

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG



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Sinh viên : Trần Thị Phương Thảo

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**MINISTRY OF EDUCATION AND TRAINING
HAI PHONG MANAGEMENT AND TECHNOLOGY UNIVERSITY**

**A STUDY ON TECHNIQUES TO LEARN AND
IMPROVE SPECIALIZED ENGLISH VOCABULARY
FOR THE THIRD-YEAR LOGISTICS MAJOR
STUDENTS AT VIETNAM MARITIME UNIVERSITY**

**UNIVERSITY GRADUATION THESIS
MAJOR: THE ENGLISH LINGUISTIC**

**Student : Tran Thi Phuong Thao
Supervisor : Tran Thi Ngoc Lien**

HAI PHONG 07 – 2020

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Sinh viên: Trần Thị Phương Thảo

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Hải Phòng, ngày ... tháng ... năm
Giảng viên chấm phản biện
(Ký và ghi rõ họ tên)

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ABSTRACT

This Graduation thesis studies on techniques to learn and improve specialized English vocabulary for third-year Logistics major students at Vietnam Maritime University. The aim of this thesis is to determine common difficulties which students encounter in learning specialized English vocabulary and come up with some solutions to them. In order to comply with that objective, I used two data collecting techniques: questionnaire and document analyzing. The dissertation concludes that the third-year Logistics major students at Vietnam Maritime University have to face many challenges in their study of ESP, and it also analyses the techniques they tend to use to study ESP

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Hai Phong, June 2020

Student

Thao

Tran Thi Phuong Thao

LIST OF ABBREVIATION

VMU	Vietnam Maritime University
ESP	English for specific purpose
EGP	English for general purpose
EAP	English for academic purpose

CHAPTER 1: INTRODUCTION

1.1 Rationale for the study

In the tendency of integration of the global economic, English has become the global language means for multinational and multicultural communication. With the rapid development and expansion of informatics technologies, it is the most widely spoken foreign language in the world. Nowadays, it plays a vital role in many fields in the life including business, tourism business, foreign trade, science, technology, education, entertainment and so on. In Vietnam, English is known as a key language tool to success in science technology and get in touch on an international level. It is undeniable that the importance of English has increased day by day in Vietnam. The number of English speakers has been on the rise for many years. Taking into consideration the importance that English has for an international communication we might say that this communication is not restricted to everyday language, but to different types of register where people exchange their ideas by employing certain functional styles, be it formal or informal, written or verbal. The Vietnamese government is prompting the learning of the English language by giving a high priority to this language and making it compulsory. Students cannot get their degree if they do not have a certificate of the English language issued by an international test center. Therefore, there has been an explosion in the need of teaching and learning English in Vietnam.

Such exchanges and interactions with the internationals increase the need to have people who know not just general English, but to have an extensive English vocabulary on various specific scientific, judicial, political, social, fields. Hence, it is obvious that knowing English and using English for specific purposes is a challenge. It can be said that ESP is acquiring a special status in Vietnam. A person would be much more appreciated if he or she has a good command not only of the general foreign language, but of a specific field. Mohan (1986) adds that ESP courses focus on preparing learners “for chosen communicative environments”. A foreign language speaker would be more comfortable in

many situations if he /she knows the right vocabulary which is to be helpful and beneficiary in the job that this person is doing. Specifically, one who graduates on Economics and works as an economist might have the chance to exchange ideas, opinions, with other people in different conferences, workshops, or even communicate in the foreign language that he/she possesses if he works for foreign or multinational companies, which are established here in Vietnam. Vietnamese students find it necessary to study English for specific purposes, as they are asked for many projects, assignment, course tasks etc. and the information is all in English. If they do not know the right vocabulary used in the area of their studies, this will lead in deficiency.

Despite the obvious importance of ESP for students, surely, there still remain some problems in learning specialized English vocabulary, particularly at Vietnam Maritime University (VMU), there is a fact that the third year Logistics major at VMU have a poor number of logistics English vocabulary. Surprisingly, students may be very good at doing grammatical exercises, but they find it hard to communicate well in English at their field of study, such as explaining some terms properly. Furthermore, students find it hard to remember those specialized vocabulary and unable to put it to productive use and to form words and utterances in communication. In contrast, there is a fact that the logistics term is an interesting and complex thing as well. Hence, many students have to face some difficult problems in sufficient awareness of both the vivid existence and meaning of logistics terms and academic vocabulary. That makes students become fed up with learning specialized English vocabulary. Another reason is quite traditional and passive in both teaching and learning methods and similar activities day by day.

For the obvious reasons above, it is an urgent need to take priority in specialized English vocabulary learning. Therefore, I would like to suggest some appropriate and effective techniques of learning ESP to third year Logistics major students at VMU with the hope that the students will be able to acquire the meaning at first. Secondly, applying vocabulary learning techniques in their learning process make them become independent and gain active positions in learning the specialized vocabulary knowledge. Due to my English knowledge

limitation and the frame of the graduation paper, the research ambition in this graduation paper is offering insightful techniques to deal with this problem. For this reason, I would like to carry on this study with the title: “A study on techniques to learn and improve specialized English vocabulary for the third year Logistics majors students at Vietnam Maritime University.

1.2 Aim and objectives of the study

As an English major student, the main purpose of this study is to provide some suggested techniques in learning specialized English vocabulary for the third year Logistics major students to make them more interested in learning specialized English vocabulary as well as mastering specialized English vocabulary in the most effective way. In order to gain this aim, the specific objectives of the study are:

Firstly, I need to study the theories related to ESP, awareness of the importance of ESP and learning Logistics vocabulary techniques, as well as psychology features and characteristics of third year Logistics major students.

Secondly, the study explores the real situations and problems which students have to encounter in learning ESP.

Thirdly, the study investigates the student’s attitudes toward learning ESP.

Finally, the main purpose of this study is to suggest some effective and productive techniques that can be applied and suited for third year Logistics major students at VMU to improve and boost specialized English vocabulary learning, enrich and strengthen their own vocabulary as well as attracts students interest as much as possible.

1.3 Research questions

The study was an investigation of learning specialized English vocabulary. It aimed to reveal the real situation of their specialized vocabulary learning techniques. The whole study was made up with two parts: a questionnaire and an interview. The questions it tried to answer are as follows:

- a) What difficulties are being encountered by third-year Logistics major students in Vietnam Maritime University while studying ESP?
- b) What vocabulary learning techniques can be effectively applied by the third – year students of Logistics major to improve their specialized English vocabulary acquisition?

1.4 Scope of the study

To investigate the learning techniques employed to learn ESP, the study will only concentrate on students in 4 classes of K08 include 100 students in International Business & Logistics Majors at Vietnam Maritime University and find out ways that could help improve their specialized vocabulary learning.

As a graduation thesis, it is impossible for my study to cover all the matters of specialized vocabulary learning which third year Logistics major students VMU encounter. In fact, there are lots of different techniques to learn specialized English vocabulary for student. It requires much time and effort. Furthermore, specialized English vocabulary includes different meaning and usage in different context . Bound by the limited of time, experience to some extent and my knowledge, so that I would chiefly focus on giving some proposals to overcome discovered difficulties and to improve students ESP ability. I hope that the above targets may be reached in the best way and my research will receive contributive comments from readers-my teachers and friends.

1.5 Research methodology

A host of methods have been applied to implement and fulfill this graduation paper:

Firstly, In order to perform this study, I choose the method of analyzing the data based on survey questionnaires for students. In addition, some direct interviews with a number of experienced teachers are carried out to get the most objective and reliable information on the specialized English vocabulary teaching and learning. The data and information collected is the basis background for my

study. Moreover, I have already collected and read documents from the internet to complete this study.

1.6 Organization of the study

The research work has three main parts, namely: Introduction, Development and Conclusion. The part “Development” consists three chapters.

Chapter 1 is entitled “Literature review”. It includes 2 sections. The section one is about overview of English for specific purpose, mainly about its definition and the teaching of ESP. The next section talked about overview of Logistics, briefly explain about the definition of Logistics industry and its importance, and different types of vocabulary in English for Logistics.

Chapter 2 is named “Research findings”. It has three sections. Section one is devoted to the survey which focuses on the methods used to gather and analyze data and describes the current situation of third-year Logistics major students at VMU. The second section presents data analysis based on the collected results of the survey. The last section makes discussion of some common techniques used by students and suggested some techniques to students.

Chapter 3 is entitled: “. Techniques to improve specialized English for third-year Logistics major students at VMU”. It provides some recommendations for improvement of the Logistics vocabulary comprehension.

CHAP 2: LITERATURE REVIEW

2.1 Overview of ESP

2.1.1 Definition of ESP

English for Specific Purposes or English for Special Purposes (ESP) has developed gradually to be an important area of interest for all who are concerned with the activities of the discipline it serves. There are many fields of interest with various activities which require special linguistic competency such as technical English, scientific English, medical English, English for business, English for political affairs, and English for tourism. Wright (1992) defines the concept of English for Specific Purposes, “*ESP is, basically, language learning which has its focus on all aspects of language pertaining to a particular field of human activity, while taking into account the time constraints imposed by learners*”. Orr (1998) goes further on clarifying the line of demarcation between ESP and EGP stating that: “*English for Specific Purposes (ESP) is research and instruction that builds on EGP and is designed to prepare students or working adults for the English used in specific disciplines, vocations, or professions to accomplish specific purposes*”.

It is obvious that ESP context must be preceded by a sizeable background of general English. As it has been argued, ESP is associated with mature learners by and large, because it has a strong relationship with specialization in different fields of concern.

Although ESP is a controversial issue, consequently, there is much misinterpretation concerning the exact definition of ESP. Moreover there is a hot debate whether or not English for Academic Purposes (EAP) could be considered part of ESP in general. Some scholars described ESP as simply being the teaching of English for any purpose that could be specified.

Mackay and Mountford (1978: 2) defined ESP as the teaching of English for a “*clearly utilitarian purpose*”. The purpose they refer to is defined by the needs of the learners, which could be academic, occupational, or scientific. These needs in turn determine the content of the ESP curriculum to be taught and learned. Mackay and Mountford also defined ESP as the “*special language*” that

takes place in specific settings by certain participants. They claimed that those participants are usually matures. They focused on adults because adults are usually “*highly conscious*” of the reasons to achieve English proficiency in the very field of their specialization. Inevitably, adults make use of the specialized language in authentic situations, because the activities of their specialization compelled to use the appropriate ESP.

Fortunately, Dudley – Evans, Coeditor of the ESP Journal did a good job by defining ESP in terms of ‘*absolute*’ and ‘*variable*’ characteristics.

Definition of ESP (Dudley-Evans, 1998):

Absolute Characteristics

1. ESP is defined to meet specific needs of the learners
2. ESP makes use of underlying methodology and activities of the discipline it serves
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics

1. ESP may be related to or designed for specific disciplines
2. ESP may use, in specific teaching situations, a different methodology from that of General English
3. 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
4. ESP is generally designed for intermediate or advanced students
5. Most ESP courses assume some basic knowledge of the language systems

Apparently, Dudley-Evans’ benefitted from Strevens’ (1988) definition in his characterizations for the term. However, he has improved ESP significantly by including more variable characteristics “*in contrast with General English*” (Johns et al., 1991: 298). The division of ESP into total and variable distinctiveness and makes the matter more clear. However, the distinction between General English and ESP is very thin, but it is tangible as Hutchinson et.al. (1987:53) claims, “*in theory nothing, in practical a great deal.*”

Most of ESP definitions distinguish three themes: the nature of language to be taught and used, the learners, and the settings in which the other two would occur. These three aspects of ESP are very much connected together. ESP is the teaching of specific English (specialized discourse) to learners (adults), who will use it, in a particular setting (business, engineering, medical field, science, etc.) in order to realize a practical purpose.

Bearing in mind all the definitions mentioned, we admit that ESP is broader than what we apparently bounded to, in our universities. Hence, ESP may be considered as an 'approach' to teaching, or what Dudley-Evans describes as an "*attitude of mind*". The likewise (Hutchinson et al. 1987:19) state that, "*ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning*".

2.1.2 Teaching ESP

2.1.2.1 Difficulties faced by students in general

According to Suzini et al. (2011), for an ESP course, students' demands is not met adequately, as follows: (1) students are not ready for ESP courses; (2) ESP classes are often too large; (3) sometimes ESP classes are delayed or canceled for no obvious reason; (4) in some universities, the learners' motivation decreases because ESP courses are usually taken place in the summer; (5) students find that ESP is too different from general English; (6) ESP teaching methods are still passive; (7) ESP teachers' qualification is inadequate. Besides, most students are used to the traditional teaching and learning methods. This results in the fact that students are timid and passive when they take ESP courses; and do not find ESP important for their future job. This situation has a significant impact on learning motivation of individual students in particular and learning environment of class in general.

In addition, English proficiency is also a big problem for students learning their ESP courses. Infact, difference in students' proficiency in the same university and among different universities has a negative impact on teaching ESP. For example, students in foreign language universities or foreign language departments of universities have higher proficiency in

comparison with that of technical departments (electronics, construction), social departments (philosophy, sociology) or other universities. Besides, residential area also has a significant impact on students' English proficiency. Usually, students from small towns have lower foreign language proficiency than those from big cities because teaching English at secondary school level in many Vietnam areas remains weak and inadequate. This creates the difficulty in using common ESP textbooks, especially for the students of departments not related much to English or at remote areas.

Another critical problem is lack of vocabulary. According to Maruyama (1996), among students majoring in electrical engineering in Japan, he gave a list of 60 technical words to 112 students to identify the words and their meanings. However, there were 20 words none of the students knew, some words were known by a few students and only 1 word whose meaning all of 112 students understood. Since then, Maruyama (1996) pointed out the reasons for students' lack of vocabulary: (1) The students believed that they did not need to know words because they were not common, even rarely used in their daily lives; (2) Therefore, they had no motivation to learn the words, and (3) Most English teachers could not teach them these words because the teachers themselves were not well acquainted with these scientific terms. Maruyama's assessment has many similarities to the actual situation in Vietnam. Many students think that ESP terms are rarely used, especially in their daily lives, so they have no motivation to learn and remember them.

The problem gets worse when students who do not have enough vocabulary for their course suffer from lack of skills in using dictionary. When using dictionary, many students only pay attention to the first meaning of a word and do not concern with its other meanings and usages. Besides, teachers do not often teach dictionary using skills to students.

2.1.2.2 The responsibility of the teacher

An ESP teacher must play many roles. She may be asked to organize courses, to set learning objectives, to establish a positive learning environment in the classroom, and to evaluate students' progress.

First of all, teachers have to set learning goals and then transform them into an instructional program with the timing of activities. One of their main tasks will be selecting, designing and organizing course materials, supporting the students in their efforts, and providing them with feedback on their progress.

Second, teachers will be the one who arranges the conditions for learning in the classroom and set long-term goals and short-term objectives for students achievement. Teacher's knowledge of students' potential is central in designing a syllabus with realistic goals that takes into account the students' concern in the learning situation.

Third, they are required to create a good learning environment. Teachers' skills for communication and mediation create the classroom atmosphere. Creating a friendly atmosphere in a language classroom will support the students to study better. Learners must be self-confident in order to communicate, and teachers have the responsibility to help them build their confidence.

Finally, it is teachers who evaluate students during this course. Teacher is a resource that helps students identify their language learning problems and find solutions to them, find out the skills they need to focus on, and take responsibility for making choices which determine what and how to learn. The teacher will serve as a source of information to the students about how they are progressing in their language learning.

2.1.2.3 Course design

According to Munby: *“ESP courses are determined in all essentials by the prior analysis of the communication needs of the learners”*.

Dudley-Evans and St John suggest some parameters to be considered in designing course as follows:

1. Should the course be intensive or extensive ?

2. Should the learner's performance be assessed or non-assessed ?
3. Should the course deal with immediate needs or with delayed needs ?
4. Should the role of the teacher be that of the provide of knowledge and activities, or of a facilitator of activities arising from learners' expressed wants ?
5. Should the course have a broad or narrow focus ?
6. Should the course be pre-study or pre-experience or non parallel with that study or experience ?
7. Should the material be common-core or specific to learners' study or work?
8. Should the group taking the course be homogeneous or heterogeneous ?
9. Should the course design be worked out by the language teacher after consultation with the learners and the institution, or should it be subject to a process of negotiation with the learners ?

While According to Widdowsen ESP course design must be process oriented. A process oriented approach in designing ESP course based on the principle to satisfy the cognitive need of the learners, guarantee the eventual attainment of desired terminal behavior. A process oriented approach based on subject methodologies contains because these needs converge in learning process itself.

Hutchinson and Water identified factors affecting to ESP course design namely language description, theories of learning and need analysis.

First, language description shows the language knowledge needed by the learners that put at the syllabus. The second factor is how the learner learns a language, and the third factor is the nature of particular target and learning situation.

Phillips (as cited in Wello and Dollah) considers factors contributing to the success and failure of ESP course as follows:

1. The subject content embodied in the learners' purposes;
2. The duration for ESP course
3. The weekly intensity of the course

4. The composition of the students group according to their mother tongues
5. Age, academic background, degree of competence in second language (if any)
6. The staff- students ratio
7. The staff teaching load
8. The organizational structure of educational institution
9. The budgetary provision for the course and
10. The availability of educational technology.

Furthermore, Wello and Dollah classified factors affecting the ESP course into institutional – time allotted for learning English, classroom and learning condition, and attitude of the head institution and staff--, the teachers factor—the competence of the teacher, the confidence of the teachers in using English, teaching strategies, the attitude of the teacher--, and the learner factor—internal and external factors.

2.1.2.4. What is specialized vocabulary?

To specialize – is to narrow down your focus in your studies or profession, to a specific field such as medicine, agriculture, or accounting. And vocabulary means all the words that a person knows or uses. As for ESP specialized vocabulary and according to Yassin (2013:2), there are three levels:

Level 1: Technical Vocabulary: This refers to words which rarely occur in other fields, e.g. photosynthesis (science). They are internationally used. This level of vocabulary is a responsibility of the specialist subject teacher. In this respect, the ESP teacher can seek the cooperation of the subject teachers.

Level 2: Semi Technical/sub-technical Vocabulary: This refers to words which are not specific to specialist but occur in scientific texts/fields (gross profit cash flow ...)

Level 3: General Vocabulary : It refers to words which are used in daily life, and which are not included in level 1 and 2 which are concerned with ESP teacher. To cope with ESP specialized vocabulary there are many techniques and strategies:

- 1-Words information (prefixes–root-suffixes).
- 2-Technical abbreviations-(AC Account)
- 3-Symbols & formulators. (Dr&Cr for debit & credit).
- 4-Relationships between words.

In short, ESP specialized vocabulary is very important, specially for a business man who might need to understand effectively with sales conferences or to get necessary information from sales catalogues and so on. The ESP learners also need to know the linguistic features, discourse, function, structure, and lexis which are commonly used in target situation.

So the expression of "*tell me what you need English for, I will tell you the English that you need*", becomes the guiding principle of ESP, as Hutchinson and Waters(1992) pointed out

2.1.2.5 Techniques to acquire vocabulary

There are a number of techniques which can help in an ESP course. The use of a single one or the combination of some or all will work in their own way. Below are some suggested for ESP teachers and learners.

- Word list: It is the most common form. It is a list of words in a target language with one translation of each word into another language, here called the base language. However, you can use short idiomatic word combinations instead of single words, or you can give more than one translation into the base language, and it will still be a word list.
- Flashcards: Flashcards are very popular with students, especially for vocabulary self- testing. Flashcards are among the most widely used vocabulary learning techniques. Flashcards are cards with a word on one side and meaning

of word, even writing the new vocabulary in complete, meaningful sentences on the cards or types of that word on the other. Flashcards can be used to memorize any topics, but in our case they can easily be used for vocabulary and grammar points. You could also use relevant pictures on the other side of the card to help you learn vocabulary, or a verb on one side and its conjugation on the other.

The next choice in learning vocabulary techniques is word grouping. The technique of word grouping involves dividing a longer word list into new, shorter lists by classifying or reclassifying the target language items according to one or more important attributes. In this way, some degree of context is created. Word grouping establishes new groups or set of words which hang together because of some common theme or characteristic. The theory seemingly underlying this technique is that grouping makes vocabulary learning easier by reducing the number of discrete elements and in optimal situations, linking new, target language material with concepts that the learner already knows in his or her native language. Groups can be based on type of word, grammatical form, topic, practical function, language function, similarity, dissimilarity or opposition, the way one feels about something and so on...

A next technique sometimes known as “*semantic features analysis*” or “*componential analysis*” (Pittelman, Heimlich, Berglund, French 1991) is a special kind of word grouping. The semantic feature analysis strategy uses a grid graphic organizer to help learners explore how sets of one things are related to another. By completing and analyzing the grid, students are able to see connections, make predictions and master important concepts.. A Semantic Feature Analysis improves students' comprehension, vocabulary, and content retention.

The next important and useful for learning vocabulary is visual imagery. Visual imagery pertains to graphics, visual scenes, pictures, or the sense of sight, comic book images, paintings, or images directly experienced through the narrator's eyes. The use of visual imagery for vocabulary learning is based on making associations between a picture and a word. The theory on which this technique is founded is that most learners are capable of association new information to concepts in memory by means of meaningful visual images, and that visual images make learning more efficient. Visual images are known to help learner

package information more effective than they could if using just words alone (Bower, 1970; Higbee, 1979; Nyikos, 1987; Shephard, 1967).

If visual imagery techniques can be learned through the narrator's eyes, aural imagery can be represented in memory through the ears. Auditory imagery pertains to sounds, noises, music or the sense of hearing (Wikipedia) a vocabulary can be represented in memory by using aural imagery rather than visual imagery. As with visual imagery, aural imagery provides a form of semi-context for the learner and a link with what the learner already knows. The theory underlying this technique is that aural imagery makes verbal learning more efficient through associating new sounds with existing, sound-related schemata (Rebecca Oxford). Auditory refers to how things sound. Auditory imagery conveys how things sound to an audience.

Besides, A mind map is a valuable tool for learning vocabulary, can be conceived as a single technique. A mind map is a graphic tool which contains a central key word or image and secondary ideas that radiate from the central idea as branches (Casco, 2009). According to Pandrika (2012) mind maps activities have a positive impact on students. It engages the learners' attention to the topic because of the use of graphics, colors and images. Furthermore, the use of a set of images helps students to connect the words with previous knowledge, and the way in which the mind map is displayed helps students to identify what they know and what they do not. Also, the mind map is a tool that helps students to organize their ideas in their writing or speaking activities because the different elements of a mind map can be easily linked. Casco (2011:5) explains that *"using maps empowers the learner because it allows him to decide where to start and what to leave out. The possibility of making decisions develops a sense of self-efficacy and fosters autonomy"*.

Although in some studies the use of mind maps has not had a significant impact on learners' vocabulary acquisition, (D'Antoni et al., 2010); there are other studies in which the use of mind maps as a strategy to learn vocabulary has had an important influence on students' vocabulary learning process (Pandrika, 2012; Ching, 2009). In these studies there was a significant difference in language achievement between the students who were taught by using the Mind Mapping strategy and those who did not.

Semantic mapping has many possible uses. Novak and Gowin (1984), applying their own term of conceptual mapping, have used the technique of semantic mapping for decades as the basis of an instructional system which focuses on “*learning how to learn*”. Wright (1987) demonstrates the use of semantic mapping for taking notes on a reading passage. Brown-Azarowicz, Standard, and Goldin (1986) show the usefulness of semantic mapping, which they call a concept tree, for memorizing foreign language vocabulary.

The next vital keyword technique is an example of a combination of aural imagery and visual imagery. The keyword method is an effective system for remembering definitions, learning English vocabulary, and more. Any two pieces of information can be linked together in the memory using this technique (www.Memory-improvement-tips.com) the basic theory of this technique is that remembering a word can be facilitated by using auditory and visual links together.

Using the keyword technique, the learner will construct a visual image that connects the vocabulary word being taught with a familiar, concrete word that is similar editorially and shares some common feature.

2.2 Overview of English for Logistics

2.2.1 Overview of Logistics industry

The word “*logistic*” originated from the combination of logic (logic) and static (Latin) in the Latin language.

Logistics is primarily a military term, so the first applications were in military areas. However, the word’s main importance was first understood during World War II and then started to be viewed and applied to logistics as a scientific subject. After World War II, many U.S. enterprise businesses recognized the importance of logistics and started to take advantage of logistics services beginning in 1960 and continuing to the present.

The definition of logistics is as follows: The efficient planning and implementation of all kinds of products, services, and information flow in the supply chain from the starting point to the end point to meet customers’ needs,

including transport, storage and control. The logistics of supplying materials and information within the supply chain is the bridge between suppliers and customers.

With the increase in globalization in the 1990s, companies started to import and export more, and transportation has become an important factor for businesses in terms of cost and timeliness.

Businesses gave importance to transportation in order to maintain their existence in a competitive environment. However, length of distances and the importance of time management have been competitive factors, and businesses must act by integrating various transportation systems. As a result, control of transportation systems has become an important factor. Companies have considered transportation as strategically important in order to maintain the speed of their activities and avoid losing their market share.

As a result of the never-ending drive to maintain competitiveness, the field of “*logistics management*” has emerged, which includes all stages of transportation.

Logistics costs are a significant part of many companies’ expenses, so many businesses have long explored using external resources to reduce logistics costs. In a globalized world, everyone has become a potential buyer, every company has become a potential supplier, and even medium-sized companies have the chance to find a customer or supplier in every country. The aim of purchasing is to supply cheap raw materials with the fastest and lowest costs, and the end goal is to find the shortest and most cost-effective way to sell products to the whole world.

While each country has become a potential market, supply and sales opportunities between countries have resulted in the need for logistics, allowing the logistics industry to reach growth rates of up to 20% each year.

With the supply chain becoming more important, supply chain departments within companies were created, while logistics companies started to provide complete service solutions from planning to stock management. With all of these developments, a complete logistics and supply chain management industry has emerged and is booming.

2.2.2 Importance of English for Logistics

English is essential and benchmark in the day to day business world. In many sectors, it is not only a differential, but a requirement.

In Logistics, many of the terms and concepts used daily are expressed in English. For the logistics specialist, it is essential to be able to communicate in English, understand the words and acronyms cited and used in the industry.

We know that the logistics function is the management of information and everything that encompasses the movement of products and services of companies. And these, to improve their processes and be more competitive.

In logistics as in international trade, every day that passes, we realize that the economy is more interconnected worldwide. And with this, logistics professionals need to be prepared to coordinate negotiations, communicate verbally or orally and be able to interpret the documentation involved in the transportation of goods, such as insurance contracts and customs information that are commonly found in English.

Logistics as international trade has a vocabulary of technical English and increasingly complete. Some companies even require more than one foreign language, because they consider English compulsory.

International trade as Logistics for export and import in our country is developing more and more in recent times. And as requirements increase due to the importance of the business, we must be prepared to follow the movement, the changes in the area and take advantage of the opportunities that appear to maximize the entire logistics chain, reduce costs, increase productivity, save time and Security in different types of trade and markets.

Logistics will be trained and able to be more professional to work with accurate information and understand the needs and expectations of customers and the markets in which it operates, especially when they are in English.

2.2.3 Types of vocabulary in English for Logistics

Specialized vocabulary in Logistics is divided into different groups, with different purposes. There are some typical groups with examples which are elaborated below:

a. Vocabulary for documents:

There are numerous documents involved in International Trade and Logistics: commercial documents, financial documents, insurance documents, and more. Here let's look at some of the common documents used for transport in global supply chain management.

- ***Delivery Order (D/O)***: A Delivery Order (D/O) is a document from a consignee, an owner or an agent of a freight carrier that orders the release of the transportation of cargo to another party. This written order allows for the direct delivery of goods to a warehouseman, carrier or another person who issues warehouse receipts or Bills of Lading. This document should not be confused with delivery instructions. Delivery Instructions provide specific details to carriers regarding the arrangement made by the forwarder to deliver the merchandise to a particular destination.

- ***Bill of Lading (B/L)***: A Bill of Lading is evidence that there is a contract between a shipper of goods and a carrier. The customer typically needs this original copy as proof and in order to take ownership of the goods. This document includes the conditions under which the transportation was conducted and acts as a receipt. This document may be endorsed or transferred to a third party even while goods are in transit.

- ***Packing Note or List***: Just like the Bill of Lading, the packing list is a mandatory document in shipping merchandise via ocean freight. It lists, down to the tiniest of details, information regarding the cargo. This includes weight, volume, and value of not only the overall cargo but also each individual box.

The packing list informs your freight forwarder, importer, customs office, and carrier, of the goods you're sending without needing to physically verify the contents. In the event customs decide to inspect your shipment, the packing list serves to facilitate the process by helping to identify the box or item that raised the alarm. This saves time and reduces the risk of damage to your cargo by avoiding the need to open every single box in your shipment.

b. Vocabulary for occupations in Logistics industry:

- ***Forwarder/freight forwarder:*** The forwarder is the person who organizes shipments according to the plan set by his superiors, ensuring the loading onto the vehicle and selecting the most suitable route to comply with the delivery deadline.
- ***Traffic Planner:*** A Traffic Planner will analyze and interpret transportation data to devise plans and create predictions in order to avoid any congestion issues that may arise. The Traffic Planner will also design survey techniques and research methods in order to collect data that can be analyzed to create traffic forecasts.
- ***Logistics Coordinator:*** A person who works in transportation or warehousing of goods. Processes orders and oversees cycle of order fulfillment. Responsible for making sure supplies, stock, materials, packages, and/or products are processed through the delivery and/or warehouse system efficiently and safely.
- ***Order picker:*** An order picker or orderpicker is defined as a person or a piece of equipment used to pick and deliver material needed for filling orders from storage.

c. Vocabulary for activities in Logistics:

- ***Warehousing:*** Warehousing is the act of storing goods that will be sold or distributed later. While a small, home-based business might be warehousing products in a spare room, basement, or garage, larger businesses typically own or rent space in a building that is specifically designed for storage.
- ***Custom clearance:*** Customs clearance work involves preparation and submission of documentations required to facilitate export or imports into the country, representing client during customs examination, assessment, payment of duty and co taking delivery of cargo from customs after clearance along with documents.

- ***Consolidation warehousing:*** A form of warehousing that pulls together small shipments from a number of suppliers in the same geographical area and combines them into larger, more economical, shipping loads intended for the same area.

- ***Inventory planning:*** The process of determining the optimal quantity and timing of inventory for the purpose of aligning it with sales and production capacity. Inventory planning has a direct impact a company's cash flow and profit margins especially for smaller businesses that rely upon a quick turnover of goods or materials.

d. Vocabulary for facilities in Logistics:

- ***Distribution center:*** Distribution centers are a key part of the distribution chain for products, order fulfillment, and storing produced goods prior to their shipment to wholesale, retail or customers.

- ***Bonded warehouse:*** A bonded warehouse, or bond, is a building or other secured area in which dutiable goods may be stored, manipulated, or undergo manufacturing operations without payment of duty. It may be managed by the state or by private enterprise. In the latter case a customs bond must be posted with the government.

- ***Terminal:*** A Terminal is an area or location which serves as a pathway for handling transport process (loading and/or unloading cargo) or it can also act as a transfer point for passengers.

e. Vocabulary for equipment in Logistics:

- ***Forklift truck:*** A forklift is a motorized (e.g., engine) cargo handling and transportation vehicle that is equipped with device (e.g., fork or ram) to load cargo from the front and a mast that moves the device up and down.

- ***Gantry crane:*** gantry crane is a crane built atop a gantry, which is a structure used to straddle an object or workspace. They can range from enormous "full" gantry cranes, capable of lifting some of the heaviest loads in the world, to small shop cranes, used for tasks such as lifting automobile engines out of vehicles. They are also called portal cranes, the "*portal*" being the empty space straddled by the gantry.

- ***Reach stacker:*** A Reach Stacker is a hoisting device for stacking, loading or unloading containers in small or medium-sized ports that is able to transport a container short distances very quickly.

CHAPTER 3: RESEARCH FINDINGS

This chapter is implemented with the research method in this study. It is included research questions, participants of this study, research instrument, data collection as well as data analysis.

3.1 Participants and the samples

With the aim of completing the research, the researcher will need a group of participants called the population of the study. In this study, junior of International Business & Logistics Department at Vietnam Maritime University will be the population.

According to Ary et al. (2010), to have a sample for research, we choose a small part or a portion of that population. Sample is always smaller than population. In period of taking sample, we select about 10 or 15 percent of the total population to save time and make it easy convenient for participants to answer. Moreover, in selecting the sample, the researcher uses random method when choosing sample.

The researcher selected 100 students randomly. They are requested to complete a survey questionnaire. After the questionnaire survey, the related interviews are conducted with 20 randomly-chosen students who are studying as an Logistics third year Vietnam Maritime University from the above 100 students of K08, specifically students of IBL0801, IBL0802 to participate in the interview. A large of number of them has learnt English for at least 7 years (4 years at secondary school and 3 years at high school). However, their English backgrounds are quite similar because of being influence of curriculum of English for high schools students in the past, students did not have many chances to practice four English skills. Thus, when entering VMU, their English levels were limited and they have to face up with many difficulties in studying. Especially, they have totally recognized their difficulties, knowledge limitation, and the shortage of learning skills, needs and attitudes related to learning English vocabulary, especially specialized English vocabulary, or even the way they use to comprehend specialized English vocabulary in their learning process.

3.2 Instruments

The present study uses questionnaire and interview as two instruments to collect quantitative data and qualitative information, to find out the student's response to the above two questions. And then, based on the analysis of the results of the study, related suggestions for improving specialized English vocabulary learning are proposed accordingly. The brief descriptions of each instrument are present as follows:

3.2.1 The survey questionnaire

This question contains three sections:

- ▶ Section 1 involves instructions in the questionnaire and asked about every respondent's general personal information including the gender; age and how many years they have learned English. The questions in this part were in the form of check list items.
- ▶ Section 2: aims at finding out the student's attitudes towards learning specialized English vocabulary.
- ▶ Section 3: constitutes the main body of the questionnaire that involves various specialized English vocabulary learning techniques. It is divided into three major techniques parts. Each of techniques was again subdivided into several specific micro techniques. The 14 similar questions of 14 different techniques referred below table.

3.2.2 Interviews

After the questionnaire survey, the related interviews are conducted with randomly chosen the third year Logistics major students. The interview consists of questions related to the student's response to the questionnaire such as "*Have you ever made any specialized English vocabulary study plan?*", "*What kind of techniques do you adopt in learning specialized English vocabulary?*" And how do that techniques affect your specialized English vocabulary master?

3.3 Data collection

This section explains all of processes that are related to get information to find out the solutions for the statement problems. The steps of collecting the data in this study are as follows:

- Explaining about the questionnaires to the students. The researcher explains the items clearly to avoid misunderstanding.
- Giving instruction to the students to fill out the questionnaires.
- Collecting the student's questionnaires.

3.4 The results of the questionnaire and data analysis

The next step after the researcher collects the data is analyzing the data.

There are some steps in analyzing the data. They are presented as follows:

- Reading and identifying the questionnaires that had been answered.
- Classifying the result of the questions
- Composing tables to classify student's problems and techniques used based on the questionnaires.
- Calculating the result taken from the student's answer based on the tables and charts.
- Going to conclusion based on the data analysis.

To complete this part of the study, the researcher analyzed the data based on questionnaires and then made conclusions. The figures are given through questions and charts.

The answer was found after the researcher analyzed the results of the following charts and tables:

Characteristic	Frequency	Percentage
Gender		
Female	55	55%
Male	45	45%
Total	100	100%
Year of English learning		
5 years	0	0
6 years	0	0
7 years	2	10
Over 7 years	18	90
Total	20	100

Table 1: The respondents general information

From Table 1, 45 percent of the respondents were female. The majority of students (90%) have studied English more than 7 years.

3.4.1 The reasons to learn specialized English vocabulary

- To find out the reasons have influence on the interested in learning specialized English vocabulary, the 2rd question of questionnaire will show the importance of learning it..

Question 2: Why do you want to learn ESP?

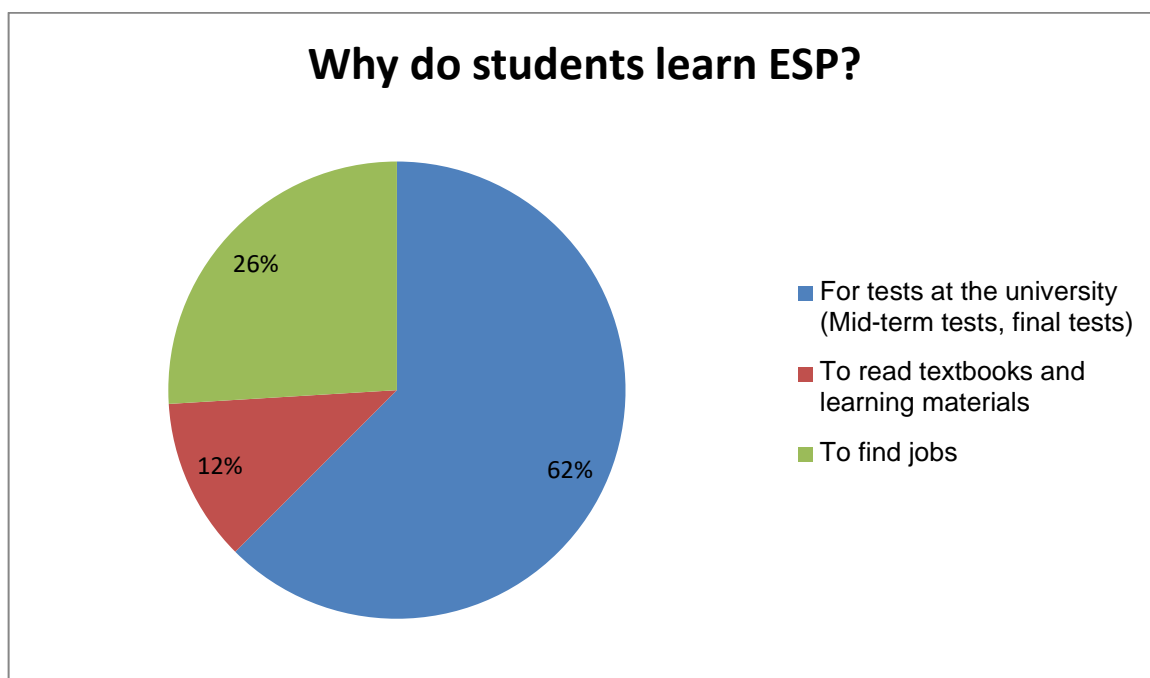


Chart 1: The importance of specialized vocabulary

The chart shows that it is necessary for students to learn and improve specialized vocabulary because of above reasons. The majority of students (62%) learn specialized vocabulary to help them pass the tests such as mid-term tests, final tests and prepare for future internships and dissertation. 26% of them wants to improve their specialized English lexical resource to find a suitable job after graduation, while the other 12% wants better comprehension when reading textbooks and materials related to Logistics. In conclusion, for the students, learning specialized English vocabulary is really an important and necessary skill to gain their reasonable aims. This chart shows that most of students at International Business & Logistics at VMU claim that learning specialized English vocabulary skill plays an important role in learning English with a lot of fields in life.

3.4.2 Difficulties in learning English vocabulary of third-year Logistics majors in classes at VMU.

Question 3: *In your opinion, learning specialized English lexical resource is difficult or easy?*

Very difficult	Difficult	Normal	Easy
20%	48%	21.5%	8.5%

Table 2: Student's opinion on level of difficult in learning specialized vocabulary

It can be seen obviously in the table that specialized English vocabulary is difficult to learn for students. A relatively high percentage of respondents choose the second option "Difficult" with 48% and the first option "Very difficult" with 20%, against 21,5% and 8.5% respectively for the third and last option. The difficulty is made from some majors obstacles listed in the next question. From the result of questionnaire, it was found that almost all of the students have difficulties in remembering exactly the meaning of the specialized terms, how to use them in the right context and, and fully understand and distinguish between different terms. The fact that the exact meaning of a specialized term can not be found in a conventional dictionary was one of causes of student's difficulties in learning specialized lexical resource. In additions, the students found difficulties in choosing the appropriate meaning of the words, for example sometimes they overlap the meaning of the terms such as use "customs brokerage" and "customs declaration". The students also still confuse in using the word based on the context. Then, the students also still confuse when they encounter sophisticated abbreviated terms such as RFID (Radio Frequency Identification) or CPFR (Collaborative Planning and Forecasting Replenishment). Lastly, students are also struggling in spelling and pronunciation of such sophisticated terms.

Question 4: *How often do you have problems in learning ESP?*

Always	Sometimes	Rarely	Never
67%	28%	5%	0%

Table 3: *How often Students have problems in learning ESP*

Surprisingly, the chart shows that most students (67%) always have to face up problems in learning ESP. They get trouble in remembering and using specialized terms. Some of them only sometimes get in this trouble (28%). Moreover only a small part of them rarely feel difficult in learning ESP (5%). In fact, as what can be seen by the observation, the learners who confirm that it is easy to learn the lexical resource are the best students and students in urban have condition of learning English in English centers or international schools.

Question 5: *What kinds of English vocabulary text do you often face new specialized vocabularies? (Put the tick in your choice)*

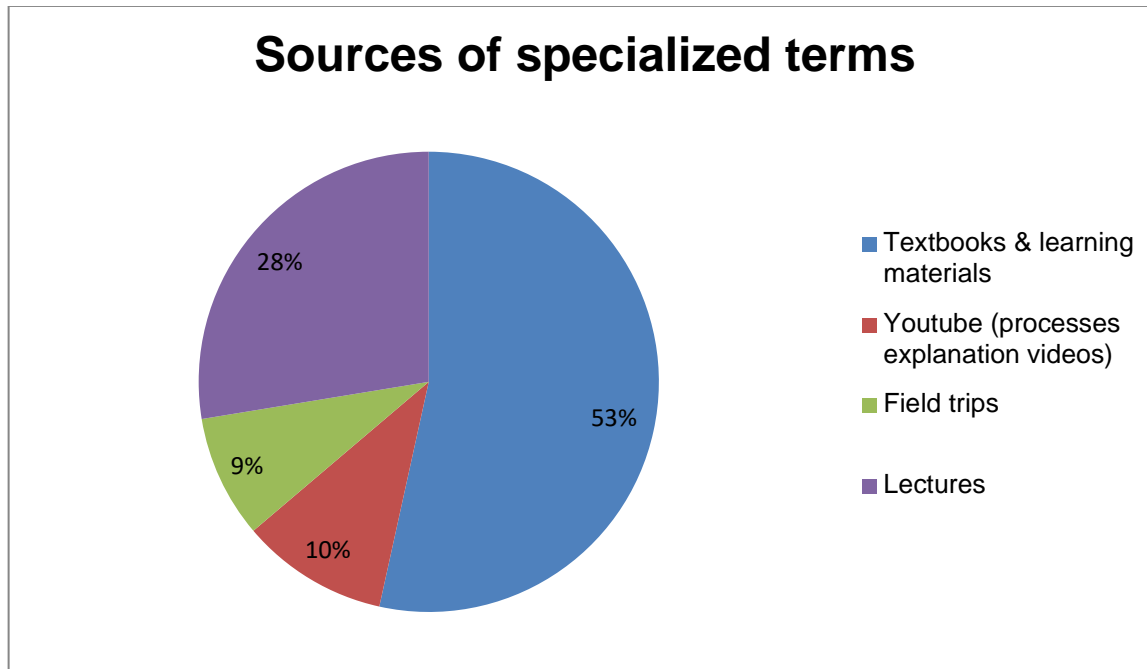


Chart 2: *Which materials students often face specialized English vocabulary?*

This table shows the frequency of use of a discovery-place technique in third year Logistics major students. There are different types of text which students often meet the specialized words and terms. This information also tells us that

students often meet new specialized words in textbooks and other learning materials such as presentations. Moreover, during lectures, students also find new specialized terms which make them feel confused if there was no detailed explanations from lecturers. But they rarely find new lexical resource during their field trips and internships (9%), and when using YouTube for visualized explanation on processes of operation. (10%). Knowing this also suggests which learning techniques is being done by students or what students did or did not do to improve their specialized vocabulary.

Question 6: Difficulties in learning specialized English lexical resource of third-year Logistics majors in classes at VMU

This part shows the difficulties and problems that students are suffering in learn English lexical resource.

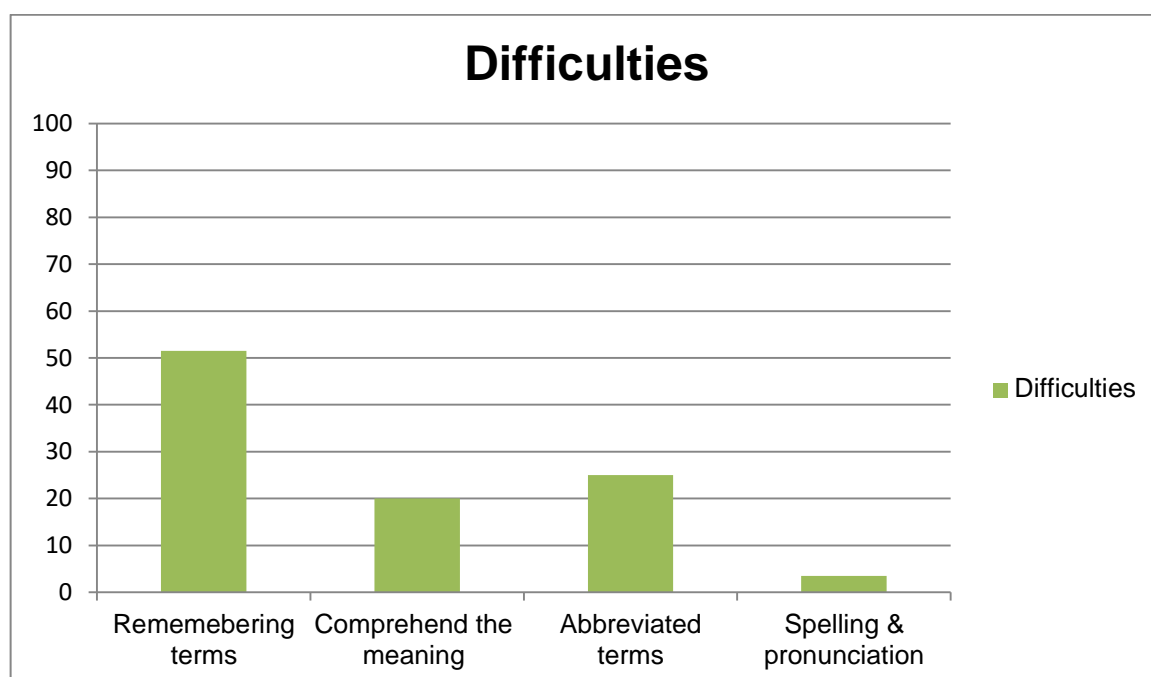


Chart 3: Difficulties in learning ESP of third-year Logistics majors at VMU

- Remembering new specialized terms:

This problem has occupied top of the results according students' answers. More than 50% of the students have difficulties in remembering many new and sophisticated terms which they have learnt at university. Many questioned students responded that they find it difficult to remember so many different

terms on a variety of topics related to their field. For example, Truong Anh Thang of IBL0801 said : *“Sometimes, I feel frustrated when learning ESP because I can not remember so many terms and using them effectively in my tests, then it affects my score at school”*.

- *Specialized terms comprehension:*

Students often find it confusing when in they were asked to explain such terms or use them to write specialized essays or assignments, or delivering speeches for their presentation sessions. Fundamentally, students said it is hard for them to fully understand the meaning of the terms. Due to lack of comprehension, they often find it hard to differentiate terms which has quite similar meaning but basically different. An evidence of that is as follows: Pham Huyen My IBL0801 said: *“Initially, when I first started to learn English for Logistics, I usually mistake the term “Logistics” to the term “Supply Chain”. It took me a while to fully comprehend the basic difference between those terms, but the more I learn, the more difficult it is to understand such sophisticated terms. That’s why doing specialized assignments is always an unpleasant task for me, because they require a huge amount of specialized vocabulary in order to explain a process or describing an equipment.”*

- *Abbreviated terms:*

This difficulty presented results less than the first one, as these problems led the students to unsatisfied performance through the test. 25% mentions that they have suffered from confusion when encountering abbreviated terms in their lessons and tests. According to students, it is difficult for them not only to remember what does those abbreviated letters stand for, but also to understand the meaning of that abbreviated terms. For example, Bui Duc Quang IBL0802 said: *“ Sometimes, I don’t even know what are those abbreviations stand for, for instance I only know “RFID” is a system for warehousing, but if you ask me to write the full terms from its abbreviation, I can’t do it”*. Or Doan Hai Dang IBL0802 said: *“ Until now, I’m still unable to remember the what is the meaning of the term “NVOCC” and what it stands for”*. Evidently, learning abbreviated terms is a struggle for students in learning ESP.

- Spelling and pronunciation:

The results of pronunciation difficulties seemed to be less than all previously mentioned problems. Merely 5% student mentions that they have suffered of pronunciation problems. An evidence of that is as follows: Dao Nguyen Sinh Cong IBL0801 said: "*I have a problem in pronunciation of some words*".

Question 7: The factors affecting students' interest in learning specialized English vocabulary.

Good teaching and learning method	Adequate and modern techniques	Existing activities
53%	25.5%	21.5%

Table 4: Factors motivating students to learn the specialized vocabulary

It is easy from the above table that the most influential factor to the students' motivation is the good teaching method. 53% of the students affirm that. So teaching method is the first element that all the students should renovate and notice in teaching methods and any skills, not only for learning vocabulary. The next factor that many students find interested is the existing activities. 21.5% of the learners define the existing activities motivate them a lot to learn better and develop better. Learning specialized vocabulary through activities is a positive and awesome experience and method to the younger. And need of the adequate and modern techniques are an amazing number (25.5%). It can be concluded that the factors affecting to the interest in learning specialized vocabulary refers to the methods, rules, rules, approaches, steps and actions used by students to improve the efficiency of learning ESP.

3.4.3 Third-year Logistics students real situations of learning specialized English vocabulary at VMU

The data are analyzed in this part of the study in the below tables which show the responses for the questions in the questionnaires. Besides, the first question in the questionnaires brings a result that according to student's opinion, learning specialized English vocabulary is critical to them.

Question 1: What do you think about the importance of specialized English lexical resource?

Very important	Important	Quite important	Not important
53%	35.5%	11.5%	0%

Table 5: Student's opinion about the importance of specialized English vocabulary

It can be seen obviously in the table, most respondents (53%) totally agree on the importance of acquiring specialized English vocabulary. Moreover, the number of learners who agree that learning specialized English lexical resource is important (35.5%) and (11.5%) feel learning ESP is quite important. There is no denying that specialized English vocabulary is important, nowadays. In fact, as what can be seen by the observation, the students who confirm that it is easy to express the exact meaning he/ she wants to or to access to the knowledge when they owned a large of number of specialized vocabulary. Most students, too, acknowledge the importance of specialized vocabulary acquisition. For them, the knowledge of word meanings and the ability to access that knowledge efficiently are recognized as important factors in reading and listening comprehension (in the mid-term test and the final test), speaking and writing fluency (in-class discussion). This is some of the reasons indicate that learning ESP is important. Whether other reasons can still make the students feel that specialized English vocabulary is important to them. This matter was clarified by the next table which showed the reasons that ESP is important.

Question 2: Does the difficulties of specialized vocabulary affect the progress in your study at the university ?

Strongly agree	Agree	No opinion	Disagree	Strongly disagree
30%	53.3%	13.3%	3.3%	0%

Table 6: Students opinions about effects of ESP to their progress

The students highly agreed that specialized vocabulary affects their progress in the study. Totally 83.3% of the respondents pointed out that they if they had better understanding of specialized vocabulary, their score for specialized course would have been higher and their GPA would have been better. For example, Tran Viet Thang IBL0801 said: *“I could have done my assignments easier and better if I had a better understanding of specialized vocabulary. Moreover, my score for presentations is usually poor because I can not explain some specialized terms in a comprehensive way”*. This means that students should pay more aware of the significance of the specialized vocabulary in their courses, and find out more techniques to cope with these difficulties.

3.4.4 Suggested techniques to improve specialized English vocabulary

There are effective methods and useful strategies that can be taken to help students learn specialized vocabulary independently.

The 14 similar questions of 14 different techniques referred below table. To each statement, the participants are also asked to rate on a five point scale with “1” means never or almost never true. “2” stands for “usually not true” “3” means sometime true for me. “4” stands for “usually true for me. “5” represents “always or almost true. And the average of the choice indicates which kinds of learning techniques students tend to use. This section aims at seeking for current techniques of learning specialized vocabulary of third-year Logistics major students at Vietnam Maritime University.

No	Techniques	1	2	3	4	5
1	Word lists	0%	22.5%	21.55%	27.63%	28.32%
2	Flashcards	0%	7.3%	11.5%	42%	39.2%
3	Words grouping	0%	13%	25.3%	26.5%	35.2%
4	Word of concept association	0%	12%	13.7%	15.2%	59.1%
5	Semantic feature analysis	0%	6.5%	20%	35%	38.5%
6	Visual imagery	0%	0%	18%	19.6%	62.4%
7	Aural imagery	0%	0%	18%	25%	57%
8	Key word	0%	10.2%	19.5%	27.1%	43.2%
9	Peg method	0%	20%	45%	18.5%	16.5%
10	Semantic work map	0%	19.5%	21%	32%	27.5%
11	Listening	0%	10%	22%	34%	34%
12	Speaking	0%	13%	32%	20%	35%
13	Reading	0%	5%	18%	40%	37%
14	Writing	0%	35%	8%	37%	20%

Table 7: Suggested techniques

As it has been illustrated in the table, in the first techniques group, flashcards rank more popular than word lists, which suggested the subjects are all positive with regard to identifying important to be learned terms and thus arousing their consciousness to acquire these terms. Word lists are also popular one which illustrates that most students used to make vocabulary learning plan in advance.

With regard to second techniques, according to above table, it is clearly that Visual imagery ranks the highest among all the second techniques. Students prefer to guess words through seeing pictures or clip arts. They mention that it was easy for them to remember the specialized vocabulary in English with drawings and even sounds.

The next preferred technique is word of concept association. Students prefer to guess words according to the meaning of the related sentence and to guess by

analyzing word parts and structures than guess by interrelationship of sentence or combine guessing with looking up on the internet. So, word of concept association technique is also favored by the students. Because, the students prefer to associate vocabularies by word structure and by using keyword technique. On the other hand, much of them never like associating by form and spelling. Furthermore, this technique encourages students to take risks and guess the meanings of words they do not know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of terms when they are on their own. There are many clues learners can use to establish meanings for themselves, such as illustrations, similarity of spelling or sound in the mother tongue, and general knowledge (Walters, 2004).

The students widely employ reading technique. The most popular materials for them are newspapers, text books, electronic information, and other materials and so on...The reason is that these kinds of materials are easily found in their daily life and they choose watching YouTube for visualized explanation of specialized process or operations because this is a recreational way for young learners to acquire specialized lexical resource.

Besides, a technique which is favoured by students in this category is “speaking” because third-year students are usually have presentations which require their them to have a good speaking skill and giving explanation using Logistics terms, and they also have to participate in group discussion in class. But, Speaking ranks the third position in the third technique group which suggests that these techniques are not much adopted by them. Based on the interview with the students, group discussion in class is still a difficult step in faculty of Logistics, for most students do not want to speak at all. What they accustomed to learn lessons is just to listen to the teacher and write what the teacher emphasized. Although, if they have the desire to speak, they do not know how to express themselves frequently and sometimes felt embarrassed when they communicate, or when they want further explanation of such difficult terms.

Apart from word of concept association, flashcards, visual imagery..., mind maps was evaluated by students. They are a wonderful tool to attract and help students learn specialized and academic vocabulary.

The interviewee reported, for instance, this student often spends one or half an hours on specialized vocabulary every day, and learn academic vocabularies, but she could not remember all the newly learnt vocabulary. With fuzzy idea off techniques, some of the students are lack of clear objectives, or effective techniques and plans for vocabulary learning, the interview reveals. Hereby, they just learn it mechanically.

CHAPTER 4: CONCLUSION AND RECOMMENDATIONS.

This chapter will deal with a summary of the major findings, limitations of the study and some suggestions for further studies.

4.1. Summary of the study

To reach what the author aims at this study, the study is divided into four chapters with their own purposes. The first chapter introduces overview of study. The second chapter briefly covers the theories relating to the study. The third chapter presents the research methodology and author's findings of the approach to learning vocabulary techniques in ESP study through the questionnaire and interviews. This chapter also helps the author find the answers for two research questions stated in the introduction. The last chapter are some recommendations and suggestions to improve techniques of learning specialized English vocabulary techniques for third-year Logistics majors in VMU.

4.2. Limitations of the study.

Although the study has certain strong points such as collection methods, namely interviews, survey questionnaires for students, due to limited time, lack of sources, the researcher's ability and other unexpected factors, it is obvious that the study has got a number of short-comings.

First of all, due to the limited of time, experience to some extent, the researcher could not conduct other methods such as classroom observation which can make the obtained results more reliable. So, a 35-40 page research is unable to wrap up all aspects of learning specialized vocabulary techniques and present every point in detail. There are several points that I have desired to mention before getting to work on my research. Nonetheless, I have to leave them behind due to the scope and limited time of the research.

Secondly, due to the limitation of scope of the study, the researchers only focus on the third-year students in International Business & Logistics Department, VMU. Therefore, the result of the study can't be generalized. Besides, the researcher could not cover all the aspects of difficulties.

In addition, the techniques suggested in this research are selected from different reliable but limited sources.

In spite of the mentioned limitations, I hope that this exploratory research will contribute to the better situation of teaching and learning ESP in Vietnam Maritime University.

4.3. Suggestions for the further study.

Because of the limitation, this study could not cover all of aspects of the study. Besides, the study only focuses on difficulties for only third-year students in International Business & Logistics Department in order to help them improve their learning of ESP. Moreover, for the further studies, to get better results, the researcher should invite more participants and the data collection method. Together with using survey questionnaires and interviews, observation is also necessary to get more persuasive conclusions.

All in all, despite the study can avoid to the limitation, the research has been completed under the guiding of the supervisor and self-effort. Any comments and criticism will be highly appreciated for better further study.

4.4. Recommendations

Specialized vocabulary is critical for learners in order to acquire the knowledge of their major and therefore, specialized vocabulary learning becomes an essential and vital part in language learning. In fact, ESP needs vary with different stages of learners, thus learners of higher level will certainly have a higher need for vocabulary. Conversely, sometimes those learners who spend less time achieves more in specialized vocabulary learning, thus it is important to adopt a proper vocabulary techniques. It can be found out from the questionnaire in this study that most students do not know much effective learning techniques in specialized English vocabulary acquisition. Students frequently apply rote learning to specialized English vocabulary, which wastes much learning time on vocabulary memorization and without an enough, solid and well-founded vocabulary base, students could not master ESP and achieve better results, or higher score in their tests or to perform well in their future

career. Therefore, it, firstly, is urgent for teachers in the university to develop students' awareness of using vocabulary learning techniques, to encourage them to make plans for vocabulary learning and to help them develop techniques to evaluate and check their learning outcomes, stimulating students to become autonomous ESP learners. On the other hand, just as Oxford (1990) argued that learners should be taught how to continue to improve their specialized lexical resource on their own by reaching them appropriate vocabulary learning techniques in contrast to simply letting students learn the vocabulary learning techniques, hereby, English teachers are advised to use frequently-used and effective learning techniques to help students with their specialized vocabulary learning.

To sum up, the results of this study shows the common point of the students who have a good learning efficiency. They are willing to use several kinds of learning methods, and they have a good learning habit and positive attitude toward ESP. This study gets learning techniques used by efficient learners, they are, listening and reading, learning words in sentence, using bilingual dictionary, reading materials of their major in English, studying the spelling, using word lists or flashcards, words grouping, semantic work map, key word, or combine visual imagery and aural imagery, and word of concept association, using a etc... Moreover, learners should try to engage more in classes, have discussions with their professors for further explanation of complex terms and definitions. In addition, two common characteristic of the efficient learners, they are, having interest in learning and having a goal. Thus, students with a positive attitude, using those methods frequently and keeping a good learning habit can lead to a better learning efficiency. Vocabulary learning result is directly related to students' own effort. It's even more important for students to enhance the ability of specialized vocabulary learning. Now as the science and technology is developing, many a useful learning methods coming into being. For these reasons, getting familiar with the vocabulary learning techniques and making them useful in their actual vocabulary learning activities, both in and out of class is of top priority.

CONCLUSION

In general, this research has been carried out with the purpose of investigating some common difficulties that third-year Logistics major students at Vietnam Maritime University must face up in learning specialized English vocabulary, as well as highlight the importance of specialized vocabulary and learning techniques in ESP learning.

Through some parts of this study, there are effective methods and useful techniques that can be taken to help students learn new specialized vocabulary independently and effectively. Word-learning techniques, making up a major portion of generative word knowledge, are steps taken in order to discover or understand the meaning of sophisticated terms.

Moreover, Ruddell (1986) stated that motivation and desire to learn new words is a factor contributing to effective specialized vocabulary learning. In addition to interesting activities, clear learning objectives, and well organized instructional plans, learners' understanding of the academic and personal value of ESP knowledge can foster this motivation.

In spite of the limit of knowledge, I have completed this study with the hope that other people can read, check, and know how to learn specialized English vocabulary well. Any further comments and contributions for perfection of this paper are highly appreciated.

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APPENDIX

SURVEY QUESTIONNAIRE

This survey questionnaire is designed for my graduation paper namely: “Studies on techniques to learn and improve specialized English vocabulary for the third-year Logistics major students at Vietnam Maritime University”. In completing these questions, please choose the answer by circling the letter next to your choice, ticking off the items in a checklist. All your personal information as well as your answers will be kept confidential and not be used for the other purposes.

Thank you for your help!

1) Personal Information

1. Your gender/ sex: A. Male B. Female
2. Which year are you in?

- A: 1st year
- B: 2nd year
- C: 3rd year
- D: 4th year

3. How long have you been learning English? :
.....

2) What do you think about the importance of English for specific purpose ?

- A: Very important
- B: Important
- C: Quite important
- D: Not important

3) In your opinion, learning specialized English vocabulary is:

A: Very difficult

B: Difficult

C: Quite difficult

D: Not difficult

4) The factors affecting to the interest in learning ESP.

A. Good teaching and learning method

B. Adequate and modern techniques

C. Existing activities

5) Why do you want to learn specialized English vocabulary?

A. Tests (mid-term test, final test)

B. To read textbooks and learning materials

C. Finding a job

D. Others

6) How often do you have problems in learning ESP ?

A: Always

B: Sometimes

C: Rarely

D: Never

7) Which kind of difficulties do you have in learning specialized English vocabulary?

A: Remembering terms

B: Comprehension of the meaning

C: Abbreviated terms

D: Spelling & pronunciation

E: Others

8) When do you usually meet specialized English vocabulary ? (Put the tick in your choice)

Sources of specialized English vocabulary	Never	Rarely	Sometimes	Often	Always
1. Textbooks & learning materials					
2. YouTube (process explanation videos)					
3. Field trips/internships					
4. Lectures					
Others					

9) What are the techniques do you usually use to learn specialized English vocabulary ?

No	Techniques	1	2	3	4	5
1	Word lists					
2	Flashcards					
3	Words grouping					
4	Word of concept association					
5	Semantic feature analysis					
6	Visual imagery					
7	Aural imagery					
8	Key word					
9	Peg method					
10	Semantic work map					
11	Listening					
12	Speaking					
13	Reading					
14	Writing					

* Note: 1. Never or almost never true

2. Usually not true

3. Sometime true for me

4. Usually true for me

5. Always or almost true

Thank you very much for your cooperation !