

FOREIGN LANGUAGES AND VIETNAMESE

APPLYING TERMINOLOGY PROJECTS IN TEACHING ESP TO SOCIAL WORK STUDENTS

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ABSTRACT: This paper examines the application of terminology projects in teaching ESP to social work students at Vietnam Youth Academy. This study employs an experimental research design involving 52 students from class XH1K11 as the control group and 54 students from class XH2K11 as the experimental group. The pre-test, progress test, post-test, and questionnaire are the main instruments used to collect data to determine the effectiveness of the terminology projects in teaching ESP and evaluate the learners' attitudes about this approach. The research findings show that the terminology project is an effective vocabulary teaching method outside the classroom, significantly improving the ESP learning outcomes of social work students at Vietnam Youth Academy.

KEY WORDS: terminology projects; ESP; social work students; experimental research; terminology.

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1. Introduction

Terminology is the defining factor that distinguishes general English from ESP. Terminology is the backbone of ESP and the most important linguistic knowledge to help learners develop their language skills. Linguistic researchers assume that the correct use of terminology is the most crucial factor in ESP because it facilitates professional communication and exchange of knowledge (Kurtán, 2003; Zauberga, 2005). Using obscure terms can lead to serious communication problems, potentially leading to communication failure (Heltai, 2005).

For ESP students, terminology can be seen as a connecting link between applied linguistics and a specific field of study, such as social work, psychology, law, public relations, etc. Terminology is the study of terms concerned with the compilation, description, and presentation of terms in one or more languages (Cabré 1999, p.10), represented in the form of simple glossaries, terminological dictionaries, or digital databases. Sager (1990, p.26) views terminology simply as a methodological process aimed at collecting and organising terms.

Technical terminology is mainly used by people of three groups: direct users or subject-matter experts who are experts in a specific field, interpreters and translators who act as professional language mediators and terminologists who write glossaries and dictionaries or give advice on terminology-related matters. After graduating, ESP learners can perform both the first two roles of direct users and language mediators and, in certain cases, even the third role comprising terminological research. Thus, teaching and guiding learners on accumulating specialised vocabulary is extremely important and is a task that needs to be strategically incorporated into ESP courses.

In the ESP course for students majoring in social work at Vietnam Youth Academy, all tests and assessments involve the use of terminology. In particular, there are three tests, including presentations throughout the learning process, one mid-term test focusing on vocabulary and reading skills, and one final oral test at the end of the module focusing on translating Vietnamese social work terms into English, translating a paragraph of 100 English words into Vietnamese, and answering an open-ended question using relevant English terms.

According to statistics from the Department of Training and Student Affairs of Vietnam Youth Academy, 43% of social work students achieved scores ≤ 5 in the ESP module in 2022 and 2023. A survey was conducted via Google Forms by the Department of English of Vietnam Youth Academy

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at the end of the ESP module, aiming to find out the difficulties students face in learning ESP. The survey findings revealed that the lack of specialised vocabulary is the biggest barrier to learning the ESP module. Meanwhile, terminology is of paramount importance in highlighting the communicative aspects and functions of terminology and fitting terminological competence into the communicative competence model of language teaching. Specialised terms are always parallel with language skills like listening, speaking, reading, writing, and translating.

Currently, Vietnam Youth Academy's undergraduate social work training program is developed with a modern pedagogical orientation, meeting the practical requirements of industry as well as learners' academic development for future jobs. At the same time, training also aims to build lifelong self-study capacity for students in the future.

For the above reasons, researching and applying terminology projects in ESP courses aim to strengthen students' acquisition of specialised vocabulary, thereby promoting language competencies such as reading, speaking, and translating—the key outcomes of the ESP module in the bachelor's degree program in social work at Vietnam Youth Academy, drawing our research interest.

2. Literature Review

Terminology

Up to now, many scholars and researchers have defined terminology in various ways, reflecting its multifaceted nature. Bowker (2015) views terminology from a broad perspective by describing terminology in terms of its formation and meaning. “Terminology is the discipline concerned with the collection, processing, description and presentation of terms, which are lexical items belonging to a specialised subject field (e.g., medicine, law, engineering, library science or art history)” (Bowker, 2015, p.304).

Sager (1990, pp.2–3) defines terminology as “a field of study, an activity, or a result of terminological activities”. First, as a field of study, the terminology “is an interdisciplinary field of enquiry whose prime object of study is the specialised words occurring in natural language which belong to specific domains of usage” (Cabr , 1999, p.32). These specialised words which belong to a particular subject area and have a defined communicative function are called terms. As an activity, terminology refers to “the set of practices and methods used for the collection, description and presentation of terms” (Sager, 1990, p.3). This set of practices includes analysing relations between concepts, defining concepts, assigning terms to concepts, and storing the resulting terminology data (Tekniikan Sanastokeskus, 1988, p.13). Finally, as a result of terminology research, terminology is understood as “a set of terms of a particular special subject” (Cabr , 1999, p. 32). Sager (1990, p.3) further specified that this set of terms must be “coherent and consistent within itself” and “result from terminological activities”. In other words, terminology, in this sense, is a concrete product of practical terminological work.

Terminology management

Terminology management may be understood differently depending on the context in which it is applied. In a narrow sense, terminology management is defined as the “manipulation of terminological information”, which includes “practical terminology work and the systematic recording and presentation of terminological information” (Wright and Budin 1997, p.1–2). In this way, terminology management refers essentially to the organisation and control of data. However, terminology management is also used in a wider sense, encompassing the “strategic aspects of terminology planning” (Infoterm, 2013). With this perspective, terminology management can be seen as part of a broader strategic language planning initiative. Stefan Kremer et al. (2005, p.282) propose that terminology management is “the sum of the organisational units, processes and instruments that support the creation and management of terms and classifications in a specific subject area”. Kelly and DePalma (2009, p.3) elaborate on the scope of terminology management and state that terminology management “involves the systematic identification, storage, processing, presentation, and search for ... terms by content authors, translators, marketers, and other participants in ... content

supply chain.” This definition emphasises the diverse aspects of terminology management and its importance in numerous professional fields, including technological communication, content development, and translation.

Terminology Projects

Terminology work is often described as a structured project (Nuopponen, 2018; Fähndrich, 2005; Dobrina, 2015; Nykänen, 1999; Suonuuti, 1997). A terminology project is defined as "a project aimed at collecting, developing, analysing and recording the terminology of one or more subject fields" (ISO 15188 2001, p.2). Terminology projects include defined start and end dates, allocated resources, division of responsibilities and that there is a specific goal to achieve (Fähndrich 2005, p. 227; Nykänen 1999, p.62). According to Dobrina (2013, p.12), all terminology projects have two things in common: the purpose and the result. The purpose of a terminology project is to fulfil a particular terminological need of a targeted group of people (who form the target group), and the result of a terminology project is a collection of structured terminological information which can be compiled in a term list or a term bank for future reference and application.

Types of Terminology Projects

On the other hand, Dobrina (2015, pp.182-185) has recognised seven types of terminology projects, which all aim to produce a certain type of terminology resource designed to meet specific terminological needs and objectives and with a specific target user group in mind. The project types are the following: 1) Creating a monolingual resource; 2) Creating a multilingual domain resource; 3) Localising a monolingual mono-domain resource; 4) Adding new languages to an existing translation-oriented terminology resource; 5) Enhancing the terminological quality of a resource; 6) Merging existing resources into a multidomain and/or multilingual resource; 7) Producing terminology on demand (maintaining a terminological query service).

Phases of a Terminology Project

Dobrina (2015, p.181) believes that all these types of projects include three main stages: (1) the preparatory stage - collecting relevant materials, (2) the main stage - completing terminological concept analysis and (3) the presentation phase - presenting the produced terminological information in the form of a structured terminological resource. Nykänen (1999, p.68) outlines the phases of a terminology project on a higher level with five phases: *planning phase* - needs analysis serving as a basis for defining the objectives of the project, finding resources and drawing up a project plan; *starting phase* - the project team is selected, responsibilities are assigned, the project members are trained; *implementation phase* - compiled terminology; review phase - ensuring correct terminology and completion of objectives set out in the project plan; finalisation phase - the terminology is finalised and published in a suitable format.

Suonuuti (1997, p.27) lists the following phases of a terminology project, which are based on ISO standards: 1/Evaluating needs; 2/Determining the target group; 3/Identifying concepts; 4/Collecting and recording data; 5/Establishing the term list; 6/Establishing the concept systems; 7/Formulating definitions; 8/Selection and formation of the terms; 9/Revising the concept diagrams.

3. Methodology

Research setting:

Until now, Vietnam Youth Academy has undergone a university training program in social work for 12 years. This training program aims to meet students' practical work requirements after graduation, in which English is an effective tool in their professional development. Social work students undertake general English modules and ESP modules. English for Social Workers is a compulsory module for second-year students majoring in Social Work at the Vietnam Youth Academy after finishing their general English modules at the B1 level. The ESP module is taught in 60 instructional periods, spreading over 3 months. The central goal of the module is to familiarise students with a volume of common specialised English terms, helping students remember the real language system through a diverse range of exercises. Besides, the module aims to empower students

to read, translate and discuss basic content related to the major, expand specialised knowledge through document exploitation skills, as well as develop teamwork skills, ability to self-study, and self-research competence to support career and lifelong learning process in the future.

Research questions:

1/To what extent do terminology projects help students in ESP learning?; 2/What are students' attitudes towards applying terminology projects in teaching ESP?

Participants:

This is an experimental study conducted with the participation of 106 students from two classes, XH1K11 and XH2K12, majoring in social work at Vietnam Youth Academy. These students have completed the B1 English module. 52 students of class XH1K11 were placed in the control group, and 54 students of class XH2K11 were placed in the experimental group.

Data Instruments:

Pre-test: A pre-test assesses students' English language proficiency before applying the terminology projects. This test is designed with the following main contents: vocabulary assessment (multiple-choice), reading comprehension (multiple-choice), and translation of basic words/phrases and paragraphs.

Progress test: The progress test aims to measure, evaluate and analyse the initial effectiveness of applying the terminology projects after students have completed the first 5 units (out of 10 units of the course). The progress test is designed according to the content of the detailed course outline. The core content of the progress test includes 5 parts: English-Vietnamese and Vietnamese-English translation of specialised terms, reading comprehension (multiple choice, writing short answers, filling in the blanks).

Post-test: This is an oral test measuring students' learning outcomes in the ESP course in control and experimental groups after 3 months of applying the terminology projects. This test includes the following parts: Vietnamese-English translation of specialised terms in social work, English-Vietnamese translation of a short paragraph of 100 words, and answering an open question related to the topic of social work.

Questionnaire: The questionnaire is used as a tool to determine students' attitudes toward applying the terminology project in the English for Social Work module. It is designed with four closed-ended questions and one open-ended question to achieve reliable survey results.

Research Procedure:

The basic research procedures for applying terminology projects are adapted appropriately to align with the proficiency level of learners and the output standards of the ESP course.

First, the pre-test was deployed on both control and experimental groups to measure students' foreign language ability before treatment. Before implementing the experimental terminology projects, the lecturer clearly stated the requirements for students of class XH2K11, who constitute the experimental group during the teaching process.

The ESP course for social work students is taught over 60 periods spread over three months. Students are divided into groups of 3-4 according to the order on the class list, regardless of gender or English level.

Before each lesson, student groups must complete the table of terms according to 10 groups of semantic content. ESP lecturers rely on the results of research on the structural and nominal characteristics of the English social work terminology system by Vo (2021, p 88-89) as a basis for building a statistical table sample of terms for students. The source material is extracted from the reading comprehension courses in each English for Social Workers textbook unit, and the instructor provided two additional soft-copy reading documents for each unit. The number of terms is not limited. Structurally, terms can be individual words or phrases.

Below is a statistical table sample of terms for students.

Table 1. The statistical table of social work terms in English

No	Categories	Terms (*Note)
1	Problems of objects in social work (Các vấn đề của đối tượng trong Công tác xã hội)	
2	Subjects working in social work (Các chủ thể hoạt động trong Công tác xã hội)	
3	Activities of subjects in social work (Hoạt động của chủ thể trong Công tác xã hội)	
4	Objects of social work (Các đối tượng của Công tác xã hội)	
5	Programs/ Services in social work (Các chương trình, dịch vụ trong Công tác xã hội)	
6	Types of social work (Các loại hình Công tác xã hội)	
7	Social problems (Các vấn đề xã hội)	
8	Therapies in social work (Các liệu pháp trong Công tác xã hội)	
9	Laws/ Orders (Các luật, lệnh)	
10	Terms whose semantic category has not been determined (Thuật ngữ chưa xác định được phạm trù nội dung ngữ nghĩa)	

**Note: Please add Vietnamese equivalent and part of speech to each term (noun, verb, adjective, noun phrase, verb phrase, adjective phrase)*

Students are given detailed explanations of the above semantic content categories, accompanied by clear illustrations, before conducting the terminology projects in groups.

Before starting each unit, the teacher, as a terminologist, will provide comments and evaluations on the terminology project's results and establish the standard scientific terms of the social work industry for each lesson. The progress test was conducted on both control and experimental groups to measure the effectiveness of the terminology projects in teaching ESP to social work students at Vietnam Youth Academy after the first five units had finished.

At the end of the ESP course, the post-test was conducted on both groups of students to evaluate the overall influence of terminology projects in enhancing the social work students' learning in ESP modules. Finally, all students in the experiment group participated in the survey via questionnaires. This aims to explore students' attitudes towards the terminology project approach in their ESP learning.

4. Findings and Discussion

Pre-test results

Table 2. Pre-test Score

Control group				Experimental group			
C1	3	C28	3	E1	8	E28	6
C2	7	C29	7	E2	6	E29	3
C3	6	C30	5	E3	4	E30	4
C4	4	C31	6	E4	5	E31	7
C5	8	C32	5	E5	7	E32	4
C6	6	C33	7	E6	7	E33	5
C7	9	C34	9	E7	3	E34	8
C8	3	C35	3	E8	8	E35	9
C9	6	C36	5	E9	6	E36	6
C10	4	C37	8	E10	3	E37	5

C11	6	C38	7	E11	6	E38	7
C12	3	C39	5	E12	4	E39	6
C13	7	C40	8	E13	7	E40	3
C14	6	C41	3	E14	4	E41	8
C15	9	C42	7	E15	5	E42	6
C16	6	C43	6	E16	4	E43	6
C17	4	C44	4	E17	6	E44	6
C18	5	C45	7	E18	7	E45	3
C19	8	C46	5	E19	7	E46	3
C20	4	C47	6	E20	4	E47	9
C21	6	C48	5	E21	5	E48	3
C22	4	C49	7	E22	9	E49	3
C23	5	C50	6	E23	6	E50	7
C24	7	C51	6	E24	5	E51	6
C25	3	C52	7	E25	3	E52	5
C26	5			E26	5	E53	3
C27	6			E27	6	E54	8
Mean = 5.71				Mean = 5.54			
Difference = 0.17							

The table above shows that the pre-test scores of the control group and experimental group range from 3 to 9 points. The minimum value (3) and maximum value (9) of each group's score differ greatly from the average value.

The statistical results of the pre-test scores also showed that the control and experimental groups had mean scores of 5.71 and 5.54, respectively. Thus, the average score of the control group is 0.17 higher than that of the experimental group. This number reveals that the English language proficiency of the two groups was not significantly different before applying treatment.

Table 3. Progress Test Score

Control group				Experimental group			
C1	4	C28	3	E1	8	E28	8
C2	6	C29	8	E2	7	E29	4
C3	5	C30	4	E3	5	E30	5
C4	5	C31	5	E4	5	E31	9
C5	8	C32	5	E5	7	E32	5
C6	7	C33	7	E6	8	E33	6
C7	8	C34	8	E7	4	E34	9
C8	4	C35	3	E8	8	E35	8
C9	5	C36	6	E9	6	E36	5
C10	4	C37	8	E10	4	E37	6
C11	8	C38	6	E11	7	E38	8
C12	1	C39	6	E12	5	E39	7
C13	7	C40	8	E13	7	E40	6
C14	7	C41	3	E14	4	E41	9
C15	7	C42	6	E15	5	E42	6
C16	6	C43	7	E16	4	E43	6
C17	4	C44	3	E17	7	E44	6
C18	6	C45	8	E18	8	E45	4
C19	8	C46	5	E19	7	E46	4

C20	5	C47	5	E20	7	E47	9
C21	5	C48	5	E21	4	E48	5
C22	5	C49	6	E22	9	E49	4
C23	4	C50	7	E23	6	E50	6
C24	7	C51	6	E24	7	E51	7
C25	4	C52	7	E25	5	E52	6
C26	4			E26	6	E53	4
C27	7			E27	7	E54	9
M = 5.69				M = 6.26			
Difference = 0.57							

While the scores of the control and experimental groups ranged from 2 to 9 in the pre-test, the score range changed after the term projects were implemented across the experimental group. For the progress test, the control group's score ranges from 1 to 8, while the experimental group's score ranges from 4 to 9.

After applying the terminology projects to the ESP module for social work students, the average score of the experimental group significantly changed. The mean scores of the control and experimental groups are 5.69 and 6.26, respectively. So, the difference between these two mean values is 0.57. This figure clearly shows the positive impact of the terminology project method on social work students' ESP learning.

Table 4. Post-test Score

Control group				Experimental group			
C1	5	C28	4	E1	9	E28	8
C2	5	C29	8	E2	7	E29	4
C3	6	C30	5	E3	7	E30	7
C4	5	C31	6	E4	8	E31	9
C5	7	C32	5	E5	8	E32	5
C6	8	C33	8	E6	7	E33	6
C7	8	C34	9	E7	6	E34	8
C8	3	C35	3	E8	8	E35	9
C9	7	C36	6	E9	7	E36	6
C10	5	C37	8	E10	6	E37	7
C11	8	C38	7	E11	7	E38	7
C12	2	C39	6	E12	5	E39	6
C13	7	C40	8	E13	8	E40	5
C14	7	C41	3	E14	6	E41	9
C15	7	C42	8	E15	7	E42	7
C16	6	C43	7	E16	4	E43	6
C17	4	C44	3	E17	8	E44	7
C18	6	C45	7	E18	7	E45	5
C19	8	C46	5	E19	8	E46	6
C20	6	C47	5	E20	7	E47	9
C21	5	C48	6	E21	4	E48	5
C22	5	C49	6	E22	10	E49	6
C23	4	C50	7	E23	7	E50	5
C24	7	C51	7	E24	8	E51	8
C25	4	C52	5	E25	6	E52	8
C26	5			E26	5	E53	4

C27	6			E27	7	E54	7
M = 5.92				M = 6.78			
Difference = 0.86							

The post-test score statistics show that the control group's scores range from 2 to 9, while the experimental group's scores range from 4 to 10. The control group's average score is 5.92. However, the experimental group's average score is 6.78. Thus, the difference between the mean of the experimental and control groups is a notable number (0.86). This result demonstrates that using the terminology project positively affects students' ESP learning outcomes.

Table 5. *Comparative Results of the Mean Scores Within Each Group in the Pre-test and Progress test*

	Pre-test	Mid-term test	Difference
Control group	Mean = 5.71	Mean = 5.69	-0.02
Experimental group	Mean = 5.54	Mean = 6.26	0.72

Table 6. *Comparative Results of the Mean Scores Within Each Group in the Pre-test and Post-test*

	Pre-test	Post-test	Difference
Control group	Mean = 5.71	Mean = 5.92	0.21
Experimental group	Mean = 5.54	Mean = 6.78	1.24

The results of the difference in the mean score between the progress test and the pre-test of the control group (-0.02) and the difference in the mean score between the progress test and the pre-test of the experimental group (0.72) underscore the initial positive changes brought about by terminology projects in learners' learning outcomes after employing this approach.

While the difference between the control group's post-test mean score and pre-test mean score is very low (0.21), the experimental group's difference is approximately six times higher (1.24). In other words, this number confirms the effectiveness of the terminology project in improving the quality of ESP training at the Vietnam Youth Academy.

Questionnaire Results

Table 7. *Degree of Students' Excitement about Terminology Projects*

Experimental group	Degree of students' excitement about terminology projects					Total
	Very excited	Excited	Quite excited	Not excited	Totally not excited	
Number	4	29	15	4	2	54
Percentage (%)	7.4	53.7	27.8	7.4	3.7	100

Needs and motivation have a great impact on students' ESP learning effectiveness. The results of the survey regarding the degree of excitement of social work students for the terminology projects in the ESP module reveal that the majority of learners are excited about applying the terminology project as one of the methods for learning specialised vocabulary, accounting for the highest proportion (53.7%). Besides, 7.4% of learners feel very excited about the experimental projects. While the proportion of students who are quite excited about the terminology project is a significant proportion (27.8%), the proportion of students who are not motivated by this method includes a minority population (11.1%).

Table 8. *Effectiveness of Terminology Projects in ESP Module*

Experimental group	Effectiveness of terminology projects in the ESP module					Total
	Very effective	Effective	Quite effective	Not effective	Totally not effective	

Number	2	33	16	2	1	54
Percentage (%)	3.7	61.1	29.6	3.7	1.9	100

According to the above statistical table, the majority of students highly appreciate the effectiveness of teaching vocabulary through terminology projects. Specifically, 3.7% of learners rated it as very effective, and 61.1% of learners rated it as effective. 29.6% of learners found this method quite effective for their ESP learning. The proportion of learners who underestimate the effectiveness of the terminology projects is insignificant (5.6%).

Table 9. *Frequency of Encountering Difficulties During Terminology Project Implementation*

Experimental group	Frequency of encountering difficulties during terminology project implementation					Total
	Always	Often	Sometimes	Seldom	Never	
Number	7	16	26	5	0	54
Percentage (%)	13	29.6	48.1	9.3	0	100

The number of students having difficulty implementing the terminology project is high: 13% (always), 29.6% (often), and 48.1% (sometimes). Only 9.3% of learners rarely encounter difficulties during project implementation.

Referring to the difficulties encountered, learners listed many difficulties, focusing on the following aspects: determining the part of speech of terms, not being able to determine whether a word is a specialised term or not, finding the appropriate equivalent meaning of the term in Vietnamese, not understanding the meaning of some abbreviations, sometimes having difficulty in determining the semantic category of some terms, and not being able to find some vocabularies in the dictionary.

Table 10. *Benefits of Terminology Projects*

Experimental group	Strongly agree		Agree		Neutra		Disagree		Strongly disagree	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Remember specialised terms better	31	57.4	14	25.9	7	13	2	3.7	0	0
Improve reading skill	23	42.6	24	44.4	4	7.4	3	5.6	0	0
Translate basic specialised contents with acquired terms	24	44.4	22	40.7	7	13	1	1.9	0	0
Improve speaking skills because specialised term barrier has gradually been removed	12	22.2	19	35.2	14	25.9	7	13	2	3.7

Enlarge specialised knowledge through searching and studying documents based on gained specialised terms	11	20.4	19	35.2	20	37	2	3.7	2	3.7
Enhance learner autonomy for work outside class and indeed for lifelong learning	33	61.1	17	31.5	4	7.4	0	0	0	0
Develop group work skill	29	53.7	18	33.3	6	11.1	1	1.9	0	0

Regarding the usefulness of the terminology project in supporting students' retention of the terminology, up to 83.3% of students noted the superiority of the terminology projects in helping them remember specialised terminology well. Only 13% of learners wondered about the benefits of the project in helping them remember specialised vocabulary.

Regarding reading comprehension skills, the majority of learners found that the projects helped them strengthen their reading comprehension skills, with 42.6% of learners choosing strongly agree and 44.4% choosing agree. However, 7.4% of learners still doubt the effectiveness of the terminology project in supporting reading skills.

With translation skills, the number of learners who strongly agree with the project's benefits in promoting their basic content translation skills is the highest at 44.4%, followed by 40.7% of students choosing the agreed level. However, 13% of students still wonder about the project's effectiveness in supporting learners' translation skills.

Regarding speaking skills, the percentage of students who recognised the benefits of the terminology projects in enhancing learners' speaking skills accounts for 22.2% of participants who strongly agreed and 35.2% who chose to agree. However, notably, up to 25.9% of students still wonder about the effectiveness of the terminology project in supporting their speaking skills, and 16.7% of learners do not realise that the terminology project impacts their speaking skills.

Regarding specialised knowledge, 55.6% found that the terminology project indirectly helped them expand their specialised knowledge by searching and researching documents based on the specialised terminology they had learned. On the contrary, up to 37% of learners also gave a neutral opinion when mentioning the effectiveness of the project in expanding specialised knowledge.

With autonomy, many survey participants noted that applying the terminology project in the ESP module helped them increase their initiative in work outside the classroom and the lifelong self-study process. Specifically, this number is up to 92.6%.

Regarding teamwork skills, 87% of learners found their teamwork skills improved with the group project method.

5. Conclusion

Below are some conclusions drawn from the statistical analysis of the pre-test, progress test, and post-test results of the control group and experimental group, as well as the results of the questionnaire survey for the experimental group.

The pre-test results showed that the foreign language proficiency of the control group and experimental group were quite similar. The average score of the control group was marginally higher than that of the experimental group (mean difference = 0.17).

Subsequently, the progress test results initially show the effectiveness of the terminology project method in teaching ESP to social work students at the Vietnam Youth Academy. Specifically, there

was a notably positive change in the score spectrum and average scores of the progress test of experimental groups compared to those of the control group.

Furthermore, the superiority of the terminology project is proven when the difference in the average score of the post-test and pre-test of the experimental group is approximately 6 (1.24) times higher than that of the control group. Thus, the learning results of the experimental group were better than those of the control group exposed to terminology projects.

Moreover, most social work students are excited about applying the terminology projects to the ESP course and recognise the terminology projects as an effective teaching method. In addition to determining the outcome standards of the subject based on the input capacity of the learner, choosing teaching methods that meet the needs and motivation of the learners is an extremely important factor that determines students' learning effectiveness. Research results show that the terminology project method is a vocabulary teaching method that suits the needs and motivation of students.

Regarding the difficulties learners face when implementing terminology projects, the research results recorded many learners facing certain difficulties. The main difficulties include determining the type of term, determining whether a word is a specialised term, finding the appropriate equivalent meaning of the term in Vietnamese, and not understanding the meaning of some words. Abbreviated terms sometimes make it difficult to determine the semantic category of some terms, and some vocabulary cannot be found in the dictionary. This research will offer valuable insights for lecturers to continue researching and identifying effective solutions to minimise the above problems in applying future terminology projects as a great teaching approach.

Finally, the English for Social Workers Module aims to help learners accumulate basic specialised terminology and enhance reading, speaking, and translating skills based on the learner's acquired vocabulary. The study's results confirm that the terminology project method is one of the effective methods of teaching domain-specific specialised vocabulary outside the classroom. This method helps learners memorise specialised terminology well, promoting reading comprehension, speaking and translating skills, autonomy, responsibility, and teamwork skills. However, to maximise the learning outcomes of the ESP module and the learners' English language proficiency, many appropriate methods need to be integrated throughout the teaching process. For each knowledge and language skill, initiatives and methods that need to be applied flexibly and in accordance with each teaching content will contribute to maximising the effectiveness of learners' ESP learning experiences.

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Ứng dụng dự án thuật ngữ trong giảng dạy ESP cho sinh viên ngành công tác xã hội

Tóm tắt: Bài báo này trình bày kết quả nghiên cứu việc áp dụng dự án thuật ngữ trong giảng dạy ESP cho sinh viên ngành Công tác xã hội tại Học viện Thanh thiếu niên Việt Nam. Đây là một nghiên cứu thử nghiệm, trong đó người tham dự bao gồm 52 sinh viên lớp XH1K11, là nhóm đối chứng và 54 sinh viên lớp XH2K11, là nhóm thử nghiệm. Bài pretest, progress test, posttest và bảng hỏi là công cụ chính để thu thập dữ liệu nhằm xác định tính hiệu quả của phương pháp dự án thuật ngữ trong dạy học ESP và tìm hiểu ý kiến của người học về phương pháp này. Kết quả của nghiên cứu ghi nhận dự án thuật ngữ là phương pháp dạy học từ vựng hiệu quả bên ngoài lớp học, góp phần nâng cao kết quả học tập ESP của sinh viên ngành Công tác xã hội tại Học viện Thanh thiếu niên Việt nam.

Từ khóa: dự án thuật ngữ; ESP; sinh viên ngành Công tác xã hội; nghiên cứu thực nghiệm; thuật ngữ.