EFL STUDENTS' PERCEPTIONS AND PRACTICES ON LEARNING STRATEGIES TOWARDS ESP FOR TOURISM AT SCHOOL OF SOCIAL SCIENCES AND HUMANITIES, CAN THO UNIVERSITY, VIETNAM[i]

Tran Thao Dieu[1],
Thai Cong Dan[2ii]
[1]High-Quality English Studies Program,
Department of English Studies and Culture
School of Foreign Languages,
Can Tho University,
Can Tho City, Vietnam
[2]Senior Lecturer, Dr.,
School of Foreign Languages,
Can Tho University,
Can Tho City, Vietnam

Abstract:

Learning strategies are determined as an effective approach to learning ESP. To implement more useful learning strategies, it is essential to understand the extent of practice toward learning strategies. The study focused on six (6) learning strategies, including (1) Memorization, (2) Cognitive, (3) Metacognitive, (4) Compensation, (5) Affective, and (6) Social, which were applied in four English skills belonging to English for Tourism courses. A hundred-item questionnaire was administered to investigate the perception and practice of learning strategies and interviews for students and teachers were employed to examine students' practice of their involvement in learning strategies activities and discover teachers' observations of students' practice in their class. The study sample consists of 70 EFL (English as a foreign language) students who have taken the three courses of English for Tourism 1, 2, and 3 in their curriculum. The findings revealed that students had a positive attitude to a significant extent and students had positive perception toward their learning strategies performances. There found a medium correlation between the extent of perception impacts on students' practice that points out two hypotheses: (1) The higher the student's perception, the higher the extent of practice; (2) Students have good perception but the extent of practice does not depend on their perception. The findings may contribute to the discipline of ESP (English for Specific Purposes) since they not only help students understand the significance of

---

---

learning strategies in learning ESP but also help ESP teachers understand students' perceptions, from which teachers can generate more effective and appropriate learning strategies in classes for enhancing students' productivity in learning ESP for Tourism.

Keywords: learning strategies, perceptions, practices, English for Tourism, ESP, Can Tho University

1. Introduction

1.1 Background of the study

Around the world, learning strategies have received much interest in study at different stages. In many universities and colleges across the world, the study of learning strategies in ESP field is an integral component of the. Learning strategies are an effective and indispensable tool for language learners to help them become active and able to self-regulate in the learning process (Oxford, 1990). Therefore, there have been many studies around the world (Oxford and Nyikos, 1989; Aliakbari & Hayatzadeh, 2008; Aslan, 2009) to demonstrate the effectiveness of learning strategies. language in improving the level of learners.

According to Wenden and Rubin (1987), learning strategies can be defined as actions, steps, plans or routines taken by the learners in processing the information they received. Chamot & Kupper (1989) and O'Malley & Chamot (1990) also acknowledge that language learning strategies are specific thoughts and actions to maximise the learning process and the comprehension of new input and information. Researchers have observed that various learners approach learning in quite of different manner, thus the concept of 'learning styles' has been used to refer to those differences (Cohen, 2010). Different learners have different learning styles and different strategies preferences in order for them to further acquire and develop their language learning. A study by O'Malley and Chamot (1990) also suggests that effective second language or foreign language learners are aware of the language learning strategies they use and why they use them.

The influence of gender on the actual learning strategy is more complicated than that among the many variables influencing the selection of strategies, such as motivation, gender, cultural background, attitudes and beliefs, and age. This is because both Genders-Male and Female-have different experiences with the learning environment and produce different results even when meeting the same learning requirements (Gu, 2002). According to the famous Oxford and Nyikos (1989) study on more than 1,200 university students' use of strategies, there is a really noticeable difference between the two sexes' choice of strategy. Females employ strategy a lot more often than males do. In a study of 257 participants, Aslan (2009) asserted once more after 20 years show that females use language learning strategies more than males, and these females tend to acquire English better than males. However, there are some studies that show the opposite result: males use the strategy more than females (Wharton, 2000; Aliakbari & Hayatzadeh, 2008). Not

only that, in recent studies related to gender, the results prove that there is no difference between the sexes in the use of strategies in language learning (Gu, 2002; Poole, 2005).

In Vietnamese universities and colleges, the authors consider that more research papers have been published in this area, which will aid language learners in the development of their own language skills. Additionally, research on using language learning strategies on non-majority and English major students have gained attention recently at Can Tho University in Vietnam. Many researchers are attracting the attention interesting of many educational researchers such as Pham (2000), Nguyen & Trinh et al. (2011) Duc (2012), Tran (2022), Linh (2022). However, the quantity is still limited. According to Nguyen and Trinh (2011), there are several studies on how students use language learning strategies in the classroom. To better understand the variety and generalization of language learners' use of language learning strategies, more research is required in various learning environments and nations, specifically at Can Tho University in Vietnam. Although there have been researched papers on language learning strategies in the world, the number of research papers on this field in Vietnam is still limited, especially at Can Tho University, Vietnam (Nguyen & Trinh, 2011); therefore, the study of Duc (2012) delves into the aspect of using language learning strategies of first-year non-English major students to orient learners to develop their language skills. language ability and meet the school's curriculum requirements.

Several studies were undertaken to examine perceptions and practices on learning strategies towards ESP in Vietnam. There is a limited amount of research on students' attitudes toward learning by using ESP, thus, the researchers were motivated to conduct the study. From what was presented earlier, it is worth investigating the perceptions and practices of EFL students' involvement in learning strategies toward ESP. The information on the perceptions and practices of EFL students will provide evidence and a foundation on which more effective in learning ESP in Tourism can be generated.

1.1 Research aims
The present study aimed at investigating the extent of students' perceptions involved in learning strategies toward ESP for Tourism. Simultaneously, the study centred on gaining an in-depth insight into the EFL students' practices of their learning strategies in ESP for Tourism learning.

1.2 Research questions
The study was conducted to answer the following questions:
- How do EFL students perceive learning strategies towards ESP for Tourism?
- To what extent do EFL students practice their learning strategies toward ESP for Tourism?

1.3 Significance of the study
The findings from the current study would provide valuable information contributing to the ESP course in the field of using English for Tourism of students. Actually, the study

hopes to gain a better understanding of the perceptions of EFL students using learning strategies to help enhance their learning of ESP for Tourism. Simultaneously, the research results also show the extent of the practice of learning strategies of EFL students in learning ESP for tourism. In addition, the findings of the study may help teachers to enhance their classroom teaching through a variety of direct and indirect strategies in teaching ESP and develop more concrete and effective instructional practices and environments facilitating the students' English learning.

1.4 Scope of the study

The participants in this study were EFL Tour guide-major students in School of Social Sciences and Humanities (SSSH), Can Tho University (CTU), in the Lower Mekong Delta, Vietnam. The English language program here includes three courses in ESP for Tourism such as English for Tourism 1, English for Tourism 2, and English for Tourism 3. Three subjects are compulsory subjects in the school curriculum. Thus, this study places emphasis on perceptions and practices in learning the three subjects which are English for Tourism students' participations by applying learning strategies in language skills in those subjects.

2. Literature review

2.1. Theoretical framework of learning strategies
2.1.1 Definitions of learning strategies

Every learning process calls for the adaptation of a method or a strategy in order to accomplish the learning objective. What to use for learning and how to use it are two key components of the learning process. Humans use a variety of strategies when learning a language, some of which have proven to be extremely beneficial while others have proven to be ineffective. Researchers have defined the term "learning strategies" in a variety of ways, and it has various meanings. The definition given by (Brown, 1980), who described learning strategies as procedures that may directly contribute to learning Chamot (1987, cited in Hismanoglu, 2000) went one step further by attempting to define the term as processes, techniques, approaches, and actions that students engage in to help them learn and remember both linguistic and content-related information.

The idea of a successful learner is central to the majority of research on learning strategies. Rubin (1975), who conducted research on learning strategies, stated that once these strategies were identified, they could be made available to less successful learners. Rubin focused his research on the strategies of successful learners. He categorized strategies according to the processes that directly or indirectly support language acquisition. What does the phrase "learning strategy" actually mean? Learning strategies are the various operations that students use to make sense of their learning, according to Wenden (1987a:7-8). Williams and Burden (1997) also assumed that when students are engaged in a learning task, they have a variety of resources at their disposal that they use in various ways to complete or solve the task, so this can be referred to as a process of

learning strategy. It may be simpler to describe learning strategy as learning skills, learning-to-learn skills, thinking skills, problem-solving skills, or, in other words, the methods that students use to take in, store, and retrieve information during the learning process.

According to Oxford (1990, p.27), a learner's "*specific actions taken to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations*" are referred to as their "*learning strategies*" (p.8). They assist with learning not only languages but also other subjects like math, chemistry, etc. In other words, when learners begin to learn something, they have the capacity to adapt to the specific learning environment and to effectively manage their learning. Thus, learning strategy is similar to how football players use tactics in the stadium to win games. In order to learn something more effectively, learners employ learning strategies. O'Malley and Chamot (1990:43) went beyond the previous definitions to give a more focused definition. They defined Learning strategies as "*techniques and devices used by second language learners for remembering and organizing samples of the second language. One of the ways learners become actively involved in controlling their own learning is by using strategies. Strategies are the thoughts and behaviours that learners use to help them comprehend, learn, or retain information*".

To provide a definition that was more narrowly focused, O'Malley and Chamot (1990:43) went beyond the earlier definitions. They defined Learning strategies as "*techniques and devices used by second language learners for remembering and organizing samples of the second language. One of the ways learners become actively involved in controlling their own learning is by using strategies. Strategies are the thoughts and behaviours that learners use to help them comprehend, learn, or retain information*". According to O'Malley and Chamot (1990), learning strategies can include narrowing in on particular aspects of new information, monitoring and analysing it as it is being acquired, organizing or elaborating on it as it is being encoded, assessing the learning when it is finished, or reassuring oneself that the learning will be successful in order to reduce anxiety.

Additionally, Ellis (1994, p.558) believed that both for language pedagogy and for explaining individual differences in second language learning, the study of learning strategies has a lot of promise. But it's probably accurate to say that it's still in its early stages. Perhaps because of this, discussions of learning strategies usually end with the issues that need to be resolved before progress can be made. In the meantime, Ghani (2003) adds a new dimension to the definition of learning strategies by characterizing them as successful learning process facilitators. According to her, learning strategies are tactics used by students to maximize the success of their language acquisition.

Language learning strategies are a crucial component of learning strategies. The process of learning a language requires effective learning strategies. The term "Learning Strategies" has recently gained importance in language research. It refers to "techniques" and "tactics," essentially describing the method the learner uses when engaging in language practice activities. As we can see in this section, learning strategies are connected to the tactics and methods used during the learning process, particularly when learning a language. In order to identify which language learning strategy is most

commonly used by students, research into language learning strategies is growing. The definitions and classifications of language learning strategies will be covered in more detail in the following section.

2.1.2 Definitions and classifications of language learning strategies

Since the early 1970s, language learning strategies have gained a great deal of attention due to the crucial role they play in language acquisition. Many academics have different definitions of language learning strategies, focusing on how students handle the information they are given and the types of strategies they employ. Many researchers have different definitions for language learning strategies. Language learning strategies are the frequently conscious actions or behaviours used by language learners to improve the acquisition, storage, retention, recall, and use of new information, according to an early definition provided by Rigeney (1978). Similar to Rigeney (1978), Oxford, Lavine, and Crookall (1989) propose language learning strategies. They claimed that language acquisition is enhanced and facilitated by the use of language learning strategies. They defined language learning strategies as "*actions, behaviours, steps, or techniques used by learners to enhance learning, such as seeking out conversation partners in the target language or encouraging oneself to take on a challenging language task*" (1989, p.29). These authors also point out that these techniques make it easier to gather, store, retrieve, and use information.

Wenden (1987a) affirms that language learning behaviours, such as mastering and controlling the meaning of a second or foreign language, cognitive theory, such as students' strategic knowledge of language learning, and affective view, such as students' motivation, attitude, etc. can all be used to define language learning strategies. Language learning strategies are actions that language learners take to facilitate language learning, according to Rubin (1987). Furthermore, Oxford (1990) defined language learning strategies that improve students' language learning proficiency and confidence as including cognitive, emotional, and social aspects (Oxford, 1990; Ehrman & Oxford, 1990). Language learning strategies are defined as specific actions, behaviours, steps, or techniques that students frequently use to improve their progress in L2 developing skills; these can help with the internalization, storage, retrieval, or use of a new language.

The use of information that they receive, store, and recall is made easier for language learners by the use of language learning strategies. However, many researchers accomplished many studies in the classification of language learning strategies, therefore, it will be discussed in the following. Many academics have categorized language learning strategies. However, the majority of their classification attempts tend to use relatively similar classifications of language learning strategies without making any significant adjustments. The following will discuss the classifications of language learning strategies proposed by O'Malley (1985), Rubin (1987), and Oxford (1990).

O'Malley (1985) divided language learning strategies into three main subcategories: Metacognitive Strategies, Cognitive Strategies, and Social Strategies. The term "metacognitive strategies" refers to executive function, which includes planning for

learning, reflecting on the learning process as it takes place, keeping track of one's output or comprehension, and assessing learning after an activity is finished. Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note-taking, deduction, recombination, imagery, auditory representation, keyword, contextualization, elaboration, transfer, and inferencing is among the most important cognitive strategies. Social Strategies can be stated that they are related with social-mediating activity and transacting with others. Cooperation and question for clarification are the main Social Strategies (Brown, 1987). Rubin (1987) categorizes language learning strategies into three main groups: learning strategies, communication strategies, and social strategies. Learning strategies include all strategies that are directly related to learning (cognitive) or those which indirectly involve the learning process (metacognitive). Cognitive strategies comprise clarification, practice, memorizing, and monitoring. Planning, setting goals and self-management belong to metacognitive strategies. While communication strategies are more concerned with how to participate in a conversation and convey meaning or make the speaker's intent clear, they are less directly related to language learning. Speakers employ communication techniques to get around communication barriers. Social strategies are those learning activities that give students the chance to practice their knowledge.

According to Oxford (1990, p.9), the aim of language learning strategies is to promote the growth of communicative competence. The two main classes of direct and indirect language learning strategies are further divided into six groups by Oxford. Metacognitive techniques aid learners in controlling their learning in Oxford's system. While social strategies encourage more interaction with the target language, affective strategies focus on the learner's emotional needs, such as confidence. When learning, students use cognitive, memory, and compensation strategies. Cognitive strategies help students make sense of what they are learning, memory strategies help students store information, and compensation strategies help students bridge communication gaps.

It is clear that a large portion of the recent research in this field has been supported by a comprehensive understanding of language learning strategies that extends beyond cognitive processes to include communicative and social strategies. Rebecca L. Oxford unveiled the Strategies Inventory for Language Learning in 1990 (SILL). This list describes the various language learning techniques that a learner uses to aid in the acquisition of a new language. These LLS can be classified under six types, Memorization, Cognitive, Compensation, Metacognitive, Affective, and Social strategies. Below is a detailed description of them:

- *Memorization Strategies*: Memorization strategies are techniques used to remember more effectively, to retrieve and transfer information needed for future language use. Memorization helps students to store in memory important information gathered from their learning. When the information is needed for use in the future, these strategies help the student to get the information back. For instance,

remembering a new English word by making a mental picture of a situation in which the word might be used.

- *Cognitive Strategies*: Cognitive strategies are used to help the students to manipulate the target language or task correctly by using all their processes. They include reasoning, analysis, and drawing conclusions. For instance, using dictionaries to look up challenging words and using exercises to practice the language.

- *Compensation Strategies:* Compensation strategies are employed due to a lack of vocabulary; the students must make up for any knowledge in the target language that is missing. Even when they have a limited vocabulary, the students can still speak and write in the target language thanks to the strategies. For instance, the use of linguistic clues to guess the meanings of a word in texts to guess compensates lack of vocabulary.

- *Metacognitive Strategies*: Metacognitive strategies are employed by the students to help them coordinate the learning process by centering, arranging, planning, and evaluating their learning, this help learner to control their own learning. Additionally, students will be able to plan their recommended learning strategies and modify them if necessary. For instance, beginning with material that is already known and choosing in advance what to focus on.

- *Affective Strategies*: Affective strategies are techniques to help the students control their emotions, attitudes, motivations and values. Due to the fact that they enable the students to control their emotions, these strategies have a significant impact on language learning. For instance, students can use praise to reward themselves for their accomplishments and laughter to relax and enjoy.

- *Social Strategies*: social strategies are activities that students engage in to seek opportunities to be exposed to an environment where practice is possible. These techniques are crucial because learning a language is a social activity that always involves other people. To improve their language abilities, students could. For instance, ask questions to clarify concepts or gather information and collaborate with peers or other speakers of the target language, including native and native-like speakers.

2.1.3. Research on English learning strategies

Naiman et al. (1978) identified "techniques" for second language learning, which differed from strategies by being focused on specific aspects of language learning. The techniques involved in Sound acquisition, Grammar, Vocabulary, Listening comprehension, Learning to talk, Learning to write, Learning to read. The methods associated with vocabulary learning were the ones that Naiman's team found to be most frequently used. This is significant because it suggests that either learners struggle to identify the methods they employ to learn new tasks or that they lack many strategic processes for doing so. The development of vocabulary learning techniques dates back to the 1960s. Early research on these techniques focused on the individual learner, looking at how their

behaviour changed as they progressed through language learning. Success in learning a language was later found to be more closely related to an individual's own efforts and command of learning techniques than it was to intelligence.

The famous linguist Wilkins comments: *"Without grammar, little can be expressed; without vocabulary, nothing can be expressed"* (Wilkins, 1978, p.111). Word knowledge is a necessary competence, and it is important for production and comprehension in a second language. In addition, Chamot (1986) found that successful language learners use group activity strategies more frequently to learn vocabulary. Furthermore, O'Malley (1986) found that students don't like to active control strategies, such as: (imagery, inference, the Key Word Method), instead, they are more inclined to adopt the strategy of repetition. Learners prefer simple mechanical repetition to sophisticated strategies.

Sakkir (2016) claims that Learning strategies carried out by good millennial students in improving their language skills currently use electronic media or e-learning media. They take advantage of technological developments that exist today. E-learning can provide motivation and encourage students to learn language skills, listening, speaking, reading, and writing English skills. As for this context of the study, Hashim, Yunus, and Hashim, (2018) identify language learning strategies employed by successful language learners among adult learners of Teaching English as a Second Language (TESL) students for improving their five main skills which include writing, reading, listening, speaking, vocabulary and grammar.

Another related study was conducted on English learning strategies by Malik and Asnur (2019). They conducted a study entitled Using Social Media as a Learning Media of Foreign Language Students in Higher Education and found out that YouTube and Instagram are the most popular media used media by foreign language students in higher education. Additionally, Atmowardoyo and Sakkir (2021) refer to the development process of language learning theory based on four skills, which contain descriptions of the types of strategies used by research subjects in improving English listening, speaking, reading, and writing skills. In this regard, Atmowardoyo, Weda, and Sakkir (2021) conducted a study to validate developing a theory of learning English as a foreign language in four skills used by good language learners.

Last but not least, through the structural organization of all language skills, learning grammar can aid in learners' linguistic development; when adequate attention is given to both meaning and form, learners can fully acquire them and are able to achieve learning objectives (Tilfarlioglu & Yalçin, 2005). Additionally, the competency of language learning is impacted by the instruction of a range of grammar structures in relevant contexts (Ellis, 2006). Grammar plays a significant role in language learning, just like any other aspect of the language. The majority of EFL students view learning grammar as gaining an intellectual understanding of the language that increases their comfort level when speaking it. Similar to this, some EFL instructors think that helping students learn grammar effectively provides them with a generative base from which they can create their knowledge and be able to use the language proficiently. When learning grammar, EFL students adopt a few specific practices and techniques that they

consciously use. These techniques are referred to as grammar learning strategies, where students acquire grammatical knowledge to learn a language in an engaging and quick manner through essays (Ellis, 2006). Oxford, Rang Lee, and Park (2007) define grammar learning strategies as deliberate actions and thoughts employed by EFL learners to acquire the language in a simple, effective, and time-saving manner. Learners frequently employ these techniques to regulate, manage, and facilitate the learning process (Griffiths, 2008).

2.2. English for specific purposes (ESP)
2.2.1 Definition of English for specific purposes (ESP)

Hutchinson and Waters (1987), students will learn English more effectively and acquire the skills they need for a particular program, like a vocational high school, if English usage is specified. Since English became the accepted international language and gave rise to a new generation of learners who knew precisely why they were learning English, the term "ESP" has been in use. Since ESP is an approach to teaching languages in which all of the teaching components are based on the learners' need or reason for learning, it must be viewed as an approach rather than a product. In general, three significant factors led to the creation of the term "ESP": the demand for English to meet particular needs, the development of linguistics, and learner-centred educational psychology. ESP is the newest concept in language learning that puts the needs of the students first. To put it another way, ESP can be thought of as a learner-centred method of teaching English. Since ESP is seen as an approach to language learning that is based on the needs of the learners, the teacher should choose and bring the appropriate authentic materials into the classroom.

Over the past three decades, research into English for Specific Purposes (ESP) has focused on the language and teaching of English to address learners' needs for professional and vocational purposes (e.g., Hui, 2017; Pham, 2013; Ramirez, 2015), and this influence continues to grow in global contexts of trade, communication, and economy. A new and growing area of English as a Foreign Language in Vietnam is ESP teaching and learning (EFL). The past few years have seen ESP grow slowly but unmistakably. Since Vietnam implemented its open-door policies in 1986 and joined the WTO in 2007, this trend has seen ESP become a dominant discipline to keep up with specific-subject teaching and curriculum development, in particular increasing pressure on teachers to make instructional changes and perceptions of how to promote student learning.

The idea behind the English for Specific Purposes (ESP) movement is that all language teaching curricula should be customized to meet the unique language learning and usage requirements of identified student groups (Ajideh, 2009). ESP is a significant subcomponent of English language teaching with its own specifications, including curriculum design, material design, pedagogy, etc. (Basturkmen, 2010). While speaking, Basturkmen added that different writers have different definitions of ESP, which is why they differ. English instruction for students who are learning the language in preparation

for a specific job or career is referred to as English for Specific Purpose (ESP) (Azza, 2013). The most crucial thing to understand about ESP is that it is created to meet learners' specific needs in relation to content, particular disciplines, occupations, and activities that Marwan has identified (2017).

Tony Dudley-Evans, the keynote speaker at the Japan Conference on ESP, is acutely aware of the confusion that exists within the ESP community at the current time. As a result, he set out in his hour-long speech to clarify the meaning of ESP by providing an extended definition in terms of "absolute" and "variable" characteristics. The definition offered by Dudley-Evans is verifiably influenced by Strevens (1988), though he significantly improves it by eliminating the absolute characteristic that ESP is "*in contrast with 'General English'*" (Johns, 1991) and by revising and expanding the list of variable characteristics. Arguments over what is and is not ESP can be settled very effectively by dividing ESP into absolute and variable characteristics. According to the definition, ESP can be related to a particular discipline but need not be, and it need not be targeted at a particular age or ability range. ESP should be understood simply as a teaching approach, or what Dudley-Evans calls "*an attitude of mind.*"

2.2.2 The importance of English learning strategies for ESP

ESP also became an important part of English –as-second language teaching in the 1970s and 1980s, probably as a direct result of the introduction of communicative teaching curricula. Its main drive was practical, driven by the increasing numbers of people around the world who needed English for clearly defined reasons such as reading academic textbooks or transacting business (Hutchinson and Waters, 1987).

According to Ajideh (2009), he claimed that some applied linguists have shifted focus from the outcomes of instruction, i.e. the knowledge and skills to be gained by the learner, to the processes through which knowledge and skills might be gained. Although specification of language needs is necessary for ESP courses and it will be useful for selecting and grading materials, in teaching ESP, Learning strategies should play an important role.

In recent years, Hayati (2015) stated that students who learn English for Specific Purposes (ESP) must meet specific needs not general English. They need to work closely with their field and have English to support them in catching their purposes. Those might require more effort than those who learn general English. Therefore, effective language learners generally use proper learning strategies, and the use of learning strategies helps the students' learning result. The importance of beliefs and strategies in language learning indicates that it is important for the teacher to know what beliefs and strategies of the students in learning language and the correlation of them.

2.3. Theoretical frameworks ESP for Tourism
2.3.1 Defining Tourism

When people voluntarily leave their home environments to visit other surroundings, they are considered tourists. No matter how near or far this environment (destination) is, these

people typically engage in different activities (Hall, 2008). Therefore, since tourists are also visitors, anything they do while traveling to another location may be categorized as tourism. The United Nations Conference on International Travel and Tourism decided in 1963 to refer to people traveling abroad as "visitors" (as opposed to "residents"). This definition covered two classes of visitors: Tourists were classified as temporary visitors staying at least 24 hours in a destination. If they are traveling for recreation, health, sport, holiday, study, or religious purposes, their visit could be categorized as leisure. Alternatively, excursionists, including cruise travellers may be considered as temporary visitors, if they stay in a destination for less than 24 hours. However, these definitions fail to take into account domestic tourists. In 1976, the Institute of Tourism (which later became the Tourism Society) suggested that tourism is the temporary short-term movement of people to destinations outside the places where they normally live and work. Therefore, tourism includes the movement of people for all purposes, including day visits or excursions (Scott, 2008).

2.3.2 ESP for Tourism

Many people will travel at least once in their lifetime, making English for tourism one of the more appealing subjects. Additionally, those who work in the guest-host relationship sector, such as hotels, travel agencies, restaurants, information centres, and tourist attractions, must be fluent in English. English has recently been adopted as a core subject in industrial sectors, and training programs for the hospitality industry assist employees in becoming proficient in the language to perform the job (Hsu, 2010; Chen, Chiu, & Lin, 2011; Kuppan, 2008).

The main characteristics of English for tourism, such as functions, structures, and tenses, can be compared to those of other languages, according to Buhler (1990). In actuality, English used in tourism is a structured language that adheres to specific grammatical rules. According to Dann (2001), the vocabulary used in English used in tourism is unique and conveys messages using a traditional system of symbols and codes. As an illustration, the language used for registering at a hotel, providing information about the hotel's amenities, and meal times, providing directions, asking for and providing tourist information, and other communicative activities can occur in any hospitality setting.

In the introduction to his textbook (English for International Tourism), Strutt (2003) claims that it doesn't require any specialized knowledge because "*it is not technical or over-specialized in nature.*" In actuality, ESP textbooks resemble any general English textbook in a big way. For instance, these books structure their sentences using grammar. To differentiate from a typical ELT textbook, all examples are used in a business, tourism, or medical context (Brieger & Sweeney, 1994).

2.3.3 ESP for Tourism at Can Tho University

The training program for Vietnam Studies - majoring in Tour Guides - trains Bachelors of Science with political and ethical qualities, a sense of service to the people, good health,

and meeting the requirements of construction to build and defend the Fatherland. Furthermore, equip learners with basic industry and specialized knowledge of tourism, master in-depth knowledge of professional tour guide; have the ability to communicate in English or French normally and fairly well. Besides, graduates of the tour guide major, in addition to adapting to the position of a guide, can also work in other tourism-related fields such as operations, marketing, and tourism offices.

The Vietnam Studies program, with a Tour Guide concentration, consists of 140 credits, with 97 being compulsory and 43 being electives. The tourism business places a high value on foreign language proficiency, hence Can Tho University's curriculum for training tourism guides places particular emphasis on French and English. The program includes 12 credits for 3 modules, which equates to 4 credits per module. The researcher concentrated on deciphering specialist English, which was trained through three modules corresponding to the three textbooks Tourism 1, Tourism 2, and Tourism 3 by Robin Walker and made available by Oxford University Press.

English for Tourism 1, English for specific purposes for Tourism 1 provides learners with specialized English vocabulary for tourism, focusing on topics such as types of accommodation, restaurants, practice languages of tourist guides, means of transportation, special holidays, and festivals in the Mekong Delta. Students can learn about technical terms related to the above topics; From there, students can apply the knowledge they have learned in basic communication situations. The program also gives students the opportunity to experience real-life communication with foreigners and carry out small projects to create community service products.

English for Tourism 2, English for specific purposes for Tourism 2 provides learners with English vocabulary commonly used at restaurants, hotels, and languages to guide tourists when visiting museums, monuments, and workshops. handicrafts, cruise ship facilities, and customs clearance for air travel. Students know specialized terminology related to the above topics; from there, students can apply the knowledge they have learned in communication situations at an intermediate level. The program also gives students the opportunity to experience real-life communication with foreigners and carry out small projects to create products for the community.

English for Tourism 3, English for specific purposes for Tourism 3 provides learners with museum vocabulary and common sentence patterns to deal with visitor complaints; introduces the necessary qualities of a guide, and tourist destinations in the world; and provides solutions for sustainable tourism development. Students know specialized terms related to the above topics; from there, students can apply the knowledge they have learned to higher-level communication situations. The program also gives students the opportunity to experience real-life communication with foreigners and carry out small projects to create products for the community.

In general, three textbooks focus on developing students' hard skills in terms of language, which are professional skills and knowledge, language skills, and language knowledge. In general, three textbooks focus on developing students' hard skills in terms of language, which are career skills and knowledge, language skills, and language

knowledge. In this study, the researcher concentrated on language skills, encompassing the four textbook-listed skills of speaking, listening, reading, and writing.

2.4. Theoretical framework of perceptions

According to Sherif & Cantril (1945), when an external stimulus is inconsistent with a person's current beliefs, attitudes, motivations, etc., perceptual defence develops an internal barrier that restricts the external stimuli passing through the perception process. Selective perception is the name for this. When someone limits the flow of external stimuli by selectively interpreting what they see in accordance with beliefs, experiences, or attitudes, this is known as selective perception. People will choose stimuli based on what they need right away (perceptual vigilance), and may disregard stimuli that may cause psychological anxiety (perceptual defence). Broadbent (1958) addressed the concept of perceptual vigilance with his filter model. Broadbent argued that an individual's perceptual system only processes the information it deems to be most pertinent when presented with information from two different channels (i.e., methods of delivery such as visual and auditory). Furthermore, attitudes and perceptions are closely related. The process of perception is how living things organize and interpret their senses to have meaningful experiences of the outside world (Lindsay & Norman, 1977). In other words, a situation or stimulus is presented to a person. Based on prior experiences, the person interprets the stimuli as something that has meaning for them. However, what a person interprets or perceives might differ significantly from reality.

Broadbent's filter theory has been updated in recent years. A "Selection- for-Action View" suggests that filtering is not just a consequence of capacity limitations, but is driven by goal-directed actions (Allport, 1987, 1993; Neumann, 1987; Van der Heijden, 1992). The concept is that any action requires the selection of certain aspects of the environment that are action relevant and, at the same time, filtering other aspects that are action irrelevant. Therefore, when one is working toward a goal, one will skip over information that does not support one's plan. The subject's awareness and acceptance of the stimuli have a big influence on how they are perceived. The highly selective nature of receptivity to stimuli can be limited by a person's ingrained attitudes, motivations, and personality (Assael, 1995).

Recent research on the brain has also given rise to new models that suggest multiple processing channels and selective perception as a result of the activation of cortical maps and neural networks (Pashler, 1989); (Rizzolatti & Craighero, 1998). In any case, people have a tendency to filter information based on their ability to take in new information and their preconceived notions. According to Hedge (2013), the brain uses perception as an active strategy to make sense of sensory data and fit the data into a recognized pattern. Even though these stimuli are frequently interpreted positively, they can also have a variety of other meanings. The fundamental elements of the perception might be the cause of that. An observer, something being perceived (a person, an object, a situation, or an interaction), and the scenario in which those things, activities, or people

are seen are present are the three fundamental components of perception. The way people perceive the world involves how they view it.

In common terminology, the Longman Dictionary of Contemporary English defines it as *"the way you think about something and your idea of what it is like"*. Oxford Learner Dictionaries explains the word "perception" was from the Latin words perceptio, percipio, and means "*accepting, accumulating, the accomplishment of taking possession, and anxiety with the mind or senses*." Meanwhile, Qiong (2017) says perception is the development of accomplishing awareness or accepting of sensory communication.

2.5. Practices in the English four skills

Durga (2018) concluded that the four major skills of language learning, listening, speaking, reading, and writing provide a platform for learners to polish their proficiency in English. Therefore, the practice of language skills assists learners should undergo practicing the four language skills to be fluent, proficient, and accurate in the English language. Also, practicing English skills provide a platform for the learners to hone their proficiency in the language well. The practice of reading and writing helps the students identify tenses, sentence structures, and adjectives, use of modal auxiliaries, conditional sentences, and connectives in technical texts. They can also find out new and technical vocabulary and know the meanings and usage of the vocabulary.

Richards (2008) reviewed what teachers' assumptions and practices are concerning the teaching of Listening and Speaking skills. He claimed that successful listening can also be looked at in terms of the strategies the listener uses when listening. Does the learner focus mainly on the content of a text, or does he or she also consider how to listen? A focus on how to listen raises the issues of listening strategies. Strategies can be thought of as the ways in which a learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening. These activities seek to involve listeners actively in the process of listening. Following by, Buck (2001) also identified two kinds of strategies in listening Cognitive and Metacognitive strategies. Richards (2018) used an expanded three-part version of the framework for Speaking skills: talk as interaction; talk as transaction; talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.

3. Research methodology

3.1 Research questions

The study was carried out with two main objectives corresponding to two following research questions: (1) To study how EFL students perceive learning strategies towards ESP for Tourism, the first question was formulated namely: How do EFL students perceive learning strategies towards ESP for Tourism? And (2) To investigate EFL students' practices in their learning strategies towards ESP for Tourism, the second

question was posed namely: To what extent do EFL students practice their learning strategies towards ESP for Tourism?

3.2 Research design

This study applied mix-method not only to explore how students perceive ESP for tourism learning strategies but also to delve into students' practice learning strategies towards ESP for Tourism.

To achieve the aims, this study applied a descriptive design. The current study described students perceive of learning strategies toward ESP for Tourism. Furthermore, the descriptive design allowed the researchers to exhaustively understand the EFL students' practice and teachers' observations of students' participation in ESP for Tourism. The research included quantitative data from questionnaires and qualitative data from interviews. In this paper, insights into the perceptions and practices of learning strategies toward ESP for Tourism were gained through questionnaires. The purpose of using questionnaires was to collect a huge amount of information from a large population within only a little time and little extended writing from the participants, as noted by Oppenheim (2000) and Fraenkel and his colleagues (2012).

Some studies on perceptions of learning strategies of learners used questionnaires as valid data collection instruments (e.g., Nguyen, 2017; Suwanarak, 2019; Hashim, 2018; Lestari & Wahyudin, 2020). The questionnaires employed in this present study were adapted from those of Lestari & Wahyudin (2020). Besides, the questionnaire was composed from different ESP Tourism 1, 2, and 3 textbooks by author Robin Walker and made available by Oxford University Press. There are two parts of perceptions and practices. Each part consists of question items of four language skills: listening, speaking, writing, and reading. The list of questions based on the theory of Rebecca L. Oxford unveiled the Strategies Inventory for Language Learning in 1990 (SILL). In the SILL, language learning strategies are grouped into six categories for assessment: (1) Memory strategies, (2) Cognitive strategies, (3) Compensation, (4) Metacognitive strategies, (5) Affective strategies, (6) Social strategies. In the present study, forty-eight items were included in the questionnaire for students to investigate EFL students' perceptions of their learning strategies towards ESP for Tourism and measure the extent of application learning strategies toward ESP for Tourism students' practice. The questionnaire was designed bilingually which help participants to make clear the questions and give appropriate answers.

Besides, a semi-structured interview was also used to confirm the result of LLS use by the students. Interviews were also possible tools to investigate students' perceptions and practices in terms of learning strategies (Nguyen, 2017; Lestari & Wahyudin, 2020). The interviews for teachers and students in this study were modified from the interviews of Lestari & Wahyudin (2020). Five interview questions were generated to explore more data from students about their perceptions and practices of learning strategies toward ESP in Tourism. Concurrently, five interview questions were posed to probe for more information from teachers about their observations of students' learning strategies.

3.3 Participants

The participants in the present study were students at School of Social Sciences and Humanities (SSSH) Can Tho University. They are majoring in Tour Guide and they have taken English for Tourism 1, English for Tourism 2, and English for Tourism 3. In this study, 70 EFL Tour-guide students were randomly selected to participate in the survey using a questionnaire. At the same time, 10 students were randomly selected from 70 participants in the survey questionnaire and three teachers who are teaching ESP for Tourism, were invited to answer five interview questions. All participants answered the questionnaire sincerely.

3.4 Research instruments

3.4.1 Questionnaire

The main objective of the questionnaire was to investigate how students perceive ESP for Tourism as well as their practice learning strategies. The questionnaires for students consist of three sections. The question items were made up of two types: five-point Likert-scale and multiple response ones.

The first section included four items an inquiry into the general information about ESP in Tourism to participants.

Section 2 in the questionnaire, included forty-eight items asked about students' perceptions of learning strategies towards ESP for Tourism. The questionnaires were initially designed in English and then translated into Vietnamese in order for respondents to the questionnaires to feel comfortable and to ensure no information was missing or confusing made, even the respondents who were not good at English language use could understand the questions and complete the questionnaires. A five-point response scale was used to explore participants' perceptions of learning strategies towards ESP for Tourism (1= Strongly Disagree, 2= Disagree, 3= Not Sure, 4= Agree, 5= Strongly Agree).

In the third section, a five-point response scale was used to identify the frequency of learning strategies of participants (1= Never; 2= Rarely, 3= Sometimes, 4= Often, 5= Always). Similar to the second section, the bilingual design of the forty-eight-item survey aids participants in understanding the questions and providing accurate responses. However, the main target of the section is to investigate EFL students' practices in their learning strategies towards ESP for Tourism.

Table 3.1: Summary of the questionnaire

	Constructs	No. of items
Section 1: Optional questions	General information	4
Section 2: Students' perceptions of Learnings Strategies towards ESP for Tourism	• Memory strategies	8
	• Cognitive strategies	8
	• Compensation	8
	• Metacognitive strategies	8
	• Affective strategies	8
	• Social strategies	8

Section 3: Frequency of using the learning strategies towards ESP for Tourism	• Memory strategies	8
	• Cognitive strategies	8
	• Compensation	8
	• Metacognitive strategies,	8
	• Affective strategies,	8
	• Social strategies.	8
	Total	**100**

3.4.2 Interviews

Alongside the questionnaire, semi-structured interviews were conducted and were asked and answered in English. To confirm information from students about their data and usage of ESP in tourism learning strategies, five interview questions were developed. Five interview questions were also put to teachers in order to probe for more information about how they observed students' learning strategies.

3.5 Data collection

3.5.1 Questionnaire

3.5.1.1 Pilot questionnaire

The pilot study was carried out prior to the implementation of the questionnaire for data analysis to assess if the questionnaire was appropriate for the student's level. The questionnaire was translated into Vietnamese by the researchers and then was verified by the supervisor. For the pilot study, the questionnaires were handed to forty participants. Participants for the pilot research are invited randomly from a Vietnamese Studies Program.

On the date of the questionnaire piloting, the researcher came to one class to pilot the questionnaire. To ensure that the students clarified the study's objectives, the entire piloting procedure, including the objective statement, item description, and explanation, was conducted bilingually. To ensure that no questions were overlooked, participants were asked to fill out the questionnaire item by item.

3.5.1.2 Administration

Following the pilot research, the number of items on the official questionnaire was added. The questionnaire had two research purposes: first, investigated students' perceptions of learning strategies toward ESP in Tourism. And second, to confirm information from students about their data and usage of ESP in tourism learning strategies, five interview questions were developed. Five interview questions were also put to teachers in order to elicit more information about how they observed students' learning strategies. The questionnaires were distributed in the middle of the second semester of the academic year 2022-2023 at School of Social Sciences and Humanities, Can Tho University, Vietnam. With permission given by School of Social Sciences and Humanities, the researchers came to each class to ask for their participation and the questionnaires were completed after class time.

As was done in the pilot study, the researchers explained the study's aims to the participants and invited them to fill out the bilingual version of the questionnaire. It took the participant approximately 15 minutes on average to complete the questions. They were required to review their answers for omitted items ahead of the submission. Totally, 120 questionnaires were distributed and returned. There was no missing or incomplete questionnaire.

3.5.2 Interviews
3.5.2.1 Pilot interviews

Before interviewing the 10 participants, the interview questions were piloted in the hopes of making some significant modifications for a better outcome from the interviews. The expectations of the pilot interview were to determine the format of the interview, look for ambiguity or bias in the questions, and get some understanding of the interview processes for the researchers.

The samples of participants consisted of four students who were chosen from among the questionnaire respondents. It was one-by-one face-to-face interviews which were asked and answered in English. The respondents were studying English for Tourism this semester; hence, it would be easy for the researchers to have direct interactions. The questions were clear enough to the respondents.

However, there was only a pilot for students, not a pilot for teachers, since the researcher found that it is not feasible to approach teachers and ask for their participation in the pilot study because they are busy and can only be interviewed once.

3.5.2.1 Administration

After completing the surveys, the researcher interviewed both students and teachers. The researcher interviewed each student interviewee directly in each separate interview. Additionally, because of the busy nature of their work, when teachers receive an interview invitation, they request to be interviewed via email. The participants were assured that their responses would be kept confidential and employed solely for the study beforehand to reduce the fear of exposing their personal opinions. The interviewees' real names were encoded before being employed. Finally, the recorded and written data were validated by the supervisor to guarantee the reliability of the data before conducting data analysis.

3.6 Data analysis
3.6.1 Questionnaire

The quantitative data about students' extent of involvement and perceptions obtained from the questionnaire were coded and analysed, using the Statistical Package for Social Sciences (SPSS).

Firstly, the researchers ran a reliability analysis test for each cluster of each part and for the whole questionnaire, following the generally accepted rule that reliability above 0.65 demonstrates an appropriate level. Subsequently, the frequency procedure

was run to statistically identify the number of students in Cohorts, ESP in Tourism courses and learning strategies was run to identify. The descriptive statistic was run to measure the extent of students' perceptions of learning strategies toward ESP in Tourism and to obtain diligent information about students' practices on their learning strategies toward ESP in Tourism. Then, the crosstabs analysis was run and interpreted to determine which literary course requires students to do the most activity.

The correlation coefficient was calculated to measure the linear correlation between the student's perception of learning strategies toward ESP in Tourism (Section 2) and the practices of students on their learning strategies toward ESP in Tourism (Section 3). The bivariate correlation also was used to measure the strength of the linear relationship between clusters. For example, the researcher measured the correlation between the perception of memory strategies for four skills on students and students' practice of their Memorization strategies for four skills. The last correlation was run to assess the degree of association between survey questions.

3.6.2 Interviews

Qualitative data presented a detailed understanding of students' perspectives and practices and teachers' observations regarding students' engagement in learning strategies toward ESP in Tourism. The researcher transcribed the interview data which was then verified by the supervisor. The researcher carried out two stages of processing the interview data such as classifying the responses and analysing those classified responses. First, the responses of the interviewees were classified as similar perceptions or practices. Following that, the categorized responses were analysed. The responses were interpreted in order to illuminate the interviewees' meanings and implications.

4. Results and discussions

4.1 Results from quantitative data

To study the investigate to which students' perceptions of learning strategies for ESP for tourism and to extent of the practice of learning strategies toward English for tourism, and one-hundred-item questionnaire for students was employed in this present study. The students' responses to two research objectives were gathered and then coded for data analysis. Ninety-eight of one hundred items were coded for data analysis.

The reliability of the questionnaire was computed. The output indicated that the reliability coefficient for the one-hundred items in section 1 and section 2 is relatively high ($\alpha = .983$).

4.1.1 Frequencies

In this study, thirty students in Cohort 46 were calculated at 42.9%, and forty students in Cohort 45 were determined at 57.1% using the frequency procedure.

4.1.2 Students' perception of learning strategies for ESP

Table 4.1: The overall mean scores of students' perception of learning strategies

	N	Minimum	Maximum	Mean	SD
SE	70	3	5	4.24	.413

The extent of the perception of students' learning strategies toward ESP for tourism was researched in forty-eight items. The overall mean scores demonstrated that perception of learning strategies (M = 4.24, SD = .413).

Table 4.2: Descriptive Statistics of students' perceptions of learning strategies

The extent of the perception of students' learning strategies	N	Min	Max	Mean	SD
Memorization	70	3	5	4.28	.345
Cognitive	70	3	5	4.23	.416
Metacognitive	70	3	5	4.25	.404
Compensation	70	3	5	4.24	.440
Affective	70	3	5	4.24	.447
Social	70	3	5	4.24	.428

As can be seen in Table 4.2 students have an extremely high awareness of learning strategies for ESP. As aforementioned in the literature review of the six learning strategies, students generally rate the majority of the strategies as being of a high extent, with the Memorization strategy scoring the highest (M=4.28). Furthermore, students' perceptions of Cognitive and Metacognitive strategies are a little touch lower than their perceptions of influence strategies (M= 4.23, 4.25). However, three out of six strategies that are Compensation, Affective, and Social have equal figures (M=4.24).

4.2 Results from qualitative data

After gathering data from the questionnaire, thirteen sample respondents which included ten students and three teachers were contacted to take part in the interviews. The interviews are developed to capture more details about the participants' opinions toward their perception and practice of learning strategies. The main questions focused on the deeper manifests of their perceived and practice activities. Indirectly, the interviews attempt to gain insight into the different aspects of four English skills in during learning.

The responses revealed that almost all of the participants had favourable perceptions toward learning strategies. They were captivated by six learning strategies, particularly the Memorization strategy. In fact, only enough perceptions are not adequate to contribute to the success of learning English for Tourism, the active practice of students should also be under consideration. The researcher exposed teachers' observations about students' participation in learning strategies.

4.2.1 Teacher's observations of students' learning strategies toward ESP

4.2.1.1 Teacher's observations of students' perceptions of learning strategies toward ESP

The three teachers who participated in the interviews observed student engagement through classroom instruction and the tasks assigned to students at home. From the results obtained, teachers found that the majority of students they are teaching have a good perception of specialized English learning strategies, which the most prominent are the Memorization, Cognitive, and Metacognitive strategies, which are all taught by all teachers mentioned in their responses. Additionally, in order to encourage students to improve their English, teachers emphasize the importance of assigning exercises that focus on the four skills speaking, listening, reading, and writing. Teacher 1 said,

"Students' contributions to my teaching time are doing exercises, remembering new words, practicing Listening, Speaking, Reading, Writing, and translation tasks in the textbooks. Besides, pair or group work to deal with Tasks in the textbooks.

Teacher 3 also considered,

"I think students apply new vocabulary from each subject to improve and enhance their knowledge. And they link them to both four skills in English."

Teacher 2 pointed out specifically strategic steps from observing the students, it can see clearly that from theory to practice,

"I notice that students perceive by 3 steps: remembering, understanding, and applying."

4.2.1.2 Teacher's observations of students' practices of learning strategies toward ESP

During the teaching process, the teacher observed the students' extent and practices abilities from an objective perspective. Although there are a few small-scale differences of opinion, in general, students are quite active in practicing English learning strategies to develop their skills and proficiency. As a result, the Memorization strategy continued to be emphasized by teachers through a higher level of student practice than the rest of the strategies. In addition, it is noteworthy that the Social strategy actively adopted by the students was verified by the three teachers who participated in the interviews. Teachers 1 and 3 had the same opinion that most students practiced the Memorization strategy.

"Memorization through use of new words, guided sentences, paragraph writing. Most of the students practice all the learning strategies, but memorization is the best."

Teacher 2 expanded on the statement by saying,

"From my point of view, students apply both memorization and practicing strategies for ESP for Tourism. Furthermore, students are able to use vocabulary and sentence structures to practice speaking in hospitality situations and presentations.

The teacher makes it abundantly clear that there are some challenges that students must overcome in order to master knowledge and skills while practicing speaking, listening, reading, and writing. As a result, they are forced to seek the assistance of their teachers in order to help them complete the extensive knowledge they have been given to learn as well as their assigned tasks. Teacher 1 insisted that,

"Because the textbooks are designed towards four skills with vocabulary. I also ask them to watch video clips and retell their understandings and translate some into Vietnamese or vice versa. They ask me: how to deal with each task in the textbooks; how to recall the grammatical points; how to translate well; how to be a better public presenter as a future tour guide; how to improve each learning strategy, especially for Tourism issues."

And the response from Teacher 2 was,

"Students ask for pronunciation and grammar points."

The reply from Teacher 3 was as well,

"Sometimes students ask me for help. The content relates to unclear-meaning words or how they can know/ speak them in English in real life."

Similar to the above, in response to the question, "Do your students talk to you and share their problems while learning?" Students have a positive attitude and actively practice learning strategies, particularly social strategies, as demonstrated by the unanimous "yes" responses from all teachers taking part in the interview.

4.2.2 Students' perceptions and practices of their learning strategies toward ESP

The qualitative data from interviews with students was used to reaffirm the quantitative data of students' opinions on their perceptions and practice of learning strategies. As mentioned in the literature review, research focusing on language skills is distributed in tourism textbooks including Listening, Speaking, Reading, and Writing. All of the participants had positive perceptions of their practice toward ESP.

4.2.2.1 Students' perceptions and practices of their learning strategies on Listening skill

In general, most of the students who participated in the interview had a fairly good perception of learning and improving listening skills for ESP. According to the interview results, seven out of ten participants apply the Cognitive strategy to learning English,

especially they focus on listening to music and watching English movies to improve and improve their English listening skills. One thing the seven participants had in common was that they used the YouTube platform as a tool for finding themes and learning. Students 1 and 9 expressed that,

"I watch a lot of videos in English on YouTube without Vietnamese subtitles to enhance my listening skills." (Student 1)

"I often listen to music and watch movies in English on YouTube without Vietnamese subtitles to enhance my listening skills." (Student 9)

Or Students 4, 5, 6 said,

"I listen to the English passive way. Moreover, I usually listen to music and talk show on YouTube." (Student 4)

"I often practice listening skills by moving films in English on YouTube without Vietnamese subtitles to enhance my listening skills." (Student 5)

"I usually listen to music in English on YouTube. I listen to it over and over again." (Student 6)

Additionally, Students 7 and 10 have further perspectives, they not only concentrated on the entertainment aspect but also the professional,

"I usually watch videos with diverse content on YouTube to practice my listening skills for Tourism." (Student 7)

"I watch videos relevant to Tourism on YouTube to practice listening skills." (Student 10)

In addition to Cognitive strategy, three out of ten mentioned other two types of learning strategies that practiced and motivated them to learn ESP. As Student 2 responded, Cognitive and Metacognitive strategies stated the following:

"I do the exercises assigned by the teacher. Simultaneously, I listen to music and watch movies in English to improve my professional skill."

And the response from Student 3, detected that Metacognitive and Compensation strategies:

"I sometimes use the IELTS technique to improve my listening skill. Whenever I listen to a test, I listen just one time and try to guess words I don't know, then look back at the tape script to look up another or a few new words and translate the meaning and definition."

And based on the response of Student 8, it was determined that cognitive and Social strategies applied to learning listening:

"I usually listen to music US and UK on YouTube to improve my listening skills. Sometimes, I go to the communication English club with my friends."

4.2.2.2 Students' perceptions and practices of their learning strategies on Speaking skill

The majority of the students who took part in the interview had a generally favourable attitude toward learning and enhancing speaking abilities for ESP. According to the findings of the interview, when asked "Do you ask for help from friends or teachers during speaking learning?" "Yes" was the unanimous response from the participants, which demonstrated that they have a strong awareness of the strategy for English speaking skills. Simultaneously, the results also proved that the entire participants applied the Social strategy to enhance their English-speaking skills. Besides, there are primarily two groups. The first group focuses on theories such as pronunciation, vocabulary, collocations, how to ask questions, and especially correcting errors during speaking. In the second group, students concentrate on speaking by practicing communicating with friends and teachers.

To begin with the first group, six out of ten responses belong to the group, listed as follows:

"Yes. I ask for help from friends and teachers on how to ask the right questions for the situation as well as how to use collocations." (Student 1)

"Yes. I ask my friends to speak together in English. Moreover, I also ask them to correct my error when I speak English." (Student 2)

"Yes. I usually inquire my teacher to help me with the pronunciation of academic words." (Student 3)

"Yes. When I have difficulty with grammar and vocabulary, I ask for help from friends to improve my speaking skills." (Student 4)

"Yes. I ask for help from friends and the teacher to correct errors in pronunciation." (Student 5)

"Yes. I ask my teacher to instruct me on how to ask questions that I did not understand." (Student 8)

On the other hand, the second group includes four out of ten responses, in which Student 9 pointed out specifically that manner for applying Social strategy because of Speaking skill development,

"Yes. I often ask for help from my friends during speaking learning. We practice English speaking by meeting online or face to face according to the specific topic.

Last but not least, the responses to Student 6, Student 7, and Student 10 were identical. They each hold the same view that,

"Yes. I ask my friends to practice speaking with me."

From what was presented earlier, it can be concluded that the participants had a positive attitude toward listening skills and they contributed actively to lessons by asking to assist their friends or teacher. They also can prevent themselves from the passive and be more engaged in the conversation by speaking with another.

4.2.2.3 Students' perceptions and practices of their learning strategies on Reading skill
Data gathered from 10 students who were interviewed show that all participants have a good perception of learning strategies to develop reading comprehension skills toward ESP for Tourism. It is noteworthy that when asked the question "Do you read and re-read the readings in English for Tourism 1,2,3 textbooks to understand the content of it?", "Yes" was the unanimous response from the participants, which proves that most students practice Cognitive strategies to improve and enhance reading skills for the subject English for Tourism. For the remaining five learning strategies, students mentioned four out of five strategies which included Memorization, Metacognitive, Compensation, and Social strategy except for Affective strategy.

Two out of ten participants mentioned three types of strategies in their responses. Student 2 practiced Cognitive, Memorization, and Compensation strategies. Student 2 insisted that,

"Yes. I read and re-read the readings in English for the Tourism 1,2,3 textbooks to understand the content of it. Indeed, I skim and scan the text first only then re-read it for further remembering. Moreover, I try to guess the meaning of words if I don't know them."

Likewise, Student 7 also inferred three strategies that are Cognitive, Metacognitive, and Social.

"Yes. I read and re-read the readings in English for the Tourism 1,2,3 textbooks to understand the content of it. In addition, I try to read as much English-language material as I can. Moreover, I ask the teacher to introduce me to specialized English readings outside of the current curriculum."

Regarding Cognitive and Social strategies, Student 8 was also in support of this,

"Yes. I read and re-read the readings in English for the Tourism 1,2,3 textbooks to understand the content of it. In addition, I try to read as much English-language material as I can. Moreover, I ask the teacher to introduce me to specialized English readings outside of the current curriculum."

Additionally, three out of ten students who shared the same view said they use the learning strategies of Memorization and Cognitive to improve their English reading skills. The answer from Student 3 was,

"Yes. I read and re-read the readings in English for the Tourism 1,2,3 textbooks to understand the content of it. Moreover, I skim and scan the text first only then re-read it for further remembering. After that, I make summarize of information that I read in English."

And statement made by Student 4 was,

"Yes. I read and re-read the readings in English for the Tourism 1,2,3 textbooks to understand the content of it. For me, I draw summaries of the information I remember in my mind after skimming and scanning."

Student 9 also explained the same point,

"Yes. I read and re-read the readings in English for the Tourism 1,2,3 textbooks to understand the content of it. Besides, I skim and scan the text at first, then I read it again to help me remember extra. I then write a summary of the information I read in English."

Besides that, two out of ten students who expressed relatively similar perspectives claimed to use the learning strategies Cognitive and Metacognitive to improve their English reading comprehension. Student 1 revealed that,

"Yes. I read and re-read the readings in English for the Tourism 1,2,3 textbooks to understand the content of it. In fact, I look for opportunities to read as much as possible in English. Besides, I read many books to gradually get used to the structure of English."

The same point was also formed by Student 6,

"Yes. I read and re-read the readings in English for the Tourism 1,2,3 textbooks to understand the content of it. In reality, I often read books and magazines in English to improve and enhance my reading skills."

Students 5 and 10 stated that they not only practiced the Cognitive strategy but also incorporated the Compensation strategy.
Student 5 said,

"Yes. I read and re-read the readings in English for the Tourism 1,2,3 textbooks to understand the content of it. I read English without looking up every new word. Then I try to guess the meaning of words based on the context."

Student 10 also stated the same point,

"Yes. I read and re-read the readings in English for the Tourism 1,2,3 textbooks to understand the content of it. Likewise, I will re-read the text several times to grasp the main idea. Furthermore, I try to guess the meaning of words or sentences depending on the context."

4.2.2.4 Students' perceptions and practices of their learning strategies on Writing skill
Nearly all of the participants who were interviewed had a positive perspective toward learning and developing their writing skills for ESP. The interview study found that when the question "Do you practice writing on specific topics in textbooks?" The majority response, "Yes," came from 8 out of 10 participants, demonstrating that they view the English speaking skills strategy positively in terms. Besides, only 1 out of 10 respondents said "no," which is a very small proportion given the overall number of responses in favour of this notion. The findings also show that the majority of participants used Metacognitive strategies to enhance their English-speaking abilities. Additionally, based on the results, it is confirmed that there are primarily three groups. The first group focuses on Tourism-related topics. In the second group, students concentrated on both tourism majors and surrounding life topics. The final group has an inactive attitude in practicing writing skills as evidenced by the "no" answer mentioned earlier.

Start with the first group, five out of ten people in the group think that they only practice writing topics relevant to their major. The answer from Student 3 was,

"Yes. I usually write about tourism and the themes of surrounding destinations over the world".

And statement made by Student 5 was,

"Yes. I usually practice writing about specific themes such as means of transport, tourist attractions, and destinations."

Students 1, 2, and 7 explained the same point,

"Yes. I practice writing about themes related to restaurants and hotels."

Especially, the second group shared the opinion that practice writing not only an aspect of the major curriculum but also be a bridge of tourism aspects with surrounding life. The answer from Student 6 was,

"Yes. I often write about tourism and daily life. Besides, I am keen on writing content advertising."

Student 10 added the following to the statement,

"Yes. I practice writing about themes related to cuisine, travel, and social media."

Student 4 clarified the same idea,

"Yes. I usually practice writing about specific themes such as family, school, cuisine, and destinations."

A similar point was made by Student 8,

"Yes. I usually write about tourism, family, and study at school to improve my English skills."

After the consideration of students' extent of the practice, it can be inferred that students had positive perspectives toward the use of learning strategies, which is essential for proficiency in four language skills. Also, they shared their interest in how learning ESP for each specific skill.

4.3 Discussions

In the past, the vast majority of the findings concentrate on learning strategies to explore general English, thereby, differing from earlier studies by the authors Nguyen & Terry (2017), Suwanarak (2019), and Lestari & Wahyudin (2020), especially given that the research design is largely based on previously available instruments. The principal distinction in the present research is how EFL learners are studied toward ESP. Furthermore, the research design is based in part on the four language skills of listening, speaking, reading, and writing the textbooks belonging to English courses for Tourism. Despite the fact that analysis of students' perceptions of their formal English language proficiency revealed that they were pretty good at or even occasionally used the four English language skills. There is a need to include language skills in ESP courses, as recommended by Gatehouse (2001), Sharhriari and Behjat (2014), and Pham and Ta (2016). Gatehouse (2001) also affirms that ESP is characterized by a learning-centered

approach; consequently, teachers who are the best to recognize changes in learners' needs and then adjust their ESP curricula by incorporating four language skills into their lessons, making subject content knowledge accessible to students.

4.3.1 Students' perceptions of learning strategies for ESP

An investigation of students' perceptions toward ESP learning strategies was carried out in part 2 of the questionnaire. In this study, six (6) different learning strategies are referred to by participants. These are (1) Memorization, (2) Cognitive, (3) Metacognitive, (4) Compensation, (5) Affective, and (6) Social. Data from questionnaires and student interviews are consistent that all students have a positive attitude toward the six learning strategies.

Based on the research conducted, it has been determined that learners use language learning strategies to enhance and improve their English language ability. The data collected showed that the participants had pretty much the same preferences in the use of language learning strategies. It is clear that respondents use pretty much all kinds of language learning strategies as discussed by Rebecca L. Oxford 1990 (SILL) and previous researchers. Although different learners prefer different language learning strategies, it is not all too different, and there are some that are leading the way. All respondents tended to use both types of language learning strategies, which are Memorization and Cognitive. They tend to use different categories of language learning strategies for the different skills they want to acquire and improve. In fact, respondents have taken all of the courses for ESP in Tourism, thus they are quite perceptive of the strategies they prefer to use that are suitable to their learning style.

One of the major aims of this study was to determine how EFL students perceive learning strategies for ESP for Tourism. From the short review above, key findings emerge that students have a positive perception of learning strategies toward ESP in tourism (M = 4.24, SD = .413). Of the six (6) learning strategies in this study, the Memorization strategies often engaged students. Students often have to memorize knowledge of plenty of words or phrases to learn English well as well as develop language ability. This study is relevant to the other study that shows that most students use Memorization strategies in learning their language. This explains that no matter how good or poor memorization is, it can still satisfy certain needs of language learners. This finding confirms Duong's (2003) conclusions for EFL learners in New Zealand. It seems obvious from the findings here that students must accept the fact that memorization will not be eliminated and should not be denied because it is thought to be an integral part of students' learning habits. To increase the effectiveness of students learning EFL, they should explore the best strategies for memorization.

When being interviewed about their perceptions of learning strategies, respondents first expressed their positive attitude and recognize the great importance of learning strategies. Students consider challenges in learning four language skills as opportunities for their development rather than obstacles in the study.

4.3.2 Students' practices of learning strategies for ESP

Along with exploring perceptions, this study also found to determine the extent to which EFL students used ESP for Tourism strategies for learning. Key findings provided above show that students have a positive attitude toward learning strategies for ESP in tourism (M = 4.21; SD = .504). The Metacognitive strategies were the most frequently employed by students among the six (6) learning strategies in this study. To learn English well and improve their language abilities, students usually require to practice their extensive knowledge of four language skills, hence, Metacognitive strategies play an essential role in learning English, especially ESP. This study is pertinent to another study that demonstrates that the majority of students apply Metacognitive strategies when learning ESP for Tourism. Shen (2005) pointed out that in order to enhance their metacognitive strategies for learning and strengthen the motivational elements of self-efficacy, students should be encouraged to reflect on their own learning processes. Raoofi (2014) stated that Metacognitive strategies have an impact on language learning performance, and practice in these strategies promotes learners to improve their language performance. On the other hand, research results show that the extent of learning strategies used is different in the same population of people who have taken English courses for Tourism 1, 2, and 3. It was evident that a number of student groups applied similar strategies at different frequencies. This was in accordance with Lynch's (2010) study, which found that while learners at different skill levels used different kinds of strategies, their frequency of use helped to distinguish them from one another.

Results from interviews with participants who claim that Metacognitive strategies help them focus, organize, plan, and self-assess their abilities to coordinate the learning process, putting learners in control of their own learning. Since then, by first determining their extent and then planning or matching their standards, students have practiced the four language skills. The results for Speaking and Writing skills demonstrated that they knew what to concentrate on, as evidenced by the specific speaking and writing topics they selected to advance their abilities. Additionally, a broader description of listening and reading skills is indicated that applies to all aspects, not just the ESP curriculum. These findings are consistent with the study by Wang, Spencer & Xing (2009) that found Metacognitive strategies also have an impact on students' achievement outcomes. Students who express self-regulation by monitoring their progress, preserving tasks, and establishing realistic targets are more successful. For language learners who desire to take control of their language learning, which is a crucial strategy. Another study by Rahimi & Katal (2012) also supports this assertion, they affirmed that it is also obvious that the use of metacognitive strategies permits students to plan, control, and evaluate their learning, which ultimately assists them in obtaining higher achievement and better learning outcomes in both face-to-face and virtual learning environments.

Second rank but not least, the majority of the students involved frequently use the Memorization strategy. Learning a language, and specifically ESP, depends a great deal on Memorization. The results of the interviews indicate that each student has a different level of memorization ability when asked to point out the words used in the lessons they

had learned. The fundamental problem is that, regardless of how much or how little memorization there is, vocabulary knowledge is necessary to support the acquisition of the four language skills. In a recent study, Grenfella & Harris (2015) discovered that students who did not use memorization strategies found it challenging to accurately express or translate listening texts into a second language. Students who use Memorization strategies, on the other hand, are found to have greater control when using a second language. These students also favour it as they perceive it to be a good Memorization strategy when learning a second language.

All teachers who participated in the interview revealed that students often asked them about several problems relevant to the process of ESP learning. In particular, it is noteworthy that students are not only interested in "macro skills" which are also Listening, Speaking, Reading, and Writing but also frequently wonder about "micro-skills," which are things like grammar, vocabulary, pronunciation, and spelling. These concepts have been used by educators since a long time ago. Through assistance from teachers, students can enhance their language skills and get a multi-dimensional view from others. Therefore, Social strategy plays an important role in learning English, especially ESP. Tam (2013) contended that Social strategies had a very positive correlation to English proficiency, people who are less willing to ask for help should cooperate with other learners to improve their language abilities.

4.2.3 Cross-tabulation

As compared to the other courses, English for Tourism requests students more practice performance from students because the cross-tables measured in the learning strategies used for four English skills show that the majority of students have a perception higher than practice. Accordingly, there was no similar comparison in previous studies between perception and practice as the cross-tabulation analysis in this current study is new.

To conclude, the extent of the impact of perception on students' learning strategies does not always influence the extent of student practice, which point out two hypotheses: (1) The higher the student's perception, the higher the extent of practice; (2) Students have good perception but the extent of practice does not depend on their perception.

5. Conclusions

5.1 Research conclusion

The results cast a new light on the current ESP learning strategies in an EFL educational setting regarding the topic under study. ESP certainly plays an important role in the EFL curriculum and language education. From this perspective, ESP is identified as an important form of expression for language learning. Students can approach learning strategies in a variety of ways which are active learning and passive learning. The notion of general English learning distinguishes it from the learning of ESP. Because of this distinction, learning strategies toward ESP for Tourism should be studied to see how they influence EFL students. Altogether, students' perspectives must be grasped in order to

contribute to increasing the quality of both teaching and learning English for Tourism through the use of innovative learning strategies like Memorization, Metacognitive, and Social.

Brown (2000) stated that "*it is easy to assume that success in any task is due simply to the fact that someone is motivated*". The entire learning process would be a failure if students were not practicing. As a result, the impact of perception and practice was examined in order to evaluate the students' engagement in the process of absorbing ESP in Tourism. Overall, the analysis showed that students who have a positive attitude toward learning strategies had a significant impact on their practice in four English skills (M > 4).

On the one hand, regarding the perception of students, the Memorization strategy had the most influence, followed by Metacognitive. The fact that memorization is a prerequisite for the development of all four skills can be quite challenging if learners have difficulty remembering and applying strategies to them.

On the other hand, the extent of student practice is quite high for the six learning strategies, in which the group Metacognitive strategy had the most influence, followed by Memorization, while the strategy has the less impact was Affective, which proves that students have their own attitudes and emotional control towards ESP learning, but the extent of applying this strategy is lower than that of other strategies. Noticeably, according to the three teachers who participated in the interviews, students who seek assistance find it easier to learn through their instruction, and teacher observation revealed that students frequently use Social strategy.

By calculating the cross-tabulation, the study found that the majority of students participating in the survey had higher perceptions than practice. This allows the conclusion that students understand the value and importance of learning strategies for ESP, but the performance of practice is not entirely dependent on their extent of perception of them. In the process of learning ESP, they may be influenced by other factors because, in addition to this subject, they also have to practice other subjects. Therefore, the performance of practice may not correlate too strongly with the perception of students.

Frankly speaking, even though a similar pattern of research methodology was used, the data provided by ESP teachers in this study and the quantitative results are the ones that seldom duplicated previous studies' activities.

5.2 Pedagogical implications

In the ESP course, the practice of strategies learning puts emphasis on a student's ability to successfully perform four English skills without constraints on how to learn, how to use language, or how to approach lessons. Thus, implementing learning strategies such as a suitable method is more advantageous for the advancement of both ESP for Tourism and general ESP learning.

First of all, teachers should be aware and emphasize that they could provide strategies-based instruction of four English skills to ESP learners and find what kinds of strategies are useful and effective for ESP learners to enhance four English skills. Thus,

as facilitators of learning, teachers can help ESP learners select and become proficient in the use of effective learning strategies, and as Jones et al. (1987) have indicated, teachers try to change ESP learners' attitudes about their own abilities by teaching them that their failures can be attributed to the lack of effective strategies rather than to the lack of ability or to laziness. Therefore, ESP learning strategies training can not only be beneficial to reaching the final goal of four skills learning, which is to cultivate English for Tourism competence through learning English skills knowledge or procedural knowledge through learning declarative knowledge but also to develop ESP learners' learning ability that is vital for ESP learners' learning at school and even lifelong learning.

Secondly, cognitive approaches are suggested applying to teach ESP skills. One is the deductive approach or explicit teaching skills; teachers should teach ESP learners rules and give them specific information about ESP, then have them then apply these rules when they use ESP. The other is the inductive approach or implicitly teaching English skills; teachers leave ESP learners discovering practice four English skills rules from their experience of using ESP. Thirdly, fluency and accuracy are allies, not enemies, and learning strategies are complementary since they shape and influence each other, and learning strategies performance brings into play for English skills will enable effective communication and interaction to take place. Hence, a communication approach can be used to teach English for Tourism; teachers help ESP learners to notice and structure by focusing on specific forms and meanings, guide ESP learners' own attention to four English skills, and design ESP learning tasks that help to teach them "micro-skills" of ESP such as grammar, vocabulary, pronunciation, and spelling, in order for them to utilize ESP for their own communicate on.

In addition, it is a fact that overusing the mother language can be an obstacle and students may miss opportunities to use ESP. Thus, the mother tongue is only used in the ESP classroom when absolutely necessary since it is an essential factor to turn input into intake and it assists learners in distinguishing significant structural differences between their mother language and ESP. Finally, teachers guide ESP learners to have proper and positive attitudes towards learning ESP and instruct them to practice ESP skills not only autonomously, but also cooperatively with the aim that learning ESP is better to facilitate their skills of listening, speaking, reading, and writing, and accordingly, helps to improve ESP proficiency on the whole. These implementations can advance students' active participation in the practice of learning strategies and language use. So, it cannot be denied that teachers are in indispensable implementing learning activities that impact positively students' perceptions and practice.

5.3 Limitations

Although conducting this study was a great experience for the researcher, the researcher cannot avoid some shortcomings during the research process. The unavoidable limitations of this study were as follows: Firstly, due to time constraints, the researcher could not delve into the learning strategies for each student's specific English skills in the direction of ESP. Additionally, the researcher skipped over other language skills like

grammar, vocabulary, pronunciation, and spelling in this study; rather, the researcher only focused on the learning strategies used for the four language skills of listening, speaking, reading, and writing.

Secondly, the scope of the participants is quite limited who participate in this study are only students majoring in Tourist Guides. Therefore, has not been extended to students who belong to other majors, which also use ESP as a crucial element in their studies and careers.

Another limitation is that the findings of this study only assist students in the next courses because of the available time for this study. The study was accomplished when students closely completed the courses. For that reason, the current participants do not benefit from the results revealed in this study. Despite the above limitations, the researcher really hopes that the current study will be useful for students majoring in tour guides at CTU in using learning strategies to develop English skills. Also, teachers have an objective view in proposing appropriate and effective methods for students to develop more comprehensively in terms of specialized English.

5.4 Recommendations for further research

Due to the above limitations, further researchers may have new research directions with multiple perspectives according to the following suggestions:

Firstly, the scope of future research should be expanded, the populations of this study were only major Tour Guide students. It is advisable for further studies investigating this topic in a larger size of the population including other majors so that other aspects of ESP can be discovered. Apart from the English for Tourism subjects, there are still many subjects that need innovation through English learning strategies.

Secondly, there is a need for a similar study to delve into one specific skill, which assists EFL learners view insight into the knowledge of four language skills. In addition to the four language skills, further studies should investigate the perception and practice of learning strategies in terms of vocabulary, grammar, and pronunciation to have a better overview of ESP.

The last recommendation for further research is that future studies should be conducted at the beginning of the school year so that participants can gain some benefits from the findings of the study.

Acknowledgments

teacher, for her great help with data analysis with SPSS. Thirdly, they would like to show their appreciations to 70 EFL students from SSSH, CTU, for seriously filling out the questionnaire and 10 of them for expressively answering the interview questions. Fourthly, their sincere thanks would come to Miss Thai Phan Bao Han, an English teacher, for their useful assistance with the entire paper proofreading, English modification, and format. And last but not least, her respectful thanks would go to *the European Journal of Alternative Education Studies Board* for this paper to be published to the public worldwide, especially those interested in teaching and learning ESP for Tourism at the Vietnamese higher education institution, CTU, on the path to the regional and global integration through EFL teaching and learning process.

Conflict of Interest Statement
The authors declare no conflicts of interest.

About the Authors
Miss Tran Thao Dieu is presently a senior in High-Qualified English Studies Program, School of Foreign Languages, Can Tho University (CTU), Vietnam. She is interested in doing research about linguistics, intercultural communication, ESP learning and teaching, English-American works and EFL/TESOL methodologies as well. She can be contacted at dieub1909451@student.ctu.edu.vn
Mr. Thai Cong Dan, senior English lecturer, School of Foreign Languages, Can Tho University (CTU), Vietnam, is currently a lecturer in English. He has held his PhD at Naresuan University, Thailand since 2010 in Educational Administration (English program). His main research interests are TEF/TESOL issues, intercultural communication, high school and higher education levels in English learning and teaching, English program management, curriculum design, testing and evaluation, professional development and educational administration. He can be reached at tcdan@ctu.edu.vn.

References

Ajideh, P. (2009). Autonomous Learning and Metacognitive Strategies Essentials in ESP Class. English language teaching, 2(1), 162-168.

Aliakbari, M., & Hayatzadeh, A. (2008). Variation of language strategies among Iranian English students: the effect of gender. International Journal of Pedagogies and Learning, 4(3), 72-87.

Allport, D. A. (1987). Selection for action: Some behavioural and neurophysiological considerations of attention and action. In H. Heuer & F. Sanders (Eds.), Perspectives on perception and action. Hillsdale, NJ: Erlbaum.

Aslan, O. (2009). The role of gender and language learning strategies in learning English.

Assael, H. (1995). Consumer behavior & marketing action (5th ed.). London: PWS-Kent Publishing Company.

Atmowardoyo, H., & Sakkir, G. (2021, November). The Development of Language Learning Theory Based on Best Practice: A Literature Review. In Proceedings of the Tenth International Conference on Languages and Arts (ICLA 2021) (pp. 172-184). Atlantis Press.

Atmowardoyo, H., Weda, S., & Sakkir, G. (2021). Learning Strategies in English Skills used by Good Language Learners in Millennial Era: A Positive Case Study in Universitas Negeri Makassar. ELT Worldwide, 8(1), 28-40.

Azza, B. (2013). ESP Materials Selection The case of Second Year Computer Science Students at Ouargla University (Doctoral dissertation).

Basturkmen, H. (2010). Developing courses in English for specific purposes. Springer.

Brieger, N., & Sweeney, S. (1994). Grammar & Functions. Prentice Hall.

Broadbent, D. E. (1958). Perception and communication. New York, NY: Pergamon Press.

Brown, H. Douglas (1980). Principles and practices of language learning and teaching.

Bühler, K. (1990). Theory of Language: The Representational Function of Language.

Chamot, A. U. & O'Malley, J. M. (1986). A Cognitive Academic Language Learning Approach. National Clearinghouse for Bilingual Education, 2, 88-92.

Chen, P. C., Chiu, W. Y., & Lin, T. Y. (2011). A study constructing holistic English for specific purposes (ESP) curriculum model for tourism and hospitality English. Education Research Journal, 1(5), 84-93.

Dann, G. (2001). The Language of Tourism: a Sociolinguistic Perspective (2nd ed.) Wallingford, UK: CAB International cop. https://doi.org/10.1016/S0160-7383(00)00007-4

Darancik, Y. (2018). Students' Views on Language Skills in Foreign Language Teaching. International Education Studies, 11(7), 166-178.

Dudley-Evans, T. (1998). Developments in English for Specific Purposes: A multi-disciplinary approach. Cambridge University Press.

Duong T. H. O. (2003). Teaching and learning oral presentation for learning of English in universities in Vietnam and New Zealand: A comparative study. Unpublished doctoral dissertation, Victoria University of Wellington, New Zealand.

Ellis, R. (1994). The Study of Second Language Acquisition. Oxford: Oxford University Press.

Ellis, R. (2006). Current issues in the teaching of grammar: An SLA perspective. TESOL Quarterly, 40 (1), 83-107. DOI: 10.2307/40264512.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). How to design and evaluate research in education (8th Ed.). New York: McGraw-Hill Humanities.

Gatehouse, K. (2001). Key issues in English for Specific Purposes (ESP) curriculum development. The Internet TESL Journal, 7(10), 1-10.

Ghani, M. 2003. Language Learning Strategies Employed by L2 Learners. Journal of Research (Faculty of Languages & Islamic Studies) 2003 Vol.4.

Goodwin. Amsterdam: John Benjamins Publishing Company. https://doi.org/10.1075/fos.25

Grenfell, M., & Harris, V. (2015). Memorisation strategies and the adolescent learner of Mandarin Chinese as a foreign language. Linguistics and Education, 31, 1-13.

Hall, C. M., Müller, D. K., & Saarinen, J. (2008). Nordic tourism: Issues and cases (Vol. 36). Channel View Publications.

Hashim, H. U., Yunus, M. M., & Hashim, H. (2018). Language Learning Strategies Used by Adult Learners of Teaching English as a Second Language (TESL). TESOL International Journal, 13(4), 39-48.

Hayati, N. (2015). A study of English language learning beliefs, strategies, and English academic achievement of the ESP students of STIENAS Samarinda. Dinamika Ilmu, 297-323.

Hedge, Alan. 2013. "Human Information Quantifying Information: Reaction Time." (August).

Holloway, J. (2006). Enchanted spaces: The séance, affect, and geographies of religion. Annals of the association of American geographers, 96(1), 182-187.

Hsu, L. W. (2010). Learning gaming English by prospective casino dealers in Taiwan: An explorative study. Journal of Foreign Language Instruction, 4(1), 69-86. Retrieved July 31, 2012, from ProQuest database.

Hui, G. (2017). The learning needs analysis of English for Specific Purposes (ESP) in college. US-China Foreign Language, 15(1), 1-6.

Hutchinson, T., & Waters, A. (1987). English for specific purposes. Cambridge university press.

Johns, A. M., & Dudley-Evans, T. (1991). English for specific purposes: International in scope, specific in purpose. TESOL Quarterly, 25(2), 297-314. https://doi.org/10.2307/3587465

Kuppan, A. (2008). An evaluation of an English course for hospitality management in a tertiary institution. Dissertation Abstracts International.

Lestari, M., & Wahyudin, A. Y. (2020). Language learning strategies of undergraduate EFL students. Journal of English Language Teaching and Learning, 1(1), 25-30.

Lindsay, P., & Norman, D. A. (1977). Human information processing: An introduction to psychology. Harcourt Brace Jovanovich, Inc.

Lynch, D. J. (2010). Motivational beliefs and learning strategies as predictors of academic performance in college Physics. College Student Journal. 44(4), 1-8.

Malik, A. R., & Asnur, M. N. A. (2019). Using Social Media as a Learning Media of Foreign Language Students in Higher Education. Online Submission, 18(2).

Marwan, A. (2017). ESP teaching challenges in an Indonesian vocational higher institution. The English Teacher, 12.

Naiman, N., Fröhlich, M. & Todesco, A. (1978). The Good Language Learner. Toronto: Ontario Institute for Studies in Education.

Neumann, O. (1987). Beyond capacity: A functional view of attention. In H. Heuer & A. F. Sanders (Eds.), Perspectives on perception and action (pp. 361–394). Hillsdale, NJ: Erlbaum.

Nguyen T. D., Trinh H. T., Huynh M. T. (2012). Các chiến lược học ngôn ngữ của sinh viên không chuyên Anh văn tại Trường Đại học Cần Thơ. Tạp chí Khoa học Trường Đại học Cần Thơ, (23b), 42-49.

Nguyen, H. B., & Nguyen, T. A. (2017). English for Specific Purposes (ESP): Perceptions of students and teachers of learning needs at a Vietnamese school. International Journal of Advanced Research, 5(4), 793–803. https://doi.org/10.21474/ijar01/3877

Nguyen, H., & Terry, D. R. (2017). English Learning Strategies among EFL Learners: A Narrative Approach. IAFOR Journal of Language Learning, 3(1), 4-19.

Nguyen, T. D., & Trinh, H. T. (2011). Mức độ sử dụng các chiến lược đọc nhận thức và siêu nhận thức của sinh viên chuyên ngành Anh văn [Frequency of use of cognitive- metacognitive reading strategies among English majors]. Journal of Science, 19b, 104 - 110.

O'Malley, J & Chamot, A. 1990. learning strategies in second language acquisition. Cambridge University. CUP O'Malley, J.M. and A. Chamot. (1990). Strategies used by Second Language Learners Cambridge: CUP.

Oppenheim, A. N. (2000). Questionnaire design, interviewing, and attitude measurement: Bloomsbury Publishing.

Oxford, R. (1989). Use of language learning strategies: A synthesis of studies with implications for strategy training. System, 17(2), 235-247.

Oxford, R. (1990). Language learning strategies: What every teacher should know. New York: Newbury House.

Oxford, R., & Nyikos, M. (1989). Variables affecting choice of language learning strategies by university students. Modern Language Journal, 73(3), 291-300.

Pashler, H. (1989). Dissociations and dependencies between speed and accuracy: Evidence for a two-component theory of divided attention in simple tasks. Cognitive Psychology, 21, 469–514.

Pham M. L. (2022). Khảo Sát Chiến Lược Học Từ Vựng Tiếng Anh Của Sinh Viên Chuyên Ngữ Năm Thứ Nhất Tại Một Trường Của Đại Học Thái Nguyên. TNU Journal of Science and Technology, 227(04), 84-90.

Pham, H. A., & Ta, B. T. (2016). Developing a theoretical framework for ESP teacher training in Vietnam. The Asian ESP Journal, 12(1), 66-84.

Poole, A. (2005). Gender differences in reading strategy use among ESL college students. Journal of college reading and learning, 36(1), 14 – 22

Qiong. 2017. "A Brief Introduction to Perception." Studies in Literature and Language 15(4):

Rahimi, M., & Katal, M. (2012). Metacognitive strategies awareness and success in learning English as a foreign language: an overview. Procedia-Social and Behavioral Sciences, 31, 73-81.

Ramirez, C. G. (2015). English for Specific Purposes: Brief history and definitions. Revista de Lenguas Modernas, 23, 379-386.

Raoofi, S., Chan, S. H., Mukundan, J., & Rashid, S. M. (2014). Metacognition and Second/Foreign Language Learning. *English Language Teaching*, *7*(1), 36-49.

Rigeney, J. W. (1978). Learning strategies a theoretical prospective. *HF O; Neil (ed.)*.

Rizzolatti, G., & Craighero, L. (1998). Spatial attention: Mechanisms and theories. In M. Sabourin, F. Craik, & M. Robert (Eds.), Advances in psychological science (Vol. 2: Biological and cognitive aspects, pp. 171–198). Hove, UK: Psychology Press.

Rubin, J. (1987). Learner strategies: Theoretical assumptions, research history and typology. *Learner strategies in language learning*, *15*, 29.

Sakkir, G., Rahman, Q., & Salija, K. (2016). Students' Perception on Social Media in Writing Class at STKIP Muhammadiyah Rappang, Indonesia. International Journal of English Linguistics, 6(3), 170-175.

Scott, N., Baggio, R., & Cooper, C. (2008). Network analysis and tourism: From theory to practice.

Shahriari, M. (2014). Medical Science Graduates 'opinions About The ESP Materials Used In College And Their Language Needs At Workplace. *Modern Journal of Language Teaching Methods*, *4*(4), 320.

Shen, H.H., 2005. An investigation of Chinese-character learning strategies among non-native speakers of Chinese. System 33, 49–68.

Sherif, M., & Cantril, H. (1945). The psychology of attitudes: I. Psychology Review, 52, 295–319.

Strutt, P. (2003). English for international tourism. Longman.

Suwanarak, K. (2019). Use of Learning Strategies and their Effects on English Language Learning of Thai Adult Learners. 3L, Language, Linguistics, Literature, 25(4).

Tam, K. C. H. (2013). A study on language learning strategies (LLSs) of university students in Hong Kong. Taiwan Journal of Linguistics, 11(2), 1-42.

Tilfarlioglu, F. Y., & Yalçin, E. (2005). An analysis of the relationship between the use of grammar learning strategies and the student achievement in English preparatory classes. Journal of Language and Linguistic Studies, 1(2), 155-169.

Tomlinson, B. (Ed.). (2003). Developing materials for language teaching. A&C Black.

Trần, T. P. (2022). Mức độ sử dụng các chiến lược đọc hiểu siêu nhận thức của sinh viên: nghiên cứu trường hợp sinh viên năm thứ nhất hệ tiên tiến-chất lượng cao tại Học viện Nông nghiệp Việt Nam. Tạp chí Giáo dục, 22(8), 41-46.

Van der Heijden, A. H. C. (1992). Selective attention in vision. London: Rout- ledge.

Wenden, A. L. (1987a). Conceptual background and utility. In A. L. Wenden & J. Rubin (Eds.), Learner strategies in language learning, 3-13. Englewood Cliffs, NJ: Prentice-Hall.

Wharton, G. (2000). Language learning strategy use of bilingual foreign language learners in Singapore. Language learning, 50(2), 203-243.

Wilkins, D.A. (1978). Linguistics in Language Teaching. Massachusetts: The MIT Press.

Williams, M. & Burden, R. (1997). Psychology for language teachers. Cambridge: Cambridge University Press.