

FOREIGN LANGUAGES AND VIETNAMESE

BLENDING EOP COURSES: FROM NEED ANALYSIS TO STUDENTS' EVALUATION

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ABSTRACT: The need for English for Occupational Purposes (EOP) is increasing in proportion to the demand for employees who can effectively communicate in English within their occupational setting. As a result, universities and institutions that aim to produce successful graduates in the workforce must incorporate EOP teaching and learning into their curriculum. Thus, the development of EOP courses for universities has become increasingly important. This paper reports on the practical experiences of Hanoi University of Industry (HaUI) in the development and implementation of blended EOP courses to improve students' English language communication skills for employability. The entire process, from conducting a needs analysis to designing the curriculum, developing materials and methodology, conducting assessments, and evaluating the course will be covered. However, the main focus is to evaluate the extent to which the students are satisfied with the design and implementation of the EOP courses. The data were obtained by means of a survey questionnaire with the students and their grades. The results show that most of students have achieved the learning outcomes, and are satisfied with the courses. Finally, the implications for the successful implementation of EOP courses will be discussed.

KEY WORDS: English for Occupational Purposes; needs analysis; curriculum design; material development; course evaluation; student satisfaction.

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1. Introduction

English has universally been considered the lingua franca in a globalized world, and the ability to communicate effectively in English is increasingly important for employees in various occupational settings. With the expansion of global markets and the emergence of digital communication platforms, companies are operating on an international scale, making proficiency in English a fundamental requirement for employability in specific professional contexts such as business, tourism, healthcare, or engineering. Consequently, there is a growing demand for workers with strong English language skills, leading to an increased need for tailor-made English for EOP courses. However, the significant number of graduates unable to secure employment due to a lack of necessary skills and a poor command of English presents significant challenges for both graduates and university authorities in countries where English is used as a foreign language (Erling, 2015; Thomas et al., 2016). As a result, higher education institutions (HEIs) worldwide must incorporate EOP teaching and learning into their curriculum to produce graduates who are viewed as employable by industries. Developing EOP curricula requires input from English and content teachers, as well as all stakeholders, to ensure that students receive an education that enhances their employability in the industry. The design of EOP curricula should be based on a comprehensive needs analysis involving consultations with prospective employers and effective communication between HEIs and employers to identify the industry's required skills. This paper presents the practical experiences of Hanoi University of Industry (HaUI) in developing and implementing blended EOP courses to enhance students' English language communication skills for employability. It elaborates on the processes of curriculum design, including needs analysis, curriculum design, material and methodology development, assessments, and course evaluation. The study especially focuses on evaluating an EOP course regarding the students' satisfaction of the EOP courses and their achievement of the learning outcomes. The following two research questions will be addressed:

1. To what extent are students satisfied with the EOP course?

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2. To what extent are the learning outcomes achieved?

2. Literature review

2.1. EOP vs. ESP

ESP can be defined by considering the purpose and specificity of the language required for a particular context. In general, ESP is a type of English language teaching that focuses on instructing English for specific purposes in various fields. According to Esimaje (2012), ESP is "the language used for a utilitarian purpose, whether occupational, vocational, academic, or professional" (p. 24) and is characterized by purpose, specificity, learners' needs, target situation, authenticity, and genuineness. This entails acknowledging the learners' needs and customizing language instruction to meet those needs in specific contexts (target situations) where the language will be utilized. Liton (2012) suggests that ESP curriculum design should be learner-centered and based on continuous needs analysis, incorporating "task-based language teaching" (TBLT), addressing current priorities in the professional world, and covering various topics, including presentation skills, meetings, cultural communication, advertising, and marketing.

ESP is generally divided into two main areas, namely EAP (English for Academic Purposes) and EOP (Dudley-Evans & St John, 1998). Regarding the terminology, EAP is defined as a set of skills that encompass a formal academic style, a general academic English register, proficiency in English, and English study skills. Meanwhile, EOP is seen as a recently developing branch of English Language Teaching that aims to fulfill the occupational English language needs of learners in specific professional settings. Although both EAP and EOP are conducted at universities and require ongoing needs assessment and target situation analysis to identify the specific language needs of students in their academic or professional contexts, they have different goals and perspectives on teaching ESP. EAP is purely academic and focuses on "just in case" (JIC) learning (i.e., learning through training), where learners are taught to be academically proficient. However, EOP has an occupational dimension and is directed at "just in time" (JIT) learning (i.e., learning through trying), where learners acquire English skills through hands-on experience for their target profession. JIT learning is highly motivating because it addresses learners' immediate needs and provides a problem-solving approach to learning, enabling learners to engage with enthusiasm, motivation, and concentration. This paper will solely focus on further explaining EOP, its principles, and characteristics.

Principles and Characteristics of EOP:

As discussed earlier, EOP is a subset of ESP that emphasizes the use of English in a particular occupational context. EOP is designed to assist learners in acquiring the language skills needed to perform tasks and duties within their workplace. The language used in EOP courses is tailored to the learner's occupation or profession, and includes vocabulary, grammar, and discourse patterns that are relevant to their job. Examples of EOP courses include Business English, English for Engineering. These courses focus on teaching learners the language skills they need to perform their job-related tasks, such as writing reports or giving presentations. For example, in a Business English course, learners might practice writing emails and memos, and negotiating with clients.

The characteristics of EOP include need analysis, authenticity, learner-centeredness, skill-focused, task-based, and technology-based learning. Firstly, EOP courses are based on a comprehensive needs analysis, considering learners' occupational needs, goals, and language proficiency, and the curriculum is tailored to meet the specific language requirements of their chosen profession. Secondly, EOP courses prioritize authenticity, using materials and contexts relevant to learners' profession, such as job-specific documents and workplace communication. Thirdly, learner-centeredness is emphasized in EOP courses to promote learners' active participation. EOP courses are designed to meet the specific needs of learners in their professional contexts. Learners are encouraged to take an active role in their learning, with opportunities for self-directed learning and reflection. Fourthly, EOP courses prioritize the development of language skills and communication skills relevant to the learners' occupational context, such as listening, speaking, reading, writing skills, and presentation skills. Additionally, EOP courses should employ task-based learning, where learners engage in authentic workplace tasks to enhance language skills and problem-solving

abilities. Finally, EOP courses integrate technology and digital resources to facilitate language learning and provide learners with exposure to the latest tools and software used in their profession. Overall, by incorporating these characteristics, EOP courses help learners develop their language skills and competencies in a way that is relevant and applicable to their work, with a focus on real-life situations and practical communication skills so that they can excel in their future profession.

2.2. Blended learning

Blended learning has been differently defined by various authors and scholars. The term blended learning refers to the combination of various dimensions and aspects of teaching and learning. Initially, the simplest form of blended learning was a mixture of face-to-face classroom instruction and online learning activities. However, it has since evolved to integrate learning activities, students, and instructors as well. According to Vaughan, T., Cleveland-Innes, M., & Garrison, D. R. (2021), blended learning is designed to leverage the strengths of both traditional and digital learning environments, offering a flexible and personalized learning experience that enhances student engagement and achievement.

Benefits of Blended Learning:

Research has shown that blended learning brings numerous benefits for students, teachers, and institutions in the field of English as a Foreign Language (EFL).

For students, blended learning can increase EFL students' access to learning materials, as online components of the curriculum can provide a wider range of resources than traditional classroom instruction alone. It also enhances interactions between students and teachers, as well as among students themselves, by creating more opportunities for communication and collaboration in the physical classroom. Moreover, blended learning enables flexible, active, and individualized learning experiences, allowing students to engage with course materials at their own pace, in their preferred learning style. The use of technology in blended learning can increase students' participation and motivation, making the learning experience more engaging and personalized (Vaughan et al., 2021).

For teachers, blended learning offers pedagogical advantages by catering to diverse learning needs, supporting scaffolding, and promoting active and collaborative learning (Pop & Slev, 2012). In particular, it can facilitate teachers' understanding of individual students' learning so as to provide appropriate scaffolding. Through the use of online platforms, teachers can track students' progress, evaluate their strengths and weaknesses, and personalize their teaching approach accordingly. Furthermore, by providing students with various tools and resources, rich language input, self-paced learning; and interactive learning opportunities, both online and offline, teachers can create a collaborative and engaging learning environment that allows students to interact and exchange ideas with each other (Joosten et al., 2013).

At the institutional level, blended learning has offered several benefits. Firstly, it enables institutions to accommodate a growth in the number and diversity of EFL students. With the increasing demand for English language education, HEIs may face challenges in terms of providing adequate learning resources, teaching staff and support for a diverse student population. Blended learning, through its combination of online and face-to-face learning, can help institutions to reach a wider audience, provide flexible learning options, and cater to the needs of different learners. Secondly, blended learning can improve EFL education quality by providing students with a variety of interactive and engaging learning activities that enhance their motivation, collaboration, and critical thinking skills. With blended learning, teachers can enhance their teaching methods to better address students' diverse learning needs (Pop & Slev, 2012).

In brief, blended learning in the EFL context offers various benefits for students, teachers, and institutions, contributing to the improvement of EFL education and the success of learners in the field.

Types of Blended Learning:

There are several ways to integrate online learning materials and face-to-face instruction activities. Graham (2012) identified three types of blended learning: *enabling blends*, *enhancing blends*, and *transforming blends*. Enabling blends involve providing learners with additional or

similar online learning resources so that they can access them if they miss the face-to-face classes. Enhancing blends provide online materials as supplementary resources to engage students in self-study activities and encourage collaboration among students. Transforming blends are considered the thoughtful fusion of face-to-face and online learning activities, where each instructional mode reinforces and supports the other to enhance learners' active and individualized learning. In this approach, technology is not just an add-on or supplement to traditional teaching methods but is integrated in a way that fundamentally changes the way of teaching and learning. As noted by Graham (2012), the choice of blend type depends on the learning goals, available resources, and institutional context. In the context of HaUI, blended learning is best seen as transforming blends within an institutional level, where face-to-face and online instruction reinforce and support each other, creating a learning environment that is more engaging, personalized, and effective than traditional classroom-based learning. The model of blended learning at HaUI is the flipped classroom model, where students engage in self-study before class to prepare for in-class activities, apply what they have learned to complete during-class tasks, and then revise and extend their learning after class.

2.3. Curriculum design

According to Richards (2013), the curriculum is defined as "the overall plan or design for a course and how the content for a course is transformed into a blueprint for teaching and learning which enables the desired learning outcomes to be achieved" (p.6).

Curriculum design is a complex process that involves several stages, including needs analysis, curriculum design, materials selection, methodology, assessment, and evaluation (Richards & Rodgers, 2014). The first stage, needs analysis, is a critical process that helps identify the learning needs of the learners and the goals of the curriculum. It serves as the means of establishing the "how and what" of a course by collecting and assessing information relevant to course design. Once the needs and goals have been identified, the curriculum can be designed, which involves deciding on the content, organization, and sequencing of the curriculum. Designing language courses based on a needs analysis improves transparency, relevance, and accountability in the eyes of stakeholders (Long, 2015). Materials and activities selection is another crucial stage, as it involves choosing learning materials that are suitable for the learners and aligned with the curriculum goals. In other words, the activities should be selected to help learners achieve the goals and objectives of the course. The methodology stage involves selecting appropriate teaching and learning methods that are effective in achieving the curriculum goals. The assessment stage deals with evaluating the learners' progress and their achievement of the curriculum goals. Finally, curriculum evaluation involves a comprehensive assessment of teaching and learning processes to ensure the achievement of stated objectives and to identify areas of strength and weakness based on feedback from learners, teachers, and other stakeholders. It provides a basis for making informed decisions about necessary changes and improvements. With the rapid changes of today's development and knowledge, curriculum developers should continuously review and improve the current curriculum to cater to the needs of the current and future stakeholders.

2.4. Course evaluation

Course evaluation is the last, but the most important stage in any course. According to Brown (1995), evaluation is "the systematic collection and analysis of all relevant information necessary to improve a curriculum, assess its effectiveness and efficiency, and determine participants' attitudes within the context of a particular institution" (p.227). Similarly, Dudley-Evans and St John (1998) state that evaluation is a whole process "of establishing the effectiveness" (p.121) of a course, which "begins with determining what information to gather and ends with bringing about change in current activities or influencing future ones" (p.128).

In an educational setting, evaluation is seen as "collecting information about different aspects of a language programme in order to understand how the program works and how successfully it works, enabling different kinds of decisions to be made" (Richards, 2001, p.286). Thus, to increase the course efficiency and effectiveness (accountability), evaluation is essential to answer questions such as how well the students performed, how thoroughly the course serves the needs of learners, teachers

and other stakeholders, and how the course effectively meets the learning objectives (Tufail & Embi, 2016). The evaluation of a course is then used to determine the extent to which the students' needs were addressed and identify necessary adjustments in terms of the course's content and pedagogy.

The two basic types of evaluation are formative and summative evaluation. As Robinson (1991) points out, the former “is carried out during the life of a course or project and the results obtained can be used to modify what is being done” while the latter “is carried out when the course or project is finished and when it is clearly too late to do any ‘fine tuning’” (pp.65-66). In other words, summative evaluations are normally conducted to provide useful information about what has been accomplished and to get feedback regarding the effectiveness of the course

Evaluation can be conducted for various reasons. Rea-Dickins and Germaine (1992) identify two main reasons for undertaking an evaluation: “confirming the validity of classroom practice” and “innovation or change” (pp.7-8). They also point out that the general purposes of evaluation are: (1) accountability, (2) curriculum development and betterment, and (3) self-development of teachers and other language teaching professionals.

3. The current study

3.1. EOP curriculum design and implementation at HaUI

Being aware of the importance of English for personal and professional communication, HaUI has considered English as a mandatory subject for all non-English major students since 2005. However, between 2005 and 2015, the English program, consisting of five general English courses and one English for Specific Purposes (ESP) course (60 class hours each), primarily focused on basic grammar and vocabulary knowledge, with limited training in communication skills and insufficient emphasis on EOP learning. Additionally, the chosen teaching materials, mostly derived from commercial books in the market, did not adequately address the specific occupational needs of the learners. Furthermore, the university encountered numerous challenges in recruiting qualified teachers, and the existing teachers faced heavy workloads. The teaching methods employed were more teacher-centered rather than learner-centered, with greater emphasis on grammar, vocabulary, listening, reading and writing skills, and limited attention to communicative skills such as speaking. Moreover, the large class sizes, ranging from 50 to 70 students of varying abilities and low motivation, further impeded the learning process. These factors hindered the development of students' communicative competence, resulting in their inability to effectively utilize English in the workplace even after years of English study, which left employers disappointed and posed challenges to graduates' employability. Consequently, the university and faculty leaders recognized the need for a substantial transformation.

Following extensive research, consultations with employers and experts, and stakeholder discussions, the university made the decision to redesign the English curriculum with the aim of enhancing students' language skills for specific occupational contexts, meeting employers' requirements, and improving students' employability. A significant step taken was the conversion of the traditional general English courses into blended EOP courses, incorporating both online and face-to-face learning activities, to enhance students' work-related language skills and competencies for better employability.

At HaUI, curriculum development was carried out at the institutional level for eight non-English major programs: Business English, English for Tourism and Hospitality, English for Information Technology, English for Automobile Technology, English for Mechanical Engineering, English for Electrical and Electronics Engineering, English for Chemical Technology, and English for Garment Technology and Fashion Design. The design of EOP curricula adopts the backward design approach, following the three stages recommended by Wiggins and McTighe (2005): (1) Identifying desired outcomes; (2) Determining acceptable assessment evidence; and (3) Planning learning experiences and instruction. When mapping these stages to the curriculum design proposed by Richards and Rodgers (2014), the first stage of identifying desired outcomes involves need analysis; the second stage, determining acceptable evidence of learning, involves selecting appropriate assessment

methods and criteria to measure student learning outcomes; and the third stage includes materials selection, methodology, and evaluation.

Firstly, to identify the desired outcomes of the course, need analyses were conducted with employers, graduates, ESP students, ESP teachers, and content teachers using questionnaires and interviews. Based on the results of the needs analysis, the desired learning outcomes and goals of the program were established, stating what students were expected to be able to do after completing the course. These outcomes were framed in terms of specific, measurable, achievable, relevant, and time-bound (SMART) learning objectives (language tasks). Subsequently, a six-course matrix for each program was developed to clearly indicate which learning outcomes each course contributed to.

In the second stage, the curriculum developers determined acceptable evidence of achievement and decided how to assess student learning in relation to these objectives. As emphasized by Wiggins and McTighe (2005), when assessing student learning, it is important to identify and determine acceptable evidence that demonstrates whether students have successfully achieved the intended learning outcomes. This evidence was collected through various assessment methods such as tests, projects, and presentations. For ongoing assessment of the online component (grammar, vocabulary, reading, listening, and writing skills), online unit tests were designed after each unit, along with progress tests to monitor students' progress throughout the course. Speaking skills were evaluated through diverse communicative tasks, including interviews, role-plays, and presentations. Finally, the final test was designed to comprehensively assess all aspects of language learning, encompassing grammar, vocabulary, and the four skills of reading, listening, writing, and speaking, to determine the extent to which students had achieved the intended learning outcomes.

In the third stage, curriculum developers designed instructional activities and materials that aligned with the assessments and learning objectives, aiming to help students achieve the desired learning outcomes. Firstly, the six-course matrix of each program was further broken down into six course maps, corresponding to six semesters (75 class hours each). Each course had its own course objectives, list of topics, language tasks, online and face-to-face learning activities, and assessment tasks. While the online content focused on vocabulary, grammar, reading, listening, and writing skills, the face-to-face lessons primarily focused on developing learners' speaking skills through pairwork and groupwork. Each online lesson began with the presentation of topic-related vocabulary and target grammar points, followed by a variety of reading, listening, and writing tasks. All the online content and assessments were enabled using an online learning management system, allowing students to complete the online learning activities at their own pace and convenience, while teachers could track their students' learning progress and provide timely scaffolding and support. The completion of online learning activities before class prepared students to engage in topic-related communication activities in class under the guidance of teachers. This is how the online and face-to-face components cooperate in a transforming blend model to help learners achieve the course objectives.

Finally, we evaluated the effectiveness of the courses and made necessary revisions and adjustments as an ongoing process and at the end of the courses. The purpose of the evaluation phase was to review teaching and learning processes, assess the degree of student achievement, and determine the influence of the course design on their performance. The following section reports on the preliminary end-of-course evaluation of three EOP programs namely English for Electrical and Electronics Engineering, Business English, and English for Tourism and Hospitality. The aim was to investigate the students' satisfaction of the courses, their achievement of the learning outcomes, and also to gather objective information about the graduates' use of English at work.

3.2. Methods

In this study, the evaluation of the EOP courses was conducted quantitatively at the end of the course by means of questionnaires and students' grade report. The participants included 204 third year students, who have completed the blended courses namely English for Electrical and Electronics Engineering (n=66), Business English (n=70), and English for Tourism and Hospitality (n=68) at Hanoi University of Industry.

First, the EOP Course Evaluation Student Questionnaire (ECESQ) was adapted (Zhang, 2021). and distributed through Googleform in the last week of the semester to obtain quantitative information. The ECESQ was composed of 30 close-ended questions regarding course objectives, course content, tasks and activities, learner support, learning mode, learning assessment, and learning platform. Students were asked to answer the questions using a five-point Likert scale. A total of 204 students responded the questionnaire.

In order to answer the second question regarding students' achievement of learning outcomes, the students' grades were collected and quantitatively analysed.

3.3. Results

3.3.1. Students' satisfaction with the EOP courses

Descriptive statistics about students' opinions towards the dimensions of course objectives, materials and contents, learning assessment, tasks and activities, learner support, learning mode, learning platform were presented in Table 1. The mean values of all seven categories under 2.0 shows that the students were highly agree with the criteria. This means that most of the students were satisfied with the design and implementation of the blended EOP courses.

Table 1. Descriptive Statistics of EOP Course Evaluation (n=204)

	Number of items	Mean	Standard deviation
Course objectives	4	1.7	0.41
Materials and contents	4	1.4	0.53
Learning assessment	5	1.4	0.34
Tasks and activities	4	1.6	0.30
Learner support	4	1.5	0.32
Learning mode	5	1.3	0.33
Learning platform	4	1.8	0.46

3.3.2. Students' Achievement of Learning Outcomes

The results of students' grades further show that the implementation of the EOP courses has yielded positive results with 86,8% of the students achieving the learning outcomes. This is in line with the results of the students' survey results. Overall, these results indicate that most of students are satisfied with the EOP courses in terms of their improvement and achievement of the learning outcomes.

4. The lessons learned and implications

With the strong commitment of the leaders and tremendous efforts of all the staff, HaUI has successfully completed the first cycle of curriculum design for eight EOP programs (Business English, English for Tourism and Hospitality, English for Information Technology, English for Automobile Technology, English for Mechanical Engineering, English for Electrical and Electronics Engineering, English for Chemical Technology, and English for Garment Technology and Fashion Design). Despite the accomplishments in designing and implementing the EOP courses at HaUI, various challenges were encountered during the processes. Firstly, conducting a comprehensive needs analysis to identify specific language requirements for different occupational fields proved to be challenging and time-consuming. It involved accessing industry-specific information, and in some cases, conducting interviews with stakeholders was difficult. Secondly, determining the specific language skills and knowledge necessary for different occupational purposes and incorporating them into the EOP curriculum posed a challenge. Ensuring alignment between learning outcomes, assessments, and learning activities added to the complexity. Additionally, selecting relevant and authentic materials for EOP courses proved to be difficult during the materials development phase. Furthermore, choosing appropriate teaching methodologies that promote active engagement, effective

learning, and skill development within the occupational context presented a challenge. Lastly, designing valid and reliable assessments that accurately measure students' language proficiency in occupational settings was also demanding.

To overcome these challenges and successfully design and implement EOP courses, the following recommendations are proposed. First, despite the difficulties, conducting a thorough needs analysis in collaboration with industry professionals is crucial to ensure that the courses meet the specific language needs in occupational settings. Second, the use of authentic materials and a blended learning approach can enhance the learning experience, making it more engaging and personalized. Third, adopting a backward design approach is recommended to ensure alignment between learning outcomes, choices of assessment, and learning activities. Fourth, providing professional development opportunities for teachers is essential to equip them with the necessary knowledge and skills to effectively deliver EOP courses. Fifth, regular upgrading of facilities and infrastructures, such as Internet connections, is vital for the successful implementation of blended programs. Finally, it is important to recognize that the successful implementation of EOP courses is an ongoing process, requiring continuous adaptation and improvement to ensure the courses remain relevant and effective in meeting the needs of students and preparing them for successful careers in their respective fields.

5. Conclusion

In conclusion, the importance of EOP cannot be overstated, as effective English communication skills within occupational settings are increasingly essential for employees. This paper highlights the practical experiences of Hanoi University of Industry in developing and implementing blended EOP courses aimed at improving students' employability through enhanced English language communication skills. The entire process, following the backward design approach, from conducting a needs analysis to curriculum design, assessment choices, material and methodology development, and course evaluation, has been discussed. More importantly, the preliminary evaluation results has affirmed that the students are highly satisfied with the blended EOP courses in term of their learning achievement as well as other dimensions such as materials, leaning mode, etc. It is hoped that this paper offers valuable insights into the development and implementation of EOP courses for universities, emphasizing the significance of careful planning, effective curriculum design, appropriate materials and methodology, and suitable assessment and evaluation methods to ensure the success of such courses. The findings hold important implications for universities and institutions seeking to integrate EOP teaching and learning into their curriculum, with the ultimate goal of producing graduates who possess the necessary English language communication skills for the workforce.

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**Tiếng Anh theo định hướng nghề nghiệp trong môi trường học kết hợp:
từ phân tích nhu cầu đến đánh giá của người học**

Tóm tắt: Nhu cầu về các khóa tiếng Anh theo định hướng nghề nghiệp ngày càng gia tăng, tương ứng với sự cần thiết của nhân viên có khả năng giao tiếp hiệu quả bằng tiếng Anh trong công việc. Do đó, các trường đại học và cơ sở giáo dục cần xây dựng các khóa tiếng Anh theo định hướng nghề nghiệp vào chương trình đào tạo nhằm tạo ra những sinh viên thành công trong thị trường lao động sau khi tốt nghiệp. Việc xây dựng các khóa học khóa tiếng Anh theo định hướng nghề nghiệp cho trường đại học vì thế ngày càng trở nên quan trọng. Bài viết này trình bày kinh nghiệm thực tiễn của Trường Đại học Công nghiệp Hà Nội trong việc xây dựng và triển khai các khóa học tiếng Anh theo định hướng nghề nghiệp trong môi trường học kết hợp nhằm cải thiện kỹ năng giao tiếp tiếng Anh của sinh viên để sẵn sàng làm việc. Toàn bộ quá trình từ phân tích nhu cầu, thiết kế chương trình, phát triển tài liệu và phương pháp giảng dạy, kiểm tra đánh giá và đánh giá chương trình sẽ được trình bày. Bài viết đi sâu khảo sát mức độ hài lòng của sinh viên đối với thiết kế và triển khai các khóa học. Dữ liệu được thu thập thông qua một bảng khảo sát với sinh viên và điểm số của họ. Kết quả cho thấy hầu hết sinh viên đã đạt được các kết quả học tập và hài lòng với các khóa học. Cuối cùng, bài viết cũng chia sẻ các bài học kinh nghiệm và đưa ra một số khuyến nghị để thực hiện thành công các khóa học tiếng Anh theo định hướng nghề nghiệp.

Từ khóa: tiếng Anh theo định hướng nghề nghiệp; phân tích nhu cầu; thiết kế chương trình; phát triển tài liệu; đánh giá chương trình.