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INTRODUCTION

1.1. Motivation of the study

There are many reasons why English is so popular and the domination of English language globally is undeniable because English is the language of diplomacy, international communications, business, tourism, education, science, computer technology, media and internet. *Learning English can increase the earning power of citizens in developing countries by 25%*, according to a new study from the British Council, the United Kingdom’s education and cultural relations organization, was published in 2011. It also found that developing economies needs to access to English if they are to position themselves in the global economy.

Moreover, the faster economic globalization is going hand in hand with growing use of English when economic ties are belong to together in globalization trends, domestic enterprises have to sign commitments, contracts or they communicate and negotiate with foreign enterprises in English which maintain their international business cooperation on stable, so English is the language for doing international business. As consequence, companies need employees who are in relation with foreign clients or suppliers to have communicative skill in English which to encourage firms' development. On demand of reality, a lot of students is going to gain A, B, C level or TOEFL or IELTS certificate to prepare for their major or apply for their future job because they believe that English degree is dominant of on applicants' profiles help them for getting more advantages than other competitors. Thus, they want to get high points on A, B, C level or TOELL, IELTS certificate. However, it is not easy to learn English well. Specially, on
speaking skill, learners attempt barricade to master not only in turning intonation and facial expression but also in exploiting academic vocabulary. For the sake of this, the researcher determines to do the study entitled "Enhancing effects of exploiting academic vocabulary on speaking skill of third year students of English, Foreign Language Department, Dong Thap University”.

1.2. Aims of the study
The study aims at:

- investigating the reality of exploiting academic vocabulary on speaking subject of third-year student of English at Dong Thap University.
- applying academic vocabularies and find out their effects on the students’ speaking skill.
- giving some suggestions.

1.3. Research methods

During studying process, there are three research methods which are going to collect valuable data. Firstly, the questionnaires are employed to investigate the reality of exploiting academic vocabulary on speaking skill of the third year students of English, Foreign Language Department, Dong Thap University. In chain, after getting statistic results of the initial method, the researcher will process four observations on speaking class hours to crosscheck the results of questionnaire.

1.4. Scope of the study
The scope of study is about enhancing the effects of exploiting the academic vocabulary on speaking skill of the third year students of English, Foreign Language Department, Dong Thap University.
1.5. **Significance of the study**

The findings of the study, hopefully, make a significant contribution to enhance speaking English for students towards exploiting academic vocabulary. In addition, the achievement of the thesis will help them realize the grandness and effectiveness of applying academic vocabulary. Through the study, the students mention to develop it more frequently. Furthermore, the applying is not only helpful to pass speaking subject effectively but also profitable for communication in English or advantageous to access higher education, TOEFL or IELTS certificate.

1.6. **Related previous studies**

In Dong Thap university, Vo Thi Ngoc Diem, student of English 2005 presented “planning a speaking lesson: problems and solutions”. She stated the errors in planning of a speaking lesson and suggested some ways to set up a better planning a speaking lesson to aid student conceived good speaking skills.

1.7. **Organization of the thesis**

**Introduction** represents the motivation, the aims, the significance, scope and the organization of the thesis.

**Chapter 1: Literature Review** aims at reviewing related literature.

**Chapter 2: Methodology** addresses the methods and procedures to collect data and conduct the study.

**Chapter 3: Results, Discussions and Suggestion** presents and discusses the findings of the study based on the collected data.

**Conclusion** contains the summary of the study findings and the pedagogical applicability as well as further research.
CHAPTER 1: LITERATURE REVIEW

1.1. Communication and stages of communication process

1.1.1. The definition of communication

“Communication is the activity of conveying meaningful information. The imparting or exchanging of information or news by the verbal or nonverbal exchange of information. Communication has been derived from the Latin word "communis", meaning to share. Communication requires a sender, a message, and an intended recipient, although the receiver need not be present or aware of the sender's intent to communicate at the time of communication; thus communication can occur across vast distances in time and space. Communication requires that the communicating parties share an area of communicative commonality. The communication process is complete once the receiver has understood the message of the sender.” (www.wikipedia.org)

Nonverbal communication describes the process of conveying meaning in the form of non-word messages. Research shows that the majority of our communication is nonverbal, also known as body language. Some of nonverbal communication includes chronemics, haptics, gesture, body language or posture; facial expression and eye contact, object communication such as clothing, hairstyles, architecture, symbols infographics, and tone of voice as well as through an aggregate of the above.

Speech also contains nonverbal elements known as paralanguage. These include voice lesson quality, emotion and speaking style as well as prosodic features such as rhythm, intonation and stress. Likewise, written texts include
nonverbal elements such as handwriting style, spatial arrangement of words and the use of emoticons to convey emotional expressions in pictorial form.

Verbal communication refers to the use of sounds and language to relay a message. It serves as a vehicle for expressing desires, ideas and concepts and is vital to the processes of learning and teaching. In combination with nonverbal forms of communication, verbal communication acts as the primary tool for expression between two or more people.

Interpersonal communication and public speaking are the two basic types of verbal communication. Whereas public speaking involves one or more people delivering a message to a group, interpersonal communication generally refers to a two-way exchange that involves both talking and listening.

1.1.2. Phases of the communication process

Communication barriers can appear at every stage of the communication process which consists of sender, message, channel, receiver, feedback and context which have the potential to create misunderstanding and confusion. To be able to become successful communicator and to avoid misunderstanding and confusion, communicator had better be to lessen these barriers at each stage of this process with clear, accurate, well-oriented communications. In addition, communicator should catch characteristics of each stage. Each stage of the communication process has some notable features such as

1.1.2.1. Source

As the source of the message, communicator needs to be clear about why you're communicating, and what you want to communicate. You also
need to be confident that the information you're communicating is useful and accurate.

1.1.2.2. Message

The message is the information that you want to communicate.

1.1.2.3. Encoding

This is a stage of transferring the information you want to communicate into a form that can be sent and correctly decoded at the other end. Success in encoding depends partly on ability to convey information clearly and simply, but also on your ability to anticipate and eliminate sources of confusion (for example, cultural issues, mistaken assumptions, and missing information.) A key part of this is your audience: Failure to understand who you are communicating with will result in delivering messages that are misunderstood.

1.1.2.4. Channel

Messages are conveyed through channels, with verbal communication including meetings, telephone and written communication including reports, emails, and letters.

Each channel has different strengths and weaknesses. For example, it is particularly difficult to give a long list of directions verbally, while quickly causing problems if criticizing someone strongly by letter.

1.1.2.5. Decoding

Just as confusion can emerge errors from encoding. This is particularly the case if the decoder can recode information from sender. Just as successful encoding is a skill, so is successful decoding that is involving, for example, taking the time to read a message carefully, or listen actively to sender.
1.1.2.6. Receiver

Message is delivered to receiver who has own ideas and feelings which will undoubtedly influence their understanding of sender’s message. To be a successful communicator, you should consider these before delivering your message, and act appropriately.

1.1.2.7. Feedback

Receiver will provide sender with feedback, verbal and nonverbal reactions to sender’s communicated message. They also pay closest attention to the feedback that allows them to be confident that their receiver has understood sender’s message. If the sender sees that there has been a misunderstanding, at least they have the opportunity to send the message a second time.

1.1.2.8. Context

Context has a strong influences because sender’s message is delivered in the context. This may include the surrounding environment or broader culture which impacts in decoding.

1.2. The impact of communication skills

Good communication skills are more important than they have ever been. It is difficult to neglect the importance of communication skills. Today, with the emphasis on teamwork in the workplace, communication skills are a most important trait to develop.

Without the ability to communicate that leads poor relationships with us, with others and with our world. These are outstanding impact of communication skills.
1.2.1. At personal level

Exploiting communication skill is able to limit breakdowns in marriage, families, friendships because these relationships often happen conflicts to solve these problems that each individual applies communication skill to negotiate, explain, express viewpoints clearly to avoid conflicts.

1.2.2. In the work place

Good communication is essential to maintain an efficient work. Miscommunication can lead to employee conflicts, a drop in morale and turnover. In certain cases, neither side of a miscommunication issue is aware of the problem until it is pointed out to them. One of the first methods to use in combating miscommunication is to get both parties into a room and clarify the issues. At that time, Good communication is essential to both parties.

1.3. The importance of learning English

English has become one of the most important languages in the world. English is used in politics, business dealings, and everyday life. Many people are finding it hard by without knowing English. The global language of English is found in popular music, television programs and even on the internet. As a whole, there are more websites made in English than anywhere else. Realizing the importance of English, many people have taken it on as a second language. For the millions of immigrants that come to the United States from non-English-speaking countries every year. Working knowledge of the English language can create many opportunities in international markets and regions.
1.3.1. International language

English is the most spoken official language in the world. It is the primary language used in international affairs. The English language has official status even in nations where it is not the primary spoken language. English is indisputably the primary language of global trade and commerce. In many countries, most tourism authorities and other officials in contact with the public speak English to interact and engage with tourists and immigrants.

1.3.2. In business

The business world needs for the global language of English as well. Many companies are expanding overseas. There are companies that wish to transfer over to America. The language barrier must be broken somehow, so people in the business world are learning English. This makes it easier to broker deals, or tell potential partners what is expected of them. It is also a good way to communicate with potential employees. It is often the tradition of the business world that you need to know your potential partner's native tongue. So if an American wants to initiate a deal with a Japanese business partner, the American needs to know Japanese. It's considered proper business etiquette. With other countries wanting to set up businesses in English speaking countries, or needing to appeal to English speaking customers, they need to learn English.

1.3.2. In digital age

Nowadays, all kinds of digital products such as digital camera, digital television, digital dictionary, software and allied technologies, the primary language of the ubiquitous and all-influential World Wide Web is English all around the world. English is typically the language of latest-version
applications, social media networks and websites. Software manuals, hardware-installation guides and product fact sheets are available in English first before being made available in other languages.

1.3.3. In education

In universities and colleges in Great Britain, the Unites States, Canada, Australia, New Zealand and Singapore, which attract the most number of international students, the primary language of instruction is English. Most of the top business schools, medical centers and advanced-study institutes are located in North America and Great Britain, and English is the language used in every activity at these institutions of higher learning. Most journals and technical periodicals that give international acclaim to scientists, engineers, technologists, and technocrats are printed in English.

1.3.4. Job Opportunities

Knowing English opens job and employment opportunities in many countries and markets. We can expand job offerings and placements if we add English to our resume. In economy today, it is almost a requirement to dominate the terminology. Upgrade your possibilities and income by feeding our communication skill in English.

1.4. The exploiting of vocabulary in communication

Vocabulary is one of the most crucial factors in communication. While it is important to build vocabulary, but it is equally important to understand that a message is reached to the audience correctly. Here are some key factors in exploiting vocabulary effectively.

1.4.1. Simplicity
When we communicate by using either spoken verbal or written form, we should aim at the simplicity of the message. Do not try to add too many flashy words just to impress others.

1.4.2. Clarity

The strength of communication vocabulary needs to be perfectly complemented with the clarity of thoughts. Therefore, it is important to make up your mind before speaking or writing.

1.4.3. Target Audience

Choose the style as per our audience. For instance, we are delivering a speech within your organization and are addressing your professional colleagues, so, it is ok to use professional jargons and technical terms. But, if we are talking to our customer, who is not from your field, it is inappropriate to use heavy professional terms.

1.4.4. Right Words

Choose your communication vocabulary words carefully, because even a mispronunciation or a wrong word can bring you in serious trouble. Therefore, you need to seriously work on building a strong and an enviable communication vocabulary.

1.4.5. Practice

Vocabulary building alone is not sufficient; we need to practice constantly, in order to be perfect in both the written and spoken communication.

1.5 Number of words in English

The vocabulary of English is undoubtedly vast, but assigning a specific number to its size is more a matter of definition than of calculation. Unlike
other languages such as French, German, Spanish and Italian, there is no academy to define officially accepted words and spellings. Neologisms are coined regularly in medicine, science, technology and other fields, and new slang is constantly developed. Some of these new words enter wide usage; others remain restricted to small circles. Foreign words used in immigrant communities often make their way into wider English usage. Archaic, dialectal, and regional words might or might not be widely considered as "English".

The *Oxford English Dictionary*, 2nd edition (*OED2*) includes over 600,000 definitions.

The editors of *Webster's Third New International Dictionary, Unabridged* (475,000 main headwords) in their preface, estimate the number to be much higher. It is estimated that about 25,000 words are added to the language each year.

The Global Language Monitor announced that the English language had crossed the 1,000,000-word threshold on 10 June 2009. The announcement was met with strong skepticism by linguists and lexicographers. Though a number of non-specialist report accepted the figure uncritically. However, in December 2010 a joint Harvard and Google study found the language to contain 1,022,000 words and to expand at the rate of 8,500 words per year. The findings came from the computer analysis of 5,195,769 digitized books.

1.6. The Academic Word List

The Academic Word List (AWL) was developed by Averil Coxhead at the School of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand. The list concludes of 570 semantic fields which
were selected because they appear with great frequency in a broad range of academic texts. The list does not include words that are in the most frequent 2000 words of English (the General Service List), thus most of the words are specific to academic contexts. The AWL was primarily made so that it could be used by teachers (especially teachers of English as a Second Language) as part of a programme preparing learners for tertiary level study or used by students working alone to learn the words most needed to study at colleges and universities.

The 570 words are divided into 10 sublists. The sublists are ordered such that the words in the first sublist are the most frequent words and those in the last sublist are the least frequent.
CHAPTER 2: METHODOLOGY OF THE STUDY

2.1. Research questions

2.1.1. How are the academic vocabulary exploited on speaking skill by third year students of English, Foreign Language Department, Dong Thap University?

2.1.2. What are the effects of exploiting academic vocabulary on speaking skill by third year students of English, Foreign Language Department, Dong Thap University?

2.2. Research participants

2.2.1. The researcher

The researcher is Do Thanh Hong, English08A class, Foreign Language Department, Dong Thap University.

2.2.2. The subjects

The subject of the study is the third year students of English, Foreign Language Department, Dong Thap University.

2.3. Research instruments

2.3.1. Questionnaire for students

The researcher applies the questionnaire in the study because they are helpful and convenient. In addition, the questionnaires are set up to many items in order to collect typical and various data from a large number of respondents at the same time. Moreover, the respondents will fulfill more truthful because their anonymity assured. The researcher can format a series of relevant answers which serves for study’s dimension afterwards. The researcher is going to compose the questionnaire consisting of 15 items for third year students.
The questionnaires are designed in Vietnamese to avoid misunderstanding to the respondents and round the exploiting academic vocabulary.

Question 1, 11, 12, 13, 14 are to know students’ viewpoints on speaking skill.

Question 2, 4, 5, 9, 10 are to know students’ concerns to academic vocabulary.

Question 3 is to know when students exploit academic vocabulary.

Question 6 is to know how students’ preparing academic vocabulary.

Question 7 is to know where students study academic vocabulary.

Question 8 is to know about spending time studying academic vocabulary.

Option 15.1, 15.2, 15.3, 15.4, and 15.5 to know students’ choosing academic vocabulary.

1. Do you like speaking English?

2. Do you know about academic vocabulary?

3. Have you ever used academic vocabulary in:

4. Do you pay more attention on exploiting academic vocabulary when you speak in English?

5. Can you distinguish between academic vocabulary and daily vocabulary?

6. Have you prepared academic vocabulary before you present a report or a discussion in front of class?

7. Where have you studied academic vocabulary from?

8. How much time do you study academic vocabulary?

9. How many academic words do you guess?

10. How is your exploiting academic vocabulary?

11. Is it difficult to study academic vocabulary?

12. Is it difficult to use academic vocabulary?
13. Is your report evaluated highly when you exploit academic vocabulary for reporting?

14. How will be helpful for oral tests, protection of thesis, TOEFL or IELTS when you study academic vocabulary at right now?

15. Choose one relevant option to fill in the each blank of the passage “The History of Life on Earth” that you are going to report.

2.3.2. Observations

Classroom observation helps the researcher to crosscheck the statistics from the questionnaires. The results of the observation will be more objective and reliable for the thesis. Additionally, the observing helpfully investigates how academic vocabulary is exploited in class hours and how its effects on student’s performance.
CHAPTER 3: RESEARCH RESULTS, DISCUSSIONS AND SUGGESTIONS

3.1. Research results

3.1.1. Questionnaire

4.1.1.1 Students’ viewpoints on speaking skill

Table 1 shows most students (50%) like speaking English and like a little (32%) while some students (11%) like very much and (7%) do not like speaking English.

**Table 1: Students’ thought about speaking English**

<table>
<thead>
<tr>
<th>Statements</th>
<th>Like very much</th>
<th>Like</th>
<th>Like a little</th>
<th>Do not like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequencies (f)</td>
<td>11</td>
<td>50</td>
<td>32</td>
<td>7</td>
</tr>
<tr>
<td>Percentages (%)</td>
<td>11</td>
<td>50</td>
<td>32</td>
<td>7</td>
</tr>
</tbody>
</table>

**Figure 1:**

As figures in the table 2, a large number of students state that studying academic vocabulary is very difficult (37%) and difficult (34%). On the
contrast, some of them think that is normal (11%), easy (13%) and very easy (5%).

**Table 2: Students’ thought about studying academic vocabulary.**

<table>
<thead>
<tr>
<th>Statements</th>
<th>Very difficult</th>
<th>Difficult</th>
<th>Normal</th>
<th>Easy</th>
<th>Very easy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequencies (f)</td>
<td>37</td>
<td>34</td>
<td>11</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>Percentages (%)</td>
<td>37</td>
<td>34</td>
<td>11</td>
<td>13</td>
<td>5</td>
</tr>
</tbody>
</table>

**Figure 2:**

Most students (39%) thought that exploiting academic vocabulary is difficult and (25%) is normal. A few students are easy (7%) and (9%).

**Table 3: Students’ thought about exploiting academic vocabulary.**

<table>
<thead>
<tr>
<th>Statements</th>
<th>very difficult</th>
<th>difficult</th>
<th>Normal</th>
<th>easy</th>
<th>very easy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequencies (f)</td>
<td>10</td>
<td>39</td>
<td>25</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Percentages (%)</td>
<td>10</td>
<td>39</td>
<td>25</td>
<td>7</td>
<td>9</td>
</tr>
</tbody>
</table>
In the table 4, a great number of students (60%) evaluate their report exploited academic vocabulary is often remarkable and (23%) think that is always. Only 3% of them tell that is rarely and 0% of them is never.

**Table 4: Students’ thought about remarking their report exploited academic vocabulary.**

<table>
<thead>
<tr>
<th>Statements</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequencies (f)</td>
<td>23</td>
<td>59</td>
<td>15</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Percentages (%)</td>
<td>23</td>
<td>59</td>
<td>15</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>
A large number of students think that exploiting academic vocabulary is helpful (67%) and 1% of them think that is unhelpful.

**Table 5:** *Students’ thought about profits of exploiting academic vocabulary for oral tests, protection of thesis, TOEFL or IELTS.*

<table>
<thead>
<tr>
<th>Statements</th>
<th>Very helpful</th>
<th>Helpful</th>
<th>Normal</th>
<th>Unhelpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequencies (f)</td>
<td>9</td>
<td>67</td>
<td>23</td>
<td>1</td>
</tr>
<tr>
<td>Percentages (%)</td>
<td>9</td>
<td>67</td>
<td>23</td>
<td>1</td>
</tr>
</tbody>
</table>

**Figure 5:**
3.1.1.2. Students’ concerns to academic vocabulary

60% of students only know a little about academic vocabulary while the percent that student know well is 8%.

**Table 6: Students’ concerns to academic vocabulary.**

<table>
<thead>
<tr>
<th>Statements</th>
<th>Know well</th>
<th>Know</th>
<th>Know a little</th>
<th>Do not know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequencies (f)</td>
<td>8</td>
<td>14</td>
<td>60</td>
<td>18</td>
</tr>
<tr>
<td>Percentages (%)</td>
<td>8</td>
<td>14</td>
<td>60</td>
<td>18</td>
</tr>
</tbody>
</table>

**Figure 6:**

![Pie chart showing the distribution of student knowledge about academic vocabulary.](chart)

While students are speaking English they rarely (40%) and never (36%) pay more attention on exploiting academic vocabulary. They sometimes (17%) care about exploiting academic vocabulary.

**Table 7: Students’ attention on exploiting academic vocabulary on speaking English.**

<table>
<thead>
<tr>
<th>Statements</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequencies (f)</td>
<td>1</td>
<td>6</td>
<td>17</td>
<td>40</td>
<td>36</td>
</tr>
<tr>
<td>Percentages (%)</td>
<td>1</td>
<td>6</td>
<td>17</td>
<td>40</td>
<td>36</td>
</tr>
</tbody>
</table>
Most Students know how to distinguish between academic vocabulary and daily vocabulary only a little (35%). The percentages they do not know is 44%.

**Table 8:** Students’ ability distinguishes between academic vocabulary and daily vocabulary.

<table>
<thead>
<tr>
<th>Statements</th>
<th>know well</th>
<th>know</th>
<th>know a little</th>
<th>do not know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequencies (f)</td>
<td>3</td>
<td>18</td>
<td>35</td>
<td>44</td>
</tr>
<tr>
<td>Percentages (%)</td>
<td>3</td>
<td>18</td>
<td>35</td>
<td>44</td>
</tr>
</tbody>
</table>
Figure 8:

In table 9, a great number of students (79%) cannot estimate quantity of academic vocabulary. Only 21% of them guess correctly.

**Table 9: Students’ guessing about the quantity of academic vocabulary.**

<table>
<thead>
<tr>
<th>Statements</th>
<th>2000 words</th>
<th>1500 words</th>
<th>570 words</th>
<th>200 words</th>
<th>100 words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequencies (f)</td>
<td>23</td>
<td>18</td>
<td>21</td>
<td>22</td>
<td>16</td>
</tr>
<tr>
<td>Percentages (%)</td>
<td>23</td>
<td>18</td>
<td>21</td>
<td>22</td>
<td>16</td>
</tr>
</tbody>
</table>

Figure 9:
Many students evaluate their exploiting academic vocabulary is not good is 39%, quite good is 30%.

**Table 10: Students evaluate their exploiting academic vocabulary**

<table>
<thead>
<tr>
<th>Statements</th>
<th>Very good</th>
<th>Good</th>
<th>Quite good</th>
<th>Not good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequencies (f)</td>
<td>15</td>
<td>16</td>
<td>30</td>
<td>39</td>
</tr>
<tr>
<td>Percentages (%)</td>
<td>15</td>
<td>16</td>
<td>30</td>
<td>39</td>
</tr>
</tbody>
</table>

**Figure 10:**

![Pie chart showing evaluation of academic vocabulary](image)

### 3.1.1.3. When students exploit academic vocabulary.

As figures in table 11, students exploit academic vocabulary while doing report (30%) and oral test (46%).

**Table 11: When students exploit academic vocabulary.**

<table>
<thead>
<tr>
<th>Statements</th>
<th>Dialogue</th>
<th>Discussion</th>
<th>Report</th>
<th>Oral test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequencies (f)</td>
<td>11</td>
<td>13</td>
<td>30</td>
<td>46</td>
</tr>
<tr>
<td>Percentages (%)</td>
<td>11</td>
<td>13</td>
<td>30</td>
<td>46</td>
</tr>
</tbody>
</table>
3.1.1.4. Students’ preparing academic vocabulary

In the table 12 show that most students is rarely (29%), never (54%) preparing academic vocabulary.

**Table 12: Students’ preparing academic vocabulary**

<table>
<thead>
<tr>
<th>Statements</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequencies (f)</td>
<td>3</td>
<td>2</td>
<td>12</td>
<td>29</td>
<td>54</td>
</tr>
<tr>
<td>Percentages (%)</td>
<td>3%</td>
<td>2%</td>
<td>12%</td>
<td>29%</td>
<td>54%</td>
</tr>
</tbody>
</table>

**Figure 12:**
3.1.1.5. Where students study academic vocabulary

As table 13, students can study academic vocabulary from classmate, teacher (19%), internet (32%) and newspapers, books (46%).

**Table 13**: Where students study academic vocabulary.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Classmate, teacher</th>
<th>Newspapers, books</th>
<th>Internet</th>
<th>Television</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequencies (f)</td>
<td>19</td>
<td>46</td>
<td>32</td>
<td>3</td>
</tr>
<tr>
<td>Percentages (%)</td>
<td>19</td>
<td>46</td>
<td>32</td>
<td>3</td>
</tr>
</tbody>
</table>

**Figure 13**:

4.1.1.6. About time students take to study academic vocabulary

The table 14 shows that many students never (25%) do study academic vocabulary while a large number students do academic vocabulary under 1h/week is 45%.
Table 14: About time students take to study academic vocabulary.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Over 12h/week</th>
<th>From 6h to 12h/week</th>
<th>From 1h to 6h/week</th>
<th>Under 1h</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequencies (f)</td>
<td>4</td>
<td>2</td>
<td>24</td>
<td>45</td>
<td>25</td>
</tr>
<tr>
<td>Percentages (%)</td>
<td>4</td>
<td>2</td>
<td>24</td>
<td>45</td>
<td>25</td>
</tr>
</tbody>
</table>

Figure 14:

3.1.1.7. Students’ choosing academic vocabulary

As the table 15, most students choose word “effect (daily word)” is 78% while the percent of student choose word “interaction” (academic vocabulary) is only 22%.

Table 15: Options of 15.1

<table>
<thead>
<tr>
<th>Statements</th>
<th>a. effect</th>
<th>b. interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequencies (f)</td>
<td>78</td>
<td>22</td>
</tr>
<tr>
<td>Percentages (%)</td>
<td>78</td>
<td>22</td>
</tr>
</tbody>
</table>
Figure 15:

As the table 16, most students choose word “real (daily word)” is 71% while the percent of student choose word “physical (academic vocabulary” is only 29%.

Table 16: Options of 15.2

<table>
<thead>
<tr>
<th>Statements</th>
<th>a. physical</th>
<th>b. real</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequencies (f)</td>
<td>29</td>
<td>71</td>
</tr>
<tr>
<td>Percentages (%)</td>
<td>29</td>
<td>71</td>
</tr>
</tbody>
</table>
As table 17, most students choose word “situation (daily word)” is 65% while the percent of student choose word “environment (academic vocabulary)” is only 35%.

**Table 17: Options of 15.3**

<table>
<thead>
<tr>
<th>Statements</th>
<th>a. environment</th>
<th>b. situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequencies (f)</td>
<td>35</td>
<td>65</td>
</tr>
<tr>
<td>Percentages (%)</td>
<td>35</td>
<td>65</td>
</tr>
</tbody>
</table>

**Figure 17:**

As table 18, most students choose word “important (daily word)” is 82% while the percent of student choose word “significant (academic vocabulary)” is only 18%.

**Table 18: Options of 15.4**

<table>
<thead>
<tr>
<th>Statements</th>
<th>a. important</th>
<th>b. significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequencies (f)</td>
<td>82</td>
<td>18</td>
</tr>
<tr>
<td>Percentages (%)</td>
<td>82</td>
<td>18</td>
</tr>
</tbody>
</table>
Figure 18:

As table 19, most students choose word “vary (daily word)” is 73% while the percent of student choose word “alter (academic vocabulary)” is only 27%.

Table 19: Options of 15.5

<table>
<thead>
<tr>
<th>Statements</th>
<th>a. alter</th>
<th>b. vary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequencies (f)</td>
<td>27</td>
<td>73</td>
</tr>
<tr>
<td>Percentages (%)</td>
<td>27</td>
<td>73</td>
</tr>
</tbody>
</table>

Figure 19:
3.1.2. Observations

3.1.2.1. Group presentation 1

Class: DHSANH08A

Group: Pham Thi Van Anh
    Le Duy Y
    Be My Tien
    Pham Hoai Duy

Lesson: Speaking

Date: 01/03/2011

Time: 15’

Topic:

People attend college or university for many different reasons (for example, new experiences, career preparation, increased knowledge). Why do you think people attend college or university? Use specific reasons and examples to support your answer.

Main ideas:

College is a place that the students can learn more and new knowledge and experience in it. Of course, different people have different reason to study in college. For example, some people want to be to go on a further study after they graduate from the college; some people hope to find a good job after their studying in the college and also some people wish to exchange their present situation through studying in the college. In my opinion, no matter what reason people study in the college for, studying in the college is just a preparation for their future life.
First of all, students can learn new knowledge and experiences from the studying in the college. There are many teachers, professors with abundant teaching experience who teach students lots of new knowledge and help them to solve the problems in their study. With their help, student can learn a lot of useful basic and professional knowledge which is very helpful for their future work and study. After they finish their study in the college, students go to work in the society and contribute to the different fields.

Secondly, students can learn how to arrange their own time reasonably. Before their studying in college, their life are often arranged by their parents and their study often arranged by their teachers. It is very different for them to live and study in college, because students studying in college have to arrange their life and study by themselves. They have right to arrange their part time, such as when to get up, when is the sport-time, when to finish the assignment etc. This is very important experience for students' work and life in the future.

Thirdly, studying in the college make students having opportunity to live with other student and learn how to cooperate with other people. Usually, people often have uncomfortable feeling to live with a stranger, because they do not know each other and perhaps their habit and personality are different. But for the long run, it is good for them. They have to cooperate with each other and solve a lot of problems they will face together. Gradually, they can learn how to care and understand other people. It is a preparation for students to go to cooperate with other people in the society.

All in all, students not only can learn lots of new knowledge from the books but also can learn much more necessary experience such as how to
arrange time and how to cooperate with other people. It is very important for their future work and life.

**Teacher’s evaluation:**

*Table 20:* Criteria of evaluation

<table>
<thead>
<tr>
<th>Criteria of evaluation</th>
<th>Allotted marks</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Presentation skill</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>2. Pronunciation and loud of voice</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>3. Intonation</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4. Word choice</td>
<td>2</td>
<td>0.5</td>
</tr>
<tr>
<td>5. Content</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>6.5</strong></td>
</tr>
</tbody>
</table>

**Exploited academic words:** professional

**Encouraged academic words:** research

- studying in the college is just a preparation for their future life.

=> doing research in the college is just a preparation for their future life

**3.1.2.2. Group presentation 2**

**Class:** DHSANH08A

**Group:** Vo Thi Thanh Tam

Tran Thi Huong Thao

Huynh Duong Cam Nhung

Tran Van Tan Dat

**Lesson:** Speaking
Date: 08/03/2011
Time: 15’

Topic: It has been said, "Not everything that is learned is contained in books." Compare and contrast knowledge gained from experience with knowledge gained from books. In your opinion, which source is more important? Why?

Main ideas:

There are two main channels for people to learn knowledge –from books and from experience. Generally, knowledge gained from books is theoretical, that gained from experience is practical. It is difficult to answer which is more important to we people. It depends on the phases and events of our learning. Knowledge learned from books is instructive, which perhaps cannot learn directly from experience. We often hear thunders and see lightning in the sky, and we can easily find that lightning will be seen sooner than sound will be heard. According to our experience alone, we cannot tell why it had happened. But when we learn some physics in textbooks, we will find the answer clearly that because light travels faster than sound does, it takes less time for light to travel the same distance than for sound. Therefore, book knowledge can inform us some useful theories that can give us general ideas and help us understand the real phenomenon better.

In turn, practice knowledge check out the theories gained from books. There is an old Chinese saying that practice is the only criterion of inspecting the truth, so not all knowledge from books is credible, even false. When Aristotle wrote in his transcripts that the earth is the center of our planets, no one doubts this for centuries. However, when Galileo read about it, he did not
suspect it at first, but when he made some observation and research, he found it is not the truth. Then comes the new theory—Sun center theory.

In our daily life, we can learn much information from practice. To learn swimming, it is useless to be absorbed in reading skills written in books. Only when you learn it in a swimming pool, can you make it. There are still a lot of things you must learn from your own experience, such as driving a car, riding a bicycle, operating a machine. And the most important thing is that it is often easier learn knowledge from practice than from books. As far as the average people are concerned, it is natural to learn from experience. Primitive people learned skills hand by hand which is the way they were handed down from one generation to another.

Modern people also learn things in practice. In workshops, leading workers teach apprentices carefully; in activity clubs, teachers teach youngsters to be familiar with their hobbies. It is obvious that all of things considered knowledge gained from practice is more close and direct than from the books.

Therefore, two kinds of knowledge have importance. For research people, knowledge from books is more important, while for our average people, knowledge from practice is more important. As students, we must first learn knowledge from books well, and at the same time we must have the good sense to tell from what is right and what is wrong.

Teacher’s evaluation:

Table 21: Criteria of evaluation
Criteria of evaluation | Allotted marks | Marks |
--- | --- | --- |
1. Presentation skill | 1 | 1 |
2. Pronunciation and loud of voice | 2 | 1.5 |
3. Intonation | 1 | 1 |
4. Word choice | 2 | 2 |
5. Content | 4 | 3.5 |
**Total** | **10** | **9**

**Exploited academic words:** channels, phases, instructive, theories, research, and criterion.

**Encouraged academic words:** crucial, response.

- And the most important thing is that it is often easier learn knowledge from practice than from books.

=> And the most crucial thing is that it is often easier learn knowledge from practice than from books.

- It is difficult to answer which is more important to we people.

=> It is difficult to response which is more important to we people.

### 3.1.2.3. Group presentation 3

**Class:** DHSANH08A

**Group:** Le Ngoc Em

Hua Hong Yen Nhi

Bạch Hoa Tranh
Lesson: Speaking
Date: 15/03/2011
Time: 15’

Topic:
If you could change one important thing about your hometown, what would you change? Use reasons and specific examples to support your answer.

Main ideas:

Everything in the universe is in constant change. And everything needs continual improvement if the ever changing and increasing demands of humankind are to be met. If I am ever given the chance to change one important thing about my home town, it would be internet service. Needless to say that nothing generally revolutionized the way we live as internet in the past decade. Thus, an improvement in this vital service would mean an even more, unheard betterment to the people in my home town.

It is said that information is power. True saying indeed! I can envision how everything in my home town could improve dramatically if the internet service in it were made free, fast and staying out there like electricity, telephone or water all the time. One thing, a fast free and reliable internet service could improve in my home town is the way people work. If there is service people in my home town must not necessarily commute to a far place to do their job. This in turn would mean less traffic jams, spacious work place, more time for family and recreation and so on.
The way people learn would be another important thing that is a fast, free and reliable internet service could better in my home town. People will have the
chance to go through tremendous and different information resources in a very small amount of time. They apparently will also take less time to share it. This assures a more fulfilled life for my home town people.

Since its advent, internet touched every part of our life. It in a dazzling way improved the way we do business, learn and communicate. A change in internet service implies good way of living for everyone in my home town.

Teacher’s evaluation:

Table 22: Criteria of evaluation

<table>
<thead>
<tr>
<th>Criteria of evaluation</th>
<th>Allotted marks</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Presentation skill</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2. Pronunciation and loud of voice</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>3. Intonation</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4. Word choice</td>
<td>2</td>
<td>0.5</td>
</tr>
<tr>
<td>5. Content</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

**Exploited academic words:** constant, revolutionized, assures

**Encouraged academic words:** overall

- Needless to say that nothing generally revolutionized the way we live as internet in the past decade.

=> Needless to say that nothing overall revolutionized the way we live as internet in the past decade.
- I can envision how everything in my home town could improve *dramatically* if the internet service in it were made free, fast and staying out there like electricity, telephone or water all the time.

$\Rightarrow$ I can envision how everything in my home town could improve *significantly* if the internet service in it were made free, fast and staying out there like electricity, telephone or water all the time.

### 3.1.2.4. Group presentation 4

**Class:** DHSANH08A

**Group:** Le Ngoc Nuong  
Cao Thuy Linh  
Luong Thi Thuy tien  
Thach Thi Kim Ngan

**Lesson:** Speaking

**Date:** 22/03/2011

**Time:** 15’

**Topic:** Do you agree or disagree with the following statement? Universities should give the same amount of money to their students' sports activities as they give to their university libraries. Use specific reasons and examples to support your opinion.

**Main ideas:**

Both libraries and sports activities are welcome in the universities. Students could study in the libraries to build up their knowledge. They could get the information that they cannot get in the class. But knowledge is not all for the students. They are willing to have sports frequently.
Anyone cannot go on his study without a healthy body. Unfortunately, if we have limited resources to put on the construction and operation of libraries or sport activities, how could we make a decision? I disagree with the statement that universities should give the same amount of money to sports activities as libraries.

The library is necessary part of a university. We cannot imagine a university without any library. Student would like to find books in the library to facilitate their study. The time in the class is very limited. So they could get more academic information in the library. On the other hand, students could enjoy sports outside the campus. Many people just like running, which does not need any investment.

Considering the operation of the establishments, we should certainly pay more to run a library than the sports activities. With the development of the informationalization of the world, more and more books are published. In order to possess those books, universities must pay a lot of money on them while running a stadium is much easier.

Because university is a place to study, it is natural that more students go to the library. Whenever you go to the library, you will see diligent students studying there. Especially in the examination period, you can hardly find a vacant seat.

To sum up, sports activities are very important to students’ health, but if there is limited money, we have to spend more money on libraries than on sports activities. Because libraries are necessities of a university, which need a large amount of money to run, and many students enjoy them.

**Teacher’s evaluation:**
Table 23: Criteria of evaluation

<table>
<thead>
<tr>
<th>Criteria of evaluation</th>
<th>Allotted marks</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Presentation skill</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2. Pronunciation and loud of voice</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>3. Intonation</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4. Word choice</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>5. Content</td>
<td>4</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>8.5</strong></td>
</tr>
</tbody>
</table>

**Exploited academic words**: construction, establishments, facilitate, period.

**Encouraged academic words**: construct, via.

- Both libraries and sports activities are welcome in the universities. Students could study in the libraries to build up their knowledge.

=> Both libraries and sports activities are welcome in the universities. Students could study in the libraries to construct their knowledge.

- So they could get more academic information in the library.

=> So they could get more academic information via the library.

3.2. Discussions

3.2.1. Research question 1:

How are the academic vocabulary exploited on speaking skill by third year students of English, Foreign Language Department, Dong Thap University?
In accordance with the findings, most students do not spend their time studying academic words because they think that these words are very difficult to do research, so when they have reports or lectures they do not prepare academic words and that is why they cannot get high mark.

Most students affirm that the exploiting academic words for speaking in English that is very crucial. The academic vocabulary supports for speaking in academic situations such as reports, lectures, oral tests and so on. Because meaning of academic words is valuable and persuasive, they contribute to success in reports. Although students appreciate high effects of academic words, the students do not know about academic words clearly, they also do not know how to distinguish between daily words and academic words.

3.2.1. Research question 2

What are the effects of exploiting academic vocabulary on speaking skill by third year students of English, Foreign Language Department, Dong Thap University?

Academic vocabulary is a part of the significant contribution in success in speaking. In academic situations, it requires students have to express their ideas in academic area; therefore word choice should be priority for academic vocabulary. In class observation, group 2 got 9 points and group 4 got 8.5 points, both groups exploited academic words effectively, thus their reports attracted listeners. In the other words, their reports were remarked scientific features. Value of academic words itself created value of content and they contribute a part to total success in reports.

Although students gained fully satisfactory results, their exploiting academic words was unintentional, so their success was by chance. Those
things display a big problems that students do not evaluate value of academic words regularly. Especially, they only concede core value when the researcher raises academic words in their report.

3.3. Suggestion

Effects, benefits and values of the exploited academic words for speaking in academic context is no need for argument; however, students have equipped academic words yet, so to raise up success for speaking in English that they should study and exploit academic words as frequency.

3.3.1. Doing study on Academic Words List (AWL)

3.3.1.1. From textbooks

A series of Reading textbooks which is taught in Foreign Language Department, includes Interaction 1, Interaction 2, Mosaic 1 and Mosaic 2. These textbooks are set a lot of academic words in reading passages, so they are great material sources for students to study. In addition, at the end of each chapter has a part “Target vocabulary” which lists target words appeared in reading passages.

In list of target vocabulary also includes a list of academic words as table 24. Student preview these words, but they should pay more attention to academic words marked sign (*). This stage is essential to record these words that will help for recognizing these words in reading passage, so while reading, students can get meaning and usage of academic words.
**Table 24:** List of academic words in list of target vocabulary, *Self-Assessment Log* (page 219), Chapter 9, *Mosaic 1 Reading.*

<table>
<thead>
<tr>
<th><strong>Target vocabulary</strong></th>
<th>outcome*</th>
<th>irrational*</th>
<th>Adverbs</th>
<th>constantly*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Noun</strong></td>
<td>outlook</td>
<td>liberal*</td>
<td>non-Western</td>
<td></td>
</tr>
<tr>
<td>aspect*</td>
<td>self-evaluation</td>
<td>non-Western</td>
<td>open-minded</td>
<td></td>
</tr>
<tr>
<td>barbarian</td>
<td>subgroup</td>
<td>repugnant</td>
<td>repulsive</td>
<td></td>
</tr>
<tr>
<td>bias*</td>
<td>world view</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>colleague*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>culture*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>despair</td>
<td>aware*</td>
<td></td>
<td>sexual*</td>
<td></td>
</tr>
<tr>
<td>ethnocentrism</td>
<td>distasteful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hue</td>
<td>inconceivable*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>insomnia</td>
<td>inhuman</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>omission of syntax</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*These words are from the Academic words List. For more information on this list, see www.vuw.ac.nz/lals/research/awl.*
3.3.1.2. From TOEFL books

Today, the needs of study TOEFL are going up, so there are many TOEFL books published to serve for studying and many of them are set to build up academic words; for instance, TOEFL Success, its purpose is to aid learners to prepare all form of the test and many academic words via exercises.

With book *How to prepare for TOEFL Success* (Peterson, 2000), in this book, there is a part “Building Vocabulary” (from page 337 to 366) which is a series of multiple choices exercises. Students can do exercises and find academic words set in options.

For example, three words schoolbooks, textbooks, and manuals have the same meaning, but announcing of rector is an academic context. For that reason, the word “manual” is encouraged to exploit in academic situation like table 25 because “manual” is academic word.

*Table 25: exercises* in TOEFL Success

<table>
<thead>
<tr>
<th>Filling the blank with the best answer by choose a, b, or c.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rector of Auckland university announced that he approved a series of new .......... for next semester.</td>
</tr>
<tr>
<td>a. schoolbooks b. textbooks c. manuals</td>
</tr>
</tbody>
</table>

Answer key: manuals (academic word)

schoolbooks, textbooks (daily words)
3.3.1.3. From internet

To do study on academic words quickly, students can enter website address www.youtube.com and search key words “30 second IELTS - Academic vocabulary”.

Table 26: A scene of video about instructing study academic vocabulary from www.youtube.com.

This is a series of videos of “30 second IELTS – Academic vocabulary”. With thirty seconds only, students can learn new academic word easily and quickly.

In video, students will be introduced a new academic word and given its meaning. There is a positive point that does not spend a lot of time, but it is very easy to learn.
3.3.2. Applying academic words on speaking in English

The purpose of studying academic words is not only mastering them but also exploiting them for speaking effectively. Two steps will help students remember new words and add them to their academic vocabulary: practicing and building. To become comfortable with those words, practice using the word in their speaking, and in your everyday thoughts. When introduced to a new academic word while reading or during conversation, make it a point to write the word down as soon as possible. Keep a running list of these new words to look up Academic Words List (Coxhead, 2000). Practice saying the words aloud. Practice the pronunciation of each new word. Dictionaries have a pronunciation key that is an invaluable tool in their quest to build a better vocabulary. Say the word aloud and try using it in a sentence.

While speaking, students should change daily words in sentence into academic words with the same meaning. It aids to create a good routine, they, gradually, exploit academic words naturally and effectively.

There are many academic words from a part “Building Vocabulary” (from page 337 to 366) in book How to prepare for TOEFL Success (Peterson, 2000) and here are 10 academic words that will replace daily words. This is also a one way to practice using more academic words.
Table 27: Practicing replacing daily words by academic words

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Turtles leave behind their eggs after they lay them and never see their young. (abandon) leave behind: daily word; abandon: academic word</td>
<td>Word “leave behind” should be replaced by word “abandon”</td>
</tr>
<tr>
<td>2. When writing research papers, writers must quote the sources they use. (cite)</td>
<td></td>
</tr>
<tr>
<td>3. Spoken language is generally more informal than writing language. (casual)</td>
<td></td>
</tr>
<tr>
<td>4. The Space Age began in October 1957 when Sputnik, the first artificial satellite, was launched by the Soviet Union. (commenced)</td>
<td></td>
</tr>
<tr>
<td>5. The use of seat belts is important in many states; failure to wear them may result in fines. (compulsory)</td>
<td></td>
</tr>
<tr>
<td>6. The airline made a mistake. It sent me to Atlanta but my luggage to Montreal. (blundered)</td>
<td></td>
</tr>
<tr>
<td>7. A series of big Vietnamese commercial banks have announced that they plan to issue long term international ties. (bonds)</td>
<td></td>
</tr>
<tr>
<td>8. Prices of export products in March in particular and in 2012 in general showed a decline after a sharp increase in 2011, concluded Nguyen Nam Hai, Vice Minister of Industry and Trade at a monthly meeting held yesterday by the Ministry of Industry and Trade. (commodities)</td>
<td></td>
</tr>
<tr>
<td>9. Two global energy-efficient and climate-friendly solution leaders are waiting for more open government policies to persuade foreign direct investment into renewable energy projects. (coax)</td>
<td></td>
</tr>
<tr>
<td>10. Inadequate land compensation is cause of land argument. (dispute)</td>
<td></td>
</tr>
</tbody>
</table>
CONCLUSION

With the results of findings show that exploiting academic vocabulary is crucial because they take value with meaning; therefore, they contribute to success in speaking. In addition, academic words is high persuasive and enrich content of speaking.

The research also shows that doing studying academic words is not difficult as what students image. Basing on Academic Words list (Coxhead, 2000), the quantity of academic words is 570 words which is not so hard that students cannot do studying.

Students can catch academic vocabulary appeared in their manuals, books and internet, so they should pay more attention on those words to do study. It is easy to follow.

Limitation

There were a few limitations of the study.

Firstly, the study cannot question all third-year students, so I only restrict 100 students of English, Foreign Language Department, Dong Thap University.

Secondly, there were only two research methods, so the content is not profound and the result is limited.

Thirdly, the research need to experiment in reality and do farther study in the future.
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APPENDIX

Appendix 1

QUESTIONNAIRE

1. Do you like speaking English?
   a. I like it very much.
   b. I like it.
   c. I like it a little.
   d. I dislike it.

2. Do you know about academic vocabulary?
   a. I know it well.
   b. I know it.
   c. I know it a little.
   d. I do not know it.

3. Have you ever used academic vocabulary in:
   a. dialogue.
   b. discussion.
   c. report.
   d. oral test.

4. Do you pay more attention on exploiting academic vocabulary when you speak in English?
   a. always.
   b. often.
   c. sometimes.
5. Do you distinguish academic vocabulary and daily vocabulary?
   a. I know well.
   b. I know.
   c. I know a little.
   d. I do not know.

6. Have you prepared academic vocabulary before you present a report or a discussion in front of class?
   a. always.
   b. often.
   c. sometimes.
   d. rarely.
   e. never.

7. Where have you studied academic vocabulary (to be able to choose more one answer)?
   a. classmate, teacher
   b. newspapers, books
   c. internet
   d. television

8. How much time do you study academic vocabulary?
   a. over 12h/week
   b. from 6h to 12h/week
   c. from 1h to 6h/week
   d. under 1h
   e. never
9. How many academic words do you guess?
   a. 2000
   b. 1500
   c. 570
   d. 200
   e. 100

10. How is your exploiting academic vocabulary?
    a. very good
    b. good
    c. quite good
    d. not good

11. Is it difficult to study academic vocabulary?
    a. very difficult
    b. difficult
    c. normal
    d. easy
    d. very easy

12. Is it difficult to use academic vocabulary?
    a. very difficult  b. difficult  c. normal  d. easy  d. very easy

13. Is your report evaluated highly when you exploit academic vocabulary for reporting?
    a. always.
    b. often.
    c. sometimes.
    d. rarely.
14. How will be helpful for oral tests, protection of thesis, TOEFL or IELTS when you study academic vocabulary at right now?
   a. very helpful
   b. helpful
   c. normal
   d. unhelpful

15. Choose one relevant option to fill in the each blank of the passage “The History of Life on Earth” that you are going to report

   **The History of Life on Earth**

   The history of life on earth has been a history of ……(1)….. between living things and their surroundings. To a large extent, the ……(2)….. form and the habits of the earth's vegetation and its animal life have been moulded by ……(3)….. . Considering the whole span of earthly time, the opposite effect, in which life actually modifies its surroundings, has been relatively slight. Only within the moment of time represented by the present century has one species - man - acquired ……(4)….. power to ……(5)….. the nature of his world.

   1. a. effect b. interaction
   2. a. physical b. real
   3. a. environment b. situation
   4. a. important b. significant
   5. a. alter b. vary
Appendix 2

BẢNG KHẢO SÁT

1. Bạn có thích học môn nói không?
   a. rất thích
   b. thích
   c. thích một tí
   d. không thích

2. Bạn có biết từ vựng học thuật là gì không?
   a. biết rất rõ
   b. biết
   c. biết rất ít
   d. không biết

3. Khi nào bạn mới sử dụng từ vựng học thuật khi nói?
   a. hội thoại
   b. thuyết trình
   c. báo cáo
   d. kiểm tra nói

4. Khi nói bạn có chú ý sử dụng từ vựng học thuật không?
   a. luôn luôn
   b. thường xuyên
   c. thỉnh thoảng
   d. rất hiếm
   e. không bao giờ

5. Bạn có phân biệt được từ vựng học thuật với từ vựng sử dụng hàng ngày không?
a. biết rất rõ
b. biết
c. biết không rõ
d. không biết

6. Trước khi trình bày một báo cáo hay thuyết trình trước lớp bạn có chuẩn bị từ vựng học thuật không?
a. luôn luôn
b. thường xuyên
c. thỉnh thoảng
d. rất hiếm
e. không bao giờ

7. Bạn nghiên cứu từ vựng học thuật từ đâu?
a. bạn bè, thầy cô
b. sách báo
c. internet
d. academic words list
e. từ nguồn khác

8. Bạn giành thời gian bao nhiêu để nghiên cứu từ vựng học thuật?
a. trên 12h/tuần
b. từ 6h đến 12h/tuần
c. từ 1h đến 6h
d. dưới 1h
e. không bao giờ

10. Theo bạn hiệu quả sử dụng từ vựng học thuật của bạn ở mức độ nào?
   a. rất tốt
   b. tốt
   c. khá tốt
   d. không tốt

11. Học từ vựng học thuật có khó không?
   a. rất khó
   b. khó
   c. bình thường
   d. dễ
   e. rất dễ

12. Cách sử dụng từ vựng học thuật có khó không?
   a. rất khó
   b. khó
   c. bình thường
   d. dễ
   e. rất dễ

13. Bài thuyết trình của bạn sử dụng từ vựng học thuật hợp lý có được đánh giá cao?
   a. luôn luôn
b. thường xuyên
c. thỉnh thoảng
d. rất hiếm
e. không bao giờ

14. Việc học từ vựng học thuật ngay bây giờ sẽ giúp ích như thế nào cho việc thuyết trình bảo vệ khóa luận, thi môn nói trong TOEFL hay IELTS?
   a. rất hữu ích
   b. hữu ích
   c. bình thường
   d. không có ích

15. Nếu bạn có bài thuyết trình có chủ đề “Lịch sử về sự sống trên trái đất” có đoạn như sau bạn hãy chọn một từ mà bạn nghĩ là phù hợp nhất để điền vào chỗ còn trống sau:

   The History of Life on Earth

   The history of life on earth has been a history of …… (1) ….. between living things and their surroundings. To a large extent, the …… (2) ….. form and the habits of the earth’s vegetation and its animal life have been moulded by …… (3) ….. . Considering the whole span of earthly time, the opposite effect, in which life actually modifies its surroundings, has been relatively slight. Only within the moment of time represented by the present century has one species - man - acquired …… (4) ….. power to …… (5) ….. the nature of his world.

   1. a. effect   b. interaction
   2. a. physical b. real
   3. a. environment b. situation
4.  a. important  b. significant
5.  a. alter  b. vary