

EVALUATION OF THE COURSE BOOK

MARKET LEADER - ELEMENTARY

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INTRODUCTION

At the University of Economics HCMC the English language program is mainly divided into four modules: Module 1, Module 2, Module 3 and Module 4. We offer a 45-contact hour module, and the teaching materials we are using are *Market Leader Elementary* for modules 1&2 and *Market Leader Pre-intermediate* for modules 3&4. In addition we provide students with supporting materials - Practice Books (Module 1, Module 2, Module 3 and Module 4).

Market Leader is an extensive new Business English course designed to bring the real world of international business into the language teaching classroom. It has been developed in association with the *Financial Times*, one of the world's leading sources of professional information, to ensure the maximum range and authenticity of business content. Market Leader is available at the elementary, pre-intermediate, intermediate, upper intermediate and advanced levels. Market Leader provides teachers with a unique range of flexible materials to help meet a wide range of needs of learners. It consists of Course Book, Practice File, Audio materials, Teacher's Resource Book and Test File. The Course Book provides the main part of the teaching material, divided into 12 topic-based units.

A typical unit of the Course Book consists of the following sections:

Starting up

Students have the opportunity to think about the unit topic and to exchange ideas and opinions with each other and with the teacher. Throughout, students are encouraged to draw upon their life and business experience.

Vocabulary

Essential business vocabulary is presented and practiced through a wide variety of creative and engaging exercises. Students learn new words, phrases and collocations, and are given tasks which help to activate the vocabulary they already know or have just learnt.

Reading

Students read interesting and relevant adapted authentic texts from the *Financial Times* and other business sources. They develop their reading skills and acquire essential business vocabulary. The texts provide a context for language work and discussion later in the unit.

Listening

The listening texts are based on interviews with business people and experts in their field. Students develop their listening skills such as prediction, listening for specific information and note taking.

Language focus

These sections focus on accuracy and knowledge of key areas of grammar. If students already know the grammar point, this section works as a quick check for them and the teacher. If they

need more explanation, they are referred to the Grammar reference at the end of the Course Book.

Skills

This section helps learners to develop their communication skills in the key business areas of presentations, meetings, negotiations, telephoning and social English. Each section contains a Useful language box, which provides students with the support and phrases they need to carry out the business tasks in the regular role play activities.

Case studies

Each unit ends with a case study linked to the unit's business topic. The case studies are based on realistic business problems or situations and are designed to motivate and actively engage students. They use the language and communication skills which they have acquired while working through the unit. Typically, students will be involved in discussing business problems and recommending solutions through active group work.

Due to lack of time we just teach four units (Unit 2, 3, 4, and 6) instead of 6 units for Module 1 and four units (Unit 8, 9, 11 and 12) for Module 2. We have used *Market Leader* for more than five years and we think it is time to evaluate the book. That is why we would like to conduct a research to evaluate the course book *Market Leader Elementary*.

The aim of this study is to describe the results of the questionnaires for students and for teachers and evaluate the course book *Market Leader Elementary* by analyzing it in order to find out how students and teachers evaluate this book and decide whether the course book *Market Leader Elementary* should be used, adapted or changed or not.

LITERATURE REVIEW

Materials

Research in instructional setting is sometimes collectively referred to as classroom-centered research, or simply as classroom research – that is, research “all or part of whose data are collected in classroom”. Classroom processes become the central focus.

Before analyzing the extent to which given teaching and learning materials are suitable, there are preliminary questions to address. The materials selected for classroom use can be defined in a number of ways in which there is the role of materials within teaching and learning context.

1. What role(s) are they expected to play?
2. What goal(s) are they expected to achieve?

Evaluation of classroom learning materials

According to Tom Hutchinson and Alan Waters (1987), evaluation is a matter of judging the fitness of something for a particular purpose. Given a certain need, and in the light of the resource available, which out of a number of possibilities can represent the best solution? Evaluation is, then, concerned with relative merit. There is no absolute good or bad – only degrees of fitness for the required purpose.

In any kind of evaluation, the decision finally made is likely to be the better for being based on a systematic check of all the important variables. The results of an evaluation will probably lead to a large investment of money in a published course or a large investment of time in home-produced or adapted materials.

There are some questions used to evaluate suitable texts:

Purpose	Is the purpose clearly defined?
Type	Does the type of exercise effectively and economically accomplish the purpose?
Content	Does the ratio of language refer to business English? Are instructions to learners clear?
Interest	Is it interesting?
Authenticity	Is it a meaningful task?
Difficulty	Does it contain distracting difficulties?

How do you evaluate materials?

Evaluation is basically a matching process: matching needs to available solutions. If this matching is to be done as objectively as possible, it is the best to look at the needs and solutions separately. In the final analysis, any choice will be made on subjective grounds. We may reject a particular textbook, because we do not like the content of each unit or because we dislike functional syllabuses. According to Tom Hutchinson and Alan Waters (1987), an ESP textbook has to suit the needs of a number of parties – teachers, students, sponsors, and there are four major steps in the materials evaluation process:

- Define criteria: On what base will you judge material? Which criteria will be more important?
- Subjective analysis: What realizations of the criteria do you want in your course?
- Objective analysis: How does the material being evaluated realize the criteria?
- Matching: How far does the material match your need?

Most of the work of the first two stages – defining criteria and subjective analysis –will have been done in the course design stage. This paper focuses on the last two stages: analysis and matching.

Evaluation criteria

To evaluate a text book, an evaluator must think about how he recognizes a good one when s/he uses it, and what grounds s/he may reject or criticize it. In other words, some criteria must be set for the text book evaluation. The criteria for the text book evaluation should cover three phases: material-as-work plan, material-in-process, and outcomes from material. This helps an evaluator to examine the textbook as it stands, its actual use in the classroom and whether the text book is successful or not. Cunningsworth (1995) proposes four following guidelines:

- Course books should correspond to learners’ needs. They should match the aims and objectives of the language learning program.
- Course books should reflect the uses (present or future) which learners will make of the language. Select course books which will help to equip students to use language effectively for their own purposes.
- Course books should take account of students’ need as learners and should facilitate their learning processes, without dogmatically imposing a rigid ‘method’.
- Course books should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

Who evaluate the materials?

Low (1987) comments on the range of individuals connected with a language learning course and examines both the nature and purpose of the evaluations. According to Low, ten different perspectives on material s evaluation could be offered: the learner, the parent, the teacher, the head of college principal, the teacher trainer...etc.

By examining the role of these participating groups in the materials evaluating process, Low shows how each group will have different interests and different questions to be answered. For example, a materials writer might carry out a formative evaluation designed to indicate whether the texts are appropriate to the target learners, and then make the necessary changes.

On the premise that ‘teacher may benefit greatly in the evaluation, design and use of materials by engaging the help and views of learner’, Breen and Candlin suggest ways in which learners may participate in the evaluation of materials.

A general framework for analyzing materials

Our unit analysis mainly is based on Andrew Littlejohn’s framework for analyzing materials (1998: 196-202). According to Andrew Littlejohn, there are three levels of analysis:

Level 1: What is there?

This level looks at the physical aspects of the materials such as published form, number of pages, use of color, and the total number of components in a complete set, the publication date, the intended audience, the type of materials, the amount of classroom time required, and how the materials are to be used etc.

Level 2: What is required of users?

This level moves the teacher-analyst on to a slightly deeper level of analysis to what is probably the most important aspect of materials. It is necessary to divide the materials into their constituent tasks, and then to analyse each task in turn. There are three key aspects of tasks:

- A process through which learners and teachers are to go.
- Classroom participation concerning with whom the learners are to work.
- Content that the learners are to focus on.

Littlejohn lists the questions that we can put to each task, reflecting the three aspects of process, participation and content.

I. What is the learner expected to do?

- A. Turn-take
- B. Focus
- C. Operation

II. With whom?

III. With what content?

- A. Form
 - Input to learners
 - Output by learners
- B. Source
- C. Nature

Methodology

The questionnaires for students (written in Vietnamese) were given to 329 students of 9 classes of K37 and K38 who have just finished Module 2. These students were asked to complete the questionnaires (appendix 1) designed to find out students’ background, their needs and what they think of the course book *Market Leader* – elementary.

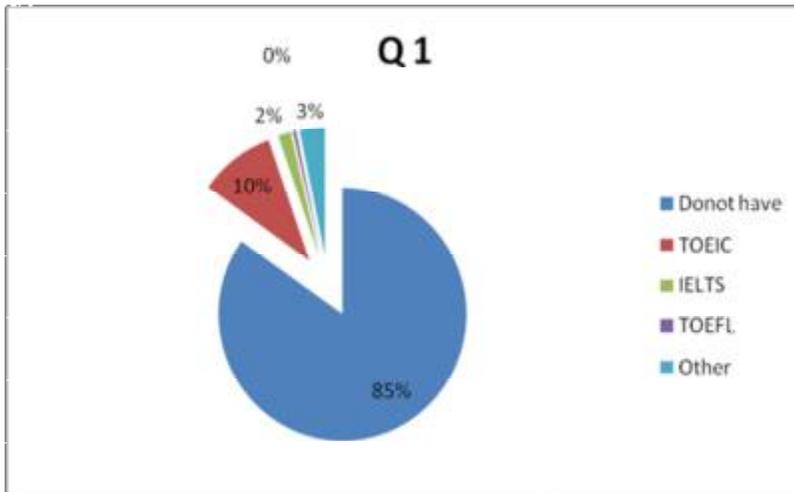
The questionnaires for teachers (appendix 2) were given to 18 teachers in charge of teaching Module 1 and module 2 English at the University of Economics. The questionnaire is designed to get the information about students’ background and how the teachers evaluate the course book *Market Leader*.

Our analysis is based on Unit 6 and Unit 8 in order to evaluate the whole course book.

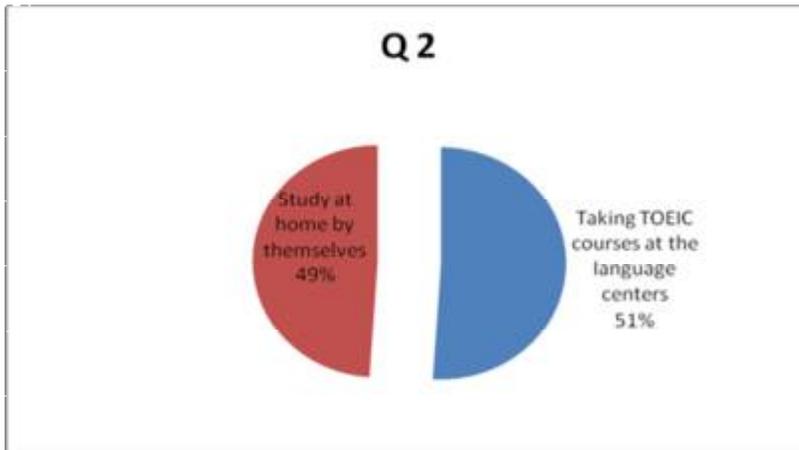
QUESTIONNAIRE RESULTS AND DISCUSSION

1. Students' background (questions 1,2_ appendix 1)

From the results of the first two questions we found that most of the students (62%) do not have a certificate in English. Only 7.2% students have their targeted certificate – the TOEIC, 1.2% students have the IELTS, 0.3% student with the TOEFL. There are also 1.2% students have national certificate level A, 0.6% students – level B and 0.6% students – level C. Besides the English course at UEH, there is a similar number of students who are taking other English course at foreign language centres following a series of TOEIC courses and who do not (50.7% and 48.6%)



Students' survey question 1: What kind of English certificate do you have?

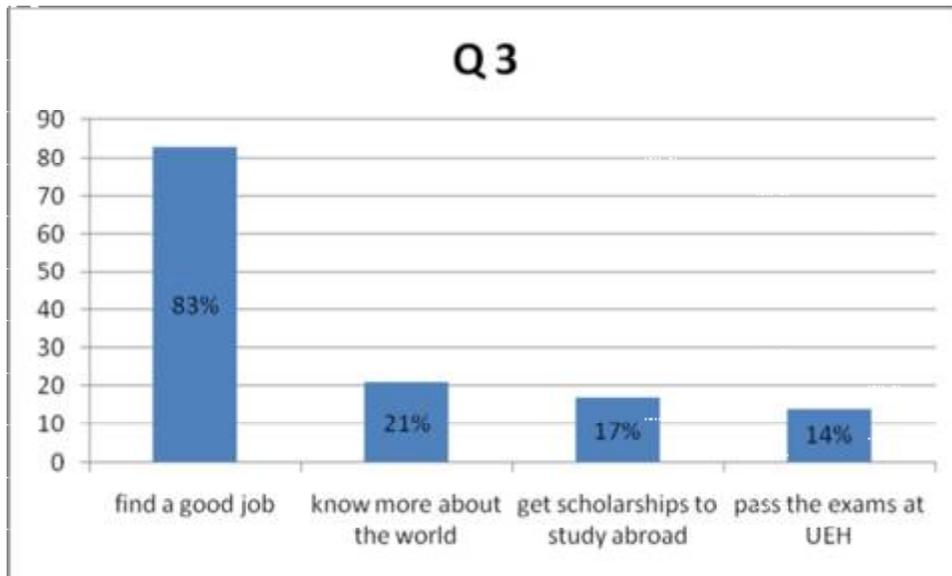


Students' survey question 2: Are you taking any other English courses at the language centers in the city along with your English classes at the UEH?

All of the information shows that most students have a basic knowledge of general English, which they learnt at high school. It is easy to see that most students have the need to improve their English and they can learn general English at the foreign language centres.

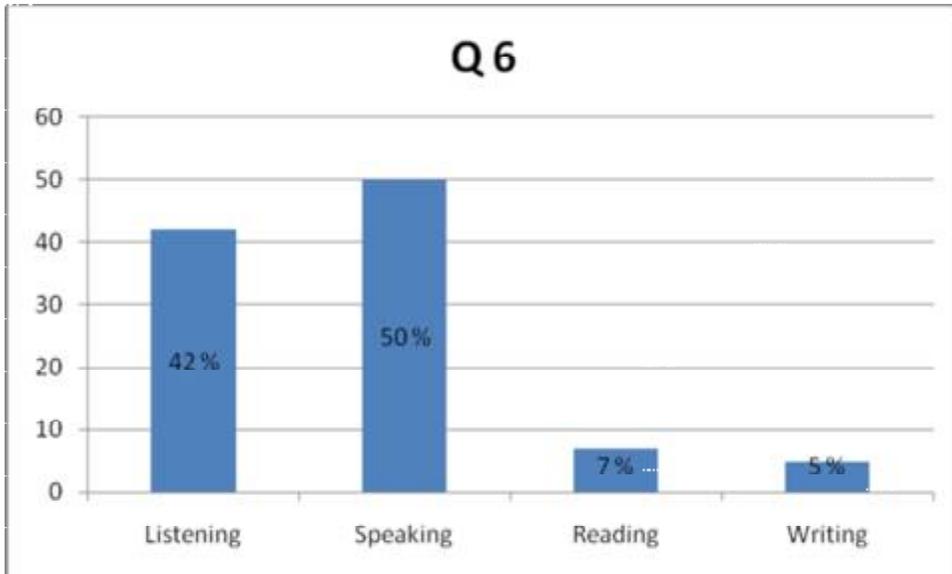
2. Students' needs (questions 3,4,5,6)

Most students think that their purpose of studying English is to have opportunities to find a good job (83% students), know more about the world (21% students) and get scholarships to study abroad (17% students) as well as pass the exams at the UEH (14% students). There is a majority of students (78%) think that they should be taught about both general English and business English and the content should be relevant to their special field.



Students' survey question 3: What are your reasons of learning English?

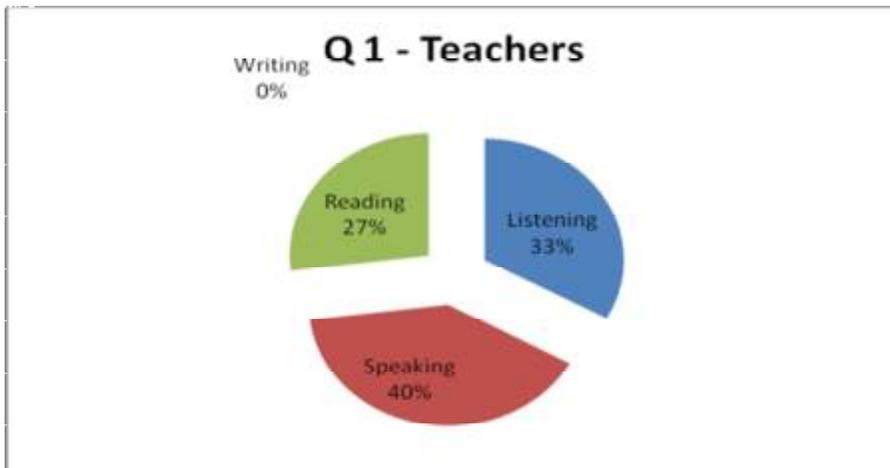
And students think listening (42%) and speaking skills (50%) are more important than reading (7%) and writing skills (5%) because speaking and listening are necessary for them when they work for foreign companies, whereas most teachers understand that the aims and objectives of teaching English at this university, as set by the Ministry of Education and Training, are to train future economists who can use English in their future jobs and importantly read their specialist literature. Thus, in order to achieve the goal, reading is the most necessary skill for them. The reading skill enables students to improve their knowledge through books or Internet. From the result, the teacher should inform students the aims of the English language program at the beginning of the course so that they do not confuse and are interested in learning.



Students' survey question 6: In your opinion, which skills do the English courses for Module 1 & 2 at UEH most focus on?

3. The material Market Leader (questions 7- 15)

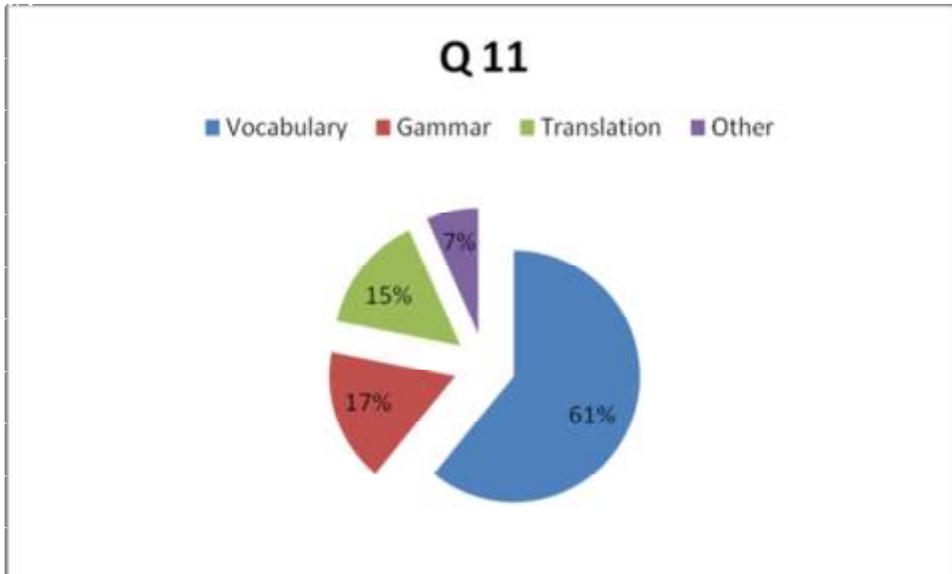
Most of students (68.3%) think that they have learnt with an appropriate and okay coursebook which provided them with the basic general background of business English. They are interested in the content as well as the exercises designed in the coursebook. Most teachers prioritized listening (33%) speaking (40%) and reading skills (27%) in their classrooms, whereas writing (0%) is the less focused one.



Teachers' survey question 8: Which English skills do you prioritize when teaching the coursebook Market Leader – Elementary for Module 1 & 2 at UEH?

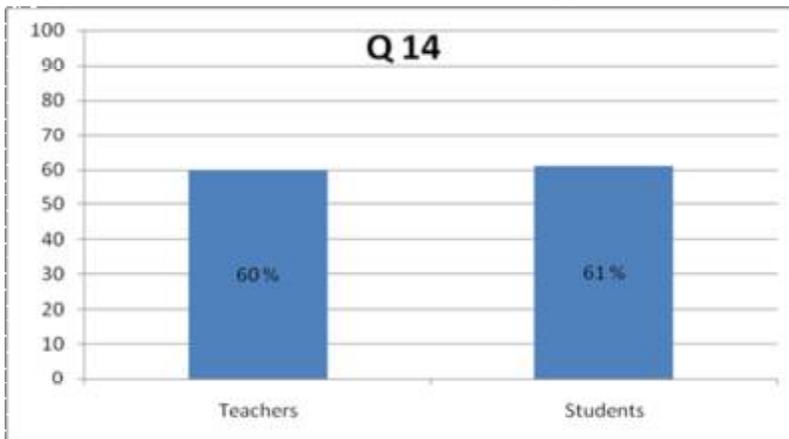
The exercises students and teachers think are most effective answering questions, gap filling, true-false, reading comprehension and case study.

About 64% students think vocabulary is the most important in studying a foreign language meanwhile 18% students think it should be grammar and 16% students think about translation.



Students' survey question 11: In your opinion, which (part(s) of English) is/ are important when learning English?

Teachers and students think the length of the text is moderate and the time for each unit should be a bit longer. After learning the textbook, both teachers (60%) and students (61%) think that students learnt quite a lot. They also think that students should continue to study with this coursebook but with a supplementary book as a desired need.



Students' survey question 14: In your opinion, when you finished studying your English courses for Module 1 & 2 with the coursebook Market Leader – Elementary, how much did you learn?

Teachers' survey question 2: In your opinion, when finished teaching the English courses for Module 1 & 2 with the coursebook Market Leader – Elementary, how much did your students learn?

Analysis of two extracts from Unit 6 and Unit 8, Market Leader Elementary

Task Analysis Sheet

Task number	Example	Unit 6	Unit 8
I. What is the learner expected to do?			
A . TURN-TAKE			
Initiate	free discussion	/	/
Respond	guided writing	/	/
Not required	listen to explanation	/	/
B. FOCUS ON			
Language system (rules or forms)	substitution tables	/	/
Meaning	comprehension questions	/	/
Meaning system relationship	tracing anaphora	/	/
C. MENTAL OPERATION			
Repeat identically	oral repetition	/	/
Repeat selectively	dialogue frames	/	/
Repeat with substitution	substitution drills	/	/
Repeat with transformation	change statements into questions	/	/
Repeat with expansion	composition outlines	/	/
Draw on prior knowledge	recall vocabulary within lesson	/	/
Compare	compare accounts of the same event	/	/
Analyse language form	find the stressed syllables in a word	/	/
Formulate language rule	devise grammar, rule	/	/
Apply language rule	change direct to reported speech	/	/
II. Who with?			
Teacher and learner(s), whole class observing	a learner answers a question; other learners listen	/	/
Learner(s) to the whole class	learner(s) feed back on group work	/	/
Learners individually simultaneously	choral repetition	/	/
Learners in pairs/groups; class observing		/	/
III. With what content			
A. FORM			

a. Input to learners			
Graphic	a world map	/	/
Oral words/phrases/sentences	prompts for a drill	/	/
Oral extended discourse	a dialogue on face	/	/
Written words/phrases/sentences	a list of vocabulary	/	/
Written extended discourse	a written story	/	/
b. Expected output from learners			
Graphic	a plan of one's house	/	/
Oral words/phrases/sentences	response to a drill	/	/
Oral extended discourse	an oral account of an event	/	/
Written words/phrases/sentences	write sentences using a specified word	/	/
Written extended discourse	a story in writing	/	/
B. SOURCE			
Materials	dialogue/text in the course book	/	/
Teacher	teacher recounts own experiences	/	/
Learner(s)	learner recounts own experiences	/	/
C. NATURE			
Personal opinion/information	details of learner's interests	/	/
Fact	a text about a foreign culture	/	/
Fiction	dialogue between imaginary characters	/	/
Metalinguistic comment	a grammatical rule	/	/

According to the results from the table of task analysis we have seen the following advantages and disadvantages of the unit organization in the course book *Market Leader*.

Advantages:

- Learners call on to provide ideas, knowledge in an “initiate” position.
- The units have clear guidance for the teachers and learners for using the book in terms of explanation and instruction.
- The units develop learners’ linguistic competence in all four skills. Especially, they provide students with a lot of opportunities to work in pairs, in groups. As a result of this, the students can communicate effectively in the context.
- The grammatical rules are given with the related exercises. Students can easily use new grammatical points and practise them in the given situation. Grammatical structures are designed from simple to complex. “Language focus” is designed for students to review the grammatical rules they have got in each unit.

- Language is relevant to topic. Students can use language to explain their ideas, opinions.
- The units focus on learners rather than teachers. We may say that the units are designed according to the communicative approach.

Disadvantages:

- There is a low frequency of tasks requiring learners to share ideas with the class.
- Learners and teachers are expected to follow directions of the materials. This decreases demands for their creativity.

From this unit analysis, we may evaluate the whole book:

- The book is suitable for economics students. It corresponds to their needs. It provides them with basic knowledge of business, common business situation.
- It matches the objectives of the English teaching program at the Economics University. That means it helps students to learn English as a tool for communication.
- Economics students are well equipped to use language effectively for their own purposes. They can communicate with other people in the business environment, read business newspapers and magazines to widen their knowledge. We may say that the book can facilitate their learning processes.
- The book has a clear role as a support for students' learning. It offers balanced instructions in all four basic skills and professional skills.

Conclusion

To sum up, we hope this study can be a contribution to the use of *Market Leader* at the University of Economics. As teachers, analyzing syllabus can help to understand and recognize the strengths and weaknesses of the book so that we can make a decision about using, adapting or changing. The result of the survey shows that the coursebook *Market Leader- elementary*, which is regularly updated by the publisher, is appropriate for teaching and learning business English at the University of Economics. ML provides a clear framework so that there is a sense of structure and progress. This well-organized coursebook with Business English and four skill balance, periodic review and test sections respond to economics students' needs. However, in order to use the book more effectively we put forward some recommendations.

Recommendations

1. We could continue using this coursebook together with the supplementary materials which are designed by teachers who understand clearly what students need and what may be useful for their own students. The existing Practice Books 1 and 2 should be adapted in order to meet the students' needs. It's about time we updated the listening tasks which are similar to final exams to motivate students to practise listening, designed more useful tasks for reading comprehension like reading cloze.... Should our group be permitted, we are willing to adapt these supplementary materials in 2015.
2. Furthermore, we need to use the third edition *Market Leader* to ensure the maximum range and authenticity of international business content.
3. And last but not least, the time for teaching Business English at our university should be increased so that students have enough time to study 6 units instead of 4 units for each module.

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Appendix 1

PHIẾU KHẢO SÁT

Những câu hỏi dưới đây liên quan đến giáo trình tiếng Anh “Market Leader” (Elementary Business English) mà các em đã được học ở giai đoạn một và hai. Mong các em vui lòng cho biết suy nghĩ của mình về những vấn đề sau đây bằng cách khoanh tròn hoặc trả lời ngắn gọn. (Các em không cần đề tên).

1. Các em đã học tiếng Anh được bao lâu?
 - a. Trên 5 năm
 - b. 3-5 năm
 - c. 1-3 năm
 - d. Dưới 1 năm
 - C. Chưa bao giờ
2. Các em đã có chứng chỉ tiếng Anh nào?
 - a. TOEFL
 - b. TOIEC
 - c. IELTS
 - d. khác.....
3. Ngoài chương trình học tiếng Anh ở trường, các em có theo học khóa tiếng Anh nào khác không?
 - a. Có
 - b. Không

Nếu có hãy cho biết tên giáo trình mà các em đang học:
4. Mục đích học tiếng Anh của các em là:
 - a. Có cơ hội tìm được việc làm tốt
 - b. Biết thêm về các nước nói tiếng Anh
 - c. Để có học bổng đi nước ngoài
 - d. Qua được các kỳ thi học kỳ
 - e. Ý kiến khác
5. Các em cần học loại tiếng Anh nào?
 - a. Tiếng Anh thông dụng
 - b. Tiếng Anh thông dụng và tiếng Anh thương mại
 - c. Tiếng Anh có liên quan đến chuyên ngành của bạn
6. Theo các em, kỹ năng ngôn ngữ nào cần sau khi ra trường? (Xếp theo thứ tự ưu tiên 1-4)
 - a. Kỹ năng đọc hiểu.....
 - b. Kỹ năng nghe.....
 - c. Kỹ năng nói.....
 - d. Kỹ năng viết.....
7. Theo các em, chương trình tiếng Anh ở học phần 1 và 2 tập trung trau dồi kỹ năng ngôn ngữ nào? (xếp theo thứ tự ưu tiên 1-4)
 - a. Kỹ năng đọc hiểu.....
 - b. Kỹ năng nghe.....
 - c. Kỹ năng nói.....
 - d. Kỹ năng viết.....

8. Theo các em giáo trình “Market leader” HP1, 2 có cung cấp cho các em vốn kiến thức tiếng Anh kinh tế cơ bản không?

/ _____ / _____ / _____ / _____ /

0 1 2 3 4

Không ít có nhiều rất nhiều

9. Theo các em, giáo trình ‘Market Leader’ HP1,2

/ _____ / _____ / _____ / _____ /

0 1 2 3 4

Rất dễ dễ vừa phải khó rất khó

10. Theo các em, giáo trình “Market Leader” HP1, 2 là

/ _____ / _____ / _____ / _____ /

0 1 2 3 4

Rất chán chán trung bình thú vị rất thú vị

Lý do.....

11. Những dạng bài tập các em thích nhất là (đánh theo số thứ tự ưu tiên 1-5)

a. Trả lời câu hỏi

b. Điền vào chỗ trống

c. Đúng – Sai

d. Đọc hiểu

e. Viết

12. Theo các em, phần quan trọng nhất trong việc học tiếng Anh là:

a. Học từ vựng b. Học ngữ pháp c. Học dịch

Ý kiến khác.....

13. Các em thấy độ dài của mỗi bài trong giáo trình ‘Market Leader’ như thế nào?

/ _____ / _____ / _____ / _____ /

0 1 2 3 4

Quá ngắn ngắn vừa phải dài quá dài

14. Các em có ý kiến gì về việc phân bổ thời gian (khoảng 8 tiết) cho từng bài trong giáo trình “Market Leader” HP1,2

a. Cần giảm nhiều b. cần giảm c. không cần thay đổi d. cần tăng e. cần tăng nhiều

15. Sau khi kết thúc giáo trình “Market Leader” HP1,2 các em nhận thấy đã học được :

a. Rất nhiều b. nhiều c. không có ý kiến d. ít e. rất ít

16. Nếu như các em có quyền góp ý cho giáo trình “Market Leader” HP1, 2 các em có đề nghị gì:

a. Tiếp tục học

b. Tiếp tục học nhưng phải có giáo trình phụ trợ phù hợp

c. Thay đổi giáo trình

d. Ý kiến khác

Cảm ơn các em đã tham gia trả lời nhưng câu hỏi trên.

Appendix 2

Thầy cô vui lòng xếp theo thứ tự ưu tiên (1-4) những kỹ năng mà thầy cô tập trung giảng dạy trong giáo trình Market Leader HP 1,2.

	1	2	3	4	Total	Average Ranking
Nghe	26.67% 4	60.00% 9	6.67% 1	6.67% 1	15	3.07
Nói	40.00% 6	20.00% 3	33.33% 5	6.67% 1	15	2.93
Đọc	33.33% 5	13.33% 2	46.67% 7	6.67% 1	15	2.73
Viết	0.00% 0	6.67% 1	13.33% 2	80.00% 12	15	1.27

Sau khi học xong giáo trình Market Leader, quý thầy cô nhận thấy khả năng sử dụng các kỹ năng ngôn ngữ: Nghe, Nói, Đọc, Viết của sinh viên có tiến bộ như thế nào:

	Rất nhiều	Nhiều	Trung bình	Ít	Rất ít	Total	Average Rating
Nghe	6.67% 1	20.00% 3	60.00% 9	13.33% 2	0.00% 0	15	2.80
Nói	0.00% 0	33.33% 5	60.00% 9	6.67% 1	0.00% 0	15	2.73
Đọc	0.00% 0	40.00% 6	60.00% 9	0.00% 0	0.00% 0	15	2.60
Viết	0.00% 0	20.00% 3	60.00% 9	13.33% 2	6.67% 1	15	3.07

Theo thầy cô thì số lượng từ vựng tiếng Anh kinh tế cơ bản mà sinh viên học được từ giáo trình Market Leader là như thế nào?

Answer Choices	Responses
Rất nhiều	0.00% 0
Nhiều	46.67% 7
Trung bình	46.67% 7
Ít	6.67% 1
	0.00%

Answer Choices	Responses
Rất ít	0
Total	15

Theo thầy cô, giáo trình tiếng Anh Market Leader HP 1,2 cho giai đoạn 1 đối với sinh viên là như thế nào?

Answer Choices	Responses
Rất dễ	0.00% 0
Dễ	26.67% 4
Vừa phải	73.33% 11
Khó	0.00% 0
Rất khó	0.00% 0
Total	15

Theo thầy cô, dạy giáo trình Market Leader HP 1,2 như thế nào?

Answer Choices	Responses
Rất thú vị	0.00% 0
Thú vị	40.00% 6
Bình thường	53.33% 8
Chán	6.67% 1
Rất chán	0.00% 0
Total	15

Theo thầy cô, dạng bài tập nào mang lại hiệu quả nhất cho sinh viên trong quá trình học giáo trình Market Leader HP 1,2 (chọn theo thứ tự ưu tiên từ 1-6) ?

	1	2	3	4	5	6	Total	Average Ranking
Trả lời câu hỏi	40.00% 6	46.67% 7	6.67% 1	6.67% 1	0.00% 0	0.00% 0	15	5.20
Điền vào chỗ	20.00% 3	13.33% 2	26.67% 4	20.00% 3	13.33% 2	6.67% 1	15	3.87

	1	2	3	4	5	6	Total	Average Ranking
trống								
Đúng- Sai	0.00% 0	6.67% 1	33.33% 5	26.67% 4	20.00% 3	13.33% 2	15	3.00
Đọc hiểu	26.67% 4	13.33% 2	26.67% 4	20.00% 3	13.33% 2	0.00% 0	15	4.20
Viết	0.00% 0	6.67% 1	6.67% 1	6.67% 1	46.67% 7	33.33% 5	15	2.07
Case study	13.33% 2	13.33% 2	0.00% 0	20.00% 3	6.67% 1	46.67% 7	15	2.67

Theo thầy cô thì việc phân bố thời gian (khoảng 6 tiết) cho từng bài trong giáo trình Market Leader.

Answer Choices	Responses
Cần tăng nhiều	6.67% 1
Cần tăng vừa phải	26.67% 4
Không cần thay đổi	66.67% 10
Cần giảm vừa phải	0.00% 0
Cần giảm nhiều	0.00% 0
Total	15

Theo thầy cô thì giáo trình Market Leader HP 1,2 có phù hợp với sinh viên cho giai đoạn 1 tại trường Đại học Kinh tế TP HCM không?

Answer Choices	Responses
Rất phù hợp	6.67% 1
Khá phù hợp	20.00% 3
Phù hợp	46.67% 7
Ít phù hợp	20.00% 3
Không phù hợp	6.67% 1
Total	15

Thầy cô có góp ý cho việc sử dụng giáo trình Market Leader HP 1,2

Answer Choices–	Responses–
– Tiếp tục sử dụng	20.00% 3
– Tiếp tục sử dụng, nhưng phải có tài liệu phụ trợ	60.00% 9
– Thay đổi giáo trình	20.00% 3
Total	15

Cám ơn thầy cô đã tham gia trả lời những câu hỏi trên. Nếu có ý kiến góp ý, xin thầy cô vui lòng bỏ chút thời gian góp ý cho nhóm!