

COMMON PRONUNCIATION PROBLEMS OF VIETNAMESE LEARNERS OF ENGLISH

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1. Problem statement

Since English is one of the core subjects at school, more and more schools are teaching English to their pupils and English centres can be found popular in any cities in Vietnam, especially big cities. However, many foreigners have commented “many Vietnamese speakers can speak English, but only a few have intelligible English pronunciation so that they can be understood easily in direct communication with foreigners.” Since the late 1980s, the course of teaching and learning English in Vietnam has gone through many changes, especially when the communicative approach became a buzzword among people in the fields of language education. As a result, the English curriculum has been geared more toward communication. Most people hoped that with communicative teaching oriented syllabus students would be much improved in oral communication. But it turns out that this is not true, since we have noticed learners with serious pronunciation errors which results in their communication breakdown. Hinojosa and Bailey (1980, pp.124-125) reported that up to a certain proficiency standard, the fault which most severely impairs the communication process in EFL/ESL learners is pronunciation, rather than vocabulary or grammar. Their arguments make pronunciation more important in improving the communicative competence of learners.

According to Davenport and Hannahs (1998) humans have a variety of ways of

producing sounds, not all of which are relevant to language (example: coughing, burping, etc.). Sound is significant because it is used as part of a code of a particular language. So we can talk about the distinctive sounds of English, French, Vietnamese and other languages. In this sense, we can talk about pronunciation as the production and reception of sounds of speech. In addition, sound is significant because it is used to achieve meaning in contexts of use. Here, the code combines with other factors to make communication possible. In this sense, we can talk about pronunciation with reference to acts of speaking. Since, learning a language means learning a new way of using the speech organs, new way of controlling the speech organs in order to produce sound peculiar to the new language, this process can be more difficult as some of the speech organs are not visible and their movements are far back in the pharyngeal cavity thus difficult to control. However, if a person learns a foreign language, s/he should communicate with foreigners, and if s/he cannot produce intelligible speech they certainly will fail in communication.

Like learners elsewhere in the world, Vietnamese learners encounter great difficulties in learning English pronunciation for several reasons. Firstly, the English sound system has several sounds foreign to Vietnamese speakers. Secondly, the way English speakers pronounce the ending sounds is completely

different from the one deeply rooted in Vietnamese speakers, making it more difficult for them to achieve appropriate English pronunciation. Consequently, Vietnamese learners have been reported to make phonetic errors leading to incomprehensible speech in English. In an attempt to deal with the pronunciation problem of the students at the English department I have carried out this study to find out their common pronunciation errors.

2. Theoretical issues

2.1. The English Sounds

2.1.1 Fortis and lenis

A voiceless/voiced pair such as [s, z] are distinguished not only by the presence or absence of voice but also by the degree of breath and muscular effort involved in the articulation. We shall see that on the linguistic level, in certain situations, the voice opposition may be lost, so that the energy of articulation becomes a significant factor. Those English consonants which are usually tend to be articulated with relatively weak energy, whereas those which are always voiceless are relatively strong. Thus, it may be important to define [s], for instance, as strong or *fortis* and [z] as weak or *lenis*. Fortis consonants normally shorten the preceding vowels, while lenis consonants often lengthen the preceding vowels.

2.1.2. The English Consonants

2.1.2.1. Stop consonants (plosives)

A plosive is a consonant articulation with the following characteristics:

1) The **closing** stage, during which the articulating organs move together in order to form the obstruction; in this stage, there is often an on-glide or transition audible in

a preceding sound segment and visible in an acoustic analysis as characteristic curve of formants of the preceding sound;

2) The hold or **compression** stage, during which lung action compresses the air behind the closure; this stage may or may not be accompanied by voice, i.e. vibration of the vocal cords;

3) The release or **explosion** stage, during which the organs forming the obstruction part rapidly, allowing the compressed air to escape abruptly; if stage (2) is voiced, the vocal cord vibration may continue in stage (3); if stage (2) is voiceless, stage (3) may also be voiceless (aspiration) before silence or before the onset of voice.

English has six plosive consonants: p, t, k, b, d, g. These plosives have different places of articulation.

• Bilabial Plosives: /p, b/

The soft palate being raised and the nasal resonator shut off, the primary obstacle to the air-stream is provided by the *closure of the lips*. Lung air is *compressed* behind this closure, during which stage the vocal cords are held *wide apart* for /p/, but may *vibrate* for all or part of the compression stage for /b/ according to its situation in the utterance. Then the closure is released suddenly for the air to escape with a kind of *explosion*.

• Alveolar Plosives: /t, d/

The soft palate being raised and the nasal resonator shut off, the primary obstacle to the air-stream is formed by a closure made between the *tip* and *rim*s of the tongue and the upper *alveolar ridge* and side teeth. Lung air is compressed behind this closure, during which stage the vocal cords are wide apart for /t/, but may

vibrate for all or part of the compression stage for /d/ according to its situation in the utterance. The air escapes with noise upon the sudden separation of the *alveolar closure*.

• **Velar Plosives:** /k, g/

The soft palate being raised and the nasal resonator shut off, the primary obstacle to the air-stream is formed by a closure made between the back of the tongue and the soft palate. Lung air is compressed behind this closure, during which stage the vocal cords are wide apart for /k/, but may vibrate for all or part of the compression stage for /g/ according to its situation in the utterance. The air passage escapes with noise upon the sudden separation of the velar closure.

All six plosives can occur at the beginning of a word (initial position), between other sounds (medial position) and at the end of a word (final position).

2.1.2.2. *Fricatives*

Fricatives are consonants with the characteristic that when they are produced, air escapes through a small passage and makes a hissing sound sometimes called “riction”. Fricatives are **continuant** consonants, as you can continue making them without interruption as long as you have enough air in your lungs.

• **Labio-dental Fricatives:** /f, v/

The soft palate being raised and the nasal resonator shut off, the inner surface of the lower lip makes a light contact with the edge of the upper teeth, so that the escaping air produces friction. For /f/, the friction is voiceless, whereas there may be some vocal cord vibration accompanying /v/, according to its situation.

• **Dental Fricatives:** /ð, θ/

(Examples words: thumb, thus, either, father, breath, breathe)

The soft palate being raised and the nasal resonator shut off, the tip and rims of the tongue make a light contact with the edge and inner surface of the upper incisors and a firmer contact with the upper side teeth, so that the air escaping between the forward surface of the tongue and the incisors causes friction. For / θ / the friction is voiceless, whereas for / ð / there may be some vocal cord vibration.

• **Alveolar Fricatives:** /s, z/

(Examples words: sip, zip, facing, rise, rice)

The soft palate being raised and the nasal resonator shut off, the tip and blade of the tongue make a light contact with the upper alveolar ridge, and the side rims of the tongue a close contact with the upper side teeth. The air-stream escapes through the narrow groove in the centre of the tongue and causes friction between the tongue and the alveolar ridge. In other words, in the articulation of these sounds the air escapes through a narrow passage along the centre of the tongue, and the sound produces is comparatively intense.

• **Palato-alveolar Fricatives:** /ʃ; ʒ/

(example words: ship, Russia, measure, Irish, garage)

The fricatives are so called palato-alveolar, which can be taken to mean that their place of articulation is partly palatal, partly alveolar. The tongue is in contact with an area slightly further back than that for /s/, /z/. If you make /s/ then / ʃ /, you should be able to feel your tongue move backwards. The air escapes through

a passage along the centre of the tongue, as in /s/ and /z/, but the passage is a little wider. Most speakers of RP have rounded lips for /ʃ/ and /ʒ/, and this is an important difference between these consonants and /s/ and /z/. In addition, the escape of air is diffuse (compared with that of /s, z/), the friction occurring between a more extensive area of the tongue and the roof of the mouth. In the case of /ʃ/, the friction is voiceless, whereas for /ʒ/ there may be some vocal cord vibration according to its situation.

All the fricatives described so far can be found in initial, medial and final positions. In the case of /ʒ/, however, the distribution is much more limited. Very few English words begin with /ʒ/ (most of them have come into the language comparatively recently from French) and not many end with this consonant. Only medially, in words such as “measure”, ‘usually’ is it found at all commonly.

• **Glottal Fricative: /h/**

The place of articulation of this consonant is glottal. This means that the narrowing that produce the friction noise is between the vocal folds. When we produce /h/ in speaking English, many different things happen in different contexts. In the word ‘hat’, the /h/ must be followed by an /ɑ/ vowel. The tongue, jaw and lip positions for the vowel are all produced simultaneously with the /h/ consonant, so that the glottal fricative has an /æ/ quality. The same is found for all vowels following /h/.

2.1.2.3. *Affricates*

Affricates are rather complex consonants. They begin as plosives and end as fricatives.

• **Affricates: /tʃ; dʒ/**

(Palato-alveolar affricates)

The term “affricates” denotes a concept which is primarily of phonetic importance. Any plosive, whose release stage is performed in such a way that considerable friction occurs approximately at the point where the plosive stop is made, may be called “affricative”. The friction present in an affricate is of shorter duration than that which characterizes the fricatives proper. In the articulation of /tʃ; dʒ/ the soft palate being raised and the nasal resonator shut off, the obstacle to the airstream is formed by a closure made between the tip, blade, and rims of the tongue and the upper alveolar ridge and side teeth. At the same time, the front of the tongue is raised towards the hard palate in readiness for the fricative release. The closure is released slowly, the air escaping in a diffuse manner over the whole of the central surface of the tongue with friction occurring between the blade/front region of the tongue and the alveolar/front palatal section of the roof of the mouth. During both stop and fricative stages, the vocal cords are wide apart for /tʃ/, but may be vibrating for all or part of /dʒ/ according to the situation in the utterance.

2.1.2.4. *Nasals*

• **Bilabial Nasal: /m/**

The lips form a closure as for /p, b/; the soft palate is lowered, adding the resonance of the nasal cavity to those of the pharynx and the mouth chamber closed by the lips; the tongue will generally anticipate or retain the position of the adjacent vowel.

• **Alveolar Nasal: /n/**

The tongue forms a closure with the teeth ridge and upper side teeth as for /t, d/; the soft palate is lowered, adding the resonance of the nasal cavity to those of the pharynx and of that part of the mouth chamber behind the alveolar closure; the lip position will depend upon that of adjacent vowels.

• **Velar Nasal: /ŋ/**

A closure is formed in the mouth between the back of the tongue and the velum as for /k, g/ (the point of closure will depend on the type of vowel preceding); the soft palate is lowered, adding the resonance of the nasal cavity to that of the pharynx and that small part of the mouth chamber behind the velar closure.

2.1.2.5. *Lateral*

Only one alveolar, lateral phoneme occurs in English, there being no opposition between fortis and lenis, voiced or voiceless, or fricative and non-fricative. Within the /l/ phoneme three main allophones occur:

- Clear [l], with a relatively front vowel resonance, before vowels and /j/.
- Voiceless [l⁰], following aspirated /p, k/.
- Dark [ɫ], with a relatively back vowel resonance, finally after a vowel, before a consonant, and as syllabic sound following a consonant.

For clear [l], the front of the tongue is raised in the direction of the hard palate at the same time as the tip contact is made. For dark [ɫ], the tip contact is again made on the teeth ridge, the front of the tongue being somewhat depressed and the back raised in the direction of the soft palate, giving a back vowel resonance.

Both [l] and [ɫ] are voiced, though partial devoicing may take place when a preceding consonant is fortis. The actual point of contact of the tongue for [ɫ] is conditioned by the place of articulation of the following consonant; thus, in *health*, *will they*, the [ɫ] has a dental contact, but in *already*, *ultra*, *all dry*, the contact for [ɫ] is likely to be post-alveolar.

2.1.2.6. *Variations of the plosives*

• **Alveolar Approximant: /r/**

The most common allophone of RP /r/ is a voiced post-alveolar frictionless approximant. The soft palate being raised and the nasal resonator shut off, the tip of the tongue is held in a position near to, but not touching, the rear part of the upper teeth ridge; the central part of the tongue is lowered with a general contraction of the tongue. The air stream is thus allowed to escape freely, without friction, over the centre part of the tongue.

• **Palatal Approximant: /j/**

The vocalic allophones of RP /j/ are articulated by the tongue assuming the position for a front half-close to close vowel and moving away immediately to the position of the following sound; the lips are generally neutral or spread. When /j/ follows a fortis consonant such as /p/, /k/, devoicing takes place.

• **Labio-velar Approximant: /w/**

The vocalic allophones of RP /w/ are articulated by the tongue assuming the position for a back half-close to close vowel and moving away immediately to the position of the following sound; the lips are rounded. The soft palate is raised and the vocal cords vibrate; but when /w/ follows a fortis consonant, some devoicing takes place.

2.2. Variations of the Plosives

As has been mentioned, all plosives can occur at the beginning of a word (initial position), between other sounds (medial position), and at the end of a word (final position).

Initial position: the closure phase for p, t, k and b, d, g takes place silently. During the whole phase there is no voicing in p, t, k; in b, d, g there is normally very little voicing. The release of p, t, k followed by audible plosion, that is a burst of noise. There is then, in the post-release phase, a period during which air escapes through the vocal folds, making a sound like h. This is called **aspiration**. The most noticeable and important difference, then, between initial p, t, k and b, d, g is the aspiration of the voiceless plosives p, t, k.

In initial position b, d, g cannot be preceded by any consonant, but p, t, k may be preceded by s. When one of p, t, or k is preceded by s it is not aspirated.

Medial position: depending on whether the syllables preceding and following the plosives are stressed or not, the medial plosives may have the characteristics either of final or of initial plosives.

Final position: the final sounds such as b, d, g normally have little voicing; if there is voicing, it is at the beginning of the hold phase. p, t, k are, of course, voiceless. The plosion following the release of p, t, k and b, d, g is very weak and often not audible. The difference between p, t, k and b, d, g is primarily the fact that vowels preceding p, t, k are much shorter.

Following is the presentation of some variations of the plosives or stops in English.

2.2.1. Incomplete plosion: Stop + Stop

When one stop consonant is immediately followed by another, as in [kept] and [ɒkt], or at word boundaries such as *white post* (/t/ + /p/), *top boy* (/t/ + /b/), the closure of the speech organs for the second consonant is made whilst the closure for the first consonant is still in position. In the sequence of /pt/ this is what happens: the lips are closed for p and air is compressed as usual by pressure from the lungs; then, with the lips still closed, the tongue-tip is placed on the alveolar ridge ready for /t/, so that there are two closures. Then, and only then, the lips are opened, but there is no explosion of air because the tongue closure prevents the compressed air from bursting out of the mouth; finally, the tongue-tip leaves the alveolar ridge and air explodes out of the mouth. So there is only one explosion for the two stops; the first stop is incomplete.

2.2.2. Nasal plosion: Stop + Nasal

When /t/ or /d/ is followed by a syllabic /n/, the explosion of the stop takes place through the nose, e.g. bitten, or garden. This nasal explosion happens in this way: the vocal organs form t or d in the usual way, with the soft palate raised to shut off the nasal cavity and the tongue-tip on the alveolar ridge, but instead of taking the tongue-tip away from the alveolar ridge to give the explosion we leave it in the same position and lower the soft palate, so that the breath explodes out of the nose rather than out of the mouth.

2.2.3. Lateral plosion: Stop + Lateral

When the stop consonant /t/ or /d/ is followed by lateral /l/, the t and d are made with the tongue-tip on the alveolar ridge and the sides of the tongue firmly touching the sides of the palate; /l/ is made with the

tongue-tip touching the alveolar ridge, but the sides of the tongue away from the sides of the palate so that the breath passes out laterally. The simplest way to go from /t/ or /d/ to /l/ is to leave the tongue-tip on the alveolar ridge and only lower the sides, and that is what we do. It is called lateral explosion.

2.3. English Vowels

Vowels are made by voiced air passing through different mouth-shapes; the differences in the shape of the mouth are caused by different positions of the tongue and of the lips. The quality of vowels is determined by the particular configuration of the vocal tract. Different parts of the tongue may be raised or lowered. The lips may be spread or pursed. The passage, through which the air travels, however, is never so narrow as to obstruct free flow of the air stream. Thus vowels have been traditionally classified according to the three questions:

How high is the tongue?

What part of the tongue is involved; that is, what part is raised? What part is lowered?

Is the vowel rounded or not?

Due to typographic difficulties, detailed description of vowels will not be presented (refer to Tam, 1999 for more information).

3. Methodology

This study was set up to answer the following question:

What are the most common pronunciation problems of the students in the English department?

The data collection was administered through an oral examination. This is the final oral exam students (except for those who were eligible to write theses) have to participate in order to be awarded the university degree. During the exam, each of the students was requested to present a talk about a particular topic in approximately five minutes. While listening to students talking, the researcher took notes of the errors related to pronunciation.

The subjects of the study were students of the English department who had finished four years of English and took part in the final exam. They were all aged between twenty and twenty three. Unfortunately, it was impossible for the researcher to get equal number of male and female students since the researcher was assigned to be an examiner for one examination room out of more than twenty, and most of the students of the department were female. However, since most language students are female, it might be more appropriate to analyze the errors made by female students rather than male students. The data used for this analysis were collected through three exams with the total of fifty one students.

4. Data analysis

Table 1. Common errors found in the data

Types of errors		No. of subjects with errors
Sound Omitted	medial: l, dʒ, r, s, i, ei, k	19
	final: z, s, t, v, ks, dʒ	25

Sound confusion	t = tʃ	13
	tr = tʃ	16
	ð = z/d	10
	ʃ = s	15
	dʒ = /j/d/s/t/z/tʃ/	13
	s = /ʃ/ʒ/	11
	p = b; tʃ = s	9
	θ = /s/t/ ; r = z	7
Sound redundancy	s, z,	13

As has been shown in Table 1, there were three main types of errors found in the data. Among them the most common errors were sound omission in which omission of ending sounds were more frequent than others. It is easy to understand why ending sounds were omitted so frequently, because in Vietnamese speakers do not have to pronounce the ending sounds. In addition, some of the sounds, such as /ʒ, dʒ, tʃ/ are really hard for Vietnamese learners to pronounce especially when these sounds occur at the end of words. From our experience, teachers usually have to spend a lot of time helping learners practice these sounds, as many find them difficult to pronounce. Considering, for example, the manner of articulation of /ʒ/: the air-stream escapes through the narrow groove in the centre of the tongue and causes friction between the tongue and the alveolar ridge. This is normally difficult for Vietnamese learners because we do not have the same sound in our language, especially when this sound occurs at the final position of a word, the act of holding the tongue against the alveolar ridge for the air to pass

through with some friction is a completely new concept for many learners.

The habit of “swallowing” the ending sound in the mother tongue is in fact a negative transference that inhibits the pronunciation of ending sounds in the target language. In addition, the properties of these two sounds are also a new concept to them. With this particular sound /z/, many learners try to pronounce them but often end up with /s/ instead, just because they usually push the air through too hard. It should be noted that in making /s/ and /z/ distinct the opposition of fortis vs. lenis plays an important role. It is the teacher’s task to help learners fully aware of this distinction in order to articulate the sounds correctly.

In reference to the omission of sounds in medial position, combinations of consonants are frequently found. It is explainable that this way of controlling the speech organs is unfamiliar to Vietnamese learners, as Vietnamese is monosyllabic language, so we never have to pronounce cluster of consonants. However, in our data, most of the examples in which informants could not pronounce the words correctly include clusters of two or three

consonants. To most Vietnamese speakers, the completely different thing encountering Vietnamese learners is that all sounds in an English word should be pronounced, although some sounds in the middle may be partially pronounced, but the speech organs have to move to the required position and then move towards other position for the following sound. Compared to the way Vietnamese is spoken, this is really a hard thing for Vietnamese learners. This suggests that in teaching English pronunciation, the emphasis should be placed in these areas, the pronunciation of ending and medial consonants.

Regarding the second type of errors, sound confusion, the most frequent errors are t, tr, tʃ, ʃ, dʒ, s, θ. It is interesting to find that several learners mispronounced /t/ and produced /tʃ/ instead. The mispronunciation of this sound may be due to the misperception of the aspiration of this sound. As we saw in the theoretical background, the sound /t/ is a plosive or stop consonant. According to English phonological rules (Roach, 1990), this sound is fully aspirated at word initial, but not aspirated in between voiced sounds such as in “interpreter”. Since learners forgot that /t/ is only aspirated in initial position, so they tried to make it aspirated in all environments, thus leading to the mispronunciation of the sound. In addition, as /t/ was pronounced as /tʃ/, this indicates that speakers were confused about the pronunciation of plosives and affricatives. Affricatives are plosives plus fricatives produced by holding the articulators in contact a little bit longer so that friction can be formed. Some Vietnamese learners cannot distinguish

between aspiration and friction and they often produce them interchangeably which makes their speech hard to understand.

Furthermore, results also show that many informants made mistakes in producing /tr/. From my experience, this error is very common among students of the English department; the combination of /tr/ seems to be very difficult for many of them, especially for students from the country. The reason might be that this combination is unfamiliar to Vietnamese speakers, as there is no such combination in their mother tongue. Besides, students do not seem to know how this combination should be articulated and do not try to find out about this.

Next, the mispronunciation of s to /ʃ, ʒ/ or /ʃ, ʒ/ to s seems to be related to the carelessness and laziness of the students. The students who made this kind of mistakes usually do not try to find out how the tongue act in each case, instead they make all these sounds similar which results in their mispronunciation as was found in this study.

Finally, the type of errors called “sound redundancy” seems to indicate that several learners tend to over pronounce the ending sounds, thus adding s or z at the end of any words or sometimes in the middle of the words as in the case of hobby, many pronounced it as /hɒzbi/. This is a very bad habit that always leads to miscommunication and yet not all teachers take it serious enough to correct them. Since this kind of errors always leads to miscommunication, students should be warned about this and corrected immediately.

In conclusion, the results of this study show⁽¹⁾ that:

a) The sounds most frequently mispronounced by the informants include

⁽¹⁾ For more details please refer to “Bao dong ve ngu am” in proceedings of Language conference, English Department, National University of Hanoi, 2002.

Order	Sound	Mispronunciation
1	θ	t̥
2	s	ʃ
3	tr	tʃr ; tʃ
4	t	tʃ, s
5	ʃ	z
6	dʒ	z , tʃ, t, j, ʒ, s
7	tʃ	ʃ, ʒ, z
8	t	ʃ, ch, s,
9	v	
10	ʒ	f
11		z tʃ, dʒ

Among these errors the most frequent was the combination of /tr/. Many students could not pronounce this combination correctly and mispronounced them in many different words. The second most frequent errors were ʃ, dʒ, tʃ. These sounds at final position were replaced by s,

the your English
job especially teacher
knowledge usually person
relax

c) Sounds that were most frequently omitted include

/s, z, dʒ, t, l, k, ks, v/ at all positions such as help, difficult, agriculture, parents, because, sister, etc, in our data these sounds were omitted in at least 15 words and by several students.

d) Redundant sounds most frequently found in the data include:

The most frequently redundant sounds are /z; s/. In our data there were 13 words

z; tʃ, ʃ, z; ʃ, ch, s (the symbol “ch” is used to indicate the sound /tʃ/ when the learners produced the sound similar to the initial sound in Vietnamese words such as “cho (dog), cho (market).”

b) Words that were most commonly mispronounced include:

appreciate try interpreter
centre tradition country
teacher train Translate
good person

mispronounced in this way. Interestingly, several students did not pronounce these sounds in words where they occurred, however, added them to other words such as “goods”, “peoples” etc.

e) Comments on mispronounced words

The most frequently mispronounced words include job, country, centre, the, English, tradition etc. Most of these belong to the basic vocabulary stock. According to UCLES there are about 2500 words

considered as most essential which form the basic stock of words that most upper-intermediate and advanced need for their communication. Unfortunately, most of the words mispronounced in our data belong to this basic stock including very frequently used words such as job, centre, the, English etc.

5. Conclusion

We have presented the results of our study, although small but the results were fairly impressive in terms of the coverage of sounds mispronounced as well as the seriousness of errors. Given the pronunciation problems, I would like to suggest the following remedy:

a) We request that all teachers of the English department pay more attention to student's pronunciation and try to correct them any time possible. I would like to stress that the task of improving students' pronunciation is the responsibility of all teachers, not only teachers of phonetics.

b) Since language learning, like music, painting or architecture, requires some gift

from learners, aptitude test would be necessary in order to get rid of students who have language deficiency, for instance people with confusion of /l/ and /n/. In terms of economy and efficiency language deficiency people working as language teachers would be very dangerous and costly. It is dangerous because many of their students will make the same errors, thus, the "disease" spreads. It is costly because many students who innocently imitate their errors will have to spend plenty of time and energy for their retraining.

c) As language aptitude exam is still not possible, it would be desirable to use "task force" periods for pronunciation practice to help improve their pronunciation.

Finally, it is necessary to conduct a more comprehensive study in this area so as to identify more substantial information concerning pronunciation problem of our students that will help us determine a more appropriate pronunciation program for our students.

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