



The Impact of Common Pronunciation Errors on the Speaking Proficiency of EFL College Students

Tu Thi Tuyet Vy

Faculty of Foreign Languages, University of Phan Thiet, Binh Thuan Province, Vietnam

Abstract: *This research paper aimed to find out the English pronunciation difficulties of students at University of Phan Thiet (UPT). It also tried to investigate the influences of problems in pronunciation on these students' speaking proficiency. A survey had been conducted among the students and the lecturers at UPT to find out the possible barriers in pronunciation that demotivated students to develop their speaking skills. The study provided some problematic English vowels and consonants sounds that the students usually mispronounced as well as other objective factors in pronunciation that had been influencing students' speaking proficiency. Finally, this paper concluded with some possible solutions to overcome the pronunciation difficulties for the students.*

Keywords: *pronunciation, errors, influences, English language, speaking, proficiency*

I. Introduction

All around the world, there are a lot of people with strong desire to learn and speak English with correct pronunciation because they just simply want to communicate better and more attractive. Jahan (2011) mentioned that the communication process will be successful if the pronunciation of the learners can easily be understood by the efficient speakers of English.

In Vietnam, there is a large number of interested groups in English language, including the students of English language faculty at UPT. However, there are many barriers that hinder them to speak with proper English pronunciation, which leads to a definite difficulty in their speaking ability. Students at UPT are similar to other English learners in Vietnam in general, who have phonotactic features that keep them from pronouncing English like native speakers. Tang (2007) found that Vietnamese learners often simplify or omit the consonants in the final syllables of English words. He also noted that when simplifying these final sounds, Vietnamese learners of English have a tendency to replace the English endings with sounds that are common to both Vietnamese and English languages. In addition, intonation is also the considerable issue of students in Vietnam. Intonation in a Vietnamese sentence is mostly predetermined by the tones used and by the final tonal word, and it is visible in the sentence. In contrast, intonation in English is invisible, which is the source of the problem for Vietnamese learners. For those reasons, the findings of this research hopefully help students in Vietnam in general as well as students at UPT in particular become aware of their pronunciation errors so that they will be able to produce English more proficiently.

II. Literature review

2.1. The importance of pronunciation in ESL learning

According to Baker (1992) and Wong (1987), pronunciation played an essential role in language learning. Hinofitis and Baily (1980) reported that up to a certain proficiency standard, the fault which most severely impairs the

communication process in ESL learners is pronunciation, rather than vocabulary or grammar. Their arguments make pronunciation more important in improving the communicative competence of learners. Actually, improper pronunciation properly causes a breakdown in communication and requires more effort to understand. Indeed, pronunciation has been taken a very important role in English learning for several reasons:

Firstly, pronunciation can allow one to create a favorable impression towards the listener (Poedjosoedarmo, 2003:

1). The way we speak immediately conveys something about ourselves to the people around us. 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! We also often judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge, even though listeners are only reacting to their pronunciation.

Secondly, Harmer (2001: 183) argued convincingly that it is thanks to pronunciation teaching that students not only become aware of different sounds and sound features, but can also improve their speaking immeasurably. Subsequently, he claims that 'concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed – all these things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility.'

Thirdly, an intelligible pronunciation can bring learners a good result on listening comprehension. Gilbert (1995:1) believed that the skills of listening comprehension and pronunciation are interdependent. He explained that if learners cannot hear well, they are cut off from language, and if they cannot be understood easily, they will be cut off from conversation with native speakers.

2.2. The relationship between pronunciation and speaking proficiency

Ma (2015) stated that among all the factors like vocabulary, grammar or formulaic expressions, the most salient factor people notice when a second-language speaker opens his or her mouth and begins speaking is pronunciation. In less than one second, nonnative pronunciation can be identified (Flege, 1984). Pronunciation is even an essential issue among nonnative speakers, for it has the function of building mutual intelligibility and sociocultural identity in the global scenario (Fayer & Krasinski, 1987).

Thornbury (2005) declared that pronunciation is the lowest level of knowledge that learners need to pay attention to. In order to speak English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation, and pitch. All of these elements help learners speak the English language easily and effectively. Pronunciation is likely a standard to judge an English speaker's speaking proficiency.

According to Harmer (2001), the first thing that native speakers notice during a conversation is pronunciation. Although grammar and vocabulary are important elements of language, they can be useless if the speakers cannot pronounce those elements or words accurately. Native speakers would be able to understand people, though their grammatical errors, if they use accurate pronunciation. Poor pronunciation can be difficult to listen to, as it demands greater effort and concentration on the part of the listener. In addition, poor pronunciation can lead to misunderstandings, even a breakdown in communication. On the other hand, if a speaker has a clear pronunciation, this has immediate benefits: listeners judge the speaker's overall language ability much more favourably, even to the point of tolerating grammatical and other errors. On top of that, Harmer underlined communicative efficiency can be guaranteed by correct pronunciation. Pronunciation is an essential part of communication and without correct pronunciation nobody can say that he knows the English language perfectly.

2.3. Factors affecting the pronunciation of ESL learners

2.3.1. Learners' native language

Many researchers have tried to predict the troubles the learners could face in learning English pronunciation by comparing the sound systems of English and the learner's native language. The results showed that the more differences the sound systems are, the more difficulties the learner will face. Most teachers' experiences and research studies show that the learners' first language plays a major influence on learning the sound system of another language (Nation & Newton, 2009). Rivers (1968) pointed that all learners had experiences that they meet

a great difficulty in understanding what foreigner said. This is not because of their lack of knowledge of vocabulary, language structure or grammar, but because the sounds they produce seemed peculiar and the voice rose and fell in unexpected places.

2.3.2. The age of learners

Someone who have learned English since they were young tend to have better English pronunciation than others who have learned when they are old (Kenworthy, 1987). If learners do not learn a foreign language before a certain age, they maybe cannot obtain a better pronunciation than those who learn a foreign language at a proper age. In fact, it was offered as an explanation for why many adults trying to learn second language seem to have a hard time achieving native-like pronunciation. "Indeed, some researchers indicated that as few as 5 percent, or fewer, adult learners could ever achieve anything like native-like fluency in a second language" (Miller, 2004, p. 2).

2.3.3. Exposure

Kenworthy (1987) asserted in his research that "It doesn't matter in term of place or country but it depends on how much they use English in their life. The more they spend their time for listening and speaking English, the better their English pronunciation will be". However, it does not simply mean that learners who live in the target language country will have good native-like pronunciation. On the one hand, the learners who have been living in English – speaking country can grasp every opportunity using target language and take full advantage of the environment. On the other hand, if the learners keep spending time with non – English speaking environment, then it is impossible for them to achieve a perfect pronunciation.

2.3.4. Ear perception

Different people have different level of hearing abilities. The better their abilities are, the better the learners can imitate or differentiate the sounds, which result in their pronunciation skill developments (Kenworthy, 1987). Some people have a better ear capacity for language learning but some learners do not. Those who have good ear capacity can easily discriminate between two sounds more accurately and be able to imitate different sounds better than others, and result in their pronunciation approach to native speakers. It is noteworthy that ear capacity relates to learners' age. That is to say, learners may gradually lose some of their abilities when they become older, and it will be difficult for them to pronounce the target language with a native or near native-like accent.

2.3.5. Learners' innate phonetic talents

Some learners do indeed have an aptitude for language learning and seem to acquire good pronunciation than others. According to Carroll (1962, 1981), phonetic coding ability is the "capacity to discriminate and code foreign sounds". This means some learners are able to sharply distinguish foreign sounds, and some even can imitate the sounds in a proper way without any guidance.

2.3.6. Attitude, motivation and identity

Pronunciation is also affected by learners' learning identity and attitudes. "The strongly determine the accuracy of learners' pronunciation are a person's 'sense of identity' and feelings of group affiliation" (Buranvityawut, 2000). That means each learner brings different attitude for the target language and the target language community, and it can support or impede pronunciation skills development.

III. Research Methodology

3.1. Participants

Pronunciation mistakes can happen to any learners. Yet, due to restricted time, the writer involved English-major learners of UPT only, which included 236 students in total. The writer purposely chose these students since they had taken a course in phonetics in their first year and speaking 1, 2, 3 for each year. The students had general knowledge of pronunciation and some elements of pronunciation that affected their speaking proficiency. They had been on the journey of studying and had found definite difficulties getting proficiency and fluency in speaking English. Thus, it would be easy for the writer to get reliable and trustful answers for the questionnaires. Together with that, the number of students was quite large which provided the writer a wide sample research range as well as enable the researcher to investigate the validity and reliability of the research.

3.2. Research instruments

3.2.1. Questionnaire

Questionnaire is stated as “a well-designed method that provides useful information on respondents’ attitudes, values and habits” by Burton and Barlett (2005). A questionnaire was employed to help the writer collect information and data for the research. The writer had based on the literature review to design questions which consist of 14 multiple – choice (also known as closed question) and a few opened – ended questions.

Two types of questions were selected for some reasons. Multiple – choice was preferred as it was quick and in good order to collect the data. Thus, time and effort could be saved. On the other hand, opened – ended questions was used to collect students’ own ideas for the questions. It would provide the writer variety of information of pronunciation problems the participants might encounter with. This did not involve interaction in person; therefore, the answers from participants were much more reliable. With closed and opened – ended types, the questionnaire was expected to show up how English – majored students were aware of the importance of pronunciation and its elements like intonation, consonants, vowels, stress and to carry out certain kinds of problems they probably made with these elements.

3.2.2. Interview

According to Kvale (1996), an interview is a conversation whose purpose is to gather practical and in-depth information, opinions, thoughts, feeling, experiences of the interviewee about a certain topic or subject. An interview is a very useful research tool for the purpose of finding and creating meaningful data which has to be collected, analyzed, and validated. Interviews -compared to questionnaires- are more powerful in eliciting narrative data that allows researchers to investigate people’s views in greater depth.

The writer had based on the literature review to design some semi-structured interviews at UPT. The interviews were used to collect students’ as well as some lecturers’ own ideas for the questions. They would provide the writer variety of information of pronunciation problems the participants might encounter with. They also gave a general evaluation of lecturers towards students’ current learning English situation and obstacles while studying.

3.3. Data collection

The questionnaires and questions for interviewing had been carefully prepared from the very beginning of the research. Types of questionnaires and the content of interviews have been seriously considered to assess the reliability and validity of the collected data. After the questionnaire was closely looked over, it is distributed to participants.

All of the contents of the interview have focused on some students’ and lecturers’ specific views about problems in pronunciation that a large number of students have been dealing with in English learning process at UPT. The interview also revealed the current overall English learning ability and attitude of English-majored students at UPT according to some outstanding students and lecturers whom had been interviewed. On top of that, the interview was aimed to collect as many useful tips and solutions for pronunciation problems which a numerous of English-majored students have been making.

Secondly, based on those materials that mentioned above, the researcher asked some lectures and students to spend some precious time to have an interview. 12 students and 5 lecturers agreed to have an interview with the researcher separately. Each of them was asked to answer briefly and accurately and all of their speech was recorded carefully. The recorded files were saved then and taken into the analysis.

3.3.1. Data collection from questionnaire

The questionnaire was designed to know the way UPT students understand all factors of pronunciation, how these ones have affected their speaking proficiency and kinds of problems they encountered with these factors of pronunciation. At the beginning, the topic and the purpose of the research were provided so that the participants knew the reasons why they were taking the questionnaire. To assure the objective criterion for the research, the participants were offered to optionally provide their personal information at the top of the questionnaire. There were 14 questions carefully written and explained in detail so that the participants could respond to the

questionnaires without any ambiguity. Moreover, all of the contents in the survey form were accompanied with Vietnamese translation to make sure the understanding of students in all levels as well as to make the survey more clarified and easier to catch up with.

3.3.2. Data collection from interview

Along with the questionnaires, questions for interviewing had been considered carefully and the researcher divided all questions for interviewing into two groups. One is for UPT students and the other was aimed to ask for lecturers' opinions. The participants were asked some questions about their personal information, and then they were interviewed a few questions about their English learning process at UPT, what they thought about the importance of pronunciation and improving pronunciation skills. Their common mistakes in pronunciation, the major reasons and some suggestions for that were also found out through other questions in the interview. For the second group, lecturers from the Faculty of English language were the utterly pivotal components for data collection of the study. There were some lecturers who willingly accepted to spend their precious time sharing their profound knowledge to answer some research questions. They provided fabulously useful opinions and honest judgements on English-majored students' learning ability as well as principal causes that lead to a variety of mistakes in pronunciation. Moreover, lecturers from the Faculty of English language gave some possible solutions at the end of the interview for students to be able to cope with problems in pronunciation which had been left an extreme obstacle in their achieving speaking proficiency's path. To make an attempt to ensure the reliability and validity of the results from interview, the researcher recorded all of the interviews.

3.4. Data analysis

The main method adopting for the analysis was the statistical method which included coding data and analyzing data. After checking the number of answers from participants, any incomplete or inconsistent answer was discarded from the research. The answers collected from questionnaire were converted into numerical values. Each question usually contained four answers symbolized by letter A, B, C, D or E if possible. The same answers of different participants were counted in number and converted into percentages for analysis. After completing the calculating, the data analysis was continued. To display the data and show the result from the questionnaire and recording, tables, charts, tables and figures were employed for this research. To analyze questionnaire data, a simple counting method called the frequency count was used. It is a useful way to present information in a way that allows readers to understand the information.

IV. Results and Discussions

4.1. The aspects of pronunciation that students find the most difficult

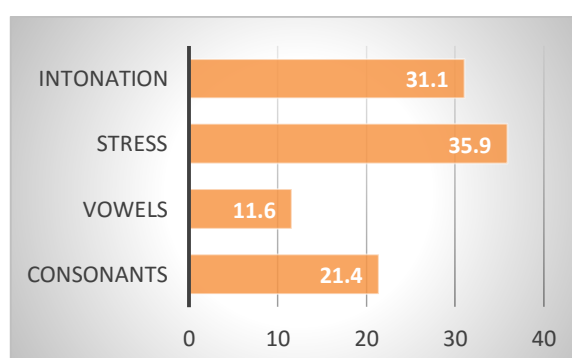


Figure 1. Students' opinions on their difficulties in pronunciation

There are four main factors of pronunciation that UPT students find the most difficult in improving speaking proficiency. They are problems in consonants, vowels, stress and intonation. As can be seen in figure 1, 35.9% of UPT students find stress the most difficult while learning pronunciation. What is more, intonation is also

considered as the most difficult factor of pronunciation that is amounted to 31.1% of participants. The other 21.4% of the students supposed that consonant is the most difficult factor of pronunciation and the rest of participants find vowels the hardest factor to improve speaking proficiency. It can be concluded that students at UPT have also dealt with difficulties in all factors of pronunciation to improve their speaking proficiency but stress and intonation bring a great deal many troubles than consonants and vowels. Thanks to Phonetics course in the first year, the students have been somewhat able to cope with problems in consonants and vowels while stress and intonation have still been driving back their progress.

4.2. The influence of pronunciation problems on students' speaking proficiency

All of the students who joined the interview strongly believed that troubles and mistakes in pronunciation have been influencing excessively on their English-speaking proficiency. In terms of troubles in English intonation, the students stated that when they speak a sentence with a mono tone and they don't put up and down intonation and emotions in the sentence, the listener will feel boring and they certainly will not give a good impression of the speaker. As regards mistakes in stress, the students revealed that when they put stress on inappropriate syllable in a word, the listener will not understand that word. Moreover, those students frankly told that whenever he stammers or lisps some English words, it knocks their confidence significantly and they find hard to express all of their ideas. It can be concluded from the students' interviews that troubles in pronunciation at such affect exceedingly on students' speaking proficiency in relation to confidence, fluency, coherence, idea expressions and understanding.

Similarly, all of the lecturers who participated in the interview strongly believed that English pronunciation problems influence significantly on students' speaking ability. They shared that pronunciation is utterly important in speaking skills beside ideas and vocabulary because when we pronounce incorrectly and unclearly, the other people can't understand what we are saying. Only if we pronounce precisely, the listeners can perceive our information and they can reply to us, so we understand each other and the conversation keeps going smoothly. They believed that poor and unclear pronunciation affects immensely on students' confidence and fluency when they are speaking English. Furthermore, they supposed that when students don't pronounce English well and clearly, they are afraid of speaking English in front of the other people and they have an inferiority complex about their pronunciation. As a result, these matters affect on students' fluency and coherence in speaking English.

4.3. The possible major reasons behind students' pronunciation difficulties

The lecturers all shared in the interview is students haven't got enough opportunities to get used to as well as practice English yet. They all told the truth that students haven't grasped many chances to communicate with native speakers and practice pronunciation outside the classrooms. Firstly, most of English-majored students began recognizing valid English pronunciation too late, so at this time they have already been over the puberty period and their body organs are hard to change and to imitate native speakers' voice. Second, good pronunciation also requires a personal aptitude for international phonetics. Who owns it can study better than the others. Lastly, confidence plays a pivotal role of pronunciation skills. When we are confident, we can pronounce better.

4.4. Suggestions to overcome problems in pronunciation

According to the students who participated in the interviews, there are a variety of solutions to practice and get over difficulties in pronunciation that English-majored students involved excitingly showcased. Firstly, many of the participants chose listening to English music, news and watching English films as the ways to practice English pronunciation. They always listen or watch first, and then imitate the native speakers to say the sentences with exactly the same intonation, rhythm and stress. Secondly, student added that we should enroll an English course at an English center to have more opportunities to practice pronunciation if we can afford. Thirdly, they shared that they usually practice English pronunciation by searching English texts, passages on the Internet or in books and reading aloud more and more. They keep repeating reading in order to realize their pronunciation mistakes and then they can be able to fix themselves. Last but not least, it was agreed that students should practice speaking with a companion especially a native speaker.

From the lecturers' perspectives, they encouraged that English-majored students should be more accustomed to all English skills like writing, reading, listening, speaking especially listening skills. They explained when we listen more and more, we can identify English sounds better in term of how these sounds are exposed, how our vocal organs are to pronounce them. In addition, they strongly believed that English-majored students should determine clearly which pronunciation problems that they have been facing in order to pay a lot of attention on them as well as to ask for enlightenment. On the other hand, some lecturers revealed that the best way to improve English pronunciation is listening to recordings and then repeating. This will help English-majored students pronounce very naturally and fluently as well as enhance their listening skills.

V. Conclusions and Recommendations

5.1. Conclusions

The first major finding of the research is that most of UPT students come to be aware of the importance of English as well as English pronunciation. Plus, they can't deny the utter effect of pronunciation on their speaking proficiency. The second finding is that even though UPT juniors have taken Phonetics course, their knowledge is still seriously limited by theory. A range of students have made a lot of mistakes in English pronunciation in term of four principal aspects: consonants, vowels, stress and intonation. They revealed that whenever they speak English, they mispronounce the final consonants or they can't distinguish long and short vowels. Moreover, they would rather stress on the syllables, words on their way than follow the theory and speaking English with mono tone is also one of the obstacles that they have been dealing with in English pronunciation learning process. Thirdly, the researcher also finds that many English-majored students did not pay serious attention to the importance of studying Phonetics, English pronunciation. That leads them to mispronunciation for most of English factors. The reasons for these mistakes are listed as follows:

The inappropriate way of studying from the beginning that forms a bad habit of not paying much attention to English pronunciation.

Lacking of regular practice English pronunciation. As discussed, English-majored students haven't still spent radical time on hitting the books English pronunciation.

One of the most common difficulties English – majored students have to face when producing vowel, consonant sounds is language transfer. They cannot make a distinction between English sounds and similar Vietnamese sounds. Additionally, they often ignore factors such as stress, intonation which do not exist in Vietnamese and these factors considerably weaken their desired outcome of a Standard English pronunciation.

Lacking of confidence in speaking English. Honestly, many English-majored students have been shy to speak out, to express themselves and they are also afraid of being laughed by their friends. That leads to the matter that English-majored students usually hide their pronunciation mistakes, so they seldom speak English in front of their friends, classmates.

5.2. Recommendations

5.2.1. Suggestions for UPT students

Firstly, paying meticulous attention to pronunciation or Phonetics lessons is never a waste of time. Students certainly obtain useful knowledge of English pronunciation and how they are made in proper ways. At that time, there is no doubt that they can easily acquire the results they have expected.

Secondly, self – practice is one the most effective ways to improve English pronunciation. Besides the lessons given by lecturers in class, students should find more lessons including pronunciation factors such as consonants, vowels, stress, intonation in English to practice; individual words and paragraphs with complex words, sentences are recommended. Read out loud those words and sentences, and if possible, students can record their voices then compare their sounds, tone with real voices of foreigners as well as figure out their own mistakes and inconsistencies. Standing in front of a mirror and read out loud the words is also another effective way for students to adjust their lips when pronouncing English.

Imitation, thirdly, is the best way to have a likely native pronunciation. Students should listen to English words and pay much attention to English stress, intonation then try their best to imitate these things properly. English songs,

TV shows and films are three sources which the writer of this thesis considers as the best ways for him to improve English pronunciation. From his observations, when trying to sing as same as possible the melody of the song and the sounds produced by singers, he realized that this way really enhances her pronunciation.

Finally, having a part-time job which relates to speaking English is extremely useful way to practice as well as improve English pronunciation. English-students can apply for a job so that they not only earn some money for living expenses but also get a chance to practice their own English pronunciation in the reality. Tutors who teach English, teaching assistants, waiters/ waitress are some suggested part-time jobs that English-majored students can try.

5.2.2. Suggestions for the lecturers

In order to teach English pronunciation effectively and attractively and help students improve their own pronunciation skills as well as speaking skills, lecturers should consider some of the followed recommendations:

The first and the most important thing is that lecturers should figure out the problems driving students to such pronunciation mistakes of specific factors. A deep and imitate understanding of the impediments students are facing in their learning will provide lecturers a better way to solve the related problems and to bring students a better result.

Secondly, it is necessary for lecturers to use charts, graphs, tables and pictures showing the positions of the tongue, lips and jaw when they teach pronunciation or Phonetics. They also play some of videos instructing how tongue, lips and jaw move in the mouth when English sounds are made.

Thirdly, lecturers are suggested to understand students' mind as most of English-majored are shy to speak English and embarrassed to be corrected. Hence, it is significantly important for lecturers to be thoughtful, supportive and motivative so that students can feel relaxed, easeful and willing to focus on English pronunciation, to ask questions if possible and to share their difficulties in learning process. In addition, lecturers should be great models for students through their attitude towards awaring the importance of learning and practicing English pronunciation. Students would be greatly appreciated if the lecturers create a friendly environment in pronunciation or Phonetics classrooms. Therefore, lecturers are suggested to explicitly encourage students as well as enthusiastically instruct them to produce appropriate sounds. It is also useful tell students that they will not able to have a better pronunciation if they keep being shy and reluctant during the time practice. Lecturers' cordial and helpful attitudes also play a very important role in teaching pronunciation. Students will be easily depressed if they are treated differently from others better than them or be abused by their funny voices.

Lastly, it is suggested for lecturers to correct students' inappropriate pronunciation. There are some effective ways to point out students' mistakes without causing them embarrassment. Lecturers should carefully show students at which points their pronunciation sounds weird or incorrect. They can use their hands to show students how to adjust and set the tongue in the mouth for each specific sound. The more teachers approach students to help students realize their mistakes, the more students will improve their pronunciation.

VI. References

1. Baker, A. (1992), *Introducing English Pronunciation: A Teacher's Guide to Tree or Three? And Ship or Sheep?* Cambridge: Cambridge UP.
2. Buranavityawut, N. (2000), Factors which affect pronunciation learning. Retrieved.
3. Burton, D., & Bartlett, S. (2005). *Practitioner research for teachers*. Sage.
4. Carrol, J. B. (1981). Twenty five years of research on Foreign Language aptitude in Diller KC (ed) *Individual differences and Universals in Language learning*.
5. Fayer, J. M., & Krasinski, E. (1987). Native and nonnative judgments of intelligibility and irritation. *Language Learning*, 37(3), 313-326.
6. Flege, J. E. (1984). The detection of French accent by American listeners. *The Journal of the Acoustical Society of America*, 76(3), 692-707.
7. Harmer, J. (2001). *The practice of English language teaching*. London.

8. Hinofotis, F., & Bailey, K. (1980). American undergraduates' reactions to the communication skills of foreign teaching assistants. *On TESOL*, 80, 120-133.
9. Jahan, N. (2011). Teaching and learning pronunciation in ESL/EFL classes of Bangladesh. *Journal of Education and practice*, 2(3), 36-45.
10. Kenworthy, J. (1987). *Teaching English Pronunciation*. London: www.Longman.com.
11. Kvale, S. (1996). *InterViews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage
12. Ma, R. (2015). *The role of pronunciation in speaking test ratings*. Brigham Young University.
13. Nation, I. S. P. & Newton, J. (2009). *Teaching ESL/EFL listening and Speaking*. Routledge New York and London.
14. Poedjosoedarmo, G. (2002). *Teaching Pronunciation: Why, What, When and How*. SEAMEO Regional Language Centre.
15. Rivers, W. M. (1968). *Teaching Foreign Language Skills* (2nd ed.). Chicago, IL: Chicago University Press.
16. September 10, 2009, from http://media.ngberger.com/ngb_kt1/.
17. Tang, G. M. (2007). Cross-linguistic analysis of Vietnamese and English with implications for Vietnamese language acquisition and maintenance in the United States. *Journal of Southeast Asian American Education & Advancement*, 2(1), 1-33.
18. Wong, R. (1987). *Teaching Pronunciation: Focus on English Rhythm and Intonation*. Gilbert, J. (1995), *Pronunciation practice as an aid to listening comprehension*. In D. J. Mendelsohn and J. Rubin (Eds.), *A guide for the teaching of second language listening*. (pp. 97-102). San Diego, California: Dominie Press, Inc.