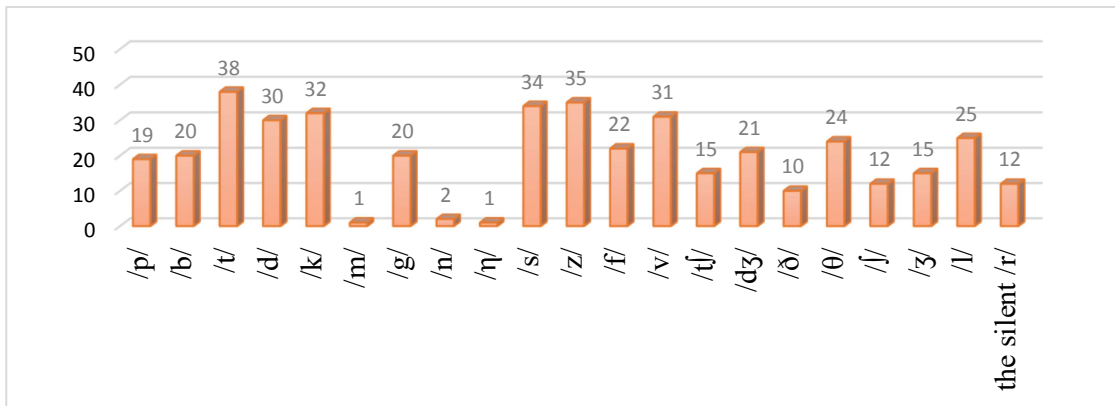


Figure 5: Number of students made ending sound errors

The bar chart includes all ending sounds that were given out and the number of students who made errors with those ending consonant. It is apparent from the chart that the / t /, / z /, / s /, / k /, / v / sounds receive the most significant numbers of people making errors.

In particular, there were 38 participants out of 50 mispronouncing the / t / sound. The most common error that students often got is omission the / t / sound when pronouncing. For example, the words "want" appear in the survey form that I gave them to read. They often omitted the final sound /t/. Another example, the word "chocolate" is pronounced / 'tʃɔ:klət / but most students omitted the / t / sound when pronouncing this word and read it into / 'tʃɔ:klə /. Another case of false pronunciation the / t / sound is that students pronounce some words in English that contain the /t/sound into Vietnamese words. For example, the word "but" with English pronunciation is / bət /, but there are some students who pronounce "but" like the word "bút" ("pen") in Vietnamese.

The second common sound error was the / z / sound. There are 35 participants mispronounced the sound /z/. Most people confuse the pronunciation between the sound / z / and the / s / sound. There are two cases where students often make false pronunciation in the consonant / z /. In the first case, the learners tend to read the words with the / z / sound by replacing the / z / sound / with / s / sounds. For example, the word "besides" is pronounced as / bɪ'saɪdz /, but during the recording process, most students pronounce / bɪ'saɪds /. In the word "has", they often pronounce / həs / instead of having to pronounce / hɛz /. In the second case, students often do not pronounce / z /. They end up deleting / z / sound in the word "because". They pronounced this word into / bɪ'keə /, while the word "because" is pronounced / bɪ'kɛz /.

The next sound error that students pronounce incorrectly was the / s / sound. There were 34 students out of 50 students who participated in the survey pronounced the wrong sound. It accounts for 68% of the final consonant pronunciation errors. Again, these young learners often confused the pronunciation of the / s / sound and the /z/ sound because these two sounds have similar pronunciation. The / s / sound is a voiceless consonant thus when pronouncing, the tongue is kept tense as air is pushed between a small groove along the center of the tip of the tongue and the front of the tooth ridge, and the / z / sound does not. They omitted the /s/ sound when pronouncing. This error appears in some words in the current research survey such as some word "friends, tips, sports, foods".

The next sound that students had trouble is the / k / sound when it stands at the end of the words. The /k/ sound accounts for 64% of the total sound surveyed. This sound was also omitted by students. For example, the word "milk", the correct pronunciation is / mɪlk / but most students pronounced as / mɪl /. The word "like" is pronounced as /laɪk/ but they often pronounced into /laɪ/.

Besides, we can see from the chart that the /v/ sound is the sound with the fifth number of students pronounces wrongly. There were 31 people out of 50 survey participants who mispronounced the /v/ sound and accounted for 62% of the total sounds surveyed. The /v/ sound is produced by high-pressure air flow between a narrow space in the mouth. A common error that students make is not forcing air out between their teeth whilst voicing out. This error appears in some words such as "have" and "give".

Together these results provide important evidence for the pronunciation errors made by these learners. Firstly, they omit the sounds that are too difficult for them and secondly, reduce final clusters and the last, move strange English ending sounds towards similar sounds which exist in their mother tongue. This may make their English very "Vietnamese", which causes some problems for communication with native speakers and others.

Final consonant sound errors	words	Percentage (%)
/p/	• help, up	• 38%
/b/	• club	• 40%
/t/	• want, fit, it, eat, chocolate, but	• 76%
/d/	• instead, should, good	• 6%
/k/	• walk, like, milk	• 64%
/m/	• time, them	• 4%
/g/	• big	• 40%
/n/	• and, join	• 2%
/ŋ/	• skating	• 2%
/s/	• tips, sports, helps, source	• 68%

/z/	• is, as, besides, has	• 70%
/f/	• if	• 44%
/v/	• have, of, give	• 62%
/tʃ/	• much, such	• 30%
/dʒ/	• cabbage	• 42%
/ð/	• with	• 20%
/θ/	• teeth, health	• 48%
/ʃ/	• fish	• 24%
/l/	• all, will	• 50%
The silent /r/	• four	• 24%

Figure 6: Percentage of errors of ending sounds made by students

5. CONCLUSION, RECOMMENDATION, AND LIMITATION

5.1. Conclusion

The aim of the current research was to examine the common pronunciation errors made by young learners and thus suggest some solutions to the problems. The analyzing of the recording shows that participants are most likely to make mistakes in long vowel sounds, plosive consonant, and ending sounds. The findings of this study also complement those of earlier studies in the literature review.

For the long vowel sounds, the sounds that students often pronounce incorrectly are /i:/, /ɑ:/, /ɔ:/, /u:/. The way these students pronounce long vowels is similar to that of short vowels. The reason for these errors may be because most students cannot distinguish short vowels and long vowels. Learners do not differentiate between English single vowel pairs with long/short distinction criteria. According to Nguyen Thanh Hoa (2016), these vowels only appear in the English sound, not in Vietnamese. Therefore, participants made these mistakes because they are not familiar. Therefore, they had problems when asked to pronounce these strange sounds. From this finding, the English teacher in this center should be aware of the need to focus their attention on teaching these sounds to English learners.

Besides, plosive consonants are the type that students also make many mistakes. This result supports the findings from the study of Nguyen Thanh Hoa (2016) who states that the typical error of pronunciation in consonants is to remove consonants. Most students do not pronounce consonants like /t/ and /p/. The data obtained from this study also indicates that students have problems pronouncing the ending sounds as /t/, /z/, /s/, /k/, /v/. The ending sound students commonly struggle with are /t/, /z/, /s/, /k/, /v/. Just like the reason for a long vowel pronunciation error, the ending sound errors comes from the effect of the mother tongue. There is no pronunciation of final sounds in Vietnamese, thus English learners apply this habit to English pronunciation. This is a very serious problem in speaking English since lacking final sound will lead to mispronouncing and thus misunderstanding.

In summary, the contribution of this study has been to confirm our understanding on the field of teaching English with regards to the aspect of pronunciation. Overall, this strengthens the idea that the pronunciation errors are mostly caused by the mother tongue. This understanding should help to draw more attention of the teachers to the task of correcting and helping students, especially young learners, with their pronunciation.

5.2 Recommendation

It is derived from the actual situation that students do not understand and apply English pronunciation rules. I have some suggestions for teachers and students Nam Sao Language School – Branch 2 to help students improve their pronunciation.

Unlike more mature English learners, most students between the ages of 11 and 15 are still unaware of self-study in English. They do not really understand the importance of correct English pronunciation. Therefore, teachers play a very key role in providing a good model of pronunciation for the students to follow. The main textbook of students is Family and Friends (from level starter to level 6). According to the structure of each unit, there is a phonics part of each unit. In this part, students will learn how to pronounce sounds in English. Teachers should provide students with knowledge about the pronunciation rules of the English sounds before asking them practice. Besides, they should organize more games about pronunciation for students. Most of the activities that teachers organize for students are to help students memorize grammar and remember the meaning of words, with little pronunciation activities. Therefore, there are some games

can help students improve the pronunciation that teachers can organize in the classroom: *The International Phonetic Alphabet (IPA) Bingo*, *Odd One Out* and *Shout in the silence*. Teachers should instruct students to use some online dictionaries such as Oxford Advanced learner's Dictionary or Merriam Webster Dictionary to help students check their pronunciation. Teachers should provide additional some English pronunciation books for students. These books must be suitable for the level of the student. For example, *Pronunciation Pairs* is a book about pronunciation that are suitable for students aged 11 to 15.

In addition to teacher guidance, students themselves need to be self-aware in practicing English pronunciation. In today's technology era, owning a technology device is an easy thing. Teachers can help students improve their English pronunciation through the use of electronic devices. Students should listen and sing English songs every day. This is probably a simple and popular way to help students improve their pronunciation. English songs are expressed in native voices to help learners feel the best standard pronunciation. Beginners of English learning should choose songs with a slow rhythm. Students can sing the song again and record their voice, then compare it to the singer's voice. Moreover, they can use some apps and software in the pronunciation test such as *ELSA Speak*, *Pronunciation Power*.

Reading aloud is another way that can help students improve their pronunciation. Reading books not only helps students improve their pronunciation but also increase their vocabulary. At this age, students can read English short stories which are suitable to their level such as *The Town Mouse and the Country Mouse*, *The Ginger Bread man...*

5.3. Limitation

However, due to the time limit, the research cannot cover all issues and involves a small part of English pronunciation errors. Therefore, the author hopes this research can be a useful document for students interested in studying pronunciation mistakes and suggesting solutions to pronunciation problems. Further investigation should be done with more participants and get deeper into the causes for pronunciation errors made by learners.

APPENDIX 1:

List of words that students have to read

The consonant sounds	The vowel sounds
park, open, cup	seven, other, computer
banana, above, tub	nurse, world, skirt
to, butter, late	ship, hill, dish
do, India, read	sheep, mean, tea
cat, record, six	dress, men, next
got, again, do	hat, match, cat
me, summer, come	cup, cut, money
no, any, sun	bath, car, start
sing, singer, walking	foot, book, full
sport, boss, face	goose, you, fruit
zoo, lazy, use	lot, want, cloth
fast, after, if	ball, sport, short
visit, seven, of	home, only, boat
rich, chip, nature	mouth, around, shout
giraffe, judge	Sunday, age, cake
three, both, seventh	night, fly, drive
this, weather, breathe	joy, boy, choice
she, pressure, push	cheer, really, clear
Asia, vision, treasure	hair, pear, wear
love, follow, lock	sure, during, tour
will, belt, file	
hello, behave, help	

yes, reuse, cute	
week, quiet, why	
rock, read, orange	

APPENDIX 2:

Read the text below:

How to stay healthy

We all want to be fit and healthy, so here are some tips to help.

+ Do lots of sports:

Watching TV or playing computer games won't make you fit, but playing sports will. You can join a club or play with your friends in a park. If you don't like team sports, you can walk to school, go swimming, or try skating instead. It will make you feel stronger and give you more energy.

+ Eat a healthy diet:

Candy and chocolate are fun to eat sometimes, but it is not good to eat them every day. These foods have too much sugar in them. Make sure you eat vegetables, such as cabbage, with every meal, and lots of fruit, too. Fruit and vegetables help you stay healthy and grow strong. Besides, you should eat more fish. Fish is a great source of protein.

+ Drinks lots of water and milk:

Water or juices are better for you than soda because soda has a lots of sugar in it. Eating a lot of sugar is bad for your teeth. Milk is good because it helps your 206 bones to grow and keeps your teeth strong. These small changes can add up over time to give you a big health boost.

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NGHIÊN CỨU VỀ LỖI PHÁT ÂM THƯỜNG GẶP Ở TRẺ EM

Tóm tắt: Nghiên cứu này nhằm mục đích điều tra các lỗi phát âm phổ biến của những học sinh tiếng Anh tại một trung tâm Anh Ngữ vào những buổi học ngoại khóa. Nghiên cứu này áp dụng phương pháp định tính và định lượng, sử dụng dụng cụ ghi âm giọng nói để hiểu sâu hơn về thực tế của lỗi phát âm do những học sinh này thực hiện. Những người tham gia là 50 học sinh từ 11 đến 15 tuổi đang học tại một trung tâm Anh Ngữ Năm Sao chi nhánh 2. Học sinh được yêu cầu đọc to một đoạn trong sách giáo khoa đã học và được ghi âm lại. Dựa trên các phân tích được tiến hành, các lỗi ngữ âm là các nguyên âm dài, phụ âm bật và phụ âm cuối. Nghiên cứu này sẽ là một nguồn tài nguyên hữu ích cho cả giáo viên và học sinh để cải thiện tình hình giảng dạy và học tập liên quan về mặt ngữ âm học. Tuy nhiên, kích thước nhỏ của dữ liệu không thể khái quát toàn bộ tình huống và do đó, một nghiên cứu khác với cỡ mẫu lớn hơn nên được thực hiện để tìm ra câu trả lời chính xác hơn cho vấn đề.

Từ khóa: phát âm, trẻ em, lỗi, tiếng anh, trung tâm

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