

ENGLISH PRONUNCIATION DIFFICULTIES FACING EFL STUDENTS: A CASE STUDY AT TRA VINH UNIVERSITY, VIETNAM

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Abstract – Pronunciation plays a significant role in communication, as unclear pronunciation can lead to misunderstandings between speakers. Thus, acquiring a clear accent is essential for comprehending the intended meaning conveyed by the speakers. Given this significance, the present study aimed to examine learners' perceptions of English pronunciation and identify the pronunciation challenges encountered by Vietnamese EFL students. Additionally, it sought to uncover learners' preferences regarding pronunciation instruction methods. To collect data for the study, a quantitative approach was employed, utilizing a 5-point Likert scale to gauge students' levels of agreement across the three specified domains of inquiry. The study involved 50 fourth-year EFL students (comprising 29 Kinh and 21 Khmer students) from the College of Southern Khmer Language – Culture – Arts and Humanities at Tra Vinh University. These students are majoring in English education and studying English as a foreign language. The findings revealed that students acknowledged the difficulty of learning pronunciation and strongly supported the instructional methods proposed in the questionnaire. Specifically, Kinh students struggled to recognize spoken words due to various accents, while Khmer learners faced challenges in pronouncing English vowel sounds. Nevertheless, both groups concurred that word stress, sentence stress, and certain final consonant sounds were challenging to articulate. Finally, the recommendations and the study's limitations are also included.

Keywords: *communicative competence, EFL*

students, pronunciation difficulties, students' perception.

I. INTRODUCTION

Mastering English pronunciation is among the most challenging skills, requiring students to invest significant time in improvement. Aliaga García [1] asserts that proficiency in English pronunciation is essential for language acquisition and effective communication. Gilakjani [2] noted that accurate pronunciation is a key component of learning English. Effective pronunciation facilitates learning, whereas poor pronunciation creates significant obstacles to language acquisition. Fraser [3] emphasized that clear pronunciation results in understandable speech, even with minor errors, whereas poor pronunciation often results in unintelligible speech, regardless of proficiency in other skills. She further suggested that educators should have access to courses and materials to enhance their pronunciation teaching, and language education research should focus on effective pronunciation instruction methodologies.

While EFL students may not achieve native-like pronunciation, they can alter their perception of English word sounds. To aid learners in practicing English pronunciation, Yates et al. [4] recommended that teachers introduce new sounds, words, sentences, and phrases and provide suitable materials to facilitate clear pronunciation in EFL classes. Morley [5] stated that a strong accent in a speaker's pronunciation can hinder understanding and lead to confusion. Hence, it is important for students to aim for an accent similar to standard varieties, such as those heard on CNN or BBC News, which feature correspondents from various non-English-speaking countries like France and Germany. Hişmanoğlu [6] pointed out that, despite recognizing its importance, many

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teachers often neglect English pronunciation instruction, which is vital for enhancing their students' communicative competence. Brown [7] observed that in foreign language settings, students lack pre-existing communication contexts outside the classroom.

Due to this challenge, the authors aimed to establish specific objectives for the study. The primary objective is to explore students' perceptions of English pronunciation. The second objective is to identify the pronunciation challenges faced by senior Vietnamese EFL students in their English bachelor program at Tra Vinh University. The final objective is to investigate students' preferences for the instructional methods used by their English pronunciation teachers in the classroom. This research aimed to address the following questions:

1. How are senior Vietnamese (Kinh and Khmer) EFL students aware of the English pronunciation?
2. What English pronunciation difficulties do senior Kinh and Khmer EFL students face at Tra Vinh University?
3. How should English pronunciation be instructed in EFL classrooms?

II. LITERATURE REVIEW

One of the most crucial language skills is pronunciation as the speakers pronounce clearly and precisely, the listeners will feel easy to understand. However, many English language learners do not pay much attention to this skill. They think that understanding key ideas is more important when communicating with each other, and they neglect pronunciation skill. Therefore, their mispronunciation the English words leads to their mistakes of misunderstanding in communication with others. Teaching good pronunciation to students will make them better English learners and listeners. English teachers recognize that emphasis on word stress, sentence stress, rhythm, and intonation is an effective way to teach non-native speakers of English. The researchers believe that good pronunciation is able to provide students with self-confidence when speaking in front of

the public. Hence, students need special care and assistance with pronunciation.

A. Definitions of pronunciation

According to Derwing et al. [8], pronunciation is a crucial element of language learning that necessitates learners to enhance their listening skills to differentiate between phonetic sounds and their speaking skills to articulate those sounds precisely. Pennington [9] described pronunciation as the process of producing sounds in spoken language, encompassing stress, rhythm, and intonation patterns. Additionally, Otlowski [10] affirmed that pronunciation involves articulating a word in an acceptable way, ensuring that speech is intelligible. These definitions suggest that the goal of pronunciation is to produce intelligible utterances that can be easily understood by listeners.

B. Related studies on identifying English pronunciation challenges in EFL contexts

According to Sim et al. [11], the combination of sound systems in Khmer and English is really contrastive and challenging for Khmer students to mispronounce English words and phrases. For example, Khmer language does not share some consonant sounds with English. For instance, in Khmer, the /v/ and /r/ consonants are adjacent but not identical to the /w/ and /r/ in English. Donley [12] confirmed that the vowel sounds /a, e, i, o, u/ are found in both Khmer and English, but English vowels are differently pronounced in words. Another difference is that English has the /v/ and /z/ sounds, whereas Khmer does not. Therefore, it is hard for Khmer students to pronounce these sounds.

Schaetzel [13] emphasizes that accent, stress, intonation, and rhythm are critical elements to focus on when learning pronunciation. Schaetzel [13] defines accent as a combination of auditory features in pronunciation that reflect a person's regional or social background. Collectively, these features create a distinctive sound that identifies a speaker's origin or social group.

Brophy [14] determined that students' motivation is their willingness to dedicate time, energy, and attention to various tasks, goals, or activities. Additionally, Schunk et al. [15] noted that students' motivation can affect both their current learning and the skills and strategies they have previously acquired.

Nguyen [16] found that many Vietnamese students struggle with several vowel sounds, such as /i:/ in 'seat' and /I/ in 'sit', and /u:/ in 'pool' and /ω/ in 'good'. To address these issues, minimal pairs like 'sheep' and 'ship', which have different meanings but only differ in the vowel sound, were introduced. The extended duration of the /i:/ sound in these pairs was highlighted to help students recognize the difference. Avery et al. [17] discovered that learners often struggle to distinguish between the sounds /e/ and /æ/ (as in 'bed' and 'bad'), leading to many errors. Students often fail to lower their tongue and jaw adequately when trying to produce the /æ/ sound. This challenge can result in considerable problems with English pronunciation and understanding.

Avery et al. [17] also verified that Vietnamese learners can easily pronounce fricatives like /f/, /v/, and /s/ at the beginning of English words. However, they frequently omit these sounds at the end of English words because they are absent in their native language. Consequently, English words like 'beef' might be pronounced as /bi:p/, 'month' as /mon/, or 'such' as /sut/. To enhance their pronunciation, Vietnamese learners should concentrate on practicing English fricative sounds at the end of words, both in isolation and within connected speech, to make their speech more intelligible to native English speakers.

C. *Methods being used to teach pronunciation*

Derwing et al.'s book [18] provides guidance on assessing students' pronunciation needs related to pronunciation priorities, developing supporting materials, and conducting classroom research. Pronunciation teaching and learning is emphasized as crucial, not just as an end goal but as an essential social skill that facilitates

effective interaction in a multicultural society. By offering practical advice, Derwing et al. [18] empower language teachers to tackle pronunciation problems in the classroom, aiding learners in becoming confident English communicators.

Sao [19] observed that Vietnamese learners often replace the English /θ/ sound with the Vietnamese /t/ sound. Additionally, this sound was sometimes pronounced as /t/, /z/, or /δ/. Conversely, the most common error with /δ/ was pronouncing it as /z/. The study also uncovered a new error type, where some participants pronounced /dʒ/ instead of /δ/. Voiced consonants such as /δ/ posed greater difficulties compared to their voiceless counterparts. The report attributes these pronunciation difficulties to limited exposure to native English, inconsistent language use, and insufficient prior instruction. The study highlighted the importance of teachers addressing learners' issues with /θ/ and /δ/ through targeted instruction and feedback on potential errors. Furthermore, fostering a motivating learning environment to encourage more frequent English use is essential.

Rokoszewska [20] asserted that mastering English pronunciation is challenging for students, who often overlook natural practice, conversing with foreigners, setting realistic goals, and reflecting on their progress. The research results indicated that students who sporadically used pronunciation strategies would benefit from strategy-based instruction, as there is a notable correlation between the use of these strategies and the production of English monophthongs and diphthongs.

III. RESEARCH METHODOLOGY

A. *Research design*

The research employed a quantitative method to gather data for analysis. A questionnaire covering three main domains was utilized for surveying EFL students at the School of Foreign Languages in the second semester of the 2023–2024 academic year. The first domain explored senior EFL students' perceptions of English pronunciation. The second domain inquired about

the participants’ difficulties in learning English pronunciation. The third domain sought participants’ responses regarding their preferred methods of learning English pronunciation from their teachers. It was calculated that the participants individually spent 25 minutes to complete the questionnaire. The study utilized the statistical software SPSS (Social Package for the Social Sciences) to analyze the data.

B. Research participants

This study involved 50 senior Kinh and Khmer EFL students majoring in English at Tra Vinh University, Vietnam. Their ages ranged from 21 to 22. Thirty-one of them are females and nineteen are males that can be seen in Table 1 below. The participants have studied many courses at the university such as Pronunciation in use, Listening and Speaking, Oral Translation, and so forth. They had completed three years of English education in primary school, four years in secondary school, and three years in high school. All these programs regarded English as a foreign language. According to Chung [21], high school graduates are expected to attain an English B1 level according to the CEFR (Common European Framework for Reference). Given their English language background, these students were deemed suitable participants for the study.

Table 1: The total number of participants in terms of sex or gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	19	38.0	38.0	38.0
	female	31	62.0	62.0	100.0
	Total	50	100.0	100.0	

C. Research instruments

In order to have the data for the study, a questionnaire covering three main domains was administered. The questionnaire consisted of 27 questions. The first domain (7 items) explored students’ perceptions of English pronunciation. The second domain (10 items) sought to gather students’ responses regarding the pronunciation

difficulties they face while learning English pronunciation. The third domain (10 items) inquired about students’ preferences for how their English teachers should teach pronunciation. To ensure data reliability and ease of interpretation, the authors employed a five-point Likert scale to measure responses (1 for Strongly disagree, 2 for Disagree, 3 for Neutral, 4 for Agree, and 5 for Strongly agree).

D. Research procedures

After reviewing literature on EFL students’ challenges in learning English pronunciation and considering their own experiences in learning and teaching pronunciation, the authors drafted the questions, which were then proofread by two colleagues. Subsequently, the questions were revised and refined. The authors then administered the questionnaire to participants in their English class. Participants were informed of the survey’s purpose and seated comfortably in the room. They were allotted 25 minutes to complete the survey. The authors clarified certain questionnaire items in Vietnamese when needed. Upon completion, the authors collected 50 questionnaire copies, thanked the participants, and provided them with a free package of pronunciation exercises for further practice.

E. Data processing method

The authors used SPSS to analyze the participants’ responses. First, the authors assessed the reliability of the questionnaire to facilitate further analysis of individual responses in the three domains: awareness of English pronunciation among Vietnamese (Kinh and Khmer) EFL students, difficulties encountered by these students, and their preferences for teachers’ pronunciation teaching methods. Finally, the results of individual responses to the three domains were discussed.

IV. RESULTS AND DISCUSSION

A. Results

Senior Vietnamese EFL students’ awareness of the English pronunciation

Table 2: The reliability of the questionnaire about the senior EFL students’ perception on English pronunciation

Cronbach's Alpha	N of Items
.814	7

The questionnaire achieved a Cronbach’s Alpha of .814, indicating sufficient reliability for further analysis.

Table 3 shows that the highest mean score, 4.34, was for Item 1: ‘I find English pronunciation to be significantly different from my native language pronunciation’. This indicates that participants have a solid understanding of the impact of differences between English and their native language on learning a foreign language. The next highest mean score of 4.07 was for Items 3 and 6. This suggests that participants might have received formal pronunciation instruction, enabling them to better study English pronunciation.

As shown in Table 3, two items had mean scores below 4.00. However, the mean scores were still relatively high, such as Item 2 ($M = 3.97$, $SD = 1.239$) and Item 4 ($M = 3.55$, $SD = 1.152$). The remaining items had very high scores, indicating strong support from the students for the ideas in the questionnaire, such as Item 1 ($M = 4.34$), Items 3 and 6 ($M = 4.07$ each), and Items 5 and 7 ($M = 4.03$ each).

Kinh and Khmer EFL students’ pronunciation difficulties at Tra Vinh University

The questionnaire achieved a Cronbach’s Alpha of .838, indicating sufficient reliability for use and further analysis.

As shown in Table 5, one statement received low agreement from Kinh students, specifically Item 9 ($M = 3.21$, $SD = 1.521$). Item 3, ‘When learning English pronunciation, I think it is hard to recognize the word that the speaker is saying due to an accent (e.g. British or American accent)’, had a mean score of 4.34 and a standard deviation of .857, indicating strong agreement among Kinh students. The other items had mean scores below 4.00, but ranged from 3.52 to 3.93, indicating general agreement with these statements.

Table 6 shows that only one item, Item 6, ‘I think I cannot learn English pronunciation’, had a mean score of 3.30 and a standard deviation of .989, indicating low agreement from Khmer students. Item 1, ‘When learning English pronunciation, I think it is hard to pronounce vowel sounds’, had a mean score of 4.05 and a standard deviation of .605, reflecting strong agreement among Khmer students. The other items had mean scores below 4.00 but ranged from 3.5 to 3.9, indicating general agreement among Khmer students.

Comparison between Kinh and Khmer students in English pronunciation difficulties

There were fundamental differences in pronunciation challenges between Kinh and Khmer students. Kinh students exhibited strong agreement with Item 3, ‘When learning English pronunciation, I think it is hard to recognize the word that the speaker is saying due to an accent (e.g., British, American, and other accents)’, which had the highest mean score of 4.34 (Table 5). Derwing et al. [18] argued that individuals with a good accent are often perceived as more competent and knowledgeable, potentially leading to greater success in job interviews and other professional scenarios. This insight could motivate EFL students to dedicate more time and effort to enhancing their English pronunciation skills. Schaetzel [13] defined accent as the combination of auditory features in pronunciation that reveal a person’s regional or social background. Together, these features create a distinctive sound that identifies a speaker’s origin or social group. Khmer students showed strong agreement with Item 1, ‘When learning English pronunciation, I think it is hard to pronounce vowel sounds’, which had a mean score of 4.05 (Table 6).

In addition to the noted differences, some similarities also warrant mention. For example, both groups of students did not highly rate Items 9 and 10 (Table 5: Item 9: $M = 3.21$; Table 6: Item 9: $M = 3.42$). This indicates that both groups found intonation to be relatively easy to produce. Consequently, they experience less difficulty with intonation.

Table 3: Descriptive analysis of the senior EFL students’ perception on English pronunciation

Senior EFL students’ perception	N	Min	Max	Mean	SD
1. I find English pronunciation is much different from my mother tongue pronunciation.	50	1	5	4.34	.857
2. I have difficulty recognizing the sounds and meanings of words when listening to a long sentence.	50	1	5	3.97	1.239
3. I have difficulty adjusting to the pronunciation habits of my mother tongue when pronouncing English.	50	2	5	4.07	.961
4. When words/sounds are in a sentence/paragraph, it is difficult for me to pronounce/ recognize as well as when I read/listen to those words/sounds individually.	50	1	5	3.55	1.152
5. I want my teacher to explain to me the difference between the pronunciation habits of my mother tongue and English pronunciation.	50	1	5	4.03	1.295
6. I like teachers who teach me how to compare and contrast the pronunciation of English with my mother tongue so that I can easily apply it.	50	1	5	4.07	1.132
7. I want my teacher to limit the use of English pronunciation terms instead of using native English sounds for me to compare and apply when pronouncing sounds as it is familiar, easy to remember than English terms.	50	1	5	4.03	1.085
Valid N (listwise)	0				

Table 4: The reliability of the questionnaire about pronunciation difficulties

Cronbach's Alpha	N of Items
.838	10

English pronunciation instruction in the EFL classrooms

The questionnaire achieved a Cronbach’s Alpha of .840, indicating sufficient reliability for further analysis.

Table 8 shows that eight items had very high mean scores, ranging from 4.14 to 4.66, indicating strong student support for the ideas presented in the questionnaire. However, two items, Item 1, ‘I like my teacher to give us more time to practice English sounds in class’ (M = 3.59, SD = 1.323), and Item 5, ‘I like my teacher to act as a speech coach for pronunciation and provide feedback to help us better learn English pronunciation’ (M = 3.69, SD = 1.137), had mean scores below 4.00. Despite this, the mean scores are still relatively high, ranging from 3.59 to 3.69, indicating general agreement among learners with these statements.

Table 9 shows that two items had mean scores below 4.00. However, the mean scores were still relatively high, such as Item 1 (M = 3.90, SD = .718) and Item 6 (M = 3.80, SD = .523). The remaining items had very high mean scores,

indicating strong student support for the ideas in the questionnaire, such as Item 4 (M = 4.45), Item 5 (M = 4.42), Item 7 (M = 4.20), Item 8 (M = 4.20), Item 9 (M = 4.55), and Item 10 (M = 4.70).

B. Discussion

The findings revealed that word stress and sentence stress were not only challenging for students to apply correctly but also among the most common obstacles faced by the majority of senior English students. Derwing et al. [18] emphasizes that stress is vital in English pronunciation, necessitating explicit instruction for learners. Additionally, Jenkins [22] highlights specific pronunciation features crucial for international communication, such as stress and intonation patterns. Hence, it is recommended that English language educators and trainers concentrate on teaching stress and intonation to learners who find these elements challenging.

Rasekhi [23] asserted that teachers should incorporate computer technologies, such as various software, into their classes to help students improve pronunciation through exposure to authentic materials. Roach [24] posited that pronunciation significantly influences how others perceive us, especially regarding accent and tone of voice. Derwing et al. [18] also suggest that individ-

Table 5: Descriptive analysis of the Kinh EFL students’ pronunciation difficulties

Kinh EFL students’ pronunciation difficulties	N	Min	Max	Mean	SD
1. When learning English pronunciation, I think it is hard to pronounce vowel sounds.	29	1	5	3.52	1.184
2. When learning English pronunciation, I think it is hard to link sounds together.	29	1	5	3.55	1.242
3. When learning English pronunciation, I think it is hard to recognize the words the speaker is saying due to an accent (e.g. British or American accents).	29	2	5	4.34	.857
4. When learning English pronunciation, I think it is hard to remember how to read English international phonetic transcription.	29	1	5	3.66	1.111
5. I don’t have the aptitude to learn English pronunciation.	29	2	5	3.62	.979
6. I think I cannot learn English pronunciation.	29	1	5	3.62	1.208
7. When learning English pronunciation, I think the word stress is difficult.	29	1	5	3.72	1.162
8. When learning English pronunciation, I think the sentence stress is difficult.	29	1	5	3.72	1.162
9. When learning English pronunciation, I think the intonation is difficult.	29	1	5	3.21	1.521
10. When learning English pronunciation, I think it is hard to pronounce final consonant sounds.	29	1	5	3.93	.758
Valid N (listwise)	29				

Table 6: Descriptive analysis of the Khmer EFL students’ pronunciation difficulties

Khmer EFL students’ pronunciation difficulties	N	Min	Max	Mean	SD
1. When learning English pronunciation, I think it is hard to pronounce vowel sounds.	21	3	5	4.05	.605
2. When learning English pronunciation, I think it is hard to link sounds together.	21	2	5	3.50	.889
3. When learning English pronunciation, I think it is hard to recognize the words the speaker is saying due to an accent (e.g. British or American accents).	21	3	5	3.65	.813
4. When learning English pronunciation, I think it is hard to remember how to read English international phonetic transcription.	21	2	5	3.65	.875
5. I don’t have the aptitude to learn English pronunciation.	21	2	5	3.55	.826
6. I think I cannot learn English pronunciation.	21	2	5	3.30	.989
7. When learning English pronunciation, I think the word stress is difficult.	21	1	5	3.70	1.031
8. When learning English pronunciation, I think the sentence stress is difficult.	21	3	5	3.80	.696
9. When learning English pronunciation, I think intonation is difficult.	21	1	5	3.42	.810
10. When learning English pronunciation, I think it is hard to pronounce final consonant sounds.	21	1	5	3.90	.652
Valid N (listwise)	21				

Table 7: The reliability of the questionnaire about pronunciation instruction

Cronbach's Alpha	N of Items
.840	10

uals with good pronunciation are often viewed as more competent and knowledgeable, enhancing their chances of success in job interviews. Rokoszewska [20] concurs that mastering English pronunciation is challenging for students without effective strategies. Kim et al. [25] found that Korean EFL learners continued to struggle with pronouncing certain English sounds and words,

even after extensive practice. These challenges were attributed to differences in the phonology and sound systems of the two languages.

The results indicated that differences in language systems pose significant challenges for EFL learners, with accents also playing a crucial role in communication. Munro et al. [26] found that non-native English speakers had significant difficulty understanding speakers with unfamiliar accents, especially those from regions with less exposure to English instruction. These difficulties were attributed to differences in accent, stress patterns, and intonation.

Table 8: Descriptive analysis of the Kinh EFL students’ ideas on how pronunciation is taught

Kinh EFL students’ ideas	N	Min	Max	Mean	SD
1. I like my teacher to give us more time to practice English sounds in class.	29	1	5	3.59	1.323
2. I like my teacher to give us more exercises to practice English sounds outside the classroom.	29	2	5	4.14	.833
3. I like my teacher to speak clearly and slowly in his English pronunciation class.	29	2	5	4.38	.775
4. I like my teacher to have us play pronunciation games in class.	29	2	5	4.48	.911
5. I like my teacher to act as a speech coach of pronunciation and then give us feedback to help us better learn English pronunciation.	29	1	5	3.69	1.137
6. I like my teacher to correct my pronunciation if it is not correct.	29	2	5	4.38	.903
7. I like my teacher to send us useful websites or computer technology (computer software) to practice English pronunciation.	29	2	5	4.21	.940
8. I like my teacher to teach me how to distinguish Vietnamese sounds from English sounds.	29	3	5	4.66	.553
9. I like my teacher to teach me more sounds that are much different from Vietnamese sounds.	29	4	5	4.62	.494
10. I like my teacher to teach me English international phonetic transcription.	29	2	5	4.24	.951
Valid N (listwise)	29				

Table 9: Descriptive analysis of the Khmer EFL students’ ideas on how pronunciation is instructed

Khmer EFL students’ ideas	N	Min	Max	Mean	SD
1. I like my teacher to give us more time to practice English sounds in class.	21	2	5	3.90	.718
2. I like my teacher to give us more exercises to practice English sounds outside the classroom.	21	1	5	4.10	1.071
3. I like my teacher to speak clearly and slowly in his English pronunciation class.	21	2	5	4.00	.725
4. I like my teacher to have us play pronunciation games in class.	21	2	5	4.45	.887
5. I like my teacher to act as a speech coach of pronunciation and then give us feedback to help us better learn English pronunciation.	21	3	5	4.25	.550
6. I like my teacher to correct my pronunciation if it is not correct.	21	3	5	3.80	.523
7. I like my teacher to send us useful websites or computer technology (computer software) to practice English pronunciation.	21	3	5	4.20	.696
8. I like my teacher to teach me how to distinguish Vietnamese sounds from English sounds.	21	4	5	4.20	.410
9. I like my teacher to teach me more sounds that are much different from Vietnamese sounds.	21	3	5	4.55	.686
10. I like my teacher to teach me English international phonetic transcription.	21	3	5	4.70	.571
Valid N (listwise)	21				

V. CONCLUSION

This study aimed to achieve three objectives. The first objective was to investigate senior Vietnamese (Kinh and Khmer) EFL students’ awareness of English pronunciation. The second objective was to identify the English pronunciation difficulties faced by these students. Finally, the study aimed to propose solutions for improving the teaching and learning of English pronunciation. The survey employed five criteria to gather data from 50 senior students majoring in English at a university. The results indicated that

students agreed with the difficulties presented in the questionnaire. These difficulties included word stress, sentence stress, vowel and consonant sounds, recognizing words through sounds/accent, and memorizing English phonetic transcription. Additionally, students strongly agreed with the teaching and learning ideas for pronunciation presented in the questionnaire. These included distinguishing sounds in both English and Vietnamese, teaching English phonetic transcription, and addressing word stress, sentence stress, and final consonant pronunciation. The findings above provided valuable insights for

both EFL learners and teachers.

However, the study has certain limitations. It should have explored more specific English sounds, which could have been recorded for further qualitative analysis. Additionally, the study should have included more samples from different groups of Vietnamese students studying English as a foreign language across various enrollment years. Different experiences and backgrounds in English pronunciation exposure could provide diverse perspectives on pronunciation difficulties and teaching methods. Finally, the study should have also surveyed EFL teachers, as their insights could offer additional ideas on how to teach and address pronunciation issues.

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