

VIETNAM NATIONAL UNIVERSITY, HA NOI
UNIVERSITY OF LANGUAGES AND INTERNATIONAL STUDIES
FACULTY OF POST-GRADUATE STUDIES



Nguyễn Thị Mỹ Hạnh

**DESIGNING AN ESP READING SYLLABUS FOR
THE SECOND YEAR STUDENTS OF VIETNAMESE
STUDIES AT HOA LU UNIVERSITY**

**(Thiết kế chương trình đọc tiếng Anh chuyên ngành cho sinh viên năm
thứ hai chuyên ngành Việt Nam học tại trường Đại học Hoa Lư)**

M.A. Minor Thesis

Field: English Teaching Methodology

Code: 601410

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DECLARATION

I hereby declare that this thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions.

The work was done under the guidance of Mrs. Nguyen Thuy Phuong Lan, M.A., at University of Languages and International Studies-VNU.

Nguyen Thi My Hanh

In my capacity as supervisor of the candidate's thesis, I certify that the above statements are true to the best of my knowledge.

Nguyen Thuy Phuong Lan

Date:

ABSTRACT

As English has become the accepted international language of technology and commerce, a new generation of learners who knew specifically why they were learning a language was created. Designing English for Specific Purposes (ESP) courses to better meet these individual needs become an important task, especially when no suitable published material is available for the identified needs. This was one of the main reasons for the development of an ESP reading syllabus for the second-year students of Vietnamese Studies at Hoa Lu University (HLU). The study consists of three main parts: Introduction, Development and Conclusion.

The Introduction states the rationale, aims and objectives, research questions, scopes, methods and the design of the study.

The Development which is the main part of the study consists of three chapters. Chapter 1 reviews literature on some fundamental features of ESP, syllabus design, needs analysis and reading theories. Chapter 2 takes into consideration such questions as the teaching and learning situation at HLU, the background of the study's subjects, and the needs analysis conducted to the ESP teachers, the subject teachers and the second-year students of Vietnamese Studies with instruments of questionnaires and interviews. The results of the needs analysis provide the basis for the ESP reading syllabus which is proposed in Chapter 3.

The Conclusion summarizes the study, points out its limitations and gives suggestions for further research.

The proposed syllabus is expected to meet the students' needs as well as the training objectives of HLU and will make contribution to the improvement of ESP learning and teaching at the university.

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LIST OF ABBREVIATION

- EAP: English for Academic Purposes
EGP: English for General Purposes
EGAP: English for General Academic Purposes
EGBP: English for General Business Purposes
ELT: English Language Teaching
EOP: English for Occupational Purposes
ESP: English for Specific Purposes
GE: General English
HLU: Hoa Lu University
LSP: Languages for specific purposes
TALO: Text As a Linguistic Object
TAVI: Text As a Vehicle of Information

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PART I: INTRODUCTION

1. Rationale

The most significant feature of the rapidly developing field of English language teaching over the past decades has been the importance attached to *English for Specific Purposes* (ESP), which is part of a more general movement of teaching *Languages for Specific Purposes* (LSP). In fact, the teaching of ESP was pioneered in the 1950s and 1960s (Dudley-Evans & St. John, 1998). However, the enterprise became a vital and innovative activity within the teaching of English in the 1970s. Today, with the globalization of trade and economy and the continuing increase of international communication in various fields, the demand for ESP is expanding, especially in countries where English is taught as a foreign language. In Vietnam, the teaching and learning of ESP are getting more and more attention in order for the learners to get the best preparation for their future career. There are many colleges and universities in which ESP is compulsory in the curriculum.

At Hoa Lu University (HLU), different ESP courses are taught to students of different majors. Students of Vietnamese studies, after completing a 150 – period General English course, will progress to the ESP stage which includes two courses, namely English for Hotels and Tourist Industry and English for Vietnamese Handicraft Villages. In preparing for this stage, teachers of the English section, especially those who are asked to teach English for Vietnamese Handicraft Villages Module, face a lot of difficulties due to the lack of an appropriate ESP teaching syllabus. Since no really suitable published material is available for the identified needs, they have no choice but to provide the material for the course. Being one member of the ESP teachers who are in charge of this challenging task I realized that designing an appropriate ESP reading syllabus is of great necessity and significance given the time allotment of the course, the students' English proficiency and the fact that developing reading skills for specialized texts is of great importance to ESP students. This is the main reason why the topic “Designing an ESP reading syllabus for the second-year students of Vietnamese Studies at Hoa Lu University” is chosen for my thesis.

2. Aims and objectives

The study aims at designing an appropriate ESP reading syllabus for the second-year students of Vietnamese Studies at HLU. To achieve this aim, the following objectives are

established:

- (1) To develop a theoretical framework related to ESP reading syllabus design
- (2) To identify the needs perceived by the ESP teachers, the ESP students and the subject teachers toward an appropriate reading syllabus for the target students.
- (3) To propose a reading syllabus based on the relevant theories and the needs analysis

3. Research questions

In order to attain the above aims and objectives of the study, the researcher developed the following research questions:

- (1) What are the students' learning needs and target needs?
- (2) What should be included in the syllabus?

The answer to these questions will help to develop an appropriate ESP reading syllabus for the second-year students of Vietnamese Studies at HLU.

4. Scope of the study

This study is initiated and developed from the urgent need to design an appropriate ESP syllabus for the second-year students of Vietnamese Studies at HLU. Due to the general institutional academic situation, priority is given to reading skill. Within the scope of a minor thesis, this research paper focuses on the designing process itself; only the basic theories related to ESP, syllabus design and reading are presented. The study's major objects are the teachers of the English section, the subject teachers, and the second-year students of Vietnamese Studies at Hoa Lu University.

5. Methods of the study

Both qualitative and quantitative methods are employed in this study. The quantitative method, which is used to collect data by means of questionnaires, aims at identifying the needs for the ESP syllabus from a broad view. The questionnaires are administered to the teachers of the English section and the second-year students of Vietnamese Studies at HLU. Besides, the qualitative method is used to collect in-depth data through interviews with the subject teachers of the Social-Tourism Faculty as well as through informal discussions with colleagues.

6. Design of the study

The study contains three main parts:

Part I – Introduction presents the rationale, aims and objectives, research questions, scopes, methods and the design of the study.

Part II – Development, which is the main part of the study, consists of three chapters:

- Chapter 1 reviews the literature concerning ESP, syllabus design, needs analysis and reading theories
- Chapter 2 describes in details the study including its background, subjects, instruments for collecting data and the findings of the study
- Chapter 3 proposes a reading syllabus for the second-year students of Vietnamese Studies at HLU

Part III – Conclusion offers a summary of the study, limitations and suggestions for further research.

PART II: DEVELOPMENT

CHAPTER 1: LITERATURE REVIEW

1.1. An overview of ESP

1.1.1. Definition of ESP

English for Specific Purposes (ESP) or English for Special Purposes arose as a term in the 1960s as it became increasingly aware that General English courses frequently did not meet learners or employers wants. From the outset this term was already a source of contention with many arguments as to what exactly ESP was.

Hutchinson and Waters (1987) define ESP as an *approach* rather than a *product* – meaning that ESP does not involve a particular kind of language, teaching material or methodology. They suggest that the foundation of ESP involves the learners, the language required and the learning context, which are based on the primacy of needs in ESP.

Stevens (1988) formulates a more detailed definition of ESP, which makes a distinction between four ***absolute characteristics*** (ESP consists of English language teaching designed to meet specific needs of the learner; related in content to particular disciplines, occupations and activities; centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse; in contrast with General English) and two ***variable characteristics*** (ESP may be restricted to the language skills to be learned, e.g. reading only; and not taught according to any pre-ordained methodology).

Ten years later, Dudley-Evans and St John (1998) modified Stevens' definition of ESP to form their own. The revised definition they postulate is as follows:

1) Absolute characteristics:

- ESP is designed to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the disciplines it serves;
- ESP is centred on the language (grammar, lexis, register), skills, discourse, and genres appropriate to these activities.

2) Variable characteristics:

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a

- professional work situation. It could, however, be for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

(pp. 4-5)

Dudley-Evans and St. John have removed the absolute characteristic that “ESP is in contrast with General English” and added more variable characteristics. They assert that ESP is not necessarily related to a specific discipline. Furthermore, ESP is likely to be used with adult learners although it could be used with young adults in a secondary school setting. This modified definition of Dudley-Evans and St John is very helpful in resolving arguments about what is and is not ESP, and therefore is adopted in this thesis.

1.1.2. Types of ESP

ESP has traditionally been divided into two classified main areas: *English for Academic Purposes* (EAP) and *English for Occupational Purposes* (EOP). Robinson (1991:21) devises a tree diagram for ESP, which divides EAP and EOP according to when they take place while Dudley-Evans and St John (1998:6) divide EAP and EOP according to discipline or professional area.

The use of classification trees, in Dudley-Evans and St John’s (1998:8) opinion, creates numerous problems by failing to capture fluid nature of the various types of ESP teaching and “the degree of overlap between “common-core” EAP and General English”. They, therefore, suggest that the presentation of the whole of ELT should be on a continuum which runs from General English courses to very specific ESP courses as illustrated below.

Figure 1: Continuum of ELT course types

General				Specific	
<u>Position 1</u>		<u>Position 2</u>		<u>Position 3</u>	
English	for	Intermediate	to	EGAP/EGBP	Courses
beginners		advanced	EGP	courses based on	broad
		courses with a	common-core	disciplinary	or
		focus on	language and	professional	particular
		particular skills	skills not related	areas (e.g.	academic course.
			to specific	Report Writing	2) One-to-one
			discipline or	for Scientists and	work with

profession	Engineers,	business people
	Medical English,	
	Legal English,	
	Negotiating	
	skills	for
	Business	
	English)	

Though a clear-cut classification seems impossible as overlap and potential confusion do exist as a matter of fact the above-mentioned distinctions provide a useful basis to determine the type of ESP course that teachers are working on. This is the initial step which enables the teacher to succeed in making needs analysis and designing appropriate course for his learners.

1.2. An overview of syllabus design

1.2.1. Defining syllabus

Though most teachers might regard the question of what a syllabus means as unnecessary, it should be noted that clarifying the concept of syllabus is extremely problematic. There seems to be as many definitions as definers, each apparently covering similar ground, whilst containing various aspects and differences in emphasis. For example, Pienemann (1985:23) sees the syllabus as “the selection and grading of linguistic teaching objectives”, while for Breen (1984:47) it is a plan of what is to be achieved through our teaching and our students’ learning”. On close examination, Pienemann’s emphasis on linguistic objectives misses the possible non-linguistic functions of a syllabus, which Freire emphasizes, and Breen’s attention to achievement seems to overlook the indeterminate relationship between what is taught and what is learned. Hutchinson and Waters (1987:80) define syllabus as “a document which says what will (or at least what should) be learnt” whereas its function is “to specify what is to be taught and in what order” (Prabhu, 1984).

Despite these difficulties, a working understanding of what a syllabus means in this thesis is needed. I will here follow Candlin’s summary of a syllabus.

Syllabuses are concerned with the specification and planning of what is to be learned, frequently set down in some written form as prescriptions for action by teachers and learners. They have, traditionally, the mark of authority. They are concerned with the

achievement of ends, often, though not always, associated with the pursuance of particular means. (Candlin, 1984:30)

While acknowledging that this summary can be challenged, I feel it recognizes most of the academic and social implications of syllabuses without specifically prescribing the results and processes of syllabus design. It thus provides a sufficiently broad base from which to continue my research.

1.2.2. Types of syllabus

Different types of syllabus and multiple approaches to classify them are mentioned by many authors. So far, syllabi have been organized around structures (Ellis, 1997), words (Willis, 1990), notions and functions (Finnochiaro & Brumfit, 1983; Wilkins, 1976), skills (Johnson, 1996), and tasks (Long & Crookes, 1993). White (1988) provides a diagram for organizing the different options in syllabus design including content, skill and method. Robinson (1991) revises this diagram and gives her division of syllabus into content-based syllabus, skill-based syllabus, and method-based syllabus.

1.2.2.1 Content-based syllabus

1.2.2.1.1 Language form syllabus (structural / grammatical syllabus)

Historically, the most prevalent of syllabus type is perhaps the grammatical syllabus. In essence, grammatical syllabus focuses on aspects of grammar, e.g. verb tenses, sentence patterns, articles, etc. and then grades them for teaching, supposedly from the simple to the complex, and according to frequency and usefulness. The main advantage of the syllabus teaching a language through its grammar is that it represents a familiar approach to teaching for many people. However, one problem facing the syllabus designer pursuing a grammatical order to sequence input is that the ties connecting the structural items maybe rather *tenuous* (Nunan, 1988:30). A more fundamental criticism is that grammatical syllabus focuses on only one aspect of language, namely grammar, whereas there exist many more aspects to language.

1.2.2.1.2. The situational syllabus

The underlying premise of this type of syllabus is that language is related to the situational contexts in which it occurs. The designer of a situational syllabus tries to predict the situations in which the learner will find him/herself, and applies these situations such as *at*

the airport or *at a hotel* as a basis for selecting and presenting language content. Situational syllabuses have the advantage of teaching language of intermediate practical use in context and it is “learner- rather than subject-centered” (Wilkin, 1976:16). However, this type of syllabus has some drawbacks. First, the selection of teaching items is typically based on intuition caused little is known about the language used in different situations. Second, language used in specific situations may not transfer to other situations. Third, grammar is dealt with incidentally hence a situational syllabus may result in gaps in a student’s grammatical knowledge.

1.2.2.1.3. The notional / functional syllabus

The notional / functional syllabus is in contrast to the above syllabuses because it takes the desired communicative capacity as the starting point. In drawing up this type of syllabus, instead of asking how speakers of the language express themselves or when and where they use the language, the syllabus designers ask “What it is they communicate through the language?” (Wilkin, 1976:18) Thus, the content of the language teaching is a collection of the functions that are performed when language is used (requesting, complaining, suggesting, agreeing, etc.), or of the notions that language is used to express (size, age, color, time, etc.). The advantage of the notional / functional syllabus is that it takes the communicative facts of language into account from the beginning without losing sight of grammatical and situational factors (Wilkin, 1976). However, there are difficulties of selecting and grading function and form due to the lack of clear criteria.

1.2.2.1.4. The topic-based syllabus

With topic-based syllabus, content rather than grammar, functions or situations is the starting point in design. Content may provide the sole criteria for organizing the syllabus or a framework for linking a variety of different syllabus strands together. According to Krahnke (1987:65), it is the teaching of content or information in the language being learned with little or no direct effort to teach the language separately from the content being taught. Organized around themes, topics or other units of content, this syllabus has the advantage of deploying the content of the students’ work or specialist study (Robinson, 1991:37) and thus, is of great significance for ESP. However, issues that arise in developing one are: how are themes, topics and content decided on; what is the balance between the content and grammar on other strands of the syllabus; and what should be the

basis for assessment, learning of content or learning of the language?

1.2.2.2. Skills-based syllabus

In this syllabus, the content of language teaching is a collection of particular skills that may play a role in using language. Skills have traditionally been a central focus in language teaching and there have been attempts to identify the *micro skills* underlying the use of the four *macro skills* of Reading, Writing, Listening, and Speaking as a basis for syllabus design. For example, reading skill may be broken down into smaller micro skills such as skimming and scanning. Skill-based syllabuses have the advantage of focusing on performance in relation to specific skills and hence provide a practical framework for designing courses and teaching materials. However, they have been criticized for focusing on discrete aspects of performance rather than on developing more global and integrated communicative abilities.

1.2.2.3. Method-based syllabus

1.2.2.3.1. Task-based syllabus

A task-based syllabus is organized around tasks which students will complete in the target language. A task is an activity or goal that is carried out using language such as *reading a map and giving directions* or *reading instructions and assembling a toy*. All teaching make use of tasks of different types. However, a task-based syllabus is one based on tasks that have been specifically designed to facilitate second language learning and one in which tasks and activities are the basic units of syllabus design. For ESP, this type of syllabus is of great importance since the basic needs of ESP students is that “using the medium of English, they should successfully perform a work or a study task.” (Robinson, 1991:40)

1.2.2.3.2. Process syllabus

The process syllabus is defined broadly by Breen as "a context within which any syllabus of subject-matter is made workable" (Breen 1987:169). This appears to imply that "process" can be "all things to all people"; however, there are significant differences between this and other types of syllabus, in the areas of language, teaching methodology, learner contributions, and planning for teaching and learning. Firstly, this is the only syllabus which is not pre-set but rather constructed as the course is taught. In developing a process syllabus, the designer no longer pre-selects learning content, but provides a

framework for teacher and learners to create their own on-going syllabus in the classroom. Furthermore, process syllabus can be seen as an innovative one for its focus on the negotiation between the students and the teachers in designing the syllabus. However, due to a lack of substantive evidence that negotiation produces better results, a more cautious approach might be more desirable.

In conclusion, the various syllabi touched upon in this investigation all present valuable insights into creating a language program and course. Since each one has its own advantages and disadvantages, it is advisable to combine syllabuses with one type as the organizing starting point around which the others are arranged and connected. As Nunan (1988:41) suggested “the decision as to which syllabus type or types to employ will result from a judicious consideration of the students’ needs and the objectives of the course, together with the institutional bias of the teaching situation”, the type(s) of syllabus used in this thesis will be decided after having the results of needs analysis.

1.2.3. Approaches to ESP syllabus design

Syllabus is a part of an overall language course. Therefore, in order to design one, it is important to look over approaches to course design. According to Hutchinson and Waters (1987) there are probably as many different approaches to ESP course design as there are course designers. They identify three main types: language-centred, skills-centred and learning-centred.

1.2.3.1. Language-centred approach

This approach is considered to have the simplest kind of course design process which begins with identifying learners’ target situation, proceeds through various stages of analysis to a syllabus, then to materials in use in the classroom, and finally to evaluation of mastery of the syllabus items. Though perceived as a very logical and straightforward process, this model has a number of weaknesses. Firstly, the learner in this model is simply used as a means of identifying the target situation while they should be considered at every stage of the process. Secondly, the procedure is criticized for being static and inflexible. Thirdly, being too dependent on the target situation the language-centred model ignores the importance of other learning factors contributing to the creation of any course. Finally, its analysis of target situation data is only at the surface level and therefore reveals little about the competence that underlies the performance.

1.2.3.2. Skills-centred approach

The skills-centred approach is a reaction both to the idea of specific registers of English as a basis for ESP and to the practical constraints on learning imposed by limited time and resources. Based on the idea that an ESP course helps learners to develop skills and learning strategies which will continue to develop after the ESP course, this approach aims to make the learners into better processors of information and therefore takes the learners into account more than the language-centred model. However, despite its concern for the learner, the skills-centred approach still regards the learner as a *user* of language rather than as a *learner* of language and the processes it is concerned with are the processes of language *use* not of language *learning* (Hutchinson and Waters, 1987).

1.2.3.3. Learning-centred approach

The learning-centred approach is based on the recognition of the complexity of the learning process which is considered by Hutchinson and Waters as “a process of negotiation between individuals and society. Society sets the target (in the case of ESP, performance in the target situation) and the individuals must do their best to get as close to that target as possible”. The learner, then, is one important factor to be considered at every stage of the learning process. Bearing this in mind, the learning-centred approach fully takes the learner into account while the language-centred and even the skills-centred model, in spite of its emphasis on the learner, only use the learner to identify the target situation and to analyze the learning situation, then the learner is discarded in the process of determining the content of the course. Based on all these superior points, learning-centred approach is chosen as the basis for designing an ESP reading syllabus for the second-year students of Vietnamese Studies at Hoa Lu University.

1.2.4. Steps to design a syllabus

Course design specialists have developed various frameworks that break down the process of syllabus development into components and sub-processes. Munby (in John A.S. Read, 1984:58) suggests that “designing a syllabus involves a logical sequence of three stages: 1. Needs analysis; 2. Content specification; 3. Syllabus organization”. Nunan (1988) offers four steps to syllabus design: 1. Needs analysis; 2. Goal and objective setting; 3. Selecting and grading content; 4. Selecting and grading tasks. Graves (1996:13) proposes a more

detailed framework with seven steps including needs assessment, determining goals and objectives, conceptualizing content, selecting and developing materials and activities, organization of content and activities, evaluation and consideration of resources and constraints. The author further notes that the framework is not of equal parts: each individual's context determines which processes need the most time and attention.

Based on all these ideas, the syllabus for the target students of Vietnamese studies at HLU will be designed by working out mainly on three steps: Needs analysis, determining aims and objectives, selecting and grading content.

Since the first step, needs analysis provides validity and relevancy for all subsequent design activities it will be further discussed in the next part of the thesis.

1.2.5. Needs analysis

As mentioned above, the key stage in ESP is needs analysis which is the corner stone of ESP and leads to a very focused language course (Dudley-Evans & St. John, 1998:122). There are many definitions of needs analysis given by different scholars and researchers. According to Nunan (1988:75) needs analysis “refers to a family of procedures for gathering information about learners and about communication tasks for use in syllabus design”. A more detailed description of needs analysis is presented by Bachman and Palmer (1996:102) as follows: “needs analysis, or needs assessment, involves the systematic gathering of specific information about the languages needs of learners and the analysis of this information for purposes of language syllabus design”.

The rationale for needs analysis is that by identifying elements of students' target English situations and using them as the basis of ESP instruction, teachers will be able to provide students with the specific language they need to succeed in their courses and future careers (John, 1991).

Concerning the types of needs Hutchinson and Waters (1987) distinguish between target needs and learning needs. *Target needs* comprise necessities (what the learner has to know in order to function effectively in the target situation), lacks (the gap between target and existing proficiency of the learner), and want (the learners' view on their needs). *Learning needs*, on the other hand, is a cover term for all the factors connected to the process of learning like attitude, motivation, awareness, personality, learning styles and strategies, social background etc. Both target needs and learning needs are taken into account when

determining the aims and objectives of the syllabus.

The best methodology for studying the needs of any particular group of students, according to Hutchinson and Waters (1987), is to use such methods as questionnaires, follow-up interviews, and collection of authentic texts.

1.3. Theories of reading

1.3.1. Reading in ESP

There is no doubt of the pioneer role of reading among all the other skills of the English language in both GE and ESP. Carrel (1988:1) assures that: “For many students, reading by far is the most important of four skills in a second language, particularly in English as a second or foreign language”. For ESP learners, reading is attached even higher importance because their proficiency or deficiency in this skill would have a great effect on their future academic and professional progress.

Beside the role of reading in ESP, it is also necessary to question the differences (if any) between reading in ESP and reading for general purposes. At the National Annual IATEFL Ukraine Conference, “Innovative Teaching of English and Lifelong Learning Strategies”, the participants’ answers for this question are: reading in GE is for pleasure and in ESP – for information. The two authors who made one of the most important contributions to the approach to reading in ESP, the shift from Text As a Linguistic Object (TALO) to Text As a Vehicle of Information (TAVI), John and Davies (1983) also emphasized the importance of information for reading in ESP by encapsulating the key principles that, *for ESP learners, extracting information accurately and quickly is more significant than language details; that understanding the macrostructure comes before language study; and that application of information in the text is of paramount importance* (cited in Dudley-Evans & St. John, 1998:96).

An awareness of reading purposes is necessary as according to Kennedy and Bolitho (1991:70): “It is important to define a reader’s purpose in coming to a text as this will dictate the skills and strategies to be adopted by the reader and the level of comprehension he is operating at.” From this statement, we come to the common decision that the reading skills and strategies in GE and ESP are different as they depend greatly on the different purposes of reading.

1.3.2. Reading skills and strategies in ESP

The two terms *skill* and *strategy* are sometimes used synonymously, and sometimes they are used to describe complementary behaviors. Such inconsistency can confuse students and teachers and render instruction less effective. In their article, *Clarifying differences between reading skills and strategies*, Afflerback, Pearson and Paris make a great point in clearing the confusion between these two terms. According to them, reading strategies are deliberate, goal-directed attempts to control and modify the reader's efforts to decode text, understand words and construct meaning of text whereas reading skills are automatic actions that result in decoding and comprehension with speed, efficiency, and fluency, usually without awareness of the components or control involved. Despite the difference, reading skills and strategies have an important relationship to each other: strategies are what we turn to when we lack the skills to accomplish something and "even basic skills benefit from being taught as strategies initially," because strategies are how we manage difficult tasks. Thus, one challenge for the ESP teachers when teaching reading is to design instruction that makes clear the steps of strategies while providing practice so that strategies may transform themselves into skills.

1.3.2.1. Reading skills

From the recognition that good reading in ESP requires both language and skills, Dudley-Evans and St. John (1998:96, 98) pointed out some of the key skills to be learnt or transferred into the new language as follows:

- selecting what is relevant for the current purpose;
- using all the features of the text such as headings, layout, typeface;
- skimming for content and meaning;
- scanning for specifics;
- identifying organizational patterns;
- understanding relations within a sentence and between sentences;
- using cohesive and discourse markers;
- predicting, inferring and guessing;
- identifying main ideas, supporting ideas and examples;
- processing and evaluating the information during reading;
- transferring or using the information while or after reading.

Most of the above skills are composed of several processes and cannot be used all at the

same time. Therefore, when reading a text, ESP readers have to select the appropriate ones for their reading purposes.

1.3.2.2. Reading strategies

A wide range of reading strategies have been identified through research on successful strategy teaching and the behaviors of expert readers. In their research, Janzen and Stoller (1998:256) provided an excellent starting point for the strategy selection process in which ten broadly applicable reading strategies are indicated:

- Identifying a purpose for reading
- Previewing
- Predicting
- Asking questions
- Checking predictions or finding an answer to a question
- Connecting text to background knowledge
- Summarizing
- Connecting one part of the text to another
- Paying attention to text structure
- Rereading

Although the strategies listed above can be used with most students and most texts, the teachers should consider their student characteristics, the demands of the text and the goals of reading instruction to identify which of these suggested strategies may be most appropriate for their students.

1.4. Summary

This chapter reviews theories related to all basic aspects for designing an ESP reading syllabus, including theories of ESP (definitions and types), theories of syllabus (definitions, types, approaches to ESP syllabus design, and steps in syllabus design) and theories of reading (reading in ESP and reading skills and strategies). Besides, attention is paid to needs analysis since it is the important initial step in ESP syllabus design. Hopefully, an appropriate ESP reading syllabus will be designed for the second-year students of Vietnamese Studies at HLU in the light of this literature review.

CHAPTER 2: THE STUDY

2.1. Introduction

It is obvious that needs analysis is a very crucial first step prior to designing and developing an ESP syllabus. Thus, this chapter is devoted to the discussion of the results collected from the teachers of the English section, the subject teachers, and the target students by means of questionnaires and interviews. Moreover, some situational factors such as the teaching and learning English situation, the learners' background, the teaching staff are also taken into account in order to have a useful analysis of learner needs as suggested by Hutchinson and Waters (1987:61): "the needs, potential and constraints of the route (i.e. the learning situation) must also be taken into account, if we are going to have any useful analysis of the learner needs".

2.2. The teaching and learning English situation at Hoa Lu University

General English has been taught in HLU since 1996 when it was still Ninh Binh Teacher Training College. However, it was not until the college got its position as Hoa Lu University in 2007 was ESP brought into the teaching curriculum. The amount of time available for GE is the same for students of all faculties but for ESP it is different depending on which major the students have. Currently, the whole English curriculum for students of Vietnamese Studies at HLU is divided into 2 stages:

- Stage 1: Students learn 150 periods of GE in their first year with 75 periods each term.
- Stage 2: Students learn 150 periods of ESP in their second and third year with 60 periods of English for Hotels and Tourist Industry in the first term of the second year; 45 periods of English for Vietnamese Handicraft Villages in the second term; and 45 periods of English for Local Vestige and Tourist Attraction in the third year.

In the first stage, with the time allotment of only 150 periods to cover the two Lifelines textbooks of Elementary and Pre-intermediate level, both the teachers and the students have to face numerous difficulties. Due to the limited time, the teachers of the English section have a formal discussion about the textbooks together to get an agreement on what to teach in class time and what to assign as homework for students' self-study at home. Several speaking tasks and listening exercises have to be removed due to the lack of time and partly because of their difficulty. However, in spite of the teachers' efforts to adapt the

textbook to the students' level and the time allotment of the course, the result of study is still far from satisfactory. This results from a lot of reasons such as the time constraint, large class, students' low level of English when they were admitted to the university, and students' unsuitable learning strategies.

For the second stage of ESP, teaching materials is the biggest problem. First, it is important to note that in the absence of a precise programme, the teachers have to select and adapt learning materials for a class from the plethora of published materials. This common situation is the case for the first ESP course. Worse still is the case for the second and the third one when the teachers cannot find the materials suitable or adaptable to the needs of their students and thus have to select and exploit suitable texts and to write suitable exercises. Being a teacher assigned to teach the second ESP course, English for Vietnamese Handicraft Villages I found that designing a syllabus appropriate to the needs of the learners is of great importance. Given time constraint and students' needs to get access to ESP reading materials with an aim to develop their specialist knowledge and their communicative ability, the purpose of teaching this ESP course as perceived by all the teachers here is to focus on teaching reading. Designing an appropriate ESP reading syllabus is, therefore, an urgent task.

2.3. The target students

Background

The target students of the study are the second-year students of Vietnamese Studies at HLU who already finished General English in their first year and an ESP course for Hotel and Tourist Industry in the first term of the second year. Besides, it is worth mentioning that the students have already finished the module of Vietnamese handicraft villages in Vietnamese.

The age of the students is from 19 to 22 and most of them are female, which is a typical feature of all faculties at HLU. The majority of the students come from different parts of Ninh Binh province, ranging from remote areas to villages to towns to the city. This explains why their English proficiencies vary greatly. Additionally, the number of students in each class is from 40 to 50. With such a large, multi-level class, it is obviously difficult for teachers to meet the needs of all students. Furthermore, the amount of time for English

is not sufficient compared to the needs of the learners. As a result, after one year of General English the students' English proficiency is still low in comparison with the requirements of the syllabus. An awareness of this problem is of great importance for course designers to develop an appropriate syllabus for them.

Learning style

Most of the students are still influenced by the traditional method of teaching with the teacher being the centre. Although many of them come into classroom with great interest in learning English, they are usually passive in learning.

Motivation

In addition to the desire of learning English to pass exam, students of Vietnamese Studies at HLU now become more aware of the importance of English, especially ESP, in their study as well as in their future jobs. Therefore, in terms of students' motivation it can be concluded that the target students are instrumentally motivated.

2.4. The teaching staff of the English section

The teaching staff of the English section consists of 12 teachers, aged between 25 and 45. Among them, two teachers have just got M.A degree in English language; four are studying for the same degree at Hanoi National University; the others have Bachelor degree in English. Due to the great number of English courses at HLU, all teachers are in charge of teaching GE and ESP. Although the majority of them have experience in teaching GE, none of them have experience in teaching ESP and nobody has taken any ESP teaching course. Like many ESP teachers in Vietnam, lack of knowledge about the specialist field creates a number of difficulties in comprehending the subject matter. This problem is more serious for ESP teachers at HLU because they have to teach different ESP courses to students of different majors, which means that they have to cope with the specific knowledge of different fields. Besides, ESP has been taught at HLU for only 2 years since there were some new training fields at the university, which results in a limited source of teaching materials. In fact, the teachers have to consult the subject teachers, find the suitable materials to the needs of the learners and design appropriate syllabus for their class.

2.5. The study

2.5.1. The subjects

The subjects of the study are 10 teachers of the English section at HLU, 3 subject teachers of Social-Tourism Faculty, and 100 second-year students of Vietnamese Studies coming from 3 groups of this faculty. These students have finished their Elementary and Pre-intermediate course in GE at HLU.

2.5.2. Instruments for collecting data

As Hutchinson and Waters (1988:59) pointed out, there are a number of ways in which information can be gathered about target needs of students such as questionnaires, interviews, collection of authentic workplace texts, and visits to the workplace. In this study, questionnaires and interviews are used as the main instruments for collecting the data because using questionnaires the researcher can collect information quickly from large numbers of respondents and interviews allow for in depth information on specific questions. Due to the multiplicity and diversity of the views on prerequisites for an ESP course questionnaires are conducted to both the teachers of the English sections and the students of Vietnamese Studies at HLU.

The first questionnaire administered to 10 teachers of the English section at HLU includes 5 sections:

Section 1 aims at eliciting expectations for the ESP reading course

Section 2 concerns with topics needed for the syllabus

Section 3 deals with grammar and structures which should be consolidated in the syllabus

Section 4 focuses on the reading skills and exercises needed for the syllabus

Section 5 asks for opinions of the teachers on the time allotment for the course

The second questionnaire for the second-year students of Vietnamese Studies at HLU is written in Vietnamese for the sake of proper understanding all the questions. This questionnaire consists of three sections whose content is the same as that of section 1, section 2 and section 4 of the questionnaire for the ESP teachers.

Section 1 is to find out students' expectations of the ESP course

Section 2 deals with the needed topics for the syllabus perceived by the students

Section 3 looks for students' opinions on the reading skills and exercises to be included in the syllabus

Besides, the interviews with 3 subject teachers from the Social-Tourism Faculty seek for valuable information concerning their opinions on the ESP course; some recommendations on the teaching methods; the objectives of the course; and the topics needed for the syllabus.

2.5.3. Procedure

To accomplish the purpose of the study, the following procedures were pursued:

First, questionnaires including both open- and closed-ended questions were developed for teachers of the English section and the target students based on the theoretical framework of the study. The questionnaire for the teachers was administered at the break time of the English group's weekly meeting. For the students, it was administered at the closing minutes of the classes. Before administrating the instrument, the purposes and the importance of the study were clarified to the participants. They also received oral instruction about how to complete the questionnaire. Each questionnaire was gathered after 15 minutes of administration. The data obtained from these two questionnaires were imported into the computer and treated in Excel. The data were then subjected to some descriptive and inferential statistics. For accurate and effective interpretation of data, the author uses frequencies to find out the percentage that indicate more emphasis given to each item.

Second, interviews for the subject teachers of the Social-Tourism Faculty were constructed on the basis of the theoretical framework of the study. The interview questions were semi-structured with open-ended items. Appointments were made with these teachers prior to interviews. All the interviews were conducted in the interviewees' faculty and each one took at least half an hour.

2.5.4. The findings

This section describes the statistics obtained from the questionnaires for the teachers of the English section and the students of Vietnamese Studies as well as the results of the interviews with the subject teachers. The main issues discussed here include expectations about the ESP reading course; topics, grammatical structures, reading skills and exercises needed for the course. The teachers' ideas on the time allotment for the course are also mentioned in this part.

2.5.3.1. Needs perceived by the teachers of the English section

Section 1: Teachers' expectations of the ESP reading course

This section is intended to find out the teachers' expectations about the ESP reading course in terms of objectives. Eight objectives have been specified for the teachers to rank in order of importance from the most important to the least important. An option is also open for the teachers to specify any objectives which are not suggested by the questionnaire designer. The results of the teachers' responses are shown in Table 1 (Appendix 4).

It is clear from the table that the teachers had high agreement with the objectives listed since no other idea was given. Item 1 is considered to be the most important objective of the reading course as it receives the highest percentage in the first priority (40%) and is ranked in the second, third and fourth priority with rather high percentages of 20% each. The second priority is given to item 6 by 40% of the teachers. Item 2 ranks the third priority with 50% of the responses. Item 3 is also perceived as an important objective with a total of 70% of the responses in the four first priorities. These above items indicate that the ESP teachers expect their students to be able to understand the concepts as well as the reading materials related to Vietnamese handicraft villages after the reading course by means of building up specific terms. The other items with low percentages in all the four first priorities reveal that little attention is given to grammar and speaking skill which can be explained by the fact that grammar was already focused in General English course and speaking would be too difficult to be achieved in the real situation.

Section 2: Teachers' ranking of topics relating to Vietnamese Handicraft Villages

The aim of this section is to find out the topics needed for the syllabus from the perspective of the ESP teachers. 14 topics have been identified including the themes presented and recommended in the course for the subject in Vietnamese. The teachers were asked to rank the items from very necessary to not necessary. It is also possible for the teacher if they would like to add any topics. Table 2 (Appendix 5) indicates the number and the percentage of the responses to each topic.

As can be seen from the table, no other topic was added. The topics which receive the highest percentage of 100% positive responses (very necessary and necessary) include topics 1, 2, 4, 7, 12. Other important topics as perceived by the teachers are topics 11 and 14 with 70% and 80% of positive responses (very necessary and necessary) respectively. It can be suggested that these topics should be included in the syllabus. On the contrary, topics 8, 9, 10 could be excluded from the syllabus as 80% to 90% of the teachers

perceived them as slightly or not necessary. The rest topics, 3, 5, 6, and 13, can either be included in the syllabus or in the supplementary reading materials.

Section 3: Teachers' ranking of grammar and structures needed for the syllabus

In this section, the designer chose 13 grammatical points and structures based on those that the students have learned in their General English course at HLU and those that frequently appear in the reading texts on Vietnamese Handicraft Villages. The teachers were asked to rank the items in order of importance. The results of the teachers' responses are presented in Table 3 (Appendix 6).

Obviously, almost all the items should be included in the syllabus except for items 10, 11 and 12 with the percentages of negative responses (not important) ranging from 50% to 60%. This can be explained by the fact that these items, especially the two items of plurals, prepositions and prepositional phrases were already given much care in the students' General English course and the first course of ESP and that item 11 (conditional sentences) rarely appears in the reading texts on Vietnamese handicraft villages. It is suggested that these items should be taken out from the syllabus. The rest items should be dealt with in the course with a focus on items 1, 5, 8, 9 because they receive the highest percentages of positive responses (very important and important) of either 90% or 100% in which 70% of the teachers consider them to be very important.

Section 4: Reading skills and exercises to be included as perceive by the teachers

This section aims at finding out the reading skills and exercises to be consolidated in the syllabus. A list of the most popular reading skills and exercises needed for developing reading comprehension was designed and the teachers were asked to tick any items that they think should be included in the syllabus. The results can be seen in Table 4 (Appendix 7)

It is clearly recognized from the results that almost all the items should be covered in the syllabus except for items 2a, 4c and 10c with only 10% or 20% of the recorded responses. Items 2c, 3b, 4b, 5a, 6c, 7c, 8a, 8b, 8e, 9b, 9d, 10b, 10d can be viewed as the significant ones for consideration when designing the syllabus as they have very high percentages of 80% to 100% responses. Such items as items 2b, 4a, 6b, 8c, 8d which receive the percentages of either 30% or 40% can either be put into the syllabus or not.

Section 5: Time allotment for the course as perceived by the teachers

This section is designed to find out the suitable total number of teaching periods and the time frequency for the course. The results show that none of the teachers (0%) chose 30 periods or 75 periods as for them these two total numbers of teaching periods for the course are either too short or too long. Only one teacher (10%) was in favour of 60 periods because in her opinion, English for Vietnamese handicraft villages is interesting but difficult; 30 or 45 periods for the whole course could not be sufficient for both the teachers and the students to fully exploit the syllabus and such a long time allotment of 75 periods could make the students feel confused and boring. Most teachers (90%) agree that 45 periods (each period lasts 45 minutes) is the suitable time allotment as it is neither too short nor too long for the ESP course in a term; students also need time for other subjects. According to this population of informants, the time distributed for a week should be 3 periods to spare time for students' self-study at home.

2.5.3.2. Needs perceived by the subject teachers

In order to collect in-depth information about teaching the subject matter, the researcher conducted interviews with 3 subject teachers who are in charge of Vietnamese Handicraft Villages' module at Social – Tourism Faculty, HLU. The content of the interviews is illustrated in Appendix 2.

The first part of the interviews is designed to get general information about the informants. Interestingly, the interviewees have a lot of things in common. First, all of them are very young female teachers at the faculty, one has just graduated from Hanoi University of Cultures in June, 2009 and the other two graduated in 2007 from Hanoi University of Teacher Training and Hanoi National University. Second, despite being trained in different universities they all learned the same major of Vietnamese Studies and Dung, the one graduated in 2009 had received a 75-period ESP course for Vietnamese handicraft villages at university. Third, all the three teachers just have one-year experience of teaching the module of Vietnamese Handicraft Villages to university students cause this is the first course of Vietnamese Studies for university students at HLU. Hang and Huong have one more year experience of teaching this subject to college students as the major started at the college level first, almost three years ago at HLU.

The rest questions of the interviews aims at finding out more information about the subject matter and the method to teach it. Regarding the subject of Vietnamese handicraft villages,

all the teachers agreed that it is very interesting and necessary for the students of Vietnamese Studies major. However, the subject is not easy at all to learn even in Vietnamese. Therefore, beside the main method of lecturing the teachers often use visual aids and real objects like pictures and products from the handicraft villages to illustrate for the lessons. This makes the students' learning easier and more interesting. According to Dung, this is also part of the teaching and learning ESP method for this field at the University of Culture where she was trained. She added that the ESP course which she received was much more learner centered. The teacher only lectured the first lesson and then the students had to work in groups and gave presentations under the teacher's supervision. Besides, field trips to some famous handicraft villages created significant opportunities for the students to evaluate what they had prepared and to practice speaking English. Dung claimed that she had learned a lot from the course but she did not recommend these teaching methods to the ESP teachers at HLU because of the level of the students in general and their English proficiency in specific. When being asked to recommend a method to teach the subject in English for the second-year students of Vietnamese Studies at their faculty, all the interviewees agreed that lecturing and students' group-working and presentation would be suitable for the target students. They further added that visual aids such as pictures or if possible videos introducing handicraft villages in English with subtitles should be exploited. For students' group-work they suggested that the ESP teachers should give thorough guidance and materials for the students to prepare before presentations in the class. Concerning the objectives of the ESP course, all interviewees shared the same idea with the ESP teachers by claiming that the students' reading comprehension and specialist vocabulary on the subject should be enhanced after the course. They also stated that the students' ability to communicate on the subject is important but impractical due to the shortage of time and the low level of the target students. The topics to be included in the ESP reading course for the students of Vietnamese Studies suggested by the subject teachers include: An overview of Vietnam handicraft villages, Van Phuc Silk Village, Dong Ho Painting Village, Bat Trang Pottery Village, Van Lam Embroidery Village, Ninh Van Stone Carving Village, Kim Son Sedge Fine-Arts, and Non Nuoc Rock-Capturing Village.

2.5.3.3. Needs perceived by the target students

Section 1: Students' expectations of the ESP reading course

This section is designed to find out the students' expectations of the ESP reading course in terms of objectives.

As shown in Table 5 (Appendix 8) the four most important objectives from the students' perspective are items 1, 2, 3, 6 which have the total percentages of the four first priorities ranging from 71% to 84%. From the analysis of the teachers' responses to the same question, it is clearly recognized that these items are also perceived as important by the teachers, and therefore they should be focused on in the syllabus. Besides, the students add another important objective, item 7 *to communicate in English with foreigners on Vietnamese handicraft*, with the total percentage of the first four priorities of 55%. This can be easily understood because after graduation one of the main jobs the student can undertake is to be a tourist guide, thus, they need to be able to communicate with foreign tourists on the topic of handicraft. However, through informal discussions and interviews, both the ESP teachers and the subject teachers agreed that this objective, despite its importance, should not be included in the syllabus because with the given time frame of 45 periods and the low English level of the students it is too difficult to be achieved. Yet having an awareness of this expectation of the student, the syllabus designer will try to design the reading skills and exercises in a way to develop speaking skill through reading.

Section 2: Students' ranking of topics relating to Vietnamese Handicraft Villages

Table 6 (Appendix 9) shows the results of the students' responses to the part of the questionnaire which is designed to find out the appropriate topics for the syllabus from their perspective. As can be seen from the table, the choice of the students on the most important topics to be included in the ESP course is nearly the same as that of the ESP teachers and the subject teachers. As a result, topics 1, 2, 4, 7, 11, 12 and 14 should be covered in the syllabus. The rest topics, especially topics 3, 5, 6, 13, should be taken into account in the supplementary reading materials.

Section 3: Reading skills and exercises to be included as perceived by the students

This section aims at gathering the information about the reading skills and types of exercises needed to be covered in the syllabus from the students' point of view. Students

were asked to tick the items that they think should be included in the syllabus. The results can be seen in Table 7 (Appendix 10).

As revealed by the table, the students find most of the items necessary for the syllabus except for items 1b, 2a, 2b, 4a, 4c, 4e, 6b, 8c, 8d, 10a, 10c which receive lower than 20% of the responses. Some items which get very high percentage of the teachers' responses are also considered to be of special importance from the students' point of view such as items 3b (90%), 4b (70%), 5a (76%), 6c (83%), 7c (77%), 8e (80%), 9b (78%), 9d (66%), 10b (70%), and 10d (74%). Obviously, these items should be paid more attention in the wide range of the reading skills and reading exercises to be consolidated in the syllabus.

2.6. Summary

This chapter has discussed the results of the needs analysis conducted to teachers of the English section, the target students, and the subject teachers. The information about learners' needs has been analyzed and conclusion has been drawn out to create the basis for designing an appropriate ESP reading syllabus for the second-year students of Vietnamese Studies at HLU. The setting for the needs analysis including the teaching and learning situation, the details of the subjects (the ESP teachers, the target students and the subject teachers) has also been described.

CHAPTER 3: DESIGNING AN ESP READING SYLLABUS FOR THE SECOND YEAR STUDENTS OF VIETNAMESE STUDIES AT HOA LU UNIVERSITY

In this chapter, an attempt is made to design an actual 45-period ESP reading syllabus for the second-year students of Vietnamese Studies at HLU based on the theoretical background (chapter 1) and the results collected from the needs analysis (chapter 2). The focus of designing the syllabus in this chapter is on:

- Aims and objectives of the syllabus
- Selecting a type of syllabus for ESP students of Vietnamese Studies at HLU
- Sequencing the content and the tasks in the syllabus
- The proposed ESP reading syllabus for the target students

3.1. Aims and objectives of the reading syllabus

After the needs analysis, the second step in the syllabus designing process is the determination of aims and objectives of the syllabus. First, the definition of these two terms will be clarified since most of the times they are used as synonyms. Then, appropriate aims and objectives for the ESP course for the target students will be chosen.

Generally, aims and objectives refer to knowledge, skills and values that educational planners believe learners need to develop. Specifically, an aim is something we want to achieve and in the case of language learning, it is a statement of a general change that a program seeks to bring about in learners. Objectives, on the other hand, are defined as statements of specific changes a program seeks to bring about and result from an analysis of the aim into its different components. According to Nunan (1988:61), the advantages of describing the aims of a course in terms of objectives are that they not only guide the selection of structures, functions, notions, tasks and so on, but also provide a sharper focus for the teachers; give learners a clear idea of what they can expect from a language programme and can act as a valuable guide to assessment and evaluation. Objectives, therefore, should be consistent with the curriculum aim, precise and feasible. In writing objectives, it is advisable to use such phrases as *will have*, *will learn how to*, or *will be able to*.

In consideration with the students' background, their motivation as well as the results of the need analysis, the aims and objectives of the ESP reading syllabus for the second-year students of Vietnamese Studies are set as follows:

Aims:

- The course seeks to provide the students with a basic knowledge of English for Vietnamese Handicraft Villages through reading
- The students will learn how to read effectively in the field of Vietnamese handicraft villages and how to develop better reading strategies.

Objectives:

At the end of this course, students will be able:

- To read and understand concepts of Vietnamese handicraft villages
- To build up English terms relating to Vietnamese handicraft villages used in books, documents, newspapers, etc.
- To read and understand written English materials related to Vietnamese handicraft villages
- To translate materials in Vietnamese handicraft villages at the basic level.

3.2. Selecting the type of ESP syllabus

As discussed in chapter 1, there are several different types of syllabus and each one has its own advantages as well as disadvantages. Taking into account this, Hutchinson (1987:89) suggested: "Any teaching materials must, in reality, operate several syllabuses at the same time. One of them will probably be used as the principal organizing feature, but the others are still there, even if they are not taken into account in the organization of the material". Thus, it is advisable to combine syllabuses with one type as the organizing starting point around which the others are arranged and connected. The issue is, which foci will be central in planning the syllabus and which will be secondary.

Based on the theory of syllabus types, the results from the needs analysis discussed in the previous part and the teaching situation, an integrated topic-based and skills-based syllabus are chosen as basic types for designing the ESP reading syllabus for the second-year students of Vietnamese Studies at HLU. The topic-based syllabus will be used as the organizing starting point, so the organization structure of this syllabus will be topics with

skills, grammatical structures, vocabulary and tasks selected according to the demands of different topics.

The reason for this choice is that the topic-based syllabus is organized around topics, which can deploy the content of the students' work, specialist study or specialist subject areas. This is of significance to ESP because one objective of the ESP course may in fact be to teach this specialist content. With skills-based syllabus, students are considered as language users not language learners and in its essence, skills-based syllabus focuses exclusively or principally on one of the four traditional skills (Robinson, 1991:37). As the students' needs focus on proficiency in reading skill, this type of syllabus will be the right option.

3.3. Sequencing the content and the tasks in the syllabus

3.3.1. Selecting the content

As mentioned earlier, the ESP reading course will be mainly planned in the light of topic-based and skills-based syllabus and thus, organized in terms of topics, skills, grammatical structures, vocabulary and tasks. This section will discuss the selection and gradation of these items based on the results of the needs analysis presented in chapter 3.

3.3.1.1. Topics in the syllabus

Based on the results of the questionnaires conducted to the teachers of the English section, the target students and the results from the interviews with the subject teachers, seven following topics chosen by the majority of the informants will be included in the syllabus:

- An overview of Viet Nam handicraft villages
- Van Phuc Silk Village
- Dong Ho Painting Village
- Bat Trang Pottery Village
- Van Lam Embroidery Village
- Ninh Van Stone Carving Village
- Kim Son Sedge Fine-Arts Village

3.3.1.2. Reading skills and reading exercises

The suggested reading skills and reading exercises gathered from the needs analysis in chapter 2 include:

1. Skimming

Choosing the topics that are dealt with in the text

Choosing key words or sentences relating to the topics of each paragraph

Choosing pictures or graphics illustrating the text

2. Scanning

Scanning the text for specific information presented by the teacher before reading

3. Identifying the topic of a paragraph

Choosing the correct topic sentence

Deciding which sentence fits into which paragraph

4. Utilizing non-text information

Filling in the table / diagram / chart with the information from the reading text

Matching the text with relevant diagrams

Labeling a diagram according to the information in the text

Completing a text using information from the diagram

5. Recognizing and interpreting cohesive devices

Using the titles and pictures to talk about the text

Using key words to talk about the text

Guessing the meaning of unknown words from their prefixes, suffixes, roots, synonyms, antonyms, word functions

6. Interpreting discourse markers

Sequence of events markers (first, next, then...)

Logical connectives: Express relations between clauses / sentences (however, so, hence, therefore...)

7. Types of questions

True – False

Open – ended questions

Multiple choice questions

8. Grammar exercises

Fill in the blanks with the correct tenses of the verbs in brackets

Sentence building

Rewrite the sentences without changing the meaning

9. Vocabulary exercises

Word formation exercises

Gap-filling

Find synonyms and antonyms of words or phrases used in the reading text

Match the words or phrases with their definitions

10. Other exercises

Translation: English – Vietnamese; Vietnamese – English

Oral presentations

3.3.1.3. Grammar and structures

On the basis of the results from the questionnaires conducted to the teachers of the English section (shown in Table 3, Appendix 6), the suggested grammatical structures for the syllabus are as follows:

Uses of tenses

-ed and -ing adjectives

Gerunds

Compound nouns

Relative clauses

Linking words

Adverb clause

Passive voice

Comparison of adjectives

Word formation

3.3.2. Grading the items in the syllabus

Decisions about which content is needed early in the course and which provides a basis for things that will be learned later are extremely complicated and difficult to make.

Wilkins (1976) feels that staging and sequencing should be carried out according to the criteria of *simplicity*, *regularity*, *frequency* and *contrastive difficulty*. Yalden (1982) suggests that more simple language should be taught before the more complex, so as to facilitate learning. Judgments of simplicity, however, have to be based on intuition. The criterion of regularity requires that the most productive linguistic structures should be taught before those of low productivity. The criterion of frequency involves deferring to a later stage the learning of forms that are rarely used. And what is meant by contrastive difficulty is that

there will be greater difficulty with those aspects of the L2 which are most different from L1, for example the absence of articles in some languages. Thus, the early stages of learning should be devoted to language forms which present the fewest contrastive difficulties.

Graves (1996:28) suggests two general, complementary principles of sequencing, *building* and *recycling*. In the light of building principle, each unit or activity is built from the simple to the complex, from more concrete to more open-ended. Recycling, on the other hand, means that the students encounter previous material in new ways: in a new skill area, in a different type of activity, or with a new focus.

Brumfit (1981), on the assumption that it is important that content matter be organized with priority for teaching purposes, distinguishes two criteria for organization, that is, *intrinsic* and *extrinsic*. Extrinsic refers to all criteria for sequencing not derived from within language itself while intrinsic cohesion will be dependent on the extent to which items in the syllabus are elements of a system, e.g., the grammar system.

Regarding the intrinsic/extrinsic distinction, both Wilkins (1976) and Gibbons (1984) agree that in practice, syllabus organization is determined largely by extrinsic considerations especially learner needs and pedagogical factors. Wilkins further suggests that a needs analysis be used to establish “semantic priority” so that the sequencing of items would depend on what is considered more useful. Sharing this idea Kaur (1990) claims that where language is learned for more specific purposes, learner needs plays a larger role. The author then proposes the principle of utility as follows:

For the learner needs criteria, earlier language is taught according to

- i. which is needed most immediately by the learner,
- ii. which has high surrender value, that is, of most use to the learner
- iii. which is necessary to avoid a communication breakdown,
- iv. which is flexible, that is, can be used most widely, and
- v. which is most frequently used by the learner.

Based on the above ideas, the researcher decided to choose the principle of utility to grade the content of the syllabus for the second-year students of Vietnamese Studies at HLU. Therefore, the syllabus will be broken down into 7 units dealing with 7 most-wanted topics as perceived by the students, the ESP teachers and the subject teachers. The skills and grammatical structures will be arranged according to the demands of each topic.

3.3.3. The organization of the syllabus

3.3.3.1. Time allocation

The course is designed to cover 15 weeks in the target students' forth term. As the time allowance for the whole course is 45 periods (each period last 45 minutes), the syllabus for this ESP course is intended to have 7 units, each is designed to occupy approximately 6 teaching periods. The students will be required to do 3 written tests: two progress test (regular test and mid-term test) and one achievement test (final test). The timetable is planned by the university administrator but it is suggested that the students will have 3 periods a week.

3.3.3.2. Quantity and structures of the syllabus

The items of the ESP reading syllabus are distributed in 7 units which are worked out according to the topics mentioned in 3.3.1.1. Each unit begins with pre-reading task in order to focus the students' attention on the topic and give them a chance to discuss the topic with their own present experience and special knowledge. The reading passage will be followed by some vocabulary exercises to support students' learning of the terms in the text, some exercises for students to practice their reading skill, some particular grammatical structures and other activities for practice. The whole reading texts are chosen from books, articles and other sources available. The teachers can modify the text if necessary. In the middle of the course, there is one period for the mid-term test (45 minutes) and to the end of the course the students are required to do another progress test (45 minutes). The last period of the course is intended for revision. The final test (60minutes) is scheduled by the administrator and the time for it is not included in the time allotment of the course.

3.4. Designing tests for the ESP reading course

Different reasons for testing lead to the existence of various types of tests such as placement tests, progress tests, achievement tests, aptitude tests and proficiency tests. For this course, two progress tests and one achievement test will be designed. The two progress tests will be given to the students in the middle and near the end of the course to assess the progress that students make in mastering material taught in the classroom. The tests are also expected to enable the teachers and the students to assess the degree of success of teaching and learning and to identify areas of weakness and difficulty. The final achievement test, though similar to progress tests is designed primarily to measure

individual progress rather than as a means of motivating or reinforcing language. For the target students, the test will be given after they finish the course to discover how far they have achieved the objectives of the course. Feedback from the tests' results will help the teachers with decisions about the improvements of all the elements relevant to the students' needs. The intended contents for these tests are shown in the proposed syllabus.

3.5. The proposed syllabus for the second-year students of Vietnamese Studies at HLU (see page 35 to 40)

3.6. Summary

This chapter has proposed an integrated ESP reading syllabus based on the results of the needs analysis conducted in chapter 2 and the learning situation at HLU. The syllabus includes five components: topics, skills, grammar, vocabulary and tasks. Among these, topics and skills are considered to be the primary components of the syllabus. The specification and the organization of the content into the syllabus have also been described.

The proposed ESP reading syllabus

Time	Units	Topics	Vocabulary (terms)	Skills	Exercises/tasks	Grammar	Homework
6 periods	1	An overview of Vietnamese handicraft villages	Vietnamese handicraft terms (text- based)	<ul style="list-style-type: none"> - Predicting - Skimming to discover the main ideas in the text - Scanning to get specific information for the questions 	<ul style="list-style-type: none"> - Using the title and pictures to talk about the text - Choosing the topics that are dealt with in the text - True / False / Don't know statements - Answering questions - Matching the words or phrases with their definitions - Gap filling - Fill in the blank with the correct tenses of the verbs in brackets 	Tense revision: Present simple tense Past simple tense Present Perfect tense - Linking words	<ul style="list-style-type: none"> - Answer the questions - Write an introduction of Vietnamese handicraft villages using the ideas from the answers to the questions in the previous exercise - Prepare for presentation in the next lesson (in groups)
6	2	Bat Trang	Terms	- Scanning the	- Multiple choice questions	Passive voice	- Sentence

periods		Pottery Village	related to pottery-making craft (text-based)	text for specific information presented by the teachers before reading - Identifying the topic of a paragraph - Interpreting markers that signal logical connectives	- Answering questions - Deciding which sentence fits into which paragraph - Matching the words or phrases with their definitions - Gap filling - Sentence rewriting - Oral presentation (in groups)	Gerund	building - Practice speaking and writing about the village using the ideas from the first exercise - Prepare for presentation in the next lesson (in groups)
6 periods	3	Dong Ho Painting Village	Terms related to folk paintings-printing craft (text-based)	- Predicting - Learning vocabulary in context - Identifying the topic of a paragraph	- Using the pictures to talk about the text - Guessing the meaning of unknown words based on the pictures - Choosing the correct topic sentence	Relative clauses	- Translation - Prepare for presentation in the next lesson (in groups)

				- Scanning to get specific information for the question required	- Answering questions - Reordering the sentences - Oral presentation (in groups)		
1 periods	Mid-term test (45 minutes) - Match the words or phrases with their definitions (10 words or phrases and 10 sentences) - Multiple choice sentences (10 sentences) - Read the text and answer the questions (5 questions) - Sentence rewriting (5 sentences) - Sentence building (5 sentences) - Translation (5 sentences)						
6 periods	4	Van Phuc Silk Village	Terms related to silk-making craft (text-based)	- Skimming - Interpreting markers that signal the sequence of events - Utilizing non-	- Choosing pictures illustrating the text - Match the words or phrases with their definitions - Multiple choice questions - Labeling a diagram according to information in	Passive voice: Impersonal passive construction Word formation	- Sentence building - Translation - Prepare for presentation in the next lesson (in groups)

				text information	the text - Sentence rewriting - Word building - Find synonyms and antonyms of words or phrases used in the reading text - Oral presentation (in groups)		
6 periods	5	Ninh Van Stone Carving Village	Terms related to stone- carving craft (text-based)	- Predicting - Scanning the text to get specific information for questions required - Utilizing non-text information	- Using key words to talk about the text - Answering questions - Filling in the table with the information from the reading text - Matching words with their definitions - Gap filling - Sentence building	Compound nouns -ed and -ing adjectives	- Translation - Prepare for presentation in the next lesson (in groups)

PART 3: CONCLUSION

1. Conclusion

With the growing tendency to structure EFL language courses to fit the specific needs and interests of students from different disciplines, designing an appropriate ESP course that suits target groups in an academic setting assumes great importance. Accordingly, the purpose of this minor thesis is to propose an appropriate ESP reading syllabus for the second-year students of Vietnamese Studies at Hoa Lu University.

In order to achieve the aim of the thesis, some fundamental aspects needed to be considered. First, insights into the nature of ESP reading syllabus design were gained by reviewing the relevant literature. The review of literature was of great help for the author to choose the appropriate approach to the design of the course. Three steps to design the syllabus have been determined including *needs analysis*, *determining aims and objectives*, *selecting and grading content*. Taking into consideration the fact that ESP is driven by the specific learning needs of the language learner, the study focused on conducting needs analysis for designing the ESP reading course framework. Through the implementation of questionnaires, interviews and discussions, information about both target needs and learning needs was obtained from the ESP teachers, the target students and the subject teachers and analyzed in order to identify the formulation of aims and objectives, content, and the planning of the course. After this thorough analysis, topic-based and skills-based syllabus were chosen as basic types for designing the ESP reading syllabus for the second-year students of Vietnamese Studies at HLU. The topic-based syllabus was used as the organizing starting point, so the organization structure of the syllabus was topics with skills, grammatical structures, vocabulary and tasks selected according to the demands of different topics. The objectives of the course as perceived by both the teachers and the students were to provide the students with specific vocabulary and reading skills to enable them to comprehend reading materials in their field of study. It can be concluded at this point that the aims and objectives of the study presented in the Introduction have been achieved.

2. Limitations

Like most research projects, limitations are unavoidable. First of all, the population of the study is small. Second, the author had no chance to get extra information from ex-students

who are working on the field since this is the first academic course for the major of Vietnamese Studies in Ninh Binh province. Additionally, the teachers of the English section who participated in the study are quite young and have little experience in teaching ESP. All these limitations may affect the interpretation of the data.

3. Suggestions for further study

Within the scope of a minor thesis, such aspects in syllabus design as teaching methods and material development have not been dealt with. This is a suggestion for further study in this field. Moreover, the study only focuses on designing an ESP reading syllabus for students of Vietnamese Studies. Therefore, it is hoped that more projects will be carried out on designing a more complete ESP syllabus, that is, not only reading skill but other skills such as writing; listening and speaking are also included.

Finally, it is hoped that the syllabus proposed in this study will be implemented in the coming year for the ESP course of the target students. Since course development is an on-going process, the syllabus is expected to be revised and refined through course evaluation so that it can be of great use to the students and the ESP teachers in many years to come.

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APPENDIXES

Appendix 1: QUESTIONNAIRE FOR THE ESP TEACHERS

The purpose of this questionnaire is to collect ideas of the teachers of the English Group at HLU to design a reading syllabus for Vietnamese handicraft village module for the second-year students of Vietnamese Studies. The syllabus is expected to be appropriate to the training objectives of HLU and to meet the students' needs. Your assistance in completing the following items makes a great contribution to my study.

Thank you for your co-operation!

Section I: Requirements needed to be achieved at the end of the Vietnamese handicraft village module for the second-year students of Vietnamese Studies at HLU.

Please rank the following objectives needed to be achieved at the end of the ESP course about Vietnamese handicraft villages for the students of Vietnamese Studies, HLU in order of importance from the most important to the least important (from 1 to 8) and add other expectations of your own.

- to read and understand concepts of Vietnamese handicraft
- to build up English terms relating to Vietnamese handicraft used in books, documents, newspapers, etc...
- to translate materials in Vietnamese handicraft into Vietnamese and vice versa
- to review and consolidate basic grammatical structures used in specialized texts for Vietnamese handicraft
- to take part in international seminars, workshops on handicraft
- to read and understand written materials related to handicraft
- to communicate in English with foreigners on Vietnamese handicraft
- to introduce Vietnamese handicraft villages to tourists
- others (please specify).....

Section II: Topics needed to be included in the ESP reading syllabus of Vietnamese handicraft

Please tick in the boxes the topics that you think should be included in the ESP reading course and add more topics of your own if you think they are necessary.

II

Items	Topics	Very necessary	Necessary	Slightly necessary	Not necessary
1	An overview of Viet Nam handicraft villages				
2	Van Phuc Silk Village				
3	Sinh Painting Village (Hue Province)				
4	Dong Ho Painting Village				
5	Hang Trong Folk Painting Village				
6	La Xuyen Wood Sulpture Village				
7	Bat Trang Pottery Village				
8	Thanh Ha Pottery Village – Quang Nam Province				
9	Bau Truc pottery - making village – Binh Dinh Province				
10	Quat Dong Embroidery Village				
11	Van Lam Embroidery Village				
12	Ninh Van Stone Carving Village				
13	Non nuoc rock – capturing village				
14	Kim Son Sedge Fine-Arts Village				
Others (specify)					

Section III: Grammar and structures needed to be included in the syllabus

III

Please tick in the boxes the types of grammar and structures that you think should be included in the syllabus and add more of your own if necessary

Items	Grammar-Structures	Very important	Important	Not important
1	Uses of tenses			
2	-ed and -ing adjectives			
3	Gerunds			
4	Compound nouns			
5	Relative clauses			
6	Linking words			
7	Adverb clause			
8	Passive voice			
9	Comparison of adjectives			
10	Plurals			
11	Conditional sentences			
12	Prepositions and prepositional phrases			
13	Word formation			
14	Others (please specify)			

Section IV: Reading skills and exercises needed to be included in the syllabus

Please tick the reading skills and exercises that you think should be included in the syllabus and add more of your own if necessary

Skimming

- Choosing the topics that are dealt with in the text*
- Choosing one of the titles that fit the text best*
- Choosing key words or sentences relating to the topics of each paragraph*
- Choosing pictures or graphics illustrating the text*

Scanning

- Scanning the bibliography and pick out the texts which are likely to yield information on the topics in a given text*
- Scanning an index and finding out on what page the topic is mentioned*

- c. *Scanning the text for specific information presented by the teacher before reading*

Identifying the topic of a paragraph

- a. *Choosing the correct topic sentence*
- b. *Deciding which sentence fits into which paragraph*

Utilizing non-text information

- a. *Drawing a diagram or a graph to represent important information in the text*
- b. *Filling in the table / diagram / chart with the information from the reading text*
- c. *Writing down all information a diagram / chart represents*
- d. *Matching the text with relevant diagrams*
- e. *Labeling a diagram according to the information in the text*
- f. *Completing a text using information from the diagram*

Recognizing and interpreting cohesive devices

- a. *Using the titles and pictures to talk about the text*
- b. *Using key words to talk about the text*
- c. *Guessing the meaning of unknown words from their prefixes, suffixes, roots, synonyms, antonyms, word functions*

Interpreting discourse markers

- a. *Sequence of events markers (first, next, then...)*
- b. *Additional markers (and, moreover, further...)*
- c. *Logical connectives: Express relations between clauses / sentences (however, so, hence, therefore...)*

Types of questions

True – False

Open – ended questions

Multiple choice questions

Grammar exercises

- a. *Fill in the blanks with the correct tenses of the verbs in brackets*
- b. *Sentence building*
- c. *Preposition exercises*
- d. *Connector exercises*
- e. *Rewrite the sentences without changing the meaning*

Vocabulary exercises

- a. *Word formation exercises*
- b. *Gap-filling*
- c. *Find synonyms and antonyms of words or phrases used in the reading text*
- d. *Match the words or phrases with their definitions*

Other exercises

- a. *Writing a summary*
- b. *Translation: English – Vietnamese; Vietnamese – English*
- c. *Debate and discussion*
- d. *Oral presentations*

Others (specify)

.....

.....

Section V: Time allotment for the course

Please tick in the boxes the suitable time allocated for the course and explain

1. Time (duration) for the whole ESP course:

- ☐ 30 periods
- ☐ 45 periods
- ☐ 60 periods
- ☐ 75 periods

Give reasons for your choice:

.....

.....

2. Time (frequency)

How many periods are there per week?

Give reasons for your choice:

.....

.....

The end

Appendix 2

QUESTIONS FOR THE INTERVIEWS WITH THE SUBJECT TEACHERS

1. Thầy / cô / bạn tốt nghiệp trường gì? Khi nào?
2. Thầy / cô / bạn học chuyên ngành gì ở trường đại học?
3. Thầy / cô / bạn dạy học phần về làng nghề Việt Nam được bao lâu rồi?
4. Thầy / cô / bạn nghĩ gì về học phần này?
5. Thầy / cô / bạn sử dụng những phương pháp nào để giảng dạy học phần này? Theo thầy / cô / bạn phương pháp nào là hiệu quả nhất? Vì sao?
6. Thầy / cô / bạn có thể giới thiệu một phương pháp phù hợp để dạy học phần này bằng tiếng Anh cho sinh viên năm thứ hai Việt Nam học ở khoa thầy / cô / bạn được không?
7. Thầy / cô / bạn mong sinh viên đạt được gì sau khi học xong học phần này?
8. Theo thầy / cô / bạn những chủ đề nào cần phải có trong chương trình đọc tiếng Anh chuyên ngành làng nghề thủ công Việt Nam dành cho sinh viên năm thứ hai Việt Nam học ở khoa thầy / cô / bạn?

Appendix 3

QUESTIONNAIRE FOR THE SECOND-YEAR STUDENTS

Mục đích của phiếu điều tra này là thu thập ý kiến của sinh viên năm thứ 2 các lớp Việt Nam học khoa Xã hội □ Du lịch trường đại học Hoa L□ nhằm xây dựng một chương trình dạy đọc tiếng Anh chuyên ngành về các làng nghề thủ công Việt Nam phù hợp với mục tiêu đào tạo của trường và đáp ứng nguyện vọng của sinh viên. Những ý kiến đóng góp của các bạn rất hữu ích cho nghiên cứu của tôi.

Xin chân thành cảm ơn sự hợp tác của các bạn.

Phần I: Theo bạn những yêu cầu nào sau đây cần đạt đ- ọc vào cuối ch- ong trình tiếng Anh chuyên ngành làng nghề thủ công Việt Nam?

Hãy sắp xếp các mục đích bạn cần đạt đ- ọc sau khi học xong học phần tiếng Anh chuyên ngành làng nghề thủ công Việt Nam cho sinh viên Việt Nam học năm thứ 2 theo thứ tự từ quan trọng nhất (1) cho đến ít quan trọng nhất (8) và viết thêm những mục đích khác nếu có.

- Đọc hiểu những khái niệm về làng nghề thủ công Việt Nam.
- Tích lũy vốn thuật ngữ có liên quan đến làng nghề thủ công Việt Nam đ- ọc sử dụng trong sách vở, tài liệu, báo chí.
- Dịch các tài liệu về làng nghề Việt Nam từ tiếng Anh sang tiếng Việt và ng- ọc lại.
- Ôn tập, củng cố các cấu trúc ngữ pháp cơ bản đ- ọc sử dụng trong các bài khóa về chuyên ngành làng nghề thủ công Việt Nam.
- Tham dự các hội thảo quốc tế về làng nghề thủ công Việt Nam.
- Đọc hiểu các tài liệu viết về làng nghề thủ công Việt Nam bằng tiếng Anh.
- Giao tiếp với ng- ời n- ớc ngoài về lĩnh vực làng nghề Việt Nam
- Giới thiệu các làng nghề thủ công Việt Nam với khách du lịch n- ớc ngoài.
- Các mục đích khác của bạn (nếu có)

.....

Phần 2: Theo bạn các chủ đề nào sau đây cần có trong ch- ong trình tiếng Anh chuyên ngành về làng nghề thủ công Việt Nam?

Hãy đánh dấu vào các ô tương ứng dưới đây về những chủ đề cần có trong chương trình tiếng Anh chuyên ngành làng nghề thủ công Việt Nam dành cho các sinh viên ngành Việt Nam học (ghi thêm những chủ đề cần thiết khác theo ý kiến của bạn)

STT	Chủ đề	Rất cần thiết	Cần thiết	T-ương đối cần thiết	Không cần thiết
1	Khái quát về các làng nghề thủ công Việt Nam				
2	Làng lụa Vạn Phúc				
3	Làng tranh Sình — Huế				
4	Làng tranh Đông Hồ				
5	Làng tranh Hàng Trống				
6	Làng gỗ La Xuyên				
7	Làng gốm Bát Tràng				
8	Làng gốm Thanh Hà - Quảng Nam				
9	Làng gốm Bàu Trúc — Bình Định				
10	Làng thêu Quất Động				
11	Làng thêu Văn Lâm				
12	Làng đá Ninh Vân				
13	Làng đá Non Nước — Quảng Nam				
14	Làng chiếu cói Kim Sơn				
Các chủ đề khác					

Phần 3: Theo bạn các kĩ năng đọc và các dạng bài tập nào sau đây cần có trong chương trình tiếng Anh chuyên ngành làng nghề thủ công Việt Nam?

Hãy đánh dấu vào những kỹ năng đọc và các dạng bài tập mà bạn muốn được củng cố và luyện tập trong chương trình học.

1. Các bài tập luyện kỹ năng đọc lướt để lấy ý chính gồm các dạng sau:

- a. Bài tập chọn ra những chủ đề được đề cập đến trong bài đọc
- b. Bài tập tìm ra tên thích hợp với bài khóa
- c. Bài tập tìm ra các từ, câu quan trọng có liên quan đến chủ đề của mỗi đoạn
- d. Bài tập chọn ra những bức tranh hay sơ đồ thích hợp minh họa cho bài khóa.

2. Các bài tập đọc lướt để lấy thông tin cụ thể gồm các dạng sau:

- a. Đọc lướt các th mục để tìm những bài khóa có thông tin về những chủ đề đã được nêu ra
- b. Đọc lướt bảng mục lục để tìm ra số trang có chủ đề đã được nêu ra
- c. Đọc lướt để lấy thông tin cụ thể do giáo viên yêu cầu trước khi đọc

3. Bài tập nhận ra câu chủ đề của mỗi đoạn

- a. Chọn câu chủ đề thích hợp
- b. Chọn câu chủ đề thích hợp cho mỗi đoạn

4. Các bài tập sử dụng thông tin phi văn bản gồm các dạng sau:

- a. Vẽ sơ đồ hoặc đồ thị để biểu thị thông tin quan trọng trong bài khóa
- b. Điền từ vào bảng những thông tin trong bài khóa
- c. Viết tất cả những thông tin mà sơ đồ biểu thị
- d. Ghép các bài khóa với các sơ đồ có liên quan
- e. Đặt tên cho sơ đồ theo thông tin trong bài khóa
- f. Sử dụng những thông tin trên sơ đồ để viết hoàn chỉnh một bài khóa

5. Các bài tập đoán trước và suy luận

- a. Dùng tiêu đề của bài hoặc tranh ảnh để nói về bài khóa
- b. Dùng những từ khóa cho trước để nói về bài khóa
- c. Đoán nghĩa của từ dựa vào tiền tố, hậu tố, đồng nghĩa, trái nghĩa...

6. Bài tập giải thích các phép nối của văn bản

- a. Kiểu nối thời gian liên quan giữa các sự kiện: first, next, then...

- b. Kiểu nối thêm vào: *and, moreover, further...*
- c. Kiểu nối nguyên nhân, lý do, mục đích, điều kiện khác: *so, hence, therefore...*

7. Các loại câu hỏi đọc hiểu

- a. Đúng □ Sai
- b. Câu hỏi mở
- c. Câu hỏi lựa chọn

8. Các bài tập ngữ pháp

- a. Bài tập điền vào chỗ trống các động từ ở thời thích hợp
- b. Bài tập về xây dựng câu
- c. Bài tập về giới từ
- d. Bài tập luyện tập cách sử dụng các từ nối
- e. Bài tập viết lại câu mà vẫn giữ nguyên ý của câu

9. Các bài tập từ vựng

- a. Các bài tập về cấu tạo từ
- b. Bài tập điền vào chỗ trống những từ thích hợp
- c. Bài tập tìm các từ đồng nghĩa và trái nghĩa
- d. Bài tập tìm các từ và các cụm từ ứng với các định nghĩa

10. Các dạng bài tập khác

- a. Tóm tắt bài khóa
- b. Dịch: Từ Anh sang Việt; Từ Việt sang Anh
- c. Tranh luận và thảo luận
- d. Thuyết trình

Các dạng bài tập khác (hãy nêu rõ):

.....

.....

.....

Appendix 4

Table 1: Teachers' expectations of the ESP reading course

Items	Objectives	First priority	Second priority	Third priority	Forth priority	Fifth priority	Sixth priority	Seventh priority	Eighth priority
1	To read and understand concepts of Vietnamese handicraft	4 (40%)	2 (20%)	2 (20%)	2 (20%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
2	To build up English terms relating to Vietnamese handicraft used in books, documents, newspapers, etc...	1 (10%)	1 (10%)	5 (50%)	2 (20%)	0 (0%)	1 (10%)	0 (0%)	0 (0%)
3	To translate materials in Vietnamese handicraft into Vietnamese and vice versa	1 (10%)	1 (10%)	2 (20%)	3 (30%)	1 (10%)	1 (10%)	1 (10%)	0 (0%)
4	To review and consolidate basic grammatical structures used in specialized texts for Vietnamese	0 (0%)	0 (0%)	0 (0%)	1 (10%)	0 (0%)	1 (10%)	4 (40%)	4 (40%)

	handicraft								
5	To take part in international seminars, workshops on handicraft	0 (0%)	1 (10%)	0 (0%)	0 (0%)	3 (30%)	2 (20%)	0 (0%)	4 (40%)
6	To read and understand written materials related to handicraft	2 (20%)	4 (40%)	1 (10%)	2 (20%)	0 (0%)	1 (10%)	0 (0%)	0 (0%)
7	To communicate in English with foreigners on Vietnamese handicraft	1 (10%)	1 (10%)	0 (0%)	0 (0%)	3 (30%)	1 (10%)	4 (40%)	0 (%)
8	To introduce Vietnamese handicraft villages to tourists	1 (10%)	0 (0%)	0 (0%)	0 (0%)	3 (30%)	3 (30%)	1 (10%)	2 (20%)

Appendix 5

Table 2: Teachers' ranking of topics relating to Vietnamese Handicraft Villages

Items	Topics	Very necessary	Necessary	Slightly necessary	Not necessary
1	An overview of Viet Nam handicraft villages	9 (90%)	1 (10%)	0 (0%)	0 (0%)
2	Van Phuc Silk Village	4 (40%)	6 (60%)	0 (0%)	0 (0%)
3	Sinh Painting Village (Hue Province)	1 (10%)	4 (40%)	4 (40%)	1 (10%)
4	Dong Ho Painting Village	6 (60%)	4 (40%)	0 (0%)	0 (0%)
5	Hang Trong Folk Painting Village	2 (20%)	4 (40%)	4 (40%)	0 (0%)
6	La Xuyen Wood Sculpture Village	0 (0%)	6 (60%)	2 (20%)	2 (20%)
7	Bat Trang Pottery Village	7 (70%)	3 (30%)	0 (0%)	0 (0%)
8	Thanh Ha Pottery Village – Quang Nam Province	0 (0%)	2 (20%)	7 (70%)	1 (10%)
9	Bau Truc pottery - making village – Binh Dinh Province	0 (0%)	1 (10%)	7 (70%)	2 (20%)
10	Quat Dong Embroidery Village	0 (0%)	1 (10%)	6 (60%)	3 (30%)
11	Van Lam Embroidery Village	3 (30%)	4 (40%)	2 (20%)	1 (10%)
12	Ninh Van Stone Carving Village	3 (30%)	7 (70%)	0 (0%)	0 (0%)
13	Non nuoc rock – capturing village	0 (0%)	6 (60%)	3 (30%)	1 (10%)
14	Kim Son Sedge Fine-Arts Village	1 (10%)	7 (70%)	1 (10%)	1 (10%)
Others					

(specify)					
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Appendix 6

Table 3: Teachers' ranking of grammar and structures needed for the syllabus

Items	Grammar-Structures	Very important	Important	Not important
1	Uses of tenses	7 (70%)	2 (20%)	1 (10%)
2	-ed and -ing adjectives	2 (20%)	7 (70%)	1 (10%)
3	Gerunds	1 (10%)	8 (80%)	1 (10%)
4	Compound nouns	4 (40%)	6 (60%)	0 (0%)
5	Relative clauses	7 (70%)	3 (30%)	0 (0%)
6	Linking words	2 (20%)	5 (50%)	3 (30%)
7	Adverb clause	2 (20%)	6 (60%)	2 (20%)
8	Passive voice	7 (70%)	2 (20%)	1 (10%)
9	Comparison of adjectives	7 (70%)	2 (20%)	1 (10%)
10	Plurals	1 (10%)	4 (40%)	5 (50%)
11	Conditional sentences	0 (0%)	5 (50%)	5 (50%)
12	Prepositions and prepositional phrases	1 (10%)	3 (30%)	6 (60%)
13	Word formation	4 (40%)	3 (30%)	3 (30%)
14	Others (please specify)			

Appendix 7

Table 4: Reading skills and exercises needed for reading comprehension perceived by the teachers

Items	Reading skills and exercises for developing reading skills	Numbers of teachers / Percentage
1. Skimming	a. Choosing the topics that are dealt with in the text	7 (70%)
	b. Choosing one of the titles that fit the text best	6 (60%)
	c. Choosing key words or sentences relating to the topics of each paragraph	5 (50%)
	d. Choosing pictures or graphics illustrating the text	6 (60%)
2. Scanning	a. Scanning the bibliography and pick out the texts which are likely to yield information on the topics in a given text	2 (20%)
	b. Scanning an index and finding out on what page the topic is mentioned	3 (30%)
	c. Scanning the text for specific information presented by the teacher before reading	9 (90%)
3. Identifying the topic of a paragraph	a. Choosing the correct topic sentence	6 (60%)
	b. Deciding which sentence fits into which paragraph	8 (80%)
4. Utilizing non-text information	a. Drawing a diagram or a graph to represent important information in the text	4 (40%)
	b. Filling in the table / diagram / chart with the information from the reading text	8 (80%)
	c. Writing down all information a diagram / chart represents	1 (10%)
	d. Matching the text with relevant diagrams	6 (60%)
	e. Labeling a diagram according to the information in the text	5 (50%)
	f. Completing a text using information from the	6 (60%)

	diagram	
5. Predicting, inferring and guessing	a. Using the titles and pictures to talk about the text	9 (90%)
	b. Using key words to talk about the text	6 (60%)
	c. Guessing the meaning of unknown words from their prefixes, suffixes, roots, synonyms, antonyms, word functions...	5 (50%)
6. Interpreting discourse markers	a. Sequence of events markers (first, next, then...)	5 (50%)
	b. Additional markers (and, moreover, further...)	3 (30%)
	c. Logical connectives: Express relations between clauses / sentences (however, so, hence, therefore...)	9 (90%)
7. Types of questions	a. True – False	7 (70%)
	b. Open – ended questions	7 (70%)
	c. Multiple choice questions	10 (100%)
8. Grammar exercises	Fill in the blanks with the correct tenses of the verbs in brackets	8 (80%)
	Sentence building	10 (100%)
	Preposition exercises	4 (40%)
	Connector exercises	4 (40%)
	Rewrite the sentences without changing the meaning	9 (90%)
9. Vocabulary exercises	Word formation exercises	6 (60%)
	Gap-filling	8 (80%)
	Find synonyms and antonyms of words or phrases used in the reading text	5 (50%)
	Match the words or phrases with their definitions	9 (90%)
10. Other exercises	Writing a summary	5 (50%)
	Translation: English – Vietnamese; Vietnamese – English	8 (80%)
	Debate and discussion	2 (20%)
	Oral presentations	8 (80%)
Others (specify)		

Appendix 8

Table 5: Students' expectations of the ESP reading course

Items	Objectives	First priority	Second priority	Third priority	Fourth priority	Fifth priority	Sixth priority	Seventh priority	Eighth priority
1	To read and understand concepts of Vietnamese handicraft	46 (46%)	18 (18 %)	7 (7%)	13 (13%)	9 (9%)	3 (3%)	4 (4%)	0 (0%)
2	To build up English terms relating to Vietnamese handicraft used in books, documents, newspapers, etc...	14 (14%)	32 (32%)	15 (15%)	12 (12%)	10 (10%)	5 (5%)	9 (9%)	3 (3%)
3	To translate materials in Vietnamese handicraft into Vietnamese and vice versa	7 (7%)	12 (12%)	21 (21%)	32 (32%)	9 (9%)	10 (10%)	8 (8%)	1 (1%)
4	To review and consolidate basic grammatical structures used in specialized texts for Vietnamese handicraft	6 (6%)	1 (1%)	13 (13%)	6 (6%)	18 (18%)	25 (25%)	17 (17%)	14 (14%)
5	To take part in international	1 (1%)	1 (1%)	1 (1%)	2 (2%)	7 (7%)	5 (5%)	17 (17%)	66 (66%)

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	seminars, workshops on handicraft								
6	To read and understand written materials related to handicraft	10 (10%)	10 (10%)	28 (28%)	23 (23%)	15 (15%)	5 (5%)	8 (8%)	1 (1%)
7	To communicate in English with foreigners on Vietnamese handicraft	10 (10%)	24 (24%)	10 (10%)	11 (11%)	16 (16%)	22 (22%)	5 (5%)	2 (2%)
8	To introduce Vietnamese handicraft villages to tourists	6 (6%)	2 (2%)	5 (5%)	1 (1%)	16 (16%)	25 (30%)	32 (32%)	13 (13%)

Appendix 9

Table 6: Students' ranking of topics relating to Vietnamese Handicraft Villages

Items	Topics	Very necessary	Necessary	Slightly necessary	Not necessary
1	An overview of Viet Nam handicraft villages	71 (71%)	23 (23%)	6 (6%)	0 (0%)
2	Van Phuc Silk Village	40 (40%)	38 (38%)	18 (18%)	4 (4%)
3	Sinh Painting Village (Hue Province)	8 (8%)	30 (30%)	41 (41%)	21 (21%)
4	Dong Ho Painting Village	48 (48%)	45 (45%)	7 (7%)	0 (0%)
5	Hang Trong Folk Painting Village	21 (21%)	31 (31%)	40 (40%)	8 (8%)
6	La Xuyen Wood Sculpture Village	5 (5%)	40 (40%)	33 (33%)	22 (22%)
7	Bat Trang Pottery Village	55 (55%)	39 (39%)	4 (4%)	2 (2%)
8	Thanh Ha Pottery Village – Quang Nam Province	3 (3%)	31 (31%)	44 (44%)	22 (22%)
9	Bau Truc pottery - making village – Binh Dinh Province	4 (4%)	29 (29%)	43 (43%)	24 (24%)
10	Quat Dong Embroidery Village	8 (8%)	24 (24%)	50 (50%)	18 (18%)
11	Van Lam Embroidery Village	26 (26%)	44 (44%)	22 (22%)	8 (8%)
12	Ninh Van Stone Carving Village	39 (39%)	39 (39%)	20 (20%)	2 (2%)
13	Non nuoc rock – capturing village	13 (13%)	26 (26%)	38 (38%)	23 (23%)
14	Kim Son Sedge Fine-Arts Village	19 (19%)	51 (51%)	27 (27%)	3 (3%)
Others (specify)					

Appendix 10

Table 7: Reading skills and exercises needed for reading comprehension perceived by the students

Items	Reading skills and exercises for developing reading skills	Numbers of students / Percentage
1. Skimming	a. Choosing the topics that are dealt with in the text	63 (63%)
	b. Choosing one of the titles that fit the text best	8 (8%)
	c. Choosing key words or sentences relating to the topics of each paragraph	68 (68%)
	d. Choosing pictures or graphics illustrating the text	54 (54%)
2. Scanning	a. Scanning the bibliography and pick out the texts which are likely to yield information on the topics in a given text	16 (16%)
	b. Scanning an index and finding out on what page the topic is mentioned	5 (5%)
	c. Scanning the text for specific information presented by the teacher before reading	66 (66%)
3. Identifying the topic of a paragraph	a. Choosing the correct topic sentence	41 (41%)
	b. Deciding which sentence fits into which paragraph	90 (90%)
4. Utilizing non-text information	a. Drawing a diagram or a graph to represent important information in the text	14 (14%)
	b. Filling in the table / diagram / chart with the information from the reading text	70 (70%)
	c. Writing down all information a diagram / chart represents	8 (8%)
	d. Matching the text with relevant diagrams	52 (52%)
	e. Labeling a diagram according to the information in the text	12 (12%)
	f. Completing a text using information from the	53 (53%)

	diagram	
5. Recognizing and interpreting cohesive devices	a. Using the titles and pictures to talk about the text	76 (76%)
	b. Using key words to talk about the text	62 (62%)
	c. Guessing the meaning of unknown words from their prefixes, suffixes, roots, synonyms, antonyms, word functions	37 (37%)
6. Interpreting discourse markers	a. Sequence of events markers (first, next, then...)	56 (56%)
	b. Additional markers (and, moreover, further...)	14 (14%)
	c. Logical connectives: Express relations between clauses / sentences (however, so, hence, therefore...)	83 (83%)
7. Types of questions	a. True — False	67 (67%)
	b. Open — ended questions	43 (43%)
	c. Multiple choice questions	77 (77%)
8. Grammar exercises	a. Fill in the blanks with the correct tenses of the verbs in brackets	59 (59%)
	b. Sentence building	47 (47%)
	c. Preposition exercises	19 (19%)
	d. Connector exercises	11 (11%)
	e. Rewrite the sentences without changing the meaning	80 (80%)
9. Vocabulary exercises	a. Word formation exercises	41 (41%)
	b. Gap-filling	78 (78%)
	c. Find synonyms and antonyms of words or phrases used in the reading text	37 (37%)
	d. Match the words or phrases with their definitions	66 (66%)
10. Other exercises	Writing a summary	17 (17%)
	Translation: English — Vietnamese; Vietnamese — English	70 (70%)
	Debate and discussion	16 (16%)
	Oral presentations	74 (74%)
Others (specify)		

Appendix 11 : A Sample Unit

UNIT 3: DONG HO PAINTING VILLAGE

✎ Reading

• Pre-reading task



1. Look at the pictures. Do you know the village where they were made? Where is the village?
2. Match the names with the pictures. What do they mean?

*Chicken**Catching falling coconuts**Making a scene of jealousy**Pig**Toad teacher**Mouse wedding*

3. What do you think about the pictures? (things they describe, their colours, designs ...)

Reading task

Dong Ho folk woodcut painting (Tranh khắc gỗ dân gian Đông Hồ), often known as **Dong Ho painting**, is a genre of Vietnamese woodcut paintings originated from Dong Ho village, Song Ho commune, Thuan Thanh, Bac Ninh, Viet Nam.

A.....

According to the villagers, the making of Dong Ho painting was dated back to the 11th century during the reign of the Lý Dynasty. In the dynastic time, Dong Ho village is one of the few places which had the tradition of making folk painting, along with Hang Trong, Kim Hoang and Sinh village paintings. ^[11] Originally, Dong Ho painting was made only with black-and-white prints of woodcut but from the 15th century, different colours were introduced by craftsmen in the village.

B.....

Because Dong Ho paintings are mainly bought and displayed on the occasion of Tết, contents of pictures are often humorous, optimistic with many bright and powerful colours like red, yellow or white. The traditional themes of Dong Ho painting are good luck signs, historical figures, folk allegories, popular stories and social commentary. The most popular and outstanding pictures of Dong Ho painting are: "Chicken", "Pig", "Making a scene of jealousy", "Catching falling coconuts", "Toad teacher", "Mouse wedding" and so on.

C.....

In printing pictures, Dong Ho craftsmen use a special type of paper named điệp paper (*giấy điệp*). Điệp paper is obtained in almost the same way as dó paper. The bark of dó tree, which is normally grown in Tuyen Quang Province, is soaked in water for months, then mixed with powders of seashells (*sò điệp*), which is the origin of the paper's name, and glutinous rice to make sheets of paper. Thanks to the element of seashell and glutinous

rice, điệp paper possesses an exotic sparkling hard background and is able to conserve the durability of colours. The colours of paint using in printing are refined from various kind of natural materials which are easily found in Vietnam. For instance, the red colour is taken from red gravel in Thiên Thai Mountain while the black comes from coal of burned bamboo leaves. In that way, Dong Ho painting can keep its colours for a long time. The last stage of making Dong Ho painting is printing, the woodblock is applied with paint and pressed on a sheet of paper like a stamp, and the process is repeated with different colours until the craftsman is satisfied with the painting. There is one woodcut for outline (the stroke printing block, used for printing lines and the black section) and several others for each colour printed (the number of colours is equivalent to the number of wood-blocks required). The woodblocks are carefully engraved by hand so that the woodcuts can be preserved through generations. The finished picture is covered with a layer of rice paste (*hồ nếp*) to strengthen the durability of its illustration and colours and afterwards dried under the sun.

D.....

Before 1945, there were over 150 families in Dong Ho village making pictures. However, the tradition fades rapidly under the dominance of modern life in Vietnam and Dong Ho pictures gradually disappear in Vietnamese families during the Tết holiday. There are several efforts in order to preserve this traditional art. A Dong Ho painting center was established in 2008 by Nguyễn Đăng Chế, one of the few remaining experienced craftsmen of the village. Some artists also try to adapt the element of Dong Ho painting in modern fine art such as using the technique of woodcut printing like Dong Ho craftsmen or drawing with the inspiration from Dong Ho pictures.

(Adapted from http://wapedia.mobi/en/Dong_Ho_Painting)

🔗 Vocabulary Files:

1. Match each word or phrase in column A and its meaning and expression in column B. You can use a dictionary for help:

A

1. outstanding (adj)
2. woodcut (n)

B

- a. a person who is skilled at making things, especially by hand
- b. a printed reproduction of a painting or drawing

- | | |
|---------------------|------------------------------------------------------------------------------|
| 3. theme (n) | c. very good, excellent |
| 4. materials (n) | d. unusual or colourful |
| 5. exotic (adj) | e. a print made by pressing a block of wood with design cut on it onto paper |
| 6. folk (adj) | g. equal in value, amount, meaning, importance... |
| 7. print (n) | h. things with which something is done |
| 8. woodblock (n) | i. a large solid piece of wood usually with flat surfaces |
| 9. equivalent (adj) | j. of the common people of a country |
| 10. craftsman (n) | k. the subject of a discussion, essay... |

2. Select the correct word or phrase from the list below to complete each of the sentences.

artisans	paints	Popularity	combination	woodblock
carve	materials	themes	worshipping	printing boards

- Folk paintings are aof traditional cultural values with ancient artistic methods that have been created through the labour of past generations.
- There are two types of Vietnamese folk paintings, Tet (Lunar New year Festival) paintings andpaintings
- During the Ly Dynasty (12th century), there were many families who specialized incarving.
- At the beginning of the Le So Dynasty, the Chinese technique of carvingwas adopted and improved.
- Using etched wooden blocks, generations of Dong Ho.....have produced these distinctive prints, once essential decorations during the Tet Lunar New Year festival.
- All of thefor creating the colours for these paintings come from nature.
- According to scholars, the.....of Dong Ho prints probably peaked in the 17th and 18th centuries.
- The.....used for Dong Ho paintings are derived from natural ingredients: red from clay and rocks; orange from gardenia flowers; black from charred bamboo leaves; and blue from indigo leaves.

9. The of Dong Ho paintings are often scenes and animals associated with good luck, family, fertility, happiness and prosperity.
10. Artisans in Dong Ho villageimages onto thin wood blocks.

✎ Reading comprehension:

Task 1: Choosing the correct heading for each paragraph from A to D

1. Themes
2. Development
3. Making
4. History

Task 2: Answer the questions about the text?

1. Where is Dong Ho village?
2. When did the making of Dong Ho paintings start?
3. What are the themes of traditional Dong Ho paintings?
4. What are some colours of Dong Ho paintings?
5. What is the painting paper made from?
6. How are the paintings made?
7. What are some of the features of Dong Ho paintings (colours, materials, designs.....)?
8. How is the craft likely to develop?

Task 3: Use information in the text to put the following steps in the correct order to make a Dong Ho painting, and then write a paragraph to describe the procedure to make a Dong Ho woodcut painting.

Applying the woodblock with paint

Covering the paper with a layer of rice paste

Pressing the stroke printing block on a sheet of paper

Dry the painting under the sun

Preparation of the woodcut, diep paper and natural colours

Pressing the block on the paper, one woodblock for one colour until finish

✎ Language Focus: Relative clauses

Relative clauses are a way of joining two sentences. In the joined sentence, the relative clause describes a noun (called the *head noun*) in another clause of the sentence. It begins with a relative pronoun.

Eg: Ho village has long been famous for making *diep* paintings, which were also called Tet paintings.

The relative clause in this example begins with the relative pronoun *which* and describes the head noun *diep paintings*

Relative pronouns	who	whom	Whose	which	that	where	when
Use	subject (people)	object (people)	possessive (people / things)	subject/ object (things)	subject/ object (people/ thing)	adverb (place)	adverb (time)

• **Practice:**

Task 1: Complete the sentences with correct relative pronouns

1. The Vietnamese believe in ancestor worship and the deification of natural phenomena, both ofare reflected in the paintings.
2. The village's temple became the place of worshipping trade ancestor, the man first taught the villagers to do these handicraft works.
3. The days..... Vietnam's silk was reserved for nobility are long gone.
4. Before the 1970s.....the handicraft articles were not exported yet to Eastern Europe, the production activities in the village were only in small size.
5. In the tourism development plan of Hoi An, Thanh Ha is mentioned as one of the places needs investment in ecological tourism.
6. The income of handicraft-associated laborers is said to be triple or quadruple of of farmers.
7. Some guidebooks introduce several handicraft villages can be visited on a day trip from major tourist towns, resulting in tourists visit the actual production site and shop during their stay.
8. Tourists and potential customers are usually more interested and willing to pay a higher price for craft products are associated with a long tradition.

Task 2: Combine the following sentences

1. Dong Ho lies beside the Duong River some 40km northeast of Hanoi. Dong Ho has long been famous for its rustic prints.
2. The high demand of folk paintings was met through the use of the woodblock carving printing technique. The technique has been practiced by the Vietnamese for many centuries.
3. Dong Ho village is famous for making *diep* paintings. The popularity of these paintings, according to scholars, probably peaked in the 17th and 18th century.
4. Kim Hoang paintings are often called red paintings. They are made on the outskirts of ancient Thang Long.
5. Dong Ho paintings were once essential decorations during our Lunar New Year Festival. Dong Ho paintings reflected people's innermost feelings, wishes and simple dreams.
6. Since the early 20th century, Dong Ho has produced large paintings called "hàng" or "gam". These paintings are drawn with colorful pigments and imported paper.
7. In the 12th lunar month, Dong Ho hosts a Tet market. In this market visitors can find the festive prints that made Dong Ho famous.
8. Vietnamese folk paintings have been influenced and enriched by the genius of other painting styles except for Dong Ho paintings. These paintings continue to exist unchanged against the challenges of time.

✎ Speaking: Talk about another painting village that you know well, you may present your topic in your own words or you may use the following prompted words:

Hang Trong Painting Village

1. Hang Trong painting trade / be mostly developed / the first part of the 19th century.
2. Hang Trong paintings / exist / many forms / most popular / worshipping branch.
3. This painting branch / be known / unique stories as "Kieu", "Thach Sanh", "Pham Cong, Cuc Hoa" / such painting set / "Beautiful girl" (To nu), "Four seasons" (Xuan, Ha, Thu, Dong).
4. Hang Trong paintings / print / the turned-up block mode / which / opposite to / rubber stamping mode of Dong Ho paintings.
5. The painting lines / normally / soft and slender / not thick like in Dong Ho paintings.

6. The artisans / only / use / a printing board / print lines/ then / a quill/ to move the colours.
7. Sometimes / the lines / draw / by hand.
8. Since the August Revolution / Hang Trong and its neighbouring streets / cease / produce and sell paintings.
9. However / some other areas in Hanoi / this painting branch/ continue to develop.
10. Some people / enjoy Hang Trong paintings / every year / a large number of paintings / export / foreign countries.

✎ Writing: Write a paragraph about Dong Ho painting village. Consider these aspects:

1. Where is Dong Ho village?
2. What is the history of the folk painting making craft?
3. What are the paintings made from?
4. How are they made?
5. What are the features of Dong Ho paintings (colors, designs.....)?
6. How is this craft village likely to develop?