

Нгуен Тхи Тхиен Чанг

Вьетнамский национальный университет

лесного хозяйства (VNUF), Вьетнам

**ИССЛЕДОВАНИЕ ПОТРЕБНОСТЕЙ В АНГЛИЙСКОМ ЯЗЫКЕ У
СТУДЕНТОВ ДЕРЕВООБРАБОТКИ ВО ВЬЕТНАМЕ**

Аннотация: В условиях глобальной интеграции владение английским языком стало необходимым для студентов технических специальностей, включая деревообработку. Данное исследование направлено на выявление потребностей студентов деревообработки во Вьетнаме в изучении английского языка и формулирование рекомендаций для разработки курсов английского языка для специальных целей (ESP). В работе использован смешанный метод, включающий анкетирование 120 студентов и интервью с 10 представителями отрасли. Результаты показывают, что наиболее важными навыками являются чтение технической документации и понимание специализированной лексики, за которыми следует устная речь для профессионального общения. Однако существующие курсы английского языка в основном носят общий характер и недостаточно эффективно удовлетворяют данные потребности. В исследовании рекомендуется включать в курсы ESP аутентичные материалы, обучение на основе задач и виды деятельности, ориентированные на профессиональное общение.

Ключевые слова: ESP, анализ потребностей, деревообработка, обучение английскому языку, Вьетнам

Nguyen Thi Thien Trang

Vietnam National University of Forestry, Vietnam (VNUF)

**A STUDY ON ENGLISH LANGUAGE REQUIREMENTS FOR WOOD
PROCESSING STUDENTS IN VIETNAM**

Abstract: *In the context of global integration, English proficiency has become essential for students in technical fields, including wood processing. This study investigates the English language needs of wood processing students in Vietnam and proposes implications for English for Specific Purposes (ESP) course design. A mixed-method approach was employed, involving a questionnaire survey of 120 students and interviews with 10 industry representatives. The findings indicate that reading technical documents and understanding specialized vocabulary are the most important skills, followed by speaking for workplace communication. However, current English courses remain largely general and fail to meet these needs effectively. The study recommends incorporating authentic materials, task-based learning, and industry-oriented communication activities into ESP courses.*

Keywords: *ESP, needs analysis, wood processing, English education, Vietnam*

1. Introduction

Vietnam's wood processing industry has grown rapidly and plays a key role in the country's export economy. As integration into global markets increases, the demand for English proficiency in professional contexts has risen significantly. For wood processing students, English serves as a tool for accessing technical knowledge and communicating in international environments (Hyland, 2006).

Despite this, English instruction in many universities remains general and does not adequately address the specific needs of technical students. This mismatch may reduce graduates' workplace readiness. Therefore, conducting a needs analysis is essential for designing effective ESP courses (Long, 2005).

This study aims to (1) identify students' English language needs and (2) suggest improvements for ESP course design.

2. Literature Review

2.1. English for Specific Purposes (ESP)

ESP focuses on learners' specific academic and professional needs. Hutchinson and Waters (1987) emphasize that ESP is defined by learners' purposes, while Dudley-Evans and St John (1998) highlight the importance of needs-based course design.

2.2. Needs Analysis in ESP

Needs analysis identifies what learners need to do in real situations and how they can achieve those skills (Hutchinson & Waters, 1987). It ensures course relevance and effectiveness (Long, 2005).

2.3. English in Technical Education

English in technical fields is mainly used for reading manuals, understanding instructions, and workplace communication. Students often face difficulties with specialized vocabulary and practical communication (Nation, 2001; Basturkmen, 2010).

3. Methodology

3.1. Research Design

This study employed a mixed-method approach combining quantitative and qualitative data, which is commonly used in ESP research to ensure comprehensive analysis (Creswell, 2014).

3.2. Participants

The participants included 120 undergraduate students majoring in wood processing and 10 industry stakeholders (managers and engineers), which provides both academic and professional perspectives (Long, 2005).

3.3. Data Collection and Analysis

Data were collected through questionnaires and interviews. Quantitative data were analyzed using descriptive statistics, while qualitative data were analyzed thematically.

4. Results and Discussion

4.1. Importance of English Skills

Table 1. Importance of English Skills (n = 120)

Skill	Mean	SD	Level
Reading	4.45	0.62	Very High
Vocabulary	4.38	0.67	Very High
Speaking	4.02	0.71	High
Writing	3.65	0.75	Medium
Listening	3.42	0.80	Medium

Reading (Mean = 4.45) and specialized vocabulary (Mean = 4.38) were rated as the most important skills, followed by speaking (Mean = 4.02). Writing and listening were considered less important. This reflects the importance of accessing technical materials.

4.2. Purposes of English Use

Table 2. Purposes of English Use

Purpose	Percentage
Reading technical documents	82%
Searching for professional information	76%
Communicating with foreign partners	65%
Writing technical reports	48%
Giving presentations	42%

Students mainly use English for reading technical documents (82%), searching for professional information (76%), and communicating with foreign partners (65%). Writing reports and giving presentations are less frequent.

4.3. Difficulties Faced by Students

Table 3. Major Difficulties

Difficulty	Percentage
Lack of specialized vocabulary	78%
Difficulty understanding documents	72%
Limited practice opportunities	64%

Difficulty	Percentage
Lack of confidence in speaking	58%
Inappropriate learning methods	51%

The main challenges include lack of specialized vocabulary (78%), difficulty understanding documents (72%), and limited opportunities for practice (64%). Many students also lack confidence in speaking.

4.4. Evaluation of Current English Courses

Table 4. Students' Satisfaction

Criteria	Mean	Level
Relevance to major	2.85	Low
Practical applicability	2.90	Low
Teaching methods	3.20	Medium
Learning materials	2.75	Low

Students reported low satisfaction with course relevance (Mean = 2.85) and practical applicability (Mean = 2.90), indicating a gap between teaching content and real needs.

4.5. Industry Perspectives

Employers emphasized reading technical documents, basic communication skills, and knowledge of terminology. This confirms the importance of aligning ESP courses with workplace requirements.

5. Implications for ESP Course Design

Based on the findings, ESP courses should:

- Focus on specialized vocabulary;
- Use authentic materials (manuals, catalogs);
- Apply task-based learning approaches;
- Integrate workplace communication activities;
- Strengthen university–industry collaboration.

6. Conclusion

The study highlights the need to align English instruction with the specific requirements of wood processing students. Reading skills and specialized vocabulary are the most critical, along with practical communication abilities. To improve students' employability, universities should develop ESP programs tailored to industry needs.

References

1. Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A learning-centered approach*. Cambridge University Press.
2. Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for Specific Purposes*. Cambridge University Press.
3. Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
4. Basturkmen, H. (2010). *Developing courses in English for specific purposes*. Palgrave Macmillan.
5. Hyland, K. (2006). *English for academic purposes*. Routledge.
6. Long, M. H. (2005). *Second language needs analysis*. Cambridge University Press.
7. Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage.
8. Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press.