

**NAM CAN THO UNIVERSITY**  
**FACULTY OF FOREIGN LANGUAGES**



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**THE RELATIONSHIP BETWEEN  
ENGLISH-MAJORED  
STUDENTS' PERCEPTION OF WORD STRESS  
AND SPEAKING PROFICIENCY:  
A CASE STUDY AT NAM CAN THO  
UNIVERSITY**

**BACHELOR'S THESIS**

**Program: English Studies**

**Code: 7220201**

**Can Tho , 2025**

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## **DECLARATION**

I solemnly declare that the graduation thesis with the topic “The relationship between English-majored students’ perception of word stress and their speaking proficiency: The case at Nam Can Tho University” results from my independent and rigorous research process. I guarantee that all data, analysis results, and citations in this thesis are truthful, accurate, and have been carried out following the regulations on academic citation. This thesis has been completed under the dedicated guidance of Mrs. Tran Trieu Huyen.

Can Tho, May 2025

Trinh Ngoc Han

## **ACKNOWLEDGEMENTS**

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## TÓM TẮT

Nghiên cứu này được thực hiện để tìm hiểu mối liên hệ giữa khả năng nhận thức trọng âm của từ và khả năng nói tiếng Anh. Đối tượng nghiên cứu chủ yếu là sinh viên chuyên ngành ngôn ngữ Anh tại Trường Đại học Nam Cần Thơ. Bài kiểm tra trọng âm của từ được đưa vào sử dụng dựa trên các nghiên cứu trước của Marks (2007), Field (2005) và Aungcharoen (2006). Điểm thi nói VSTEP của sinh viên cũng được sử dụng để đo mức độ liên quan giữa hai yếu tố này.

Có 52 sinh viên năm cuối tham gia nghiên cứu. Họ đều trong độ tuổi từ 22 đến 25. Trong đó có 33 nữ và 19 nam. Tất cả đều là người Việt Nam và đã học tiếng Anh ít nhất 10 năm. Nghiên cứu được thực hiện vào học kỳ hai của năm học 2024–2025.

Kết quả cho thấy có mối liên hệ ở mức trung bình giữa khả năng nhận diện trọng âm từ và kỹ năng nói tiếng Anh.

**Từ khóa:** *Nhận thức trọng âm, Khả năng nói tiếng Anh, Sinh viên chuyên ngành ngôn ngữ Anh.*

## ABSTRACT

This study looked at the link between word stress perception and English speaking skills. The study was done with English-majored students at Nam Can Tho University. A word stress test was used. It was based on the work of Marks (2007), Field (2005), and Aungcharoen (2006). The students' VSTEP speaking scores were also used. These helped measure how word stress and speaking skills are connected.

There were 52 senior students in the study. They were between 22 and 25 years old. There were 33 female students and 19 male students. All of them were Vietnamese. They had studied English for at least 10 years. The study took place in the second semester of the 2024–2025 school year.

The results showed a moderate positive link between word stress perception and speaking skills.

**Key words:** Word stress perception, English speaking proficiency, English-majored students.

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