

**THE UNIVERSITY OF DANANG
UNIVERSITY OF FOREIGN LANGUAGE STUDIES**

NGUYỄN THỊ THU QUYÊN

**AN ANALYSIS OF ERRORS IN PRONOUNCING
ENGLISH FINAL CONSONANTS BY H'RE ETHNIC GROUP
STUDENTS AT SON HA HIGH SCHOOL,
QUANG NGAI PROVINCE**

**Major: ENGLISH LINGUISTICS
Code: 822.02.01**

**MASTER THESIS IN
LINGUISTICS AND CULTURAL STUDIES
OF FOREIGN COUNTRIES
(A SUMMARY)**

Da Nang, 2020

This thesis has been completed at University of Foreign Language Studies, The University of Da Nang

Supervisor: Dr. Huỳnh Ngọc Mai Kha

Examiner 1: Assoc. Prof. Dr. Nguyen Quang Ngoan

Examiner 2: Assoc. Prof. Dr. Phan Van Hoa

The thesis was orally defended at the Examining Committee

Time: July 2020

Venue: University of Foreign Language Studies

-The University of Da Nang

This thesis is available for the purpose of reference at:

- *Library of University of Foreign Language Studies, The University of Da Nang.*

- *The Center for Learning Information Resources & Communication, The University of Da Nang.*

Chapter One

INTRODUCTION

1.1. RATIONALE

Foreign language nowadays has a new role and position in substance: truly becoming the necessary communication tool, the rich and sensitive media; raised as a role of a necessary quality capacity for the personality of modern Vietnamese people.

Pronunciation is an integral part of foreign language learning since it directly affects learners' communicative competence as well as performance. Limited pronunciation skills can decrease learners' self-confidence, restrict social interactions, and negatively affect estimations of a speaker's credibility and abilities.

For English language learners as a foreign language, learning and mastering pronunciation is a major obstacle because the spelling system of English is "notoriously useless" if someone wants to deduce the pronunciation of a word from the spelling of that word (Lecumberri & Maidment, 2000).

H'Re ethnic group has a long process of reproduction in the Middle Central region of Vietnam, belonging to the Truong Son range of western Quang Ngai Province. The residence area of H'Re ethnic minority in Quang Ngai Province is mainly in three mountainous districts: Ba To, Minh Long and Son Ha. According to statistics, up to December 31, 2015, the total of H'Re population in Quang Ngai Province is 132.745 people, of which Son Ha District has 65.823 people.

Son Ha High School is a mountainous school where most of students are ethnic. H'Re students account for 90 percent of all

students in the school (640 H'Re students). The situation of their family faces many difficulties and hardships. They live far away from school and lack of care and education of the family. The family and school do not have close coordination in management, which has significantly affected their studying and training, especially the English learning. Therefore, they have some difficulties in learning English pronunciation. Until now, no research in learning English pronunciation for ethnic learners at Son Ha High School has been carried out. The researcher, therefore, decides to do the research with the hope that this study can help students improve their English pronunciation.

From above-mentioned reasons, the researcher has decided to carry out *“An Analysis of Errors in Pronouncing English Final Consonants by H'Re Ethnic Group Students at Son Ha High School, Quang Ngai Province”* for studying. We hope that it can help the learners study English better in the future.

1.2. AIMS AND OBJECTIVES

1.2.1. Aims

This study aims at identifying errors in pronouncing English final consonants by H'Re ethnic group students and suggesting some solutions to the problems.

1.2.2. Objectives

The study is planned to:

- Investigate typical errors in pronouncing English final consonants that H'Re students are often made.

- Find out reasons affecting English final consonants pronunciation of H'Re students at Son Ha High School.

- Propose suggestions to improve English final consonants pronunciation of H'Re students at Son Ha High School.

1.3. SCOPE OF THE STUDY

This study is concerned with analyzing errors in English final consonants pronunciation of H'Re students at Son Ha High School. All studies focusing on errors in pronouncing English final consonants of other knowledge of other students at other schools are outside the scope of this study. In the scope of this thesis, we only mention on the English consonants at the end of syllables.

Data collected for this thesis are mainly from H'Re learners at Son Ha High School, Quang Ngai Province.

1.4. RESEARCH QUESTIONS

1. What errors in English final consonants pronunciation do H'Re students at Son Ha High School usually make?

2. What are some factors contributed to making errors in pronouncing English final consonants of H'Re students at Son Ha High School?

3. What are some solutions for improving English final consonants pronunciation of H'Re students at Son Ha High School?

1.5. RESEARCH METHODS

1.5.1. Research methods

- Describing phonetics - phonology
- Recording

- Contrasting
- Other methods

1.5.2. Selected Subject

The sample was built up with data collected from 100 H'Re students in 11th grade.

1.5.3. Sampling

In this study, the sample was from recording English audio files.

1.6. SIGNIFICANCE OF THE STUDY

1.6.1. Theoretical significance

Theoretically, the research presents some theoretical studies on pronunciation in foreign language learners at the age of teenagers.

1.6.2. Practical significance

The results of this study will be great contributions to teaching English pronunciation for H'Re students at high school level in Vietnam and is expected to be useful reference material for any high school language teachers in Vietnam, especially for those who are in favor of improving their H'Re students' pronunciation in particular and other ethnic minorities in general.

1.7. ORGANIZATION OF THE STUDY

This paper is divided into five chapters:

Chapter one: Introduction

Chapter two: Review of literature and theoretical background

Chapter three: Research Methods

Chapter four: Analysis of errors in pronouncing English final consonants

Chapter five: Conclusion

Chapter Two

REVIEW OF LITERATURE AND THEORETICAL BACKGROUND

2.1. REVIEW OF THE PREVIOUS STUDIES

2.1.1. In the world

Researching errors in general and errors in pronouncing in particular has been done by many authors around the world. Mathew (2005) studied errors in pronunciation of consonants by learners of English as a foreign language whose first languages are Indonesian, Gayo and Acenhnese. By using various research facilities such as observing, recording and surveying, Hassan and Muhammad (2014) explored the English pronunciation errors of Saudi speakers to advance solutions which help learners improve their English pronunciation.

2.1.2. In Vietnam

Phạm Đăng Bình (2003) surveyed and pointed out language and culture interference errors in the discourse of Vietnamese people learning English, especially deeply analyzing cultural interference errors.

Nguyễn Văn Phúc (1999) studied and provided a systematic view of reality of Vietnamese pronunciation errors of English-speaking foreign students.

2.1.3. The situation of teaching and learning English at Son Ha High School

At Son Ha High School, the teaching staff of English teachers includes 12 people, university-level majors in English language and teaching methods and they are all trained in Vietnam.

The program for teaching English pronunciation here is not focused.

2.2. THEORETICAL BASIS

2.2.1. Contrastive linguistics

2.2.1.1. Concept and terminology content

a/ Contrastive linguistics

b/ Language interference

2.2.1.2. The purpose, task and object of contrastive linguistics

2.2.1.3. The principles of collation

2.2.1.4. The importance of contrastive linguistics for foreign language teaching

2.2.2. Error and analyzing error

2.2.2.1. The concept of error

“Pronunciation errors are the difficulties that foreign language learners encounter in perceiving and producing phonetic units that deviate from the chosen standard.”

2.2.2.2. Analyzing error

During the implementation of this topic, the writer used Corder's error analysis model (1981). According to the author, the error analysis process consists of five steps in the following order:

- (1) Choosing analytical materials
- (2) Defining errors
- (3) Describing errors

(4) Explaining errors

(5) Assessing errors

2.2.2.3. Types of phonetic interference error

- *Under-differentiation*

- *Over-differentiation*

- *Re-interpretation*

- *Phone substitution*

2.2.2.4. The meaning of error and error analysis

2.2.3. An overview H'Re and English

2.2.3.1. H'Re phonology overview

The H'Re consonant system consists of single consonants and compound consonants (also known as “a consonants combination”). They are at the beginning and ending of the syllable.

The H'Re vowel system consists of the following types:

- In terms of the number of constituent elements, it is possible to distinguish single vowels (including only one element, for example: i, ε, a, ...) with double vowels (including two elements, e.g: ua, ...).

- In terms of pronunciation that creates different “voices”, it is possible to distinguish the spread vowels (also known as “hard”, pronounced with a high and serene “voice”, for example, i, εa, ...) with slack vowels (also known as “soft”, pronounced with a deep “voice”, a breathing sound, for example: i, ε`a, ...).

2.2.3.2. English phonology overview

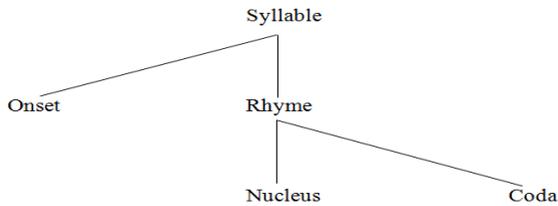
a/ Some basic phonetics - phonology features of English syllables

- *No separation and no clarity*

- No clear boundary of syllables

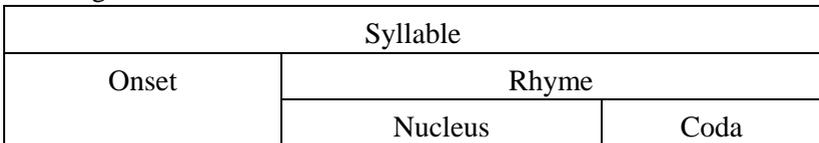
- No close syllable structure

b/ English syllable structure



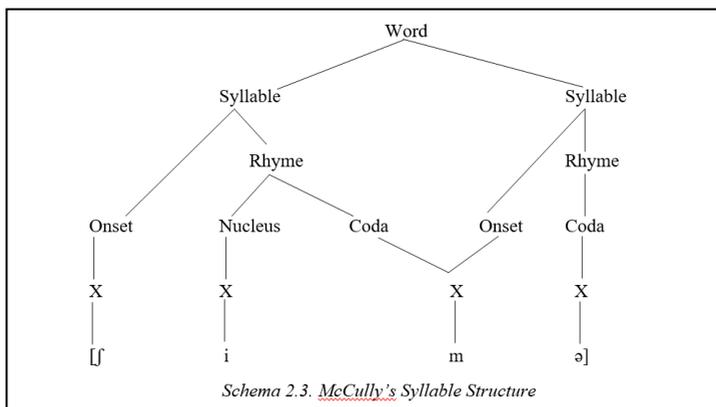
Schema 2.1. English Syllable Structure

Basically, the structure of English syllable consists of onset, nucleus and coda. We can simplify Schema 2.1 above into the following scheme.



Schema 2.2. English Syllable Structure

In this thesis, we accept McCully's English syllabic structure model (2009). The components of English syllables are described:



Schema 2.3. McCully's Syllable Structure

The two-syllable word				
Monosyllabic word				
Onset	Nucleus	Coda/ Onset	Nucleus	Coda
C	V	C	V	C

Schema 2.4. English Syllable Structure

In the above schema, nucleus is a mandatory element. Words with three or more syllables will develop the number of nucleus and coda.

2.2.4. Perceptions of pronunciation

2.3. ENGLISH CONSONANTS AND H'RE CONSONANTS

2.3.1. The concept of consonants

Phonetically, according to Crystal (2008), “consonants are sounds made by closure or narrowing in the vocal tract so that the airflow is either completely blocked, or so restricted that audible friction is produced”. From the phonological point of view, Crystal states that “Consonants are those units which function as the margins of syllables, either singly or in clusters”.

2.3.1.1. Manner of articulation

The manner of articulation refers to the vertical relationship between the active articulator and the passive articulator.

2.3.1.2. Place of articulation

The place of articulation refers to the horizontal relationship between articulators.

2.3.1.3. State of vocal folds

In the International Phonetic Table, the state of vocal folds of consonants is shown in a direct direction.

2.3.2. English consonants

Based on the International Phonetic Table (See Appendix 4), the English consonant system is arranged as follows:

Table 2.1. English consonants

	Bilabial		Labiodental		Dental		Alveolar		Postalveolar		Retroflex		Palatal		Velar		Uvular		Pharyngeal		Glottal	
	p	b					t	d							k	g					ʔ	
Plosive																						
Nasal		m						n							ŋ							
Thrill								r														
Tap/Flap																						
Fricative			f	v	θ	ð	s	z	ʃ	ʒ											h	
Lateral Fricative																						
Approximant		w												j	(w)							
Lateral Approximant								l														

2.3.3. English final consonants

2.3.3.1. English final single-consonant

Among the consonants mentioned in Table 3.1, the following consonants can play the role of ending syllables: [-p], [-b], [-m], [-f], [-v], [-θ], [-ð], [-t], [-d], [-n], [-s], [-z], [-l], [-ʃ], [-ʒ], [-k], [-g], [-ŋ], [-tʃ] and [-dʒ].

2.3.3.2. English final two-consonant combination

There are a total of 54 combinations of two consonants at the end of syllables. Including:

- 17 combinations beginning with a nasal consonant:

[-mp], [-mf], [-mt], [-md], [-mz], [-nθ], [-nt], [-nd], [-ns], [-nz], [-ntʃ], [-ndʒ], [-ŋθ], [-ŋt], [-ŋd], [-ŋz], [-ŋk].

- 14 combinations beginning with a fricative consonant:

[-fθ], [-ft], [-fs], [-vd], [-vz], [-θs], [-ðd], [-ðz], [-sp], [-st], [-sk], [-zd], [-ʃt], [-ʒd]

- 13 combinations beginning with a plosive consonant:

[-pθ], [-pt], [-ps], [-bd], [-bz], [-tθ], [-ts], [-dz], [-kθ], [-kt], [-ks], [-gd], [-gz]

- 8 combinations beginning with a lateral approximant consonant:

[-lp], [-lf], [-lθ], [-lt], [-ld], [-ls], [-lz], [-lk]

2.3.3.3. English final three-consonant combination

These often end with the consonants [s], [z], [t], or [d]. There are 41 combinations of three consonants, as follows:

- 17 combinations starting with a lateral approximant consonant:

[-lmd], [-lms], [-lpt], [-lps], [-lbd], [-lbz], [-lft], [-lvd], [-lθs], [-lnd], [-lnz], [-ldz], [-ltft], [-ldzd], [-lft], [-lks], [-lkt]

- 12 combinations starting with a nasal consonant:

[-mps], [-mpt], [-mft], [-mfs], [-mts], [-mst], [-nts], [-ndz], [-ntft], [-ndzd], [-nts], [-nst]

- 9 combinations beginning with a plosive consonant:

[-pθs], [-pts], [-pst], [-tθs], [-dst], [-dθs], [-kθs], [-kts], [-kst]

- 3 combinations starting with a fricative consonant:

[-fθs], [-fts], [-sts]

2.3.3.4. English final four-consonant combination

These combinations are combinations of three-consonant combinations that do not end with the consonants [s], [z], [t], or [d] with the suffix (e)s to indicate plural nouns or singular verbs, or the suffix (e)d to indicate the verb form in the past. There are 7 combinations of 4 consonants syllables, specifically as follows:

- 3 combinations starting with a lateral approximant consonant:

[-lfθs], [-ltst], [-lkts]

- 2 combinations starting with a plosive consonant: [-ksθs], [-ksts]

- 2 combinations starting with a nasal consonant: [-mpts], [-ntst]

2.3.4. H'Re consonants

Table 2.2. H'Re consonants

Voiceless stops	p	t	ch	c, k	q, ', -
Preglottalized	'b	ḏ			
Lenis stops	b	d	j	g	
Nasals	m	n	nh	ng	
Sonorants	v	l, r	y		
Aspirates		s	sh	h	

2.3.5. H'Re final consonant

According to Kenneth D. Smith (Language Data, A Phonological Reconstruction of Proto-North-Bahnaric, 1972), there are 15 final consonants in H'Re that include 13 single-consonant: [-m], [-n], [-ŋ], [-p], [-t], [-k], [-h], [-ñ], [-tʃ], [-q], [-w], [-r], [-y] and 2 two-consonant: [-yh], [-yq].

2.3.6. The similarities between English and H'Re final consonant systems

In terms of the manner of articulation, both English and H'Re final consonant systems have voiceless plosive consonants [-p], [-t], and [-k], voiced nasal consonants [-m], [-n] and [-ŋ].

In terms of the place of articulation, English and Vietnamese both have the final consonants distinguished from each other by the relevant criteria: bilabial, alveolar and velar.

Therefore, in phonology, H'Re students at Son Ha High School have the advantage of pronouncing English syllables with one of the following 6 consonants: [-p], [-t], [-k], [-m], [-n] and [-ŋ].

2.3.7. The differences between English and H'Re final consonant systems

a/ Quantity

English final consonant system has 20 consonants, while H'Re has 15 consonants. However, English has many consonant combinations such as two-consonant combinations, three-consonant combinations, ... and H'Re has only two two-consonant combinations. Thus, English has a much larger number of final consonants than H'Re.

b/ Manner of articulation

English final consonant system has the plosive consonants, opposing to the criterion of voiced/voiceless [-p] and [-d], [-t] and [-d]. H'Re, on the other hand, does not have this opposition because H'Re final consonant system does not have voiced plosive consonants [-b], [-d] and [-g].

The final consonant system of H'Re does not absolutely have group of phonemes, which are distinguished by the criterion of postalveolar affricate, opposing to the criterion of voiced/voiceless criterion: [-tʃ] and [-dʒ].

The H'Re final consonant system does not completely have a range of phonemes, which are distinguished by the criteria of

labiodental fricative [-f] and [-v], dental fricative [-θ] and [-ð], alveolar fricative [-s] and [-z], postalveolar fricative [-ʃ] and [-ʒ].

c/ Place of articulation

English final consonant system has groups of dental consonant [-θ] and [-ð], postalveolar [-ʃ] and [-ʒ], while H'Re does not have these types of consonant.

In addition, English also has the combinations of two-consonant to four-consonant, but H'Re has only two two-consonant combinations.

2.4. CONCLUSION

Making error is a natural and inevitable phenomenon in the process of learning a foreign language. All studies of pronunciation errors have confirmed that the cause of this error is the interference of the source language (the mother tongue) and the target language (the language being studied). Based on the description, analysis of research results, the thesis presents the typical errors in pronouncing English final consonants of H'Re students at Son Ha High School and proposes some solutions to help them overcome their English pronunciation errors.

Chapter Three

RESEARCH METHODS

3.1. METHODOLOGY

3.1.1. The concept of methodology

3.1.2. The classification of methodology

The methodology is classified by level and divided into 2 main categories:

General methodology (which is further divided into 2 levels):

- The most general methodology

- General methodology

Subject methodology (discipline)

3.1.3. The significance of methodology

3.2. RESEARCH METHODS

3.2.1. Describing phonetics - phonology

3.2.2. Recording

3.2.3. Contrasting

3.2.4. Other methods

3.3. SELECTED SUBJECTS

The sample was built up with data collected from 100 H'Re students in 11th grade.

3.4. SAMPLING

In this study, the sample was from recording English audio files.

Chapter Four

ANALYSIS OF ERRORS IN PRONOUNCING ENGLISH FINAL CONSONANTS

4.1. ERRORS IN PRONOUNCING ENGLISH FINAL CONSONANTS

4.1.1. Single-consonant errors

4.1.1.1. The final consonant group is common in both two languages

Table 4.1. Error of final consonant [-p]

Sound	Word	Error				Waveform	
		IPA	Variant	Amount	Rate (%)	Variant	Standard
[-p]	map	[mæp]	[mæp ^h]	43	43		

4.1.1.2. English final consonants cause pronunciation errors

In the process of analyzing and evaluating errors of H'Re students, we use a scale to assess students' pronunciation ability on 5 levels. On this scale, pronunciations at wrong and acceptable levels are faulty, and all pronunciations that are good, fair, or average are not considered to be errors.

a/ Consonant [-ð]

Tale 4.2. Error of final consonant [-ð]

Sound	Word	Error				Waveform	
		IPA	Variant	Amount	Rate (%)	Variant	Standard
[-ð]	breathe	[bri:ð]	[bri:t]	22	22		
			[bri:tʰ]	67	67		

b/ Consonant [-θ]

Table 4.3. Error of final consonant [-θ]

Sound	Word	Error				Waveform	
		IPA	Variant	Amount	Rate (%)	Variant	Standard
[-θ]	math	[mæθ]	[mæt]	19	19		
			[mæθʰ]	64	64		

c/ Consonant [-dʒ]

Table 4.4. Error of final consonant [-dʒ]

Sound	Word	Error				Waveform	
		IPA	Variant	Amount	Rate (%)	Variant	Standard
[-dʒ]	change	[tʃeɪndʒ]	[tʃeɪnt]	18	18		
			[tʃeɪntʃ]	62	62		

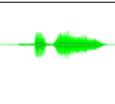
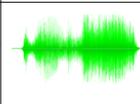
d/ Consonant [-tʃ]

Table 4.5. Error of final consonant [-tʃ]

Sound	Word	Error				Waveform	
		IPA	Variant	Amount	Rate (%)	Variant	Standard
[-tʃ]	watch	[wɒtʃ]	[wɒt]	73	73		

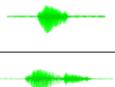
e/ Consonant [-ʃ]

Table 4.6. Error of final consonant [-ʃ]

Sound	Word	Error				Waveform	
		IPA	Variant	Amount	Rate (%)	Variant	Standard
[-ʃ]	fish	[fiʃ]	[fis]	71	71		

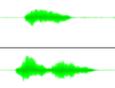
f/ Consonant [-ʒ]

Table 4.7. Error of final consonant [-ʒ]

Sound	Word	Error				Waveform	
		IPA	Variant	Amount	Rate (%)	Variant	Standard
[-ʒ]	rouge	[ru:ʒ]	[ru:]	15	15		
			[ru:s]	53	53		

g/ Consonant [-z]

Table 4.8. Error of final consonant [-z]

Sound	Word	Error				Waveform	
		IPA	Variant	Amount	Rate (%)	Variant	Standard
[-z]	rise	[raiz]	[rai]	14	14		
			[rais]	51	51		

h/ Consonant [-s]

Table 4.9. Error of final consonant [-s]

Sound	Word	Error				Waveform	
		IPA	Variant	Amount	Rate (%)	Variant	Standard
[-s]	kiss	[kis]	[ki]	62	62		

i/ Consonant [-l]

Table 4.10. Error of final consonant [-l]

Sound	Word	Error				Waveform	
		IPA	Variant	Amount	Rate (%)	Variant	Standard
[-l]	pull	[pul]	[pu]	14	14		
			[pun]	46	46		

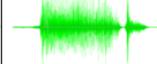
j/ Consonant [-b]

Table 4.11. Error of final consonant [-b]

Sound	Word	Error				Waveform	
		IPA	Variant	Amount	Rate (%)	Variant	Standard
[-b]	club	[klʌb]	[klʌp]	58	58		

k/ Consonant [-d]

Table 4.12. Error of final consonant [-d]

Sound	Word	Error				Waveform	
		IPA	Variant	Amount	Rate (%)	Variant	Standard
[-d]	dad	[dæd]	[dæt]	54	54		

l/ Consonant [-g]

Table 4.13. Error of final consonant [-g]

Sound	Word	Error				Waveform	
		IPA	Variant	Amount	Rate (%)	Variant	Standard
[-g]	bag	[bæg]	[bæk]	51	51		

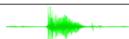
m/ Consonant [-f]

Table 4.14. Error of final consonant [-f]

Sound	Word	Error				Waveform	
		IPA	Variant	Amount	Rate (%)	Variant	Standard
[-f]	beef	[bi:f]	[bi:]	21	21		
			[bi:p]	29	29		

n/ Consonant [-v]

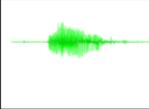
Table 4.15. Error of final consonant [-v]

Sound	Word	Error				Waveform	
		IPA	Variant	Amount	Rate (%)	Variant	Standard
[-v]	live	[liv]	[li]	29	29		
			[lip]	15	15		

4.1.2. Two-consonant combination errors***4.1.2.1. Errors of consonant omission in combination***

Through observation of pronunciation of the two-final-consonant combination of H'Re students, we found that they often removed one consonant in the combination.

Table 4.16. Error of final consonant [-nd]

Sound	Word	Error				Waveform	
		IPA	Variant	Amount	Rate (%)	Variant	Standard
[-nd]	mind	[maɪnd]	[maɪn]	72	72		

4.1.2.2. Errors of combination syllabic sonorants

Table 4.17. Error of final consonant [-st]

Sound	Word	Error				Waveform	
		IPA	Variant	Amount	Rate (%)	Variant	Standard
[-st]	last	[lɑ:st]	[lɑ:stʌ]	57	57		

4.1.3. Three-consonant combination errors

4.1.3.1. Errors of consonant omission in combination

Table 4.18. Error of final consonant [-lfθ]

Sound	Word	Error				Waveform	
		IPA	Variant	Amount	Rate (%)	Variant	Standard
[-lfθ]	twelfth	[twelfθ]	[twelf]	95	95		

4.1.3.2. Errors of combination syllabic sonorants

Table 4.19. Error of final consonant [-mpt]

Sound	Word	Error				Waveform	
		IPA	Variant	Amount	Rate (%)	Variant	Standard
[-mpt]	prompt	[prɒmpt]	[prɒmptʰ]	88	88		

4.1.4. Four-consonant combination errors

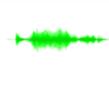
4.1.4.1. Errors of consonant omission in combination

Table 4.20. Error of final consonant [-ksts]

Sound	Word	Error				Waveform	
		IPA	Variant	Amount	Rate (%)	Variant	Standard
[-ksts]	texts	[teksts]	[tekst]	98	98		

4.1.4.2. Errors of combination syllabic sonorants

Table 4.21. Error of final consonant [-lfθs]

Sound	Word	Error				Waveform	
		IPA	Variant	Amount	Rate (%)	Variant	Standard
[-lfθs]	twelfths	[twelfθs]	[twelfθsʰ]	100	100		

4.2. SOME SOLUTIONS FIXING THE ERRORS IN PRONOUNCING ENGLISH FINAL CONSONANTS OF H'RE STUDENTS AT SON HA HIGH SCHOOL

4.2.1. General solutions

Firstly, it is necessary to have a team of qualified English teachers to ensure the teaching, especially the teachers who are in charge of lessons of speaking skills and phonetics and phonology.

Secondly, we propose to increase amount of time for the lessons of speaking skills and phonetics and phonology.

4.2.2. Specific solution

4.2.2.1. Attitude about errors

4.2.2.2. Classification of pronunciation errors

4.2.2.3. Transmission of basic knowledge

4.2.2.4. Creating good conditions for students to listen

4.2.2.5. Building practice exercises

4.3. CONCLUSION

Basing on the survey results, we confirm that the H'Re students' English final consonant pronunciation errors are really worrying. The general and specific solutions that we propose will help students pronounce English better and overcome their pronunciation errors more effectively.

Chapter Five

CONCLUSION

Implementing the topic: “*An analysis of errors in pronouncing English final consonants of H'Re ethnic group students at Son Ha High School, Quang Ngai province*”, we hope to

contribute in making clear some theoretical and practical issues of English teaching in Vietnam. Based on the relevant theories and specific research materials, the thesis offers some conclusions:

1. Based on the theory of errors and research practice, the thesis asserts that in the process of learning a foreign language, making errors in general and pronunciation errors in particular is natural and inevitable.

2. The results of studying and surveying of students' pronunciation errors have shown some typical types of English pronunciation errors. At the end of syllables, students' final consonant pronunciation errors still exist in order of the rate of errors from high to low: [-ð], [-θ], [-dʒ], [-tʃ], [-ʃ], [-ʒ], [-z], [-s], [-l], [-b], [-d], [-g], [-f], and [-v]. For consonant combinations at the end of syllables, students have two typical types of errors: either remove the consonants in the combination or syllabic sonorant of consonant combination.

3. Depending on the research results, we propose two groups of measures to help students overcome English final consonants pronunciation errors as follows:

3.1. General measure

Firstly, the school needs a staff of teachers who can satisfy English pronunciation teaching.

Secondly, the school needs to increase the amount of time in teaching English pronunciation for the learners.

3.2. Particular measure

Firstly, teachers and students should have a positive attitude about errors.

Secondly, teachers should classify the types of errors so that students can identify them easily and conveniently in correcting them.

Thirdly, teachers should impart basic knowledge of English phonetics and contact to H'Re when necessary.

Fourthly, teachers create opportunities for students to listen to the native English voice of native speakers by introducing appropriate radio and television channels.

Finally, teachers should develop appropriate pronunciation exercises to help students overcome their English pronunciation errors.