



VIETNAM NATIONAL UNIVERSITY, HANOI
UNIVERSITY OF LANGUAGES AND INTERNATIONAL STUDIES



2018 INTERNATIONAL
GRADUATE RESEARCH SYMPOSIUM PROCEEDINGS
LINGUISTICS
FOREIGN LANGUAGE EDUCATION
INTERDISCIPLINARY FIELDS



VIET NAM NATIONAL UNIVERSITY PRESS, HANOI

2018 INTERNATIONAL

GRADUATE RESEARCH SYMPOSIUM PROCEEDINGS

LINGUISTICS

FOREIGN LANGUAGE EDUCATION

INTERDISCIPLINARY FIELDS

UNIVERSITY OF LANGUAGES AND INTERNATIONAL STUDIES, VNU
2 Pham Van Dong Rd., Cau Giay Dist., Hanoi, Vietnam
Tel: +84 4 3754 7042; - Fax: +84 4 3754 8057
Email: ulis@moet.edu.vn - Website: <http://www.ulis.vnu.edu.vn>



MỤC LỤC

LỜI GIỚI THIỆU	11
❖ PROBLEMATISING CRITICALITY IN THE SOCIAL SCIENCES Raqib Chowdhury	15
❖ VIETNAMESE ENGLISH LANGUAGE TEACHERS' CHANGING LANDSCAPE: CHALLENGES, GAPS, AND OPPORTUNITIES Rosemary Orlando	27
❖ 中介语与相关语言系统的对比研究 A CONTRACTIVE STUDY ON INTERLANGUAGE AND RELATED LANGUAGE SYSTEMS 周小兵	35
❖ СОПОСТАВЛЕНИЕ РУССКИХ КОМПАРАТИВНЫХ ФРАЗЕОЛОГИЗМОВ СО СЛОВОМ "КАК" И ВЬЕТНАМСКИХ ЭКВИВАЛЕНТОВ СО СЛОВОМ "NHƯ", ОБОЗНАЧАЮЩИХ ОБРАЗЫ ЖИВОТНЫХ Đoàn Thục Anh	45
❖ LỐI CHƠI CHỮ TRONG TRUYỆN CƯỜI NGÀ HIỆN ĐẠI Nguyễn Ngọc Anh	58
❖ GENDER REPRESENTATION THROUGH CONVERSATION IN ENGLISH TEXTBOOKS 10, 11, 12 Nguyen Thi Van Anh	69
❖ 浅谈越南岱喃字与汉字的结构关系 Nguyễn Thị Vĩnh Bình	78
❖ COURSE DESIGN AS A PROFESSIONAL DEVELOPMENT ACTIVITY: A CASE STUDY IN A UNIVERSITY Nguyễn Thị Chi	84
❖ A GENRE ANALYSIS OF RESEARCH ARTICLE INTRODUCTIONS IN MARITIME INDUSTRY IN ENGLISH BY VIETNAMESE WRITERS Hoàng Thị Ngọc Diệp	99
❖ ТРУДНОСТИ, ВСТРЕЧАЮЩИЕ КУРСАНТЫ ВОЕННО-ТЕХНИЧЕСКОЙ АКАДЕМИИ ПРИ ЧТЕНИИ ТЕКСТОВ НАУЧНОГО СТИЛЯ ТЕХНИЧЕСКОГО ПРОФИЛЯ Trương Thị Dung, Nguyễn Văn Toàn	114
❖ MỘT SỐ VẤN ĐỀ TRONG VIỆC DẠY CHUYÊN NGÀNH BẰNG TIẾNG ANH Ở BẬC ĐẠI HỌC TRÊN THẾ GIỚI VÀ VIỆT NAM Nguyễn Thị Thu Hà	123

❖	CURRENT CHALLENGES OF TEACHING ESP AT A TECHNICAL UNIVERSITY IN VIETNAM Dương Thủy Hương	286
❖	PHỞ TỪ TIẾNG NHẬT TRONG GIÁO TRÌNH "MINNA NO NIHONGO" TRÌNH ĐỘ SƠ CẤP MỘT SỐ DẠNG BÀI TẬP ĐỀ XUẤT VỀ SỬ DỤNG PHỞ TỪ TRONG GIỜ DẠY TIẾNG NHẬT SƠ CẤP TẠI HẢI PHÒNG Phạm Thị Huyền	300
❖	ENGLISH ECONOMICS SPECIALIZED JOURNALS: TRANSITIVITY ANALYSIS Nguyễn Thụy Phương Lan.....	310
❖	QUYỀN LỰC MỀM TRONG HỌC THUYẾT OBAMA Ngô Thị Bích Lan.....	324
❖	ПЕРЕВОД НАЗВАНИЙ ИНОСТРАННЫХ ФИЛЬМОВ НА РУССКИЙ ЯЗЫК (НА МАТЕРИАЛЕ ВЬЕТНАМСКИХ И АНГЛОЯЗЫЧНЫХ ФИЛЬМОВ ПРИ ПОМОЩИ ПРИЁМА ЗАМЕНЫ НАЗВАНИЙ ФИЛЬМОВ) Nguyễn Thị Hương Lan.....	333
❖	TRANSITIVITY ANALYSIS OF DONALD TRUMP'S LANGUAGE USE IN THE 2016 AMERICAN PRESIDENTIAL ELECTION DEBATES Hoang Thi Ngoc Lan	346
❖	СИСТЕМА УПРАЖНЕНИЙ ДЛЯ ОБУЧЕНИЯ УСТНОМУ ПОСЛЕДОВАТЕЛЬНОМУ ПЕРЕВОДУ С РУССКОГО ЯЗЫКА НА ВЬЕТНАМСКИЙ ДЛЯ СТУДЕНТОВ-ФИЛОЛОГОВ С ПЕРЕВОДЧЕСКОЙ ОРИЕНТАЦИЕЙ Phạm Quang Lân.....	357
❖	POLITENESS STRATEGIES IN EXPRESSING SATISFACTION Nguyen Thi Thuy Linh.....	365
❖	EMOTION EXPRESSED AND DESCRIBED THROUGH METAPHORS CONTAINING MOTION VERBS Nguyễn Thị Thùy Linh.....	380
❖	汉喃双语辞典《南方名物备考》初探 Ứng Thùy Linh	396
❖	OVER AGAIN: NOVEL PERSPECTIVES FROM LEXICAL CONCEPTS & COGNITIVE MODELS THEORY Do Tuan Long	407
❖	STUDENTS' AND TEACHERS' EVALUATION ON MATERIALS OF THE BLENDED LEARNING PROGRAM Nguyen Hong Mai	423
❖	CHỮ NÔM DƯỚI GÓC ĐỘ VĂN TỰ HỌC Đinh Thị Thanh Mai	432
❖	베트남인 학습자를 위한 한국어 교재 내 문화교육의 내용 실제 -<베트남인을 위한 종합 한국어 1,2>를 중심으로- Lã Thị Thanh Mai, Trần Hải Dương.....	442

CURRENT CHALLENGES OF TEACHING ESP AT A TECHNICAL UNIVERSITY IN VIETNAM

Dương Thúy Hương¹

Abstract: English for Specific Purposes has recently attracted language researchers' attentions due to the requirements of workplaces and the society. In most universities in Vietnam, ESP is designed under the requirements of each university's Training Curriculum with the purpose of helping their students to be well-equipped with language in context, a set of professional skills and particular job-related functions. Meeting students' specific needs, using underlying methodologies and activities of the discipline and general English, and focusing on the language appropriate to these activities are all of the main concerns of English for Specific Purposes (ESP) studies. Recognition of this state leads to a growing demand for ESP courses at universities. However, there is still a big gap between what students study at universities with what the syllabus offers and what the workplace requires. In other word, teaching and learning ESP at tertiary level is now facing lots of difficulties. This becomes more challenging to technical universities whose identity is different from each other. The paper, consequently, identifies the challenges that teachers and students from a technical may encounter when teaching and learning ESP. Data for the research was taken from questionnaire, observation and interview with stakeholders including ESP teachers, students, graduates. Besides, documents related to ESP teaching and working were also analyzed and synthesized. From the findings, some recommendations are given in the hope of helping teaching and learning ESP at a technical university become more advantageous and practical in association with the university's context.

Key words: English for specific purposes (ESP), teaching challenges, need analysis, ESP syllabus, training curriculum.

Tóm Tắt: Dạy và học tiếng Anh chuyên ngành hiện nay đang nhận được mối quan tâm lớn từ các nhà nghiên cứu cũng như các nhà quản lý do mối quan hệ giữa hoạt động này với môi trường làm việc của người học sau khi tốt nghiệp. Hầu hết các trường đại học ở Việt Nam đều xây dựng chương trình tiếng Anh chuyên ngành nằm trong chương trình đào tạo chung của trường với mục đích trang bị cho sinh viên kiến thức, kỹ năng sử dụng ngôn ngữ này trong

¹ Trường Đại học Ngoại ngữ- ĐHQGHN.

Đơn vị công tác: Trường Đại học Mỏ- Địa chất, Email: duongthuyhuong@hmg.edu.vn.

môi trường làm việc thực tế, gắn liền với yêu cầu của nhà tuyển dụng. Tuy nhiên, vẫn còn khoảng trống lớn giữa những gì sinh viên được học trong trường với những yêu cầu từ nơi làm việc. Nói cách khác, việc dạy và học tiếng Anh tại các trường đại học ở Việt Nam, đặc biệt là các trường đại học khối kỹ thuật đang gặp rất nhiều thách thức khi không có một chính sách cụ thể từ phía Bộ Giáo dục và Đào tạo. Chính vì vậy, mỗi trường Đại học lại có những yêu cầu, chính sách riêng đối với môn tiếng Anh chuyên ngành. Do đó, bài viết nghiên cứu những thách thức, tồn tại mà giáo viên và sinh viên gặp phải trong quá trình dạy và học môn tiếng Anh chuyên ngành tại một trường Đại học khối kỹ thuật. Từ đó, bài báo đưa ra một số đề xuất nhằm mục đích giúp hoạt động dạy và học tiếng Anh chuyên ngành của trường hiệu quả hơn, thực tế hơn và gắn liền với yêu cầu của nhà tuyển dụng cũng như của xã hội trong hoàn cảnh cụ thể của trường.

Từ khóa: Tiếng Anh chuyên ngành, thách thức trong giảng dạy, phân tích nhu cầu, đề cương bài giảng tiếng Anh chuyên ngành, chương trình đào tạo ERIC.

1. INTRODUCTION

The last two decades have witnessed a surge in English language teaching-learning in the country. As Vietnam is integrating into the world economy, the citizens are required to not only have sound English knowledge for daily communication but also for interpreting specialist content. This demand calls for a revision of English for Specific Purposes (ESP) practice, which focused on building learners' repertoire of technical terms and enhancing their skills of reading and translation (Khanh, 2015). To have high-value and high-skill economies a well-educated workforce is indispensable. Therefore, education, especially higher education, is also affected in the era of globalization and knowledge-based economy "in which knowledge is the main determinant of economic competitiveness" (Shin & Harman, 2009).

As any other kind of language teaching, English for Specific Purposes is first and foremost based on the process of learning which addresses the needs of certain communities of learners, namely individuals interested in obtaining some professional skills and performing job related practices. ESP is language in context, which requires real life learning situations, scenarios that tend to duplicate the specific working or professional settings the ESP students might be related to or interested in. Instead of focusing on general grammar, vocabulary and language structures, ESP teaching-learning activities emphasize the importance of practicing the necessary skills one would mostly engage in their future fields of activity. The ESP students need to develop their language competence to successfully perform real-life tasks in multiple contexts with the aim of obtaining specific or professional purposes (Fălăuș, 2017).

ESP is now taught in universities with the purpose of preparing future specialists in various fields of activity. However, in fact, teaching and learning ESP at universities in Vietnam are still facing challenges and do not fulfill workplaces' requirements. According to Vietnam Department of Higher Education, there are only about 49.3% of students after graduation meeting employers' English requirements; nearly 19% of those not meeting employers' English requirements; and nearly 32% needing to be trained further. (Hoa, 2016)

Hanoi University of Mining and Geology is a technical university under the management of Ministry of Education and Training which has 9 specialized faculties out of 12 ones. Twenty-nine ESP subjects are included in the Training Curriculum which are built and taught by content lecturers from specialized faculties. Among 9 specialized faculties, faculty of Oil & Gas occupies the largest number of ESP subjects namely English for Geophysics; English for Petroleum Geology; English for Petroleum engineering; English for Petroleum Equipment; English for Oil Refining and Petrochemistry. Moreover, English is used as the lingua franca of the Vietnamese petroleum industry and all petroleum companies require their employees to use English in their job. It is said that, the picture of teaching and learning ESP in faculty of Oil and Gas reflects the panorama of that at the university. The paper, therefore, focuses on identifying the challenges teachers and students from Faculty of Oil and Gas are encountering and then some recommendations are proposed which hope to improve the current state of teaching and learning ESP at the university.

2. METHODOLOGY

The paper uses documents analysis, observation and interview to find out challenges facing teachers and students during the process of teaching and learning ESP at the university. Observation was conducted in 3 ESP classes. How teaching ESP is conducted within classroom, students' attitude towards ESP subject was noted down to get data. Five ESP teachers (content teachers) were interviewed and 83 students from 3 ESP classes took part in doing the survey questionnaire. The questionnaire focuses on asking students to give their opinions on ESP subject, their difficulties they face in learning ESP and the importance of ESP to their future job. Documents were taken from the university library, faculty of Oil and Gas and PVEP (Petro Vietnam Exploration Production Corporation). Ideas and comments from 2 graduates who are working at PVEP were also noted. One of them is now Head of Technical Department of the company and the other is in charge of processing technical issue.

3. LITERATURE REVIEW

ESP (English for Specific Purposes) consists of teaching and learning the specific skills and language needed by particular learners for a specific purpose. Like other educational endeavors, ESP assumes there are problems, or lacks, that education can ameliorate, but unlike many other educational practices, ESP assumes that the problems are unique to specific learners in specific contexts and thus must be carefully delineated and addressed with tailored-to-fit instruction. ESP specialists, therefore, are often needs assessors first and foremost, then designers and implementers of specialized curricula in response to identified needs. It is probably no exaggeration to say that needs assessment is seen in ESP as the foundation on which all other decisions are, or should be, made.

Hutchinson & Waters (1987) stated ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning. ESP is not a matter of teaching "specialized varieties" of English language used for specific purposes is NOT a special form of language, different in kind from other forms.

Dudley- Evans (1998) define ESP in terms of absolute and variable characteristics. Absolute features include:

- ESP being designed to meet the specific needs of the learners;
- It making use of the underlying methodology and activities of the disciplines it serves;

Variable characteristics consist of:

- ESP being related to or designed for specific disciplines;
- It using a different methodology from that of general English, in specific teaching situations;
- ESP being designed for adult learners, either at a tertiary level institution or in a professional work situation, without excluding the possibility of being used by learners at secondary school levels;
- ESP being aimed at intermediate or advanced students, the basic knowledge of the language system being important but not compulsory, the course having the possibility to be tailored to beginners, too.

This definition, therefore, suggests that ESP is actually a permissive, flexible field of study, having influenced the entire process of English teaching. The ESP syllabus is designed from learners' needs analyses and the language should be used in real communication contexts instead of focusing on grammar and vocabulary.

Fălăuș (2017) in comparison with teaching EGP, teaching ESP usually poses a lot more challenges. Focusing on the specific needs of the learners, concentrating more on language in context and on the students' need to acquire a set of professional skills and job-related functions, ESP remains major challenge for every teacher in charge of it.

Bingyao (2016) pointed out troubles in ESP teaching such as there are no specific policies to raise the level of ESP teaching; there is serious lack of stable ESP professional teachers; the ESP courses are undertaken by non-English major teachers whose English level is not high. He also claimed that the teaching method is not appropriate, which kill the students' interest and confidence in learning English. Therefore, ESP teaching has to only stay in the theory, too little practice.

Dong (2014) stated that instead of making real analysis on ESP stakeholder's needs, ESP teachers become slaves of published textbooks without analyzing their appropriateness for the ESP course. Besides, the curriculum put the focus on teaching GE for students at a certain level since the leaders think that they can change from GE to ESP without any difficulties.

Khanh (2015) had an attempt to delineate the picture of current ESP practice in Vietnam's higher institution. As for him, ESP has been treated merely as a composition of English language curriculum. Hence, ESP teachers are also in charge of other General English courses (in case of EFL teachers teaching ESP) and subject courses (in case of subject teachers teaching ESP) which require time and effort to conduct. He concludes that the practice of ESP in Vietnam is coping with a wide variety of issues ranging from teachers, students to resources and time distribution.

Le (2017) claimed that the purpose of training students for the global labour market and for the country's industrialization and modernization seems to be unsuccessful and it reveals an enormous gap between higher education provision and industry needs. That is why employers find it hard to employ graduates with appropriate knowledge and skills to fulfill their job's requirement. This problem can be caused by factors related to teachers, materials, teaching methods, testing curriculum and even policies from universities and MOET.

4. CURRENT CHALLENGES IN TEACHING ESP AT A TECHNICAL UNIVERSITY

As mentioned in Introduction part, the paper focuses on identifying challenges teachers and students from faculty of Oil and Gas at Hanoi University of Mining and Geology (HUMG) encounter from teaching and learning ESP. One of the reasons for this choice is that, faculty of Oil and Gas at HUMG has the largest number of ESP subjects as compulsory ones. In addition, most Petroleum companies require their

employees to have certain English competence when they first enter the company then be able to use English in diverse situations. Moreover, many graduates from faculty of Oil and Gas are now working in different positions in petroleum companies from the North to the South. The following challenges taken from data will be discussed in different themes: policy-related challenges; course design-related challenges; ESP teachers- related challenges; ESP learners-related challenges; and requirements from workplace.

4.1. Policy-related challenges

ESP subjects have been taken into Training Curriculum at Hanoi University of Mining and Geology since the very first batches when the university was derived from Hanoi University of Technology. At that time, specialized textbooks were mainly brought back from foreign countries by lecturers who did Master or Doctoral course overseas. These ESP textbooks were written in Russian, some in English and were re-edited to become ESP textbooks. At the beginning, ESP teachers are language teachers from Department of Foreign Languages. Since 1994, ESP subjects have been designed and edited by content teachers from specialized faculties at the university. Before the year 2006, ESP subjects were taught in 75 hours for third year students. However, in 2006, when the Training Curriculum changed from school year to credit system, the hours for ESP subjects were cut down to 45 hours (3 credits) or 30 hours (2 credits). In fact, the changes in policy of the university has had a bad effect on students' English competence when the time for both General English and ESP subjects were cut down dramatically (from 300 hours to 90 hours for General English and from 75 hours to 45 or 30 hours for ESP). All 5 ESP teachers admitted that students study ESP when their basic English competence is far from enough and 30 to 45 hours for ESP is like a quick walk or a very brief introduction into ESP whose outcomes are to equip students with knowledge, work-related skills will be never reached. In addition, there is no official policy on ESP from MOET to universities, especially when all universities in Vietnam are now on the way to become autonomy. Therefore, HUMG is now facing more challenges when ESP is still diverse among faculties and the Training Curriculum has been reconstructed from 5 years to 4 years to meet the requirements of the economic and social development.

Faculty of Oil and Gas used to be the most powerful faculty of the university which has trained hundreds of students who are now keep important positions in different petroleum companies in the whole country and overseas with high income and international working environment. However, under the effect of the economy, petroleum has been facing enormous hitches which lead to the decrease in the number

of extra courses and scholarships given to students of Oil and Gas faculty. Therefore, an official policy on ESP among faculties should be issued in which workplace's requirements should be taken into consideration in the curriculum.

4.2. Course design-related challenges

The faculty of Oil and Gas at HUMG consists of 5 departments (Department of Geophysics; Department of Petroleum Geology; Department of Drilling and Production; Department of Petroleum Equipment and Construction; Department of Oil Refining and Petrochemistry) with 6 undergraduate programs including Geophysics; Petroleum Geology; Drilling and Production; Petroleum Equipment & Construction; Oil Refining and Petrochemistry; Advanced Program in Chemical Engineering. There are 5 ESP subjects in the faculty which are compulsory in the Training Program:

- English for Geophysics;
- English for Petroleum Geology;
- English for Petroleum Engineering;
- English for Petroleum Equipment;
- English for Oil Refining and Petrochemistry

These ESP subjects are taught for students in year 4 who passed 6 credits of General English (English 1 and English 2) and some might choose another 6 credits of optional General English (English 3 and English 4). The obstacle lies on the number of credits for each ESP subject such as 3 credits for English for Petroleum Engineering while only 2 credits for English Petroleum Equipment. This is due to the absence of an official policy on ESP which leads to objective decisions on the time for ESP while setting up the curriculum among departments of a faculty and among faculties.

It does not exaggerate to say that the greatest challenges of teaching any subject is the course design. According to Carver (1983) an ESP course should be based on three elements; first, it has to offer authentic materials, then it requires a purpose-related orientation, which means that practitioners have the possibility to get involved into real-life situations, and lastly, it should be defined by self-direction, i.e. learners are to become active users. Fălăuș (2017) claimed that the ESP teacher should be ready to ask some questions and gather information in the field to create an important database for further developments. The questions to be made are:

- *Why do the students need to learn?*
- *Who is going to take part in the process (teachers, students, sponsors, experts in the field etc.)?*

- *Where is the learning process going to take place? Does the location provide any potential or impose limitations?*
- *When is it set to take place? Is there a time limit to be taken into consideration?*
- *What does the student need to learn? What aspects of the language would be more appropriate under the given circumstances?*

However, all textbooks and lecture notes are designed by content teachers from the faculty who are also in charge of these ESP subjects. Three out of five ESP teachers use lecture notes which were collected and re-edited from specialized textbooks written in English by foreign authors then some follow-up activities were designed. The other two ESP teachers use ESP textbooks published at university. Yet, these lecture notes and textbooks were evaluated by other teachers within the department in a meeting. All 5 ESP teachers think that vocabulary and translation are the priority of the course's aim so they want to save time in class to focus on these skills. Three out of five ESP syllabi mention communication skill which helps students to be able to work in English speaking environment. Nonetheless, activities in ESP classes show that, teachers do not have enough time for students to practice speaking during class time. Instead, slides are shown at fast speed and mainly to explain structures and terminologies. All five teachers said that they do not have enough time to write all things on board or to involve students in activities. It is more "lecture-centered" than "learner-centered". Therefore, the ESP syllabi can be said to be designed from what teachers have, not what students need. In other words, ESP courses were designed without asking any of these above questions, without conducting need analysis from stakeholders of ESP.

4.3. ESP teachers- related challenges

It must be admitted that ESP teacher's work is much more than teaching. Dudley-Evans & St John (1998) pointed out key roles of ESP teacher (or practitioner)

- ✓ teacher
- ✓ course designer and materials provider
- ✓ collaborator
- ✓ researcher
- ✓ evaluator

Therefore, in ESP classes, ESP teacher is no longer a "primary knower". The students are equipped with content knowledge, so the teacher's role is to design the course based on student's knowledge and needs with authentic updated materials. Besides, teacher also needs to work closely with field specialists, find out appropriate

teaching methods, authentic and updated materials to make students interested in the course. And finally, beside evaluating students' learning progress, the evaluation of course and teaching materials should also be conducted.

All ESP teachers at HUMG are content teachers from specialized faculties. ESP in Oil and Gas faculty are now taken by 02 Associate Professors and 03 PhD who studied in English speaking countries. Hence, their expertise is no doubt to be qualified and their English competence is not a problem. The problem, however, lies on the teaching methodology for ESP classes. Robinson (1991) identifies two characteristic features of ESP methodology: ESP can base activities on students' specialism (but need not do so), and ESP activities can (but may not) have a truly authentic purpose derived from students' target needs. Dudley-Evans & St John (1998) maintain that what characterizes ESP methodology is the use of tasks and activities reflecting the students' specialist areas.

Observation from 3 classes showed that teachers spent most time lecturing and explaining terminologies. Students took notes and did translation exercises. In 2 classes, students do not have textbooks but only hand-outs from teachers. There is a confusion of ESP teachers, either from the onset or during the course, about the objectives of ESP: teaching specialist knowledge or language skills. For the nature and objectives of ESP pedagogy, it has been proved that language teachers are more suitable for ESP teaching than teachers of subject knowledge (Tabatabaei, 2007). No content teachers from Oil and Gas were trained on ESP pedagogy or language officially which leads to the ineffectiveness in teaching and learning ESP at the technical university.

Another challenge which should be mentioned is content teachers' perception on ESP teaching and learning. All interviewed ESP teachers believed that terminologies and translation are the most important in teaching ESP for technical students, which is thought to achieve the outcome purpose. This is explained by the way content teachers designed and implemented their lecture notes and prepared hand-outs to students in every lesson. All the exercises included in the hand-outs put the focus on asking students to remember new words then translate the given text into Vietnamese which are quite traditional. Such activities in ESP classes make students passive and demotivated in ESP lessons.

4.4. ESP learners- related challenges

The literature reveals that problems in ESP teaching and learning can come from learners, such as problems of heterogeneity in language proficiency, low levels of general proficiency, lack of motivation and passive learning style (Barron, 1992; Khanh, 2015); (Robinson, 1991); (Jianchang, 2011).

Students from Oil and Gas faculty share the same problems as those from other faculties of the university although they often got higher marks when taking the entrance university examination. ESP subjects are arranged to be given in the curriculum for the fourth-year students (often in term 7) when students completed 6 compulsory credits in General English and most content subjects. However, the level of English language proficiency of ESP students varies within the same class, which results in serious difficulties for ESP teachers to teach and for the students to learn successfully. In theory, students got pre-intermediate level (A2) in English when they graduated from school. In actual fact, students still find it challenging when taking (basic) English 1 and English 2 at the university. Moreover, documents given by teachers are often taken from content books in English which are full of terminologies. The challenging reading task becomes a nightmare for even "good" students. 76% (63/83) students find reading task in class very difficult; 18% (15/83) find it difficult and only 6% (5/83) students think reading ESP texts is normal. This may result in demotivation of ESP students in their learning and lead to the failure of the course when no aims are achieved.

Lack of motivation from ESP students is also another problem in teaching and learning ESP. This may be caused by the fact that ESP courses are often exam-oriented rather than needs-oriented. Students' purpose of learning the subject is to get high mark which leads to their passive learning style. 83/83 (100%) students admitted that the priority of the course is to get high mark. 50/83 (60%) students thought ESP course was very important and useful for their future job. However, 60/83 (72.3%) showed that they had very low motivation in learning ESP although they comprehended the importance of the subject to the future job. Students complained about challenging reading task with too many new words, the way teachers lecturing by running slides, lack of other activities in class... Speaking and listening are rarely used due to limited time for the course. In other words, ESP teachers are now teaching what they have, what they think students need for their job without analyzing students' needs or workplace's requirements.

4.5. Requirements from workplace

The petroleum industry in Vietnam is currently managed by the Vietnam National Petroleum Group (PVN), which is one of the leading economic groups of the country. This industry has become one of Vietnam's key export products, contributing considerably to the country's export value and state budget (PVN, 2013a). Along with the business sector of exploration and production, many other businesses have developed in recent years in the Vietnamese petroleum industry.

suitable recommendations. From challenges facing teaching and learning ESP at faculty of Oil and Gas posed above, some recommendations can be made as follows:

The university should have a common official policy on ESP to all training programs. The ESP syllabus must be designed and set up within the requirements of Specialized Training Curriculum. One question should be answered and decided by authorities from the university is that: Who will be responsible for teaching ESP at the university? Language teachers or content ones? Once this issue is unraveled, other matters including designing curriculum, choosing textbooks, writing lecture notes, preparing materials, connecting with workplace's employers... will be properly clarified. Along with this, the minimum time for ESP subjects should also be taken into consideration. At the moment, 3 credits for each ESP subject is given in most curricula, which occupies 45 hours in class and 90 hours self-study. If the number of credits for ESP cannot be changed due to the must of the 4-year Training Program, then syllabus for this subject needs to be reconstructed to become most advantageous and practical like scaffolding for students to get acquainted with their future working environment. Also, their self-study time should be controlled and assessed by the instructor. Moreover, the syllabus or curriculum should be based on analysis of stakeholders' needs such as students at the university, ESP teachers, graduates, and employers. Besides, each faculty should have its own policy to improve their students' ESP knowledge and skills by running some courses in cooperation with ESP teachers and employers from companies.

In terms of instructors (ESP teachers), as mentioned above, language teachers are better choice than content ones. The roles of ESP teachers are various and flexible to attract students' interest and increase their motivation. ESP teachers must have close relationship with students, graduates and employers from workplaces. Therefore, ESP teachers can get students' needs and workplaces' requirements to design practical and appropriate syllabus, lecture notes with updated authentic materials. The knowledge and competence in content and language are the two prerequisites for ESP teachers. Furthermore, each ESP teacher needs to choose appropriate methods of teaching with the help from technology to make it suitable to different ESP courses in different context. The textbook should be chosen, designed or redesigned appropriately. With only 3 credits in ESP, teachers are really instructors who supervise students how to deal with issues related to ESP, process authentic materials given by the instructor, how to use the language in real context at work... Students will then conduct the work partly in class under the guidance and control of the instructor and mostly in their self-study time. The self-study time, therefore, should be instructed carefully by the instructor and should be assessed regularly. Additionally, some

small talks to share experience from employers or graduates from workplaces on the roles and importance of ESP in work should be implemented during the course.

With ESP students, they are the center and the beneficiaries of the course who should be informed about the roles and importance of English in general and ESP in particular for their future career. Students should be equipped with active ways of self-study at university including then searching specialized materials, joining English clubs, interacting with teachers and other students...

Last but not least, before solving any challenging issues posed during ESP teaching and learning process, students' English competence should be guaranteed at a certain level to make it possible for them to conduct ESP.

6. CONCLUSION

In comparison with teaching English for general purposes, teaching ESP poses much more challenges. The challenges may come from different factors including course design, teachers, learners, workplaces' requirements. In teaching ESP, the roles of teachers and learners are varied when the course is learner-centered, emphasize on learners' needs and interests, learning autonomy. The challenges facing teaching and learning ESP may vary from different universities. Therefore, solutions given should be suitable and feasible to the situation of each university. The findings from teaching and learning ESP in faculty of Oil and Gas reflect the current state of ESP teaching at HUMG since the significance of English language to their job environment as stated above. The first and foremost thing should be implemented is an appropriate policy on both EGP and ESP issued by the university. Then, teaching and learning ESP at university becomes more effective and fulfills partly the requirements from workplace.

REFERENCES

1. Barron, C. (1992). Cultural Syntonicity: Co-operative Relationships between the ESP Unit and Other Departments. *Hongkong Papers in Linguistics and Language Teaching*, 15, 1-14.
2. Belcher, D. D. (2004). 8. Trends in teaching English for specific purposes. *Annual review of applied linguistics*, 24, 165-186.
3. Bingyao, H. (2016). A Brief Introduction on ESP Teaching Current Situation and the Countermeasures in Higher Vocational Colleges. *Higher Education of Social Science*, 10(4), 5-8.
4. Carver, D. (1983). Some propositions about ESP. *The ESP journal*, 2(2), 131-137.
5. Đông, L. Q. (2011). Tiếng Anh chuyên ngành-một số vấn đề về nội dung giảng dạy. *Ngôn ngữ và Đời sống*(11), 27-32.

6. Fălăuș, A. (2017). *The current challenges of teaching ESP*. Paper presented at the IOP Conference Series: Materials Science and Engineering.
7. Hoa, N. (2016). Difficulties in Teaching English for Specific Purposes: Empirical Study at Vietnam Universities. *Higher Education Studies*, 6(2), 154-161.
8. Ibrahim, A. I. (2010). ESP at the tertiary level: Current situation, application and expectation. *English Language Teaching*, 3(1), 200.
9. Jianchang, Z. (2011). Collaborative Instructors and Mixed Learners: An English for Specific Purposes Teaching Model in China/LES INSTRUCTEURS ET LES APPRENANTS DE COLLABORATION MIXTES: UN MODELE DE PROPOSITION SPECIFIQUE D'ENSEIGNEMENT DE L'ANGLAIS EN CHINE. *Canadian Social Science*, 7(5), 144.
10. Le, L. P. (2017). *Aligning specialist English language curriculum in higher education with development imperatives and workplace communication needs in Vietnam: a case study of the Vietnamese petroleum industry*. Queensland University of Technology.
11. Quang Đông, L. (2014). GIẢNG DẠY TIẾNG ANH KHÔNG CHUYÊN: BIẾN CHUYỂN VÀ ĐỊNH HƯỚNG. *Ngôn ngữ và Đời sống*(11), 1-5.
12. Robinson, P. C. (1991). *ESP today: A practitioner's guide*. Prentice Hall Hemel Hempstead.
13. Shin, J. C., & Harman, G. (2009). New challenges for higher education: Global and Asia-Pacific perspectives. *Asia Pacific Education Review*, 10(1), 1-13.
14. Tabatabaei, O. (2007). Who qualifies to monitor an ESP course: a content teacher or a language teacher? *Indian Journal of Applied Linguistics*, 33(1), 77-86.
15. Van Khanh, N. (2015). *Towards Improving ESP Teaching/Learning in Vietnam's Higher Education Institutions: Integrating Project-Based Learning into ESP Courses*.