

**THAI NGUYEN UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES**

TRIEU THI THUY LOAN

**CULTURAL MISTAKES MADE BY STUDENTS FROM
A HIGH SCHOOL IN KIM XUYEN - TUYEN QUANG:
REALITIES AND OPINIONS**

**(Những lỗi thuộc về văn hóa của học sinh THPT
ở Kim Xuyên - Tuyên Quang: thực tế và ý kiến)**

M.A THESIS

Field: English Linguistics

Code: 8220201

Thai Nguyen, 2019

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(APPLICATION ORIENTATION)**

Field: English Linguistics

Code: 8220201

Instructor: Dr. Nguyen Trong Du

Thai Nguyen, 2019

DECLARATION

I, the undersigned, hereby certify my authority of the study project report entitled *“Cultural mistakes made by students from a high school in Kim Xuyen – Tuyen Quang: realities and opinions”* is the result of my own research for the Degree of Master in English Language. Except where the reference is indicated, no other person’s work has been used without due acknowledgement in the text of the thesis.

Approved by
SUPERVISOR

Thai Nguyen, 2019
Researcher’s signature

Dr. Nguyen Trong Du

Trieu Thi Thuy Loan

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I also wish to give my heartfelt thanks to my family members, my closed friends who I have never enough words to express my great gratitude for their encouragement and inspiration.

Eventually, the study has been completed to the best of my knowledge; however, mistakes and shortcomings are unavoidable. Therefore, I look forward to receiving comments and suggestions from readers for the perfection of the course work.

ABSTRACT

In recently years, it is important for English teachers to integrate culture so as to raise the awareness of their students about the differences between cultures when they want to use English to communicate with foreigners. In this study, the researcher aimed to find out some of the so-called cultural mistakes made by students in a high school in Kim Xuyen. It mainly explores the mistakes related to greetings, addressing the interlocutors, or responding to those acts. In order to achieve the objectives, the researcher uses both quantitative and qualitative research methods to collect the data: Questionnaires and Interviews. The participants were five teachers and 150 students in different classes at Kim Xuyen High School. The results show that most students and even teachers speak English in a very Vietnamese way, which is claimed by an American teacher to be a type of cultural mistakes. However, the results also reveal that those mistakes may not be avoidable because English is spoken within the context of Vietnamese culture. This study is a modest contribution for teachers who wish to improve their attitudes towards the mistakes of students.

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LIST OF ABBREVIATIONS

FIG:	Focus interviews group
EL:	English language
Ss:	Students

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CHAPTER 1: INTRODUCTION

1. Rationale:

Vietnam has been on the way of strong development and increased integration in all respects including the comprehensive and profound reform in education, especially in language teaching and learning. The active participation of Vietnam in regional and international associations and the recent adoption of market economy have stimulated the importance of English as an international language in the country (Le & Barnard, 2009). English language has attracted significant consideration from wide range of Vietnamese communities. Vietnamese government has stimulated a huge project of language teaching and learning called the National Foreign Language Projects with impressive determination to improve the English education in the nation wide scale till 2025.

However, the practice of teaching and learning English in mountainous areas is facing with lots of difficulties. I am teaching English at a high school in Kim Xuyen - Tuyen Quang where seventy - five percent of the students are ethnic minorities and have low living standard, and I recognize that they often make a number of mistakes, especially ones related to the appropriate use of language items real-life conversations. From my observation, most of those mistakes are caused by the impact of Vietnamese culture.

Learning a language is learning a new culture. In order to communicate successfully, learning the language aspects such as grammar, vocabulary, listening, or speaking is not enough; it is important to learn the cultural factors of that language. Sometimes, learners speak English with correct pronunciation but they are still misunderstood or the conversation between them and native speakers is not smooth because they use inappropriate language in specific contexts.

The research is based on some situations within the particular area of language education for communicating across culture. Language and culture are inseparable and culture is influential on all levels of communication, from forming the context for communication to the culture content embedded in linguistic units (Crozet & Liddicoat, 1999, 2000). Dan Hauer has made a series of videos showing the fact that

Vietnamese learner of English often make some common mistakes: Vietnamese names are written as Last Name + Middle Name + First Name (Nguyen Van A; Pham Thi B, which is opposite to the way people use different to American. The first Vietnamese name is normally used appropriate to be Mr. Nam, Mrs. Hoa and the Vietnamese do not use the last name to address someone. Besides, Kim Xuyen students call or greet their teachers as "Good morning, Teachers" as a way of addressing Vietnamese. The video of Dan Hauer often says "it is incorrect or in his America country", in his country, they do not use greetings such as: How are you? I'm fine, thank you, and you? ; Whether or not to use "Good morning, teacher" etc. Dan Hauer listed the mistakes in his video so the researcher based on these communication mistakes, observed, questionnaire and interviewing students of Kim Xuyen High School. From the impacts of Vietnamese culture, the researcher would help students in Kim Xuyen High school distinguish their cultural mistakes. This study helps English teachers to understand certain difficulties that Vietnamese students might encounter due to cultural differences. Otherwise, this study will help Kim Xuyen students who study English or to become aware of their own socio-cultural behaviors towards communication in order to reduce cultural mistakes misunderstandings. The last the implications of this study would be relevant to language teaching in other cultural. The researcher has relied on Dan Hauer's videos to investigate whether those mistakes were made by Kim Xuyen students or those mistakes were incorrectly not used by native speakers. At the same time, the researcher has also pointed out that what he said that was not right, not consistent with the usage style of Vietnamese people, the words must be full such as: "Hello teacher = Good morning, Teacher" don't just use "Good morning". Understanding mistakes here are not grammatically and phonetically, but they might be misunderstandings or influenced by Vietnamese culture. Finally, watching those clips gave me the idea of conducting this study.

2. Aims of the study

Professor Hu Wenzhong (1999) thinks that the cultural mistakes is more serious than the language errors, because it is easy to cause emotional unpleasant

between foreigners and Chinese. Therefore, how should we use language correctly and appropriately is an important part of the intercultural communicative competence.

The first aim of study is to investigate what are common cultural mistakes that high school students make in initial stages of communication such as greetings and responding to greetings, inviting and accepting/refusing etc. The researcher also expects to explore teachers and students' opinions about whether those mistakes must be avoided in every context.

3. Research questions

From those aims, two research questions are set out:

1. **What are common mistakes high school students make in initial turns of conversations?**
2. What are the teachers' and students' opinions about whether those mistakes must be avoided in every context?

4. Scope of the study

This study focuses on investigating the mistakes occurring in the initial turns of conversations. As such, it mainly explores the mistakes related to greetings, addressing the interlocutors, or responding to those acts. Generally, initial turns can vividly reveal the impact of Vietnamese culture on the students' performance of English. In this study, the researcher only concentrates on a group of students in a remote and mountainous area where there is a lack of a good English speaking environment. Thus, the findings might not be representative for all Vietnamese high school students.

5. The significance of the study

Firstly, the study is conducted to find out some cultural mistakes which students have made when they communicate with foreigners. Hopefully, the findings of the study contribute theoretically and practically to the improvement of speaking process. On the other hand, the research can bring a number of benefits to involve namely students, teachers, educational administrators and researchers of the related fields. Secondly, teachers Kim Xuyen High School as well as English teachers in Tuyen Quang province are those who receive benefits from the information the

research provides. The findings can be used as suggestions for teachers. Teachers will have an overall look at the situations in video of Dan Hauer to have the right ways for students to communicate. Thirdly, the study is also necessary for the students. It is expected that the students can more active when they speak English and confident to communicate English well. Finally, the study can give contribution to other researchers as references in conducting further research. They may get other techniques to encourage students to talk. In general, students, teachers, educational administrators and researchers are those who are likely to benefit from the study.

6. Methods of the study

Based on the aim of the study, the researcher used two methods of study: quantitative and qualitative. The quantitative data were collected with the use of questionnaires for students to identify the cultural mistakes made during the first turns of everyday conversations. This type of data was analyzed via Microsoft Excel. The analysis of this type of data aimed to answer the first research question. The qualitative data were collected via interviews of teachers and students which aimed at dealing with the second research question. Besides, all comments, recommendations and conclusions will be made based on the data analysis. The data collected will contribute to the confirmation and support of the results which have been gained from the previous studies

7. Design of the study

This research is divided into five chapters.

CHAPTER 1, INTRODUCTION, presents the rationale, the aims, research questions, significance, method and design of the study.

CHAPTER 2, LITERATURE REVIEW, presents some concepts most relevant to the research topic such as definition of culture, the relationship between language and culture, typical features in learning in Vietnam in the classroom, language, culture and communication, pragmatic competence, and intercultural communication competence.

CHAPTER 3, METHODOLOGY, provides the methodology underlying the

research which includes the general information about study subjects. This chapter also focuses on the methods of data collection.

CHAPTER 4, FINDINGS AND DISCUSSION, gives a detailed presentation of data and a detailed description of data analysis. Some explanations and interpretations of the findings of the study are also presented.

CHAPTER 5, CONCLUSION, emphasizes the implication of the study in which certain furthermore, this chapter also points out the limitations of the study and provides some suggestions for further studies.

CHAPTER 2: LITERATURE REVIEW

This chapter presents background knowledge of culture, the relationship between language and culture, typical features in learning in Vietnam in the classroom, language, culture and communication, pragmatic competence, intercultural communication competence, cultural mistakes and misunderstanding of culture mistakes concerning the topic of the study.

2.1. Definitions of Culture

UNESCO (1996:108) launches the formal definition focusing on the character of culture as follows,

“Culture is a set of symbolic systems which regulate the behaviour and enable the mutual communication of a plurality of people, establishing them into particular and instinct community. In its widest sense, culture may now be said to be the whole complex of distinctive spiritual, material, intellectual and emotional features that characterize a society or social group. It includes not only the arts and letters, but also modes of life, the fundamental rights of the human being, value systems, traditions and beliefs (UNESCO, 2001:148)”.

Cultures around the world share six common characteristic: it is shared, it is learned, it is based on symbols, it is dynamic, it is integrated, and it is ethnocentric (Haviland, 2002).

“A culture is a configuration of learned behaviors and results of behavior whose component elements are shared and transmitted by the members of a particular society”. (Linton, R.1945:p.32)

According to Block (2001), “Culture, in its broadest sense, is what makes you a stranger when you are away from home. It includes all beliefs and expectations about how people should speak and act which have become a kind of second nature to you as a result of social learning. When you are with members of a group who share your culture, we or you do not have to think about it, for you are all viewing the world in pretty much the same way and you all know, in general terms, what to expect of one another”.

2.2. The relationship between language and culture

Culture profoundly influences the development of language. “It is culture, responding to its particular ecological role that provides the bulk of the conceptual packages that are coded in any particular language” (Levinson, 2003: p.26-27). In fact, Levinson continues, “the contents of language, and much of its form, are thus largely the products of cultural tradition” (Ibid: p.27). So, various, culturally-influenced systems may thus clash due to the differences in the expectations of and the methods employed by both teachers and students involved in a cross-cultural, second language learning process. “As teacher, student interaction is such an archetypal human phenomenon, and so deeply rooted in the culture of a society; cross-cultural learning situations are fundamentally problematic for both parties” (Hofstede: 1986: p.303).

The language teachers have been addressing the need to include cultural knowledge into second and foreign language teaching. Brown (2000) is convinced there is a connection between language and culture. He says, “It is apparent that culture... becomes highly important in the learning of a second language”.

The crucial focus of second and foreign language teaching has been directed towards dispensing the rules of grammar and increasing the knowledge of vocabulary in the target language so that one can produce correct utterances in order to communicate. In other words, competency in linguistic knowledge does not guarantee successful use of the language. "Cultural competency" (e.g., Alptekin, 1993; Beamer, 1992) is necessary in order to carry on fruitful communication.

2.3. Typical features of learning English in Vietnam

According to Tuong Hung Nguyen (2002) some common problems facing Vietnamese learning English are: non-use of *be* in sentences consisting of subject and adjective (e.g. *She beautiful*); and word-by-word translation, among others. Vietnamese students tend to copy down, and hence rely on, everything written on the board. Free lecturing would handicap many students who have not familiarized themselves with listening and note-taking skills. On the whole, their written English is better than their spoken English. Some Vietnamese students may not look in the eyes of the teacher; this is not because of disrespect, but out of fear or reverence, so

to speak. It would be safe to avoid touching the students, and allow them to call the teacher ‘Teacher’. Since keeping quiet in class is to show respect to teachers as well as to create a productive learning environment, being talkative, interrupting, bragging, or challenging the teacher are not typical of Vietnamese culture. Such behavior is strongly criticized and avoided. It is not offensive in Vietnamese culture to ask personal questions regarding age, marital status, salary, religion, etc. Don’t be shocked, but be prepared to explain to them a list of personal questions that make foreign teachers uncomfortable. In this culture, a comment on weight gain is a compliment; on the contrary, a remark on weight loss is not complimentary.

Vietnamese names are written as Last Name + Middle Name + First Name (e.g., Nguyen Thi An), which is opposite to the way people (including overseas Vietnamese) write their names in America. To address someone, the first name is normally used between equals in an informal context. The appropriate form of address in formal situations is a Title + First name, as in Mr. Nam – the Vietnamese do not use last name to address someone.

All students in Vietnam always say: “chào Thầy, chào Cô” meaning “Hello, teacher”. But native speakers do not greet their teacher like that. According to Dan Hauer who has made a series of videos on Vietnamese students’ performance of English, Vietnamese learners of English often make some common mistakes related to the impact of culture. For examples, he said that in America, students always call their teachers by their last name, along with Mrs., Miss. or Mr. All of college and university students usually call their professors by their first names. And if they meet an unfamiliar teacher, whose name they do not know, they often say “Hello” not “Hello, teacher”.

Other types of mistakes can be found in the following utterances. For example, from a native speaker’s perspective “Can you eat.....?”(meaning “Bạn có ăn đượckhông?) is not used to ask about likes or dislikes; it is a question about someone’s ability. When asking about likes or dislikes, “Do you like eating.....?” should be used instead.

2.4. Language, culture and communication

Both of language and culture have a function of communication because they both carry meanings. On the one hand, language carries syntactic, semantic and pragmatic meanings for language users to communicate (Brooks, 1997). On the other hand, culture carries meanings and cultural meanings are expressed through patterns of behaviour, e.g., language. In order to communicate successfully across languages and cultures, one must understand culturally different norms of interaction and people's values and thought (Saville-Troike, 2003). Sometimes linguistic correct sentences could cause misunderstanding or confusion when they are in a different cultural context (Schulz, 2007).

2.5. Pragmatics and pragmatic competence

2.5.1. Pragmatics

According to the Longman Dictionary of Language Teaching & Applied Linguistics (p. 384), pragmatics is a study of the use of language in communication, especially the relationships between sentences and expressions, scenes and situations in which they are used. Applied learning is sometimes opposed to the term learning, which refers to the meaning without mentioning the user and the communication functions of the sentence. Pragmatics is sometimes contrasted with semantics, which deals with meaning without reference to users and communicative functions of sentences.

Pragmatics is often described as the study of language use (Sperber and Wilson, 2005: p.468). In this instance, Pragmatics deals with the study of the relation of signs to interpreters. Whereas the other two branches of Semiotics include Syntactics or Syntax, the study of formal relations of signs to one another, and Semantics, the study of the relation of signs to the objects to which the signs are applicable (Levinson, 1995: p.1). Within this threefold branch, only Pragmatics can be investigated. It is due to the fact that only Pragmatics may discover people's intended meanings, their assumptions, their purposes or goals, and the sorts of actions when they are performing when they speak (Yule, 1996: p.3)

2.5.2. Pragmatic competence

Pragmatics is a subfield of linguistics that has been defined as “the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication” (Crystal, 1997: p.301). This term was originally placed within philosophy of language (Morris, 1938), this term is extensively used in the field of second and FL acquisition and teaching, especially in reference to pragmatic competence as one of the abilities subsumed by the overarching concept of communicative competence.

The notion of pragmatic competence was early on defined by Chomsky (1980) as the “knowledge of conditions and manner of appropriate use (of the language), in conformity with various purposes” (p.224). This concept was seen in opposition to grammatical competence that in Chomskyan terms is “the knowledge of form and meaning.” In a more contextualized fashion, Canale & Swain (1980) included pragmatic competence as one important component of their model of communicative competence. In this model, pragmatic competence was identified as sociolinguistic competence and defined as the knowledge of contextually appropriate language use (Canale & Swain, 1980; Canale, 1983). Later on, Canale (1988) expanded this definition, and stated that pragmatic competence includes “illocutionary competence, or the knowledge of the pragmatic conventions for performing acceptable language functions, and sociolinguistic competence, or knowledge of the sociolinguistic conventions for performing language functions appropriately in a given context”

2.6. Intercultural Communication Competence

Competence in intercultural communication is the ability of an individual’s understanding of key issues involved in the communication of language in culturally different contexts. These cultural differences convey dissimilar meanings and values attached to a social system demanding a great deal of understanding on the part of speakers taking part in intercultural communication. It even requires higher level of communication skills to make sense of the meaning communicated in culturally diverse contexts. Furthermore, the studies on intercultural communication not only determine the role of competence but also advise the understanding of cultural

awareness for meaningful communication (Koester & Lustig, 2010). According to Koester & Lustig, 2010, competent interpersonal communication may be regarded as the result of appropriate behaviour and attitude of participants reflecting actions that fit the expectations and demands of a situation. It is through effective and appropriate behaviour that results in the accomplishment of social or personal goals based on relationships in communication. No doubt, a number of people act and add nonverbal signs to show positive response to meet the expectations of a communicative situation. Thus, appropriate nonverbal attitude not only softens relationship but also involves understanding of ideas in communication.

According to Emitt & Komesaroff (2003), teaching culture of a target language is unquestionably important for the development of competence in intercultural communication (p.44). It requires English language teachers to be competent in communicating language and underlying values, attitudes, and behaviours followed by people in their cultural setting or context. The teachers imparting cultural knowledge may consider various issues related to learners' linguistic background, attitude, behaviour, and the learning style.

Pit Corder (1991) stated: "A mistake is not an issue of knowledge, but it is an issue of its application". Mistakes may be caused because of Ignorance, of not knowing the rules, the structure of the language, and so on; or the inability of students to apply what they have learned.

2.7. Cultural mistakes

Professor Hu Wenzhong (1999) Chinese students often made three kinds mistakes related to culture and language:

(1) From the perspective of sociolinguistics is not appropriate. "Where are you from?" If they meet foreigners on the road, they will ask "where do you come from?" They refused foreign friends' proposal with "I will think it over."

(2) The conflict of different value systems. If they meet the foreign friends after being apart a long time, they said "You have got no change at all." And ask foreigners' income etc.

(3) Too simple or too general. Such as they think all Americans like to eat McDonald's, all British people are quiet. Through this survey, Professor Hu

Wenzhong thinks that the cultural mistakes is more serious than the language errors, because it is easy to cause emotional unpleasant between foreigners and Chinese. Therefore, how should we use language correctly and appropriately is an important part of the intercultural communicative competence.

For example: They tend to make mistakes in culture respect, greeting an English speaker with “Have you eaten your meal?” asking such questions as: “How much does your bag cost?”; “How old are you?”; when they are praised by an English speaker, they deny it by saying, “ No, no, I’m not that good at all”.

2.8. Misunderstanding of culture mistakes.

Jefferson M Fish Ph.D (May 25, 2010): Looking in the Cultural Mirror “This example of a dialect difference in the meaning of "knock you up" between British and American English illustrates the complications that can arise from a cultural misunderstanding. Cultural misunderstandings generally refer to incidents in which differences between one's own culture and another culture leads to some kind of mistake. A cultural misunderstanding occurs when something - a word, gesture, object, social context, almost anything you can think of has different meanings in two cultures. Sometimes the misunderstandings get resolved, sometimes they lead nowhere, and sometimes they can escalate to anything from love to war.

CHAPTER 3: METHODOLOGY

This chapter presents the setting of the study, subjects and methods of the study as well as the analysis of data collected.

3.1. Quantitative method applied in the study

Quantitative research methods are research methods dealing with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships. It is used to answer questions on relationships within measurable variables with an intention to explain, predict and control phenomena (Leedy 1993).

For this first step, the researcher wanted to assess the level of frequently making mistakes in the language process of students at Kim Xuyen High School when they regularly met and communicated with their teachers in this school. The researcher set up the system of 10 questionnaires to ask students. The process of the research would issue questionnaires for the number of 150 students in different classes in school to collect data. In this questionnaire, it is divided into three parts: The first part will deal with the student's essential information. The second part is questionnaire that students could be answered. The third part is presentation of students' opinions such as; strongly agree, agree, neutral, strongly disagree and disagree. When the questionnaire is distributed, the researcher separates the questionnaire into two parts: the first part and the second part are given firstly so that the students can fill in information and answer, then the third part is delivered by the researcher. The aim of the questionnaire which students do not look at the third part to rewrite the answers in the second part and their answers would be completely according to their opinions and views in their communication activities, using their own language. After completing both sections, asking students to conduct data collection for analysis. The first way collecting data is used by quantitative method, the researcher will summarize all of the students' answers in the most detailed and completed way. The data synthesized record and use the tool as Words and Microsoft Excels for analysis.

3.2. Qualitative method applied in the study

The aim of qualitative research is to understand the social reality of individuals, groups and cultures as nearly as possible as its participants feel it or live it. Thus, people and groups are studied in their natural setting. Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations. After conducting quantitative research on questionnaires for students, researchers conducted qualitative research with students in the focus group interview with students, interview data will be recorded. The researcher conducted interviews with Focus Group Interview in different groups of students who completed the questionnaires in the previous sections. The reason why researchers conducted interviews focus groups with five groups of students in school on subjective and objective reasons. FGI is capable of being used effectively in studies related to understanding and exploring people's opinions, experiences, ideas and views on a specific research issue. Because research method encourages participants to raise their personal perspectives, argue with others to protect their point of view.

FGI is more suitable for specific issues which help researchers to exploit the knowledge, ideas, and expressions of participants. On the other hand, FGI can also be used in combination with two methods such as: quantitative and qualitative. It can be used at an early stage to help the researcher synthesize ideas and assume that is a hypothesis for the next research step. On the side of the study, the researcher is interviewed each teacher because of a two-shift school conditions, it is difficult to gather teachers to interview the focus group. Besides, the recording is also rejected by the teachers for their personal delicate reasons. So the data is collected written by personal interview between the researchers with five teachers.

3.3. Research procedure

Vietnamese English learners often make mistakes in communicating with English foreigner. This may be caused by effect of Vietnamese culture. This research focuses on investigating the mistakes occurring in the initial turns of conversations. As such it mainly explores the mistakes related to greetings,

addressing the interlocutors, or responding to those acts. This research use both quantitative and qualitative methods. First, the questionnaire is used to answer the first research question: *How often high school students make cultural mistakes in initial turns of conversations?*” Next, to answer the second research question: “*What are the teachers’ and students’ opinions about whether those mistakes must be avoided in every context?*” The questionnaire is conducted among a group of 150 students. In the process of applying this method, the researcher observes the ways students’ communication, and carries out focus interviews among selected students for more in depth information.

3.4. Setting of the study

The study was conducted at Kim Xuyen High School in Tuyen Quang, in which is situated in the end of Son Duong District, Tuyen Quang province. The school was established in 1969 and students in here have learnt English since 2002. English was taught as a compulsory subjects of six teachers aged from 34 to 43. Currently, there were approximately 1200 students ranged from grade 10 to grade 12. Most of students came from in ten communes in remote and mountainous area. Kim Xuyen High School includes 30 classes; each consists of 40 to 45 students. All students belong to ethnic minority whose life was very difficult. Coming from different ethnic minorities, they themselves are examples of cultural diversity and show their variations of using foreign languages. On the larger scale, Vietnamese culture, like that of many other Asian countries, is under strong influence of Chinese ideologies and religious beliefs, namely Confucianism, Taoism and Buddhism. This is reflected in daily life communication as well as in school interaction. Although the advent of French colonialism and the American involvement in the South also added some Western elements to the Vietnamese society, common social communication have been strongly traditional. It is typical that Vietnamese people show their consciousness about the respect and distinction related to the social status, age or gender of the conversation correspondents when communicating.

3.5. Subjects of the study

The subjects of this study consists of 150 students in different classes who belong to six ethnic minorities such as; 30 Cao Lan, 32 San Chi, 18 Nung, 15 Tay, with 5 Hoa and 50 Kinh students of ethnic group in a High School in Kim Xuyen, Son Duong, Tuyen Quang. They have learned English as a compulsory subject in school settings for at least 10 years, and their English range low intermediate level. Other participants in this study are five teachers of English at the school. The researcher only ponders on a group of students and teaching staff in a faraway and mountainous area where English-speaking environment is still unfavorable. Thus, the findings might not be typical for the situation in high schools nationwide.

3.6. Data collection instruments

The data collection methods applied in this study was aimed at collecting both quantitative and qualitative data to take advantages of analytical and exploratory interpretive paradigms in applied linguistics (Nunan, 1996). The data are taken from the description through questionnaires, interviews with the students, and teacher. However, there are quantitative data which were derived from the students' answer in the part of the second and third part of questionnaires. The instruments used are questionnaires, and interview which combined FGI

3.7. Questionnaire

In this study, questionnaires were selected as one of the important data collection instruments because it could provide information gathered from a large number of participants and help to obtain information about different kinds of problem. Nunan (1992) points out that a questionnaire is an instrument for the collection of data, usually in written form, consisting of open and/or closed questions and other probes requiring a response from subjects. Richards (1994) also defined questionnaire as an effective way of collecting information about “affective dimensions of teaching and learning, such as beliefs, attitudes, motivation, and preferences; and enable a teacher to collect a large amount of information relatively quickly”. In addition, having the same idea with Richards, Seliger and Shohamy (1995) also states that questionnaire is an attractive means of collecting data on

phenomena, which are not easily observed, such as motivation, attitude, language learning strategy use, etc. Questionnaire is given to 150 students in different classes to investigate the percentage of high school students making mistakes related to influence of culture. The questionnaire was designed based on the mistakes mentioned in some video clips by Dan Hauer, an American teacher who has been teaching English in Vietnam for years. For example, mistakes in the use of Mr., Mrs., in the answer to the question “How are you?”, or the use of the word ‘teacher’ in addressing a teacher at school etc. The questionnaire for students which are designed following Likert scale consists of 10-13 questions and will be delivered to 150 students at different classes from Kim Xuyen High School. Specifically, the questionnaire will put more focus on the students’ attitudes toward cultural mistakes communication which they often use in conversations. As most of the participants have low English proficiency, the questionnaire will be conducted in Vietnamese so that they can understand all needed information. Also, the questionnaire will aim at exploring factors contributing to student demotivation in learning English and communicating everyday with foreigners.

3.8. Observations

The participant observation means watching the situation or activities from inside by participating in the group to be observed. Other member groups interacting, taking part in various activities of the group. Participant observation is also applicable in this research. The researcher will insert himself or herself into a member of the group. This is done to be able to observe behaviors that may otherwise not be accessible to the researcher. The observations can either be covert or overt. If they are covert, the researcher is under cover and his or her real identity and purpose are concealed. If the observations are overt, the researcher will reveal his or her real identity and intent and will ask permission to make the observations. The researcher will record whether or not the students have mistakes that Dan Hauer mentioned. In summary, the researcher would collect a rich amount of valid and reliable data from questionnaires and interviews and observation. Five teachers of English from Kim Xuyen High school recruited for an interview. In the interview, they would express

their opinions on whether those mistakes must be avoided in every communicative context. The researcher is conducted the interviews of focus groups when participants will have as much freedom as possible to raise their voice, to argue with the other interviewees in the groups. The interviewer will act as a moderator only whose job is mainly to steer the interview so that it does not go too far away from the interview questions. On the one hand, the interview was conducted with five teachers individually because the teachers had to teach two shifts which led to the difficult interview, one teacher had to spend time to take care of her father's illness, and other teachers have to teach long hours in her class. The researcher would rewrite teachers' ideas carefully while they were interviewed.

3.9. Structured interview

Five teachers of English from Kim Xuyen High school will be recruited for an interview. In the interview, they will express their opinions on whether those mistakes must be avoided in every communicative context. To have a more complete picture of the participants' opinions, six students of groups will also be interviewed.

The interviews will be in the form in which participants will have as much freedom as possible to raise their voice, to argue with the other interviewees in the groups. The interviewer will act as a moderator only whose job is mainly to steer the interview so that it does not go too far away from the interview questions. The interview takes 30 minutes to complete. The data will gain from the interview was recorded, transcribed for the analysis purpose and then be translated in English. Hopefully, the interview contributes to the better understanding of the matter. The interviewer needs to determine his or her role in the interview. The interviewer should not intervene too deeply in the debate process of participants in the direction of imposing on their own. On the contrary, they must "hide" themselves behind, observe and support of the interviewees. They should only participate in the discussion skillfully as if they were also a participant rather than an interviewer. Their participation should be in a form that encourages or promotes discussion among participants who go further than regular interviews by stimulating them to discuss disagreements. The interviewers must prepare the interview questions carefully and

have the flexibility to give appropriate additional questions arising during the interview process. They must be listeners who encourage participants to raise their views, especially contrary views. In addition, they also need to be able to create an open and intimate atmosphere during the interview process. The researcher will give three kinds of questions when they conduct the interview.

- The main questions are the research questions prepared before. Those questions can be designed based on a specific situation or scenario.

- The lead questions are kind of questions that help the researcher to learn more about a point raised such as: why, what etc. These types of questions of usually arise during the interview process and depend on the respondents' responses

- The test questions are questions type used to verify a member's opinions and formed from the answers of interviewees.

3.10. Data analysis procedure

The data for this research is collected from questionnaire, interviews and observations. The analysis of data is done based on the following steps.

The researcher will use both quantitative and qualitative data in this research. The quantitative data were analyzed through five steps data analysis which is proposed by Burns (1999): assembling the data, coding the data, comparing the data, and reporting the outcomes. The collected data is classified according to the research question. To be specific, based on the results of 23 returned questionnaire from students, the researcher begin to classify the data to give answers to the first research question .The results is presented in two main categories, namely: The results of this analysis will convert into statistics, numbers and percentage in the form of tables and charts for the purpose of comparing and analyzing. Secondly, content analyses become helpful when the researcher will make a thorough analysis from the points of students' and teachers' view. Then the researcher will analyze to find the mean score of each aspect through Microsoft Excels.

3.11. Data analytical methods

With the questionnaire data, descriptive analysis will be used: mean, mode, medium, frequency etc. With the focus group interviews, content analysis will be

used. In this question, to answer this research question, the researcher will use questionnaire for 150 students in classes at Kim Xuyen High School. In addition, there is more emphasis on discovering the real causes of the mistakes and ways of correcting and avoiding them. A mistake is something natural, something that the teacher may identify. The researcher also employs various techniques to interpret from the process of editing and observing through communication activities carried out among participating students and teachers.

CHAPTER 4: FINDINGS AND DISCUSSION

This chapter analyses the data gathered for the study through students' questionnaires and then discusses its findings against the research questions.

4.1. Data analysis

Research question 1: What are common mistakes high school students make in initial turns of conversations?

For this research question, the researcher used the questionnaire survey for 150 students in classes at Kim Xuyen High School. In addition, there has been a greater emphasis on covering the true cause of non-grammatical, non-phonetic errors which indicate it may be unnatural in communication. The American culture greeting each other: Hello, Mr. + surname, but in Vietnam, greeting is Hello, Mr. + name. Is this a cultural mistake? Or is it wrong to use? If it's wrong, why the Vietnamese people often use it?

4.1.1. Cultural mistakes: realities

Students' answer to the following questions by writing English sentences that they find most appropriate (Appendix A – part II)

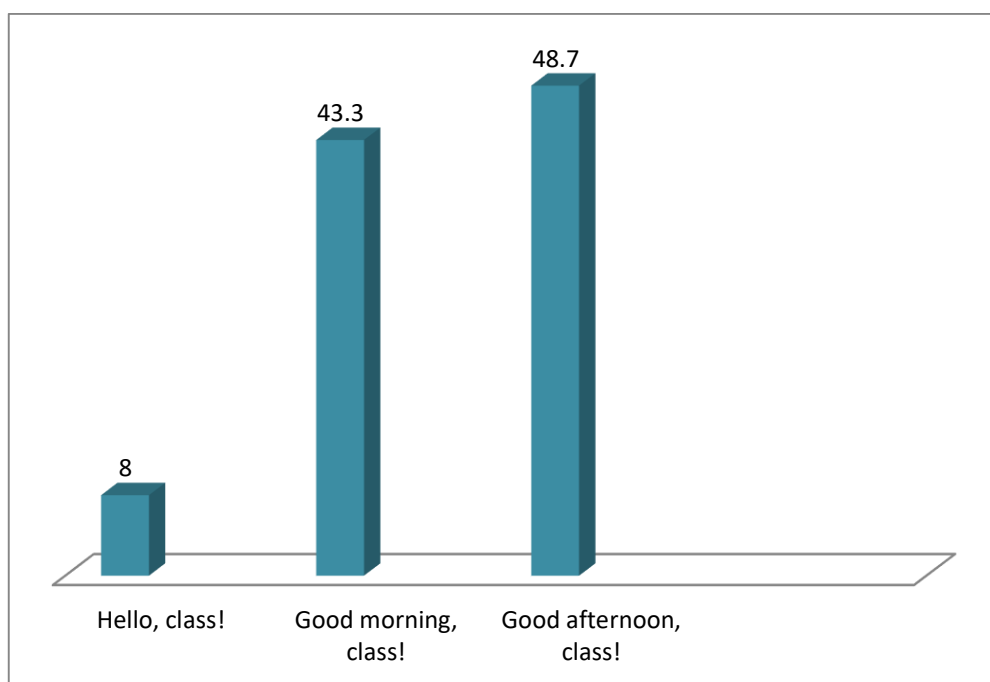


Table 1: students' answer to question 1

Question one 43,3% students and 48,7 % gave answer such as: "Good morning, class; / Good afternoon, class; and with 8% answered Hello, class; The greetings were used again and again in over years they were not grammatical wrong, but comparing with a video of Dan Hauer: In this video; he said that it was unnatural in his country (USA) where they only used it: Good morning or Hi when they meet students everyday. The results of the questionnaire section proved to be a higher percentage of students agreeing that sentence is still used more in everyday life.

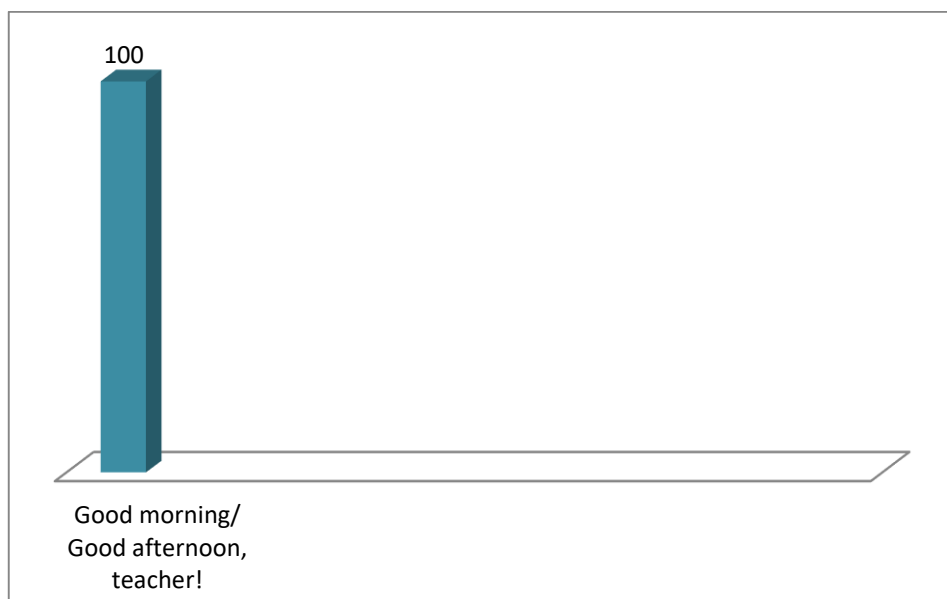


Table 2: students' answer to question 2

Question two when students greet the teacher, they always speak: Good morning, teacher or Good afternoon, teacher. Their answers are not wrong and flexible. The questionnaire showed 100% students said they used a greeting and now it has become a habit. In addition, they thought that adding teachers would show the respect for teachers. After watching Dan Hauer's videos, the students of Kim Xuyen High School said that: If they greeted without "teacher" and it easily became an impolite or even rude. So, they thought that adding "teacher" would show respect. If Dan Hauer thinks that it is not natural or necessary that students in Kim Xuyen, who have always agreed to speak like that would be the best.

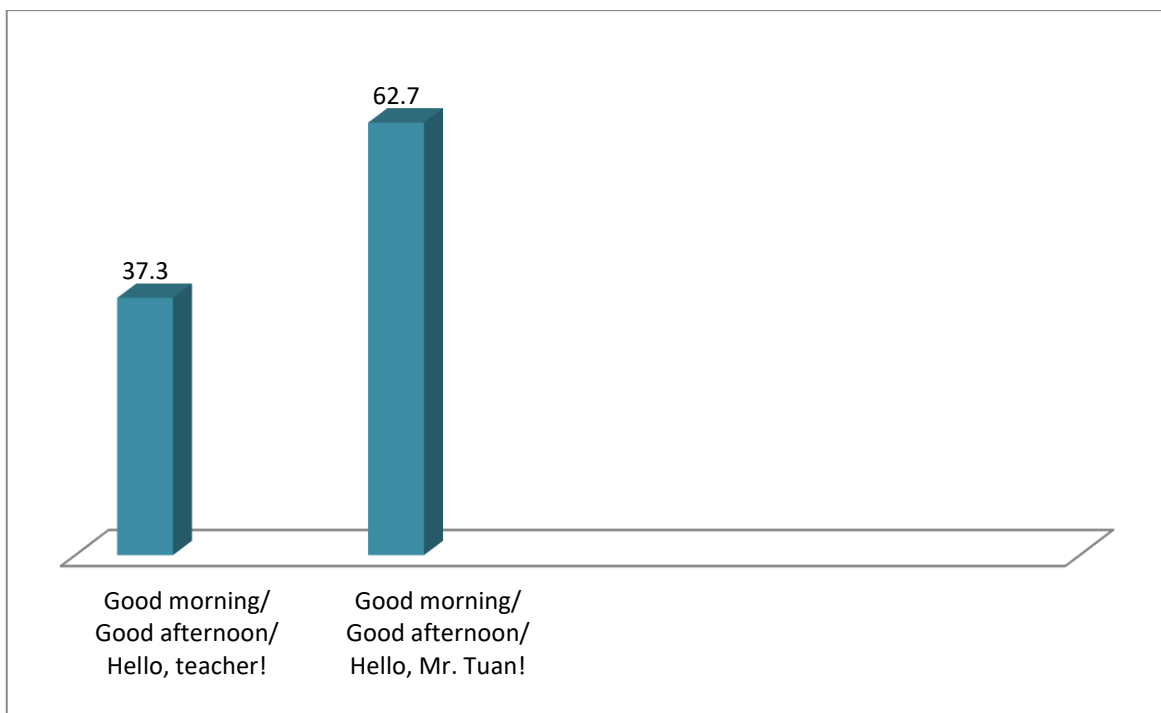


Table 3: students' answer to question 3

In question three, 37, 3% students wrote their answer: Good morning teacher / hello teacher into the questionnaire. With 62, 7% students answered “Good morning Mr. Tuan/ Hello Mr. Tuan” when students met their teacher in schoolyard.

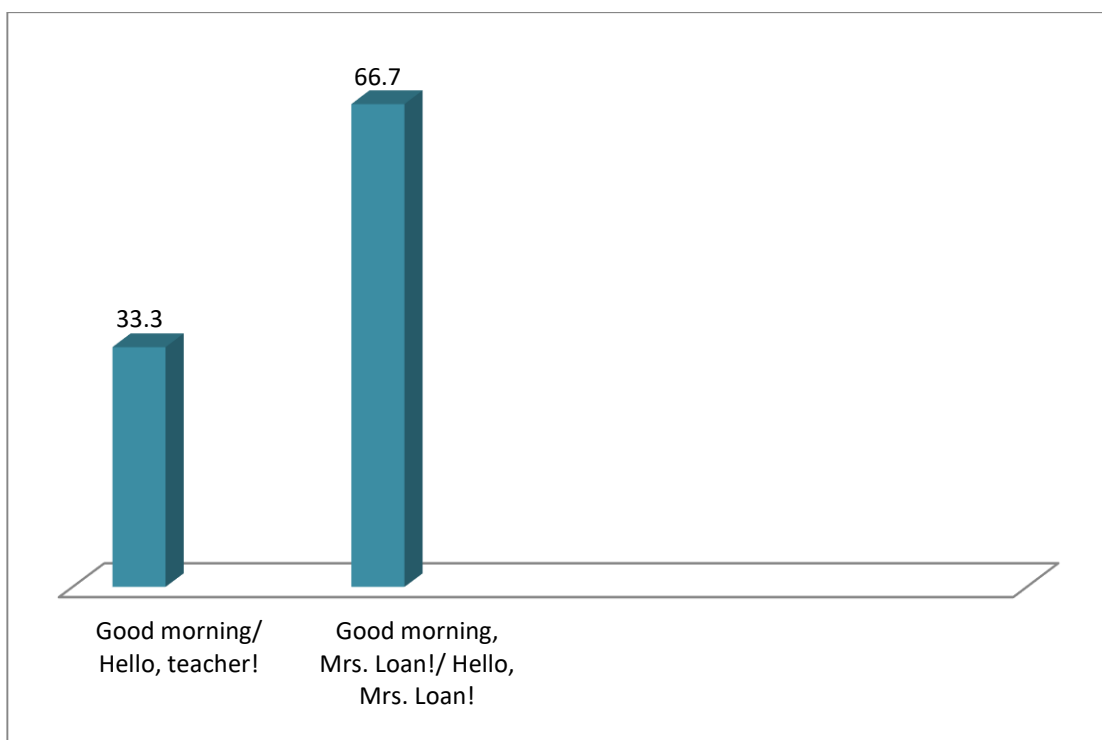


Table 4: students' answer to question 4

The result of question four with 33, 3% students' answer "Good morning, teacher/ Hello, teacher" and which had 66, 7% students gave "Good morning, Mrs. Loan/ Hello, Mrs. Loan".

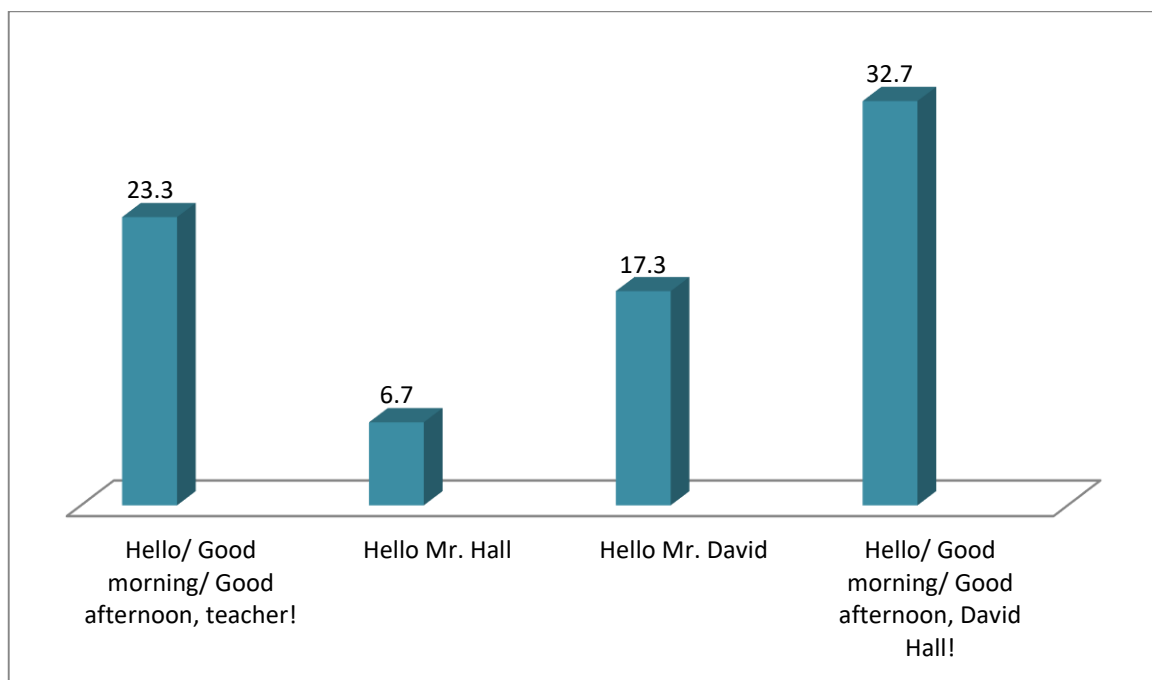


Table 5: students' answer to question 5

In question five students gave their answer "Hello, teacher / Good morning, teacher/ Good afternoon, teacher" with 23,3%; 6,7% "Hello Mr. Hall", "Hello Mr. David" 17,3% and the last was 52,7% with students "Hello David Hall/ Good morning, David Hall/ Good afternoon, David Hall"

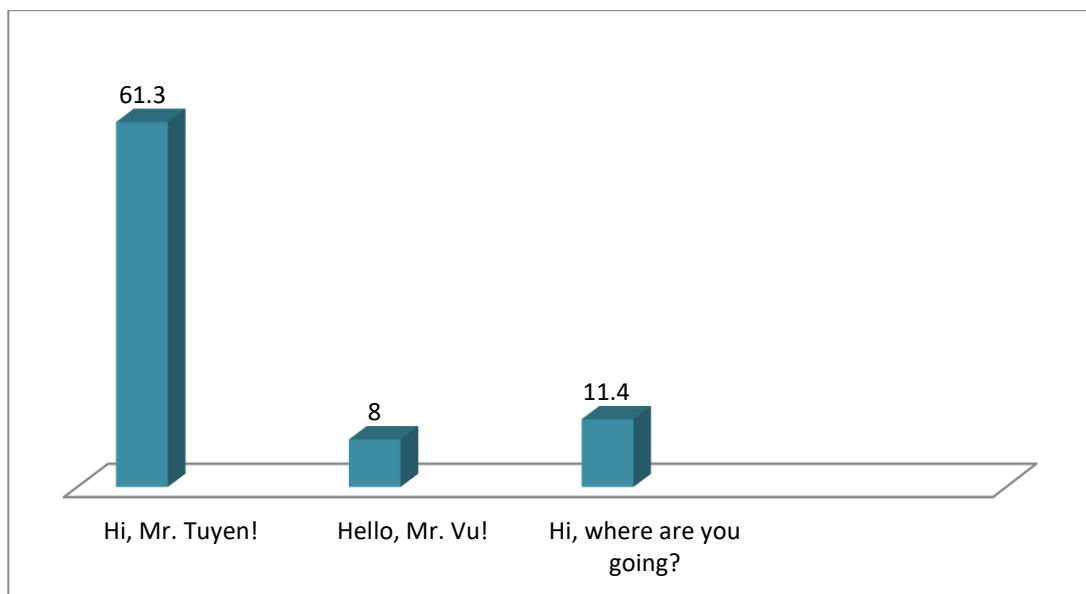


Table 6: students' answer to question 6

To give response to question six “how does a native teacher come to Vietnam, greet Vietnamese teacher named Vu Minh Tuyen? (e.g. "Hi Mr. Tuyen!" or "Hello Mr. Vu!" or "Hi, where are you going?"), students' answer “Hi Mr. Tuyen” with 92Ss = 61, 3%,” Hello Mr. Vu” with 41Ss = 27, 3% and “Hi, where are you going?” accounted 17Ss = 11, 4%.

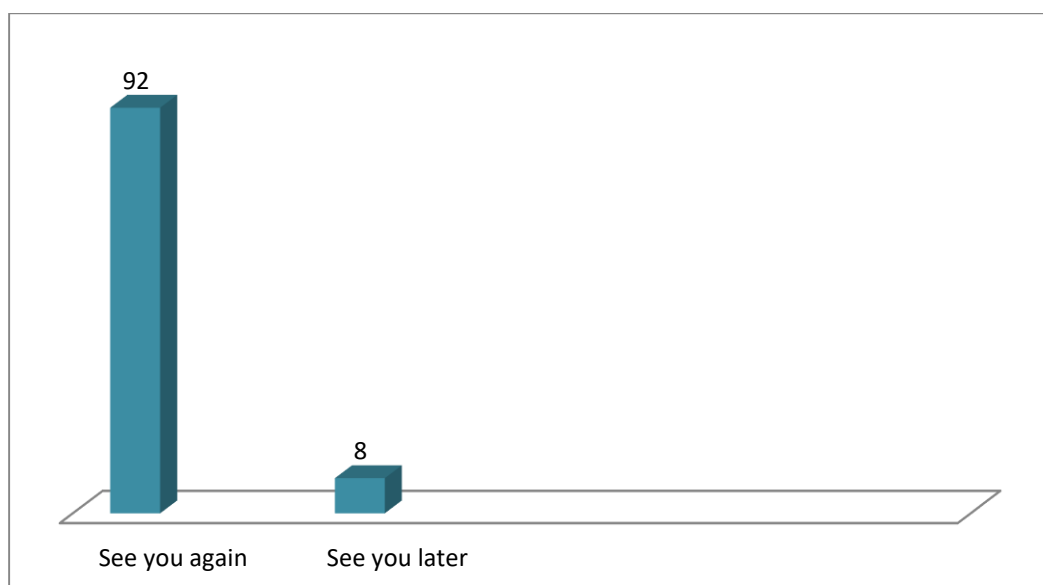


Table 7: students' answer to question 7

Students answered in question seven that had 138 students answer: “see you again” 92% and 8% with answer “see you later”.

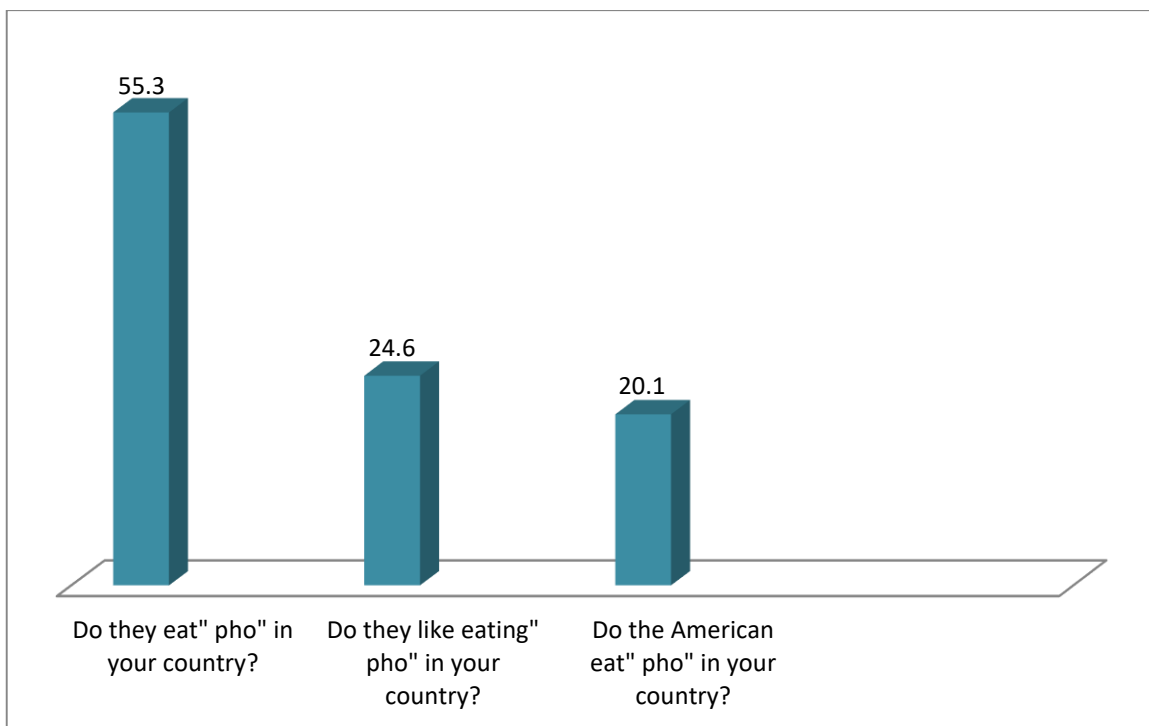


Table 8: students' answer to question 8

In question eight: “Do they eat “Pho” in your country? (83 students = 55, 3%); Do they like eating “Pho” in your country? (37 students = 24, 6%) and “Do the American eat “Pho” 20, 1%.

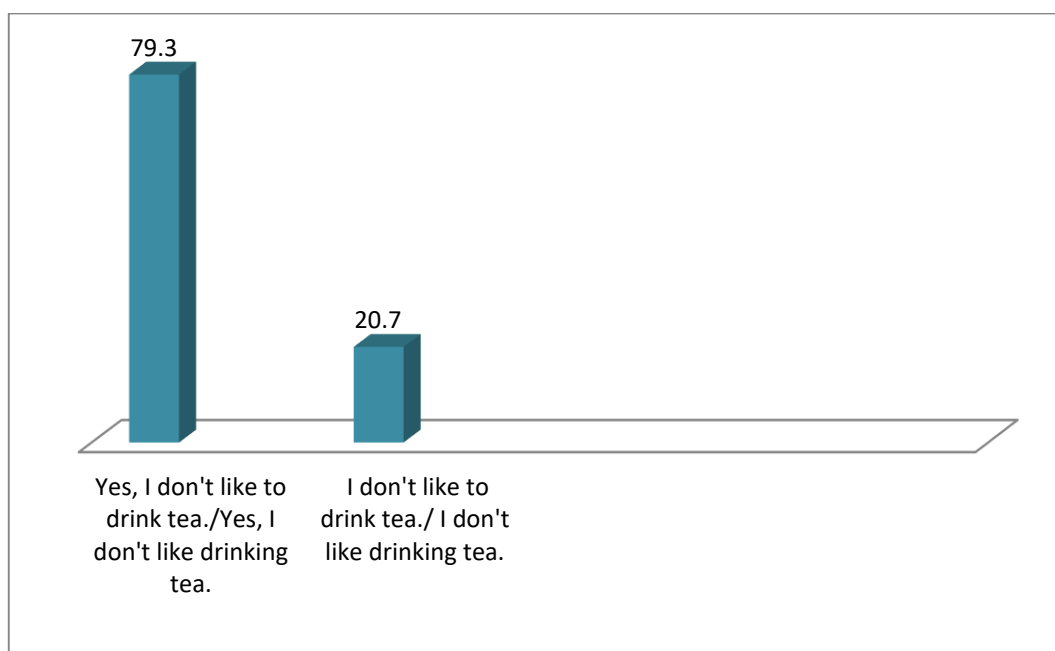


Table 9: students' answer to question 9

For this question nine with students' answer: "Yes, I don't like to drink tea. / Yes, I don't like drinking tea" was 119 students = 79,3%.

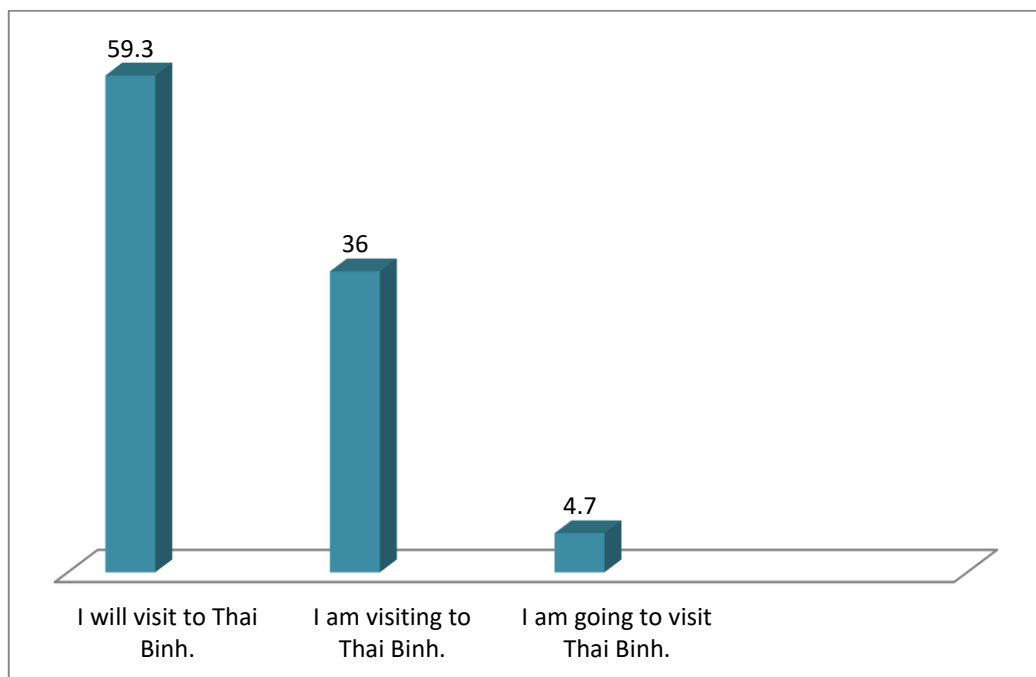


Table 10: students' answer to question 10

And the last question students' answer: "I will visit to Thái Bình" with 89 students = 59,3%, "I am visiting to Thái Bình" 54 students = 36%, "I am going to visit Thái Bình" with 7 students = 4,7%. These questionnaires were conducted with 150 students in different classes. The results of students' responses were collected and analyzed by researchers to understand the situation that students are using in a very common way. That result will be compared with a survey of the questionnaire in the third and the interview section. From here, the researcher would rely on specific data to confirm what was said in Dan Hauer's video that has made a series of videos on Vietnamese students' performance of English; Vietnamese learners of English often make some common mistakes related to the impact of culture. For examples, he said that in America, students always call their teachers by their last name, along with Mrs., Miss. or Mr. All of college and university students usually call their professors by their first names. If they meet an unfamiliar teacher, whose name they do not know, they often say "Hello" not "Hello, teacher". Thus, Language is one of the most important carriers of culture, without language, culture would not be possible.

In a series of video clips posted onto Youtube.com Dan Hauer mentioned these mistakes as in appropriated, unnatural use of English in communication. In communicating daily the Western people they do not use like that. These mistakes are not pronunciation or grammatical errors. So Dan's point of view is an American, he is using English language of American culture. The cultural countries use English as the main language in their life. Thus, there will be differences, not similarities, what Dan says is only subjective of himself, acknowledging the cultural aspect of his country. In Vietnam, the culture of communication follows the customs and traditions of the Vietnamese nation, as well as any answers or questions that have the word "dạ, vâng" to show the respect to the person. Considering the mistakes he mentioned, the survey by questionnaire for students at Kim Xuyen high school results from the answers of the students are against Dan's point of view, which accounts for a high proportion, has been analyzed specifically by the researcher, detailed by evidence with specific figures. Students' adding words from each sentence in communication to show their respect for teachers or older people in daily communication. Such communication is not grammatically incorrect, or pronounced, only unnatural when communicating with native speakers.

In fact, Kim Xuyen students can master grammar rules but the use of English fluently for communication is causing difficulty. The students are also very afraid of not being confident and often making mistakes in inappropriate communication or cultural mistakes. There are many different objective and subjective reasons, and this is the concern for many English teachers at Kim Xuyen High School because teachers themselves are experiencing difficulties in communicating to native foreigners. High school students communicate in English well is an important premise for exchanges and access to success opportunities in the development of speaking skills. In the actual teaching process of English at high school, the researcher realized that there are many difficulties and obstacles using English that have become barriers for students of Kim Xuyen. Students often make mistakes in cultural communication because of many difficulties for students who living in remote and mountainous areas, where English conditions have not developed yet.

4.1.2. Cultural mistakes: students' opinions

In section 4.1.1 above, we can see the general overview of the use of English in communication of Kim Xuyen high school students. In general, the data analyzed has many views between the uses of English in the communication of Kim Xuyen students. In section 4.1.2, the researcher will give the results of students' opinion analysis to see if students know that the mistakes mentioned in section 4.1.1 they want to change or they should avoid.

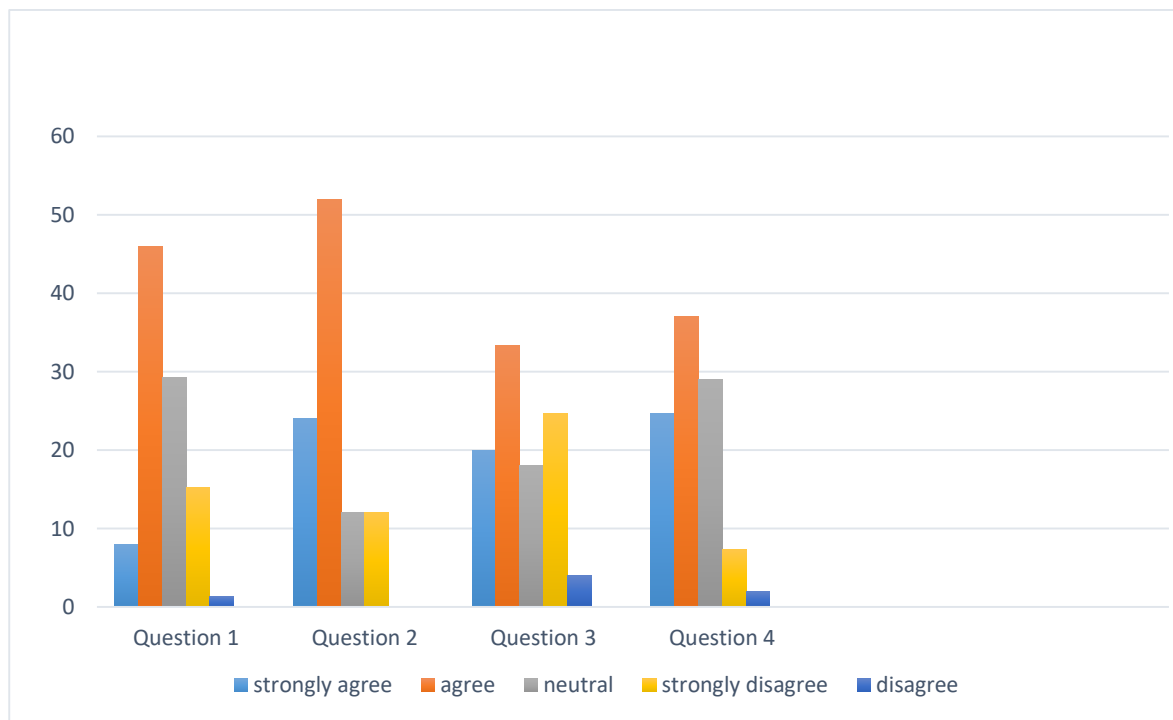


Chart 1. Students' opinions

Students answered question one with different ideas. Generally, nearly half of them approved with 46% of students agreed idea “without use “teacher” in the greeting: “Good morning”, 8% students strongly which was total over 50% students’ agreement. Followed by 29,3% of them who were neutral how to speak English properly. Also, 15,3% of students held the opinion of speaking English strongly disagreed. However, 1, 4% students denied the ideas of this question. On the other hand, as can be seen from the chart with question two, with 24% students strongly agreed. Answering followed 52 % students’ agreement, also with 12 % students with their ideas disagreement. However, 12% students denied the ideas. From such statistics, it is important to show that cultural communication of Vietnamese people is very different from foreigners. Most students responded to this idea of Dan's view in the video is only suitable for foreigners. Question

three total 53, 3% students' agreement and strongly agreement. With 18% was neutral and 28, 7% students' disagreement and strongly disagreement. In question four there was different ideas with this question, 24, 7 % strongly agreed, 37% agreed, 29% students' neutral ideas and the smallest percentage was disagreed and strongly disagreed.

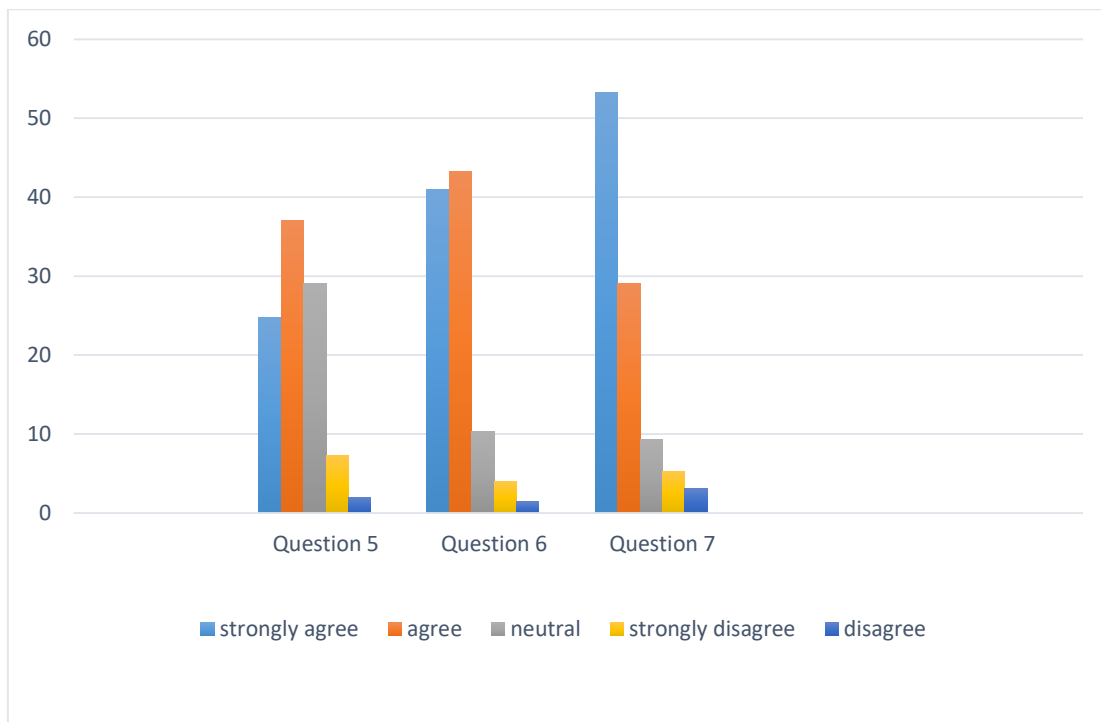


Chart 2. Students' opinions

The statistics in chart two revealed that students in question five had strongly agreement, with high percent 41% while 43,3% a half of the subjects agreed it and 10,3% were neutral in it. Questions six and seven when presenting on a bar chart, the researcher would easily observe and analyze information of the table. Besides the students' views have been answered, the rate of agreement, and neutrality accounted for a higher percentage than disagreeable opinions. Through the observation of the chart of question 5 to question 7, the results of the students' responses have achieved a much higher agreeing and complete ratio. They often use more, make up a high percentage, perfectly common in communication.

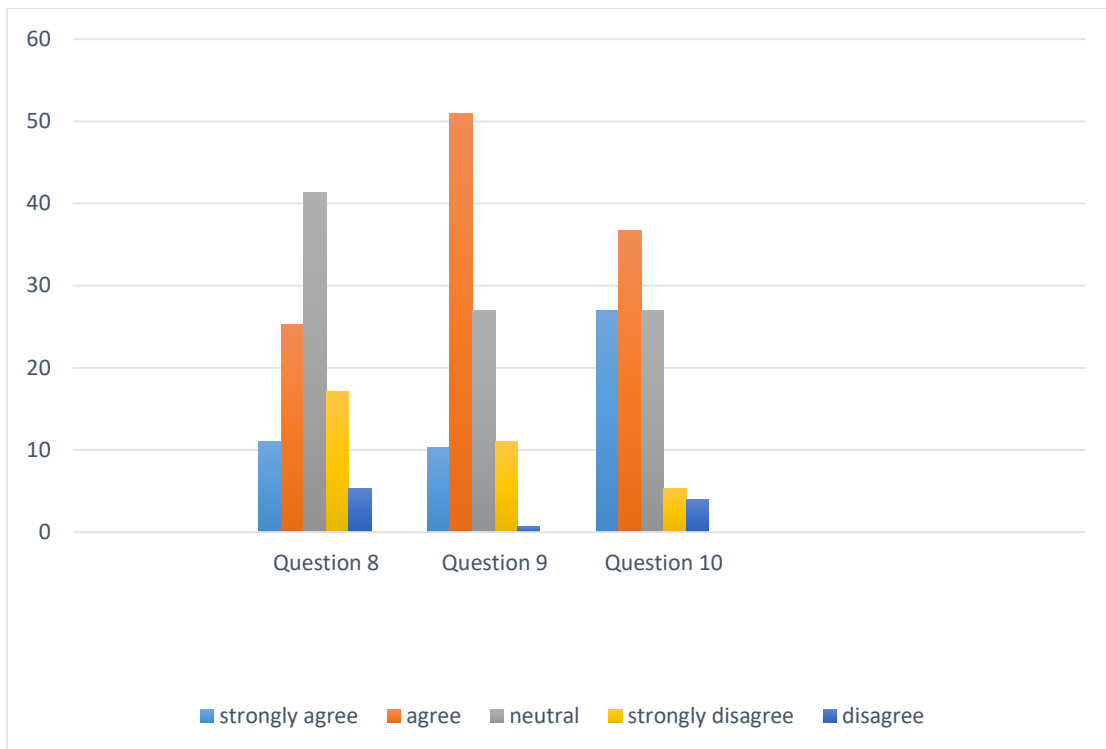


Chart 3. Students' opinions

The above table also confirmed that students' view about the different ranged variously from question eight to ten with percentage for very high, in question nine more than a half 51% had neutral ideas. In chart two shown that students in question eight had strongly agreement, agreement were 36,3% and 41,3% were neutral in it. Questions ten presenting on a bar chart, the researcher would observe and analyze information of the table. Besides the students' views have been answered, the rate of agreement, and neutrality accounted for a higher percentage than disagreeable opinions. In question eight, the neutrality rate is much higher because they are hesitating between using their first or last name. This is understandable because from the fact that they have not been contacted with foreigners, they do not how to use suitable in that situation.

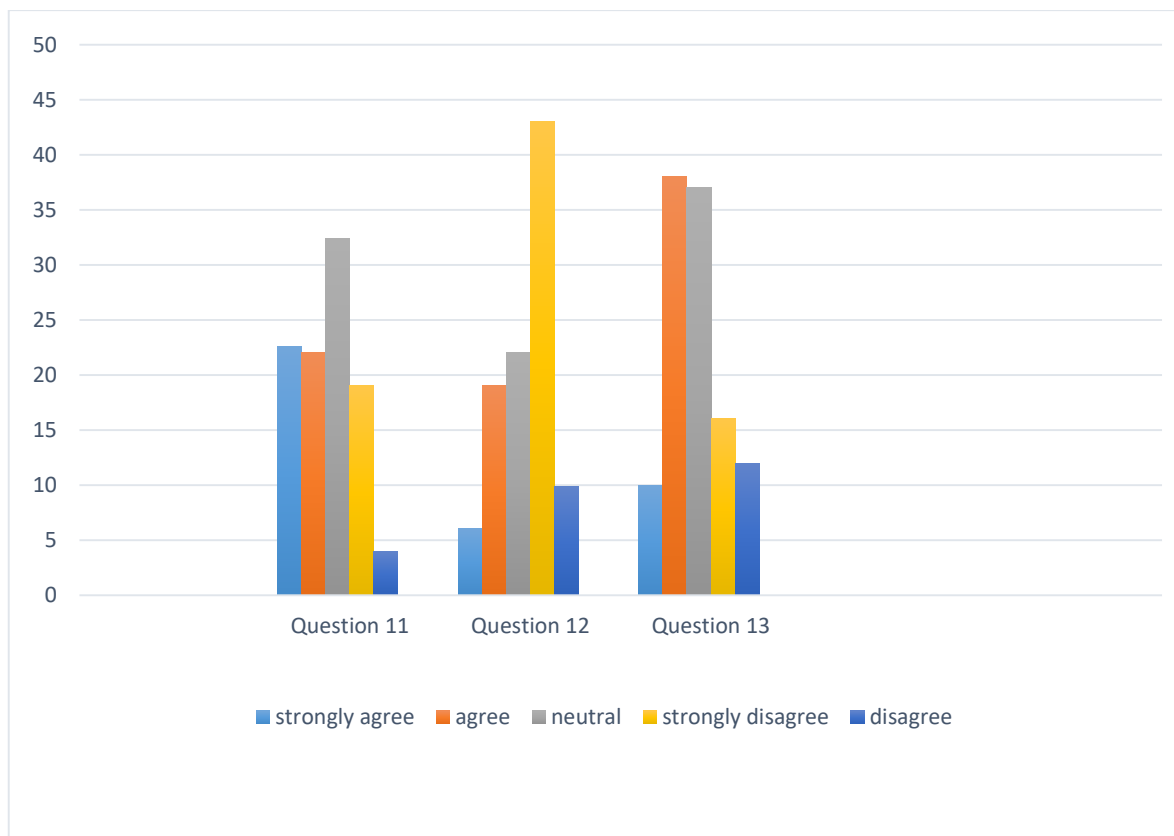


Chart 4. Students' opinions

Questions eleven presented on a bar chart, the researcher would easily observe and analyze information of the table. With 26% strongly agreement, 22% agreement and 32, 4% were neutral in it. This question would be mention with 19% students' view disagreement. However, in question twelve there are many opinions of students about using "hello. How are you", only 6,1% strongly agreement, 19% agreement, students' neutral views were 22% and disagreement were 43% and 9,9 strongly disagreement. In the last sentence, the researcher easily observed and analyzed the data with 10% of the opinions strongly agreed, 38% agreed, 37% were neutral, 28% were disagreements and were not strongly agreement.

After completing questionnaire in two parts for 150 students at Kim Xuyen high school, each question had different opinions from the students. Many of their opinions differed immediately in the second and third parts of questionnaire. From students' answers, the researcher analyzed the data and gave comments based on researcher's results. The researcher has received answers from students. Although in a series of video clip of Dan Hauer presented his opinion saying that such

communication is unnatural, or does not need to use words like this, or abroad they do not say. However, through questionnaire for students in a mountainous area where they have no conditions to communicate English with native speakers, the results partly show what Dan said was yes and no practical basis. Students in Kim Xuyen High School can still distinguish clearly the specific circumstances and use them to suit the culture and fine customs of the Vietnamese nation. Besides, they also respect the way of addressing foreigners and also respect the communication culture of English-speaking countries. The way communicating of students often are thought to make mistakes culture because they are grammatically correct and are written in textbooks.

4.2. The results from interviews

In this section, researchers use interviews to understand the views of both students and teachers about the errors that Dan Hauer raised. The results of the interview analysis will complement and reinforce the opinions of students analyzed in section 4.1.2.

4.2.1. Students' opinions

After the results were obtained in a quantitative method, the researcher analyzed the data in the second and third parts of the questionnaire. The researcher made interviews FIG with six groups. Before interview, students had watched a series video of Dan Hauer video that mentioned a lot of things he thought English speakers often used wrong. There were six groups who were discussed their views that they have answered in this questionnaire, with three groups discussed in part II and three groups debated in part III. .

When the students were asked:

Question 1: What do you think about Dan Hauer's point of view about how to use word "teacher" (using 'teacher 'when students want to greet)

Group 1: Students in group were very excited to discuss. They said: "they thought Good morning, teacher! According to them using like that would not be considered to be rude and show their respect to their teachers.

Group 2: Good morning, teacher! They thought this sentence was not grammatically wrong. They often used to greet the teachers, so they understood this sentence would not be considered disrespectful to teachers.

Group 3: Students often used Good morning, teacher! When they wanted to respond to the teacher's greeting. They found that using would not be considered to be rude and show their respect with teachers.

The quote of students: *“Theo em cách chào “Good morning, teacher or Good bye, teacher thì em nghĩ là nên và sẽ đổi thành “Good morning, Mrs. Loan, bởi vì xem video, ý kiến của Dan Hauer nói rằng chào Good morning, teacher như thế là mình không nhớ tên của giáo viên nó không được lịch sự theo em thì nên thay đổi chào Good morning, Mrs. Loan, Good morning, Mr. Tuan sẽ lịch sự và trang trọng hơn”.*

After many students' opinions, one of the member in group 1 was given a pretty good idea in the group members they will greet “Good morning Mrs. Loan” more than use “Good morning, teacher”. You all agreed that it would be polite, reasonable and clearly. Besides, there are students in group discussions who have not clear opinions or neutral, so the researcher will focus mainly on those who often give opinions after the arguments take place in that group. The results from each of the researcher cited the highly consensual opinion, who listened and copied this recording into research data. The researcher found that it also consistent with the style of English speakers and students who are learning and using English at Kim Xuyen School.

Question 2: Do they want to change the way of using Mr. or Mrs. + Name like Vietnamese people still use when communicating with foreigners?

Group 4: When they met their teacher, they often called Mrs., Mr. + name because there were very few families' names in Vietnam. If they greeted Mr. /Mrs. + surname with teachers in Vietnam, they would be easier to distinguish. They still knew many people in Vietnam who used the same way.

Group 5: They thought that they were learning a language of another country, so they could use a foreign language; learn a language of this country. Hence it follows that they will say Mr. / Mrs. + surname when they communicate with foreigners, and greet Vietnamese teachers with Mr. / Mrs. + name.

Group 6: when communicating with foreigners they will introduce Mr. / Mrs. / Miss + last name, then I will explain that in Vietnam often use Mr. / Mrs. / Miss + name. If it is a daily meeting situation that is frequently met and communicated, I will greet Mr. / Mrs. / Miss + name.

The quote of students' opinion: nếu dùng “Hello, teacher/ Good morning teacher” theo tên chính của người Việt Nam thì hợp lý hơn, dễ hiểu và thể hiện sự kính trọng khi chào Thầy – Cô và người được chào sẽ biết là học sinh đang chào mình, còn nếu mà chào Hello Mr. Nguyễn, Mrs. Doan thì em nghĩ đối với người Việt sẽ rất khó phân biệt chính xác là đang chào ai, như em được biết họ ở Việt Nam thì rất ít họ. Khi gặp người nước ngoài thì phải dùng là “lời chào + tên họ của họ” bởi vì như vậy thể hiện trang trọng và lịch sự khi giao tiếp với người bản ngữ”.

Question 3: Do you have any idea about how Dan Hauer corrected the sentence “I am fine, thank you. And you?”

Group 1: Instead of using each question like: How are you? You can ask other questions: How's everything? / How's it going? / What's up? / What's happening? / How are things? / How's your life? Because they had several times to meet with foreign volunteer teachers when native teachers asked and responded to the question, "I am fine, thank you, and you?". The foreign teachers feel uncomfortable and they edit other ways for students to answer, eventually many students remember and change such as: I'm good/ I'm great I'm so so/ etc. Therefore they should not speak like a machine and answer sentence from the first friend to you finally, they should be more flexible in this answer.

Group 2: One student said: “Một lần về Hà Nội em gặp một người nước ngoài, lúc đó em đi lại gần họ và hỏi chuyện, câu đầu tiên em chào là: Good morning! Họ cười và chào lại em “Hi, guy!” họ hỏi em “How's everything?”, em không hiểu gì cả, rồi họ

hỏi lại “ How are you?” em trả lời: “ I’m fine, thank you. And you?. Họ không hỏi gì thêm nữa, em cũng không hiểu tại sao. Sau này khi em học tập và được biết nhiều hơn về tiếng anh em cũng thấy có nhiều câu mà em đã sử dụng không phù hợp trong giao tiếp giờ em cũng phải thay đổi và muốn được thay đổi”. As for him, He hopes that many people who want to use and speak English they should follow native culture, it is short and easy to understand.

Group 3: when watching videos and how to edit sentences: “I fine, thank you. And you? By Dan Hauer they thought they had more information about the answer and just need to be flexible to replace the richer way of answering because the question is about your feelings, it is not always "I am fine".

Question 4: What is their opinion about Dan Hauer that Vietnamese people should not use the question "How many people are there in your family?" and answer "There are four in my family: my father, my mother, my sister, and me "?

Group 4: This sentence is still used in textbooks and is also commonly used in everyday questions. For Dan Hauer he says Vietnamese people should not use this sentence as completely unfounded because of the fact that teachers and students still use it.

Group 5: In their opinion, they do not agree with Dan Hauer's point of view, because in communication of the Viet people when they first meet, they often ask many questions related this problem about their family. Besides, they were learned in the textbook, read many documents that they often were taught by teachers like this. Hence it follows that they thought it's not wrong. This sentence is an introduction to the family to let others know about their families.

Group 6: With question is "See you again". when students watched Dan's video in this video he said that: in oversea countries using " see you later" and do not use " see you again" these ideas of students. when students in Kim Xuyen High school agreed that they could be changed because they knew to have a song: “See you again” "by an outside author (Song meaning: Wiz Khalifa's Billboard destroying hit single" See You Again "that Charlie Puth features is a tribute to Paul Walker actor, who died in an automatic marriage when he heard of Fast and Furious, he heard that song

written to a deceased person to commemorate them, so the researcher find that students will fix and say hello: " see you later" in Dan's video.

In this section, to focus on the most perfect ideas, the researcher only interviewing focus groups with groups 1,2 and 3 that focused on answering questions 1 and 3. On the one hand, the researcher focused on questions 2 and 4 with groups 4,5 and 6 that focused on answering questions 2 and 4.

There had different opinions in each group, the researcher would listen again and take notes main points of opinions of six groups, and analyzed views that six groups have discussed and given opinions. And then six students groups would be allowed to cross-discuss between them. Finally, the researcher would find and validate these opinions again.

4.2.2. Teachers' opinions

When the teachers were asked questions of Appendix B

In question 1: Teachers quite agree with video Dan's point of view, because Vietnamese students are still afraid of considering rude or do not respect the teacher.

Teachers must actively explain to students Teachers will help students understand better in the communication environment when speaking English with native speakers. It will have many differences with Vietnamese people, and they should set in the context of using language in environment certain relay to use. Asking students to greet teachers when they enter classroom: Good morning, teacher! If the teacher needs to give up these words, it depends on an individual teacher, who wants to say "teacher" and other teacher doesn't need the word "teacher". Thus, teacher will help students understand. it is not wrong, which does not affect communication and it is important that an English teacher is teaching students what teachers want to change to use the word "teacher or not"

In question 2: Do you have to change the way of using Mr. or Mrs. + name like Vietnamese people when communicating with foreigners?

Teachers' opinion when communicating or talking to foreigners, students will greet the teacher (Ms., Mr. or Mrs. + surname) to respect to the teacher when meeting and communicating, and teachers only working in a short time. If the foreign teacher

has been working in Vietnam for many years, the teacher will call him (Mr. or Mrs. + name) and explain because he (she) have been working in Vietnam for many years and the teacher ask for permission to call it so that she can express their intimacy and love with the foreign teacher.

In question 3: Do you have any idea about how Dan Hauer corrected the sentence “I am fine, thank you. And you?”

Agreeing with the idea that it is not natural to use this sentence, because teachers teach common textbooks from elementary school, they also teach students without providing more ways for students. It is another good answer to remember, so students also do not pay attention to use it to be more flexible in communication. The teachers also found that their students changed rapidly when the students took the initiative in the subject to use other sentences.

In question 4: Do you have any comments on Dan Hauer's belief that Vietnamese people should not use the question, the word ‘teacher’ in communication with teachers because it will be considered rude?

For students at Kim Xuyen School, students are very obedient; their personality is shy in communicating with teacher and friends in daily life. When students greet: Good morning or Good afternoon, you have shown respect for teacher because you are walking and stopping greeting so you have shown a polite culture in communication.

Research question 2: What are the teachers’ and students’ opinions about whether those mistakes must be avoided in every context?

Students’ opinion:

Learning foreign language of students at Kim Xuyen High school still has many shortcomings and experiences because of a real language environment. So, practicing speaking English were also certain limitations, even the greetings at the beginning of the conversation between her and students, they do the same as a certain lesson plan, but they also have their thoughts or opinions to change after implementing this research thesis in a high school in Kim Xuyen, Tuyen Quang. They said that they often make mistakes when communicating every day; they would try

to change and improve the use of foreign languages because foreign languages are tools to communicate with foreigners. In context of economic cooperation integration it is not used properly or not properly, they will change. Just like in Dan Hauer's video, as an English teacher, pointed out the common communication mistakes of students at school.

Teachers' opinion:

It is also possible that local culture texts could be used in contexts where the students come from this culture but the teacher is from another culture. In such a situation, the teacher, if not familiar with some of the cultural topics, can become an interested listener, creating a real context for students to tell others about their culture in English. This would seem to be an ideal context for using English as an international language. They teach and follow the textbook curriculum, thus, those sentences appear in the textbooks, they must communicate and help students understand. Along with our teachers always cage transplanting intercultural teaching among countries using English and Vietnamese so that they can better understand the situation and be flexible in a specific language environment. Through the interview of these questions, they were determined about the instructional objectives in a period lesson of teaching and practice speaking English. In this case there is a significant relationship between culture and language. It is important to show students how to use particular learning strategies so that they can improve their language performance.

4.3. Findings and discussion

This part presents the answers to two original research questions proposed at the beginning of the thesis. During carrying out the research, the researcher found that most students had different ideas about some greeting that Dan said they were misunderstand in his country or foreigner didn't use to speak, but most of students in Kim Xuyen High school did have their opinion because they live and work mainly in Vietnam, some ways of communication is considered in traditional in Vietnam or a region, a village etc. The meeting and greeting between teacher and students are respected by a lower status in Vietnamese's' social life. The finding also defined some

problems of the English speaking and communicating process in the class. Most students will not be feeling difficult and confident to greeting speaking effectively; however their speaking skills were still low and unnatural. Some of them lacked self-confidence to speak English because they were always afraid of making cultural mistakes with foreigner.

CHAPTER 5: CONCLUSION

This part presents some conclusions drawn from the study, comments on the limitations of this research and makes some suggestions for further studies as well as the author professional development after the research.

5.1. Summary

This research was started on October 15th, 2018 and ended on May 25th, 2019 in a high school in Kim xuyen, Tuyen Quang. The research objective was to give ideas about cultural mistakes made for 150 students and compared with Dan' video (he is an English teacher who has taught English for a long time). From this study will help students at Kim Xuyen High School use their communication with foreigners, and the difference in behavioral culture between Vietnamese when using English delivered meeting with foreigners in Vietnam. Besides, it also shows Dan's views presented in the video are not correct. At the same time the difference in using English in Dan Hauer's country is different because of the culture of Dan Hauer's country and a group of people in areas they still use. In addition to the result of questionnaire distributed to the students also revealed that the cultural mistakes was useful to students' speaking skill in a Kim Xuyen High school. The students find that providing opportunities to speak without feeling ashamed, helped to make good arrangement of speaking, and gave new experience in learning English. Finally, the result of this study supported the previous study that the students will avoid cultural mistakes with foreigners.

The aim of using communication to English-speaking model was successfully achieved. In addition, students became more enthusiastic and active in doing any speaking activities. Some of them were very confident in presenting their topics. They speak naturally when they perform their works. If we are trying to improve our own communication match the level of formality necessitated by the situation. In short, the researcher hopes that people from misunderstanding any communicating of foreigners when being abroad or communicating with them. On the other hand, to help students avoid misunderstanding and becoming a polite person when communicating with foreigner. Finally, Language and culture always have a close

relationship. Therefore, it is essential to prepare a foreign language well before being communicating. It will also help to minimize misunderstanding which leads to culture.

Brown (1994: 165) describes that “a language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture”. In a word, culture and language are inseparable, so foreign language learning is foreign culture learning. As a result, nowadays learning a foreign language does not only learn syntactic structures or learn new vocabulary and expressions but also incorporate some cultural elements intertwined with language itself. As Vietnam is integrating many countries around the world, learning English is getting more and more important and essential. English has been used as an international language all over the world and as a means of communication with different purposes.

In general, Vietnamese culture, like that of many other Asian countries, is strongly influenced by Chinese ideologies and religious beliefs, namely Confucianism, Taoism and Buddhism. Due to a thousand years of Chinese rule and assimilation, it was inevitable that Vietnam would be affected by Chinese civilization. Whereas foreign influence is unavoidable, nationhood, independence, unification and language preservation have always been uncompromising allegiances of the Vietnamese.

5.2. Implications.

5.2.1. For the English teachers

The English teachers also need to provide other learning sources besides the course book to give more knowledge to the students in learning English. Moreover, it is necessary for teachers to bear in mind the relationship between culture and languages so that they would be alert to mention various communicative expressions when conducting lessons.

5.2.2. For other researchers

Through the analysis above, a lot of information is collected for the comparison on the use of greeting ways of Vietnamese Kim Xuyen High school students. It includes the ways and frequency of using greeting of Kim Xuyen high school students that made mistakes when they speak in the first turning of communication. It also about the most commonly is designed for some difficulties faced by Vietnamese learners and the way to solve basing on the results of the analysis and compared with the Dan's comment the greeting ways of his country. When Kim Xuyen students are communicating with others, we always consider the situation and the context in which the communication occurs. Some situations require more formal behaviors that might be interpreted very differently in any other setting. Consider whether or behaviors are appropriate for context. If we are trying to improve our communication, concentrate on ways to the situation.

5.2.3. For course-book designers

Under communicative language teaching approach, the learner's language skills and competence are a primary goal of teaching. Therefore, the content and expression compiled in course-books need to be authentic enough for learners to apply in their real life situations. This requires book designers to take impacts of socio-linguistic situations on language into consideration when compiling syllabus.

5.2.4. Limitations of the research

One self-evident methodological limitation of the current study is the absence of a control group, which would help us to gain a better understanding.

Though the researcher has made efforts toward carrying out this study, due to the limitation of time, lack of resources and the researcher's ability, drawbacks are unavoidable. First, not all the students at Kim Xuyen High School are involved in the survey questionnaires, to some extent; the results may not be generalized for all students.

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APPENDICES

Appendix A CÂU HỎI KHẢO SÁT HỌC SINH

I. Thông tin cá nhân:

1. Họ và tên (không bắt buộc):

.....

2. Dân tộc: 3. Học sinh lớp:

4. Đã học tiếng Anh liên tục từ lớp

II. Trả lời các câu hỏi sau bằng cách viết ra câu tiếng Anh mà em thấy phù hợp nhất

1. Khi thầy/cô dạy tiếng Anh vào lớp, thầy/cô thường chào học sinh bằng câu gì?

.....

2. Học sinh thường đáp lại lời chào của thầy/cô bằng câu gì?

.....

3. Một thầy giáo tiếng Anh của trường em tên là Tuấn. Khi gặp thầy ở ngoài sân trường em sẽ chào thầy như thế nào?

.....

4. Cô giáo tiếng Anh của em tên là Loan. Khi gặp cô ở ngoài hành lang lớp học, em thường chào cô như thế nào?

.....

5. Nếu trường em có một thầy giáo người bản xứ (ví dụ Anh, Mỹ, Úc v.v..) tên là David Hall sang dạy tiếng Anh, em sẽ chào ông ấy như thế nào khi gặp ở ngoài lớp học?

.....

6. Theo em một thầy giáo người bản xứ sang Việt Nam dạy học nên chào một thầy giáo người Việt tên là Vũ Minh Tuyên như thế nào? (ví dụ “Hi Mr. Tuyên!” hay “Hello Mr. Vũ!” hay “Hi, where are you going?”)

.....

7. Nếu muốn nói “hẹn gặp lại” bằng tiếng Anh bạn thường dùng cụm từ nào?

.....

8. Thầy giáo tiếng Anh của em là người Mỹ, đã dạy em được một học kỳ nên em biết rõ quốc tịch của thầy. Em muốn biết thông tin rằng ở nước của thầy mọi người có ăn phở không, em hỏi thầy thế nào?

.....

9. Em muốn diễn đạt ý rằng em không thích uống trà khi trả lời câu hỏi “You don’t like drinking tea?”, em nói thế nào?

.....

10. Bố mẹ em sinh ra ở Thái Bình, còn em sinh ra ở Tuyên Quang. Ngày mai em dự định về Thái Bình và em muốn nói bằng tiếng Anh là “ngày mai em sẽ về quê”, em sẽ nói thế nào?

.....

III. Trả lời các câu hỏi sau bằng cách khoanh vào đáp án em thấy phù hợp nhất

1	hoàn toàn đồng ý
2	đồng ý
3	không biết/không chắc
4	không đồng ý
5	hoàn toàn không đồng ý

	Nội dung					
1	Ở các nước bản xứ (ví dụ Anh, Mỹ, Úc v.v..), học sinh không chào giáo viên bằng câu “Good morning, teacher!” mà chỉ cần nói “Good morning!” (tức là không cần dùng từ ‘teacher’)	1	2	3	4	5
2	Ở Việt Nam, nếu không dùng từ ‘teacher’ trong câu chào đó, em thấy nó cộc lốc.	1	2	3	4	5
3	Ở Việt Nam, nếu không dùng từ ‘teacher’ trong câu chào đó, em sẽ bị coi là không lễ phép.	1	2	3	4	5
4	Ở các nước bản xứ, người ta dùng những từ như Mr., Mrs với họ chứ không phải với tên (ví dụ một người có tên đầy đủ là Michael Haugh thì sẽ được gọi là Mr. Haugh chứ không phải Mr. Michael).	1	2	3	4	5

5	Ở Việt Nam, người học tiếng Anh thường dùng những từ như Mr., Mrs. với tên chứ không phải với họ (ví dụ. Mr. Tuấn, Mrs. Nga)	1	2	3	4	5
6	Người Việt Nam không gọi ai bằng họ (ví dụ Mr. Nguyễn) vì có rất nhiều người trùng họ.	1	2	3	4	5
7	Vì lý do đó nên khi ra nước ngoài, người Việt Nam cũng thường dùng Mr. + Tên để giới thiệu (ví dụ một người tên là Trần Mạnh Hùng thì sẽ được giới thiệu là “This is Mr. Hùng”, chứ không nói “This is Mr. Trần”).	1	2	3	4	5
8	Theo em khi ở nước ngoài, chúng ta xưng hô như ở câu 7 ở trên là sai. Chúng ta nên theo cách nói của họ (tức là phải giới thiệu người đó là “This is Mr. Trần” chứ không phải “This is Mr. Hùng”).	1	2	3	4	5
9	Cũng vì sự ảnh hưởng của tiếng Việt, nên nhiều người Việt Nam sẽ dùng Mr. + Tên để gọi một người bản xứ (ví dụ một người có tên đầy đủ là Michael Haugh sẽ được người Việt gọi là Mr. Michael chứ không phải là Mr. Haugh) khi giao tiếp ở Việt Nam.	1	2	3	4	5
10	Nhưng khi nói chuyện với người đó tại nước của họ chúng ta phải gọi là Mr. Haugh chứ không gọi là Mr. Michael.	1	2	3	4	5
11	Theo em người nói tiếng Anh nên sử dụng tiếng Anh theo văn hoá tại nước sở tại (ví dụ ở Việt Nam thì người bản xứ cũng nên theo cách người Việt Nam nói là dùng Mr. Tuấn chứ không dùng Mr. Nguyễn, còn nếu ở nước bản xứ thì dùng Mr. Nguyễn chứ không dùng Mr. Tuấn).	1	2	3	4	5
12	Em thấy dùng câu “I’m fine, thank you. And you?” dùng để đáp lại câu chào “Hello. How are you?” là không tự nhiên.	1	2	3	4	5
13	Người Mỹ thường không hỏi “How many people are there in your family?”, và cũng không trả lời “There are four people in my family: my father, my mother, my sister, and me.” Vì thông tin về bố, mẹ và bản thân người nói là thừa.	1	2	3	4	5

Cảm ơn rất nhiều vì sự hợp tác của các bạn!

Appendix B
Phỏng vấn nhóm tập trung
(Focus Group Interview)

1. Anh/chị có ý kiến gì về quan điểm của Dan Hauer, về cách xưng hô với thầy/cô (tức là dùng từ ‘teacher’ khi học sinh chào thầy/cô)

2. Theo anh/chị có nhất thiết phải thay đổi cách dùng từ Mr. hay Mrs + Tên như người Việt vẫn hay dùng không khi giao tiếp với người nước ngoài.

3. Anh/chị có ý kiến gì về cách Dan Hauer chỉnh sửa câu “I’m fine, thank you. And you?”

4. Anh/chị có ý kiến gì về việc Dan Hauer cho rằng người Việt không nên dùng câu hỏi “nhà bạn có bao nhiêu người?” và trả lời câu hỏi đó bằng câu “nhà mình có 4 người: bố mình, mẹ mình, chị mình và mình”?

- Theo anh/chị, có nhất thiết phải dùng Mr. + Họ khi người Việt xưng hô không? (ngay cả khi giao tiếp ở nước ngoài) Vì sao?

- Tại sao Dan cho rằng câu “I’m fine, thank you. And you?” là không tự nhiên mà trong các sách giáo khoa, giáo trình dạy tiếng Anh, hay cả trong giao tiếp hàng ngày, câu đó vẫn khá phổ biến?

- Theo anh/chị lý do gì mà người Mỹ không hỏi và trả lời như 2 câu ở câu hỏi số 4?

- Theo anh/chị câu: “See you again” có nên thay bằng “See you later” không?

Cảm ơn rất nhiều vì sự hợp tác của các bạn!