AsiaTEFL Proceedings 2023:

Papers from the 21st AsiaTEFL Conference

DAEJEON
Tourism Organization

DCC
DAEJEON CONVENTION CENTER

KOREA TOURISM ORGANIZATION

ETS
TOEFL iBT

KOREA TESOL
Korea TESOL
KOTESOL · 대한영어교육학회

CNUE
CHUNCHEON NATIONAL UNIVERSITY OF EDUCATION

한국교육과정평가원

호남대학교
HONAM UNIVERSITY

EngliShunt

DACHI

IMMERSE

柳時俊
學術振興獎學財團

University of St Andrews

Any Speak
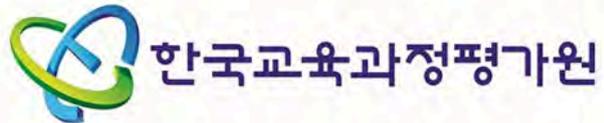
E★PUBLIC

BRITISH COUNCIL **IELTS**

SLI
Solution for Learning Innovation

TEPS

BM 성안당

CAMBRIDGE UNIVERSITY PRESS

AsiaTEFL Proceedings 2023:

Papers from the 21st AsiaTEFL Conference

Available: https://asiatefl.org/
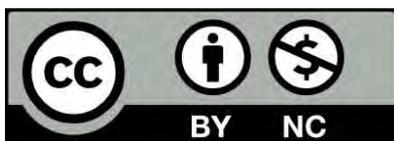
Foreword

Celebrating the 20th anniversary of AsiaTEFL, the 21st AsiaTEFL International Conference "returned to the Motherland" under the theme "Celebrating ELT in Asia: Visions and Aspirations" August 17-20, 2023 at the Daejeon Convention Center, in Daejeon, South Korea and Online. This was truly an international Asian event, with 1,077 participants, including 814 presenters from 35 different countries onsite, and 263 additional online participants, as well as 15 invited speakers from 11 different countries. There were a total of 720 papers presented, plus 39 workshops, 30 posters, 4 symposia, and 2 panel sessions across 20 Thematic Tracks. As a "Green" event, paper was minimized: the full conference program book (590 pages) was available only as PDF for online viewing or download, although a Printed Schedule (38 pages) booklet was available on-site.

These Proceedings are a product of the tireless efforts from the both presenters and conference staff alike. The 113 papers shared here from 157 (co)authors represent the many facets of English teaching across Asia, and also reflect the nature of the teachers and this organization. There are, or course, many forms of conference proceedings, from the rough pre-conference manuscripts shared at the conference venue in a loosely-bound cover, to highly refined journal Special Issues, with collections in between (such as Select Proceedings). As we aimed to be maximally-inclusive, we chose to not limit publishing to a few select articles in our Scopus-listed *The Journal of Asia TEFL*, but to create a new stand-alone collection of works. Papers from 19 different thematic tracks are shared here, with authors from not less than 18 different countries (with our transnational workforce, it's actually hard to count, but listed workplaces include Bangladesh, China & Hong Kong, India, Indonesia, Ireland, Japan, Kazakhstan, Korea (Republic of), Malaysia, Mongolia, Palestine, Philippines, Russian Federation, Sri Lanka, Thailand, United Kingdom, United States, and Vietnam.

AsiaTEFL Proceedings 2023: Papers from the 21st AsiaTEFL Conference (ISBN: 979-11-982534-0-8) is lightly edited, respecting local voices inherent in the World Englishes perspective endorsed by AsiaTEFL (see the Kawanishi article within for discussion of the concern of WEIRD cultures' language forms (roughly Kachru's "Inner Circle") being identified as "normative" for scholarship in English). Most of the more obvious typographical errors have (hopefully!) been corrected; there are, though, cases of inconsistent capitalization as well as "irregular spellings" and less-known terminologies throughout. For some of our authors, this is their first international publication – and we are proud of our "stern nurturing" approach to bringing their papers closer to what might be referred to as "global norms" without our re-writing their text.

Papers are organized according to the Thematic Track of the original conference proposal, and sorted within these by the original submission ID number (ID not listed in this volume).

We hope you find these articles educational, inspirational, and helpful.

Robert J. Dickey   Hee-Kyung Lee
Proceedings Editor   Proceedings Co-editor

A Brief View of Barriers Faced by College Students in Speaking Subject: English Vowel Pronunciation

Gunawan Tambunsaribu
Universitas Kristen Indonesia, Jakarta, Indonesia

This study shows some inconsistencies in English vowel sounds which made Indonesian college students in English Speaking classes make some errors in pronouncing the words that have such vowels. This paper will show some groups of words related to the inconsistency sounds of the letters A, E, I, O, and U. The explanation about such inconsistencies is hoped to bring additional material to discuss in any English class, especially in Speaking subjects to the students who still have difficulty pronouncing English words. This research collected data from the students of Speaking Subject at Universitas Kristen Indonesia. The researcher used observation, a recording, and library research to collect the data of this research. Then, the researcher analyzed the data descriptively. The findings of the study revealed from the groupings of English vowel letters, it is found that 1) the letter "U" has 5 different sounds; 2) the letter "O" has 6 different sounds; 3) the letter "I" has 3 different sounds; 4) letter "E" has 4 different sounds; and 5) letter "A" has 5 different sounds Related the inconsistencies of English vowel letter sounds. This study found that one of the barriers in developing English Speaking skills is the inconsistent sounds of English vowels which make English learners confused to pronounce some English words. This research finding is hoped to be useful for English learners to develop their speaking skills as well as for English instructors to bring this finding as material for discussion in their English class.

Keywords: inconsistency sounds; English vowel; speaking; pronunciation

INTRODUCTION

In the Speaking course, many students mispronounced some English words containing some vowels which made the students confused because one vowel has different sounds in different words. The inconsistencies of English letter sounds become a problem to English learners especially in their communication skills because it is commonly known that communication has a big important role in human daily life. Without communication, it will be difficult to adapt and even to get to know each other in this life. Through communication, we can convey our ideas to others for specific purposes. Through communication, we can also manifest expressions of feelings or thoughts for others. It will help us as human beings to avoid miscommunications while giving messages, orders, or judgments to others. In addition, communication is a medium in the process of fulfilling the needs of each individual.

Research Background

Megawati and Mandarani (2017) stated that the learners of English still had little vocabulary, insufficiency of grammar skills, and nervousness which still made them face difficulties in mastering English communication skills. She suggested some efforts to overcome the English learners' problem in speaking English by doing Grammar practice; reading some English books in order to get plenty of vocabulary items, and by building confidence in their daily life communication. Related to some problems faced by English learners in speaking

English, Gan (2012) mentioned in his research that "Insufficient opportunities to speak English in lectures and tutorials, lack of a focus on language improvement in the curriculum, and the input-poor environment for spoken communication in English outside class apparently contributed to a range of problems that closely related to the sociocultural, institutional and interpersonal contexts in which individual ESL students found themselves."

Research Problems

There is only one problem that will be answered in the discussion; it is what kinds of inconsistencies of vowel sounds usually make the students in speaking class have barriers in their speaking skills?

Research Significance

Due to the problem mentioned above, it is hoped that this research will be used by both English students and English teachers as additional material to study for developing and enhancing the speaking skills of English learners.

RESEARCH METHOD

The researcher used library research in conducting this research. Data were taken by listing some words which were mispronounced by the student while delivering their speaking content in front of the class. After listings all the mispronounced words, the researcher then grouped the words based on the kinds of vowel within the words. Then, the researcher looked up Oxford Dictionary to find out the correct pronunciation of those mispronounced words based on their phonetic symbols. After grouping the words into their vowel's classification, then the researcher analyzed some words which have the same vowel but have different sounds. The writer uses the transcription system of the International Phonetic Association commonly known as IPA. "This system used in Britain, derives from one developed in the 1920's by Daniel Jones and his colleagues at London University, one of whose aims was to provide writing system for the unwritten language of Africa and elsewhere" (Radford, 2009).

LITERARY REVIEW

Pronunciation

Seidlhofer (2001) stated that "Pronunciation plays a significant part in our personal and social lives because the way we speak reflects our identities, and indicates our association to particular communities". Bachman (1990) stated that there are two main competencies in mastering a language. In order to meet grammatical competence, an English learner also has to master the pronunciation and phonology of the language. Kelly (2000) mentioned that in learning pronunciation, a learner of language certainly has to study *phonemes* and *suprasegmental*. Goodwin stated—cited in Celce-Murcia (2006) that "Pronunciation is the language feature that most readily identifies speakers as nonnative", while Seidlhofer (1995) said, "Pronunciation is never an end in itself but a means of negotiating meaning in discourse, embedded in specific sociocultural and interpersonal contexts."
.

Barriers in Pronunciation

Shak and friends (2016) found out that "…the sounds that were commonly mispronounced by the students were vowels (pure short vowels, pure long vowels, and diphthongs), consonants (plosives, fricatives, and affricates), silent letters, and the '-ed' form." The researcher recommended to the learners of English learners to overcome their pronunciation problems by using general mispronounced words as their material to study.

There are many factors that affect someone's pronunciation, as stated by Kenworthy (1987, cited in Brown, 2001), such as the learner's mother language, age, exposure, innate phonetic ability, identity and language ego, motivation, and concern for having a good pronunciation. The mother languages of English learners mostly influence them to study a new foreign language. Kelly (2000) mentioned that there are some factors that affect pronunciation; they are 1) the student's mother language; 2) different sound-spelling between English and his first language; 3) non-equivalence sounds between English and his mother language; 4) the difference in stress and intonation between English and his first language.

There exists a huge gap between learners' perception of their own interest in pronunciation learning and teachers' perception of their students' motivation in learning English pronunciation; also, learners' views and needs in pronunciation learning are poorly acknowledged and responded in English classes (Phuong, 181). To tackle the pronunciation problems faced by English learners, Levis (2005) mentioned that a language learner has to focus on two main principles namely achieving good pronunciation and producing fluent or intelligible pronunciation as a native speaker has.

Seidlhofer (2001) stated that "Pronunciation plays a significant part in our personal and social lives because the way we speak reflects our identities, and indicates our association to particular communities". Bachman (1990) stated that there are two main competencies in mastering a language.

English Speaking Problems

Jenkins (2000) stated that unsuccessful communication is usually affected by phonological problems that a learner has. Jenkin also mentioned that pronunciation errors affected intelligibility in communication. The errors can affect the actual meaning of the spoken words in conversation. The error of pronouncing a word could make ambiguity—the sound is like other words' sounds. Thus, mispronunciation can make the spoken words unrecognizable by the listeners. Radford (2009) says in his book that "A Major problem is that the spelling system of English (its orthography) is irregular and doesn't represent sounds in a completely consistent way. Sometime one sound can be spelled in several ways as with the first sound of Kathy (or is it Cathy?)".

Ganiyeva (2020) informed in his research that she used Jigsaw Activities to teach speaking in his class that "... each partner has one or few pieces of a puzzle and the partners must cooperate to fit all the pieces into a whole picture". She mentioned that there are two common activities done by language teachers in class namely role plays and discussion. To be successful in using role plays in a speaking class, there are some activities done by a teacher such as preparing the material carefully, setting some goals, using role cards, brainstorming, and doing follow-up based on topics as well as doing follow-up related to the linguistic usage in the speaking practice. To be successful in the discussion, the teacher can do some activities such as preparing the students for the practice, offering them some choices, setting some goals or outcomes, keeping the practice short, allowing the students' participation based on their ways, doing a follow-up based on the topics and the linguistic usage. Both types mentioned above

have the same activities to be done namely doing a *linguistic follow-up* in order to develop the student's speaking skills follow up namely linguistics.

Because of the independency between the background of knowledge and personal ability of English communicative competence making students face different problems, as well as different strategies for facing those problems (Syarifuddin, 110). In addition, Basir and his friends (2011) mentioned that a language learner is supposed to recognize that in developing speaking skills there are three areas of knowledge that someone has to learn; they are 1) speech mechanics, 2) language functions, and 3) social rules, cultural rules, and norms. Speech mechanics is related to mastering pronunciation, vocabulary, and structure/grammar. The language function is related to transactions and interactions. Social and cultural rules and norms contain the study of turn-taking, speech rate, pause length between the two speakers, and relative roles of the participants.

FINDINGS AND DISCUSSION

1. The Inconsistency Sound of Vowel 'a'

Based on the data obtained, there are many sounds derived from letter 'a' in English. Letter "a" has five different sounds. Each table below shows the different sounds resulted from the same vowel.

TABLE 1. Vowel 'a' sounds /æ/

Vowel 'a' sounds /æ/ as in the following words: bad, can, gap, mat, nap.

Words	Phonetic Symbols
bad	bæd
can	kæn
gap	gæp
mat	mæt
nap	næp

The sound of the vowel "a" above is usually called a long vowel sound. It is different from the vowel sound [ɛ] as we find in the word 'dress [drɛs]' or in the word 'carry [kɛri].

TABLE 2. Vowel 'a' sounds /ɑ:/

Vowel 'a' sounds /ɑ:/ as in the following words: bar, calm, father, jar, palm.

Words	Phonetic Symbols
bar	bɑ:
calm	kɑ:m
father	fɑ ː ðər
jar	jɑ:
palm	pɑ:m

The sound of the vowel "a" above is also called a long vowel sound. It is different from the vowel sound [ʌ] as we can find in the word 'cup [kʌp]' or in the word 'but [bʌt]

TABLE 3. Vowel 'a' sounds /eɪ/

Vowel 'a' sounds /eɪ/ as in the following words: chase, mate, gate, rate, hate.

Words	Phonetic Symbols
chase	tʃeɪs
gate	geɪt
hate	heɪt
mate	meɪt
rate	reɪt

The sound of the vowel "a" above is usually called diphthong. It is different from the pure or single vowel sound as we can find in the word 'mat [mæt]' or in the word 'bar [bɑ:r].

TABLE 4. Vowel 'a' sounds /ɔ:/

Vowel 'a' sounds /ɔ:/ as in the following words: talk, all, call, install, hall.

Words	Phonetic Symbols
all	ɔ：l
call	kɔ：l
hall	hɔ：l
install	ɪnˈstɔ：l
talk	tɔ：k

The sound of the vowel "a" above is grouped into long vowel sounds. It is a different short vowel sound as we can find in the word 'of [ɔf]'.

TABLE 5. Vowel 'a' sounds /ə/

Vowel 'a' sounds /ə/ as in the following words: a, banana, ago, vitamin, again, comma, afraid.

Words	Phonetic Symbols
all	ɔ:l
call	kɔ:l
hall	hɔ:l
install	ɪnˈstɔ:l
talk	tɔ:k

It is called the *Schwa*. The sound of the vowel "a" above is grouped into long vowel sounds. It is a different short vowel sound as we can find in the word 'of [ɔf]'.

2. The Inconsistency Sound of Vowel 'e'

Based on the data obtained, letter "e" has four different sounds in English. Each table below shows the different sounds resulted from the same vowel.

TABLE 6. Vowel 'e' sounds / e /

Vowel 'e' sounds / e / as in the following words: bet, men, pen, met, hen.

Words	Phonetic Symbols
bad	bæd
can	kæn
gap	gæp
mat	mæt
nap	næp

It is easy to know this sound because the letter and the sound symbol are the same. The base on the examples in the table above, we can conclude that the letter 'e ' has the same sound symbol if the letter 'e' is followed directly by a consonant at the end of the word.

TABLE 7. Vowel 'e' sounds /ɜ:/

Vowel 'e' sounds / ɜ:/ as in the following words: stern, her, person, service, germ.

Words	Phonetic Symbols
germ	dʒɜːrm
her	hɜːr
person	ˈpɜːrsn
service	ˈsɜːrvɪs
stern	stɜːrn

The sound of the vowel "a" is usually known as a long vowel sound. The sound of [ɜː] is usually derived from the letter 'e' and is followed directly by the letter 'e' in a word.

TABLE 8. Vowel 'e' sounds /i:/

Vowel 'e' sounds /i:/ as in the following words: ego, he, she.

Words	Phonetic Symbols
ego	ˈiːgəʊ
he	hiː
she	ʃiː

The sound of the vowel "e" above is called as a long vowel sound. The sound of [i:] is different from the pure or single vowel sound as we can find in the word 'knit [nɪt]' or in the word 'Sir [sər]'.

TABLE 9. Vowel 'e' is soundless (silent 'e')

Vowel 'e' is soundless (silent 'e') as in the following words: late, gate, rate, make, tale.

Words	Phonetic Symbols
gate	geɪt
late	leɪt
male	meɪl
rate	reɪt
tale	teɪl

The sound of the vowel "e" above is called a silent 'e' letter. The letter 'e' has no sound if a word ended with the letter 'e', but before the letter 'e' is preceded by a vowel and also a consonant.

3. The Inconsistency Sound of Vowel 'i'

Based on the data obtained, there are many sounds derived from letter 'i' in English. Letter "i" has 3 different sounds. Each table below shows the different sounds derived from letter 'i'.

TABLE 10. Vowel 'i' sounds /aɪ/

Vowel 'i' sounds / aɪ / as in the following words: bite, site, right, bright, light.	
Words	**Phonetic Symbols**
bite	baɪt
bright	braɪt
light	laɪt
right	raɪt
site	saɪt

The sound of the vowel "i" above is grouped into diphthongs sound. It is different from pure vowel sound (single vowel sound) as we can find in the word 'cup' [kʌp]' or in the word 'kit' [kɪt]'.

TABLE 11. Vowel 'i' sounds /ɪ/

Vowel 'i' sounds /ɪ/ as in the following words: fit, stick, bit, sit, rip.	
Words	**Phonetic Symbols**
bit	bɪt
fit	fɪt
rip	rɪp
sit	sɪt
stick	stɪk

The sound of the vowel "i" above are grouped into short vowel sounds. It is a different long vowel sound as we can find in the word 'feet' [fiːt]' or in the word 'price' [praɪs]'.

TABLE 12. Vowel 'i' sounds /ɜː/

Vowel 'i' sounds /ɜː/ as in the following words: Sir, flirt, bird, birth, dirty.	
Words	**Phonetic Symbols**
bird	bɜːrd
birth	bɜːrθ
dirty	ˈdɜːrti
flirt	flɜːrt
Sir!	sɜːr

The sound of the vowel "i" above is grouped into long vowel sounds. It is different from short vowel sounds as we can find in the word 'bit' [bɪt]' or in the word 'dress' [drɛs]'.

4. The Inconsistency Sound of Vowel 'o'

Based on the data obtained, there six sounds derived from letter 'o' in English. Each table below shows the different sounds derived from letter 'o'.

TABLE 13. Vowel 'o' sounds /ɒ/

Vowel 'o' sounds / ɒ / as in the following words: not, lot, lock, stop, mock.

Words	Phonetic Symbols
hot	hɒt
lock	lɒk
mock	mɒk
not	nɒt
stop!	stɒp

The sound of the vowel "o" above is grouped into short vowel sounds. It is different from long vowel sounds as we can find in the word 'hawk [hɔːk]' or in the word 'norm' [nɔː(r)m]'.

TABLE 14. Vowel 'o' sounds /ɔː/

Vowel 'o' sounds /ɔː/ as in the following words: more, fore, fork, north, bored.

Words	Phonetic Symbols
bored	bɔ ː d
for	fɔ ː
fork	fɔ ː rk
more	mɔ ː
north	nɔ ː rθ

The sound of the vowel "o" above is grouped into long vowel sounds. It is different from the sounds of the word 'of [gɒt]' or in the word 'stop' [stɒp]'.

TABLE 15. Vowel 'o' sounds /əʊ/

Vowel 'o' sounds /əʊ/ as in the following words: both, ghost, rope, phone, go.

Words	Phonetic Symbols
both	bəʊθ
ghost	gəʊst
go	gəʊ
phone	fəʊn
rope	rəʊp

The sound of the vowel "o" above is grouped into diphthong sounds. It is different from pure vowel sound (single vowel sound) as we can find in the word 'bottom' [bɒtəm]' or in the word 'gone' [gɒn]'.

TABLE 16. Vowel 'o' sounds /uː/

Vowel 'o' sounds /uː/ as in the following words: move.

Words	Phonetic Symbols
move	muːv

The sound of the vowel "o" above is grouped into long vowel sounds. It is different from short vowels and dipthong sounds as we can find in the word 'mod [mɒd]' or in the word 'mode' [məʊd]'.

TABLE 17. Vowel 'o' sounds /ʌ/

Vowel 'o' sounds /ʌ/ as in the following words: love, dove, month, Monday, honey.

Words	Phonetic Symbols
dove	dʌv
love	lʌv
Monday	mʌndeɪ
month	mʌnθ
honey	ˈhʌni

The sound of the vowel "o" above is grouped into short vowel sounds. It is different from long vowel sounds or diphthong as we can find in the word 'born' [bɔː(r)n]' or in the word 'drove' [drəʊv]'.

TABLE 18. Vowel 'o' sounds /ə/

Vowel 'o' sounds /ə / as in the following words: of.

Words	Phonetic Symbols
of	/əv/ → weak sound

The sound of the vowel "o" above is grouped into short vowel sounds. It is different from the strong sound of it as we can hear 'of [ɒv]'.

5. The Inconsistency Sound of Vowel 'u'

Based on the data obtained, there five sounds derived from letter 'u' in English. Each table below shows the different sounds derived from letter 'u'.

TABLE 19. Vowel 'u' sounds /ʊ/

Vowel 'u' sounds /ʊ/ as in the following words: put.

Words	Phonetic Symbols
put	pʊt

The sound of the vowel "u" above is grouped into short vowel sounds. It is different from long vowels or triphthongs as we can find in the word 'burn [bɜːrn]' or in the word 'pure' [pjʊə(r)]'.

TABLE 20. Vowel 'u' sounds / ɜː /

Vowel 'u' sounds sounds / ɜː / as in the following words: fur, blur, turn, burn, hurt.

Words	Phonetic Symbols
burn	bɜːrn
blur	blɜːr
fur	fɜːr
hurt	hɜːrt
turn	tɜːrn

The sound of the vowel "u" above is grouped into long vowel sounds. It is different from short vowel sounds as we can find in the word 'blush [blʌʃ]' or in the word 'bug' [bʌg]'.

TABLE 21. Vowel 'u' sounds /ʌ/

Vowel 'u' sounds / ʌ / as in the following words: nut, but, cup, up, us.

Words	Phonetic Symbols
but	bʌt
cup	kʌp
nut	nʌt
up	ʌp
us	ʌs

The sound of the vowel "u" above is grouped into short vowel sounds. It is different from long vowel sounds as we can find in the word 'tribute [tribjuːt]'.

TABLE 22. Vowel 'u' sounds /juː/

Vowel 'u' sounds /juː/ as in the following words: cute, mute, tube.

Words	Phonetic Symbols
cute	kjuːt
mute	mjuːt
pure	pyʊr
tribute	ˈtrɪbjuː t
tube	tjuːb

The sound of the vowel "u" above is grouped into long vowel sounds. It is different from short vowel sounds as we can find in the word 'must' [mʌst]'.

TABLE 23. Vowel 'u' sounds /uː/

Vowel 'u' sounds /uː/ as in the following words: dude, nude, rude, truth.

Words	Phonetic Symbols
dude	duːd
nude	nuːd
rude	ruːd
ruth	ruːθ
truth	truːθ

The sound of the vowel "u" above is grouped into long vowel sounds. It is different from short vowel sounds as we can find in the word 'bus' [bʌs].

CONCLUSION AND SUGGESTION

The inconsistent sounds of English vowel letters have made some Indonesian college students confused to pronounce some English words in their speaking subject. Many Indonesian students find out that there are also some English sounds that Bahasa Indonesian does not have such as silent letters (silent 'e', silent 'g', silent 'k', etc.). From the research findings, each vowel letter has different sounds when used in different words. The letter "A" for example has 5 different sounds. The research finding revealed that learning English sounds especially vowel letters is very useful to enhance English learners' ability in communicating using English with fluent pronunciation. The groups of some English words which have the same sounds may be useful for the language teaching-learning process.

It is hoped that the findings of this research will be helpful as material to study especially for English Speaking lessons. This research finding is also hoped to be an additional material for teaching English Pronunciation as well as English Speaking subjects as a basic knowledge for English learners in developing their Speaking skills. This research may be useful as data for the incoming researchers who will conduct any research related to the inconsistencies of English consonant sounds which have not been discussed yet in this study.

THE AUTHOR

Gunawan Tambunsaribu is an assistant professor teaching at Universitas Kristen Indonesia, Indonesia. His interests in research are Linguistics, Cultures, and Sociolinguistics. He graduated with his master's degree majoring in Translation studies (Applied Linguistics). Since 2010, he has taught English language and Literature at several universities in Jakarta. Before he continued his studies at the University, he worked as an employee in many private companies, universities, schools, and many English courses.

AUTHOR'S NOTE

The author declares no conflict of interest in the development or presentation of this research.

REFERENCES

Bachman, L. (1990). *Fundamental considerations in language testing*. New York: Oxford University Press.

Bashir, M., Azeem, M., & Dogar, A. H. (2011). Factor effecting students' English speaking skills. *British Journal of Arts and Social Sciences, 2*(1), 34-50.

Brown, D. H. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). New York: Pearson Education.

Celce-Murcia, M. (2006). *Teaching English as a second or foreign language* (3rd ed.). Singapore: Heinle & Heinle.

Gan, Z. (2012). Understanding L2 speaking problems: Implications for ESL curriculum development in a teacher training institution in Hong Kong. *Australian Journal of Teacher Education, 37*(1), 43-59. https://doi.org/10.14221/ajte.2012v37n1.4

Ganiyeva, H. (2020). Developing speaking skills. *Архив Научных Публикаций JSPI*, *18*(1). извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/1743.

Jenkins, J. (2000). *The phonology of English as an international language: New models, new norms, new goals.* Oxford: Oxford University Press.

Kelly, G. (2000). *How to teach pronunciation*. Essex: Pearson Education.

Kenworthy, J. (1987). *Teaching English pronunciation*. New York: Longman Group Limited.

Levis, J. (2005). Changing contexts and shifting paradigms in pronunciation teaching. *TESOL Quarterly, 39*(3), 369-377. https://doi.org/10.2307/3588485

Megawati, F. & Mandarani, V. (2017). Speaking problems in English communication. *International Journal of Research in English Education, 2*(1), 34-41.

Phuong, T. T. H. (2019). Vietnamese EFL learners' perspectives of pronunciation pedagogy. *Asian EFL Journal Research Articles, 23*(6), 180-201.

Radford, A., Atkinson, M., Britain, D., Clahsen, H., & Spencer, A. (2009). *Linguistics: an introduction*. Cambridge: Cambridge University Press.

Radford, A., Atkinson, M., Britain, D., Clahsen, H., & Spencer, A. (2019). *Linguistics: an introduction* (2nd ed.). Cambridge: Cambridge University Press.

Seidlhofer, B. (1995). Pronunciation awareness: Some thoughts on pronunciation in teacher education. *Speak Out! Newsletter of the IATEFL Pronunciation* (pp. 12-16). Special Interest Group.

Seidlhofer, B. (2001). Pronunciation. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 56-65). Cambridge, United Kingdom: Cambridge University Press.

Shak, P., Lee, C. S., & Stephen, J. (2016). Pronunciation problems: A case study on English pronunciation errors of low proficient students. *International Journal of Language Education and Applied Linguistics*. https://doi.org/10.15282/ijleal.v4.483

Syarifudin. (2019). Compensatory communication strategies employed by EFL students in taking turns talking of a speaking class. *Asian EFL Journal Research Articles, 23*(6), 109-131.