Common Pronunciation Errors among Vietnamese Learners of English from Phonological Perspectives

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ABSTRACT: This study investigates the phonological challenges encountered by Vietnamese learners of English and explores the strategies employed to address these challenges. A mixed-methods approach was employed, comprising a quantitative survey administered to 152 participants and semi-structured interviews conducted with a subset of 7 participants. Quantitative analysis of survey data revealed perceived difficulty levels for various phonological aspects of English pronunciation, with reconciling spelling and pronunciation emerging as the most challenging aspect. Qualitative interviews provided deeper insights into learners' experiences, highlighting additional phonological challenges such as distinguishing between vowel sounds and mastering intonation patterns. Participants reported employing a range of strategies, including regular practice, utilization of resources, and participation in interactive learning experiences, to address pronunciation difficulties.

The implications of this research are twofold. Firstly, it contributes to a comprehensive understanding of the complexities surrounding English pronunciation learning among Vietnamese learners. Secondly, the identified strategies offer valuable insights for language teaching and support. Educators can tailor their teaching approaches to address the specific phonological challenges highlighted in this study, fostering more effective English pronunciation acquisition among Vietnamese learners. Additionally, the findings underscore the importance of providing diverse learning resources and opportunities for interactive practice to enhance pronunciation skills.

These implications not only enrich our understanding of language acquisition processes but also have practical implications for educators, curriculum developers, and language learners alike.

KEYWORDS: English pronunciation, Vietnamese learners, Phonological challenges, Language acquisition, Strategies

I. INTRODUCTION

1.1. *Background and rationale*

English pronunciation learning among non-native speakers has been a topic of considerable research interest, with a particular focus on understanding the challenges faced by learners from different linguistic backgrounds. Previous studies have examined various aspects of pronunciation acquisition, shedding light on the factors influencing learners' proficiency and the strategies employed to overcome difficulties.

For instance, recent research by Chen and Wang (2023) investigated the phonological difficulties experienced by Mandarin-speaking learners of English, emphasizing the role of segmental and supra-segmental features in pronunciation accuracy. Their findings underscored the importance of targeted instruction and practice in mastering English phonetics.

Similarly, García et al. (2022) explored the impact of social factors such as language attitudes and identity on the pronunciation development of Spanish-speaking learners. Their study highlighted the complex interplay between linguistic and sociocultural variables in shaping learners' pronunciation trajectories.

Furthermore, Kim and Lee (2021) investigated the effectiveness of technology-enhanced pronunciation instruction in improving the phonetic accuracy of Korean learners of English. Their findings demonstrated the potential of interactive multimedia tools in facilitating pronunciation acquisition and enhancing learners' confidence in spoken English.

Moreover, recent work by Johnson (2024) examined the role of explicit pronunciation instruction combined with technology-based practice activities in addressing pronunciation difficulties among diverse learner populations. Johnson's study provided valuable insights into effective pedagogical interventions for enhancing learners' phonological accuracy.

While these recent studies have provided valuable insights into pronunciation learning processes among specific learner groups, there remains a need for research focusing on learners from underrepresented linguistic backgrounds, such as Vietnamese speakers. By addressing this gap, the current study aims to contribute to a more comprehensive understanding of the phonological challenges

faced by Vietnamese learners of English and to provide evidence-based recommendations for effective language teaching and support.

1.2. Statements of problem

Despite the recognized importance of pronunciation in language learning, there is a dearth of research specifically focusing on the specific pronunciation mistakes made by first-year Vietnamese students of English. While existing studies acknowledge the challenges faced by Vietnamese learners in acquiring English pronunciation, they often offer limited insights into the specific errors encountered, particularly at the beginner level.

Moreover, the lack of comprehensive research on pronunciation errors among Vietnamese students hampers the development of targeted instructional strategies and interventions to address these pronunciation difficulties effectively. Without a thorough understanding of the specific pronunciation difficulties encountered by first-year learners, educators may struggle to provide appropriate support and guidance, leading to suboptimal language learning outcomes.

Therefore, there is a pressing need for empirical research that investigates the specific pronunciation mistakes made by first-year Vietnamese students of English, with a focus on identifying common errors and underlying patterns. Such research is essential for informing pedagogical approaches that can enhance pronunciation instruction and promote more effective language learning experiences for first-year Vietnamese learners of English.

1.3. Research objectives

The primary objective of the study is to identify and prioritize the phonological aspects of English pronunciation that first-year Vietnamese learners find challenging. This will be achieved through a quantitative survey, which aims to assess the perceived difficulty levels of various phonological aspects. Another objective is to explore in-depth the perceptions, experiences, and subjective difficulties encountered by first-year Vietnamese learners of English in mastering pronunciation. Through semi-structured interviews conducted with first-year learners, the study seeks to delve deeper into their perspectives, providing qualitative insights into the nuances of pronunciation challenges. Finally, the study aims to explore the strategies, techniques, and remediation methods employed by first-year Vietnamese learners to improve their English pronunciation.

By elucidating the specific difficulties encountered by first-year learners, the research aims to inform the development of targeted instructional strategies and interventions for addressing pronunciation challenges effectively. Moreover, it seeks to contribute to the enhancement of pronunciation teaching methodologies tailored to the needs of first-year Vietnamese learners. Ultimately, the overarching purpose of the study is to facilitate language learning and communication among first-year Vietnamese students of English. By advancing our understanding of pronunciation difficulties, the research endeavours to foster greater language proficiency and communicative competence, thereby empowering learners to effectively engage in English-speaking contexts.

1.4. Research questions

To delve into the intricacies of English pronunciation acquisition among first-year Vietnamese learners, the study sets out to investigate both the primary phonological obstacles encountered and the proactive strategies employed in tackling these challenges. By identifying the specific areas of difficulty and the corresponding coping mechanisms utilized by learners, we aim to offer valuable insights into the nuanced dynamics of pronunciation acquisition within this demographic. To achieve this goal, our research poses the following questions:

a) What phonological aspects of English pronunciation do first-year Vietnamese learners find most challenging?
b) What strategies and techniques do first-year Vietnamese learners of English employ to address and improve their pronunciation challenges?

II. LITERATURE REVIEW

2.1. Overview of traditional pronunciation teaching and learning

Pronunciation instruction in English language teaching often relies on discrete sound drills, minimal pair exercises, and repetition-based activities. Teachers typically introduce learners to phonetic alphabets such as the International Phonetic Alphabet (IPA), aiming to establish a connection between sounds and their corresponding symbols (Dalton & Seidlhofer, 1994; Celce-Murcia et al., 1996). While these traditional approaches are foundational in pronunciation instruction, they often prioritize pronunciation accuracy over communicative effectiveness and may underemphasize supra-segmental aspects of pronunciation (Kenworthy, 1987). Additionally, drill-based exercises and repetitive tasks may lack authenticity and fail to engage learners in meaningful communication (Brown, 1994). Addressing these disadvantages is essential for promoting learners' overall language proficiency and communicative competence.

2.2. Factors influencing pronunciation acquisition

Pronunciation acquisition is influenced by various factors, including individual learner characteristics, instructional methods, and exposure to authentic language input. Recent research highlights the critical role of learner motivation, attitude towards

pronunciation learning, and exposure to authentic language input (Dörnyei, 2005; Chun & Plass, 1996). Understanding these factors is crucial for designing effective pronunciation instruction that meets the diverse needs and contexts of English language learners.

2.3. Phonological challenges for Vietnamese learners of English

2.3.1. Segmental levels

Vietnamese and English exhibit notable differences in their phonological systems, particularly in segmental features. Vietnamese learners often encounter difficulties with consonant clusters, final consonant deletion, vowel length and quality distinctions, and discrepancies between spelling and pronunciation (Nguyen, 1997; Thompson, 1976; Phan, 2014; Duong & Huynh, 2017).

Consonant clusters

Vietnamese learners struggle with accurately reproducing English consonant clusters, often simplifying or omitting one or more consonants (Dang, 2009). Targeted instruction and practice activities focusing on production and discrimination of consonant clusters are essential for improvement (Nguyen, 2016).

Final consonant deletion

Vietnamese learners may exhibit final consonant devoicing, which differs from English pronunciation patterns (Thompson, 1976). This distinction contributes to differences in overall speech rhythm and phonetic characteristics between the two languages.

Vowel length and quality

Differences in vowel length and quality between Vietnamese and English pose challenges for learners in accurately perceiving and producing English vowels (Le, 2016). Targeted instruction and practice opportunities are crucial for improving proficiency (Vo, 2017).

Vietnamese and English exhibit notable differences in their phonological systems, particularly in segmental features. One key distinction lies in their consonant inventories. Vietnamese has a relatively large inventory of consonant sounds, including contrastive distinctions between voiced and voiceless stops, as well as a range of affricates and fricatives (Nguyen, 1997). In contrast, English has fewer consonant phonemes and is characterized by a distinction between voiced and voiceless stops, a range of fricatives, and a limited number of affricates (Crystal, 2008).

2.3.2. Supra-segmental levels

Supra-segmental features, including word stress patterns, intonation, and linking in connected speech, present significant challenges for Vietnamese learners due to differences between the two languages' phonological systems (Le, 2012; Vo, 2018; Nguyen, 2014).

Word stress patterns

English's stress-timed nature contrasts with Vietnamese's syllable-timed system, leading to difficulties in adapting to variable stress patterns in English words (Vo, 2018).

Intonation patterns:

Vietnamese learners struggle with using appropriate intonation patterns in English, affecting meaning and emphasis (Le, 2012).

Linking and connected speech

Differences in linking and connected speech between Vietnamese and English pose challenges for natural English communication (Vo, 2018).

2.3.2. Discrepancy between spelling and pronunciation.

The discrepancy between spelling and pronunciation in English presents significant challenges for Vietnamese learners of English, stemming from fundamental differences between the two languages' phonological systems. Vietnamese is characterized by a relatively straightforward correspondence between spelling and pronunciation, with a more consistent and predictable relationship between letters and sounds (Nguyen, 2014). For instance, in Vietnamese, words are typically pronounced as they are spelled, with minimal exceptions. This consistency is attributed to the relatively recent standardization of the Vietnamese writing system, which was influenced by French orthography during the colonial period (Alves, 2007). In contrast, English features a complex orthographic system with many irregularities, historical influences, and phonetic variations that often defy phonetic rules (Ho, 2018). An example of this complexity is the pronunciation of words like "colonel," which is pronounced as "kernel," deviating significantly from its spelling. This incongruity poses difficulties for Vietnamese learners as they navigate the nuances of English pronunciation, including silent letters, irregular phonetic patterns, and unpredictable stress patterns (Duong & Huynh, 2017). As a result, Vietnamese learners may encounter frustration and confusion as they strive to reconcile the disparities between spelling and pronunciation in English (Tran & Đang, 2020). This challenge is compounded by the lack of exposure to English's diverse phonological landscape, requiring learners to adjust their linguistic expectations and develop new strategies for mastering English pronunciation. As a consequence, Vietnamese learners may benefit from targeted instruction and extensive practice to overcome these obstacles and achieve proficiency in English pronunciation.

III. METHODOLOGY

3.1. Research design

This study utilizes a mixed-methods research design, combining quantitative survey data with qualitative interviews, to comprehensively understand the phonological challenges faced by first-year Vietnamese learners of English.

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Quantitative component

The quantitative component involved administering a structured survey to participants. Likert-scale questions were used to assess the extent of difficulty participants experienced with various phonological aspects of English pronunciation. This approach provided quantitative insights into perceived difficulty levels across different phonological aspects.

Qualitative component

Semi-structured interviews were conducted with a subset of participants from the survey sample to explore their perceptions and experiences in more depth. The interviews allowed for a nuanced understanding of factors influencing pronunciation challenges. The interview guide, developed based on themes identified in the quantitative survey data and relevant literature, consisted of open-ended questions to elicit detailed responses from participants.

Sampling

Participants for the qualitative interviews were purposively selected from the survey respondents to ensure diversity in English proficiency levels and perceived difficulty levels with pronunciation. This sampling approach aimed to capture a range of perspectives and experiences among first-year Vietnamese learners of English.

3.2. Data Collection Methods

Quantitative data was collected through a survey assessing phonological challenges faced by first-year Vietnamese learners of English. Qualitative data was obtained through semi-structured interviews with a subset of participants selected from the survey sample.

3.3. Data analysis

Quantitative data from the survey were analyzed using descriptive statistics to summarize perceived difficulty levels across phonological aspects. Qualitative data from interviews were thematically analyzed to identify patterns, themes, and insights into factors influencing pronunciation challenges.

3.4. Integration

Findings from the quantitative survey and qualitative interviews were integrated during the interpretation phase to provide a comprehensive understanding of phonological challenges faced by first-year Vietnamese learners of English. Triangulation of findings helped validate and enrich overall conclusions drawn from the study.

IV. RESEARCH FINDINGS

4.1. Quantitative findings

4.1.1. Perceived difficulty levels of English pronunciation aspects

Participants' perceptions of the difficulty levels associated with various aspects of English pronunciation were assessed through the quantitative survey. The results indicated that reconciling spelling and pronunciation emerged as the most challenging aspect for Vietnamese learners of English, with a majority of participants reporting high levels of difficulty in this area. Other aspects, such as mastering vowel sounds and intonation patterns, were also identified as significant challenges, albeit to a lesser extent.

A survey was conducted to 152 participants to measure the most challenging phonological aspect that Vietnamese learners of English encounter. The seven aspects to be surveyed are *(1) the pronunciation of consonant clusters, (2) final sound releasing, (3) vowel quality, (4) word stress patterns, (5) intonation patterns, (6) connected speech and (7) spelling and pronunciation discrepancy*

Below is a summary of responses from 152 participants regarding various phonological aspects of English pronunciation. The table provides insights into the perceived difficulty levels for each aspect, as well as measures of central tendency and variability (Table 1).

Table 1: Perceived difficulty for phonological aspects of English pronunciation"

Phonological aspects	N	Min	Max	Mean	STD
Reconciling the differences between the spelling and pronunciation of English words…	152	3	5	4.11	.815
Differentiating between long and short vowel sounds, as well as the quality of vowel sounds in English…	152	2	5	4.01	.772
Pronouncing words smoothly in connected speech and link sounds together in English…	152	2	5	3.79	.835
Determining and applying word stress in English words…	152	1	5	3.15	1.008
Mastering the rise and fall of intonation patterns in English speech …	152	1	5	3.11	1.039
Pronouncing words with consonant clusters in English …	152	1	5	3.10	1.102
Pronouncing the final sounds of English words …	152	1	5	3.00	1.133
Valid N (list-wise)	152				

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Reconciling Spelling and Pronunciation

On average, respondents reported a mean score of 4.11 for this aspect, with a standard deviation of 0.815. This suggests that, on average, respondents found reconciling the differences between the spelling and pronunciation of English words moderately challenging, with relatively low variability in responses.

Differentiating Vowel Sounds

Respondents reported a mean score of 4.01 for this aspect, with a standard deviation of 0.772. This indicates that, on average, respondents found differentiating between long and short vowel sounds, as well as the quality of vowel sounds in English, to be moderately challenging, with relatively low variability in responses.

Smooth Pronunciation in Connected Speech

The mean score for this aspect was 3.79, with a standard deviation of 0.835. This suggests that, on average, respondents found pronouncing words smoothly in connected speech and linking sounds together in English slightly challenging, with relatively low variability in responses.

Word Stress Patterns

Respondents reported a mean score of 3.15 for this aspect, with a higher standard deviation of 1.008. This indicates that respondents' experiences with determining and applying word stress in English words varied more widely, with a mean score suggesting it is slightly challenging on average.

Intonation Patterns

The mean score for this aspect was 3.11, with a standard deviation of 1.039. This suggests that, on average, respondents found mastering the rise and fall of intonation patterns in English speech slightly challenging, with variability in responses.

Consonant Clusters

Respondents reported a mean score of 3.10 for this aspect, with a higher standard deviation of 1.102. This suggests that respondents' experiences with pronouncing words with consonant clusters in English varied widely, with a mean score indicating it is slightly challenging on average.

Pronouncing Final Sounds: The mean score for this aspect was 3.00, with a relatively high standard deviation of 1.133. This indicates that respondents' experiences with pronouncing the final sounds of English words varied considerably, with a mean score indicating it is slightly challenging on average.

Overall, these descriptive statistics provide insights into the perceived difficulty of various aspects of English pronunciation among the respondents, highlighting areas of potential challenge and variability in experiences.

4.2. Qualitative findings

4.2.1. Insights from qualitative interviews

In-depth insights into learners' experiences and strategies for addressing pronunciation difficulties were obtained through semi-structured interviews with a subset of participants. The qualitative analysis revealed additional phonological challenges faced by Vietnamese learners, including difficulties in distinguishing between specific vowel sounds and acquiring natural intonation patterns in spoken English.

Having thoroughly analyzed the quantitative data obtained from the responses of 152 participants, we are now transitioning to the qualitative phase of our study. In this phase, we will conduct semi-structured interviews with a select group of 7 participants. The purpose of these interviews is to delve deeper into the themes and insights that emerged from the quantitative survey data. By engaging in open-ended discussions with a smaller, more focused group of participants, we aim to gain a richer understanding of the nuances and complexities surrounding the phonological challenges faced by Vietnamese learners of English. These interviews will provide an opportunity for participants to share their personal experiences, perspectives, and strategies for coping with pronunciation difficulties. Through in-depth conversations, we hope to uncover valuable insights that may not have been captured by the survey alone.

Interview question 1: Can you describe your overall experience with learning English pronunciation?

Individuals' experiences with learning English pronunciation encompass a spectrum of emotions and perspectives. While many find the process challenging, they also express a sense of reward and accomplishment as they make progress over time through dedicated practice and guidance. However, some individuals encounter feelings of frustration and self-consciousness when grappling with certain sounds, leading to moments of discouragement. Yet, others approach the learning journey with enthusiasm and fascination, finding joy in exploring new sounds and intonation patterns. Despite the struggles and setbacks, many emphasize the gradual nature of progress, viewing it as a continuous journey of improvement from mastering basic sounds to tackling more complex patterns. These diverse experiences highlight the multifaceted nature of learning English pronunciation and underscore the importance of perseverance and resilience in overcoming challenges.

Interview question 2: When speaking English, what phonological aspect challenges you mostly?

In exploring the phonological challenges encountered when speaking English, respondents identified several key themes. Consonant sounds emerged as a significant challenge, particularly those not present in Vietnamese, such as [θ] in 'think' or [ð] in 'mother'. Similarly, distinguishing between similar vowel sounds, like 'sit' and 'seat', posed difficulty due to the limited vowel distinctions in

Vietnamese. Participants also struggled with determining word stress, as Vietnamese lacks the prominence of stress found in English. Intonation patterns proved challenging to grasp, with respondents noting the contrast between rising and falling patterns in English which is different in Vietnamese known as monotone intonation. Adjusting to the rhythm and timing of English speech, characterized by stress-timed pacing, posed difficulties compared to the more evenly timed nature of Vietnamese. Consonant clusters, particularly at word beginnings, presented challenges, with words like 'strength' or 'twelfth' proving problematic. Remembering to pronounce final consonants in English words was also noted as a hurdle, as Vietnamese typically lacks final consonants. Linking sounds smoothly in English speech and distinguishing between voiced and voiceless consonants were additional areas of difficulty. Lastly, understanding and using contractions and reduced forms in English speech, such as '*gonna*' and '*wanna*', presented challenges due to the differences between English and Vietnamese language structures. These themes highlight the multifaceted nature of phonological challenges faced by learners and underscore the complexity of mastering English pronunciation.

Interview question 3: What strategies and techniques do you employ to address your pronunciation challenges?

In analyzing the qualitative data from participants' responses, several thematic categories emerged regarding strategies and techniques employed to address pronunciation challenges. Participants commonly emphasized the importance of regular practice and repetition, dedicating time to practicing difficult words and sounds, and engaging in shadowing exercises to mimic native speakers. Additionally, participants frequently mentioned utilizing a variety of resources, including pronunciation apps, online tools, instructional videos, and phonetic transcriptions, to guide their pronunciation improvement efforts. Interactive learning experiences, such as participation in conversation groups, language exchange sessions, and working with tutors, were also prevalent strategies cited by participants. Targeted techniques, such as practicing tongue twisters and engaging in listening comprehension exercises, were highlighted as effective approaches for improving articulation and clarity of speech. Furthermore, participants demonstrated reflective learning by identifying personal pronunciation challenges, reflecting on the effectiveness of different techniques, and seeking feedback to assess progress and adjust learning strategies accordingly. Overall, these thematic categories provide valuable insights into the diverse range of strategies used by learners to enhance their English pronunciation skills

4.2.2.   Employed strategies for addressing pronunciation difficulties

Participants reported employing a variety of strategies to improve their English pronunciation skills. These strategies included regular practice through self-study materials and interactive activities, utilization of pronunciation resources such as online tutorials and pronunciation apps, and participation in language exchange programs or conversation groups to receive feedback and practice in a supportive environment.

V.   DISCUSSIONS

The quantitative findings from the survey conducted among 152 participants shed light on the perceived difficulty levels of various phonological aspects of English pronunciation among Vietnamese learners. The data revealed that participants found reconciling the differences between the spelling and pronunciation of English words to be the most challenging aspect, followed closely by differentiating between long and short vowel sounds, and the quality of vowel sounds in English. Pronouncing words smoothly in connected speech and determining word stress in English words were also identified as areas of moderate difficulty. On the other hand, mastering the rise and fall of intonation patterns, pronouncing words with consonant clusters, and pronouncing the final sounds of English words were perceived as slightly less challenging, albeit still posing notable difficulty for some participants. These findings provide valuable insights into the specific areas where Vietnamese learners encounter challenges in English pronunciation, which can inform targeted pedagogical interventions and support strategies to address these difficulties.

In the qualitative phase of the study, semi-structured interviews were conducted with a select group of 7 participants to delve deeper into the nuances and complexities surrounding phonological challenges faced by Vietnamese learners of English. Participants' overall experiences with learning English pronunciation revealed a spectrum of emotions and perspectives, ranging from feelings of reward and accomplishment to frustration and self-consciousness. The interviews further highlighted key phonological aspects those participants found challenging when speaking English. These included difficulties with consonant sounds not present in Vietnamese, distinguishing between similar vowel sounds, determining word stress, mastering intonation patterns, adjusting to the rhythm and timing of English speech, pronouncing consonant clusters, final sounds of English words, linking sounds smoothly, and distinguishing between voiced and voiceless consonants. Participants also shared a variety of strategies and techniques employed to address pronunciation challenges, including regular practice, utilization of resources such as pronunciation apps and instructional videos, participation in interactive learning experiences, and targeted techniques such as practicing tongue twisters and engaging in listening comprehension exercises.

Comparison with previous studies

Several previous studies have investigated the phonological challenges encountered by non-native speakers of English, providing valuable insights into the factors influencing pronunciation acquisition and the strategies employed to address difficulties. A comparison of the findings from this study with relevant literature reveals both similarities and differences, underscoring the nuanced nature of English pronunciation learning across different learner populations.

Similarities with previous research

Consistent with findings from previous studies (Chen & Wang, 2023; García et al., 2022), the current research identified reconciling spelling and pronunciation as a significant challenge for Vietnamese learners of English. This finding resonates with research highlighting the impact of orthographic transparency on pronunciation difficulties, particularly among learners whose native languages have different phonological systems.

Moreover, like Kim and Lee (2021), this study found that Vietnamese learners employ a variety of strategies to address pronunciation difficulties, including regular practice, utilization of pronunciation resources, and participation in interactive learning experiences. This similarity underscores the universality of certain strategies across diverse learner populations and emphasizes their effectiveness in enhancing pronunciation skills.

Contrasts and novel contributions

Despite these similarities, the current study also makes unique contributions to the literature by focusing specifically on the phonological challenges faced by Vietnamese learners of English. Unlike previous research that primarily examined learners from other linguistic backgrounds, this study provides insights into the experiences of Vietnamese learners, highlighting the specific difficulties they encounter and the strategies they employ to overcome them.

Furthermore, while previous studies have explored the role of sociocultural factors (García et al., 2022) and technology-enhanced instruction (Kim & Lee, 2021) in pronunciation development, the present research extends this inquiry by examining the intersection of these factors within the context of Vietnamese learners' experiences. By considering the interplay between linguistic, sociocultural, and instructional variables, this study offers a more comprehensive understanding of English pronunciation learning among Vietnamese learners.

VI. CONCLUSIONS

The findings of this study provide comprehensive insights into the phonological challenges faced by Vietnamese learners of English and the strategies employed to address these challenges. The quantitative analysis revealed specific areas of difficulty, with reconciling spelling and pronunciation emerging as the most challenging aspect. The qualitative interviews enriched these findings by offering nuanced perspectives on learners' experiences and shedding light on the diverse range of phonological aspects that pose challenges. By combining quantitative and qualitative data, this study contributes to a deeper understanding of the complexities surrounding English pronunciation learning among Vietnamese learners and provides valuable implications for language teaching and support. Effective pedagogical interventions tailored to address the identified challenges and capitalize on learners' strengths can enhance the quality of English pronunciation instruction and ultimately contribute to improved language proficiency and communication skills among Vietnamese learners.

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