



Factors Affecting English-Majors' Learning of English for Tourism

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Received: 12 April 2025

Accepted: 19 April 2025

Published: 23 April 2025

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Abstract: *The more modern society has developed, the more the demand for tourism and hospitality has grown. People, on the other hand, need to communicate with one another using a language that is universal for them to be able to understand one another. This study was conducted to find out the factors affecting 80 English-majors' learning of English for Tourism at HUIT and how to improve the approach of learning English for Tourism by drawing on a quantitative research approach. The most important findings imply that a wide variety of factors come into play when it comes to English for Tourism learning among English majors. The terms "self", "environment", "subject", and "teacher" are included in this list. It is interesting to note that the strategies that have been developed to enhance the way of learning English for tourism focus on two subcategories: "learning" and "teaching". Given the quick pace of growth seen in modern society, it is essential to acquire the ability to communicate in English for success in the tourism industry. In this day and age of increasing globalization, having an understanding of these variables might provide useful insights into how English should be learned and taught for the tourism industry.*

Keywords: *English for Tourism, factors, needs, learning, teaching, ESP*

1. INTRODUCTION

In the modern age, where people are becoming increasingly linked, it is more essential than ever before to know English well. The instruction and acquisition of languages using a method that is centered on the requirements of the students is known as English for Specific Purposes (ESP). That is to say, the students' motivations for taking part serve as the foundation for making judgements regarding both the subject matter and the techniques.

There is an enormous need in the English language for tourism, but in Vietnam, there are extremely limited materials that fulfil the special demands of tourist workers. This is because the majority of the textbooks that are currently available are written for widespread use. The purpose of the study is to specifically investigate the participants' essentials (the assignments that they are required to complete), lacks (the areas of expertise in which they desire to improve), and requirements (the standards they currently hold for lessons they wish to utilize) in order to ensure that a suitable educational program can be developed, which, together with the corresponding subject matter, corresponds to the participants' needs.

There has not been a period in the development of humanity when people from other countries needed to speak with each other so frequently for reasons including travel, trade, entertainment, and other activities. The development of a universal language was an inevitable outcome of this logical process. The past two decades of swift change, and notably the decades after the Second World War, have been tremendously beneficial for the English to acquire worldwide prominence (British industrialization during the nineteenth century, American super-growing industry in the twentieth century). As a result, English has developed into one of the languages that is spoken all over the world the most.

This study is provided with these questions:

- 1) What factors influence English major students' learning of English for Tourism?
- 2) How to make the approach to learning English for Tourism more effective?

2. LITERATURE REVIEW

2.1. English for Specific Purposes (ESP)

The educational approach known as English for Specific Purposes, or ESP for short, is a strategy for imparting linguistic knowledge in which the subject matter and instructional methodology are tailored to the particular requirements of the pupils, as determined by the learners' intended applications of the language. English for Specific Purposes (ESP) can be broken down into two primary categories: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP) (Tom Hutchinson, Alan Waters, 1987) (ANN M. JOHNS, TONY DUDLEY-EVANS, Summer 1991) (Chris Kennedy, Rod Bolitho, 1984). Both of these groups are further split into smaller groups. Although EOP and EAP have similarities in that they both require continuous needs evaluation and target environment examination, the former type of course is instructed in circumstances where students require to communicate in the English language in the course of what they do, while the second is instructed in educational environments where the pupils must have to apply the English language as a component of their educational experience (Johns, Ann M.; Salmani Nodoushan, M. A., Apr 2015). EOP is geared towards "just in time" studying, which provides individuals with practical knowledge once they begin working in their desired career. On the other hand, EAP is geared towards "just in case" understanding, which trains students for an occupation that may or may not exist in the not-too-distant future (Salmani-Nodoushan, 2020). The English for Tourism program is an example of EOP, and the English for Science and Technology program is an example of EAP. Before producing ESP instructional resources, the majority of ESP studies consider two concerns: (1) why a specific learner has to gain knowledge of the language being studied, and (2) which technique to acquire it is most appropriate for the individual's needs (Tom Hutchinson, Alan Waters, 1987). These are both issues that are taken seriously by the majority of ESP researchers.

In order to gain a better idea of the way ESP is distinct from General English, (Tony Dudley-Evans, Maggie Jo St John, 1998) outlined three absolute features of ESP classes as follows, which can be found in the following order:

- a. ESP was developed to cater to the particular requirements of the student.
- b. ESP takes advantage of the fundamental methodologies and activities that are associated with the fields that it supports.
- c. The English for Specific Purposes curriculum focuses on the fundamentals of language (grammar, lexis), abilities, and conversation that are suited for these tasks.

The most crucial aspect of the practice of ESP is that the development of proper language resources is a vital component. As a result, the reason for conducting this research is to find out what jobs students with an English major are responsible for, what abilities they struggle with and what requirements for schooling they must meet in order to determine what subject areas and instructional strategies are most effective for an English for Tourism course.

2.2. English in the Context of the Tourism Industry

As we can see, one of the most frequently seen non-native tongues is English in Europe and around the world. Individuals can get particularly keen to brush up on English since it has the potential to create greater advantages than comparable languages, which is one of the explanations for why the motivations for acquiring English have grown more closely related to business motivations (by employing language abilities in the workplace, travelling overseas, as well as private happiness). In all sorts of business discussions, commercial rules and regulations, and global summits, English is an accent that is often used alongside other languages. Some of the most important foreign groups only work in English. The UN, IMF, World Bank, WHO, and ILO are examples. International organizations like the World Health Organization and the International Labor Organization have diverse orders, groups, and skilled employees.

They anticipate this phenomenon will be especially obvious in the realm of travelling abroad, given that the English tongue is currently recognized as the medium that has experienced the greatest impact. Road indications, airline declarations, advertisements, menus at eateries, signage in shop fronts, various precautionary advice, and payment card services are especially likely to be written in English or contain an English equivalent.

The hospitality sector typically accounts for a sizeable portion of a nation's overall economic output. The workers in the tourist industry (tourism organizations, tour operators, accommodations, and other types of hospitality services) must have themselves completely ready to fulfil every one of the expectations that may be placed on them by their customers. This is one of the primary explanations why interaction in the travel sector is considered to be more delicate compared to other industries (Nevenka Blazevic, Maja Blazevic, 2007), and having a working understanding of various languages is an absolute necessity.

2.3. World Englishes and English for Tourism

The term “World Englishes”, which is also called “Global Englishes” and “New Englishes”, refers to the various kinds of English that are spoken in various regions throughout the world. The concept of “World Englishes” was developed by (Kingsley Bolton, Braj B. Kachru, 1985), who proposed a model consisting of three overlapping circles: the Inner Circle, the Outer Circle, and the Expanding Circle. The nations that have historically used English as their native tongue are known as members of the “Inner Circle”. These countries include the United Kingdom, the United States of the United States of America, Canada, Australia, and New Zealand. The contemporary nations that have made English the official language of government and business are considered part of the Outer Circle. These nations include India, Malaysia, the Philippines, Singapore, and South Africa. The term “the Expanding Circle” refers to places where English is spoken as a second language, such as China, Indonesia, Japan, South Korea, and Turkey. According to (McHenry, 2021), there are two explanations why Kachru’s framework can be utilized as an instrument for the purpose of comprehending the propagation of English as a worldwide language. The first thing that it does is emphasize the reality that the English language was initially used in the United Kingdom and the territories of settlers that it had founded prior it became common outside of the Inner Circle. Second, it is reflective of how English is utilized now; specifically, the countries with the greatest number of people and most rapidly increasing populations constitute the Outer and Expanding Circles, respectively.

The Inner Circle method of English instruction, which emphasizes what is referred to as ordinary English, concentrates on proficient-like growth, and chooses educational materials directed to Inner Circle English, may cease to be suitable given that English for Tourism frequently occurs in multiple languages and diverse environments. If we take the travel and tourism sector in Thailand as a case study, despite the fact that the country welcomed quite 40 million foreign tourists in 2019, the tourists who travelled from the United Kingdom, the United States of America, Canada, Australia, and New Zealand, which indicate nations that make up the Inner Circle, represented less than ten percent of the overall amount of immigrants, whereas the ones from China, Japan, and South Korea, which stand for nation-states in the Expanding Circle, contributed to nearly forty percent of the overall amount of newcomers (Ministry of Tourism and Sports, 2020). Due to the scenario, students must be familiar with regionally specific English variants, understand how English is used in Expanding Circle situations, and develop grammatical and cultural versatility to communicate effectively with a variety of peers.

2.4. Teaching Tourism as ESP: Student’s needs

When instructing English for Specific Purposes (ESP), it is necessary to determine the proficiency of pupils and, as a result, to specify their objectives in order to make an informed choice regarding the most suitable instructional resources (Hyon, 2018). Learners are recommended to possess a minimum language proficiency of B2 and sufficient expertise in the relevant occupational sector, in addition to an overall comprehension of the position and the behavioral requirements associated with it. In reality, students in a class might possess quite various levels of linguistic and professional ability, particularly in larger classes; yet, recognizing variety among students may encourage them to collaborate instead of becoming a barrier to doing so. Diversity can help overcome psychological barriers and build self-confidence. Thus, there is a possibility that pupils will be more receptive to a rigorous curriculum. In actual practice, having a conversation with students about their prior knowledge may help create an environment of comfort in which pupils are more likely to be comfortable asking for assistance and expressing their thoughts. Events in which participants work together can help people gain self-assurance.

The collaborative study of difficult material, regardless of the administration of the instructor, is the method that is utilized in corporate social responsibility to accomplish the goal of fostering shared involvement. Students take on multiple responsibilities and are each in charge of constructing a different

facet of their overall text comprehension. They concentrate on completing one activity at a time and discuss their understanding of it. According to (Christopher Mulligan, Russell Garofalo, May / June 2011), this makes them feel encouraged by their peers and prevents them from getting caught up in the level of detail of the entire book. To comprehend a complex text requires not only vocabulary and grammar prowess but also the ability to think meta linguistically. Complicated texts also provide organizational challenges. Students must figure out the subject matter on their own and avoid literary elements that may hinder their comprehension, depending on their ability. Linguistic volume, morpho-syntactical difficulty, inferred expertise, and duration are all barriers that require suitable tactics to overcome in order to prevent students from quitting. From this point of view, actions involving cooperative reading can aid with respect to both mental processing and language processing to confront the challenge of expert reading.

Overall, ESP training might concentrate on basic communication skills rather than on specific topics like language and nomenclature. Alternately, it may concentrate on comprehending the many corporate genres and making use of language so as to make sense of expert speech. Due to the complexity of travel, both perspectives are crucial. Information about tourists comes from a wide variety of contexts and fields of conversation, and as a result, they use a variety of categories, frequently mix styles. Written permitted and business documents, business conferences, video-phone exchanges, internet pages, and news releases are all examples of these genres (Maci, 2020). Other examples include travel guides, advertisements, messages, marketing writings, e-tickets, phone / Zoom / Skype / Webex dialogue, blog posts, marketing videos, and evaluations. The depth of the discussion surrounding tourism calls for a diverse skill set and requires instructors to strike an agreement between realism and intelligibility in their lessons.

In point of truth, sincerity is required to instruct Tourism because it enables pupils to acquire the skills essential to interact with a worldwide, diverse, and unfiltered language. They are obligated to be knowledgeable regarding the complexity of practical language, interpersonal interaction, and conversation; in other words, they are required to acquire both language skills for industry and the vocabulary associated with them (Hyon, 2018) (Michael Ennis, Gina Petrie, 2020). Thus, books ought to be chosen with a more comprehensive understanding of the tourism industry in mind. Instead of beginning with the terms, instructional design should focus on the general framework of the categories, after which a more critical and in-depth comprehension of each of the works as well as the language in place should be developed. Because components of practical language and genre customs can be translated and repurposed in different settings and utilized as distinct talents, language that is employed for particular objectives can be interesting if it concentrates on the examination of trade styles as they pertain to a particular society.

This is because speech may be employed for particular objectives. To put it another way, it is of the utmost importance for students to grasp this concept that the acquisition of skills like reading that will have an effect on their lives is a direct result of their study of specialist languages and their investigation of genres related to travel (Charles Kelly, Lawrence Kelly, Mark Offner, Bruce Vorland, 2002).

2.5. Teacher's roles in ESP

The instructor's competence and motivation to urge pupils to study determine student success. The development of the appropriate knowledge, mindset, and abilities in educators is best accomplished through the integration of classroom experience, educational theory, and expertise from professionals. The training of teachers in ESP involves an ongoing process that continues throughout a teacher's career. It comprises enhancing an individual's schooling, expanding an awareness of the topic area that the pupils are studying, gaining a comprehension of the personalities of the learners, and cultivating actual abilities and competencies (Stein, June 1995) (Jackson, 2005).

ESP instructors may take on a variety of responsibilities, including but not limited to instruction, planning courses, supplying resources, working together, conducting studies, and reviewing. ESP is a subject that emphasizes practical application, with the primary focus being on facilitating students' educational growth. In contrast to the duties that have traditionally been assigned to them, teachers of ESP do not serve as the major sources of information. It's possible that students know more than the lecturer, and their knowledge might lead to classroom discussion. The position of the instructor in this scenario is more like that of a consultant or counsellor who is well-versed in different communication practices and engages in discussion with pupils to determine how these practices might be utilized most effectively to achieve the learning goals. This implies that educators need to be adaptable, eager to pay

attention to their learners, and actively interested in the content that they teach (Zorica, 2015) (Jackson, 2005).

It is not uncommon for a book's content to be incapable of satisfactorily meeting the demands of students; hence, teachers need to offer more details on the subject matter. During this step, you will choose and adjust the material that is accessible, after which you will evaluate how successful it was. Extra content for English for Medical Purposes can come in the form of healthcare documents, studies, stories, prescriptions, test results, or any number of other types of materials. Students' participation in this procedure, along with the expectation that they will provide the appropriate content from their health care courses, can prove to be valuable. Among the methods by which language instruction is contextualized is by having it tied to fundamental studies. In this manner, pupils are enabled to recognize the connection between the two subjects and gain an understanding of the aspects in which language will really be utilized in later jobs. In the way that they examine particular medical categories, languages, and abilities required for specialized communication, teachers serve as scientists in the field. The following phase, which comes after the need assessment has been carried out, is to incorporate the results received from the study into the structure of the instruction as well as the development of the necessary materials.

The position of partner is another crucial one that ESP instructors play in their classrooms. It relates to developing productive working relationships between learners and educators who specialize in a particular academic area. It is essential for a good education that students be taught in groups, as collaborative learning constitutes one of the most essential aspects of ESP. It does this by presenting the essential contents and fostering a connection between those involved through a three-way conversation (Zorica, 2015). In spite of this, it incorporates instruction on proficiency in English as well as medical information. Learners have a better understanding of the tongue by learning it in its natural environment, and they are encouraged to use the medical information that they have acquired during language school (Ljiljana Antic, Dragan Antic, Dragana Radovanovic, Vladimir Kaluderovic, 2012). In addition, partnership is useful for medical educators, who are typically physicians but frequently lack any professional education in psychology or the method of teaching. This presents a unique challenge for medical educators. To be more specific, they have a chance to acquire information from the instructor of languages about the various techniques and approaches to instructing, and they may then apply this information in their usual classes. As a result, this aspect of collaboration in education is particularly significant because it provides a plethora of chances for the growth of everyone involved.

3. RESEARCH METHODS

3.1. Participants

The research project was conducted at Ho Chi Minh City University of Industry and Trade, Vietnam. During the first semester of the current academic year 2024 - 2025, this inquiry was carried out, and there was a total of 80 different subjects that participated in this project. These students are English majors from the Faculty of Foreign Languages of HUIT. Their ages are various from 18 and 21 years old, including 1 sophomore, 64 juniors and 15 seniors. The subjects in the research were requested to complete the questionnaires and surveys. The subjects' names are well-kept to protect their privacy.

The author used online surveys built with Google Forms for the purpose of data collection. The questionnaire consisted of questions that have several options for respondents to pick from and multiple-choice questions based on the five-point Likert scale from "totally not agree" to "totally agree" (1 = totally not agree, 2 = not agree, 3 = neutral, 4 = agree, 5 = totally agree) for quantitative data. In the Department of Foreign Languages of the University of Industry and Trade in Ho Chi Minh City, the questionnaire was given out to 80 students who were majoring in English between their second and fourth years of study.

3.2. Research Instruments, data collection and analysis Procedures:

The data collected from the survey questionnaires that the participants filled out were analyzed by the researcher for this study. The researcher made extensive use of descriptive statistics to complete the analysis of the data. These statistics included charts, percentages, and means. The analysis was carried out with the help of the Microsoft Office Excel 2013 application. One of the high-fidelity tools that can be utilized to facilitate the presentation of data is Microsoft Office Excel 2013. The program Microsoft Office Excel 2013 is being used for the goal of utilizing descriptive statistics so as to present a numerical

explanation of the research problem. There were several stages involved in performing an analysis on the data using Microsoft Office Excel 2013. The data were initially inputted into the research project using Excel by the author. The data were then scrubbed and double-checked by the researcher before being used to create charts. After that, charts were constructed according to the data, and those.

The author employed a variety of approaches to analysis so as to gain some understanding from the data that was obtained.

3.3. Reliability and Validity

3.3.1. Reliability

According to Johnson and Christensen (2008), reliability is the degree to which a method consistently measures something. If the results of the measurement are as consistent with each other as possible and were acquired by employing the same methods under comparable conditions, then the measurement is considered reliable. The program Microsoft Office Excel 2013 was used in this investigation to conduct an analysis of the reliability of the survey questionnaire. The students at the Faculty of Foreign Languages at HUIT participated in an experiment to determine the reliability of the questionnaire. The reliability of the questionnaire was measured by entering all of the valid items into programs created in Microsoft Office Excel 2013.

3.3.2. Validity

Creswell (2012) describes validity in terms of the amount to which all of the visible points point to the desired interpretation of the test scores for the purposes that are being presented. When referring to the degree to which a method accurately measures what it is intended to measure, the term “validity” is what is meant to be referred to. The research question may be answered using the survey questionnaire that was produced for this study since it is valid. The questionnaire can be utilized to find out the elements that affect English majors’ learning of English for Tourism at HUIT. The researcher utilized some students in the Faculty of Foreign Languages who were majoring in English for the purpose of proceeding with the validity examination. For the purpose of measuring validity, Microsoft Office Excel 2013 was utilized

4. RESULTS OF THE STUDY

4.1. Factors influencing English major students’ learning of English for Tourism

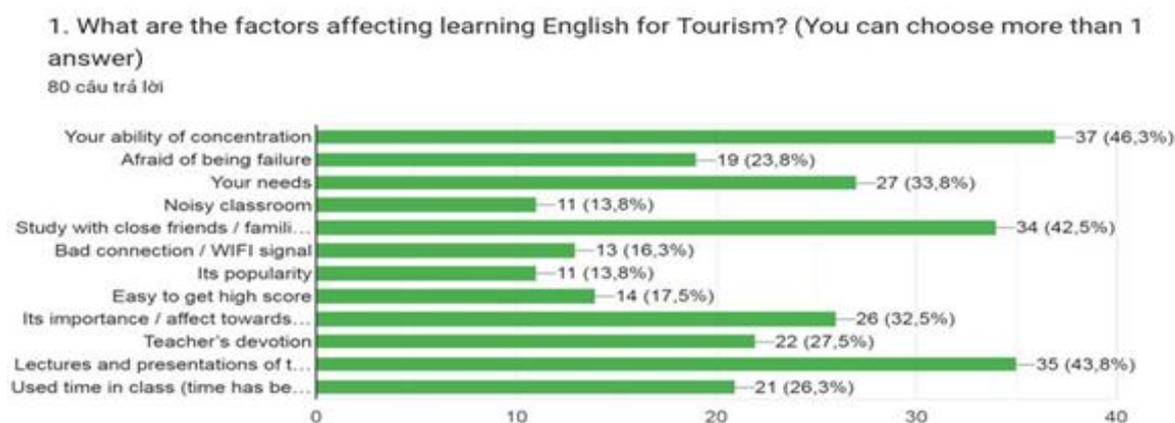


Figure 4.1. Factors affecting on learning English for Tourism

The factors depicted in Figure 4.1 have been determined to exert a large amount of impact on the procedure of learning English for Tourism. The ability to concentrate on oneself was selected the most in the subcategory, with 37 out of 80 checks from the participants (or 46.3% of the total). The poll also discovered that lectures and presentations from the study, which had been produced by the lecturer, received 35 out of 80 ticks (43.8%) from the subcategory ‘teacher’. Additionally, in terms of ‘environment’, 34 of the participants believed that studying English with close friends and family would result in learning English for the tourism industry. In terms of the ‘subject’, the importance or impact of this course scored 26 out of 80 ticks, which is 32.5 percent Score.

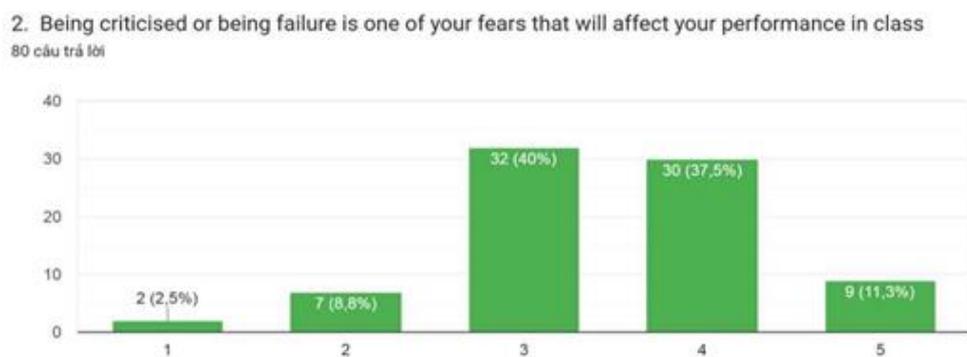


Figure 4.2. Criticism Factor

The participants were given the choice between the dread of being criticized and the fear of being a failure, as shown in Figure 4.2. There were 32 individuals who didn't take either side of the argument. In fact, close to half of the student body did not feel threatened by constructive criticism. However, it is abundantly evident that this figure was more on the "agree" side, obtaining a total of 39 out of 80 possible answers (48.5%). Only 7 of the respondents (8.8%) selected 'not agree', and only 2 of the subjects (2.5%), selected 'totally not agree', in response to the assertion that the fear of being criticized or failing is the factor that will affect one's performance in the classroom.

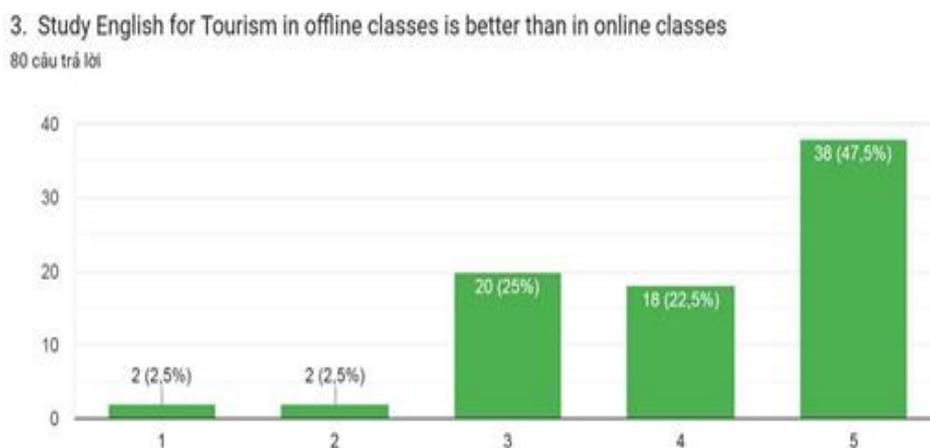


Figure 4.3. Offline classes vs. Online classes.

This number reveals whether students prefer offline lessons or Online classes to fulfil their educational needs. According to this number, it would indicate that offline lessons for English for Tourism are more popular than online programs for teaching the subject. 47.5 percent of the student body was in complete agreement that attending lessons in person is preferable. There were 56 people out of 80 responders who agreed with this announcement, which makes about 70% of the total. A quarter of the participants did not have an opinion regarding this statement. Each group had two respondents: one who said, 'not agree' and others who said, 'totally not agree'. This resulted in a total of four students remaining on the "disagree" side of the debate.

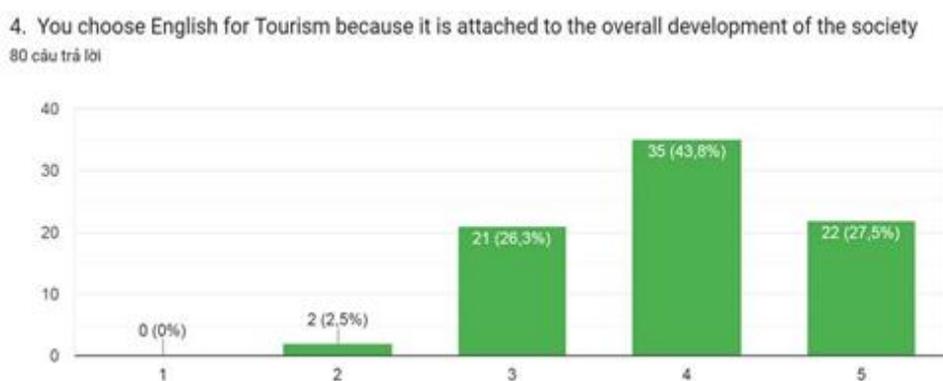


Figure 4.4. the overall development of the society attachment Factor

The agreement on English for Tourism that is related to the growth of society is illustrated in figure 4.4. According to the chart, a total of 57 respondents have taken the “agree” stance, which represents a 71.3 percent majority. When asked about the above statement, 35 students selected ‘agree’ (representing 43.8% of the total), while 22 students selected ‘totally agree’ (representing 27.5% of the total) as their response. Twenty-one respondents, or 26.3% of the total, said that they did not have any opinion regarding this declaration. Nevertheless, there were a couple of responders (2.5%) who picked the ‘not agree’ option

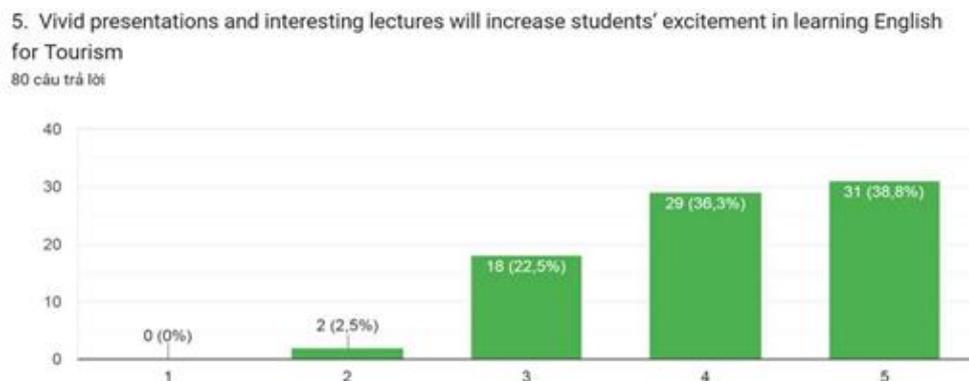


Figure 4.5. Vivid presentations and interesting lectures

The percentage of students who agreed with the statement that “Vivid presentations and interesting lectures will increase students’ excitement in learning English for Tourism” is presented in Figure 4.5. According to the statistics, 31 respondents selected ‘totally agree’, which represents 38.8 percent of the total, and 29 respondents selected ‘agree’, which represents 36.3 percent of the total. To add it all together, a total of 60 pupils remained on the “agree” side, which represents three quarters of the respondents (75%) who provided feedback. There were 18 students, or 22.5% of the total, who did not have an opinion regarding this statement. The previous announcement was rejected by only two people (2.5%) of the total participants.

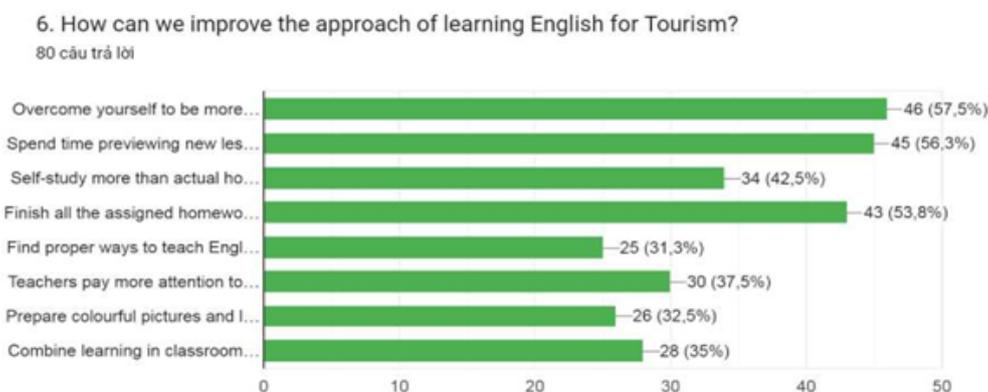


Figure 4.6. How to improve the approach of learning English for Tourism

The figures for the growth of English language skills for the tourism industry are displayed in figure 4.6. The Teaming’ subcategory offers a handful of the selections that are the most frequently chosen ones. According to the chart, more than half of the students found that pushing themselves to become more involved in class may enhance their approach to studying English for Tourism (57.5%). This finding was supported by the fact that more than half of the students cited improving their approach as their top priority. Only one vote was cast for “spending time previewing new lessons”, yet it gained 45 ticks, which is 56.3% of the total. “Overcoming yourself” was the option that received the most votes overall. The option to do all of the allotted homework if necessary was chosen by 43 out of 80 responders, which is 53.8% of the total. The ‘teaching’ subcategory had relatively few answers that differed from one another. According to the data, 37.5% of students believe that teachers should be the ones to pay more attention to pupils than they often do, and the information was gathered from a total of thirty pupils. There were 28 people that participated, and 35 percent of them believed that the best way to study English for Tourism is to combine classroom instruction with outdoor excursions. In the end, 26 participants choose the option to “prepare colorful pictures and lively presentations”, which accounts for 32.5% of the total.

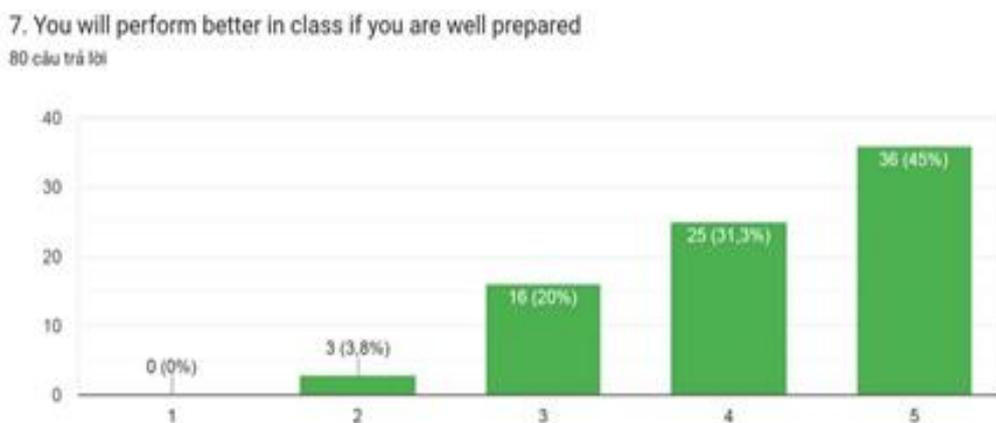


Figure 4.7. Well preparation

The consensus on the importance of proper planning is illustrated in figure 4.7. According to the statistics, 61 of the respondents stated “agree” as their response of choice. According to the chart, there were 36 students who were in complete agreement with this statement (45%). There were 25 people that selected ‘agree’ with a 31.3% response rate. A fifth of the respondents gave a response that was neither affirmative nor negative to this statement. Only three pupils, or 3.8%, of the total population, disagreed with the statement made above.

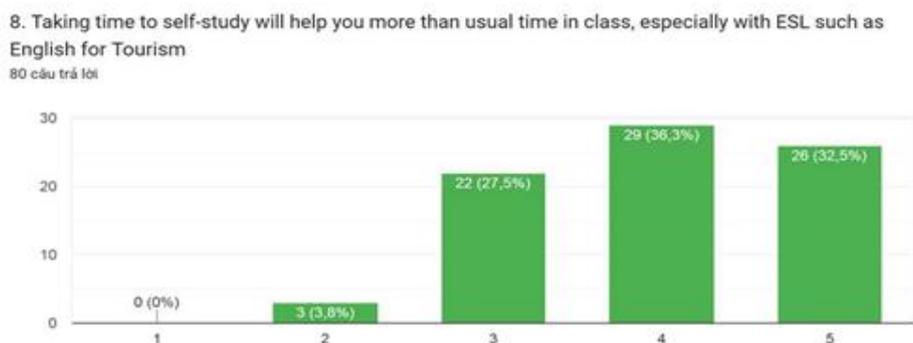


Figure 4.8. ESL self-study time taking

The agreement on self-study with regard to each individual student is depicted in figure 4.8. 29 of the subjects thought that the time spent on their own studying would be more beneficial to them than the time spent in the classroom (36.3%). According to the findings of the survey, 32.5 percent of the students responded positively to the suggestion that they devote some of their time to independent study because they believe it will benefit them more than traditional classroom time alone. Because of this, we know that there was a total of 55 individuals who were on the “agree” side. 22 individuals out of the entire field of participants in the survey did not have an opinion regarding this declaration. There were three participants that did not concur with the announcement, which is 3.8% of the total.

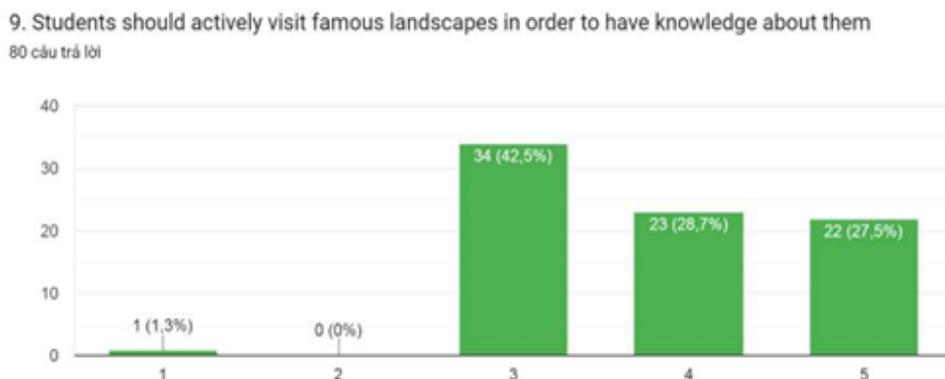


Figure 4.9. Famous landscapes visiting

The percentage of people who feel that actively visiting famous landscapes is the best way to increase one's knowledge is shown in Figure 4.9. 34 students, or 42.5 percent, maintained an agnostic stance toward this declaration. On the other hand, the figures show that 45 of the respondents (or 56.2% of the total) would rather go to famous places. To be more specific, 23 of the participants selected 'agree' (28.7%), and 22 of the participants selected 'totally agree'. One single participant (1.3% of the total) expressed disagreement with the statement.

10. History of scenic beauty and its culture should be included in the lecture, along with how attractive it is towards tourists
80 câu trả lời

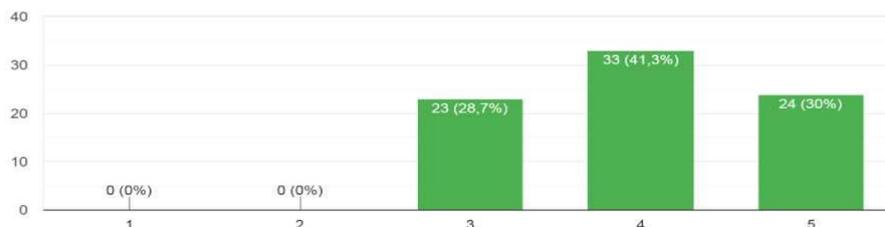


Figure 4.10. History of scenic beauty and its culture inclusion

To be more explicit, the presentation is commonly agreed upon to include the history of the region as well as its culture in addition to its evident attractiveness, as seen in Figure 4.10. A total of 57 (71.3%) of the students were in agreement with the statement. To be more specific, 33 students selected 'agree' (41.3%), and 24 students selected 'completely agree' (30%). 23 of the participants, or 28.7%, did not provide any additional feedback or commentary regarding this statement.

11. Teachers are not the only one who take all the responsibility for each class, students play an important role as well
80 câu trả lời

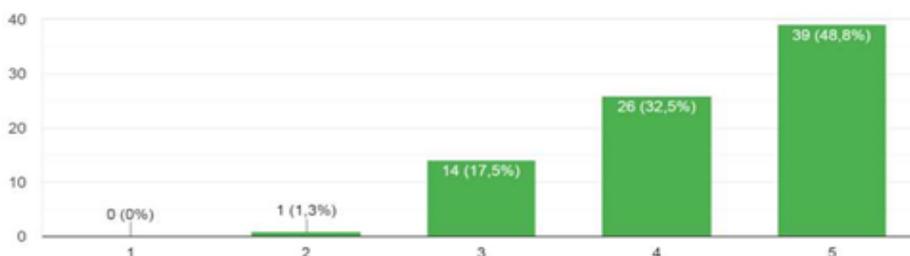


Figure 4.11. Students' centered learning

The consensus regarding the level of responsibility shared by both students and teachers is depicted in Figure 4.11. The figure showed that nearly half of the pupils, or 48.8%, agreed wholeheartedly with the news. There were 26 people who participated in the survey and chose the 'agree' option (32.5%). The total number of students that remained on the "agree" side was 65, which is an 81.3% agreement rate across both available options. There was a total of 14 subjects who maintained their agnostic stance (17.5%). Only one person (1.3%) selected the response "not agree".

12. Field trips should be taken into consideration rather than sitting in classroom all day long
80 câu trả lời

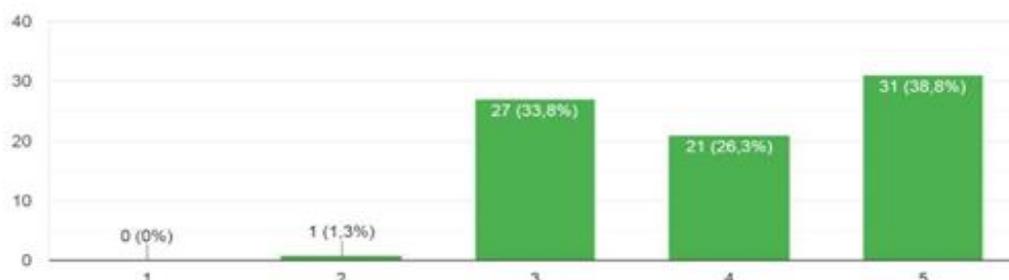


Figure 4.12. Consideration of Field trips

Figure 4.12 depicts the consensus that going on field excursions is preferable to sitting in a classroom all day long when it comes to studying English for the Tourism industry. There were 52 students who remained on the 'agree' side of the debate, representing a 65.1% success rate. To be more specific, 31 participants (38.8%) picked the option to 'totally agree', whereas 21 participants (26.3%), picked the option to 'agree'. According to the survey results, 27 people were on the fence about whether they agree or disapprove. However, there was one student who selected 'not agree' to the statement made above.

5. DISCUSSION

The responses to the research questions are investigated by looking at both the quantitative outcomes. As a consequence of the data gathered by means of the distribution of questionnaires, the researcher has come to the conclusion that the following are some of the conclusions. The findings of the first table provide evidence of factors that are often accepted as influencing the process of learning English for Tourism. Based on the findings, the author found that most of the factors which affect the learning of English for Tourism come from the inner self of the student, the teacher who instructs the subject, and the subject itself. When asked about their perspectives on the elements that influence learning English for Tourism, the majority of the respondent's expressed agreement or strong agreement.

The research divided the factors that influence learning English for Tourism into four categories based on the data from the questionnaire. The first one includes the factors related to students' self. In this group, self was classified into concentration ability, afraid of being a failure and self needs. The second group, 'environment', gathered some factors related to the surrounding area. There was noisiness, familiar people in the same class and bad gateway connections. Due to the pandemic COVID-19, Ho Chi Minh City University of Industry and Trade had deployed online classes, according to the government's directive. On one hand, online classes had reduced the spread of COVID-19 in the middle of the pandemic. On the other hand, online classes were affected by many things, one of them is the bad connection. Thus, some of the students could not concentrate well enough while studying through online classes, which led to the increasing "bad connection" factor. The third group was named 'subject', referring to all the factors related to the subject itself. Popularity, easiness and importance to the development of modern society were listed. Finally, the last one includes the factors related to the teacher. In this group, 'teacher' was classified into devotion, those lectures and presentations the teacher had prepared, and time usage in each class. According to Nahid Zahedpisheh, Zulqarnain B Abu Bakar & Narges Saffari (2017), despite the fact that the tourism business stands to gain a great deal from English and that it has the potential to rekindle students' interest in the study of other languages, English may continue to be a challenging language to major in. Nahid Zahedpisheh, Zulqarnain B Abu Bakar & Narges Saffari (2017) also said that it is common practice to list fluency in the English language to be one of the most critical prerequisites for prospective workers in the hospitality and tourism industries. The inability to communicate effectively in English might make it challenging to draw in and amuse visitors. From the author's perspective, it is essential to incorporate the study of the English language into the curriculum of tourism-related courses at colleges and universities located worldwide. In the future, investigations and research will need to be carried out in order to undertake an analysis of the requirements of the tourism industry regarding English language skills, and these studies would broaden institutional viewpoints regarding how the English language training for tourism-related activities could be enhanced in an acceptable manner if they were successful in the research of Nahid Zahedpisheh, Zulqarnain B Abu Bakar & Narges Saffari (2017).

On the other hand, the research also gave some methods to improve the approach of learning English for Tourism. These methods are separated into two groups: 'learning' and 'teaching'. The first one includes some methods related to the students' self. In this group, 'learning' were classified into overcoming themselves, previewing new lessons, self-studying and finishing assigned homework. The teaching of languages and their respective subjects come together in ESP. Students are provided with the chance to put the material they gain in English lessons to their subjects of study, which is a compelling mix that increases student engagement, according to Zorica Antic (2016). In the research of Yuldashev Sherzod Zairjanovich and Yuldasheva Saodat Xalmurzayevna (2022), reading in a foreign language can be difficult for students, according to researchers, because there are not enough reading strategies available, as well as an inadequate level of comprehension and flexibility. They are docile because they depend on their instructor, as they do during conventional lecturing. This goes against a major requirement of ESP education, which is that it is suited to the educational needs of grownups and professionals and encourages engagement. The other group contains methods related to 'teaching'.

Finding proper ways to teach, paying more attention, preparing vivid presentations and combining field trips were listed. According to Zorica Antic (2016), the domain of teacher training covers a broad range of topics, and the process of developing teachers is an ongoing cycle that aims to turn potential into actual performance. Due to this fact, it calls for a significant amount of investigation and research.

6. CONCLUSION AND RECOMMENDATIONS

In the current global environment, Tourism has become inextricably bound up with the growth of contemporary society. Besides, English has become the global language. This means the development of society is linked with the uprising in the hospitality sector, and English is used as a communicative tool from human to human all across the countries regarding cultural differences. As a result, educators are always on the lookout for innovative teaching strategies and useful educational resources in the hopes of making the process of education more interesting and fruitful for their students.

There are a lot of things that might affect a person's capacity to learn, and English as a Second Language (ESL) is a subject that is incredibly significant in today's modern society. As a result, it is essential to determine which elements have an impact on students, so that challenges may be pinpointed, and suggestions can be made.

During its formative years in the 1960s, English for Specific Purposes (ESP) placed a strong emphasis on the structural study of various types of academic literature. At the end of the decade over that period, discourse analysis began to gain relevance, and in the 1970s, an emphasis on the essential abilities that students needed led to the establishment of needs studies. In the 1980s, the method of focusing on learners began to gain popularity, and the creation of instructional productions made attempts to cater to this emerging trend. In the past twenty years, extrasensory perception has experienced a surge in popularity as a large theoretical and scientific field.

There has been a shift in perspective among theoreticians, researchers, and practitioners, which has contributed to the development of new definitions of extrasensory perception (ESP). Nevertheless, all of the definitions that have been provided have shared aspects, which are frequently called to as "absolute features" that encompass the goal of ESP, which is to satisfy the very particular requirements of an extremely particular category of students.

This study has shown what factors that each student has to deal with when studying English for Tourism. By using proper methods in teaching, educators have the ability to foster a learning atmosphere that is more welcoming, dynamic, and engaging for students of various ages and from all walks of life. Not only do these methods make it possible to teach using conventional methods, but they also assist both students and teachers in the development of skills that are relevant to the fields of education and instruction. The following reasons proves that each educator and learner have their own proper method to teach and to learn English for Tourism.

The findings of this study suggest that at HUIT, studying English for Tourism using a variety of methods can potentially have a beneficial effect on one's ability to master the mentioned topics. Moreover, positive attitudes were expressed by students regarding the employment of a variety of learning and teaching approaches due to the fact that each student requires a unique instructional approach. These findings have substantial repercussions for language teachers and those who create curricula, particularly for those who have an appetite in maximizing the results of language learning.

In conclusion, this study's overarching objective was to investigate a portion of the large subject of English language instruction for the tourism industry. According to the data, there are a few obvious characteristics that have an impact on the academic performance of the students to learn English for Tourism at HUIT when they are majoring in English. These elements can be broken down into four distinct categories: the "self", the "environment", the "subject" and the "teacher". According to the findings, it is also recommended that there are some viable strategies to improve the overall approach to learning English for Tourism in order to make it more effective. These approaches are divided into the categories of "learning" and "teaching" respectively. As a result of everything said above, there is an almost infinite amount of room for development in the method of teaching and learning English for the tourism industry.

It is essential to recognize that the success of one's efforts to learn English for the tourism industry (or English for Tourism) may be affected by elements such as the individual's specific requirements, the

context in which they were raised, and the significance of their role in the evolution of society. Therefore, it is necessary to conduct extra research so as to find the most successful techniques for combining aspects impacting English for Tourism into suitable techniques for learning and teaching English for Tourism, as well as to explore the root causes that determine the factors that determine their effectiveness. In general, this research makes a contribution to the research domains of elements that affect English for Tourism from the perspective of learners as well as instructors. Having said that, the next thing that this study does is offer some insights into prospective approaches for learning and teaching English for the tourism industry.

Moreover, it is suggested that other researchers are highly urged to undertake additional practical experiments with the participants in order to collect more data and provide a more detailed analysis of the components and pertinent features of the study. This will help future researchers to recognize the importance of practical experiences in the field of academic study. Thus, conducting practical experiments is a great method to gain better data, rather than just conducting surveys and interviewing.

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Citation: Nguyen Thanh Hien. "Factors Affecting English-Majors' Learning of English for Tourism". *International Journal on Studies in English Language and Literature (IJSELL)*. vol. 13, no. 4, pp. 36-49 2025. Available: DOI: <https://doi.org/10.20431/2347-3134.1304005>.

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