

## **CUSTOMERS' WILLINGNESS TO PAY FOR ENGLISH FOR SPECIFIC PURPOSES (ESP) IN HA NOI**

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### **ABSTRACT**

The study aimed to determine the profile of customers- learners in term of age, occupation, income and their correlation to ESP learning. It was also intended to find out factors influence on customers' decision in paying for an ESP course . The descriptive method with 299 randomly chosen respondents, the survey questionnaire together with direct and in – depth interviews were used to gather the data which was analyzed through frequency and percentage, and chi –square as statistical tools. It was shown that the age group 18 -24 who are mostly students (65.3%) was the most interested in ESP learning with no income (64.1%). Their objective in learning ESP is to meet job requirements (61%). There was also significant difference on the customers' willingness's influence in term of paying for ESP course when they were grouped according to the demographic profile. Age ( chi = 34.622; p =.000), occupation ( chi =62.734; p = .000) and income ( chi = 73.154; p = .000). When customers and their learning needs are clearly identified, ESP training institutions need to improve and develop good quality of educational service, good quality of lecturers, update curriculum, modern facilities and reasonable price to meet learners' different requirements so that they can attract more learners to enroll and make them willing to pay for the ESP course.

**Keywords:** English for specific purposes (ESP), training institutions, ESP learning, willing to pay, requirements.

### **INTRODUCTION**

In recent years, a great deal of attention has been paid to both General English (GE) and English for Specific Purposes (ESP). ESP teaching and learning has attracted interesting interest and developed all over Vietnam. Since Viet Nam opened its door policy for foreign investments and integration with other countries in the South East Asia and the rest of the world, English has become a popular language for international communication, science, diplomacy and trade; resulting in an increasing demand from students who urgently needed English for Specific

Purposes as it has become the language of the international economic community and necessary need for future careers.

In a study “*ESP at Hanoi Water Resources University- Recommendations and suggestions for the current course*” Lam Thi Lan Huong (2005). The results of the study show that the learners at HWRU find the ESP course useful and relevant to their subject matter although they are not satisfied with the course very much. The study suggests that in order to bridge such a gap it is necessary to develop ESP materials, to improve some classroom techniques and to train the students to become active learners.

Relating to similar topic, Nguyễn Thị Tố Hoa & Phạm Thị Tuyết Mai (2016) from Vietnam National University, Hanoi, Vietnam conducted a study “*Difficulties in Teaching English for Specific Purposes: Empirical Study at Vietnam Universities*”. The study showed that students after graduation do not meet English requirements for job interviews and job requirement, so unemployment becomes more serious. This is a serious situation because English is becoming the almost popular communication language of young people nowadays. This empirical study consists of a survey of teachers and students at universities in Hanoi by listing the factors related to teaching English for specific purposes. Then, we give some recommendations for improving effectiveness of teaching English for specific purposes so that students can meet the English requirements for their work and lives.

The improvement of teaching and learning English as a foreign language (EFL) or English for specific purposes (ESP) is drawing a lot of concern. Previous research has reflected this reality as well as the constraints of the situation where curriculum, teaching materials, teachers and learners are facing challenges. In an article with the title “teaching and learning English for Specific Purposes in accordance with the social needs” M.a Do Thi Xuan Dung (2010) at Hue University reflects the result of a research project on teaching and learning EFL and ESP in accordance with the social needs. It also aims at pointing out that learners’ needs analysis is a crucial element to the planning of strategic policies for more fruitful training of EFL and ESP at Hue University so that the graduate- the future workforce can accommodate the real needs of the workplace.

In addition to, there have been a great number of undergraduate, graduates, professionals who are willing to pay for ESP courses so that they can widen and improve their knowledge, to support for their current as well as future jobs. A person who is good at other fields such as math, technical but also good at English, in Viet Nam he has many opportunities in choosing the well-paid jobs. In contrast; a person with good knowledge in their study areas but poor in English, that means narrow their opportunities in both salary and foreign business trip. A great demand of

postgraduate to attend ESP course so as to look for chances to skip or work for foreign organizations with higher salaries.

Therefore, it is significant to take into account, contain factors observed by the researcher, this research study examines “Customers’ willingness to pay for ESP in Hanoi” with the desire to enlarge high quality ESP courses more to support learners so that they can achieve their learning goals and meet their job’s requirement in the world of work.

## **RESEARCH METHODOLOGY**

### **Population, Sample and Sampling technique**

The population of the study covered a total number of 9080 learners who are studying at Trade Union Universities, Financial Academy and Business Technology College.

N: Total number of students surveyed at 3 Trade Union Universities, Financial Academy and Business Technology College (N = 9080).

p: percentage of students attending English classes (p = 0.5)

q: percentage of non-English learners (q = 0.5)

$$(p * q = 0.25)$$

d2: The range of error (d = 0.07)

t2: 95% confidence level (t = 1.96)

$$n = \frac{N * t^2 * pq}{N d^2 + t^2 * pq}$$

The error rate was 7% and based on the above formula, the sample size was calculated as n = 260 (students). However, to increase the representative - respondents, as well as limit the error, we decided to choose n = 299 students who participated in the research to collect information related to this issue.

### **Research Instrument**

The researcher applied instruments considered valuable and effective such as questionnaires, interviews to collect the data. The questionnaires for the learners were designed using the most

popular and recent measurement of variables under consideration and then validated by experts in the university, and distributed to the research learners.

To assure best outcomes of the data gathering process, and the validity of the research instrument, some items on the questionnaire were based from published patterns and were modified by including items that specifically fit the study. There were two parts in each survey questionnaire concerning the objectives of the study. Part I was designed to collect the demographic profile of the respondents. Part II consists of lecturers' profile in terms of age, sex, qualification and their attitude, in terms of motivating learners and getting learners' satisfaction. The third part includes institutions' training program, curriculum, facilities, and price.

Further interviews are also carried out in data collection process. This activity is done to clarify the confused answers and to make the findings more persuasive.

## **RESULTS AND DISCUSSION**

### **Profile of customers – learners in term of age, occupation, income and their correlation to ESP learning.**

**Table 1: Frequency and Percentage Distribution of the Learner-Respondents' Demographic Profile**

<b>Demographic Profile</b>	<b>Frequency</b>	<b>%</b>
<b>Age group ( years)</b>		
18-24	195	65.4
25-34	58	19.5
35-44	33	11.1
45-54	10	3.4
>55	2	.7
<b>Occupation</b>		
Part-time job (waitress, car attendant, leaflet ...)	23	7.7
Administrative staff office	32	10.7

sales staff	25	8.4
Government employees (police, teachers, government officials ...)	33	11.1
Owners of companies, private enterprises	16	5.4
Workers, general workers	1	.3
Pupils / Students	150	50.3
Retirement	2	.7
Unemployment	16	5.4
<b>Monthly income</b>		
No income yet	124	41.5
Under 3 million dong ( \$150) / month	38	12.7
From 3 million to 5 million ( \$150 - \$ 250) / month	19	6.4
From 5 million - 7 million ( \$250 - \$ 350) / month	39	13.0
From 7-10 million / month ( \$350 - \$ 500) / month	26	8.7
More than 10 million ( \$ 500) / month	53	17.7

Table 1 shows that the age group 18-24 is most interested in learning business English, accounting for 65.3%. This age is mainly students who are going to school or have just graduated, need more knowledge to be more favorable in looking for work. As noted, business English today is quite popular at universities, so the number of 18-24 year olds interested and attending this specialization is high. Age group 25-34 accounts for 19.7% of the sample. At this age, most of them have jobs and learn English as a tool to increase their income and improve their jobs. Age group 35-44 had 10.9% respondents; 45-54 age groups were 3.4% and over 55 years old only sample is 0.7%. As such, the age diversity of the above samples ensures that the

research can show the correlation between age and level of interest in the commercial English language of people, in particular.

**Table 2: Correlation between age group and ESP learnings. (Unit :%)**

		ESP learning status			Total
		Joined	Joining	Never participated	
Age group	18-24	16.1%	54.7%	29.2%	100.0%
	25-34	25.9%	36.2%	37.9%	100.0%
	35-44	50.0%	31.2%	18.8%	100.0%
	45-54	50.0%	50.0%		100.0%
	over 55	100.0%			100.0%
Total		23.5%	48.0%	28.6%	100.0%

*Source: Statistics from the questionnaire*

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	34.741 <sup>a</sup>	8	.000
Likelihood Ratio	34.622	8	.000
Linear-by-Linear Association	16.991	1	.000
N of Valid Cases	294		

- a. 6 cells (40.0%) have expected count less than 5. The minimum expected count is .47.

**Symmetric Measures**

		Value	Approx. Sig.
Nominal by Nominal	Phi	.344	.000
	Cramer's V	.243	.000
N of Valid Cases		294	

Table 2 shows clearly the level of interest in learning the business English of each age group. In the 18-24 age group, 16.1% of respondents reported having participated in ESP course, 54.5% were participating and 29.2% had never participated. This is also the age group that is most "involved", because most of them are students, post graduates, who are aware of the importance of English; there is favorite and many other reasons to study this language and ESP.

The second age group was between 25-34 years old; the proportion of participants was higher than that of the previous age group, but the participation rate was lower and 37.9% did not participate. This age group is having a job, most of those who want to improve their income or change their jobs so they decide to take extra course. At this age, people are influenced by a number of factors: the balance of time spent on work, family time, and learning. As a result, the percentage of "participating" has also dropped to 36%. By age 35-44, up to 50% of respondents have ever attended a business English course; the number of "participating" continues to fall to 31.2%. This time is a period of stable life, opportunities for promotion at work at this stage is not as much as before, which causes the falling number of people interested and attending, the proportion of people who have not attended also accounted for 18.8%. 4.4% of respondents were between the ages of 44 and 55. 100% of samples over age 55 have ever learned at least one business English course, in the 44-54 age groups, 50% have studied and 50% are still participating. The sample rate in this age group is relatively low, however, thus reflecting the importance of ESP for all ages.

Overall, of the 299 samples interviewed, 23.5% have ever attended ESP course, 48% are studying, and this large percentage shows that ESP is really popular and essential at work as well as in modern life. Never attended any course accounted for 28.6%, however, in the age group of 18-44, ESP may not be necessary for their job but they are more likely to continue to apply at another time. With the significance level  $p = 0.00 < 0.05$  interpreted as significant.

The coefficient Cramer's  $v = 0.243$  indicates the correlation between age group and ESP learning at close level.

As far as occupation is concerned, most of the learners – respondents who enrolled in ESP course are students with 150 ( 50.3%), followed by government employees such as police, teachers, government officials with 33 ( 11.1%), administrative staff office with 32 (10.7%) higher than both sale staff 25 ( 8.4%) and part time job like waitress, car attendant, leaflet 23 (7.7%). It is surprising that owners of companies, private enterprises accounts for the same rate as unemployment with the frequencies of 16 (5.4%) respectively. The group of the respondents with the lowest frequencies is workers with 1 (0.3%) and retirement with 2 (0.7%). It can be inferred from the table that students are most interested in ESP course. The main reason for this is to meet the society or future job's requirements.

**Table 3: Correlation between Job and objectives to learn ESP. (Unit :%)**

Job	Objectives to learn ESP					
	Learn English well		Improve ability		Job requirements	
	Yes	No	Yes	No	Yes	No
Part-time job	4.8%	95.2%	57.1%	42.9%	42.9%	57.1%
Administrative staff office	9.4%	90.6%	56.2%	43.8%	59.4%	40.6%
Sales staff	0	100.0%	72.0%	28.0%	80.0%	20.0%
Government employees	12.5%	87.5%	68.8%	31.2%	40.6%	59.4%
Owners of companies, private enterprises	0	100.0%	56.2%	43.8%	87.5%	12.5%
Workers, general workers	0	100.0%	100.0%	0	100.0%	0
Pupils/Students	20.8%	79.2%	48.3%	51.7%	62.4%	37.6%
Unemployment	0	100.0%	50.0%	50.0%	0	100.0%
Other	0	100.0%	25.0%	75.0%	87.5%	12.5%

*Source: Statistics from the questionnaire*

Table 3 illustrates clearly the highest goal of learning English in the society today, which is the goal for work. Learning English at school is the goal of 20.8% of students, 12.5% of government employees, 9.4% of office workers and 4.8% of those doing part-time work.

Those are not high rates, reflecting this is not a big goal when joining the course of business English people. As well as the above analysis, improving oneself and serving the new job is what the learner is aiming for. Especially, in the group of workers and workers in general, these two goals are absolutely 100%. Workers or professionals who wish to have a good job in companies, private enterprises or in multinational corporations and foreign languages are decisive factors in their salaries. For this reason, many people have taken the course to improve their job placement, improve their knowledge. After the above group, the owners of the company and private enterprises also aimed at two purposes: to improve their self-efficacy and job satisfaction, at 56.2% and 87.5%, respectively.

This group has been playing the role of English in business, trading and trading with foreign companies. English communication is especially important in business English. It is impossible not to grasp sesame in order to do well in their work. After this group is also a group of business people, business English courses are the tools to help them be recruited as well as completed work, there are 72% of learners to improve their capacity and 80% of them learn to work.

Other groups such as part-time work, administrative staff, civil servants ... also learn business English for the two main purposes as above with a choice rate of 40-60%, is a high rate. With the unemployed, they do not learn business English to learn English well or study for a job, 50% of them learn to themselves more knowledge. For other groups, the goal of learning to get better jobs, to meet work needs is also up to 87.5%.

Regarding monthly income, the highest number of the respondents have no income yet with the frequency of 124 (41.5%) followed by those earning about \$500 per month with the frequency of 53 (17.7%). Income under \$150 per month and \$250 - \$350 per month with the frequencies of 38 (12.7%), 39 (13%) respectively. Meanwhile, the number of respondents earning \$350 - \$500 with 26(8.7%) and the lowest frequency falls on \$150 - \$250 with 19 (6.4%).

**Table 4: Relationship between age and personal income of respondents. (Unit :%)**

		Personal monthly income						Total
		No income yet	Under \$150	From \$150 - \$250	From \$250- \$350	From \$350 - \$500	More than \$500	
Age group	18-24	64.1%	19.3%	6.2%	5.7%	3.1%	1.6%	100.0%
	25-34	0	0	10.3%	32.8%	24.1%	32.8%	100.0%
	35-44	0	0	0	28.1%	9.4%	62.5%	100.0%
	45-54	0	10.0%	0	0	0	90.0%	100.0%
	trên 55	0	0	0	0	0	100.0%	100.0%
Total		41.8%	12.9%	6.1%	13.3%	7.8%	18.0%	100.0%

Source: Statistics from the questionnaire

Table 4 presents the greatest age group involved in business English is between 18 and 24 years of age. However, this age group is the unprofessional age group with a very high rate of 64.1%. Income at this age is mostly less than \$150, accounting for 19.3%. Only 1.6% earns over \$500 per month. Between \$ 150 - \$ 250 accounts for 6.2%; from \$250- \$ 350 accounts for 5.7% and the income is \$ 350 - \$ 500 accounts for 3.1%. Obviously, this age group is mostly students, mostly without income, but has the opportunity to study and actually attend more ESP courses than other age groups. May be they are studying this subject at their university. The above data clearly confirms that ESP is a necessary tool for young people

**Table 5: Correlation between income and objectives to learn ESP. (Unit :%)**

Income	Objectives to learn ESP					
	Learn English well		Improve ability		Job requirements	
	Yes	No	Yes	No	Yes	No
No income yet	17.1%	82.9%	46.3%	53.7%	61.0%	39.0%
Under \$150	15.8%	84.2%	63.2%	36.8%	52.6%	47.4%
From \$ 150 - \$ 250	27.8%	72.2%	33.3%	66.7%	61.1%	38.9%
From \$250- \$ 350	10.3%	89.7%	51.3%	48.7%	48.7%	51.3%

From \$ 350 - \$ 500	0	100.0%	87.5%	12.5%	50.0%	50.0%
More than \$ 500	5.7%	94.3%	56.6%	43.4%	86.8%	13.2%

*Source: Statistics from the questionnaire*

Table 5 reveals the higher the level of income, the greater the English learning objective. For those without income, they set their career paths and 61% are aware of the role of English in self-development.

Salaries were under \$150, with 52.6% of job-learners and 63.2% of those studying to improve capacity in the integration period. From \$ 150 - \$ 250, the number of people studying for work increased to 61.1%, at this time, learning to cultivate themselves only accounted for 33.3%. Income from \$250- \$ 350, this is considered as a good income, and then 51.3% of students to develop themselves and 48.7% learn for work. With a salary of \$ 350 - \$ 500, 50% of the students to meet the job requirement, the need to improve their own ability occupies a very high rate, 87.5%. At the income threshold of over \$ \$ 500 a month, 86.8% of the workforce, 56.6% of the students learn to expand their knowledge.

Thus, the higher the income, the more English will play a decisive role in that salary. Conversely, learning business English is an opportunity for people to improve their jobs, advance in careers, and get better salaries. For those who do not have income and have low income, less than \$250 / month, the demand for jobs is the motivation for them to register for the English course. It accounts for over 50%.

At a more stable salary, from \$250- \$ 500/ month, this is a good income, those seeking stability, no need for promotion will not spend time for studying anymore so the ratio study because this goal dropped to 50%. At the threshold of \$350- \$ 500, the focus is on self-improvement, and only at this income, the goal of expanding knowledge is a large percentage of students choose, accounting for 87 , 5%.

When earning more than \$ 500/ month, corresponding to the managerial position or international business staff, exchanging jobs in English or translating contracts, interpreting in meetings ... need high accuracy. Studying for work now is necessary to develop the careers of those in the high-income group. Obviously, the purpose of learning for the development of work is more people oriented, the more economic conditions, the more students want to improve their position, expand their understanding of the term higher expectations in life.

In conclusion, it is possible to see learners clearly understand the role of English in each occupation. Whatever the current job is, those who are enrolled in Business English courses also have common goals and the two biggest goals are to improve themselves and serve their jobs.

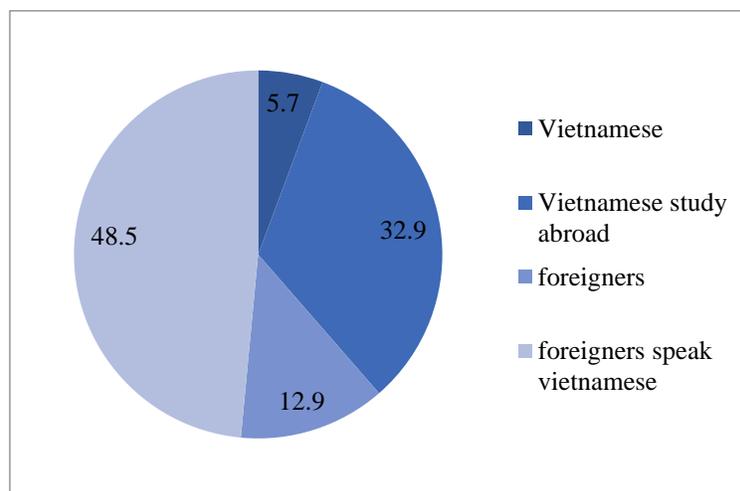
Business English is especially appreciated by business owners, and administrative staff because it directly serves their work, as a tool for them to do well in their roles. The remaining groups pursue business English for the sake of improving their self-efficacy.

**Factors influence on customers’ decision in paying for an ESP course**

*Teachers’ nationality*

English is not second language in Viet Nam, so the Vietnamese when learning English will have many problems with pronunciation, natural way of speaking. Therefore, the nationality of the lecturer is also an important factor to help learners select the appropriate English center.

**Figure 1: Learners’ requirements for the nationality of the instructor at the English Center. (Unit:%)**



*Source: Statistics from the questionnaire*

Apart from good teachers’ qualifications that most learners expect to gain, as shown in the figure 1, it is possible to see that the trainees have a preference for teachers who understand the two languages. Vietnamese only make up 5.7% of the selection, the lowest in the criteria of nationality of lecturers in the centers. Foreigners are more likely to be attracted than Vietnamese by 7.2%, reaching the optimum of 12.9%. Thus, if one is only fluent in one of two languages without actual experience, it is not appreciated by the students. Vietnamese students are selected with a high rate of 32.9%. Vietnamese people are very fluent in their mother tongue, they have also experienced the learning period as learners, they will know the weaknesses of Vietnamese while learning English, so it is easy to share experiences with his students. They have a language experience with native speakers through their studies, which will help them to have the most

vocabulary or spelling skills. This, in turn, makes them a great advantage in the classroom. However, the foreign lecturers with the knowledge of Vietnamese language are the top choice. Foreigners definitely know their language, when they understand Vietnamese; they will convey the right knowledge and the most understandable way of analysis. In addition, studying with foreign teachers means that students are trained to communicate with native speakers, pronunciation skills or mistakes of students will be corrected right in the learning process. This advantage makes foreign lecturers highly appreciated in creating the effect of the course.

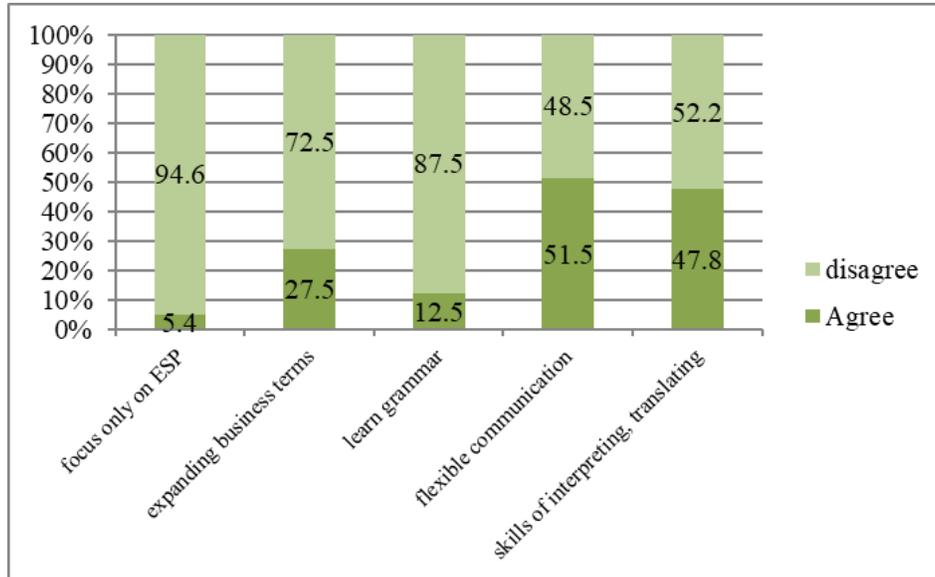
***Training program.***

According to data from the figure 2 , learners register to study business English but only 5.4% need to focus on this specialty. This is a very low percentage indicating that most trainees are interested in other skills in the field of commerce. Mastering grammar is also the desire of 12.5% of learners, the expansion of business terms is the expectation of 27.5% of people enrolled in the course.

The two goals that most learners oriented is the ability to interpret, translate and communicate flexibly with business topics, the rate of respectively 47.8% and 51.5%. According to personal information from 295 people interviewed, most of learners want to study is aged 18-24, is the age group with the desire to expand employment opportunities, look for better job. The two most important criteria are also two skills that help them to get a good job in the field of trade in multinational corporations and foreign organizations..

The need for standardized education is not something that many people are aiming at. Business English learners nowadays focus on communicative flexibility and English with them primarily serving the needs of job exchanges. With such aspirations, the need for communication and quick response training is what the centers should be focusing on in their curriculum to meet the needs of trainees, attracting learners to the training institutions

Figure 2: Learners’ desire for ESP training. (Unit:%)



Source: Statistics from the questionnaire

Facilities at training centers

Table 6: The importance of equipment in the classroom of Business English. (Unit :%)

Factor	The importance rate					Total (%)
	Not very important	Not important	Normal	important	Very important	
1. Light in the classroom	3.4	3	20.1	55.1	18.4	100%
2. The area in the classrooms matches the class size	2	3.7	18.8	56.5	19	100%
3. The classroom has a projector	3.8	7.2	21.9	42.8	24.3	100%
4. Classrooms with fan / air conditioning	3.5	5.4	19.7	40.8	30.6	100%
5. The classroom has an	4.7	5.4	20.7	32.5	36.7	100%

internet connection						
6. Clean, cool classroom	4.4	2	11	54.6	28	100%

*Source: Statistics from the questionnaire*

According to statistics from the table 6, the most important factors that students should evaluate in the classroom are: Internet, fan / air conditioner and cleanness, cool with rate "very important" is 36.7%; 30.6% and 28% . In fact, you go to the center of English to study with the teacher, but even in the classroom also need a dictionary or use the word, the internet is therefore considered the most important factor for the classroom. English language centers are usually rented out by private institutions to open classrooms. In order to have more classrooms, the size of each class will be reduced, ensuring a clean and airy classroom will need air conditioning or electric fans. Especially, on summer days in Hanoi, if are not such electrical equipment, learners will certainly be uncomfortable and can't concentrate on learning. Other factors, such as area, projector, and light, although not considered "very important", accounted for 42.8% of the "most important" rating; 56.5% and 55.1% respectively. narrow area where the learners are crowded, the feeling of cramped makes people very difficult to focus, light in the room is not enough will create feelings of lack of professional, not like a space for learning, exchange of knowledge. And the projector is a familiar means of teaching, because today, curriculum or flexible teaching methods through online games, video, clip ... are quite popular to increase the interest for learners.

Sharing the same viewpoint, through the interview there are 20 of 40 lecturers (50%) stated that they need to use modern technology for ESP achievement of learners, 52,5 % of them think that modern technology contributes much to learners' ESP achievement and 12,5 % of the lecturers need assistance from principals when they chose modern facilities for teaching to improve learners' ESP learning. Meanwhile there are 8 of 10 principals (80%) answered that modern facilities are an important factor for learners in choosing an ESP course.

Thus, facilities can play a very important role in improving the learning efficiency of learners. In order to attract people to register, English language centers need to pay attention to the above mentioned factors, paying particular attention to the learning space, equipment and necessary learning facilities to help learners to concentrate as well as inspire learning for them.

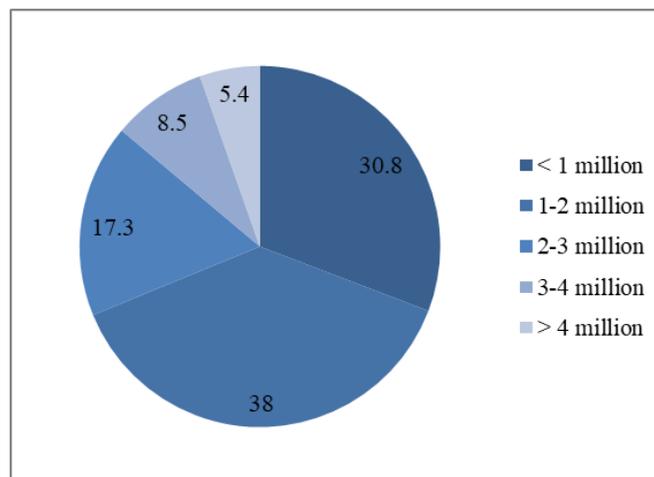
***Tuition fee***

The figure 3 shows that most of the learners are willing to spend between 1 million (\$50) and 2 million (\$100) per month to study business English, accounting for 38%. Then it was below 1 million VND (\$50) / month, which was 30.8% of the participants. As expected, business English learners are mainly young people; aged 18-24 with more than 60% do not have personal income

every month. Thus, their living, study depends entirely on the family. Cost of studying English is also provided by the family, spending less than 2 million (\$100) per month is reasonable with their economic status. On the other hand, a typical business English course will last 2-6 months, depending on the needs and the level of the learner. If the learner is willing to pay less than 2 million VND (\$100) / month, when completing the course, the total cost will be 4- under 12 million VND (\$200 - \$600) . It is also not a small expense for students who are new to work without income or low income. At a cost of \$ 2 - 3 million (\$100 - \$150) per month, 17.3% of people are willing to pay for a business English course. The higher the fee, the less people want to pay for learning English. There are 8.5% of people willing to spend 3-4 million ( \$150 -\$200) per month for English, when the monthly cost more than 4 million (\$200), the rate dropped to 5.4%. Of 299 respondents answered, the proportion of people earning more than \$ 7 million (\$350) is much less than the \$ 5 million (\$250). Because of the low income, few want to spend big money on learning. On the other hand, the general price level in English centers is not too much difference and most of the tuition fees are also directed to certain groups. All principals (100%) agreed that right price is an important factor for learners to consider choosing an ESP course.

As such, ESP training institutions should refer to and let study fees in a month from 1-2 million (\$50 - \$100). This is the cost of ensuring that most applicants are enrolled, which is affordable for most students. In terms of tuition fees, 299 respondents provided the cost they were willing to pay for a business English lesson, as follows:

**Figure 3: Learners’ opinion about the fee for an ESP course. (Unit:%)**



Source: Statistics from the questionnaire

Besides, there are some other factors influencing the decision to choose a place to learn ESP. To compare the importance of these factors, consulted from 299 respondents, the results are as follows:

**Table 7: The importance of factors when choosing an ESP course (Unit:%)**

Factors	Not very important	Not important	Normal	important	Very important	Total
1. Lecturers' quality				20	80	100%
2 . Right price				100		100%
3. Reputation				100		100%
4. Take care				100		100%
5. Good management				100		100%
6. Modern facilities			20	80		100%
7. location			40	60		100%
8. update curriculum			20	80		100%

Lecturers' quality stands at highest level with 80 % of *very important* and 20 % of *important*. Learners thinks that it is very important to work with good quality of lecturers (80 %) and important with 20 %. Right price is really important for learners when choose an ESP course with the rate 100% and they are the same with such factors as reputation, take care and good management. According to interviewed principals, learners assume that modern facilities and update curriculum are both in normal grade with 20 % and important with 80%. The percentage is quite different for location when learners say that it is important to access to convenient location of an ESP training institution (60%) however principals suppose that 40 % of learners consider location not very important but at normal level.

**CONCLUSION**

In short, in order to attract more ESP learners and make them willing to pay for ESP course, it demands great efforts of the training institutions with lecturers' good qualification, tuition fees in the centers should be adjusted to suit each participant. In addition to, it is essential to clarify

characteristics of learners or customers and their motivation with the ambition of making them decide to participate into ESP course offered. It is hoped that the study will be great help to those who are concerned with this problem. In most research projects, limitations are inevitable. The author would appreciate the readers' tolerance and criticism for the shortcomings and deficiencies of the study.

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