



**PROBLEMS OF ENGLISH STUDIES  
STUDENTS ON LEARNING PHONOLOGY AND  
SUGGESTIONS, CAN THO UNIVERSITY, VIETNAM**

**Nguyen Thi Truc Van<sup>1i</sup>,  
Ha Nguyen Kim Ngan<sup>1</sup>,  
Tran Thi Xuan Huong<sup>1</sup>,  
Pham Phong Thuan<sup>1</sup>,  
Do Thanh Nhan<sup>2</sup>**

<sup>1</sup>Schools of Foreign Languages,  
Can Tho University,  
Vietnam

<sup>2</sup>MA, Lecturer,  
Schools of Foreign Languages,  
Can Tho University,  
Vietnam

**Abstract:**

The writers were concerned by the phonological challenges encountered by students of the Schools of Foreign Languages, Can Tho University. Foreign language majors are often difficult, and theory is quite tackled, which has caused many serious problems for students. This is no exception for students majoring in English Studies, at Can Tho University in the process of approaching the subject "Introduction to English Phonology". This study was conducted to clarify the phonological challenges that students at Can Tho University are facing, as well as suggest solutions to the problem of phonology learners. Using data from Google Questionnaire Forms, the research conducted an error analysis of 103 English majors who studied the subject. Based on the phonological problems, certain remedial activities were planned for the students, which helped improve their study process phonological problems considerably.

**Keywords:** phonological challenges, English Studies students, Can Tho University

**1. Introduction**

It can be said that the biggest difficulty for students of the Schools of Foreign Languages, Can Tho University in practicing speaking skills comes from the period before entering the university because English speaking skill is one of the most relevant skills in the

---

<sup>i</sup> Correspondence: email [vanb1909437@student.ctu.edu.vn](mailto:vanb1909437@student.ctu.edu.vn)

world. To be effective in communication, pronunciation is considered an important factor to help listeners understand what the speaker wants to convey. Therefore, from the first year, students of the School of Foreign Languages have been acquainted with the module “Basic Phonetics” at Can Tho University, and to further specialize in pronunciation, the module “Phonetics and Phonology” was put into teaching for the third-year students of the School of Foreign Languages. In addition, this subject presents the pronunciation structure of all phonics (in English), helping students to apply them to better pronunciation. Successful completion of this module means that students' phonetic knowledge is significantly improved. However, through the results of the informal preliminary survey, most of the students thought that this is a difficult subject, but very few found a solution or a way to overcome those difficulties. Therefore, the psychology of learning depression, the long slide when not understanding the specialized knowledge, and the low scores on the midterm and final assessment tests are obvious consequences. From the urgency of the problem, this article is conducted to find out the common difficulties of students, final year students majoring in English, who have studied phonology, at Can Tho University, from which to find the best way to help students learn this subject more effectively.

## **2. Literature Review**

### **2.1 English Phonology**

Cohn (1992) defined phonetic and phonology are two factors that always go together and support each other, but this study only focuses on phonology. Phonology is the theoretical study of how speech sounds are used to distinguish among words and how the language uses sounds combined to form meaningful patterns in linguistics. A language's phonological system includes an inventory of sounds and their traits, in addition to rules that control how sounds interact with one another. It is a branch of sound patterns of language by determining which sounds are noticeable and explain how these sounds are interpreted by the native speaker. According to the textbook “Phonetics and Phonology” provided to learners at Can Tho University, phonology was defined as follows. It is an abstract cognitive system that deals with rules in mental grammar; the principle of subconscious “thought” as they relate to language sounds. Phonology is concerned with the scientific study of rules for combining sounds and variation in pronunciation. Phonology then can be defined as the study of higher-level patterns of language sounds, conceived in terms of discrete mental symbols.

### **2.2 Differences between Phonetics and Phonology**

Cohn (1992) found six distinctive features between phonetics and phonology as follows: phonology is a branch of theoretical linguistics, whereas phonetics is a branch of descriptive linguistics; phonetics is concerned with universal sounds, whereas phonology is concerned with the sounds of a specific language; phonetics is the study of phones, whereas phonology is the study of phonemes; phonetics is concerned with sound

transmission, whereas phonology is concerned with the sound arrangement; phonetics has a confined scope, but phonology has a large reach; phonetics is concerned with the articulation and perception of speech sounds, whereas phonology is concerned with the patterning of speech sounds.

### **2.3 Meaning and Importance**

Phonology is an essential subject in English language training. This topic is becoming mandatory for students learning English, particularly at the university level. Students in this course should have a fundamental understanding of sound productions such as vowels and consonants, as well as the symbols and methods for producing such sounds. As Roach (1987) stated learning phonological knowledge assists students in limiting mistakes and confusion throughout the pronouncing process.

### **2.4 Difference between English and Mother Tongue**

The first obstacle is a person who listens to another language does not hear sound units that do not exist in his initial language. The learning difficulty comes from the difference between the two phonemic systems. The structure of our language will be transferred to the target language. Vietnamese learners frequently replace our equivalent sounds with foreign sounds. Andrew et al. (2019) stated that one of the difficulties is that the phonemes are not familiar with what they already know from their mother tongue. Mahmud (2018) said that students learning English phonology face problems due to differences in sound systems between native and foreign languages. Because the sounds are similar but have different distributions or variants, they could be new or strange. A person who listens to another language does not hear sound units that do not exist in his initial language.

According to Ha (2005), Vietnamese learners have been found to make phonetic mistakes, resulting in unintelligible English speaking. Several sounds are challenging for Vietnamese learners since they do not have the same sound in their native language.

### **2.5 Difficulties in Learning Phonology**

Meskhi (2001) stated that difficulties encountered during the phonology learning process can be classified into the linguistic type and extralinguistic type. Extralinguistic factors include everything except language peculiarities and thus vary in character. This study only focuses on studying the difficulties of phonological learners of extralinguistic factors. There are some characteristics and environmental factors affecting the study process of learners

#### **a) Background of Learners**

Students may only test their grasp of the reading and grammar before approaching the university, which teachers focus on to prepare them for exams. There is, however, practically no assessment of pronunciation. According to Giang et al. (2016), rural students may have fewer opportunities to practice speaking English, and practice skills

related to pronunciation than urban students. This is also one of the things that greatly affect the approach to phonology.

Besides, there is just one language, yet it is pronounced in several "accents." Hoang (1965) researched to find out the difficulties in learning English for Vietnamese people in different regions such as Hanoi, Hue, and Ho Chi Minh City. Students from different parts of the country have their own dialects. The difference between these dialects causes particular problems for learners.

#### **b) Textbook**

According to Mahmud (2018), complex materials are the main reason why students have trouble acquiring English phonology. Materials for phonology are highly complex since they include symbols and other things that need to be recognized and remembered. Another problem was several respondents claimed that the wrong phonology books contributed to their difficulty understanding English phonology.

#### **c) Teaching Method**

The teaching methods are one of the factors that determine the knowledge output of phonological learners. Wheelock (2016) stated that improved English pronunciation positively relates to instructional quality. Many instructors find it difficult to teach pronunciation due to a lack of talent and/or materials. Learning a new language necessitates the replacement of one system with another that has distinctive features and their arrangement in segmental sequences.

Therefore, Hoang (1965) stated by allocating the gap between the first language and the target language, lecturers can help students define their problems and easily approach phonology. Meanwhile, Mahmud (2018) found that teaching English phonology using English is not beneficial to students.

#### **d) Students' Awareness about the Purpose of the Course and Studiousness**

When learning goals are identified, learners tend to desire to attain a goal, have effortful behavior, and have a positive attitude toward the activities designed to achieve that goal. A favorable attitude toward English and its speakers also increases pronunciation accuracy Sparks et al. (1991). Course objectives are always introduced by the instructor before the course begins, and there is no exception to the Can Tho University context. The following are the purposes of the phonology course at Can Tho University: provide English phonological theory, analyze the English phoneme system and apply standard pronunciation in communication, help students use standard English and communicate fluently and have a sense of responsibility in learning and self-study.

### **2.6 Solutions Suggested in Previous Studies**

#### **a) Measures as Solutions to EFL learners' Problems in Learning Phonology**

According to Giang et al. (2016), students must first be aware of the challenges they confront to study efficiently and develop solutions to the problems. Students need to

thoroughly comprehend the subject's objectives, read the textbook with struggling terms before coming to class, look up the specialized vocabulary in the textbook and take notes carefully, do regular exercises and search for external information and documents is also essential.

In another study, Thakur (2020) showed three methods to deal with phonological problems during the learning process as follows: participate in learner-friendly activities to improve upon their pronunciation, do the required speech therapy exercises and by drilling the contrastive sounds using minimal pairs, and finally, several structures of routine communicative importance holding various rhythmic patterns that may be drilled in rotation and practiced in the class.

### **b) Pedagogical Implications and Recommendations**

Ha (2005) proposed that all English department professors pay more attention to student pronunciation and strive to fix it whenever feasible. All instructors, not just phonetics teachers, are responsible for improving students' pronunciation. Furthermore, aptitude exams would be required to exclude children with language deficiencies.

Meanwhile, Thakur (2020) suggested that to indicate distinct meanings in diverse circumstances, a range of basic structures that address the majority of daily communication demands may be drilled with varied intonation patterns (i.e., fall, rise, fall-rise be evaluated in an oral test, which can be combined with every written exam. Mrambo (2022) stated that teachers must employ phonics techniques and resources to increase students' understanding of letter-sound relationships. Additionally, teachers in public schools and those teaching in primary schools with an English medium should collaborate closely to address the best ways to teach students phonological skills, primarily through phonics activities like blending and segmenting, substitution, deletion, and rhyming games.

Besides, Nguyen (2008) believed that teachers should not teach just theoretically. Lai (2020) explained that Vietnamese instructors and teachers require a thorough command of both their mother tongue and the target language, English, to ensure efficient English phonology teaching and learning in Vietnam. Mahmud (2018) explained that when students are still at the basic level in the early semester, they require a combination of English and the first language in the teaching process. In terms of online learning, Linh (2021) indicated that combining self-guided self-study by lecturers via electronic lectures and activities completed on Google Forms before each session with the e-learning teaching model has a positive effect.

This phonological action research was undertaken based on the direction of the above studies. The following section discusses how this action research was conducted in the context of undergraduate students at Can Tho University.

### **3. Material and Methods**

It is a descriptive study that used a quantitative approach to enable the author to collect difficulties from English Studies students on specific information related to the challenges students faced in learning phonology.

The study began with the collection of questionnaires, which were designed based on the phonological challenges encountered by the students during their learning process. The findings provided a general grasp of the difficulties. The study gathered data from 103 students who are studying English Studies at Can Tho University. One requirement is that participants must have undergone a phonology class in the third year. The survey involved basic background information about the participants, only participants who are English Studies and have previously taken phonology classes will be selected to participate in the study.

### **4. Results and Discussion**

#### **4.1 Result**

##### **a) Background of Learners**

Based on the obtained survey results, all students who completed the questionnaire have approached and completed the module "English Phonetics and Phonology" in the 2nd semester, the school year 2022-2021 at Can Tho University. Specifically, data from the survey on learner characteristics shows that 54.4% of students come from the city and the rest (45.6%) come from rural areas. Therefore, the course "Phonetics and Phonology" is no exception, students require a lot of practice to communicate in English. However, the downside is that students from rural areas often have fewer opportunities to practice speaking English than students from cities. Therefore, when approaching phonology with many difficult terms and theories in both textbooks and lectures, it will cause quite a lot of obstacles for students who have little contact with English communication activities. This also greatly affects the learning process of studying sound structures such as phonology.

##### **b) Level of Skill Training**

Most students are aware that phonology will improve their pronunciation skills and students are also aware that trying to practice pronunciation is necessary to improve their results in phonology. However, the survey found that the percentage of students who spend time practicing pronunciation is very high (83.7%), but the level of practice is still very limited (Table 1). Students do not spend much time on phonics practice, which greatly affects the students' understanding of theoretical knowledge in class about phonemes. If students only learn through theory without applying it to practice, it will be difficult to remember the lesson.

**Table 1:** Statistics of students' time spent practicing pronunciation

<b>Time for practicing</b>	<b>Percentage (%)</b>
Less than 30 minutes	58.3%
From 30 minutes to 1 hour	39.8%
More than 1 hour	1.9%

Moreover, only 43.7% of students rated their phonetic knowledge in the middle of the level. This shows that the English communication side of students has not been really focused and refined. For the textbook used by the Schools of Foreign Languages, Can Tho University to teach phonemes, there are many phonetic transcriptions in the textbook and students need basic phonetic knowledge to learn more about phonetics. Phonetic knowledge and phonology have a close relationship with each other, if students do not master phonological knowledge, it will cause many obstacles to the learning process in class.

#### **c) Difficulty in Determining the Goal of Phonological Learning**

According to the results obtained, most students still did not understand the purpose of studying phonology. There are 47.6% of students supposed that they understood the course objectives, but when students were asked to give their opinions on the course objectives, students still had a very vague view. Some students believed that learning phonemes are only about building phonological or phonological knowledge. Therefore, students thought of phonology as a difficult and boring theoretical subject. This is also a drawback that makes students' academic achievement not as expected due to misunderstanding the purpose, focusing too much on practice, and forgetting about theory, or vice versa. Moreover, the majority of students tend to think that this is a subject with only theory, difficult and boring, leading to irregular attendance. According to the survey results, although most students reflected that these subject needs practice rather than just theory, 80.6% of students agreed that this is just a subject about studying consonants. Most students agreed that they did not clearly understand the subject's objectives, leading to subjectivity, which affected students' participation in a sufficient number of lessons in class

#### **d) Difficulty Accessing the Curriculum and the Receptive Language Used in Teaching Phonology**

According to students' evaluation, when asked if they can improve their pronunciation and intonation in communication by understanding the structure and operation of groups of sounds. The results obtained showed that 89.3% of students assessed that they had made progress. On the contrary, students had difficulty with the phonological textbook, students agreed that the textbook had too many difficult terms (83.5%) and students had difficulty remembering the theory (90.3%). Although this is just a student's perception of the program when participating in this module. However, those feelings have caused psychological obstacles for students when approaching the course. In addition, in the teaching process, teachers using Vietnamese can help students easily

understand the theory in textbooks, as well as reduce some difficulties when learning phonics. According to the survey results on the level of language use of teachers in the teaching process, the results show that teachers have a balance between the use of two languages. According to Giang et al. (2016), imparting knowledge in English has the advantage of helping you practice listening in English more often, through English to understand the lesson. From there, the effectiveness of language acquisition may be improved. Nevertheless, for the survey results of Can Tho University students, up to 61.2% have difficulties in acquiring knowledge in English. Therefore, the balance between two languages in the process of imparting knowledge is still a hindrance for students of Can Tho University.

Given that this is a study of phonetics, it is unavoidable to run across a lot of technical terms. Although teachers explain technical terms and words (88.3%), most students still think that the terms in the subject cause difficulties for them (83.5%). Consequently, the difficulty in accessing the terms makes understanding and memorization more difficult. In addition, students themselves have not yet formed a sense of self-study before coming to class. Obviously, 46.6% of students did not prepare for the lesson and looked up difficult terms at home before coming to class. Not understanding the term while the teacher teaches will make it difficult for students to absorb the knowledge because students will be slowed down if they do not understand that part of the lesson.

#### e) Difficulty in Solving Assignments

Students should not just practice their learning in class; they also need to do it at home while learning difficult subjects like phonology. As a result, 68.9% of teachers supported students in suggesting more websites and self-study tools for students. For each student themselves, self-studying and reviewing phonological knowledge at home also has certain effects on the process of approaching the subject 70.9% of students have studied more books, websites, and self-study software, and only a few (28.2%) did not learn more about this subject. The results showed that by looking up books, websites, and self-study software, students still had difficulties in solving exercises problems, which hinders students in the process of absorbing the lesson (54.4%). The best way for students to familiarize themselves with different types of exercises and tests is to do a lot of exercises. Besides 83.5% of students being assigned exercises to memorize the knowledge, many students (15.5%) commented that the assigned exercises were too less, significantly affecting their memorization ability, understanding of the lecture, and knowledge (Table 2).

**Table 2:** Statistics on students' comments on the number of assignments assigned in class

Number of assignments assigned	Percentage (%)
Too much	16.5%
Less	15.5%
Medium	68%



Although the full number of exercises has been provided, the results show that the students performing the assigned exercises are still not high. It proves that the student's theoretical knowledge is still vague and uncertain enough to be applied to the exercise. As for the student's assessment, the level of assigned work is low to moderate. However, students still did not complete the assignment during the study period, resulting in 17.5% of students. This shows that the student's sense of revision and revision skills is still lacking. Regarding the types of exercises, especially for the exercise to determine the answer option in the form of multiple choice or essay, students still choose the solution of memorizing questions and answers because they do not fully understand the theory (Table 3).

**Table 3:** Statistics of types of assigned assignments and how to solve students' assignments

Types of exercise	Percentage (%)	Ways to solve the exercise		
		Apply what have learned	Look up different sources of information	Memorize the answer
Sound practice	54.4%	54.2%	35.5%	10.3%
Multiple choice questions – determine the correct answer	37.9%	55.2%	31.5%	13.3%
Essay questions	7.7%	66.8%	16.6%	16.6%

**f) Others**

The difficulty mentioned a lot is that students have difficulty learning when students themselves have lost basic phonics. More specifically, students said that they forgot how to pronounce the IPA, so when participating in phonics class, students were confused because they did not have enough time to review the pronunciation of the phonetic symbols. In particular, students also shared that the course "Basic Phonetics" is closely related to the module "Phonetics and Phonology". However, that phonics course is placed in the first year while it takes until the third year to learn phonics. After a semester, most pronunciation lessons will be forgotten if students do not review regularly.

The students also agreed that the activities were boring, making it difficult for students to absorb knowledge in class. It can be said that teaching activities also affect the motivation of students a lot. The subject of phonology is a subject with many difficult theories and terms, so the teacher's focus on merely conveying the theory will make students feel bored which will cause psychological pressure. Students in the learning process.

Some students also have a problem practicing pronunciation at home. Although teachers have created different practice activities to keep students interested, students feel that there is still not enough time for students to grasp the knowledge and skills. There is no time to practice in class, students must go home to practice more. At the same time, when assigned to practice pronunciation or self-study at home, students think that they are having difficulty because they do not know if they are doing it right or wrong. In addition, in the process of practicing pronunciation at home, students still have

difficulty when they are familiar with Vietnamese pronunciation, so they cannot immediately apply their English knowledge.

## **5. Recommendations**

### **a) For Administrators and School of Foreign Languages**

The study proposes to increase the number of classes or the number of days per week. According to the number of lessons in the “Phonetics and Phonology” module, students can only study one session a week with two periods. This will not be enough for students to spend time practicing as well as create opportunities for teachers to create more activities to help students reduce boredom when studying highly researched subjects. Therefore, the Administrators and Schools of Foreign Languages must consider dividing the number of classes for students, so that students have more time to acquire phonological knowledge and practice pronunciation. Thereby improving the application of knowledge in practice so that students can grasp the knowledge faster and longer.

Administrators and School of Foreign Languages should direct subject groups and all teachers to implement innovation in course assessment methods. In particular, the lecturers simultaneously enhanced the form of end-of-course assessment for students to create opportunities to listen to and receive students' opinions on difficulties, appropriate teaching methods, as well as other problems. activities to help students have more motivation to study. Also, encourage to open many practice activities to practice sound, creating an environment for students to improve their knowledge. Moreover, the school can set up a phonics review class to allow students to review their own pronunciation skills to equip themselves with enough knowledge for the phonics section.

### **b) For lectures**

Focusing on teaching and consolidating phonological knowledge for students, teachers need to create a more dynamic atmosphere with game activities, or phonics activities to help students reduce boredom when participating in the module. The survey from students also added that teachers should have activities to systematize the knowledge of a chapter after completing that chapter of phonological knowledge. As students begin to participate in the course, teachers need to impart the importance of phonology more specifically to ensure that students will feel excited and less stressed when starting the subject when facing a research subject and a textbook. In addition to the above suggestions, students also gave suggestions for teachers to suggest more resources, websites, and books for students to refer to.

### **c) For students**

Based on short responses in student surveys, recommendations are gathered from students who completed the course with good results. First, students suggested to their classmates that they should spend more time practicing. Learners who need more practice in phonology can go through apps in this field or can look to resources outside

of the course to gain more knowledge. Students need to take the initiative to ask their teachers for materials and pages, web, etc, and spend a lot of time referencing references to be able to study this subject well. When students start a certain subject, understanding the importance of that subject is necessary to help students not be depressed when studying a highly researched subject. When understanding the goal as well as the importance, students will begin to consciously spend more time practicing as well as studying phonology. In addition, when facing difficulties in the learning process, students need to actively ask questions for the teacher to answer questions as well as state their wishes for the lesson to be completed. This plus the teacher's teaching will help students actively remember the subject knowledge longer. There is a belief that with the eagerness to learn, the efforts of the students and the enthusiastic teaching of the subject teachers, a good study of this subject is completely achievable. More importantly, students should carry out regular practice and communicate in English. This is a strategy to support students to systematize knowledge scientifically. Students should also apply their knowledge creatively to improve pronunciation and intonation in communication.

#### **d) Recommendations from Previous Studies**

In fact, the phonemic system between Vietnamese and English has many differences, there are morphemes that are present in English but not in Vietnamese. For example, /θ/ in English, but in Vietnamese, reads as /th/. Teachers need to understand the gap between two languages in order to know the difficulties that students face and focus on solving those difficulties in the teaching process. Since then, the effectiveness of the module "Phonetics and Phonology" is improved.

As for the difficulty of teaching language, according to the solution of Giang et al. (2016), it is also necessary to attach importance to the use of English and Vietnamese languages in teaching for teachers to teach better as well as for students to easily access textbooks and lectures. For each class, teachers should evaluate and consider using appropriate receptive language. In addition, in a research paper by Giang et al. (2016), it is also said that to overcome these difficulties, students need to be aware of the difficulties they face in order to learn effectively and find solutions for the problems students have. First, students must clearly understand the objectives of the subject, from which to find the appropriate method to apply. Students should look up the specialized vocabulary in the textbook and take notes carefully as it will help them familiarize themselves with the lecture and acquire phonological knowledge in English. For difficult knowledge that needs to be deepened, students can have a bilingual exchange to understand the lesson better. Thus, through that, students' English skills are significantly applied and improved. More important is to do regular exercises, especially after absorbing knowledge in class, this is a way to help students systematize their knowledge scientifically.

## 6. Conclusion

In the context of the Schools of Foreign Languages at Can Tho University, this study contributes to enhancing the teaching outcomes of phonology and boosting the attention of students in the following years through inquiry, assessment, and analysis of obstacles and ways to overcome them. Furthermore, the practicality of teaching contributes to elevating it to a new level. The study hopes that the study's findings will be extensively applied to all language major students.

## 7. Limitations

This study discussed the problems faced by Schools of Foreign Languages students studying phonology at Can Tho University and offered tips and remedies to improve students' learning, but there are still limitations. The survey is limited to students majoring in English Studies (High-Quality Program) at Can Tho University, so the research has a narrow scope, which will cause many limitations for other researchers. Currently, there are many textbooks and research materials on phonology. Therefore, checking the difficulties in the textbook of Can Tho University is also a limitation if learners have never studied this textbook. The author also took some knowledge from the textbook to make a small knowledge survey. Another limitation is that this study has not analyzed the survey data of students' knowledge to assess difficulties in linguistics. The study mainly examines the challenges faced by students in learning phonology through extra linguistics aspects.

From the above limitations, the author proposes solutions to overcome them, giving directions for new articles in the future: The subjects of this study were 103 English Studies (High-Quality Program) students. Future research is expected to be able to collect more diverse students, such as English Studies majors in mass English. This will provide more reliable data for the School of Foreign Languages to improve. This will improve the quality of phonological subjects as well as the "Phonetics and Phonology" module. Moreover, the author is looking forward to more articles that study the difficulties of students learning phonology based on areas of linguistics. This will help to collect the difficulties of English Studies (High-Quality Program) students in specific knowledge in the curriculum.

## Acknowledgements

First and foremost, we would like to express our gratitude to Mr. Le Thanh Thao, the supervisor of the scientific research this year, for his helpful assistance with the entire thesis proofreading and language modification and to Mr. Do Thanh Nhan, our supervisor at the Schools of Foreign Languages at Can Tho University, for his invaluable supervision and treasured support. Additionally, we would like to express our gratitude to the school and students at the Schools of Foreign Languages at Can Tho University for their excellent instruction, willingness to offer helpful suggestions and assistance in

gathering interview data for this study. In addition, we are grateful to the 103 participants who answered the interviews honestly and gave us important data. Last but not least, we would like to express our gratitude to the journal for publishing our paper and making it available to readers throughout the world.

### About the Author(s)

Miss Nguyen Thi Truc Van, Miss Ha Nguyen Kim Ngan, Miss Tran Thi Xuan Huong, and Mr. Pham Phong Thuan are currently seniors in English Studies (High-Quality Program), School of Foreign Languages, at Can Tho University, Vietnam. They will graduate in 2023 and this article is a condition for them to complete the graduation requirement. They are interested in doing research about linguistic, extra-linguistic, English literatures. They can be reached respectively at [vanb1909437@student.ctu.edu.vn](mailto:vanb1909437@student.ctu.edu.vn), [nganb1909355@student.ctu.edu.vn](mailto:nganb1909355@student.ctu.edu.vn), [thuanb1909374@student.ctu.edu.vn](mailto:thuanb1909374@student.ctu.edu.vn), [huongb1909403@student.ctu.edu.vn](mailto:huongb1909403@student.ctu.edu.vn)

### References

- Andrew, M. B., & Tran, L. H. (2019). Using Weekly Group Political Presentations to Enhance the Phonological Learning of Second-Year English Major Students at a University in Vietnam. *International Journal of Language Education*, 3(2), 115-127.
- Cohn, A. C. (1992). An Introduction to Phonetics and Phonology. <https://doi.org/10.2307/416373>
- Giang, V. L. H., Thu, N. T. D., Trú, N. T. T., & Thanh, N. T. T. (2016). Some difficulties of Sophomores of English-Danang University of Foreign Language Studies in learning "English Phonetics and Phonology". *Tạp chí Khoa học và Công nghệ-Đại học Đà Nẵng*, 13-15.
- Ha, C. T. (2005). Common pronunciation problems of Vietnamese learners of English. *VNU Journal of Foreign Studies*, 21(1).
- Hoang, T. Q. H. (1965). A phonological contrastive study of Vietnamese and English (Doctoral dissertation, Texas Tech University).
- Lai, H. T. Vietnamese Learners' Two Biggest Problems with English Phonology. *Strength for Today and Bright Hope for Tomorrow* Volume 20: 2 February 2020 ISSN 1930-2940, 146.
- Linh, T. V. T. K. Vận Dụng Mô Hình E-Learning Trong Dạy Học Học Phần Ngữ Âm-Âm Vị Học. Quy Định, Điều Kiện Và Giải Pháp Phát Triển Phương Thức E-Learning Trong Giáo Dục Đại Học Tại Việt Nam, 162.
- Mahmud, M. (2018). Teaching of English Phonology at English Education Department of State University of Makassar. *Research Gate*, May, 1-15.
- Meskhi, A. (2001). Role of Phonology in EFL Acquisition (Based on the Analysis of Mistakes Made by Georgian and Turkish Students of English).

- Mramboa, A. and Ligembe, N. (2022). Challenges Pupils Face in Learning Phonological Skills: A Case of Bunda District, Tanzania. *East African Journal of Education and Social Sciences* 3(1), 49-60. Doi: <https://doi.org/10.46606/eajess2022v03i01.0145>.
- Nguyen, H. K. (2008). Những vấn đề cốt yếu của Ngữ âm học và Âm vị học. *VNU Journal of Foreign Studies*, 24(1).
- Roach, Peter. 1987. *English Phonetics and Phonology*. Cambridge: Cambridge University Press
- Sparks, R., & Ganschow, L. (1991). Foreign Language Learning Difficulties: Affective or Native Language Aptitude Differences? *Modern Language Journal*, 75, 3-16. <http://dx.doi.org/10.1111/j.1540-4781.1991.tb01076.x>
- Thakur, V. S. (2020). Phonological Problems of Omani EFL Learners: Pedagogical Perspectives and Implications. *Arab World English Journal*, 11(1), 29-43.
- Wheelock, A. (2016). Phonological difficulties encountered by Italian learners of English: An error analysis. *Hawaii Pacific University TESOL Working Paper Series*, 14, 46-47

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).