

Poster ID: 2157

Vietnamese Universities' ESP Course Design and Implementation: Teachers' Accounts on Current Practices

Thu-Nguyet Nguyen, Thi-Thanh-Lan Bui, Thi- Huong Nguyen, Thi- Thuong Tran, Thi- Bac- Binh Dinh

Central Queensland University (Australia) · Thuongmai University (Vietnam) · Academy of Security Engineering and Technology (ASET), Vietnam · Hanoi Law University (Vietnam) · Banking Academy of Vietnam

INTRODUCTION

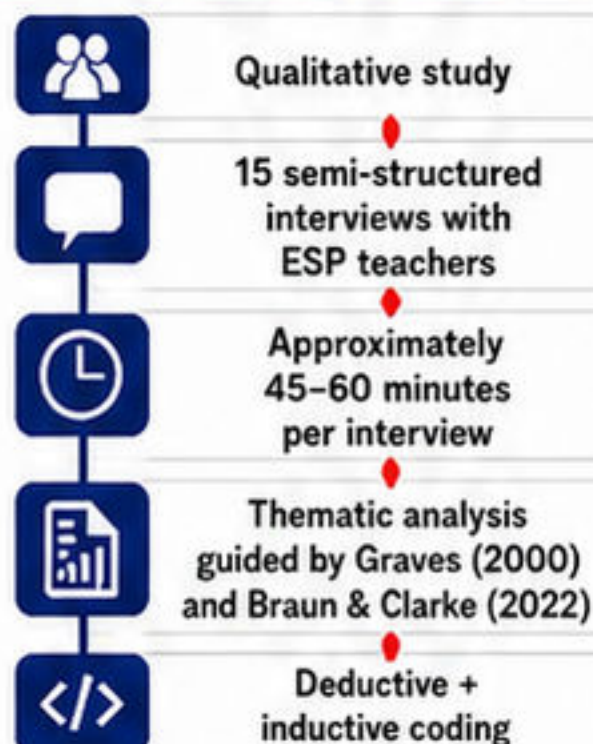


English for Specific Purposes (ESP) plays an increasingly important role in Vietnamese higher education as universities prepare students for disciplinary study, professional communication, and wider English-medium learning. Yet limited empirical attention has examined how ESP teachers understand and enact course design and implementation in Vietnamese university contexts.

RESEARCH QUESTIONS

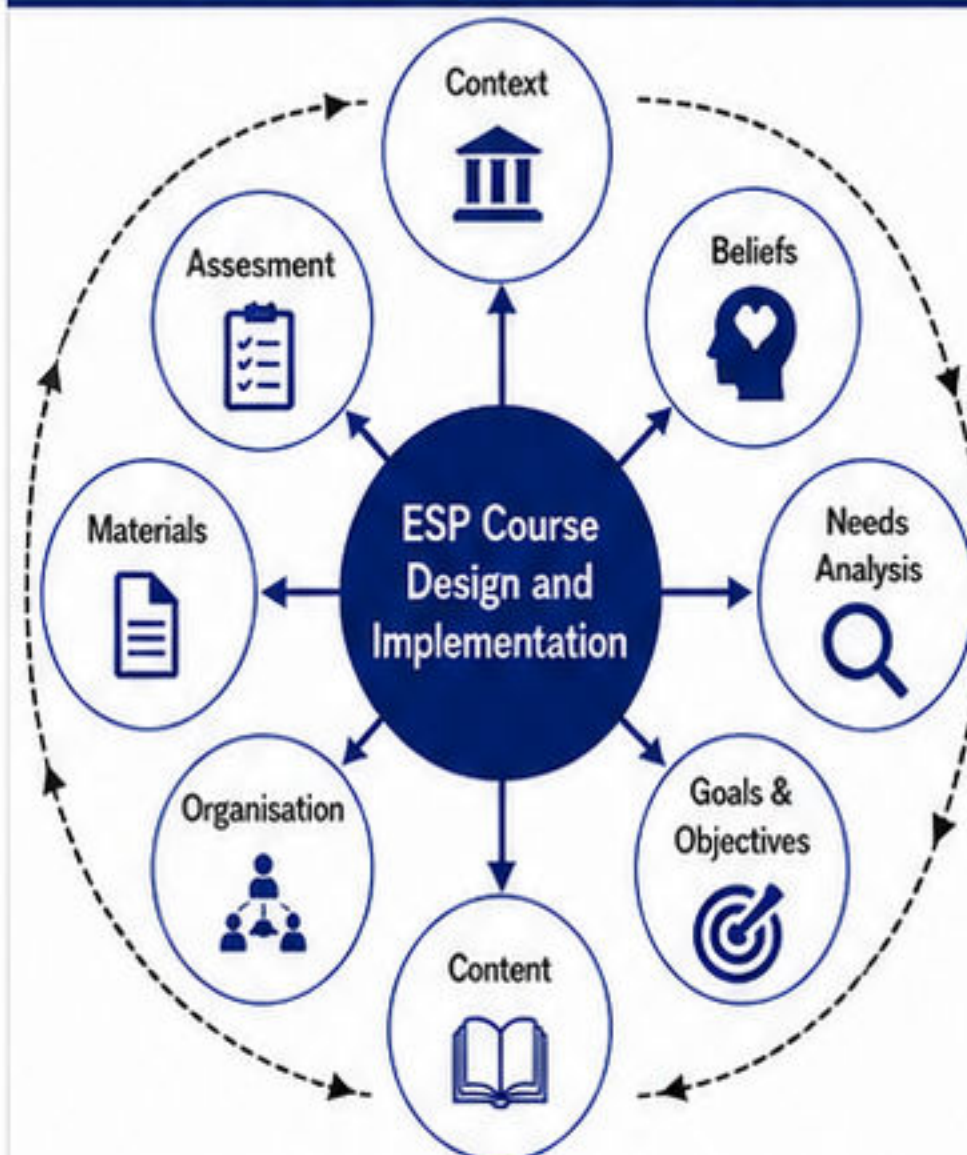
- 1 How do ESP teachers in Vietnamese universities conceptualise and enact ESP course design and implementation in their institutional contexts?
- 2 How do contextual factors, teacher beliefs, and learner needs shape ESP course design decisions?
- 3 How do teachers make and adapt decisions about goals, content, organisation, materials, and assessment during implementation?

METHODOLOGY



The study draws on interview data to examine how ESP teachers design, interpret, and adapt courses in practice.

THEORETICAL FRAMEWORK



Graves's (2000) course development framework views design and implementation as interconnected, dynamic, and continually reshaped through teaching.

KEY FINDINGS



1. Institutional prescription with limited but important agency

ESP course design is shaped strongly by top-down institutional requirements, while teachers exercise limited but important agency through classroom-level adaptation.



2. ESP as a bridge

Teachers commonly position ESP as a bridge between General English, disciplinary learning, workplace communication, and future English-medium instruction; however, their accounts also reveal conceptual ambiguities around academic and professional communication goals.



3. Authenticity and workplace communication

Although teachers value authentic and workplace-oriented ESP, workplace communications are often conceptualised as the performance of professional tasks rather than as situated interaction involving intercultural, relational, and pragmatic judgement.

IMPLICATIONS



Develop clearer curricular pathways from General English to ESP and EMI.



Implement more systematic needs analysis.



Provide stronger institutional support for contextually responsive ESP teacher development.

REFERENCES

- Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*. Palgrave Macmillan.
- Braun, V., & Clarke, V. (2022). *Thematic Analysis: A Practical Guide*. SAGE.
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for Specific Purposes: A Multi-disciplinary Approach*. Cambridge University Press.
- Graves, K. (2000). *Designing Language Courses: A Guide for Teachers*. Heinle & Heinle.