GIẢI PHÁP NHẰM NÂNG CAO CHẤT LƯỢNG DẠY VÀ HỌC TIẾNG ANH THƯƠNG MẠI TRONG ĐẠI DỊCH COVID-19 TẠI TRƯỜNG ĐẠI HỌC NGOẠI THƯƠNG – CƠ SỞ THÀNH PHỐ HỒ CHÍ MINH

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Tóm tắt

Trong đại dịch Covid-19, việc học tiếng Anh Thương mại có cả tác động tích cực và tiêu cực đến chất lượng đầu ra của sinh viên. Ảnh hưởng tích cực có thể giúp người học học tập hiệu quả hơn trong thời đại mới. Mặt khác, những tiêu cực và thiếu sót có thể làm nghiêm trọng hơn quá trình học tập và làm giảm chất lượng dạy và học. Nghiên cứu này nhằm tìm ra câu trả lời cho những thắc mắc về khó khăn mà sinh viên và giảng viên gặp phải khi học tập và giảng dạy tại Trường Đại học Ngoại thương - Cơ sở Thành phố Hồ Chí Minh. Qua đó, nhóm nghiên cứu đưa ra những giải pháp khả thi nhằm nâng cao chất lượng dạy và học trong điều kiện và bối cảnh hiện nay. Phương pháp nghiên cứu được sử dụng trong nghiên cứu này là phương pháp định tính với bảng câu hỏi làm công cụ. Kết quả nghiên cứu đã chỉ ra rằng, số lượng học sinh trong một lớp học quá đông sẽ khó đáp ứng được nhu cầu đa dạng của học sinh, không khí lớp học đôi khi căng thẳng, học sinh bị áp lực. Kiên trì là vấn đề chính trong khi học tiếng Anh, bên cạnh đó khi học trực tuyến, mạng Internet không ổn định là yếu tố ảnh hưởng rất nhiều đến việc dạy và học. Các giải pháp khả thi như tập trung vào nhu cầu của học sinh, phát triển kỹ năng của học sinh, ứng dụng công nghệ vào từng kỹ năng (nghe, nói, đọc, viết) sao cho phù hợp và tạo động lực, quan tâm đến học sinh đã được các sinh viên và nhóm nghiên cứu khuyến nghị. Tóm lại, những trở ngại đối với việc học tiếng Anh thương mại trong thời kỳ đại dịch Covid-19 đang diễn ra tại Đại học Ngoại thương - Cơ sở Thành phố Hồ Chí Minh cần được xác định và tận dụng làm đầu vào để nâng cao chất lượng

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cuộc sống và cải thiện quá trình học tập. Hơn nữa, các giải pháp cũng là yếu tố để cải thiện quá trình dạy và học tiếng Anh thương mại trong bối cảnh của đại dịch.

Từ khóa: Tiếng Anh Thương mại, Đại học Ngoại thương - Cơ sở Thành phố Hồ Chí Minh, Covid-19, dạy và học trực tuyến.

SOLUTIONS TO IMPROVE THE QUALITY OF TEACHING AND LEARNING BUSINESS ENGLISH DURING THE COVID 19 PANDEMIC AT FOREIGN TRADE UNIVERSITY - HO CHI MINH CITY CAMPUS

Abstract

During the Covid-19 pandemic, learning Business English had both a positive and a negative effect on the output quality of students. Positive influence can help learners learn more effectively in the new age. On the other hand, negative points and omissions can aggravate the learning process and lower the quality of teaching and learning. This study aims to find answers to questions about the difficulties that students and lecturers face when studying and teaching at Foreign Trade University - Ho Chi Minh City Campus. Thereby, we offer possible solutions to improve the quality of teaching and learning in the current circumstances and context. The research method used in this study is a qualitative method with questionnaires as tools. Research results have shown that the number of students in an overcrowded class will be difficult to meet the diverse needs of students, the classroom atmosphere is sometimes stressful, and students are under pressure. Persistence is the main problem while learning English, besides when learning online, the unstable Internet is a factor that greatly affects learning and teaching. Possible solutions such as focusing on students' needs, developing students' skills, applying technology to each skill (listening, speaking, reading, writing) to suit and create motivation, and care only for students have been recommended by students and research groups. In summary, the obstacles to learning Business English during the ongoing Covid-19 pandemic at Foreign Trade University - Ho Chi Minh City Campus needs to be identified and utilized as input to improve the quality of life and improve the learning process. Moreover, solutions can also become factors that are considered as ways to improve the process of teaching and learning Business English in the context of the pandemic.

Keywords: Business English, Foreign Trade University – Ho Chi Minh City Campus, Covid-19, online learning and teaching.

1. Introduction

Covid-19 has been spreading over numerous countries since the beginning of 2021, affecting many aspects of society, including education. According to UNESCO (2021), more than 1.5 billion students in 165 countries have been affected by school closures due to the pandemic.

Particularly for Foreign Trade University - Ho Chi Minh Campus, online learning took place from the beginning of May 2021 to the end of January 2022. From February 2022, due to the complicated evolution of the epidemic, the school has organized a combination of teaching,

learning face-to-face, and online. However, in the current context, online learning will be prioritized to reduce the possibility of infection. The problem here is how to learn and teach effectively during the pandemic. At Foreign Trade University, Business English is an important subject trained through 7 levels from low to high so that when they graduate, they can use English fluently and speak English fluently.

In Ho Chi Minh City, the economic locomotive of the whole country, in the appearance and investment of many multinational companies, and foreign companies, the integration of the domestic economy, and the recruitment of human resources force are highly significant. Being able to use English fluently is a requirement. Therefore, the Foreign Trade University - Ho Chi Minh Campus always emphasizes the program of teaching and learning business English. During the Covid-19 pandemic, most students' learning was disrupted. Many students and lecturers were still looking for ways to develop effective learning and teaching methods, but this problem still persists difficult.

Therefore, the study is conducted in an attempt to find out the reality, challenges, and difficulties of teaching and learning business English during the Covid 19 pandemic at Foreign Trade University – Ho Chi Minh City Campus. On the ground of findings, some recommendations are provided to improve the quality of teaching and learning business English at the school.

2. Literature review

2.1. Definition of online learning

Online learning has recently become the main topic in the educational system, and it plays an important role in the learning process. Modern techniques and new methods are being applied, shifting from traditional learning to virtual learning. Online learning or E-learning has been defined in many ways by the following researchers:

"E-learning is the delivery of education (all activities relevant to instructing, teaching, and learning) through various electronic media" (Koohang & Harman, 2005).

"E-learning is to take a course online using a modem, wireless, or cable connection to access academic course material from a computer, phone, or handheld device" (Governors State University, 2008).

2.2. The strengths and weaknesses of online learning

2.2.1. Advantages of online learning

The following are some of the main reasons why online learning is beneficial:

Accessibility: Online learning allows students to learn from any location with an internet connection. The academic alternatives available to students are not limited by their geographical location.

Technology usability: Electronic devices connected to the internet help students expand their access to various resources, improve the learning experience, and help develop their information technology skills. In addition, they can store lessons conveniently and quickly.

Cost-Effectiveness: Online learning is cost-effective because less money is spent on travel, book purchases, and educational expenses. This sort of learning is less expensive than learning at a traditional institute because it can be done from anywhere, and there are no travel expenditures.

Time management ability: Online learning will save travel time; learners can arrange the appropriate time to study in the best way. Besides, students can better balance between studies and other jobs.

2.2.2. Disadvantages of online learning

Poor communication: Teachers and students do not have the ability to interact directly in online learning. Because of issues with the device, internet connection, and a variety of other factors, sharing information, lectures, and replies through the screen of a technology gadget will make the engagement less successful. Therefore, the outcome of the lesson will be influenced.

Lack of motivation: Online learners lack motivation to study because they are easily distracted by anything else. Furthermore, when students study alone, without the company of others, they will feel lonely, and their drive to learn will be lower than if they study in a classroom.

Technology equipment and connection problems: Long periods of online study combined with a high number of papers kept on the computer will expose the computer to difficulties such as virus infection, freezing, and even power failure throughout the learning process. This can result in a loss of learning time and knowledge on the side of the students. In terms of network connectivity, most students are presently residing in hostels, where the wifi is insufficient to maintain a consistent connection during their studies; or it can be shown that the power loss directly impacts on online learning.

2.3. Challenges and success of online learning

Linguistics and economics are combined in business linguistics. Many universities use this combo to educate their pupils. The issue has a connection between economic theories, methodologies, and applications, and the research paper's focus is on business English. Ya Wu (2004) did a demand theory study on talent training methods and business English curriculum in business English. The research focused on the advantages of practical business English instruction, such as boosting talent incubation and lowering talent cultivation costs. At the same time, emphasize the principles of business English practice based on business language teaching: emphasize students' capacity to use language, and promote students' practical business abilities. From the standpoint of language economics, Linlin Zou (2018) investigated the business English talent cultivation mode to reset the curriculum system, update teaching methods, and train business teachers. These investigations have yielded positive results. The following section summarizes

prior online learning research undertaken during the COVID-19 crisis and research on online learning issues and educational technology in general.

In Kuwait's basic education institution, research was done to assess students' perspectives on the future of mobile learning following the current epidemic. The students left the research with a positive view of mobile learning in higher education. The study's benefit is the advice for building and delivering courses on the usage and use of mobile learning. This study's sample size (52 participants) is insufficient to generalize m-learning in higher education (Alanezi & AlAzwani, 2020). During the COVID19 epidemic, another research looked into online learning problems in medical education (Rajab, Mohammad, Gazal, & Alkattan, 2020).

On the other hand, students praised the efficiency of online learning throughout the epidemic. Yildiz, Ezgi Pelin, Cengel, Metin, Alkan, & Ayse (2020) did a meta-analysis research on current trends in educational technology from 2015 to 2020. Several aspects of the field were examined in the study. The study's findings showed that using educational technology in teaching and learning is a good idea. The influence of the pandemic on entrepreneurial education is discussed in an essay by editorial board Liguori & Winkler (2020). More research and resources on the issues of online entrepreneurship education are needed, they said. Another research looked at the value of online learning and looked into the strengths, shortcomings, obstacles, and potential of online education during the pandemic (Shivangi, 2020).

The corresponding authors, including Huma, Sarfraz, Atif, & Khalida (2021) have researched the challenges of online teaching in the Covid-19 pandemic: A case study of public universities in Karachi, Pakistan. Research has shown that the main challenges in online teaching during the ongoing Covid-19 pandemic are that there is no face-to-face interaction that reduces the communication between learners and instructors, and they do not know the needs. In addition, there are difficulties in applying technology, such as poor internet connection and malfunctioning learning devices identified as the main cause of hindering effective learning. In terms of classroom management, most of the instructors reported that they had difficulty taking attendance. Teachers were not able to monitor students properly because of the large number of students in the class. Besides the lack of technical skills, using technology is also an obstacle for the instructors in Karachi. And finally, the difficulty in assessing learning outcomes. Online assessment during the pandemic presents itself as another challenge due to unfamiliarity with the new methods. Students cannot participate in real-time problem-solving activities and receive feedback from teachers. This research allows one to gain a practical understanding of online teaching practices and challenges during the COVID-19 pandemic when the education system is suffering from a lack of direct teaching and learning. However, the study has not shown and analyzed the needs of students to come up with practical solutions for online work.

Arief & Arif (2020) mentioned some barriers to teaching and learning the English language, including technology-related pedagogies, developing interactive activities, boosting formal learning, garnering students' support, and coping with technology-related concerns. Meeting scheduled participation and regular learning, keeping persistent engagement, becoming a self-

directed learner with strong motivation, and socializing are all challenges in completely online learning. In addition, problems arise due to students' inability to buy smartphones, internet quotas, and inconsistent internet connection. If there are issues with technological access, effective pedagogy will become obsolete. The two writers conclude that planning online learning involves more time and money than preparing a face-to-face lesson.

In addition, Ali (2017) investigated the use of Blackboard as a motivator in English language learning and teaching. The study found that some learners were motivated to work harder in learning English using the Blackboard platform, while others were demotivated to learn using Blackboard. At Qassim University in Saudi Arabia, Alturise (2020) researched the Blackboard platform's learner and instructor satisfaction in an online learning paradigm. While e-learning is a step forward in education, more effort is needed to develop online learning applications. During COVID-19, several researchers explored issues and hurdles in e-learning based on their educational environment and the facilities supplied by various institutes that can increase learners' performance and overcome these problems in the classroom. The purpose of this research is to identify university students' challenges during the current global crisis, as well as possible solutions that can improve learners' performance and overcome these issues in the future educational environment and provide facilities by various institutes that can improve learners' performance and overcome these issues in the future.

3. Methodology

3.1. Participants

Analysis results are given based on the participation of 146 undergraduate students studying at Foreign Trade University - Ho Chi Minh City Campus. The number of freshmen is 29; sophomore, 61; junior, 33; senior, 23. About 148 questionnaires were issued, and 146 were valid. Participants' identities are invisible, ensuring honest and reliable data collection.

3.2. Data collection instrument

Data are collected and analyzed by a questionnaire which consists of four parts. The first part is about the personal information of survey respondents. The second part is the reality of teaching and learning Business English when the Covid pandemic is still ongoing. The third part is about the difficulties faced by students when learning Business English during the pandemic. The last part is the expectations and needs of students. Part 1 mainly includes personal opinions of survey respondents about the motivation for learning, study purpose, and some related issues. Part 2 includes the advantages and disadvantages of learning and teaching online. Part 3 deals with students' satisfaction with the Business English program, lack of knowledge - skills, and obstacles in learning Business English. Part 4 mainly focuses on the teaching methods, teaching materials, and students' satisfaction with teachers. Each question has three to seven choices, including multiple-choice questions (more than one answer).

In addition, the study also uses secondary data extracted from official research websites and research papers on teaching and learning Business English during the pandemic from foreign researchers.

3.3. Data collection procedure

The primary data was acquired using a Google Forms questionnaire that was distributed to students studying business English at the school via messenger, email, and Zalo, among other communication methods. After receiving responses from the participants, the data was examined in terms of numbers and percentages to establish objective conclusions on this topic.

3.4. Data Analysis and Discussion

3.4.1. Personal information of survey respondents

As for the students' learning motivation, statistics are shown in Table 1 below:

Table 1. Q1: What is your future career?

Option	Number	Percentage
Foreign trade company employees	63	43.15%
Civil servants (business-related)	55	37.67%
Teachers	12	8.22%
Translators	11	7.53%
Others	5	3.42%
Total	146	

Source: According to the statistics by the authors

Regarding employment, 63 students chose to work for a foreign trading company, accounting for 43.15% of the total. 37.67% of them prefer to work in government or public institutions. Twelve students (8.22%) choose a teaching profession. Most Business English students decide to work in a business-related company, organization, government agency, university, or school because they get a higher salary, work in a more enjoyable work environment, or use skills trained in the Business English program.

Table 2. Q2: Compared with other language-related majors, what do you think the advantage of the Business English program is

Option	Number	Percentage
Combination of language and business knowledge	94	64.38%
International strategic vision	47	32.19%
No obvious advantage	5	3.42%
Total	146	

Source: According to the statistics by the authors

As a result of question 2 shown above (Compared with other language-related majors, what do you think the advantage of Business English program is), it was found that 64.38% of students majoring in Business English chose the combination of language and business knowledge where the strength lies. 32.19% of them believe that Business English has an international strategic vision.

Question 3 explores students' study purpose, and the results are presented in Table 3.

Table 3. Q3: What do you want to learn from the Business English courses?

Option	Number	Percentage
Language proficiency (listening, speaking, reading, writing, etc.)	41	28.08%
Business knowledge (economics, international finance, international business law, etc.)	56	38.36%
Communicative abilities (business communication, business etiquette, etc.)	28	19.18%
Practical business skills (Offer/counteroffer, claim, etc.)	21	14.38%
Total	146	

Source: According to the statistics by the authors

Table 3 shows that students pay more attention to language skills, business knowledge, and communication skills. Practical business skills are not the focus of student learning because practical skills are learned better in the workplace than in the classroom. This means that the goal of teaching Business English should focus on the practical business skills students need in their work environment.

3.4.2. Reality of teaching and learning Business English during the Covid-19 pandemic

In terms of the advantages and disadvantages of online teaching, the results are illustrated in Tables 4 and 5 below.

Table 4. Q4: What are the advantages of teaching Business English online?

Option	Number	Percentage
Make use of technology	51	34.93%
Save time and effort	43	29.45%
Documents are stored conveniently	47	32.19%
Other…	5	3.42%
Total	146	

Table 5. Q5: What are the disadvantages of teaching Business English online?

Option	Number	Percentage
Do not interact directly	45	30.82%
Can not control the whole class	53	36.30%
Unable to convey the entire lesson content	39	26.71%
Depend a lot on the internet connection	5	3.42%
Total	146	

From Table 4, online teaching has benefits such as taking advantage of technology, conveniently storing documents, etc. We can maintain when switching to offline learning to teach more effectively. In contrast, according to Table 5, disadvantages such as indirect interaction, not controlling the whole class, not conveying enough knowledge can decrease when the online form ends.

As for the students' pros and cons when learning online, statistics are illustrated in the following Table 6 and 7:

Table 6. Q6: What are the advantages of learning Business English online?

Option	Number	Percentage
Easily store learning materials and review lesson content	46	31.51%
Access to a wide variety of learning resources	48	32.88%
Develop independence and autonomy in learning	12	8.22%
Save time and effort	40	27.40%
Total	146	

Table 7. Q7: What are the disadvantages of learning Business English online?

Option	Number	Percentage
Do not interact directly	58	39.73%
Can not concentrate	68	46.58%
Depend a lot on the internet connection	13	8.90%
Other…	7	4.79%
Total	146	

3.4.3. Students' difficulties when learning Business English during the Covid-19 pandemic

This part consists of 3 questions. Question 8 investigates students' overall satisfaction with the Business English program based on the 5-point Likert scale including very satisfied, moderately satisfied, neutral, dissatisfied, very dissatisfied, as shown in Table 8:

Table 8. Q8: What is your overall satisfaction with the Business English program?

Option	Number	Percentage
Very satisfied	12	8.22%
Satisfied	53	36.30%
Neutral	76	52.05%
Dissatisfied	5	3.42%
Very dissatisfied	0	0%
Total	146	

As found in Table 8, it can be said that most of the students are satisfied with their major, as the majority of students (52.05%) are NEUTRAL, and 36.30% of them choose SATISFIED. Still, only less than 4% of the students are dissatisfied with the Business English program.

Question 9 concerns students' lack of knowledge and abilities. The statistics are shown in Table 9.

Table 9. Q9: Which item are you least capable of?

Option	Number	Percentage
Language knowledge and skills	26	17.81%
Business knowledge and skills	68	46.58%
Humanistic knowledge	22	15.07%
Intercultural communicative competence	30	20.55%
Total	146	

Most of the Business English major students are the least capable of Business knowledge and skills, which takes up 46.58% of the total. The proportions of the students who selected their deficiency in language knowledge and skills, humanistic knowledge, or intercultural communicative competence are 17.81%, 15.07%, and 20.55% respectively. Business English instructors ought to alternate their coaching plans and contents according with college students' desire for business knowledge and skills. Under the cutting-edge coaching objective, it is

reasonable to moderately increase business knowledge and skills training courses to meet the needs of students.

In short, we find that a major flaw in their current research process is the shortage of practical business knowledge and skills. It may help Business English teachers adjust their educational goals and content to produce talented students who satisfy the needs of society.

Table 10. Q10: What are the obstacles in learning Business English?

Option	Number	Percentage
Come from your own attitude, when you think that learning Business English is unnecessary	21	14.38%
Complex Business English vocabulary	45	30.82%
No real case studies to practice speaking	102	69.86%
Business English reading and comprehension skills are still weak	88	60.27%
Do not focus on learning Business English, easily distracted by social networks	47	32%
The English ability in the class is uneven, leading to boredom and passivity	111	76.03%
Large class sizes lead to reduced teaching and learning efficiency	117	80.14%
Total	146	

Source: According to the statistics by the authors

From Table 10, it can be said that students still have many problems that affect their learning progress for learning business English. Up to 80.14% of students believe that the large class size leads to a decrease in teaching and learning efficiency; 76.03% mentioned the English ability in the class is uneven, leading to boredom and passivity; no real case studies to practice speaking is an obstacle chosen by 102 students. This means that it makes sense for the school to consider reducing the number of students in a class to increase efficiency in both teaching and learning business English.

3.4.4. Students' expectations

In this part, we are concerned about what learners should learn and things related to their learning process, including the following four aspects: course arrangements, teaching methods, teaching materials, and teachers.

3.4.4.1. Curriculum Arrangements

This part contains four questions. Question 11 is about students' attitudes towards Business English courses.

Table 11. Q11: What is your attitude towards the Business English Course?

Option	Number	Percentage
Very satisfied	2	1.37%
Satisfied	52	35.62%
Neutral	65	44.52%
Dissatisfied	27	18.49%
Very dissatisfied	0	0%
Total	146	

Source: According to the statistics by the authors

From Table 11, we can see that 44.52% of the students are neutral with Business English courses and 35,62% are satisfied. Students who are not satisfied with Business English courses take up 18.49% of the total.

Question 12 investigates the reason why students are dissatisfied. Statistics are listed in Table 12.

Table 12. Q12: Please choose reasons why you are dissatisfied with the courses (more than one answer)

Option	Number	Percentage
Lack of scientificity (bad at coherence and logic)	110	75.34%
Lack of focalization (not satisfied with students' needs	135	92.47%
Lack of practicality (not career-oriented)	135	92.47%
Other reasons	0	0%
Total	146	

Source: According to the statistics by the authors

Table 12 above shows 92,47% of students believe that Business English courses fail to meet their professional development goals and satisfy their current needs. 75,34% feel that their Business English courses are not properly coordinated.

Table 13. Q13: Question 9 is designed (from the four aspects: listening, speaking, reading, and writing) to ask, "which course or courses do you want to increase?"

Option	Number	Percentage
Listening	30	20.55%
Speaking	78	53.42%
Reading	20	13.70%
Writing	18	12.33%
Total	146	

Source: According to the statistics by the authors

From the data in Table 13, 53.42% of students want to increase the number of "speaking" courses, while 13.70% want to increase the number of "reading" courses, and 12.33% of the students want to add "speaking" courses. This means that more than half of our students would rather improve their oral ability than reading and writing ability.

Question 14 is about students' attitudes to curriculum changes. Statistics are shown in Table 14.

Table 14. Q14: What is your curriculum plan when you think the current plan needs to change?

Option	Decrease	No change	Increase
Language courses	45(30.82%)	95(65.07%)	6(4.11%)
Business courses	8(5.48%)	31(21.23%)	107(73.29%)
Intercultural communication courses	0	43(29.45%)	103(70.55%)
Total	146		

Source: According to the statistics by the authors

According to Table 14, about language courses, 30.82% of learners choose to decrease and 65.07% of them choose no change. In contrast, as for business courses, 73.29% of students believe business courses should be increased, proving that students show great interest in business courses. Therefore, when considering a business English curriculum, it is necessary to fully consider the needs of the students and strive to maximize the number of business courses.

3.4.4.2. Teaching Methods

Question 15 is about teaching methods that help students.

Table 15. Q15: What is/are the way(s) that can help you with your learning?

Option	Number	Percentage
Textbook	55	37.67%
Case study	101	69.18%
Individual or group presentation	88	60.27%
Debate or discussion	76	52.05%
Others	7	5%
Total	146	

Source: According to the statistics by the authors

As can be seen from the result of Table 15, the main teaching methods in use are textbook teaching, case study, individual or group presentation, and debate or discussion, which account for 37.67%, 69.18%, 60.27%, and 52.05%, respectively. It is obvious that the most effective way of teaching favored by the students is the case study.

Table 16. Q16: What is your attitude towards current teaching methods?

Option	Number	Percentage
Very satisfied	0	0%
Satisfied	74	50.68%
Neutral	63	43.15%
Dissatisfied	9	6.16%
Very dissatisfied	0	0%
Total	146	

Source: According to the statistics by the authors

The above data shows that the majority of students choose the items: satisfied and neutral; namely, 50,68% of the students choose satisfied, and 43.15% choose neutral. But the percentages of both very dissatisfied and very satisfied are 0%. This means that the students have approved the teaching method of the Business English teacher at Foreign Trade University, and the teaching method using case studies, group discussions, and classroom presentations is effective and favorable.

Table 17. Q17: What is your opinion on the advantages of the English lecturers' current teaching styles?

Option	Number	Percentage
Have high professional qualifications, rich teaching materials	52	35.62%
Actively create conditions for students to interact during class hours	43	29.45%
Teaching close to the requirements set forth by the subject	13	8.90%
Methods of examination and evaluation are diverse and fair	38	26.03%
Others	0	0%
Total	146	

Source: According to the statistics by the authors

Table 18. Q18: What is your opinion on the disadvantages of the English lecturers' current teaching styles?

Option	Number	Percentage
Focused on the general approach, not on the students' needs	58	39.73%
Focus on language development more than business knowledge and skills	34	23.29%
The stressful, pressured atmosphere in the classroom and not yet motivated to learn	53	36.30%
Others	1	0.68%
Total	146	

Source: According to the statistics by the authors

Regarding the English lecturers' current teaching styles, there are several major advantages listed in Table 17 and are expected by students to continue developing and improving. However, Table 18 shows that 39.73% of students chose an option 'Focused on the general approach, not on the students' needs', 36.30% believed that the atmosphere in the classroom is stressful, pressured, and not motivated to learn.

3.4.4.3. Teaching Materials

This part consists of 3 questions. The 19th question is "Which kind of teaching materials is most helpful for your learning?".

Table 19. Q19: Which kind(s) of teaching materials is (are) most helpful for you? (more than one answer)

Option	Number	Percentage
Textbooks	35	23.97%
News	60	41.10%
Tv dramas	33	22.60%
Talk shows	18	12.33%
Others	0	0%
Total	146	

Source: According to the statistics by the authors

The data in Table 19 shows that 41.10% of students choose news, and 22.60% choose TV dramas. This means that it is more acceptable to students as news and TV dramas are updated and interesting for strengthening and improving English proficiency. Textbooks are also preferred by students, accounting for 23.97%.

Question 20 investigates whether the goal of Business English materials match with students' career development.

Table 20. Q20: Do you think the current teaching materials match with your career development?

Option	Number	Percentage
Completely match	0	0%
Moderately match	61	41.78%
Hardly match	75	51.37%
Completely mismatch	0	0.00%
Do not know	10	7%
Total	146	

Source: According to the statistics by the authors

The statistics in Table 20 show that more than half (51.37%) of students choose the hardly match item. This indicates that the current material does not meet the student's needs and cannot contribute to the student's future career development.

In Question 21, the students are asked a question concerning the level of difficulty of current textbooks:

Table 21. Q21: What is your opinion of the difficulty of current textbooks?

Option	Number	Percentage
Very difficult	36	24.66%
Moderately difficult	97	66.44%
Very simple	13	8.90%
Do not know	0	0%
Total	146	

Source: According to the statistics by the authors

Table 21 shows that 66.44% of students believe they can get used to their current textbooks. Very few students find the textbook very simple (8.90%) or very difficult (24.66%), indicating that the difficulty of the textbook meets the needs of most students.

3.4.4.4. Teachers

This part includes two questions. Question 22 is a Likert 5 scales statistics, which investigates students' attitudes towards Business English teachers.

Table 22. Q22: What is your attitude towards current Business English teachers?

Option	Number	Percentage
Very satisfied	0	0%
Satisfied	65	44.52%
Neutral	76	52.05%
Dissatisfied	5	3.42%
Very dissatisfied	0	0%
Total	146	

Source: According to the statistics by the authors

The data of Table 22 has indicated that 52.05% of students are neutral with their teachers, and 44.52% are satisfied. However, dissatisfied students make up 3.42% of the total. In general, students praise the grades of Business English teachers.

Table 23. Q23: If you are not satisfied with the Business English teacher, please choose the reason(s)

Option	Number	Percentage
Low level of language proficiency	8	5.48%
Unreasonable teaching methods	82	56.16%
Lack of business-related knowledge and skills	47	32.19%
Other reasons	9	6.16%
Total		
	146	

Source: According to the statistics by the authors

The result of Question 23 shows the rate of choosing unreasonable teaching methods while the choice of lacking business-related knowledge and skills accounts for 32.19% of the total. It indicates that teachers' business and English knowledge, as well as their teaching methods, need to be further improved.

4. Findings and suggestions

4.1. Findings

Through the above analysis and discussion of the data from the questionnaire, this study achieved the following results: (1) The current Business English textbooks do not fully address career development requirements. (2) In response to the needs of students and society, students at Foreign Trade University, HCM campus demonstrate an interest in business-related courses.

Statistics show that students generally lack practical business knowledge and skills. (4) Business English textbooks are important educational tools, and students want them to be practical, purposeful, timely, interesting, and communicative. (5) Current Business English teaching modes adopted by Business English teachers are focused on the general approach and cannot meet the expectations of their students; (6) The atmosphere in the classroom is stressful and unmotivated to learn. (7) Unequal English ability in the classroom can easily lead to boredom and passivity. (8) Large class sizes lead to reduced teaching and learning efficiency.

4.2. Suggestions

Based on the above insights, this paper provides some suggestions on three aspects:

Firstly, there are six suggestions for improving the curriculum design. (1) Bilingual courses can be added, which means most content can be taught in English and explain important points and difficult topics in Vietnamese. (2) Writing courses should be updated. Given that students are indifferent to the writing course, the traditional writing curriculum can be innovated by modifying the existing structure of the writing course and introducing new formats and interesting content related to the student's life. (3) Given the student needs for speaking courses, it makes sense to

increase the number and time of speaking courses to diversify current speaking course modes. (4) Reading and listening courses can be moderately reduced. The teachers should encourage students to read and listen voluntarily and share their experiences with the class. Some resources are given for students to refer to improve their reading skills, such as newspapers on topics of interest (the New York Times, Financial Times), youtube, ted talk, and BBC are ideal learning resources for daily listening practice. (5) The number and quality of business-related courses are needed to be moderately increased. Quality business courses gradually shape the unique curriculum structure of the Business English program. (6) The Business English curriculum should reflect market demand and the student's current language skills. In short, the Business English curriculum should include hands-on business skills such as business negotiations, business letters, business etiquette, and other business practice courses. Students need to meet their learning needs while developing their professional skills.

Secondly, as for the teaching materials, three suggestions are given: (1) Materials should strive to maintain the current high quality and add as much up-to-date content as possible so that students can learn the latest business knowledge. Practical relevance is always at the forefront, as students can apply their knowledge to later work. (2) The design of the materials should meet the needs of teaching Business English and take into account the needs of students from the perspective of professional development. Incorporating real-life workplace scenes into textbooks prepares students for their future careers. (3) Teaching materials require a measure of difficulty. Most content should match the needs of the majority of students. However, we need to increase a small portion of the difficult content to meet the needs of a small number of students who learn better than others.

Thirdly, there are practical proposals in terms of improving the performance of business English teachers. Business English teachers can use a variety of teaching methods during the teaching process. In order to increase the efficiency of education and the interaction between teachers and students, the method needs to be properly adapted to different educational content. At last, there are two recommendations for students' learning motivation. (1) In terms of making the classroom atmosphere exciting, motivating students to participate in lesson construction actively is the art of every teacher, which can be mentioned in a number of forms such as vocabulary games used for review or warm-up and the correct answer will be rewarded, etc.

The problem of class division is quite difficult to ensure two factors: the moderate number of students in the class and the equal ability of the students, which depends a lot on the complex work of assigning timetables or rooms and also the entrance test that needs to be further improved in the future. This may lead to effectiveness in both teaching and learning business English.

5. Conclusion

This paper investigates various aspects of the Business English program, including learning motivation, employment goals, learning objectives, skills deficiency, curriculum arrangements, teaching methods, teaching material, and students' (dis)satisfaction with teachers based on the questionnaires from undergraduate students of Foreign Trade University, HCM campus. It is

hoped that Future Business English education should emphasize the development of business English skills and teaching methods related to business skills and knowledge. According to the needs of society, more and more universities and colleges will take advantage of their unique benefits to develop a unique model that combines Business English and business-related knowledge. Through that, the quality of Business English programs can be improved to meet the future professional needs of students.

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