

Students' perceptions towards ESP course: Case study of English for Accounting course at National Economics University.

Cảm nhận của sinh viên về khóa học Tiếng Anh chuyên ngành: Nghiên cứu trường hợp điển hình khóa Tiếng Anh ngành Kế toán, Đại học Kinh tế Quốc dân.

ABSTRACT

Course evaluation is one of the most important processes to ensure the quality of an entire program, and it is particularly essential in the ESP context. This study aims at exploring Accounting and Auditing majored students' perceptions towards the English for Accounting course at National Economics University and suggest possible solutions to improve the quality of the course.

To achieve these targets, a combination of quantitative and qualitative methods is used with two data collection instruments, namely questionnaire and semi-structured interview. The findings reveal that there are both strong points and weaknesses of the course regarding fulfillment of learner needs, authenticity, and fostering of learner autonomy. The results suggest certain modification being made in terms of the course duration, materials, content and teaching methodologies for future improvements

REFERENCES

- Ajideh, P. (2009). Autonomous learning and metacognitive strategies essentials in ESP class. *English language teaching*, 2(1), 162.
- Alderson, J. C., & Waters, A. (1983). A course in testing and evaluation for ESP teachers. *Lancaster Practical Papers in English Language Education*, 5.
- Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice*. Oxford: Oxford University Press.
- Barrick, R. K., & Deeds, J. P. (1986). Course Evaluation Based On Course Objectives. *NACTA Journal*, 30(1), 42-44.
- Basturkmen, H. (2006). *Ideas and Options in English for Specific Purposes*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

- Basturkmen, H. (2010). *Designing Courses in English for Specific Purposes*. New York, NY: Palgrave Macmillan.
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The qualitative report*, 13(4), 544-559.
- Belcher, D. (2006). English for specific purposes: Teaching to perceived needs and imagined futures in worlds of work, study and everyday life. *TESOL Quarterly*, 40(1), 133-156.
- Belluigi, D. Z. (Ed.). (2015). *Evaluation of teaching and courses: Reframing traditional understandings and practices*. Retrieved from https://www.ru.ac.za/media/rhodesuniversity/content/chertl/documents/report02_small.pdf
- Biggs, J. (2014). Constructive alignment in university teaching. *HERDSA Review of higher education*, 1(1), 5-22.
- Bondarenko, O. I. (2018). Usage of authentic materials in ESP classroom. *Science, Research, Development. Pedagogy*, 4, 14-15.
- Bruner, J. (1966). *Toward a theory of instruction*. New York: W.W. Norton.
- Çelik, H. (2018). A closer look into an ESP course through students' end-of-course evaluations: A case study. *Journal of Teaching English for Specific and Academic Purposes*, 6(1), 125-139.
- Course (n.d.). In *Oxford Dictionaries*. Retrieved January 14, 2019, from <https://en.oxforddictionaries.com/definition/course>.
- Dam, L. (2003). Developing learner autonomy: The teacher's responsibility. *Learner autonomy in the foreign language classroom: Teacher, learner, curriculum and assessment*, 126-150.
- Downes, A. (2015). *An Overview: Kirkpatrick Learning Evaluation Model*. Retrieved from <https://www.watershedlrs.com/blog/kirkpatrick-learning-evaluation-model>.

- Dudley-Evans, T., & St. John, M. J. (1998). *Developments in English for specific purposes: A multidisciplinary approach*. Cambridge: Cambridge University Press.
- Edström, K. (2008). Doing course evaluation as if learning matters most. *Higher education research & development*, 27(2), 95-106.
- Fournier, D. M. (2005). Evaluation. In S. Mathison (Ed.), *Encyclopedia of evaluation* (pp. 139-140). Thousand Oaks, CA: Sage.
- Gatehouse, K. (2001). Key issues in English for specific purposes (ESP) curriculum development. *The internet TESL journal*, 7(10), 1-10.
- Gill, J., & Johnson, P. (2002). *Research methods for managers*. London: Sage.
- Graves, K. (1996). *Teachers as course developers*. Cambridge: Cambridge University Press.
- Harris, L. R., Brown, G. T. L. (2010). Mixing interview and questionnaire methods: Practical problems in aligning data. *Practical Assessment, Research & Evaluation*, 15(1), 1-19.
- Holec, H. (1981). *Autonomy and foreign language learning*. Oxford: Pergamon.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge: Cambridge University Press.
- Kaewpet, C. (2009). A framework for investigating learner needs: Needs analysis extended to curriculum development. *Electronic journal of foreign language teaching*, 6(2), 209-220.
- Kendall, L. (2008). The conduct of qualitative interview: Research questions, methodological issues, and researching online. In J. Coiro, M. Knobel, C. Lankshear & D. Leu (Eds.), *Handbook of research on new literacies* (pp. 133-149). New York, NY: Lawrence Erlbaum Associates.
- Kennedy, C. H., & Bolitho, R. (1984). *English for Specific Purposes*. London: McMillan Press, Ltd.

- Kirkpatrick, J., & Kirkpatrick, W. K. (2009). *The Kirkpatrick Four Levels: A Fresh Look After 50 Years 1959 – 2009*. Retrieved from http://eapc.gencat.cat/web/.content/home/biblioteca/recursos/docs_eapc/formacio/jornades_sobre_la_planificaci_i_gesti_de_la_formaci_a_les_administracions/10246_avaluacio_formacio/10246_avaluacio_formacio/docs_kirkpatrick/kirkpatrick_4_levels.pdf.
- Linh, S. (2017, May 12). National Economics University strengthens cooperation with Taiwanese university. *Vietnam Economic Times*. Retrieved from <http://www.vneconomicstimes.com/article/society/national-economics-university-strengthens-cooperation-with-taiwanese-university>.
- Little, D. (2007). Language learner autonomy: Some fundamental considerations revisited. *International Journal of Innovation in Language Learning and Teaching*, 1(1), 14-29.
- Little, D. (2009). Learner autonomy, the European Language Portfolio and teacher development. *Maintaining control: Autonomy and language learning*, 147-173.
- Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Richie & T. K. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413–468). San Diego: Academic Press.
- Luz ón, M. J. (2007). Enhancing WebQuest for effective ESP learning. *CORELL: Computer resources for language learning*, 1, 1-13.
- McCormick, A., & BrckaLorenz, A. (2015). *What influences end-of-course evaluations? Teaching and learning versus instrumental factors*. Paper presented at the annual meeting of the American Educational Research Association in Chicago, IL.
- McGrath, I. (2002). *Materials evaluation and design for language teaching*. Edinburgh, UK: Edinburgh University Press.

- Ministry of Education and Training (2007). Promulgation of regulation on formal undergraduate education using academic credit system. *Decision No. 43/2007/QĐ-BGDĐT dated August 15th, 2007.*
- Mishan, F. (2005). *Designing authenticity into language learning materials.* Bristol: Intellect.
- Moore, D., McCabe, G. P., & Craig, B. (2012). *Introduction to the Practice of Statistics: w/Student CD.* San Francisco, CA: Freeman.
- Paltridge, B. & Starfield, S. (Eds.). (2013). *The handbook of English for specific purposes.* London: Blackwell.
- Patton, M. Q. (2008). *Utilization-focused evaluation* (4th ed.). Thousand Oak, CA: Sage.
- Rahman, M. (2015). English for Specific Purposes (ESP): A Holistic Review. *Universal Journal of Educational Research, 3*(1), 24-31.
- Ramsden, P. (2003). *Learning to teach in higher education* (2nd ed.). London: RoutledgeFalmer.
- Robinson, P., (1991). *ESP today: a practitioner's guide.* Herfordshire: Prentice Hall.
- Rouse, D. N. (2011). Employing Kirkpatrick's evaluation framework to determine the effectiveness of health information management courses and programs. *Perspectives in health information management, 8*, 1c-5c.
- Schmelkin, L. P., Spencer, K. J., & Gellman, E. S. (1997). Faculty perspectives on course and teacher evaluations. *Research in Higher Education, 38*(5), 575-592.
- Silvia, A. (2016). *An Updated Framework of ESP Program Evaluation.* In the 61th TEFLIN International Conference, Sebelas Maret University.
- Stevens, P. (1977). Special-purpose language learning: A perspective. *Language Teaching, 10*(3), 145-163.

- Sysoyev, P. V. (2000). Developing an English for Specific Purposes course using a learner centered approach: A Russian experience. *The Internet TESL Journal*, 6(3), 18-23.
- Tassinari, M. G. (2012). Evaluating learner autonomy: A dynamic model with descriptors. *Studies in Self-Access Learning Journal*, 3(1), 24–40
- Tsou, W., & Chen, F. (2014). ESP program evaluation framework: Description and application to a Taiwanese university ESP program. *English for Specific Purposes*, 33 (1), 39-53.
- Vaičiūnienė, V., & Užpalienė, D. (2010). Authentic resources in technology-based ESP learning. *Studies about languages*, 17, 94-98.
- Wegener, B. (2008). Corporate English language training: The way to customized materials. In J. Schmied & C. Haase (Eds.), *English projects in teaching and research in Central Europe* (pp. 127-146). Göttingen: Cuvillier Verlag.

