BỘ GIÁO DỤC VÀ ĐÀO TẠO

TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

KHÓA LUẬN TỐT NGHIỆP

NGÀNH : TIẾNG ANH THƯƠNG MẠI

Sinh viên : Phan Thị Thảo

Mã sinh viên : 1912752006

HẢI PHÒNG – 2023

BỘ GIÁO DỤC VÀ ĐÀO TẠO

TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

DEVELOPING EFFECTIVE VOCABULARY LEARNING STRATEGIES FOR BUSINESS ENGLISH THIRD YEAR STUDENTS AT HPU

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

NGÀNH: TIẾNG ANH THƯƠNG MẠI

Sinh viên   : Phan Thị Thảo

Giảng viên hướng dẫn : ThS. Bùi Thị Mai Anh

HẢI PHÒNG – 2023

BỘ GIÁO DỤC VÀ ĐÀO TẠO

TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

Sinh viên: Phan Thị Thảo

Mã SV: 1912752006

Lớp: NA2301T

Ngành: Tiếng Anh Thương Mại

Tên đề tài: Developing Effective Vocabulary Learning Strategies for

Business English Third Year Students at HPU

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

2. Các tài liệu, số liệu cần thiết

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

3. Địa điểm thực tập tốt nghiệp

…………………………………………………………………………

GIẢNG VIÊN HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên   : Th.S Bùi Thị Mai Anh

Cơ quan công tác   : Trường Đại học Quản lý và Công nghệ Hải Phòng

Nội dung hướng dẫn: Developing Effective Vocabulary Learning Strategies for Business English Third Year Students at HPU

Đề tài tốt nghiệp được giao ngày 12 tháng 04 năm 2023

Yêu cầu phải hoàn thành xong trước ngày 15 tháng 06 năm 2023

Đã nhận nhiệm vụ ĐTTN   Đã giao nhiệm vụ ĐTTN

Sinh viên   *Giảng viên hướng dẫn*

Phan Thị Thảo   **Bùi Thị Mai Anh**

Hải Phòng, ngày... tháng.... năm...

XÁC NHẬN CỦA KHOA

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: Th.S Bùi Thị Mai Anh

Đơn vị công tác: Trường Đại Học Quản lý và Công nghệ Hải Phòng

Họ và tên sinh viên: Phan Thị Thảo

Chuyên ngành: Tiếng Anh Thương Mại

Nội dung hướng dẫn: Developing Effective Vocabulary Learning Strategies for
Business English Third Year Students at HPU

1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

....

....

....

2. Đánh giá chất lượng của đồ án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu…)

....

....

....

....

3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ ☐   Không được bảo vệ ☐   Điểm hướng dẫn ☐

Hải Phòng, ngày…. tháng 06 năm 2023

Giảng viên hướng dẫn

(Ký và ghi rõ họ tên)

Bùi Thị Mai Anh

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên: ....

Đơn vị công tác: Trường Đại Học Quản lý và Công nghệ Hải Phòng

Họ và tên sinh viên: Phan Thị Thảo

Chuyên ngành: Tiếng Anh Thương Mại

Nội dung hướng dẫn: Developing Effective Vocabulary Learning Strategies for Business

English Third Year Students at HPU

1. Phần nhận xét của giảng viên chấm phản biện

....

....

....

....

2. Những mặt còn hạn chế

....

....

....

....

3. Ý kiến của giảng viên chấm phản biện

Được bảo vệ ☐   Không được bảo vệ ☐   Điểm phản biện ☐

Hải Phòng, ngày …… tháng 06 năm 2023

Giảng viên chấm phản biện

(Ký và ghi rõ tên)

ABSTRACT

Vocabulary plays an essential role in the foreign language learning process of learners, especially for students majoring in Business English. However, learning vocabulary is a big obstacle for 3rd year students when learning foreign languages. To overcome that obstacle, this study presents the results of building students' vocabulary learning strategies, thereby making some suggestions to improve the effectiveness of vocabulary learning for third-year students of the major. Commercial English. Findings and discussions were collected from survey questionnaires conducted at HPU and student interviews in class NA2301T, NA2401T.

Keyworld: *vocabulary ,learning strategies ,vocabulary strategies, Business English.*

ACKNOWLEDGEMENTS

Table of Contents

PART 1: INTRODUCTION

1. Rationale

One of the essential factors to help English learners achieve the best results is vocabulary. However, most English learners in Vietnam have very little vocabulary, which is not enough to communicate effectively even in simple everyday communication situations. To be successful, learners not only apply one method but must apply and combine many different strategies, learning methods, practices and practices. The most important thing is the passion and aspiration, the great motivation of each individual to master the language.

Vocabulary is considered as an important factor determining success in communicate in the language of the learner, whether in the native language or in the foreign. Vocabulary development plays an important role in language development learners' language. Knowing English vocabulary is not enough, you must know how to use it using that vocabulary in different contexts and situations creates success work when learning a foreign language. Therefore, English teachers not only focus on on providing vocabulary for learners but also helping learners become familiar with meaning, structure, grammar and usage of that vocabulary through the application of methods, organizing activities and assigning exercises in the teaching process to help learners can use vocabulary in the most appropriate and effective way in real life, daily work.

Vocabulary plays an important role in learning and using English, especially for students majoring in Business English. In learning and practicing language skills such as listening, speaking, reading and writing, vocabulary helps learners understand most of the information conveyed through reading listening texts as well as through communicating with people foreign. In the learning process of students majoring in Business English, students majoring in Business English still have many limitations in learning vocabulary, especially specialized vocabulary.

Therefore, learning and improving foreign languages, especially English, is extremely necessary for students.

2. Aims of the study

In this study, I would like to answer the following issues:

- First, the topic helps students realize the importance of vocabulary learning and its relationship to speaking, reading and writing skills.
- Second, the topic delves into the study of vocabulary learning strategies of students majoring in Business English.
- Third, the topic gives some suggestions on how to learn vocabulary effectively to help English learners build their vocabulary. Findings and discussions were gathered from survey questionnaires conducted at HPU and student interviews in class NA2301T, NA2401T. It is hoped that the findings and discussions will contribute to clarifying the current situation of specialized vocabulary learning of third-year HPU students as well as the general situation of all students today.

3. Scope of the study

The scope of study focuses on English learners especially class NA2301T, NA2401T.

The topic is conducted to assess the current situation of students' vocabulary learning Business English, highlight the problems and find out the essence of vocabulary learning of students. The information and data collected in the survey will be analyze and thereby build a vocabulary learning method for students. The experimental part of the thesis is to test the effectiveness ofmethods built on the basis of survey results to help students make the best use of their own ability to learn and use their own vocabulary.

4. Methods of the study

The study used several methods to evaluate and draw conclusions:

- ➢ Document research method :

Conduct research, study relevant documents to have a scientific theoretical basis, accurate information for the analysis in the topic.

➢ Methods of investigation and survey :

Distributing surveys, collecting information from students of class NA2301T, NA2401T to see the main specialized vocabulary learning methods of students majoring in Business English.

➢ Methods of data analysis :

From the results obtained on the survey form, synthesis and statistics to produce the most accurate data for the topic.

5. Design of the study

The study consists of three main parts: Introduction, Development, and Conclusion.

➢ Part I: Introduction shows reasons to choose the study, the aims, scope, methods, and design of the study

➢ Part II: Development shows theoretical background, and study vocabulary learning strategies

➢ Part III: Conclusions, proposed solutions, and limitation

PART 2: DEVELOPMENT

CHAPTER I: THEORETICAL BACKGROUND

1. Vocabulary learning strategies

In the course of classifying and recognizing the strategies of language, various studies indirectly dealt with approaches related to vocabulary learning. O'Malley et al. (1985) noted that there was limited training investigation concerning second language learning strategies. Research has been almost exclusive to rational applications using vocabulary tasks. Regardless of this, a small number of individual vocabulary strategies have been studied in some depth, the key exclusions being guesstimating from the setting and context (Huckin, Haynes & Coady, 1993), as well as specific mnemonics such as the 'keyword technique' (Pressley, Levin & Miller, 1982). However, combining the outcomes of comprehensive studies on learning strategies with vocabulary-specific further research allows us to develop several tentative broad inferences regarding vocabulary learning strategies. It appears that numerous students use vocabulary learning approaches, particularly when associated with tasks that are more cohesive. Chamot (1987) established that ESL students in high school stated more usage of learning vocabulary strategies than for any other language learning activity, together with social communication, oral presentation, and listening comprehension. This may be due to the comparatively distinct nature of vocabulary learning paralleled to more assimilated language activities, such as effectively employing the techniques and making oral presentations. Also, it can be caused by the fact that classrooms have a habit of accentuating discrete actions and activities over integrative ones. The usage of higher strategy can be because of responsiveness of the student's vocabulary importance. Horwitz (1988) established that many ESL learners completing their survey agreed or strongly agreed that the most significant part of foreign language learning is vocabulary learning. There are also several ideas regarding the approaches to vocabulary that are commonly used. Cohen and Aphek (1981) designed a longitudinal experiment

that involved several learners attempting to remember unknown words. Ahmed (1989) described the various student categories and established that several students were taking notes on the vocabulary. O'Malley et al. (1985) determined that one of the most cited techniques was repetition, and some approaches needing more active information manipulation (such as the 'keyword method', inferencing, imagery) were less recurrent. Therefore, it appears that more mechanical approaches are favoured rather than complex techniques.

1.1. Vocabulary definitions

There are many different definitions of vocabulary. Corresponding to its particularly important role in foreign language learning, vocabulary has become a top concern of researchers, teachers and learners.

Ur, Penny (1996) defined vocabulary as words we teach in foreign languages. However, a lexical unit can have one word as well as more than one word. It is a combination of two or three words or even a multi-word idiom.

Pyles and Alges (1970) also found that when we want to express a language, the first element that comes to mind is the word. Vocabulary is the heart of language. When we communicate, we combine the sounds of words and the meanings of words to form complete sentences. This shows that vocabulary is extremely important.

Learning a new language cannot be separated from vocabulary. Meaning that in learning a new language people have to know its vocabulary. Vocabulary can be defined in various ways. Experts have proposed some terms about vocabulary. According to Richards and Renandya (2002), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speaker, using language in different context, reading or watching television.

In the past, vocabulary teaching and learning were often given scarce attention in language programs. In more recent times, however, we have witnessed a renewed surge of interest in the nature of vocabulary and the role it plays in learning and teaching a language.

1.2. Vocabulary learning

Even though vocabulary is the sub - skill of a language, it plays a very important role in language learning and teaching. There are many important aspects in vocabulary learning, such as the distinction between word and vocabulary, how important vocabulary is, why a language teacher needs to set the vocabulary learning goals, what are vocabulary learning approaches, etc…. This section aims to discuss and review vocabulary learning in different aspects mentioned.

Some of the strategies such as word lists, dictionaries, and vocabulary exercises are more beneficial when combined with native speakers or peers' interactions. Due to high interactivity of games, note taking and media strategies provide less support for vocabulary learning. The lack of high quality studies and empirical data makes it difficult to draw conclusions about which video games strategies provide the most benefit. The synthesis of research identifies that generally game-enhanced practices are helpful for second language vocabulary enhancement.

1.3. Learning Strategies

Build self-motivation to learn English vocabulary for student.

Motivation to learn is an important factor that directly affects besides learning results thanks to learning motivation. Everyone has to try to improve themselves in many ways distinctive. Motivation will be the reason toimplement learning strategies and activities. Planning and setting clear goals will help us get there the right direction as well as a better view of each results or limitations. However, the most important thing is that learners must find the motivation and resources to follow the roadmap and plan to achieve the best results.

Motivation is also maintained by finding people who the same hobby, passion to do, share knowledge learned on a daily basis, or given hobbies, Their habits are associated with the implementation and application of language; always watch and translate videos, videos, articles, newspapers related to your area of interest, especially programs on economic and trade topics with the explosion of social networks, search engines, chat with English learners around the world have becomes very easy, For example: Facebook, Zalo, Twitter…

2. Business English

2.1. Business English definitions

Business English is a part of English for specific purposes and can be considered a specialism within English language learning and teaching, or a variant of international English.

Business English is one of the examples of English for specific purposes, in the case of Business English it is used mainly in international trade by many people whose primary spoken or written language is English. In a globally connected world, Business English is becoming increasingly important as more and more companies need multilingual staff.

2.2. Structural features of Business English

2.2.1. Social aspects

International business people have a need to make contact with others whom they have never met before, or know only slightly. Meetings are often short because businesspeople are always pressed for time. There is a need for an internationally accepted way of doing things so that people from different cultures, and with different mother tongues, can quickly feel more comfortable with one another.

Social contacts are often highly ritualized. Formulaic language is used (in greetings and introductions, for example) in the context of a routine pattern of exchanges. A certain style is generally adopted which is polite but also short and direct (taking into consideration the need to be economical with time). Although

some situations may require more than this (for example, keeping a conversation going over lunch), the style and content of social interactions will be typified by a desire to build a good relationship while avoiding over-familiarity

2.2.2. Clear communication

This form of English is characterized by clear and concise communication. The goal is to promote efficient and effective communication between businesses and their clients. This can be achieved through the use of simple, direct language.

In addition, it strives to be free of ambiguity and jargon. To this end, it often makes use of standard grammar and vocabulary. As a result, Business English can be an excellent way to communicate with clients from all over the world.

2.2.3. Internationally used business language

Business English is used internationally, and as such, it is important for those who are doing business with people from other countries to be familiar with it.

There are many international resources available for those who want to learn English, including books, online courses, and immersive programs. By learning this form of English, you will be able to communicate more effectively with clients and colleagues from around the world.

2.2.4. Specification and short

These English skills are generally characterized by being short and specific. This is in contrast to other forms of English, which may be more lengthy and flowery. The purpose of Business English is to get your point across quickly and efficiently, without wasting time or beating around the bush.

That's not to say that it can't be expressive – it can be, but in a concise way. This makes it ideal for email, report writing, and other professional communications. So if you need to communicate clearly and effectively in a business setting, then Business English is the way to go.

2.2.5. Jargon

In order to be successful in the business world, you need to be able to communicate effectively in a business environment. This means understanding and using the specialized vocabulary and jargon of the business world. Business communication for success often includes words or phrases that are specific to a particular industry or field. For example:

If you work in banking, you will need to know terms such as "liquid assets" and "interest rates."

If you work in marketing, you will need to know terms such as "branding" and "target audience."

Knowing the right Business jargon terms can give you a leg up in your career. It shows that you are knowledgeable and professional and that you can communicate effectively with clients and colleagues. So if you want to succeed in business, start learning the jargon.

2.2.6. Difference from ordinary English

Business language is a type of English used for commercial purposes. It usually refers to the varieties of English used in international business, such as that used in contracts, marketing materials, and business correspondence.

However, it can also refer to the English used in specific workplaces, such as the aviation industry or the financial sector. For example, business writing is often more formal and concise than other types of writing, and it often uses specialized vocabulary from fields such as accounting or human resources. Similarly, spoken Business English often includes more technical terms and abbreviations than standards English.

2.2.7. Professional and Diplomstic communication and presentation

Business terminology is used in a wide variety of settings, including business meetings, presentations, and email correspondence. Its goal is to communicate information clearly and effectively while maintaining a professional and

diplomatic tone. To achieve this goal, business people typically avoid everyday slang or jargon and use concise, well-structured sentences.

By adopting these characteristics, you can ensure that your Business English communicates your message clearly and effectively.

2.2.8. Simple, yet effective, grammar

Business English is a form of English used in the workplace. It is characterized by a more formal tone, a specific vocabulary, and sometimes special grammar rules. Although it may seem daunting at first, it is actually quite simple and straightforward. By understanding its key characteristics, you can start using it with confidence in no time.

2.2.9. The spoken and written language aren't the same

While the English language is relatively uniform across different regions and dialects, there are some notable differences between spoken and written English:

For one, spoken English is generally more informal than written English, with greater use of contractions and colloquialisms.

In addition, spoken English tends to be shorter and simpler than written English, with less use of long or complex words and sentences. This is due in part to the fact that spoken language is processed by the brain differently than written language, making it more difficult to comprehend long or complicated constructs.

As a result, it is important to consider the audience when choosing whether to communicate in spoken or written English. In general, spoken English is more appropriate for casual conversation, while written English is more suited for formal communication.

3. Vocabulary classification

3.1. Reading vocabulary

A person's reading vocabulary is all the words recognized when reading. This class of vocabulary is generally the most ample, as new words are more commonly encountered when reading than when listening.

3.2. Listening vocabulary

A person's listening vocabulary comprises the words recognized when listening to speech. Cues such as the speaker's tone and gestures, the topic of discussion, and the conversation's social context may convey the meaning of an unfamiliar word.

3.3. Speaking vocabulary

A person's speaking vocabulary comprises the words used in speech and is generally a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused slightly and unintentionally, but facial expressions and tone of voice can compensate for this misuse.

3.4 Writing vocabulary

The written word appears in registers as different as formal essays and social media feeds. While many written words rarely appear in speech, a person's written vocabulary is generally limited by preference and context: a writer may prefer one synonym over another, and they will be unlikely to use technical vocabulary relating to a subject in whom they have no interest or knowledge.

4. The importance of vocabulary in learning English and the business field
4.1. The importance of vocabulary in learning English

Vocabulary is considered as an important factor determining success in communicate in the language of the learner, whether native or foreign. Vocabulary development plays an important role in language development language of learners knowing English vocabulary is not enough, you must know how to use it using that vocabulary in different contexts and situations creates success work while learning a foreign language. Therefore, English teachers not only focus on in providing vocabulary for learners but also helping learners get

acquainted with meaning, structure, grammar and usage of that vocabulary through application methods, organization of activities and assignment of exercises in the teaching process help learners can use vocabulary in the most appropriate and effective way in real life, daily work.

The role of vocabulary when learning a foreign language is essential. When having vocabulary, English learners will definitely use four skills: Listening, Speaking, Reading, and Writing. Vocabulary plays a decisive role in the learning process of learners' foreign language ability and affects the effectiveness of learners' listening, speaking, reading and writing skills. In addition, vocabulary is also considered a weapon have a great influence on human-to-human communication. Therefore, vocabulary always occupies an important position in the process of learning a language are always focused by English teachers in the teaching process to have can improve vocabulary mastery for learners. Mastering vocabulary that is, learners have comprehensive knowledge of vocabulary including word meaning, style speaking, writing style, grammatical structure, word origin, word combinations. Furthermore, according to studies, grasping vocabulary creates convenient for communication ability and good second language acquisition. Relationship between lexical knowledge and language usage is described as a relationship systems that complement each other because a certain amount of vocabulary can be used language, on the contrary, using language increases the amount of vocabulary knowledge .We have can see the importance of vocabulary in daily life, in the environment school inside and outside the school.

4.2. The importance of vocabulary in the Business English

First the world of business requires confidence and strong communication skills. Today, English is the dominant language of negotiation in business across the world. Non-native English speakers are seeing the importance of studying Business English to improve their professional success. The aim of Business English is to improve your ability to interact with English-speaking countries or

companies. Communicating in a business setting can be more challenging than usual. In this environment, presentation and confidence are important skills. You will be working with native English speakers who may use specific phrases and vocabulary. By improving your language skills, you will appear more professional and feel more confident when it comes to negotiating with others. Here's a look at how Business English courses can improve your success in a business career.

Second, Business English is highly applicable. By practicing not only English, but also helping learners to have the skills of reasoning and calculation, analyzing data, handling situations or solving problems when working or communicating in English. Business English is also a favorable step along the way of studying abroad. This includes understanding concepts commonly used in a business environment such as sales invoices or business proposals, rather complex financial or accounting concepts such as cost of goods sold, depreciation, letters of credit…

In today's globalized world, Business English is the most common language to use in email and business situations, and it is an essential tool for business people from all over the world to communicate and connect with customers. Business English can be applied in situations as simple as conducting an interview, making a business proposal with a client, to as complex as recognizing and using related terms, business related.

Business English is the type of English used in business contexts, such as international trade, commerce, finance, insurance, banking, and many office environments. It requires expectations of clarity, specific vocabulary, and grammatical structure. For example:

- business meetings

- sales presentations

- negotiations

- business correspondence

- business reports

- executive summaries

CHAPTER II: A STUDY VOCABULARY LEARNING STRATEGIES FOR 3RD YEAR STUDENTS HPU

1. Reality

1.1. Teaching Staff

HPU has a fairly well-qualified teaching staff with lots of experience and enthusiasm. All of them are graduated from university, most of them are MA. They are interested in teaching profession and always define clearly the importance of education for human development and get to know student's expectations. Therefore, they are all enthusiastic, responsible in their work and try their best to give the most effective lectures to students.

1.2. The Students

The university has more than 500 students enrolled in 5-6 different departments. Most of them have been learning English about 7 years, some students get acquainted with English form their high school education. Theirs activeness and eagerness in an English lesson could be easily observed.

Besides, they are quite good at learning English even English skill. They know the importance of English languages in their lives. However, they seem to pay attention to written or read English form more than speaking form. This is partly due to the fact that all of them have to learn in order to pass the exam.

Therefore, during observation time at HPU, I found that a new and strange way for teaching English is so necessary. Students enjoy coming to English periods with funny activities in order to help them memorize the given words and phrases easily.

1.3. English teaching and learning condition at HPU

At HPU, each classroom of the second year English major students is equipped a CD player in English lesson. Additionally, the teachers sometimes use projector to make English lessons more interesting and effective. Teachers often organize English contests encourage students to express their abilities. Moreover, there are

many useful activities to play together, exchange knowledge and relax. Sometimes, they have many chances to talk and study with foreigners. This is an outstanding advantage and a good condition to help them improve their English speaking skill. It can be said that, the study conditions are quite enough and convenient for students to study English effectively. These factors have a great influence on the results of specialized vocabulary learning of students in general and third-year students majoring in Business English in particular.

In fact, they have just graduated from high school to study in a completely new condition, that of university. Sure, their English is very common they don't have much knowledge in any particular area, especially with the interactive curriculum with some fun activities, they are taught according to specific topics to practice and improve skills of listening, speaking, reading and writing. As a result, they have more opportunities to expand and improve their vocabulary.

2. The Survey

2.1. Introduction

2.1.1. The University

HPU was founded on 24th, September 1997. It is the youngest non-state owned university in Vietnam. However, it has but it is reputation through qualified teaching staff and glamorous infrastructure "training is vitality". It has cooperated with many organization as well as institutions in the world like GAP for teacher exchange program.

2.1.2. Class size, time available

Currently, the school has 3 classes of 3rd year students majoring in English. Each class has about 20 students. Each week there is 1 vocabulary lesson and 3-4 specialized lessons 50 minutes/hour.

2.1.3. Participants

Some of the survey questionnaires were thoroughly completed by Business English major student in class NA2301T, NA2401T at the third year attending HPU.

2.2. Methodology

The objective of the current part is to outline the research methodology used and demonstrate that the researcher has followed recognized procedures in this study. It will explain why the method was chosen and provide a detailed explanation of how the research was conducted.

2.2.1. Rationale behind the use of survey questionnaire

Survey questionnaire is chosen for this study because of four main reasons. First of all, it is believed that survey questionnaire is an inexpensive way to gather data form a potentially large number of respondents. Secondly, it can reach a large number of people in a very short time. As commented by Richards (1994, p.10), it is useful in "gathering information about affective dimensions of teaching and learning such as beliefs, attitudes, motivation, preferences…and enables a teacher to collect a large amount of information relatively quickly".

Another advantage of this tool is that the collected data are relatively easy to summarize and report as all the informants answer the same questions. Last but not least, one of the most important reasons to choose this tool is that the survey questionnaire gives the students an opportunity to express their opinions and needs without fear either to be embarrassed or to be punished.

Students are not required to write their names when answering questions because traditionally Vietnamese students are afraid of making their names known.

2.2.2. Purpose of the survey questionnaire

In order to provide an insight into the current state of vocabulary learning, a survey within the scope of the study was conducted at HPU. The main purpose of

the study is to collect and analyze data related to learning specialized vocabulary. This chapter is designed for the following purposes:

- ✓ First, find out teachers' beliefs and attitudes towards the need to improve English vocabulary of students majoring in Business English.

- ✓ Second, relating to the perception of students majoring in Business English about the importance of specialized vocabulary.

- ✓ Third, thoroughly research and develop vocabulary learning strategies for students.

These findings form the basis for the technical proposal in the next chapter.

2.2.3. The design of the survey questionnaires

In the process of determining the students' level of Business English vocabulary learning, a survey questionnaire was designed.

The survey consists of 12 questions for students, finding out the reality of Business English vocabulary learning of 3rd year students at Hai Phong University of Management and Technology. Students are asked to tick the answer that best matches their opinion. In a question with 2, 3 or 4 options, the informant can choose more than one option. The questionnaire is designed as follows.

The survey questionnaires for students:

- Question 1: The relationship between consciousness and action in learning Business English vocabulary.
- ➢ I asked 3 more survey questions to clarify question #1.
- • Is Business English Vocabulary Important?
- • How much time do you spend learning Business English?
- • How much time do you spend a day learning Business English vocabulary?
- Question 2: Students' feeling about the teacher's teaching method.
- Question 3: Why students do not learn Business English vocabulary.

-        Question 4: Students' perception of the importance of Business English vocabulary learning strategies.

-        Question 5: Students' learning goals.

-        Question 6: Effective strategies to learn Business English vocabulary.

-        Question 7: Learn passive Business English vocabulary.

-        Question 8: Learn Business English vocabulary.

-        Question 9: Strategies to strengthen Business English vocabulary.

The questionnaire was designed for 20 third-year students of the Faculty of Foreign Languages, majoring in Business English at HPU.

To ensure objectivity, honesty and efficiency, students do not have to fill in their full name and other personal information when answering questions. In addition, students are guided and instructed clearly and in detail before completing the questionnaire. Time for them to complete each question is three to five minutes.

During the survey, 20 questionnaires were distributed and all were collected. The number of articles that meet the initial requirements of the researcher is 20 articles (100%).

3. Survey questions and Data analysis

General information about the research subject for quantitative research: The total number of people who did the survey was 20, reaching 100% the number of participants as expected. Most of people who do the interview are undergraduates in the Foreign Langue department. The following table will describe some general information about the study subjects:

The survey questionnaires for students:

Here are some surveys showing the vocabulary learning of NA2301T, NA2401T students.

Question 1: How does the students' sense of learning affect the situation and attitude of learning Business English vocabulary?

Information about time for self-study English and time for self-study vocabulary in a day of students surveyed is shown in the Graph for the question:

- Is Business English Vocabulary Important?

Chart 1

The importance of learning Business English vocabulary
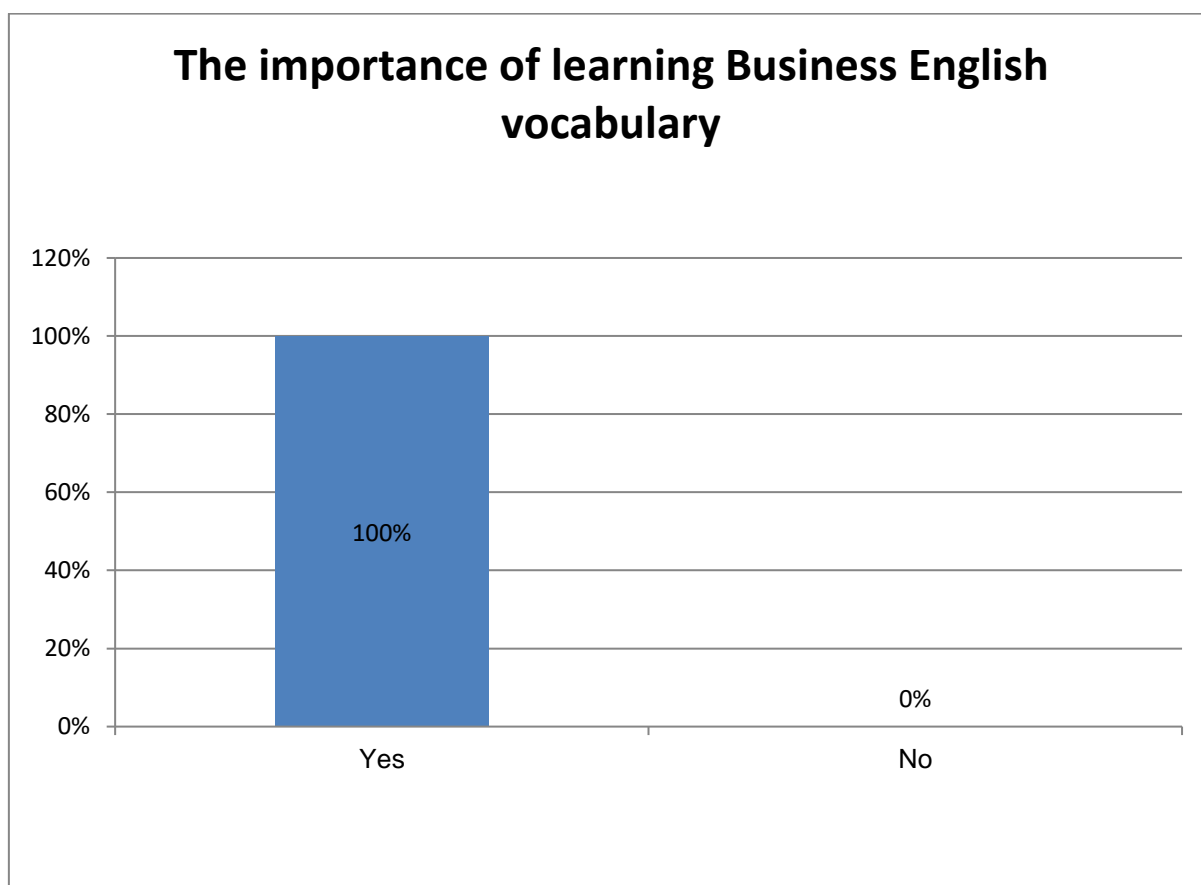
As can be seen, the students are aware of the importance of learning business English vocabulary. Vocabulary is the foundation for developing skills, the process of listening, understanding and speaking words will also become more and more fluent and fluent. In addition to problems related to listening, speaking or reading skills, English vocabulary also helps develop the brain in the ability to write quickly, in the right context and without making spelling mistakes.

-How much time do you spend learning Business English?

Chart 2
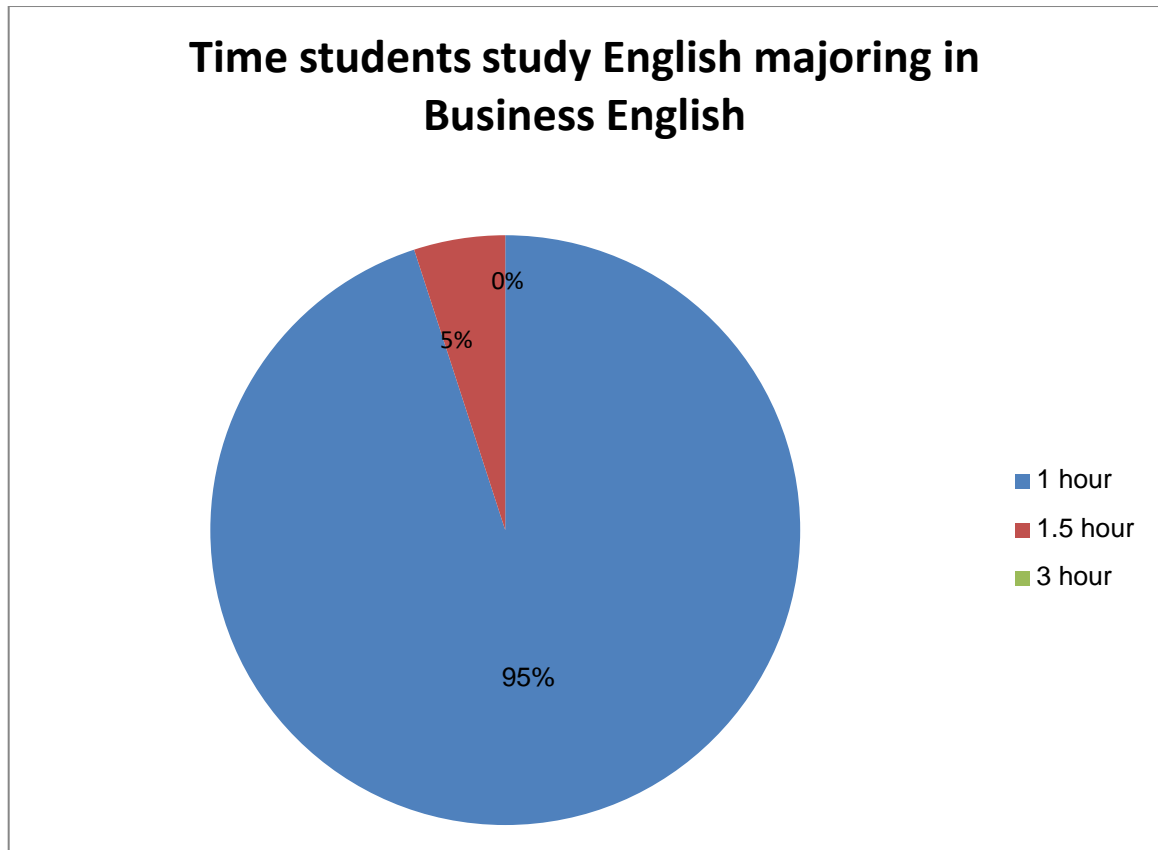
Survey data shows that in 20 questionnaires about the time spent on learning Business English every day, there is a very high percentage of students who study Business English for less than one hour per day (95%), followed by the study time from 1.5 to 2 hours/day (5%), the number of students who spend more than 3 hours on learning Business English is 0%. This means that most students have not invested in learning a foreign language, relatively modest time investment may have to spend time on other subjects or activities other.

- How much time do you spend a day learning Business English vocabulary?

Chart 3

Business English vocabulary learning Time

- < 30 minutes
- > 30 minutes

15%

75%
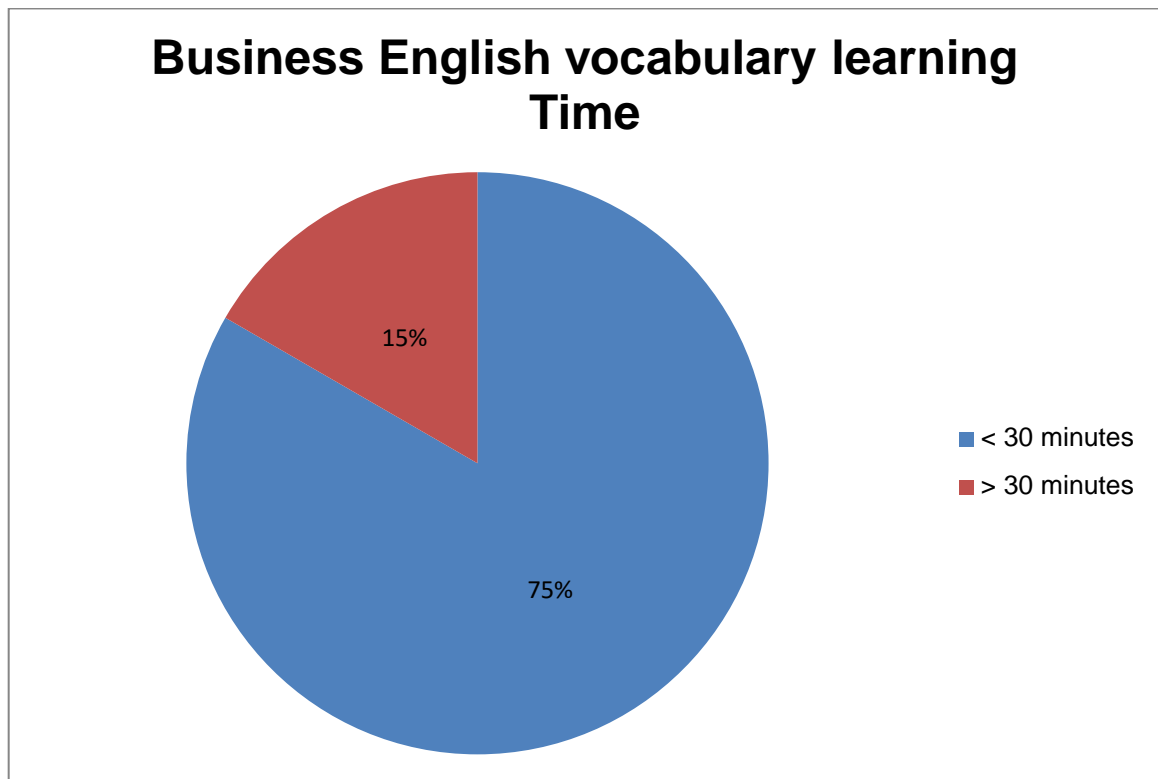
With such a time spent studying Business English, it will naturally affect the time spent learning Business English vocabulary. From the statistics of the survey results

It can be seen that about 75% of the students surveyed spend less than 30 minutes per day learning vocabulary equivalent to 17 students. For the rest (15%), word learning is more focused, that is, students spend a lot of time learning Business English vocabulary (from 45 minutes or more), and even some people spend from 60 minutes to 90 minutes to learn vocabulary. The amount of time allotted for vocabulary learning can also have certain effects on the number of words a student learns in a day.

From 3 graphs 1, 2, 3, shows that there is a contradiction between students' consciousness and actions. In the first research question, 100% of students appreciated the role of Business English vocabulary and especially Business English vocabulary in learning and using English, but students had few input invest time and effort in learning Business English in general and learning Business English vocabulary in particular. Failure to study vocabulary regularly can explain why students have low vocabulary, affecting listening, speaking, reading, and writing skills as well as overall impact on student learning outcomes.

Question 2: How do you feel about the teacher's method of teaching vocabulary?

Chart 4
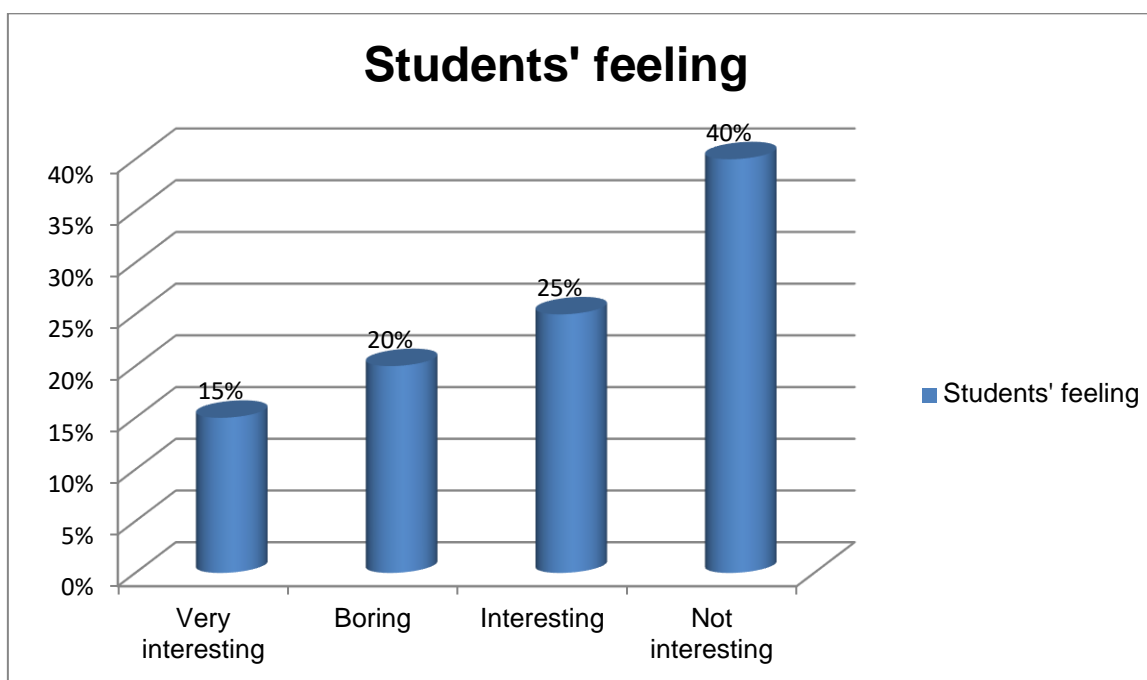
In order to study the learning situation of students in class Na2401T, I also made a questionnaire about the teaching methods of the teachers. The teacher's methods are presented in the table above. The table shows that nearly half of the students found the teacher's method uninteresting, 40% or 8 students. 25% of students who found his method interesting were 5 students. In third place is the number that thinks the teacher's method is boring with 20% of 4 students. And at least 15% of students think their teacher's method is as interesting as 3 students. The table

above shows the students' evaluation of the lecturer's method; it can be objective or subjective opinion.

Question 3: Why don't you learn Business English vocabulary?
a. Objective reasons

The first limitation we see is that most students study at domestic centers, study at home or study on their own; very few students have the opportunity to study English in foreign centers. Second, the subjects that students often communicate in English are mainly teachers, friends, relatives, and very little communication with foreigners. These limitations have made students less likely to have contact with native English speakers, along with the fact that each person has a different way of teaching and reading, which makes many students confused in pronunciation and not knowing how to pronounce them. How to do it right, leading to a lack of confidence in communicating with foreigners, a low level of English improvement.

b. Subjective reasons

A misconception of most students when learning English is that they have to learn a lot of vocabulary to learn it well. Trying to force myself to learn a series of words makes learners quickly bored and not interested in learning English, giving rise to a negative thought that they cannot learn English well.

Sometimes you feel that English vocabulary is difficult to remember, learn first, forget later, learn more, forget more, learn less, and forget less.

If you learn vocabulary by copying individual words on paper without writing down phrases containing that new word in a specific context, you will not fully understand the meaning of the word in other cases together. Simply put, in English there are too many words and one word has many meanings. It will be difficult for you to remember the meaning of words in ordinary communication situations. Memorizing all the individual English words seems impossible. Learning conjunctions by phrases will help you react faster in similar situations.

Most students learn vocabulary whenever there is a deadline or whenever they like. Always try to maintain the habit of studying English as often as possible, no matter how busy you are, do not give up the habit of learning English, do not make excuses to be lazy, because you can learn. English at any time, anytime.

Question 4: How do you rate the business English vocabulary learning strategy below?

Students' perception of the importance of Business English vocabulary learning strategies.

| Opinion statement	Evaluate the degree				
	Totally disagree	Disagree	No idea	Agree	Totally agree
Even though I'm a university student, I still give priority to acquiring specialized vocabulary	0%	5%	10%	20%	65%
I know about methods and strategies to learn vocabulary	5%	15%	30%	30%	20%
Applying a variety of vocabulary learning strategies is important to me	5%	5%	10%	35%	45%

The results of the survey of students in class NA2301T, NA2401T show that the majority of students (85%) have an awareness of the importance of vocabulary acquisition. When aware of the role of literacy vocabulary, students will enjoy learning vocabulary more. Thanks to that excitement, the quality and effectiveness of learning is also higher. However, there are thousands of words to memorize, so students have to choose. Choose the vocabulary learning strategy that best suits your level. When responding to the survey, nearly one half of the

students (50%) "Know about vocabulary learning methods and strategies" this gives Average number of students perceiving and understanding vocabulary learning strategies bottle. However, two-thirds of students surveyed (80%) agree that "a lot. Different vocabulary learning strategies are important" to them.

Question 5: What are your Business English learning goals?

A. Go deeper into specialized English, improve foreign language skills, master all skills.

B. Acquire many practical lessons related to the field of economics, import and export....

C. Expanding opportunities to work in many fields, many companies in many different countries achieve personal career goals.

D. Optimizing the need to travel, explore new lands or study abroad.

Chart 5

Business English learning goals
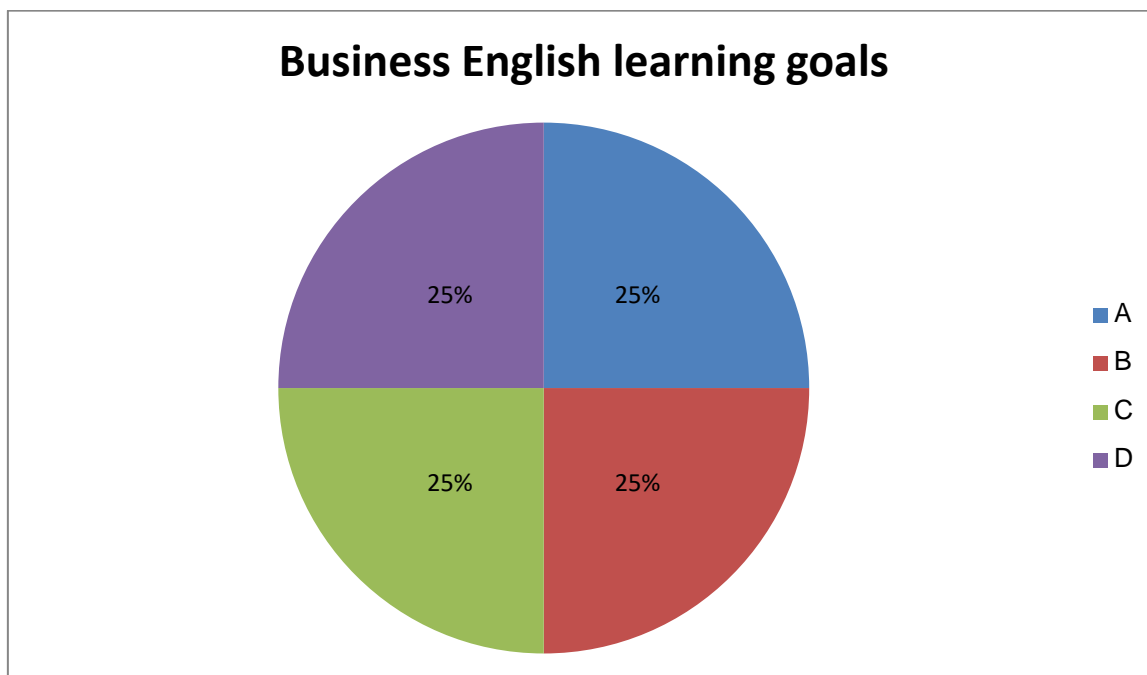
From the chart, the percentage of students with the same goal of learning Business English is 25%, equivalent to 5 students.

In summary, it can be seen that setting goals is very important for each student, helping students improve their English proficiency and confidence when working in an international business environment. Learn the system and relevance of business language skills to the real world of business. Develop negotiation skills with partners in commercial communication.

Question 6: What effective strategies do you use to learn Business English vocabulary?

Some strategies from the survey

✓ Search for more English information on the Internet to learn new vocabulary

✓ Expand your vocabulary by listening to English lessons through VOA, BBC Learning English, Business English Site, Business English Pod channels.

✓ Learn new vocabulary by watching English movies with subtitles

✓ Use the English-Vietnamese dictionary to look up the meaning of new words

- ✓ Guess the meaning of new words through the context in the sentence/paragraph

- ✓ Review previous English lessons and read class notes to learn new vocabulary

- ✓ Make a notebook to record new words with their meanings with examples to learn

- ✓ Practice speaking new words based on its syllable structure

- ✓ Learn new vocabulary by associating newly learned words with previously learned words

- ✓ Use some vocabulary learning apps such as Busuu, ESL podcast, open language, Supiki, Duolingo...
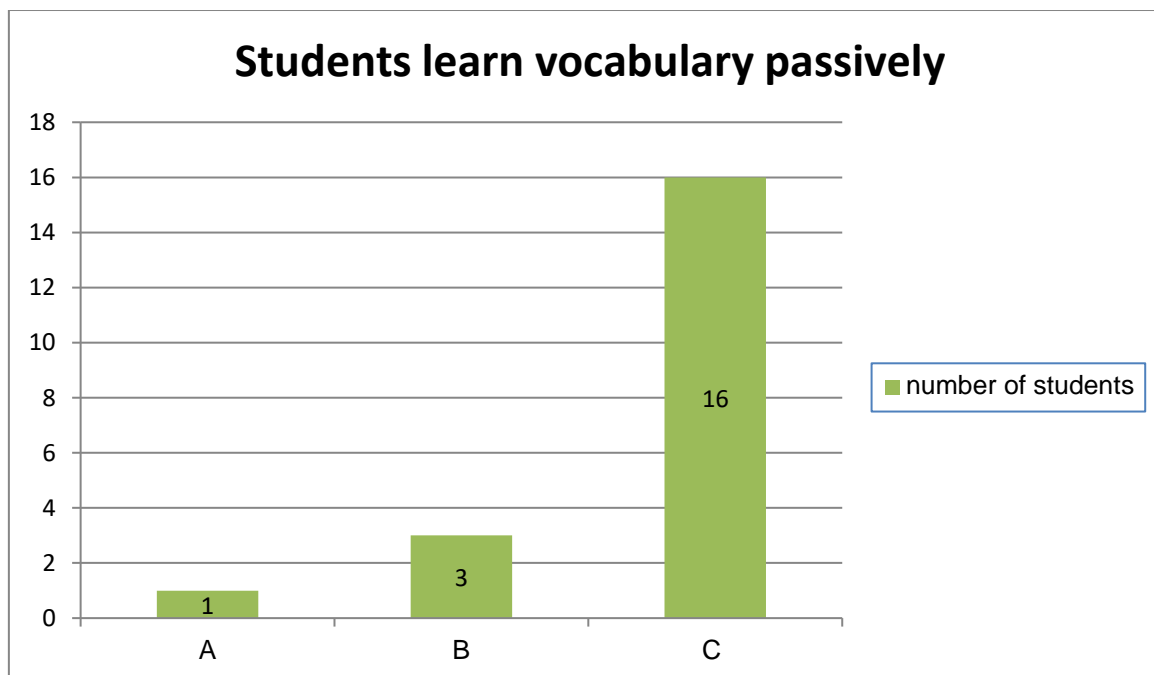
Question 7: How do you usually learn passive Business English vocabulary?

    A. *Students tend to read stories to learn vocabulary.*

    B. *Students who watch movies to enhance their vocabulary*

    C. *Students who tend to listen to music for vocabulary learning*

Chart 6

**Students learn vocabulary passively**

From the table shows that 1 student chooses to read stories to learn vocabulary equivalent to 5%. Next, the number of students who choose to watch movies to

improve their vocabulary is 3 students, accounting for 15%. Finally, the number of students who chose the most, listening to music to learn vocabulary was 16 students, corresponding to 80%. It can be seen that students are very interested in passive vocabulary learning by listening to music. However, this way of learning is not effective for learning vocabulary because according to the following survey:

I proceeded to have the students listen to a song several times for 15 minutes, then write down some of the words they heard and memorized on paper. Your vocabulary is very small, you can write at most 10 words at least 2 words. From that, it can be seen that this learning method is not effective.

Question 8: How do you learn Business English vocabulary ?

Chart 7
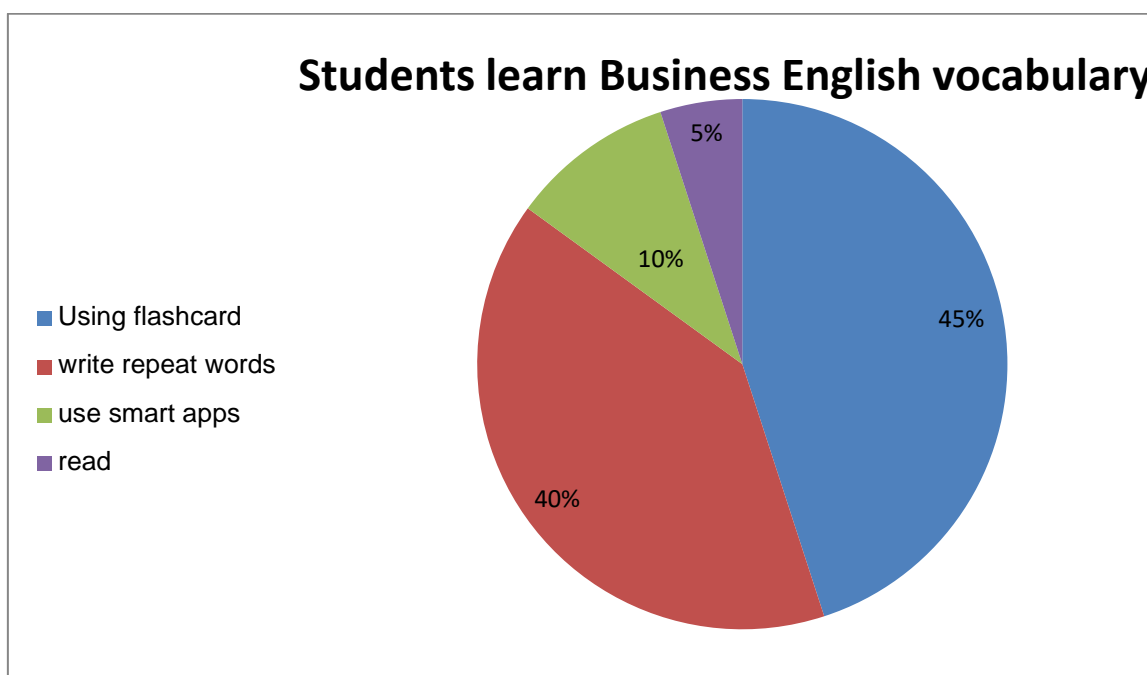
The chart shows that students are very interested and prioritize learning Business English vocabulary through flashcards with the rate of 45%. The next group that learned vocabulary by Writing Repeated Words was 40%. Next, learning vocabulary through the use of smart apps is 10%, it can be seen that students only use smart apps to look up words, not to memorize and learn Business English vocabulary. In the end, the group of students who chose to learn vocabulary through reading accounted for 5%, which was difficult and required patience.

There are many ways to learn Business English vocabulary. However in surveying vocabulary learning methods of students in class NA2301T, NA2401T. I found that there are two most chosen Business English vocabulary learning methods, which are the "vocabulary card" and "word repetition" methods.

A, Using flashcard.

Survey results show that students are interested in the role and importance vocabulary in learning and using Business English. Learning vocabulary through flashcards is the most chosen by students, showing that this method is very suitable for students. However, learning vocabulary with cards is not a new and widely used learning method for students of previous majors. The use of learning methods vocabulary for students majoring in Business English really effective. The answer is the application of the method this way to learn many words without any constraints is that when designing vocabulary cards, learners can design their own vocabulary cards that suit their attitudes, styles and preferences, and English ability of each student.

b, Write repeat words

The method of repeating the words chosen by the students has a second place rate of 40%. Learning by this method requires learners to have a separate vocabulary book. When learning a new vocabulary, learners are required to write down the new vocabulary with prewritten meanings and examples in the notebook and must record it at least 5 times. This helps students to memorize vocabulary in the brain. In addition, students will take examples with each word and then make sentences, because students' real knowledge of grammar and thinking ability in English is still very limited. The recorded examples are available to help students remember the word and partly understand the usage of that word.

Overall, both methods have their own pros and cons. But it can be seen that for students learning Business English, they prefer to learn Business English vocabulary through flashcards rather than through the above survey.

Question 9: What strategies do you use to reinforce your Business English vocabulary?

Chart 8
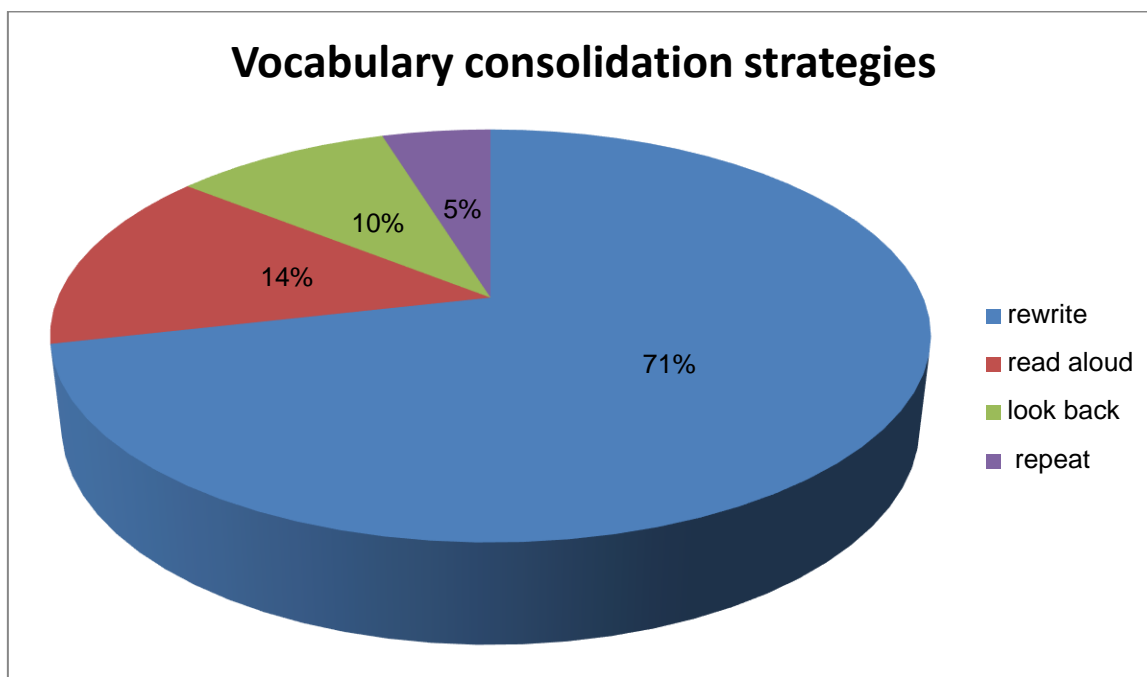
The process of word reinforcement takes time and strategies. It is not possible to grasp an overview of vocabulary just by looking and looking up the meaning of words. The 20 students surveyed acknowledged their dominant literacy style, just rewrite, read aloud or repeat. More than that, in the rewrite strategy a lot times is most commonly used because students often think just memorize it. The focuses are on expanding the vocabulary, but are the words relevant in conversation or used often.

Therefore, it is necessary to strengthen vocabulary by taking notes in notebooks, studying lessons subjective or factual connections keep vocabulary from being forgotten.

4. Findings and Discussion of Findings

Based on the results of the survey, the purpose of this section is to clarify some key findings related mainly to vocabulary learning strategies for 3rd year Business English students at HPU.

Because the survey and interview were limited to a small number of students, the results certainly did not reflect the actual situation of vocabulary learning at HPU. However, it is hoped that the following findings and discussions can provide useful information for several areas.

Business English major has a number of specialized subjects such as Human Resource Management, Microeconomics, Macroeconomics, Business Administration, Financial and Monetary Theory, Basic Marketing Principles, Management Accounting, business statistics, financial management, international payments, these subjects have very difficult specialized words, so we must have a specific and clear strategy to develop vocabulary learning the most effective way. Therefore, we must identify the words to learn.

Make a list of words to learn. The importance of keeping the amount of vocabulary learned to a minimum ensures plenty of time for deeper vocabulary memorization. In a reading passage students can understand the content of the text without knowing all the vocabulary they need to practice independently using vocabulary learning strategies.

Read the passage and identify words that you think you will not be familiar with. Ask yourself: "How confusing is this passage?" - Choose important words to understand the text. - Identify which words are well-defined in the lesson: some can be defined directly and some through context. These vocabulary words are only mentioned quickly after reading, not directly learned before reading. - Identify vocabulary words you may know based on their prefixes, suffixes and root words. Determine which word to learn from among the vocabulary in the selection list, For example, there may be many specialized vocabulary, choose frequently used words in the subject.

For example:

Human resource management (HRM) is the process of employing people, training them, compensating them, developing policies relating to them, and developing strategies to retain them. As a field, HRM has undergone many changes over the

last twenty years, giving it an even more important role in today's <u>organizations</u>. In the past, HRM meant processing <u>payroll</u>, sending birthday gifts to <u>employees</u>, arranging company outings, and making sure forms were filled out correctly—in other words, more of an <u>administrative</u> role rather than a <u>strategic role crucial</u> to the success of the organization. Jack Welch, former <u>CEO </u>of General Electric and <u>management guru</u>, sums up the new role of HRM: "Get out of the parties and birthdays and enrollment forms.… Remember, HR is important in good times, HR is defined in hard times." 1 It's necessary to point out here, at the very beginning of this text, that every manager has some role relating to human resource management. Just because we do not have the title of HR manager doesn't mean we won't perform all or at least some of the HRM tasks. For example, most managers' deal with <u>compensation, motivation</u>, and <u>retention of employees</u>— making these aspects not only part of HRM but also part of management. As a result, this book is equally important to someone who wants to be an HR manager and to someone who will manage a business.

From the example above, you can choose some specialized and important words in the passage to learn. We can learn vocabulary through context in 2 ways

First: create your own flashcard to study:

For example:
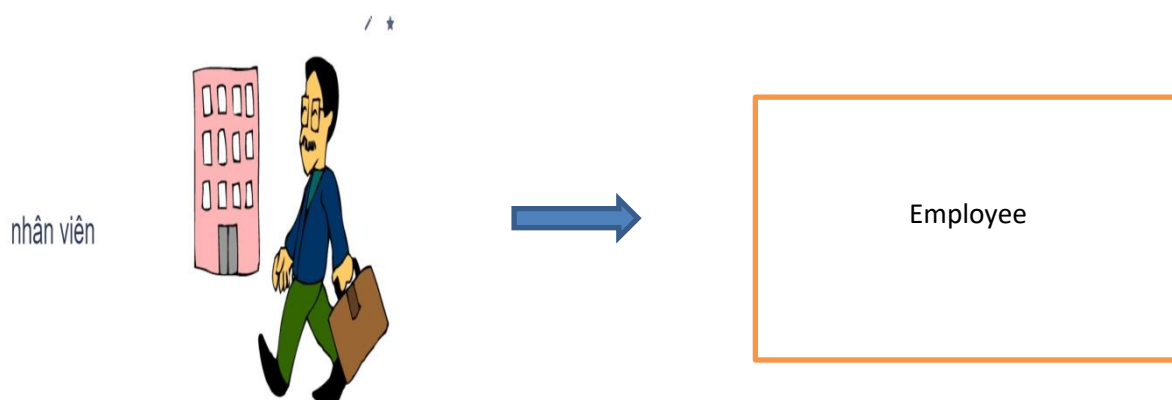
Second: Write the words that repeat

This method is applied a lot by students, but it only has an immediate effect because learning this method will quickly forget words.

Create more opportunities for exposure to vocabulary. The development of knowledge is incremental. Therefore, students have to be exposed to vocabulary many times. This does not mean just repeating words but encountering vocabulary in different contexts. Meet a repeating vocabulary repeated in different contexts, more and more information accumulates about the word until we have a clearer concept of what the word means. It is important that students must create opportunities for yourself to be regularly exposed to the meaning of words and provide many contexts in which the vocabulary used to be able to develop deeper understanding know about vocabulary and how it is used flexible.

Develop a "Vocabulary Exploration" Strategy Explore Words: Using Context and Word Elements When you come across a new word, follow these steps to understand its meaning:

➢ Step 1. Use context: read the text and see if the sentences surrounding the word suggest anything to know the meaning of the word.

➢ Step 2. Breaking down word components: - Find the root word and its meaning. The root word is the word with the simplest form that carries the main meaning. No other components assigned.

   - Find the prefix and its meaning. A prefix is a group of letters that are added to the end of a word and change the meaning of that word.

- Find the suffix and its meaning: A suffix is a group of words that are added to the end of a word and change the meaning of that word as well as the type of word.

➢ Step 3. Match the meaning of the components: combine the meaning of the original word. Prefix and suffix together to find out the meaning of the word or not.

➢ Step 4. Reread the passage: reread the passage and ask yourself: does the found meaning match the sentence in the text.

PART 3: CONCLUSIONS AND RECOMMENDATIONS

1. Conclusion

The scientific research topic "Developing Effective Vocabulary Learning Strategies for Third-year HPU Business English Students" is carried out on the basis of theory and practice on learning specialized English vocabulary for Business English major students. Survey shows that students are fully aware of the importance of learning to speak English in general and about English vocabulary in particular. However, between thoughts and actions of students have a relatively large contradiction and that also explains it logically part of their test results. Need to reconsider the role of the word vocabulary in learning and using Business English, vocabulary is the basic element to develop listening, speaking, reading and writing skills.

- Students are aware of the importance of learning Business English vocabulary.

- Students do not have a specific vocabulary learning strategy.

- Students have not taken it seriously; have not spent much time on cultivating specialized vocabulary.

- Most students lack vocabulary, are timid, afraid of making mistakes.

- Some suggestions on how to learn vocabulary can help students improve their Business English vocabulary.

2. Proposed solutions

Experimental results show that two methods of learning from above learning with flashcards and learning by repeating words proved to be effective. Because the nature of foreign language learning in general and vocabulary learning in particular are basically the same, the two above-mentioned vocabulary learning methods should be widely applied to students majoring in Business English.

To master a word and its meaning this word must be used about 40 times in different contexts. Because through the above sentence, we can see that using a foreign language in real life is extremely effective, because it helps us remember vocabulary and use it more fluently. Perhaps at first, when new vocabulary is formed in our heads, we can relate to reality through writing. Then we should confidently use it in our speech. Thus, vocabulary is actually vocabulary activity is our vocabulary.

Actually, learning specialized English vocabulary is not much different from other English vocabulary. It is important that you work hard, modify and increase your exposure to them. These materials are only a summary or explanation, not because you will learn these words well if you are lazy. Here are the steps to learn vocabulary effectively:

✓ *Step 1*: Read the list of specialized English vocabulary.

✓ *Step 2*: Write down some words that you find the most difficult to understand and conduct a dictionary lookup.

✓ *Step 3*: Record the meaning and pronunciation.

✓ *Step 4*: The nature of specialized English words is often combined from prefixes, suffixes and word groups. Hold it for sure.

✓ *Step 5*: Read specialized texts such as books, articles, conference papers, and blogs of industry authors to meet these specialized words.

✓ *Step 6*: Memorize and schedule a review of your own Business English kit.

Learning vocabulary is a lifelong endeavor. We cannot learn all the specialized vocabulary, you can only find the quality of learning that suits your situation and learning style, Therefore, students should always keep the following principles in mind:

+ Self-aware of the role and benefits of using strategies to learn vocabulary

+ Because the effectiveness depends on the learner's level of acquisition, research methods, knowledge, background knowledge, goals, and abilities, learners themselves must determine what the right strategy is for you and how to practice and improve your vocabulary.

+ Cultivate daily vocabulary and make a daily vocabulary learning plan.

+ Practice using dictionary skills

+ Use learned words in many contexts

+ Learn words that you want to use and are useful for your major

+ Don't waste time on rare and rarely used words

3. Limitation

As the name of the research project clearly states: "Developing Effective Vocabulary Learning Strategies for Business English Third Year Students at HPU" and the research object is also clearly stated that the students of class NA2301T, NA2401T.

The results and discussion of the topic are completely reasonable and scientific within the scope of the topic. It is possible that factors such as qualifications, fields of study, level of study, etc. are related to the attitudes and learning behaviors of students, but the factors mentioned above are not within the scope of the research topic.

However, the study also encountered certain limitations. Because this topic only applies 2 design strategies, it will limit the application and comparison of many different strategies, so it is not possible to find a suitable learning strategy for many different students because each student has his or her own way of learning. Applying a strategy that works for one group of students doesn't mean it will work for another. So there should be more introduce more vocabulary learning strategies so that students can choose for themselves the most appropriate and effective learning strategy for students majoring in Business English. Overcoming

the above limitation, the results that the topic brings will be more practical and more applicability.

REFERENCES

1. Books

1. Ahmed, M. (1989). *Vocabulary Learning Strategies.* In P. Meara (Ed.), Beyond Words (pp. 3- 14). London: CILT.

2. Business English and Communication (1999). *Hong Kong: The Management Development Centre of Hong Kong*

3. Chamot, A. (1987). *The learning strategies of ESL students. In A. Wenden & J. Rubin, (eds.),* Learner strategies in language learning (pp. 71-83).

4. Cohen, A. D. & Aphek, E. (1981). *Easifying second language learning.* Studies in Second Language Acquisition, 3(02), 221-236.

5. Horwitz, E. K. (1988). *The beliefs about language learning of beginning university foreign language students.* The Modern Language Journal, 72(3), 283-294.

6. Huckin, T., Haynes, M. & Coady, J. (1993*). Second language reading and vocabulary learning,* Norwood, NJ: Ablex Publishing Corporation.

7. Huckin, T., Haynes, M. & Coady, J. (1993). *Second language reading and vocabulary learning*, Norwood, NJ: Ablex Publishing Corpor

8. Mark Ellis, Cristine Johnson (1994). *Teaching Business English.* New York: Oxford University Press

9. McCarthy, M.J. (1990). *Vocabulary.* Oxford: Oxford University Press.

10. Nation, I.S.P (2001). *Learning vocabulary in another language.* Cambridge: Cambridge University Press.

11. O'Malley, J. M., Chamot, A., Stewner-Manzanares, G., Kupper, L. & Russo, R. P. (1985, oct 27). *Learning Strategies Used by Beginning And Intermediate ESL Students.* A Journal of Research in -Language Studies, 22-46.)

12. Pressley, M., Levin, J. R. & Miller, G. E. (1982). *The keyword method compared to alternative vocabulary-learning strategies*. Contemporary Educational Psychology, 7(1), 50-60.

13. Renandya, W.A, & Richards, J.C. (2002). *Methodology in Language Teaching*. New York : Cambridge University Press, (255)

14. Richards, J. C. and Renandya, W. A. (2002). *Methodology in Language Teaching*. Cambridge: Cambridge University Press.

15. Sannoui, R. (1992). *Vocabulary Learning and Teaching in French as a Second Language Classrooms.*

16. Thomas Pyles, john Algeo (1970) *The Origins and Development of the English Language knowledge.*

17. Thornbury, S. (2002). *How to Teach vocabulary*. London: Longman

18. Ur, Penny (1996). *A Course in Language Teaching, Practice and Theory. Cambridge*: Cambridge University Press(60)

2. Websites

1. ASC ENGLISH, Why Business English Courses Are So Important for a Career in the Business World retrieved from https://www.ascEnglish.com/blog/2021/09/why-business-English-courses-are-so-important-for-a-career-in-the-business-world/ on May 5, 2023

2. Huckin, T. and Coady, J. (1999) Incidental Vocabulary Acquisition in a Second Language. Studies in Second Language Acquisition, 21, 181-193. retrieved from [http://dx.doi.org/10.1017/S0272263199002028 on 25 April 2023](http://dx.doi.org/10.1017/S0272263199002028)

3. LillyPad, Characteristics of Business English retrieved from https://blog.lillypad.ai/characteristics-of-business-English/ on 30 April 2023

4. Vocabulary – Wikipedia

APPENDIX

Câu hỏi khảo sát phát triển học từ vựng cho sinh viên năm 3 ngành tiếng anh thương mại

Bạn có thể đưa ra ý kiến hoặc khoanh tròn vào các câu sau:

Câu hỏi 1: Ý thức học tập của học viên ảnh hưởng như thế nào đến tình hình và thái độ học từ vựng tiếng Anh thương mại?

1. Từ vựng Tiếng Anh Thương Mại Có quan trọng không?

A.yes

B. No

2. Bạn dành bao nhiêu thời gian để học tiếng Anh thương mại?

A. 1 tiếng

B. 1.5 tiếng

C. 3 tiếng

3. Bạn dành bao nhiêu thời gian một ngày để học từ vựng tiếng Anh thương mại?

 A. < 30 phút

 B. >30 Phút

Ý kiến cá nhân:

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

Câu hỏi 2: Bạn cảm thấy thế nào về phương pháp dạy từ vựng của giáo viên?

A. Rất thú vị

B. Nhàm chán

C. Thú vị

D. Không thú vị

Câu hỏi 3: Hãy đưa ra lí do tại sao bạn không học từ vựng tiếng Anh thương mại?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Tích (v) vào ý kiến của bạn:

Câu hỏi 4: Bạn đánh giá như thế nào về chiến lược học từ vựng tiếng anh thương mại dưới đây?

Ý kiến	Đánh giá mức độ				
	Hoàn toàn không đồng ý	Đồng ý	Không ý kiến	Đồng ý	Hoàn toàn đồng ý
Mặc dù là sinh viên đại học nhưng tôi vẫn ưu tiên tiếp thu từ vựng chuyên ngành					
Tôi biết về các phương pháp và chiến lược để học từ vựng					
Áp dụng nhiều chiến lược học từ vựng khác nhau rất quan trọng đối với tôi					

Câu hỏi 5: Mục tiêu học tiếng Anh thương mại của bạn là gì?

A. Đi sâu vào tiếng Anh chuyên ngành, nâng cao trình độ ngoại ngữ, thành thạo mọi kỹ năng.

B. Tiếp thu nhiều bài học thực tế liên quan đến lĩnh vực kinh tế, xuất nhập khẩu....

C. Mở rộng cơ hội làm việc trong nhiều lĩnh vực, nhiều công ty ở nhiều quốc gia khác nhau, đạt được mục tiêu nghề nghiệp cá nhân.

D. Tối ưu hóa nhu cầu đi du lịch, khám phá vùng đất mới hay du học.

Câu hỏi 6: Hãy đưa ra chiến lược học từ vựng tiếng Anh thương mại hiệu quả nhất đối với bạn?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

Câu hỏi 7: Bạn học từ vựng tiếng Anh thương mại thụ động như thế nào?

A. Học sinh có xu hướng đọc truyện để học từ vựng.

B. Học sinh xem phim để nâng cao vốn từ vựng.

C. Học sinh có xu hướng nghe nhạc để học từ vựng.

Câu hỏi 8: Bạn học từ vựng tiếng Anh thương mại như thế nào?

A. Sử dụng thẻ từ vựng
B. Viết lặp từ
C. Sử dụng áp
D. Đọc truyện

Câu hỏi 9: Bạn sử dụng những chiến lược nào để củng cố vốn từ vựng tiếng Anh thương mại của mình?

A. Viết lại
B. Đọc to
C. Xem lại
D. Nhắc lại