

Common Mistakes in English Speaking Affected by Vietnamese of Master of Business Administration at Tay Do University, in Vietnam



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ABSTRACT: Speaking skill plays an important role in studying a foreign language, especially English. However, learners make a lot of errors in English speaking. The study was conducted to examine the the common mistakes learners had in English speaking. Two instruments were employed to collect data. First, eighty-three participants in four classes - Master of Business Administration (MBA) course 8 and 9 - responded a questionnaire with 4 questions and 45 closed statements. Second, four observation periods were conducted to supply more information to make clear and prove the common mistakes that learners had during the process of speaking. This was a quantitative and qualitative research. It gave a clear and specific view about errors in English speaking faced by MBA learners at Tay Do University as pronunciation (intonation, ending sounds, consonant cluster, and word stress) and grammar (articles, tenses, passive voice, and order of words).

KEYWORDS: mistake, speaking, English, Vietnamese, master of business administration.

1. INTRODUCTION

1.1 Rationale

Nowadays, English is known as a global language. Its worldwide reach is greater than any language, and there has never been a language as widely spoken as English. More and more people realize that they need to learn English to improve themselves. They need English to widen knowledge, to communicate with people around the world, to travel abroad, and more realistic – to find a good job. Speaking English fluently is a useful equipment to help learners achieve purposes. For this reason, English speaking skill becomes an important skill which learners should notice carefully.

However, learning a new language, especially with speaking, has never been easy. Learners face a lot of problems. Some of them are caused by learners' first language influence. Because each country has its own characteristics, when learners start to learn a new language, they cannot get used to with new language's rules. They often confuse between the way to use their first language and the new one.

Particularly, MBA at Tay Do University are typical examples. Firstly, they do not have much chances to practice speaking English with foreigners. In addition, they can practice with classmates or friends, but they cannot recognize each other's mistakes. Secondly, learners do not get used to using English structures in speaking. That is the reason why MBA feel confused while speaking. They speak falteringly and do not know how to express ideas effectively. They also speak with incorrect pronunciation and ungrammatical structures. Consequently, learners become afraid of speaking and feel nervous and uninterested in speaking English, so they do not have much motivation to improve and develop English speaking skill.

The study was conducted with the expectation that the results would help MBA to understand and overcome problems. Furthermore, it is hoped that after this research, learners of MBA can improve speaking skills and mastery their speech.

1.2 Research aims and research question

Learning a new language is not easy, learners usually make mistakes, especially mistakes affected by mother tongue while they are practicing. Improving English speaking skill is not easy because it requires learners to have a lot of efforts, time and a strong determination. It is easier if learners can recognize problems and mistakes soon then they can have more time to overcome mistakes and improve skills. Thus, the main aim of this research is to find out some common mistakes of MBA learners at Tay Do University which are affected by mother tongue.

The research was conducted to answer the question "What are common mistakes in English speaking affected by Vietnamese of Master of Business Administration at Tay Do University?"

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1.3 The significance of study

Speaking English fluently is one of the main purposes of English learners and MBA students at Tay Do University are no exception. However, not many of them can achieve purposes. Most of students still confuse and make a lot of mistakes when speaking English. To speak English fluently requires a very long practicing process and students have to be very patient and laborious. To help MBA at Tay Do University in improving English speaking, this study is created to learn about mistakes which are affected by the first language. By showing mistakes and researching them, it is hoped that students can find suitable methods to overcome difficulties.

2. LITERATURE REVIEW

2.1 The introduction of English language and Vietnamese language

The introduction of English language

Human being has many needs such as: foods, drinks, currency, entertainment and so on. Among all the needs, transferring information, emotion and idea are the most necessary. For thousands years, languages have become important tools to connect people around the world together. People need languages to satisfy demands. Each country has its language, so people around the world need a common language to exchange the information and develop the relationship with each other. As result, English is considered as an international language; it is popularly used to communicate in several areas such as business, tourism and so on.

Simons & Fennig (2017) stated that, “*There were about 400 million people who used English as their first language and over six hundred million people who used English as their second language.*” Because of its popularity, English language is chosen to teach in a lot of countries. All over the world, from primary schools to universities, students learn English as one of the important subjects at different levels. In the future, English is predicted to become more and more popular, and maybe, it will become the second language of almost countries in the world.

The introduction of Vietnamese language

National language of Vietnam is Vietnamese. It was affected by China, England, and France so that Vietnamese have some words which are called Vinish or Sino-Vietnamese. Besides, Vietnamese was also affected by three regions of Vietnam: the South, the Middle and the North. The vocabulary, grammar, and pronunciation of each region is changed depending on its culture. Together, they made Vietnamese become a very diverse and abundant language.

2.2 The definition of speaking and the importance of English speaking skill

There are a lot of definitions for speaking, for example, “*Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.*” (Burns & Joyce, 1997) or according to Revell (1979), “*Speaking is an exchange process between people, of knowledge, of information, of ideas, of options, of feeling, so there must be concept, ideas, in the fellow speakers of what they are going to say.*” In short, speaking can be understood as an action of making vocal sounds, it is also defined as expressing a person’s thought and feelings in spoken language.

In fact, people need English in many situations. They need English to transfer information, to get research results and so on. And in lot of situations, people use English by speaking. They speak in meetings, conferences, even in workplaces. From important events to daily routine, people are expected to speak fluently and correctly so as to communicate with other people. Also Richards (1990) informed that, “*The mastery of speaking skill in English is seen as a priority for many English learners across the world.*” For that reason, English speaking skill become more and more important.

The most common purposes of English speaking are transferring information and getting higher education. Baker and Westrup (2003) asserted that, “*A person who can speak English well may have greater chance for further education, of finding employment and gaining promotion.*” Nowadays, almost of developed countries with high living conditions, education and technology use English as the first languages. For example, if scientists want to learn and discuss about new things from other countries, they must be proficient in using English to communicate with the others. Besides, people can also learn new cultures from other countries. English becomes a bridge among countries, it helps people to be closer and closer despite of distances. Finally, in this modernizing era, English is a ticket for a lot of people in developing and developed countries to get a good job. Most of famous companies with high salary expect staffs to be fluent in speaking English. English actually helps people in working, learning and even routine life.

2.3 Common Mistakes

According to Zhang (2009), “*Speaking remains the most difficult skill to master for the majority of English learners.*” MBA at Tay Do University also encounter with common mistakes during the speaking learning process. They are pronunciation mistakes (intonation, omission of final sounds, consonant cluster reduction, and word stress), and grammar mistakes (article, tense, passive voice, and order of words).

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2.3.1 Pronunciation Mistakes

Learning pronunciation in English is not simple. Learners usually get some pronunciation mistakes as intonation, omission of final sounds, consonant cluster reduction, and word stress. Harmer (2007) pointed out, “*Pronunciation is the way we make sounds of the language how and where we place the stress, and how we use pitch and intonation to show how we are feeling and what we mean.*” If speakers mispronounce, listeners maybe misunderstand.

Intonation mistakes

According to O’Connor (1980), “*Every language has melody in it.*” and intonation is certainly the melody of English. “*Intonation is understood as the rise and fall of the pitch of the voice in spoken language.*” (Tench, 1996). Besides, Halliday (1970) pointed out, “*Intonation is not only a matter of making oneself understood or having good pronunciation, but a way of expressing different meanings.*” Intonation does not exist in isolation. It only makes sense if it goes along with those three factors: grammar, attitude, discourse. Actually, intonation is a helping factor of those factors above. With intonation, the message which speakers want to send will become more clearly, especially about feeling or attitude. English speakers always use intonation as a feeling measure to guess partners’ feeling. And intonation is also a proficient English using to measure English learners, the more they use intonation, the more natural their voice become.

But using English intonation is not actually easy for English learners who do not use it as their first language. Every language has its own intonation rules, and its characteristics are different from other languages. For MBA learners, English is not their mother tongue, they must practice to use intonation hardly to make voice become more natural. Although English and Vietnamese intonation have some similarities, they have big differences. Vietnamese intonation is focus on the tone marks such as, acute, grave, hook above, and tilda. Actually, Vietnamese people from primary school are taught that those tone marks are a component part of words which affect to the meaning of words. They rarely know that tone marks are intonation elements. According to Le (1999), “*The curriculum in their native language from kindergarten to high school did not have any exact standard for Vietnamese intonation so Vietnamese people usually do not know what intonation is exactly, even there are some people who think that Vietnamese language does not have intonation.*” That is the reason why when Vietnamese students start to focus on improving speaking skill, they always confuse at using intonation in speaking English. Vietnamese students usually speak English with flat tone. Their voices do not go up or down, they also do not stress the words. Some of them have trouble with messy intonation, they rise voice in wrong part of sentences, especially in wh-questions and tag questions. Those mistakes actually cause a lot of misunderstanding situations in reality.

Omission of final sounds

Final sounds are very important elements when we are speaking English. Because there are a lot of words which have nearly same sounds, final consonant sounds are the keys to recognize exactly the words are saying. They help listeners to understand what the speakers want to mention. For example: two words “win” and “wind”, both of them have nearly same broad phonetic transcriptions: /win/ and /wind/. If the speakers do not pronounce the final sound /d/ in the word “wind”, then the word “wind” will be changed into “win”. Besides, if the speakers pronounce the sound /n/ into /ŋ/, the word “win” will be change into “wing”. A little mistake in pronouncing final sounds also may make listeners misunderstanding speakers’ ideas.

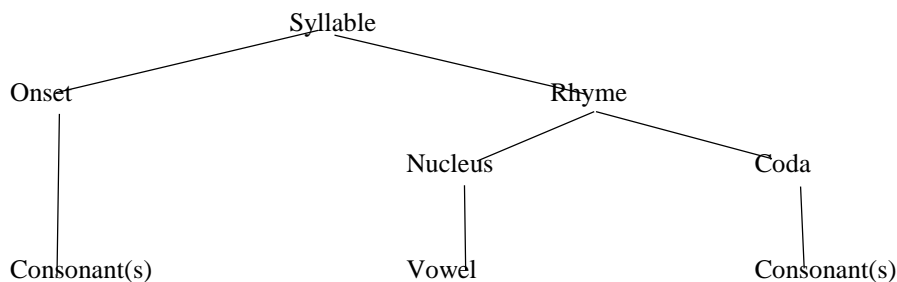
In fact, at times the reduction or deletion of final sounds, lot of native Vietnamese speakers can get in a communication breakdown trouble (Ha, 2005). She also stated that learning a new language meant learning a completely new way of using the speech organs. That idea is especially true for Vietnamese students attempting to learn English because they often simplify or omit the final consonants in English words. “*Students usually have a habit which replaces English ending sounds with common sounds to both Vietnamese and English languages.*” (Tang, 2007).

Another final sound problem which Vietnamese learners usually have is /-s/ and /-ed/ sounds. There are some rules which are made to teach people how to pronounce /-s/ and /-ed/ sounds. For example, with /-s/, we have three ways to produce, they are /s/, /z/ and /ɪz/. Ha (2005) stated that “*Vietnamese speakers’ may pronounce /z/ as /s/.*” Hardly to recognize the different of /s/ and /z/ sounds when students pronounce them. It also happens with /t/ and /d/ sounds when they pronounce /-ed/ sounds.

Consonant cluster reduction

In linguistics, consonant clusters are groups of consonants which have no intervening of vowels. They are important parts which help to contribute the sounds of words. We can easily see consonant clusters in many words which we usually use every day. In English, for example, /spl/ and /ts/ are consonant clusters in the word “splits”. The consonant clusters that appear at the beginning of words, like /spl/ in the example above, are called initial consonant clusters. And with consonant clusters that appear at the end of words, like /ts/, are called final consonant clusters. Yule (2006) did an accompanying diagram to show the basic structure and place of consonants in a syllable.

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When students practice pronunciation, consonant clusters can present as special challenges even if their mother tongue has consonant clusters, those sounds might not be pronounced as the same in English, especially with consonant clusters at coda. Yule (2006) commented that, “*Quite unusual for other languages to have consonant clusters of this type.*”

With Vietnamese, Avery and Ehrlich (1992) stated, “*Vietnamese has no consonant clusters in initial or final position.*” Many English consonants do not appear in Vietnamese language which can lead to make mistakes when Vietnamese students speak English. Avery and Ehrlich (1992) also said that, “*Vietnamese students tend to omit one or more consonants from a difficult cluster.*” In fact, in casual conversations, Vietnamese students usually reduce or delete one or two consonants in each words. Because Vietnamese students do not have a habit which is pronouncing consonant clusters in their first language, they always reduce consonants in a word to make that word easier to speak in English.

Word stress

In English, we do not pronounce each syllable with the same force or strength. In each word, we stress one syllable. We say one syllable loudly, strongly and all the other syllables quietly. English listeners listen to the stressed syllables, not the weak syllables. Word stress is very important while speaking English. If the speakers stress on the wrong syllable in a word, it can make the word become very difficult to hear and understand. For example, the word “desert” has two ways to stress with two completely different meanings. If we stress on the first syllable, “desert” will mean “a waterless, desolate area of land with little or no vegetation, typically one covered with sand.” And if we stress on the second syllable, “desert” will mean “abandon (a person, cause, or organization) in a way considered disloyal or treacherous.” Even if the listeners understand, mistakes with word stress can make them feel ridiculous, or perhaps even irritated.

Ngo (2001) stated that, “*Vietnamese is syllable-timed language, and English is stress-timed language.*” Firstly, we need to understand the definition of syllable-timed language and stress-timed language. In syllable-timed language, we pronounce each syllable with the same length and the same amount of time, but in stress-timed language, the stress syllables was pronounced at regular intervals. Vietnamese learners have problems with timing of stressed words. They usually speak English without stress any syllable or stress completely wrong. They speak all the parts of words almost with the same volume. Whereas, word stress in English is very various. The stress may appear in any syllable, maybe in the first, the second, the third or even the fourth syllable of words. And each stressed place has its own mean. For example, a word may have the stress on the first if it functions as a noun or second syllable if it functions as a verb. That is the reason why almost English foreign speakers cannot understand what Vietnamese students want to say if they speak words with same volume, same length and amount of time.

2.3.2 Grammar Mistakes

Grammar in English brings many problems for the English learners. English goes with very strict structures while Vietnamese is much more flexible by the way it does not always use rules. There are numerous sentence forms that are sophisticated and highly different from the mother tongues. There are some common grammar mistakes as articles, tenses, passive voices, and order of words.

Article mistakes

Articles are important in English; they provide the information about the noun that they stand before. Indeed, English articles define a specific or unspecific noun. There are two types of articles such as “the” (the definite article); “a” and “an” (the indefinite articles). There are not much rules which articles have and we can say that English articles rules is not difficult for English learners to understand.

However, Vietnamese students sometimes make mistake when they use English articles. Missing or misusing of articles are two common mistakes. Because their first language does not have articles and classifiers are used in a different way, Vietnamese students usually forget or distinguish wrongly articles. Honey (1987), “*The English definite and indefinite articles ‘the’, ‘a’ and ‘an’ do not have exact parallels in Vietnamese which uses a type of word termed classifier, the word for one or a deictic adjective to make similar distinctions in nouns.*” Vietnamese students should remember the way to use article and use it fluently to improve speaking English and make speeches become more natural.

Tense mistakes

A tense is a form of a verb to show when an action or a state happens. There are three main tenses in English: past, present and future tense. Present tense presents things that are truth; an action happens at the same time the speakers speak. Past tense presents

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things or stories which happened in the past. Past tense is also used when we are summarizing a book, film, play etc. And future tense is used when the speakers want to mention about things that will happen in the future or plans for the future that they have already thought about. In each tense, there are four forms: simple, progressive or continuous, perfect and perfect progressive or perfect continuous. For this reason, it must be noticed that in specific situations, speakers should use suitable tenses in order to maintain conversations or lectures. English learners have to specify exactly forms of English verbs when speaking. For instance, they need to choose a being action, continuing action or completed action to use in a given situation. By that way, they can create clear and effective sentences.

Different from English language, Vietnamese language only has three main tenses in past, present and future tense. It does not have four forms as simple, progressive or continuous, perfect and perfect progressive or perfect continuous. Le (1972) stated that, *“Tense and aspect are usually implied and understood in the context.”* For example, the sentences “He goes.”, “He went.” and “He has gone.” have meaning depending on the context. Besides that, Vietnamese language also has some words to mark for tenses, there are no changing the forms of the verbs in Vietnamese.

Some Vietnamese students do not know how to use verb tenses correctly. Especially, they cannot distinguish the present perfect and past simple tenses. They always make lot of mistakes and feel confused with choosing the correct tenses. Those mistakes make sentences become very strange to foreigners and lead to ineffective communications.

Passive Voice

“Passive voice is a highly useful structure which is used in the grammatical analysis of voice, referring to a sentence, clause or verb form where the grammatical subject is typically the recipient or ‘goal’ of the action denoted by the verb.” (Crystal, 1980). Passive voice is used when the speakers want to focus on the action and the object of a sentence rather than subject. Besides, it is used when we want to be more polite in some situations. Passive voice is also used to report something or to state a fact, especially in science documents and technology manual instructions. In fact, passive voice is an important and complicated grammar structure in English language. However, if speakers know all the rules of this component, changing active sentences to passive sentences will become extremely simple. If learners can distinguish tenses clearly, they can use passive voice easily because each tense has its own passive voice structure which is created by combining a form of the auxiliary verb with a past participle.

In Vietnamese language, there are some similarities with English language about passive voice structure. Vietnamese passive voice structure is also used when speakers want to focus on an action or the object. And it is used to write about science and technology articles. Information or scientific articles often contain more passive sentences than other types of sentences. But passive voice structures in Vietnamese are simpler than in English, speakers move the object to the beginning of the sentence. Vietnamese passive voice structures do not depend on tenses like English ones. That is the reason why Vietnamese students usually make mistakes when they use passive voice structure, especially in speaking. They do not have a habit which pay attention to tense because of their first language affection. Students are usually confused about changing forms of verbs while using passive voice structure. They cannot change verb into its past participle immediately so their conversations are not consecutive.

Order of Words

The term word order is most often used to refer to the order of the elements in the clause. In manner, Crystal (1980) stated that, *“Word order is a term used in grammatical analysis to refer to the sequential arrangement of words in larger linguistic units.”* Word order is also defined as the way in which words are arranged by grammatical rules and as affecting meaning in sentences or smaller structures. Word order plays an important role; it makes sentences have sense. If speakers put words in the wrong order, the sentences will become a confusing, unclear, and incorrect sentence.

In English language, some sentences can be made up of the same words, but their roles are totally different because we have based on the arrangement of words. For example: “People eat sharks.” means differently from “Shark eat people.” Thus, word order is very important in English, it is the main element to decide meanings of sentences.

Word order in Vietnamese is more flexible than in English. For example, question words (who, what, where, etc.) can end up at the end of a question rather than at the beginning which must happen in English. It can be in the beginning or the ending of a question, completely depending on speakers. Another difference is order of adjective in sentences. In English language, adjectives always stand before nouns. However, in Vietnamese language, they stand after nouns. Besides, there is not any adjective order rule in Vietnamese. Speakers can put different kind of adjectives wherever they want; they just have to make sure that those adjectives stand after nouns. But in English, adjectives have to be arranged base on adjective order rules. Generally, the adjective order in English is: quantity or number, quality or opinion, size, age, shape, color, proper adjective (often nationality, other place of origin, or material) and purpose or qualifier. Vietnamese students always do not remember these orders. They put adjective untidily and make sentences become very strange, even a little ludicrous. Foreigners and native speakers are confused when talking with Vietnamese students because of that reason.

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3. RESEARCH METHODOLOGY

3.1 Design

The research was effectuated to find out some common mistakes which MBA at Tay Do University usually make in speaking process. It was also designed as a combination of quantitative and qualitative research. It was carried out at Tay Do University with a group of eighty-three learners. They supplied very useful information by answering questions in the questionnaire. Then, the data was collected and analyzed to get the final results. Besides, observation is also carried out to compare with the result of students' self-evaluation.

3.2 Participants

Participants of this research were eighty-three MBA from four classes, courses 8 and 9 at Tay Do University. They learned English with different intervals, so they had different English levels and learning methods. With the devotion of the teachers, student had a chance to join in an improving process by practicing speaking with their classmates and the teacher through diverse topics which are close to business as 1. Entrepreneur, 2. Management Role, 3. Planning and Strategy, 4. Decision Making, 5. Personnel, 6. Motivation, 7. Brand and Trade, 8. Production, 9. Marketing, and 10. Research & Development.

3.3 Instruments

The instruments were the questionnaire which was taken at Tay Do University to find out the mistakes in an English speaking process and the observation in classes in four periods. The questionnaires were delivered to MBA learners with a clear and careful explanation to collect information. And the observation process was proceeded and taken note carefully.

3.3.1 Questionnaire

The questionnaire was used as the most useful and important instrument because of a lot of reasons. Firstly, this was the best way to get the large amounts of information of a lot of people in a very short period of time. Secondly, it was easier and quicker to quantify the research. The questionnaire was written in simple English to avoid learners' misunderstanding which had an influence on the analysis results. It consisted of 4 multiple choice questions and 45 close statements. The first 4 questions were used to get the information of students' attitude with English speaking skill. Especially, they can rate their English speaking skill level with question 4. After that, there was a table with 45 statements with 5-point scale: (1) strongly agree, (2) agree, (3) no idea, (4) disagree, (5) strongly disagree. In brief, there were 4 multiple choice questions and 45 statements in the questionnaire and they were classified into the following groups.

Table 1: The gist of questionnaire

Question/Statement	Summary of the question's/statement's content
From 1 to 7	Students' attitude toward English speaking skill
From 8 to 13	Intonation mistakes
From 14 to 20	Ending sounds mistakes
From 21 to 24	Consonant cluster mistakes
From 25 to 29	Word stress mistakes
From 30 to 34	Article mistakes
From 35 to 39	Tense mistakes
From 40 to 44	Passive voice structure mistakes
From 45 to 49	Order of words mistakes

3.3.2 Observation

The observation was used to collect explicit data which learners themselves might not recognize. Four observation periods were taken in the participants' listening and speaking class to get more specific problems of speaking skill. Each period lasted 50 minutes. During observing and listening to the presentations about the interviews or conversations, all learners' mistakes are carefully taken notes. The observation sheet was designed based on the factors mentioned in literature review.

4. RESULT AND DISCUSSION

4.1 Result from the questionnaire and observation

All of the results of the questionnaire were collected for the same purpose which is examining some common mistakes in English speaking affected by Vietnamese of MBA at Tay Do University and answering for the main question, "What are common mistakes in English speaking affected by Vietnamese of MBA at Tay Do University?"

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Indeed, after collecting and analyzing the data from the questionnaire and observation, some important information and reasons causing mistakes while speaking English of MBA, including students' attitude, the importance of English speaking and common mistakes affected by Vietnamese in the process of speaking English are found out.

4.1.1 Students' Background

Before analyzing common mistakes affected by Vietnamese of MBA at Tay Do University, learners' attitude toward English speaking skill was researched to understand clearly about the participants and their viewpoints toward the importance of speaking skills. After collecting the data, it was recognized that more than half of learners thought that speaking was the most important skill with the highest percentage 61.45%. There was no doubt that participants knew clearly about the role of speaking skill in their major and in lives.

However, there were lot of learners who did not think that speaking skill was the most difficult skill. That could be caused to neglect of improving English speaking skill. Only 10.84% recognized that speaking skill was difficult in learning and improving process. There were two main hypotheses which were thought that they might cause to that result. Firstly, maybe they did not have any purpose to improve and learn English speaking skill. Next, they also might be good at this skill. There were not any clearly clues to find out the main reason. That was the reason why the next questions had made.

Firstly, when being asked, "How important is the speaking skill?" Most of students chose the answer very important (67.47%), the others thought speaking skill was important and normal. In short, a lot of learners recognized the role of speaking skill.

Next, it was very necessary to know learners' self-evaluation about their English speaking level to find out whether the reason "They were good at speaking." was true or not. The question, "How would you rate your English speaking skill?" was made. Generally, 73.50% chose average to rate their English speaking skill, 15.66% were good and 4.82% were very good. Besides, there were also 6.02% students who thought their speaking skills were bad. That meant the reason "They were good at speaking skill." was not completely true.

Tay Do University outcome standards required students to use all of the English skills competently, especially communication skills. Learners themselves have to try harder to improve their speaking skill to become good speakers. To get more information about the participants, the following statements were made.

Table 2: Learners' awareness about speaking English

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5. You think that you will use the speaking skill more than the other skills when you graduate.	36.14%	59.04%	2.41%	2.41%	0%
6. Fluent speaking is the key for you to widen your knowledge or to get a good job.	40.96%	59.04%	0%	0%	0%
7. You really want to improve your speaking skill but you do not know where to start.	22.89%	51.81%	10.84%	9.64%	4.82%

Looking at table 2, nearly 100% agreed and strongly agreed with statement 5, "You think that you will use the speaking skill more than the other skills when you graduate." It meant that almost students would use speaking skill in the future. Both of the answers "Neutral" and "Disagree" took only 2.41%. Next, to know clearly about the exact things that make students use speaking skill a lot, statement 6, "Fluent speaking is the key for you to widen your knowledge or to get a good job." had been given. The result was almost absolute that 40.96% strongly agreed and 59.04% agreed. That meant after graduating from Tay Do University, almost of them want to widen their knowledge by getting higher education or exchanging information with foreigners or get a good job. For two reasons above, learners are still required to communicate by English. The better they are good at English speaking skill; the more chance they will get. Although the number of students who chose "Disagree" was not much, it also showed that there were some of the students who did not have any purpose to learn and improve their speaking skill. That might cause to neglect with improving English speaking skill. In addition, there were more than half of participants (51.81%) agreed and 22.89% strongly agreed with statement 7, "You really want to improve your speaking skill but you do not know where to start." Overall, 74.7% really wanted to improve speaking skill, but the problem was they did not know where to start. They did not know what element they had to fix first. In other words, they did not recognize their mistakes and their difficulties.

Improving English speaking skill is not an easy process. Learners should focus on improving and learning speaking skills, recognize their mistakes, their difficulties and have a clear purpose to encourage themselves. Through four questions and three statements, it revealed that MBA at Tay Do University knew the role of speaking skill, they had clear purpose for improving speaking

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skill, and they also wanted to improve speaking skills. The main problem was they did not know where to begin. For that reason, some common mistakes were found such as intonation, ending sounds, tenses, word orders and so on. They can be divided into pronunciation and grammar mistakes. All of those were caused by learners' mother tongue - Vietnamese which was a huge obstacle for improving English speaking skill in the learning process.

4.1.2 Common mistakes affected by Vietnamese in the process of speaking English

4.1.2.1 Pronunciation mistake

Intonation mistake

Intonation is a significant element in speaking English. It helps speakers express feelings, or emphasize the main messages. Thus, it is necessary to investigate learners' attitude toward the role of intonation.

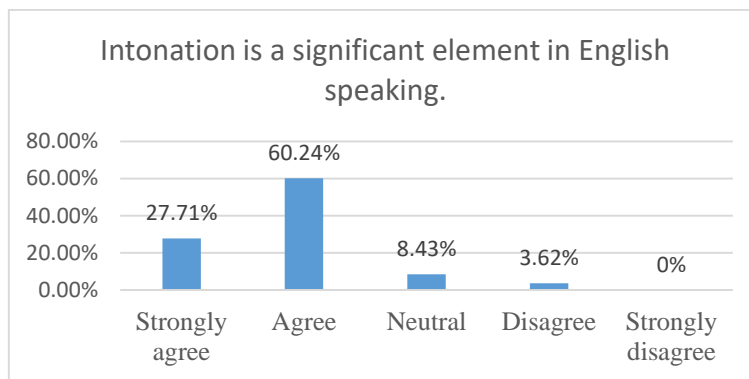


Figure 1: The role of intonation

It can be seen that, 87.95% recognized the importance of intonation and 12.05% did not. It might cause to lack of concentration in improving English speaking. However, that was not the only reason for making speaking mistakes of MBA. To consider whether speaking Vietnamese as a first language had an effect on the speaking mistakes, let's have a look at table below.

Table 3: Learners' thought about intonation mistakes

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9. Vietnamese does not have intonation.	1.20%	7.23%	20.48%	56.63%	14.46%
10. You do not use intonation while speaking Vietnamese.	6.02%	10.84%	24.10%	42.17%	16.87%
11. You usually speak English without intonation.	2.41%	36.14%	21.69%	34.94%	4.82%
12. You cannot get used to adding intonation in your speech.	7.23%	38.55%	26.51%	21.69%	6.02%
13. Intonation mistakes are caused by your mother tongue.	9.64%	45.78%	21.69%	21.69%	1.20%

As displayed in table 3, intonation mistakes definitely affected by Vietnamese language. First, Vietnamese was learners' first language, still 28.91% did not express that they disagreed with statement 9, "Vietnamese does not have intonation." In fact, Vietnamese does have its own intonation and it is the most difficult one in South East Asia. Vietnamese use Vietnamese intonation every day, but it is completely different from English. Next, learners were also not taught clearly about their first language's intonation. 40.96% expressed in statement 10, "You do not use intonation while speaking Vietnamese." that they did not have the habit of using intonation while speaking Vietnamese since they did not know clearly about Vietnamese intonation, or in particular, they did not know clearly what intonation is actually about.

Through statement 9 and 10, it was easy to see that almost half of Tay Do learners did not know clearly about the concept of intonation or in other words, they could not feel their voice going up or down while speaking. That might cause to two things that students did not know clearly about the concept of English intonation and forgot to add intonation while speaking English.

To find out those comments above were right or wrong, let's continue with the current mistakes about speaking English and the reasons. First, 38.55% agreed and strongly agreed with statement 11, "You usually speak English without intonation." Next, 38.55% the highest percentage agreed with statement 12, "You cannot get used to adding intonation in your speech." It could be

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seen that speaking English without intonation happened with a lot of learners and they could not get used to adding intonation in their speech. Also, 55.42% agreed and strongly agreed with the statement 13, “Intonation mistakes are caused by your mother tongue.”

In the observing process, it could be recognized that almost of the students did not use intonation while speaking or presenting. During the interview time, most of MBA learners just read the questions in the book or on the board. None of their conversations had the intonation. And when they presented topics, only some boys used intonation. Through the observation, the most common intonation mistake learners used to make was speaking English without intonation, almost of them did not remember to add intonation in their speeches or conversations.

To conclude, the result about intonation mistakes from the questionnaire and the observation showed that a lot of participants spoke English with flat tone and some of them did not recognize it. Besides, some of learners did not know clearly about the concept of intonation for both Vietnamese and English languages. They did not recognize that they used the intonation every day in Vietnamese and it caused to lacking of intonation while speaking English.

Ending sound mistakes

Ending sounds are very important when we are speaking. Ending sounds are the determinants which help listeners recognize the words. In English, there are a lot of sounds which are nearly the same. Look at figure below to get students’ thought about the role of ending sounds.

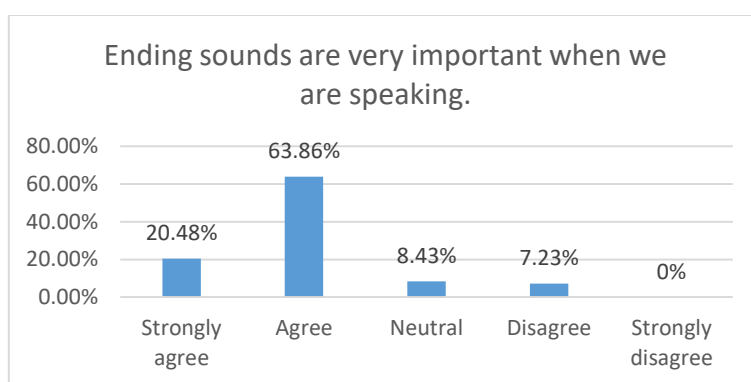


Figure 2: The role of ending sound

84.34% agreed and strongly agreed with statement 14, “Ending sounds are very important when we are speaking.” That meant a lot of learners knew the importance of ending sounds, whereas some of them did not. As it was mentioned before, ending sounds were very important, if students did not know its importance, it would cause to making a lot of ending sound mistakes. Next, let’s figure out the reasons for making mistakes.

Table 4: Learners’ thought about ending sound mistakes

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15. Differently from English, Vietnamese does not have ending sounds.	16.87%	46.99%	19.28%	15.66%	1.20%
16. You often do not pronounce ending sounds.	8.44%	46.99%	22.89%	20.48%	1.20%
17. Sometimes people misunderstand what you are saying because you do not pronounce ending sounds.	9.64%	66.27%	13.25%	10.84%	0.00%
18. You usually forget the way to pronounce /-s/ and/ - ed/ sounds.	10.84%	51.81%	16.87%	15.66%	4.82%
19. You cannot pronounce differently between the /s/ and /z/ sounds.	3.62%	36.15%	33.73%	25.30%	1.20%
20. Your mistakes are because Vietnamese does not have ending sounds.	6.02%	51.81%	24.10%	16.87%	1.20%

It can be seen that 16.87% strongly agreed and 46.99% agreed with statement 15, “Differently from English, Vietnamese does not have ending sounds.” That meant two things. The first thing, most of learners understood clearly what ending sounds were in English and recognized that Vietnamese did not have any ending sounds. The second one, it also showed the fact that because Vietnamese

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language did not have ending sounds, Vietnamese people did not have the habit that pronouncing ending sounds while talking in daily life. That were the main reasons why Vietnamese learners in general and MBA at Tay Do University in particular did not pronounce ending sounds while talking.

Next, 20.48% disagreed and 1.20% strongly disagreed with statement 16, “You often do not pronounce ending sounds.” That meant only a quarter of total students who could remember to pronounce the final sounds. There were still a lot of students who faced with difficulties in getting used to pronouncing ending sounds that made listeners misunderstand ideas. In fact, 9.64% strongly agreed 66.27% agreed with statement 17, “Sometimes people misunderstand what you are saying because you do not pronounce ending sounds.” That meant almost of them got trouble with ending sounds. They were misunderstood ideas while speaking because they did not pronounce or pronounce wrongly final sounds.

To know more about common mistakes, let’s have a look at statement 18, “You usually forget the way to pronounce /-s/ and/ - ed/ sounds.” 10.84% expressed that they strongly agreed and 51.81% agreed. The numbers showed that a lot of students had problems with pronounce those sounds. Besides, there was another common mistake that was found in statement 19, “You cannot pronounce differently between the /s/ and /z/ sounds.” Only 39.77% of students thought that they could pronounce differently /s/ and /z/. That meant there were some who had the problem with /z/ and /s/. With the statement 20, “Your mistakes are because Vietnamese does not have ending sounds.” 57.83% strongly agreed and agreed that because Vietnamese does not have ending sounds, they could not avoid making mistakes about ending sounds.

While observing the participants, there were some mistakes which were figured out. The first one was learners rarely pronounced the final sounds. They ignored the ending sounds while speaking, especially while talking about things in the past. They did not pay attention to pronouncing /-ed/ sounds. In fact, there were three different ways to pronounce the ending sound /-ed/. However, most of learners only pronounced /id/ while talking about things in the past. This bad habit also happened with /-s/ sounds. Learners pronounced only /s/ or /iz/ sounds and ignored /z/ sound. Some of them paid attention to /z/ sound, but they rarely pronounced differently /s/ and /z/ sound.

Consonant clusters mistakes

Consonant clusters are the part of words which contribute to create words. Look at the figure below to know learners’ thought about consonant clusters.

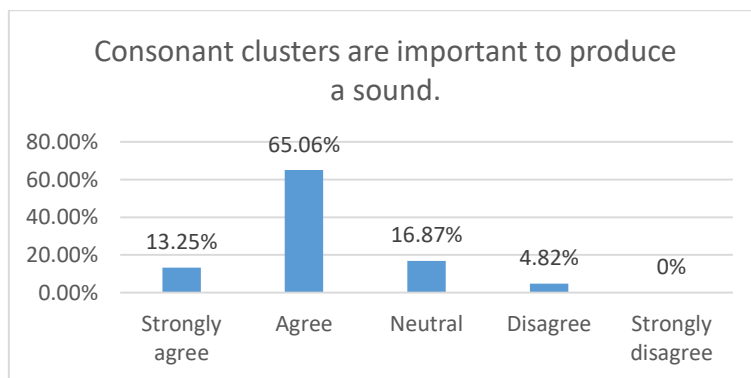


Figure 3: The role of consonant cluster

Taking a quick look at figure 3, 78.31% thought that consonant clusters were important to produce a sound. That meant a lot of learners knew the role of consonant clusters. To research clearly about consonant cluster mistakes, look at the table below.

Table 5: Learners’ thought about consonant clusters mistakes

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
22. Vietnamese does not have consonant clusters.	3.62%	34.94%	43.37%	15.66%	2.41%
23. Because Vietnamese does not have consonant clusters, you cannot pronounce them in English well.	2.41%	38.55%	34.94%	21.69%	2.41%
24. Consonant clusters are very difficult for you to pronounce.	12,05%	43.37%	32.53%	9.64%	2.41%

First, it was necessary to know whether participants knew that Vietnamese language did not have consonant clusters or not and the result were pretty good. 3.62% strongly agreed and 34.94% agreed with statement 22, “Vietnamese does not have consonant

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clusters.” Although a lot of learners did not understand clearly the concept of consonant clusters, the others recognized that Vietnamese did not have consonant clusters.

Next, two related statements were given to figure out the common mistakes and their reasons. The first one was statement 23, “Because Vietnamese does not have consonant clusters, you cannot pronounce them in English well.” 2.41% strongly agreed and 38.55% agreed. That meant learners could not pronounce consonant cluster sounds well because of Vietnamese language. They did not have a habit which was pronouncing the consonant cluster sounds in their mother tongue. Besides, most of learners thought that consonant cluster sounds were very difficult to pronounce (12.05% strongly agreed and 43.37% agreed).

During the speaking and listening periods, not much of learners could pronounce consonant clusters correctly. Almost of them made a gap between the consonants but they did not recognize that was not the correct way to pronounce the consonant clusters. That meant learners did not know clearly the way to pronounce correctly consonant clusters and consonant cluster sounds were very difficult for learners to pronounce because their first language did not have. That was the main reason of pronouncing wrongly the consonant cluster sounds.

Word stress mistakes

Word stress is an important element in speaking English. Stressing the wrong part of words might cause a lot of misunderstanding between speakers and listeners. Before researching about word stress mistakes, let’s find learners’ thought about the role of word stress.

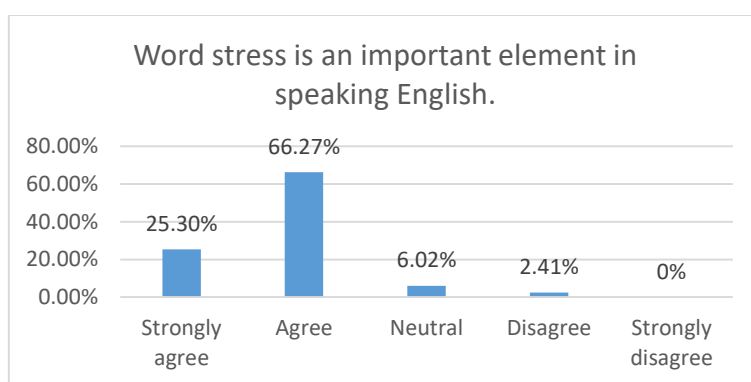


Figure 4: The role of word stress

91.57% thought that word stress was an important element in speaking English. It was a good signal, almost of learners knew the importance of the word stress. To prove that word stress mistakes was mainly caused by Vietnamese, some statements below were given.

Table 6: Learners’ thought about word stress mistakes

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
26. Wrong word stress will cause misunderstanding of the word meaning.	27.71%	55.43%	10.84%	4.82%	1.20%
27. You understand clearly about English word stress rules.	3.62%	30.12%	37.35%	27.71%	1.20%
28. Vietnamese does not have word stress.	8.43%	32.53%	31.33%	24.10%	3.61%
29. You usually stress the wrong parts of words.	6.02%	60.25%	22.89%	10.84%	0.00%

In fact, stressing wrongly the part of words may cause to misunderstanding. The result from table 6 above showed that 27.71% strongly agreed and 55.43% agreed with statement 26, “Wrong word stress will cause misunderstanding of the word meaning.” Next, 3.62% strongly agreed and 30.12% agreed with statement 27, “You understand clearly about English word stress rules.”. That meant not much of learners knew clearly about the word stress rules.

Also, 8.43% strongly agreed and 32.53% agreed with statement 28, “Vietnamese does not have word stress.” It can be recognized that not much of learners understood the concepts about word stress and knew the fact about Vietnamese language and word stress rules. In addition, 6.02% strongly agreed and 60.25% agreed with statement 29, “You usually stress the wrong parts of words.” It showed that learners usually stressed the wrong part of the words.

In fact, while observing the participants, learners used to stress in wrong part of words. Stressing wrongly the part of words made them become unprofessional and unreliable while presenting presentation.

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To summarize, another common mistake was stress wrongly the part of words. Because Vietnamese does not have any concept of word stress or word stress rules, learners might not get used to with stress the part of words and could not remember word stress rules well.

4.1.2.1 Grammar mistakes

Article mistakes

Articles are quite important in English because they provide certain information about the noun they precede. Absence or misuse of an article will make a sentence look or sound very strange to an English speaker. To research the role of article in learners' thought, look at the figure below.

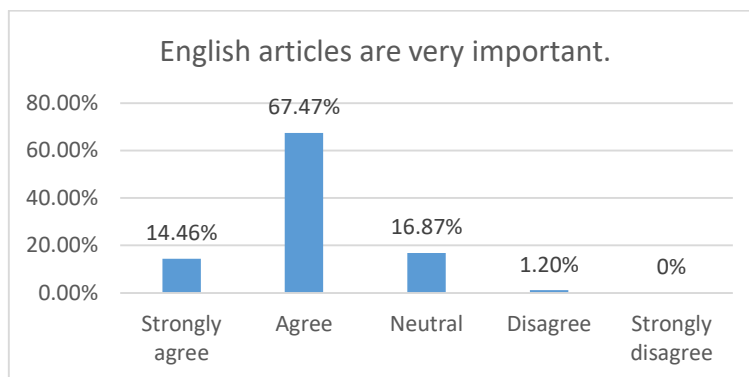


Figure 5: The role of article

It can be seen that 14.46% strongly agreed and 67.47% agreed that English articles were very important. That was a good signal because a lot of learners paid attention to articles. That meant they might avoid forgetting to add articles before the nouns. To know more about the mistakes, look at the table below.

Table 7: Learners' thought about article mistakes

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
31. Vietnamese articles are different from English.	12.05%	61.45%	22.89%	3.61%	0.00%
32. English article rules are more difficult than Vietnamese ones.	7.23%	51.80%	26.51%	10.84%	3.62%
33. You cannot discriminate clearly "a", "an" and "the".	3.62%	22.89%	30.12%	40.96%	2.41%
34. You do not know clearly how to use articles.	4.82%	31.33%	28.92%	33.73%	1.20%

First, the highest percentage (73.50%) showed agreement with statement 31, "Vietnamese articles are different from English." It meant that more than half of learners could distinguish the concept of article in Vietnamese and English. Next, 59.03% thought that "English article rules are more difficult than Vietnamese ones.", statement 32. In fact, the essence of article in both languages is completely different so that it is hard for learners to have a habit about using English article.

Besides, although English articles is less than Vietnamese ones, it is very difficult to discriminate them. 3.62% strongly agreed and 22.89% agreed with statement 33, "You cannot discriminate clearly "a", "an" and "the"." That was one of the reason which caused to making article mistakes.

Finally, to know that learners knew clearly the way to use articles or not, statement 34 was given, "You do not know clearly how to use articles." the percentages of people who agreed and the ones who disagreed were nearly equal. Although 36.15% expressed their sympathy and 34.93% showed that they disagreed with the statement above, the number of learners who did not know clearly how to use articles was more than the ones who knew. Therefore, article mistakes were caused by the habit of using Vietnamese language.

In reality, while speaking English, the participants rarely used articles. It also happened in the monologues which had been prepared. Articles seemed to be forgotten over time. English articles and their rules were completely different from Vietnamese ones, it was very difficult for learners to use English articles fluently. They could not distinguish between "a", "an" and "the", they also did not know clearly how to use articles.

Tense mistakes

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One of the basic element for sentence formation is tense. It helps a lot in making sentences because it shows the time which the actions or things happen. To research about learner’s mistakes about tense, look at the figure 6.

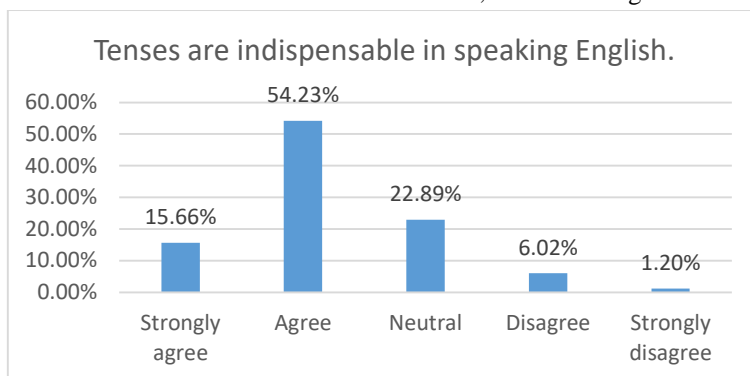


Figure 6: The role of tense

Figure 6 showed that 69.89% thought that tenses were indispensable in speaking English. That meant more than two thirds of participants knew the role of tense. The number of learners who did not know was not much, but it might influence on making tense mistakes because of lacking of attention toward tenses. Look at the table below to know how learners thought about tense and some problems they used to make.

Table 8: Learners’ thought about tense mistakes

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
36. Vietnamese does not have many tenses, so you usually forget tenses when you are speaking English.	12.05%	33.73%	30.12%	20.48%	3.62%
37. You usually forget to use past simple tense when you talk about things in the past.	6.02%	34.94%	21.69%	31.33%	6.02%
38. You cannot discriminate clearly between the past simple and present perfect tenses.	3.62%	30.12%	20.48%	40.96%	4.82%
39. Sometimes you cannot choose the tense to use.	7.23%	53.01%	24.10%	14.46%	1.20%

Firstly, 45.78% showed agreement with statement 36, “Vietnamese does not have many tenses, so you usually forget tenses when you are speaking English.” In fact, the concepts about Vietnamese tenses are still controversial. However, it is very easy for speakers to express the time which actions or things happen. They just have to add the word “past”, “present” and “future” into sentences and there is not any change about verbs in the sentences. But in English, it is very difficult to present a tense in a sentences. The speakers have to change the form of verb into the correct form of tense. That was the reason why a lot of Vietnamese learners made mistakes about tenses while speaking English.

Secondly, the common mistakes about tenses was forgetting to use simple past tense while talking about the things or actions which happened in the past. 40.96% agreed and 37.35% disagreed with statement 37, “You usually forget to use past simple tense when you talk about things in the past.” The number of learners used to forget to use simple past was more than the number of learners did not.

Next, the other common mistake about tenses was learners could not discriminate clearly between the past simple and present perfect tenses. In some specific situations, learners could not choose tenses they should use between simple past and present perfect tenses. In some cases, learners felt confused when they had to choose one of two tenses above to use. In fact, only 33.74% agreed with statement 38, “You cannot discriminate clearly between the past simple and present perfect tenses.”

Then, to find out if there was another reason for making mistake about tenses or not, it was hypothesized that sometime learners could not choose the right tense to use. And with that hypothesis, 60.24% agreed with statement 39, “Sometimes you cannot choose the tense to use.” They confessed that they usually felt confuse about choosing the right tenses to use.

In reality, while observing, it was recognized that when learners talked about things in the past, they forgot to use simple past tense. Although the teacher kept reminding them to change the forms of word into past forms, the speakers still forgot to show the time of the action. None of them could speak with the right form of verbs fluently. In some cases, some of them could not choose correctly the tense to use, especially simple past and present perfect tense.

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In summary, learners faced problems while choosing the tense to express ideas, especially between past simple and present perfect tenses. The reason was that their mother tongue did not have many specific concepts so that this term was not easy for them to use fluently.

Passive voice mistakes

Passive voice is the structure which is very useful to focus on the action and the object of a sentence rather than subject. But in fact, learners rarely use this structure while speaking English. Look at the figure 14 to find out learners' thought about passive voice.

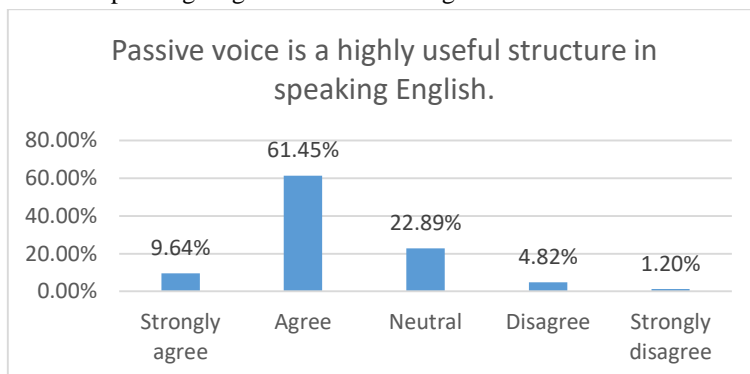


Figure 7: The role of passive voice

As it was illustrated, 9.64% strongly agreed and 61.45% agreed that passive voice was a highly useful structure in speaking English. Passive voice structures in English were difficult to use, maybe it would influence on avoiding making mistakes. Look at the table below to understand more about this problem.

Table 9: Learners' thought about tense mistakes

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
41. The passive voice in Vietnamese is easier than in English.	12.05%	60.24%	22.89%	3.62%	1.20%
42. Sometimes you are not able to speak fluently because of the passive voice structure.	2.41%	56.63%	27.71%	12.05%	1.20%
43. You usually avoid using the passive voice structure.	7.23%	33.73%	38.55%	16.87%	3.62%
44. You are usually confused about whether use "by" in the passive voice or not.	3.62%	26.50%	28.92%	36.14%	4.82%

It could be seen that 72.29% agreed with statement 41, "The passive voice in Vietnamese is easier than in English." That meant they already know clearly about passive voice in both languages and recognized that passive voice structures in English were very complicated.

Next, 59.04% agreed with statement 42, "Sometimes you are not able to speak fluently because of the passive voice structure." Also, it could be easily recognized that a lot of learners could not speak fluently because of passive voice structures so that most of them avoided using passive voice while speaking English; nearly half of the participants avoided using passive voice structures with 7.23% expressed that they strongly agreed and 33.73% agreed with the statement 43, "You usually avoid using the passive voice structure."

Besides, some learners got another problem about using "by" in the passive voice. In some cases, the word "by" could be reduced, 30.12% confessed that they usually felt confused with using the word "by" or not. In fact, 3.62% strongly agreed and 26.50% agreed with statement 44, "You are usually confused about whether use "by" in the passive voice or not."

In observing process, the participants rarely used passive voice while speaking. They kept using the active forms and while being asked to use passive voice structures, they were very confused and nervous. They took a lot of time in creating sentences, not much of them could speak out the sentence with the right structure in the first time. It could be recognized that the participants could not use passive voice structures fluently, they also avoided using this structure while speaking.

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In short, because Vietnamese passive voice structures were not complicated as in English, learners made some mistakes relating to passive voice structures while speaking. Learners usually got trouble with changing the form of verbs and using the word “by” in their speeches. That was the reason why they were not able to speak fluently and avoided using passive voice structures.

Word order mistakes

To make a correct sentence, it is necessary to know the word order rules. Putting words into correct place in a sentences is a key point of making a sentence. That was the reason why word order was very important in speaking English. Look at the figure below.

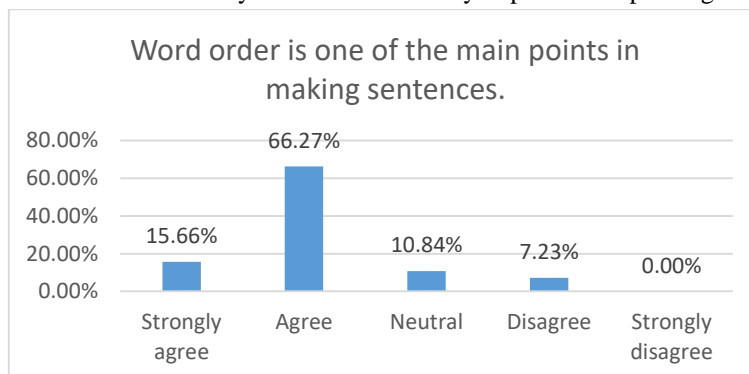


Figure 8: The role of word order

There was no doubt that a lot of learners knew the importance of the word order. 66.27% was the highest percentage who chose “agree”. 15.66% was the second one who chose “strongly agree”. That meant most of learners knew the role of word order clearly and paid attention to it. Next, let’s figure out learners’ mistakes about word order.

Table 10: Learners’ thought about word order mistakes

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
46. You usually put words in the wrong place when talking.	6.05%	68.66%	15.66%	8.43%	1.20%
47. You usually say adjectives after nouns.	4.82%	28.92%	27.71%	30.12%	8.43%
48. You do not know clearly about adjective orders.	4.82%	40.96%	26.51%	21.69%	6.02%
49. You usually use adjectives in the wrong order in English.	7.23%	42.16%	24.10%	24.10%	2.41%

The first mistake was putting words in the wrong place when speaking English. 74.71% agreed with statement 46, “You usually put words in the wrong place when talking.” It was recognized that a lot of participants put words in the wrong places; it was the most common mistakes which students usually made.

Besides, saying adjectives after nouns was another common mistake of learners. 4.82% strongly agreed and 28.92% agreed with statement 47, “You usually say adjectives after nouns.” That meant more than a quarter of the participants put the adjectives in the wrong places. In Vietnamese, an adjective always stands after a noun. That causes to putting adjectives in wrong places in English.

Another mistake relates to adjective orders which is putting adjectives messily. In fact, there are a lot of kinds of adjectives such as: adjectives about opinion, adjectives about size and so on. In Vietnamese, adjectives can stand together without any specific rule. However, in English, there was a specific order for all the kinds of adjectives. All of the adjectives must be put in the right places. But there were not many of learners knew clearly that rule. The results showed that 45.78% showed agreement with statement 48, “You do not know clearly about adjective orders.” Because most of learners did not knew the order, they used to use adjectives in the wrong order in English. 49.39% agreed with statement 49, “You usually use adjectives in the wrong order in English.”

While observing, it was easily recognized that a lot of learners put an adjective after a noun and they could recognize the mistake until the teacher told them. It was even worse when learners spoke together. They spoke naturally without recognizing word order mistakes. And they never put adjectives which had different kinds into the right place when they spoke. They kept putting the adjectives messily. Some learners put the adjective randomly in the sentence.

To conclude, there were a lot of mistakes which learners usually make about word order, but the most common mistake is related to adjective position with nouns and its own orders. Because adjectives in Vietnamese always stand behind nouns and

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adjectives which are in different kinds can stand randomly, learners used to put an adjective behind a noun and put adjectives randomly without its order.

4.2 Discussion

After analyzing the data from MBA at Tay Do University, it was figured out a lot of important information. Firstly, 61.45% thought that speaking was the most important skill. There was no doubt that participants knew clearly about the role of speaking skill, but only 10.84% recognized that speaking skill was difficult in learning and improving process. That might cause to neglect with improving English speaking skill. Furthermore, most of learners confirmed that speaking skill was very important with 67.47%, but 73.50% chose average to rate their English speaking skill. In addition, most of learners thought that they would need to be good at speaking skill for two purpose: they use speaking skill more than the others and fluent speaking was the key to widen knowledge or to get a good job. With the first purpose, 95.18% had sympathy with it. And 100% expressed that fluent speaking was the main key for getting a better future. However, 74.70% showed that they did not know where they should start in improving speaking skill process. It could be confirmed that learners got many difficulties in the process of improving speaking English and made a lot of mistakes while speaking. Through the data from the questionnaires, the results gave the particular description of each mistake and its main reason.

Firstly, learners used to speak English with the flat tone. In details, they expressed that they used to speak English without intonation and could not get used to adding intonation in their speech. More than half of the participants (55.42%) thought that their intonation mistakes were caused by their mother tongue. Because the concept of intonation and the way to use it in Vietnamese are different from the ones in English. Besides, Vietnamese learners were not taught clearly about Vietnamese intonation, they used it naturally so that there were some misunderstandings about the concept of intonation in Vietnamese. That was the reason why MBA spoke English with the flat tone.

Secondly, learners got some problems with ending sounds. There were 55.43% confessed that they often did not pronounce ending sounds. 62.65% agreed that they forgot the way to pronounce /-s/ and /-ed/ sounds. And 39.77% expressed that they could not pronounce differently between the /s/ and /z/ sounds. Those three common mistakes were made because of Vietnamese. Vietnamese language does not have ending sounds; Vietnamese learners usually forget to pronounce the final sounds or pronounce the ending sounds wrongly. That was the reason why sometimes people misunderstood what speakers wanted to say because they did not pronounce ending sounds.

Thirdly, learners also got trouble with consonant clusters. Because Vietnamese does not have consonant cluster sounds, this term was completely new for learners. They had never been taught about it before so that they rarely had a chance to practice it. That was the reason why learners (55.42%) expressed that consonant were very difficult for them to pronounce and they could not pronounce them well.

Next, most students had to face with the trouble related to word stress. 66.27% stressed wrongly the part of words. Although almost of the participants knew the role of word stress, not much of them could know clearly about English word stress rules. Because Vietnamese language does not have word stress, it is difficult for them to get used to remembering stressing the part of word. Learners had to create a right habit about stressing the part of words because stressing the wrong part might cause a misunderstanding of the word meaning.

Moreover, MBA also made mistakes about English articles. Because English articles are different from Vietnamese ones and English article rules are more difficult, learners could not discriminate clearly between “a”, “an” and “the”. And 36.15% did not know clearly how to use articles. That were the reasons why they usually spoke English without articles or used wrongly the articles. Lacking of articles or using them wrongly will make the sentences become very strange with native speakers so that they may be uncomfortable while speaking.

The next common mistakes were about tenses. In fact, there were still many controversial comments about tense in Vietnamese, but it is not difficult for Vietnamese people to express the time which actions or things happen. While in English, speakers have to change the form of verbs to express the time. That was the reason why participants usually forgot to use past simple tense when they talked about things in the past. Some of them could not also discriminate clearly between the past simple and present perfect tenses. There were 60.24% who could not choose the correct tense to use.

The next one was related to passive voice structures. In fact, the passive voice structure in Vietnamese is easier than in English. That was the reason why most of learners avoided using passive voice structures while speaking English. 59.04% expressed that sometimes they were not able to speak fluently because of the passive voice structures. More than a quarter of participants also confessed that they were usually confused about using “by” in the passive voice.

Last but not least, learners also made mistakes about word order. 74.71% confessed that they usually put words in the wrong place while speaking. There are two main types of this mistake, the first one was saying adjectives after nouns. And the second one was putting adjectives which were in different fields randomly without rules. Because Vietnamese people always put an

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adjective after a noun and the adjective can stand randomly together, it is difficult for learners to put the word into the right place. It is also necessary for learners to practice about making sentences with the exact order.

In summary, it can be seen from the discussion that learners made several mistakes in speaking English. Those results allow to answer the research question as well as suggest pedagogical implication.

5. CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS

5.1 Conclusions

The aim of this study was finding common mistakes in English speaking affected by Vietnamese of MBA at Tay Do University.

In fact, MBA learners made some common mistakes in their improving speaking skill process. Specifically, they included two main kinds of mistakes such as pronunciation and grammar mistakes.

About pronunciation, they made some mistakes about intonation, ending sounds, consonant clusters and word stress. The first problem was speaking English with a flat tone. They could not speak English fluently and naturally. Besides, lacking of ending sounds and pronouncing wrongly the final sounds were other common mistakes. Those mistakes made listeners misunderstand what the learners wanted to express. Moreover, consonant clusters were difficult for learners to pronounce so that they pronounced wrongly the sounds of words. Last but not least, learners also stressed the wrong parts of words. Some of them confessed that they did not know clearly about the word stress rule in English.

About grammar, learners confessed that they made some mistakes about articles, tenses, passive voice structures and word orders. Some of learners could still not discriminate clearly between “a”, “an” and “the” and the others did not know clearly how to use articles. Learners also expressed that they forgot to use past simple tense while talking about things in the past in a lot of cases. In addition, learners could not discriminate clearly between the past simple and present perfect tenses and choose the tense to use. With passive voice structures, sometimes learners were not able to speak fluently because of the passive voice structures. They usually avoided using it and felt confused about whether or not to use “by” in the passive voice. Finally, MBA learners confessed that they usually put words in the wrong places while speaking. The other mistakes were saying adjectives after nouns and putting adjectives which are in different kinds randomly.

5.2 Implications

First of all, through the results learners can recognize the role of speaking skill in the learning and improving speaking skill process. Furthermore, learners themselves can realize their own mistakes while answering the questionnaire. Besides, they can also know what they need and choose the most suitable method on their own to overcome mistakes. Secondly, speaking teachers can base on the result of this study to figure out the problems of their learners to give them the most suitable learning method. Moreover, other researchers can refer this research to make another study which can help learners to learn English in the better way in general and improve English speaking skill in particular.

5.4 Recommendations for further research

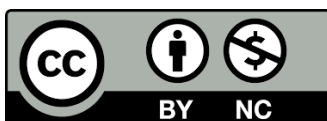
Base on the results of this research, several recommends are given for the further researches. Firstly, it is recommended that the further research should be about how to help learners overcome mistakes in the speaking English process or find out some effective learning methods for learners to improve speaking skill. Furthermore, the future researchers are encouraged to make studies on other mistakes affected by Vietnamese language or how to overcome them to help learners get a higher level of the speaking skill.

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