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First-Year English Majors' Perceptions of Difficult English Word-Final Sounds: A Study at International University, Vietnam

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Abstract

This descriptive quantitative method study was designed to explore first-year English majors' perceptions of difficulties associated with English word-final sounds towards these sounds at International University, Vietnam National University Ho Chi Minh City. Drawing on the cognitive, the study gathered quantitative data through questionnaires administered to 94 students to gain a deeper understanding of the survey results. The findings indicated that final consonant clusters were perceived as the most challenging category (47.87%), followed by the dental fricatives /θ/ and /ð/ (45.7%) and final /s/ and /z/ (42.6%). At the individual sound level, /z/, /ð/, and /l/ were identified as relatively more difficult than their corresponding counterparts. These findings underscore the need for pronunciation instruction that addresses learners' perceived difficulties with specific word-final sounds and takes their learning experiences into account. Nevertheless, given the reliance on self-reported data, the findings represent students' subjective perceptions of pronunciation difficulties rather than objectively measured pronunciation performance.

Keywords: English final sounds, perceived difficulty, first-year English majors, Vietnamese EFL learners

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1. Introduction

1.1. Statement of the problem

English pronunciation, and final sounds in particular, has received considerable attention in Second Language Acquisition (SLA) and English language teaching because pronunciation affects intelligibility among speakers from diverse linguistic backgrounds. As English is now widely used as a lingua franca, pronunciation instruction increasingly emphasizes intelligibility

rather than imitation of native-speaker accents. Jenkins (2002) argues that a pronunciation syllabus for English as an International Language (EIL) should be based on empirical evidence and should prioritize mutual intelligibility among non-native speakers over conformity to native-speaker norms. This view highlights the role of pronunciation teaching in helping learners from different first-language backgrounds understand one another.

In Vietnam, pronunciation instruction is a continuing concern. Differences between the Vietnamese and English phonological systems, including the treatment of final sounds, can cause difficulties for Vietnamese learners in international communication. These difficulties may also be shaped by learners' previous English learning experiences, their opportunities for practice, and the amount of explicit pronunciation instruction they have received. English has become an important language in Vietnam as a result of globalization and international integration, and it is taught from primary school to university. Even so, pronunciation remains a persistent challenge for both learners and teachers. Although pronunciation is central to communication, it is often given little space in curricula and is poorly presented in materials. In many classrooms, students spend most of their time on grammar and vocabulary, which develops structural knowledge more than intelligible spoken communication.

Several studies in Vietnam have explored the challenges, methods, and perceptions surrounding pronunciation instruction. Some have identified common pronunciation difficulties among Vietnamese EFL learners of different ages and educational levels (K. M. A. Tran, 2022; D. T. Tran, 2024), while others have examined teachers' beliefs, classroom practices, and constraints in teaching pronunciation (L. T. Nguyen & Newton, 2020; D. P. T. Tran & Nguyen, 2020).

Previous research has examined English coda production and pronunciation teaching in Vietnamese contexts. However, it does not offer an institution-specific account of first-year IU English majors' perceived difficulties with English final sounds. The present study addressed this gap.

The problem was therefore examined in part: the categories of English final sounds that students reported as difficult towards English final sounds. Findings about teachers, younger learners, or other universities were treated as contextual literature rather than as evidence that IU lacked instructional time, materials, or teacher expertise.

1.2. Research objectives

The study had objective to identify the categories of English final sounds that first-year English majors at IU reported as difficult.

1.3. Research questions

The descriptive research question refers to students' reported perceptions, which are interpreted through the cognitive indicators available in the instrument.

Research question (RQ): Which English final sounds do students find difficult?

1.4. Significance of the study

By examining students' perceived difficulties with English final sounds, the study offers a context-specific account of learners' experiences that may point to areas needing further attention in pronunciation teaching and learning. It also considers how learners view the

importance of final sounds for intelligibility and how affective factors such as confidence and anxiety appear in their reported attitudes. These factors relate to Krashen's (1982) Affective Filter Hypothesis, which proposes that affective variables influence how far learners benefit from comprehensible input.

From a theoretical perspective, the study interprets learners' attitudes towards English final sounds with reference to SLA research and Communicative Language Teaching (CLT). Its findings may inform later research on the relationship between affective factors, pronunciation learning, and communicative competence.

From a practical standpoint, the findings on which final sounds students consider difficult, and on how they feel about learning these sounds, may help English lecturers at IU understand their students better. Lecturers could take learners' attitudes and emotional experiences into account when designing pronunciation activities. Possible activities that focus on final consonants and consonant clusters include listening and repetition tasks, peer feedback, self-reflection, and supportive speaking practice. Lecturers may also make use of digital resources such as pronunciation applications, online dictionaries, instructional videos, and AI-assisted tools. The study may also have implications for English curriculum development at IU.

For students, the study may raise awareness of the importance of English final sounds and encourage them to reflect on their own pronunciation learning. They may then identify the areas they find difficult, set realistic goals, and choose suitable strategies, such as listening to and imitating pronunciation models, practicing final consonants and clusters, recording their own speech, and asking lecturers or peers for feedback. Online resources and AI-supported pronunciation tools can provide further opportunities for practice.

Methodologically, the study used a convergent mixed-methods design. Questionnaire data from 94 respondents were analyzed with SPSS version 26. The datasets were analysed separately and then compared in the discussion. This triangulation strengthens the interpretation, although the results remain subject to the limitations of the instruments, participant selection, self-reported data, and the specific institutional context.

Finally, the study may serve as a reference for lecturers and researchers interested in English pronunciation, particularly final sounds, among Vietnamese university students.

This study makes the main contributions to research on English pronunciation learning in the Vietnamese EFL context. It provides empirical evidence of the English word-final sounds that first-year English majors at International University perceive as difficult. By examining individual final consonants and consonant clusters, the study identifies specific pronunciation categories that may require greater attention in university-level pronunciation instruction.

2. Literature Review

2.1 English final sounds and intelligibility

In this study, final sounds are the consonants and consonant clusters that occur at the end of English words, such as /t/ in white, /s/ in cats, and /lp/ in help. They matter for two reasons. First, they distinguish words: white becomes why if the final /t/ is dropped. Second, many of them carry grammatical information, as in the plural -s and the past-tense -ed. Hansen (2004)

found that morphological factors influenced how learners produced word endings. An error in a final sound can therefore affect both meaning and grammar, making speech harder to understand.

Clear pronunciation helps speakers avoid misunderstanding (Karunia Amanda et al., 2025; Seidlhofer, 2001). Derwing and Munro (2005) argue that pronunciation teaching should aim at intelligibility—whether listeners can understand the speaker—rather than at a native-like accent. Levis (2005) frames these competing goals as the nativeness principle and the intelligibility principle. Following this view, the present study treats final sounds as important mainly because they help listeners understand, not because they make a speaker sound native.

2.2 First language transfer and markedness

Kenworthy (1987) identifies the first language (L1) as one of the main factors influencing pronunciation learning. Eckman's (1977) notion of markedness helps explain why some structures are harder than others: structures that are more complex, and that differ more from the L1, tend to be more difficult to acquire. Both ideas apply well to Vietnamese learners. Avery and Ehrlich (1992) point out that Vietnamese words end in only a small set of consonants and that the final stops /p/, /t/, and /k/ are unreleased. English, by contrast, allows many more final consonants as well as final clusters. Vietnamese learners may therefore delete a final sound, replace it, or add a vowel after it. Hansen (2004) reported deletion and vowel insertion as common repair strategies among Vietnamese learners.

On this basis, the difficulties posed by final sounds can be described in three groups. The first comprises stops and fricatives. Avery and Ehrlich (1992) note that Vietnamese final stops are unreleased and that voiced final stops do not occur, so English words ending in /b/, /d/, or /g/, such as bed, may be produced with a different sound. Final /s/ and /z/, as in cats and dogs, are also atypical in Vietnamese, yet in English they mark plurality and verb agreement (Hansen, 2004).

The second group consists of dental fricatives and liquids. The sounds /θ/ and /ð/, as in bath and breathe, are absent from the Vietnamese sound system, and the liquids /l/ and /r/, as in feel and car, do not occur word-finally in Vietnamese (Avery & Ehrlich, 1992). Learners may consequently replace or omit them.

The third group covers grammatical endings and consonant clusters. The past-tense endings /t/ and /d/, as in worked and opened, mark past time, so omitting them alters the grammar (Hansen, 2004). Because Vietnamese syllables have no final clusters, learners may drop one consonant or insert a vowel in words such as help, world, and students (Avery & Ehrlich, 1992; Hansen, 2004). Final nasals such as /m/, /n/, and /ŋ/, on the other hand, also occur in Vietnamese and are expected to cause fewer problems. These groupings correspond to the final-sound categories used in the questionnaire.

3. Methodology

This study adopts a quantitative method research design to develop a comprehensive understanding of first-year English majors towards English final sounds at International University, Vietnam National University, Ho Chi Minh City. According to Creswell and Plano

Clark (2018, p. 8), this design involves collecting and analyzing quantitative and qualitative data during the same phase of the research process, analyzing the two datasets separately, and subsequently integrating the findings to obtain a more comprehensive understanding of the research problem. In the present study, quantitative data are collected through a questionnaire to identify some difficult English final sounds. Quantitative data from the questionnaire identify patterns in students' reported attitudes and perceived difficulties in pronouncing English final sounds. Results of questionnaires are analyzed and appreciated on Statistical Package for the Social Sciences (SPSS) version 26.

3.2 Context

The study was conducted at International University (IU), a multidisciplinary public university offering various undergraduate and postgraduate programs, including English Linguistics and Literature, which emphasizes practical English proficiency and effective communication. Although students may have general English proficiency, Vietnamese–English phonological differences can make English final sounds difficult to pronounce accurately, potentially affecting intelligibility and grammatical meaning.

3.3 Participants

Ninety-four first-year English majors enrolled at IU completed the questionnaire. They were recruited through convenience sampling. All participants had experience with basic English pronunciation, and they represented a range of proficiency levels and learning backgrounds. This allowed the study to capture varied perspectives on both the final sounds students found difficult and their attitudes towards these sounds. Ethical procedures were observed throughout the research. Participation was voluntary: students were informed of the purpose of the study and gave informed consent before completing the questionnaire or taking part in an interview (see Appendices A and C), and they were free to withdraw at any time. Confidentiality and anonymity were protected by assigning a code to each participant instead of using names.

Table 3.3: Demographic information of participants (N=94)

Variable	**Category**	**n**	**%**
Gender	Male	23	24.5
	Female	71	75.5
Age	18- 25 years old	94	100

As presented in Table 3.3, 71 of the 94 participants were female (75.5%), while the remaining 23 were male (24.5%), indicating that the sample was predominantly female. All participants were between 18 and 25 years old. However, because age was recorded in predefined ranges in the questionnaire, a more detailed age distribution could not be provided. In addition to gender and age, the participants, being first-year English majors at IU, had self-assessed English final-sound pronunciation ability from poor to excellent and prior familiarity with English final sounds before entering university.

3.4 Instruments

The instruments for this study are based on a questionnaire aimed at examining participants' knowledge toward English final sounds.

The questionnaire (Appendix A) was available in two formats: a paper version and an online Google Forms version accessed through a QR code or link. It was distributed to participants at the end of class sessions at IU. The questionnaire consisted of four parts, summarized in Table

Table 3.4: Structure of the questionnaire

Part / Items		Content
Part 1	5 items (gender, age, years of English study, self-rated final-sound pronunciation, prior instruction)	General personal information
Part 2	5 items	Learning experience with English final sounds
Part 3	6 yes/ no categories + 6 follow-up checklists (12 items)	Perceived difficulty of English final sounds (RQ1)

3.5 Procedures

Participation in the study from February to March in 2026 was voluntary, and students were informed about the purpose of the research before completing the questionnaire.

Ethics Statement

Since the participants were first-year English majors at IU, ethical considerations were carefully observed throughout the research process.

3.7 Data analysis procedures

Data analysis took place from April to May 2026. The quantitative data were analyzed separately, as described below, and the results were then integrated.

Questionnaire data were analyzed in SPSS (Version 26). For Part 3, frequencies and percentages were calculated for each final-sound category and for each specific sound within a category. For Part 4, means (M), standard deviations (SD), and the percentage of responses at each scale point were calculated for every item after LM1, LM4, and CF3 had been reverse-coded. A score for each subscale was then computed as the mean of its items; Table 4.2.3 also reports the summed total for each subscale. Item and subscale means were interpreted using the following bands: 1.00–1.80 = strongly disagree; 1.81–2.60 = disagree; 2.61–3.40 = neutral; 3.41–4.20 = agree; and 4.21–5.00 = strongly agree. The internal consistency of each subscale was estimated with Cronbach’s (1951) alpha.

4. Results

4.1 Perceived difficulty across final-sound categories

Students answered yes or no for each of six final-sound categories. Table 4.1.1 shows the number and percentage of students who marked each category as difficult. A high percentage means that many students believed a category was difficult; it does not show how often they actually mispronounced it.

Table 4.1: Perceived difficulty of English final-sound categories (N = 94)

Final-sound category (N = 94)	Yes (difficult)	No
final /r/ and /l/ sounds (liquids)	21.3% (n = 20)	78.7% (n = 74)
final /θ/ and /ð/ sounds	45.7% (n = 43)	54.3% (n = 51)
final plosive sounds (e.g., /t/, /d/, /p/, /b/, /k/, /g/)	18.1% (n = 17)	81.9% (n = 77)
final /s/ and /z/ (voiceless and voiced)	42.6% (n = 40)	57.4% (n = 54)
final -ed endings in past tense verbs (e.g., wanted, dressed, ...)	27.7% (n = 26)	72.3% (n = 68)
final consonant clusters (e.g., -st, -ks, -nt)	47.87% (n = 45)	52.13% (n = 49)

Final consonant clusters were the category most often reported as difficult (n = 45, 47.87%). Final /θ/ and /ð/ came next (n = 43, 45.7%), followed by final /s/ and /z/ (n = 40, 42.6%). Fewer students reported difficulty with the regular past-tense -ed ending (n = 26, 27.7%), final /r/ and /l/ (n = 20, 21.3%) and final plosives (n = 17, 18.1%). The six categories thus fell into two broad groups: three that roughly half of the students found difficult, and three that fewer than three in ten did.

The high rate for clusters is consistent with the difference between English and Vietnamese syllable structure. Vietnamese syllables do not end in consonant clusters, so learners have to keep two or more consonants in sequence without dropping one or adding a vowel (Avery & Ehrlich, 1992). Production studies with Vietnamese learners have reported exactly these repair

strategies (Hansen, 2004; T. V. Nguyen, 2019; T. K. L. Tran & Nguyen, 2022). The present data add that students are aware of the problem themselves.

Dental fricatives do not exist in Vietnamese, and producing them requires a tongue position that learners rarely use in their first language. It is therefore not surprising that almost half of the students named /θ/ and /ð/ as difficult. The questionnaire did not ask why, however, so unfamiliar articulation, limited practice and other factors remain possible explanations rather than confirmed causes.

Final /s/ and /z/ matter beyond pronunciation because they mark plurality, possession and third-person singular verbs. Students who struggle with these endings may also lose grammatical information when they speak. Word-final /s/–/z/ omission has been documented in Vietnamese English (Disney & Le, 2024), and the 42.6% reported here suggests that many students recognize this weakness. The data cannot show whether the reported problem lies in voicing, omission or both.

Just over a quarter of the students reported difficulty with the -ed ending. Its pronunciation depends on the final sound of the verb stem (/ɪd/, /t/ or /d/), so learners need both the rule and the ability to apply it in real time. That fewer students named it than the three categories above may reflect the explicit attention the -ed rule usually receives in school grammar lessons, although the study did not test this explanation.

Final plosives and liquids received the lowest rates. Because Vietnamese allows /p/, /t/ and /k/ in final position, students may have felt more familiar with these sounds. A low rate of perceived difficulty does not mean accurate production, however. Vietnamese final stops are unreleased and voiced final stops do not occur (Avery & Ehrlich, 1992), so some errors may go unnoticed by the learners themselves.

In short, perceived difficulty was concentrated in clusters, dental fricatives and /s, z/. These three categories are reasonable priorities for pronunciation teaching at IU, while -ed endings and other final consonants still deserve regular attention. A production test would be needed to confirm whether these perceptions match students' actual errors.

4.2 Perceived difficulty with individual sounds within each category

Students who answered yes for a category were then asked which specific sounds they found difficult. Table 4.2 reports these choices as percentages of the students who answered yes for that category, so the base differs from row to row. In the liquid category (n = 20), /l/ was chosen more often (60%) than /r/ (40%).

Table 4.2: Specific final sounds reported as difficult by students who answered “yes” for each category

Number reporting difficulty	Items	% of those reporting difficulty in the category							
20	final /r/ and /l/ sounds (liquids)	40% /r/	60% /l/						
43	final /θ/ and /ð/ sounds	44.2% /θ/	55.8% /ð/						
17	final plosive sounds (e.g., /t/, /d/, /p/, /b/, /k/, /g/)	5.9% /t/	17.6% /d/	11.8% /p/	29.4% /b/	5.9% /k/	29.4% /g/		
40	final /s/ and /z/ (voiceless and voiced)	22.5% /s/	77.5% /z/						
26	final -ed endings in past tense verbs (e.g., wanted, dressed, ...)	3.8% /ɪd/	38.5% /t/	57.7% /d/					
45	final consonant clusters (e.g., -st, -ks, -nt)	11.11% /ts/	14.6 % /dz/	17.15 % /kt/	8.3% /nd/	8.9% /st/	15.5 % /ld/	20% /ðz/	1.06% others

Among the 43 students who found dental fricatives difficult, 55.8% chose /ð/ and 44.2% chose /θ/. The two sounds share place and manner of articulation and differ only in voicing, which suggests that voicing at the end of a word added to the perceived difficulty.

For final plosives (n = 17), /b/ and /g/ were each chosen by 29.4% of the students, /d/ by 17.6%, /p/ by 11.8%, and /t/ and /k/ by 5.9% each. The three voiced plosives therefore accounted for about three quarters of the choices. This pattern fits the absence of voiced final stops in Vietnamese (Avery & Ehrlich, 1992), although the small subgroup makes the percentages unstable.

The sharpest contrast appeared in the /s/–/z/ category (n = 40): 77.5% of these students named /z/, compared with 22.5% for /s/. Voicing again seems to be the main source of difficulty.

Within the -ed category (n = 26), /d/ was chosen most often (57.7%), followed by /t/ (38.5%), while only one student (3.8%) named /ɪd/. Students therefore found the consonant-only forms harder than syllabic /ɪd/, which adds a vowel and is easier both to hear and to produce.

For final clusters (n = 45), /ðz/ (as in clothes) was the option chosen most often, followed by /kt/ (as in worked) and /ld/ (as in world); /ts/, /dz/, /nd/, /st/ and other clusters were chosen less often. Exact percentages are not discussed here because the values in table 4.1.2 are not internally consistent. The prominence of /ðz/ is worth noting: it combines the dental fricative and the voiced /z/, the two sounds that students found most difficult within their own categories.

Taken together, the within-category results point to voicing as a recurring source of perceived difficulty: /ð/ over /θ/, /z/ over /s/, voiced over voiceless plosives, and /d/ over /t/ in -ed endings. Teachers could therefore target voiced final consonants and the voiced–voiceless contrast, rather than treating every sound in a category as equally problematic. Because some subgroups were small (e.g., n = 17 for plosives), these patterns should be treated as indicative.

5. Discussion

The table 4.2 reported the questionnaire findings for both research questions. For RQ1, final consonant clusters (47.87%), dental fricatives /θ, ð/ (45.7%) and /s, z/ (42.6%) were the categories most often reported as difficult, while -ed endings, liquids and plosives were named less often. Within categories, voiced sounds such as /ð/, /z/, /b/, /g/ and /d/ were chosen more often than their voiceless counterparts.

6. Conclusion

This study set out to identify the English final sounds that first-year English majors at International University – Vietnam National University Ho Chi Minh City (IU) reported as difficult (RQ). Final sounds were chosen because they carry both lexical and grammatical information and because Vietnamese syllable structure offers few parallels for many English codas, using a questionnaire completed by 94 students.

With regard to RQ, perceived difficulty was unevenly distributed across the six categories. Final consonant clusters were reported most often (n = 45, 47.87%), followed by the dental fricatives /θ/ and /ð/ (45.7%) and final /s/ and /z/ (42.6%). Regular past-tense -ed endings (27.7%), final liquids (21.3%), and final plosives (18.1%) were reported less often. Within categories, students tended to select the voiced member of a pair: /z/ was chosen by 77.5% of those who reported difficulty with /s/ and /z/, /ð/ by 55.8% of those who reported difficulty with dental fricatives, and /b/, /g/, and /d/ more often than /p/, /k/, and /t/. Students also selected /l/ more often than /r/ (60%), the /d/ realization of -ed (57.7%), and /ðz/ among the listed clusters. These patterns are broadly in line with production studies of Vietnamese learners (Disney & Le, 2024; Hansen, 2004; Osburne, 1996), although the present data describe perceptions rather than measured errors.

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Author Contributions

The author was responsible for Conceptualization, Methodology, Investigation, Data Curation, Formal Analysis, and Writing—Original Draft. The author also contributed to Writing—Review & Editing and Visualization.

Conflicts of Interest

The authors declare no conflict of interest.

Ethics Statement

Formal ethical approval was not required for this study, as it involved a low-risk educational investigation using questionnaires with university students. Nevertheless, ethical principles were observed throughout the research process. Participation was entirely voluntary, and informed consent was obtained from all participants before data collection. Participants were informed of the research purpose and their right to withdraw at any time without penalty. Confidentiality and anonymity were maintained throughout data collection, analysis, and reporting. The collected data were used exclusively for academic research purposes.

Informed Consent Statement

Informed consent was obtained from all participants before data collection. Participants were provided with information about the purpose and procedures of the study, the voluntary nature of their participation, and the confidentiality of their responses. Participants were also informed that they could withdraw from the study at any time without penalty.

Data Availability Statement

The data presented in this study are not publicly available due to confidentiality and privacy considerations involving the research participants.

Declaration of Generative AI and AI-Assisted Technologies

During the preparation of this manuscript, the author used ChatGPT (OpenAI) and Google Forms to assist with language editing, academic writing refinement, and improving the clarity and organization of the manuscript and results tables. The AI tool was used solely as an assisting tool and did not replace the author's intellectual contributions, data collection, statistical analysis, or interpretation of the research findings. The author carefully reviewed, verified, and

revised all AI-assisted content and takes full responsibility for the accuracy, originality, and integrity of the final manuscript.

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Appendix

SURVEY QUESTIONNAIRE -

Dear Miss/Mrs/Mr,

I am conducting research and beginning to take data about the study "**First-Year English Majors' Perceptions of Difficult English Word-Final Sounds: A Study at International University, Vietnam"**. Through your volunteer participation in my study, your data will be anonymous and confidential. All your information in this study being required by this questionnaire through paper and QR code online will be used for research purposes only. I highly appreciate your participation through answering this questionnaire from you. Please choose keys in this questionnaire by both methods (writing on this paper and using QR code) honestly, accurately and suitably.

GENERAL PERSONAL INFORMATION

Gender

☐ Man ☐ Female ☐ Transgender

Age (years old)

☐ 18-25 ☐ 26-35 ☐ 36-45

The number of years studying English

☐ ≤ 5 ☐ 5–7 ☐ ≥ 7

Self-appreciation about pronouncing English final sounds when speaking:.....

☐ Poor ☐ Fair ☐ Good ☐ Very good ☐ Excellent

Have you grasped full English final sounds before university?

☐ Yes ☐ No

PERSONAL ATTITUDES AND LEARNING EXPERIENCES

Are you interested in practicing English final sounds?

☐ Yes ☐ No

Towards yourself, studying English final sounds is ..... .

☐ Hard ☐ Easy ☐ Medium

Have you studied and trained pronunciation, especially English final sounds, at home or school?

☐ Home ☐ School ☐ Both

Do you realize that pronouncing the English final sounds is an element to help make international communication with English foreigners easier?

☐ Yes ☐ No

Have you ever checked your English final sounds through your record when you speak English?

☐ Yes ☐ No

PLEASE TICK (✓) IN (YES) OR (NO) FOR THE FINAL SOUNDS BEING DIFFICULT TO PRONOUNCE.

Number	**You feel that pronouncing ..... hard.**	**Yes**	**No**
	final **/r/** and **/l/** sounds (liquids)		
	final **/th/ sounds** (/θ/ and /ð/)		
	final **plosive sounds** (e.g., /t/, /d/, /p/, /b/, /k/, /g/)		
	final **/s/** (**voiced /s/** and **voiceless /z/ sounds)**		
	final **-ed endings** in past tense verbs (e.g., wanted, dressed, ...)		
	final **consonant clusters** (e.g., *-st, -ks, -nt*)		

If (yes), which final /r/ or /l/ sounds are difficult to pronounce?

☐ –r (e.g., ear, doctor, ...)

☐ –l (e.g., pool, pull, ...)

If (yes), which /θ/ and /ð/ are difficult to pronounce?

☐ /θ/ (e.g., month, math, ...)

☐ /ð/ (e.g., *breathe, teethe, with,* ...)

If yes, which are to pronounce in **final plosive sounds**?

☐ – **/t/** (e.g., present, student, ...) ☐ – **/b/** (e.g., job, tube, ...)

☐ – **/d/** (e.g., hand, find, ...) ☐ – **/k/** (e.g., break, week, ...)

☐ – **/p/** (e.g., *top, cup,* ...) ☐ – **/g/** (e.g., bag, frog, ...)

If yes in difficulty with voiced and voiceless /s/ sounds (/s/ vs. /z/), which do you pronounce in difficulty?

☐ – **/s/** (e.g., bus, price, tax, hats, ...)

☐ – **/z/** (e.g., prize, nose, buzz, ...)

If yes in difficulty with final -ed endings in past tense verbs, which /ɪd/, /t/ or /d/ do you find difficult?

☐ – /ɪd/ (e.g., *wanted, decided, ...*)

☐ – /t/ (e.g., *washed, helped, ...*)

☐ – /d/ (e.g., opened*, loved, ...*)

If yes, which final consonant clusters do you find difficult?

☐ –ts (e.g., *students*)

☐ –st (e.g., *missed*)

☐ –dz (e.g., *needs*)

☐ –ld (e.g., *world*)

☐ –kt (e.g., *worked*)

☐ –ðz (e.g., *clothes*)

☐ –nd (e.g., *hand*)

☐ Others _____

---------- Thank you for your participation ----------