FACTORS AFFECTING THE IMPROVEMENT OF ENGLISH PROFICIENCY FOR STUDENTS MAJORING IN TOURISM AT CAN THO UNIVERSITY

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Abstract. *It is widely recognized that English speaking in the tourism is play vital role in many students who learn English, especially English for specific purpose (ESP). In contrast, helping students has more good language skills and is able to apply English speaking in tourism seem to be restriction in large numbers of researchers. The present paper provides the factors that affect English proficiency improvement for tourism students basing on learning motivation, environment and strategies, teaching methods, student confidence and attitude, practical experiences. These elements present the important agents and emphasize on how language skills have significance of English proficiency in English for tourism (EFT)student communicative competence in tourism industry. The primary data were collected through an online survey with 125 students majoring in Tourism who had previously participated in English for Specific Purposes (ESP) courses at Can Tho University. The results reveal that Attitude Toward Learning is the most significant factor, with a strong influence on student's intentions to persist in their using English. These findings underline the importance of not only enhancing students' cognitive skills and learning strategies but also fostering a positive attitude and intrinsic motivation towards language learning.*

Keywords: *English for Tourism, English Proficiency, Factors, Tourism Students.*

1. INTRODUCTION

English is not only a significant language in process of international integration but also a key language has been taught in education system of Vietnam, especially in many universities in Vietnam (Bang, 2017). In the context of globalization, there are a great number of students tend to the sectors of service, specifically tourism play a meaningful duty in this field (Saptiany and Putriningsih, 2023). In order to ensure that the students in tourism can communicate in English without difficulty, and it is increasingly the needs of both tourism students, tourists and employees working in tourism (Bobanovic and Grzinic, 2011; Ho, 2020) since English is an international language. There are the number of people all the world can be familiar with the requirement to learn English in order to travel and contact with different people (Prachanant, 2012). However, there are less study show that English proficiency of tourism students haS been investigated to make a better learning in their field.

For most tourism students at Can tho university, there are more challenges and desire to speak English language effectively in their position. They study English as specific purpose (ESP) or approach to English for tourism. These all should be considered by both students' English proficiency and teaching strategies in order to help students in the future graduates and their world of work (Bang, 2017). Furthermore, some learning strategies towards ESP for tourism students at Can tho university in Vietnam have been presented a variety of methods which are active learning will make a positive attitude toward learning strategies. These had a significant influence on students' practice in four English skills in tourism. (Dieu and Dan, 2023). Previous research in Ha Noi has emphasized on different factors come from students themselves including learning strategy, motivation, attitude, specialized vocabulary and knowledge and English for communication. On the contrary, specialize knowledge which is most effect on their learning outcomes (Linh et al., 2025).

In the context of Can Tho university, there has been relatively little analysis of elements form both teachers and students themselves can impact on development English proficiency, especially in speaking of tourism students. Therefore, this paper argues that factors affecting English proficiency improvement for tourism students from elements that impact learning motivation, environment and strategies, teaching methods, student confidence and attitude, practical experiences in the context of this school. This study investigates these issues, with specific attention on effect English proficiency improvement for tourism students.

2. LITERATURE REVIEW

The following explains some of the elements and underlying theories that were employed in this research:

2.1 English language proficiency

English proficiency refers to a person's ability to use the English language effectively and accurately across different contexts. English proficiency is often measured using standardized tests like IELTS, TOEFL, Duo-lingo English Test, or Common European framework of Reference (CEFR) with six levels A1, A2, B1, B2, C1, C2). Higher proficiency means greater ability to use English naturally in academic, professional, or everyday settings. English proficiency focuses on four skills: Listening–understanding spoken English; Speaking –communicating verbally with clarity and fluency; Reading – comprehending written texts; Writing – expressing ideas correctly in written form and Grammar and Vocabulary – using correct structures and appropriate words. Also, five performances including accuracy, fluency, complexity, appropriacy and capacity have been presented by indicators to assess language proficiency (Richards, 2008). According to Renandya, Hamied, and Nurkamato (2004), these five performances have been recently mentioned as key issues on learners in six levels of English proficiency and the three extended categories: Basic users A1, A2; Intermediate user B1, B2 and Proficient users C1, C2. The framework offers how much information that people can do with the language in variety range of appropriate using or complex with fluently and accurately using.

2.2 English for specific purpose (ESP)

Over the past few decades, English for specific purpose is also English language learning that focuses on teaching English tailored to specific professional or academic fields to meet the particular needs of learners in a defined context or job. In addition, Marwant (2017) recognized that English for specific purpose focus on matching between learners' specific need in relation to content, disciplines, occupation and activities. Learners' need or reasons for learning are vital purposes which need to be entirely considered in all of teaching components to make a better product in their teaching with clearly authentic materials teachers should bring in classroom. English for specific purpose require a higher range of both language teaching and language learning unlike general English in some courses. The language teaching curricula should be adjusted and identified in the proper way to address the need for professional and vocational target of learners (e.g Ramirex 2015; Pham 2016). Furthermore, the four skills of reading, listening, speaking, and writing, vocabulary and grammar in English have also been supplied to duplicate specialized cultivation in English proficiency with specific purposes.

2.3 ESP for Tourism and ESP for Tourism at Can Tho University (CTU)

English for tourism is a current trend on both tourists, tourism industry involving hotels, restaurants, travel agencies or industry services. Claudia Ho (2020) stated that English communicative competence in tourism including using English appropriately and fluently related to language, history, entertainment, culture, custom, society. They totally provide learners with the language skills and vocabulary needed to work in or travel through the

tourism and hospitality industry (Maican, 2014). All students in tourism should improve their English communicative ability and social skills through many tasks in learning English for tourism courses (Chang and Hsu, 2010). They suggested that students who major in tourism take a duty not only in applying specialized knowledge in their industry but also in expanding knowledge of tourism over the world.

Tour Guides major at Can Tho university involve the three modules with 12 credits which students study English professional skills and knowledge in tourism. The three text books concentrate all tourism issues in many places over the world and both some tourist areas in Mekong Delta and in Viet Nam including Customer Service Communication, Travel Agencies, Hotel and Accommodation, Travel and Transportation, Tour Guiding Skills, Restaurant and Food Services, Cruise Ship Facilities, Cultural Etiquette and Formalities. There are more information of services and facilities in tourism industry have been offered to students in this major.

2.4 Tourism students at CTU

Students in tourism at Can Tho university have to take intermediate levels (level 3-B1) in Common European framework of Reference (CEFR) in the context of Viet Nam before they can pick up the three English for tourism courses. Besides, mastering the four skills in English of intermediate level will help tourism students feeling easier in applying specialized terms to deal with English language communicative competence of major tourism topics. Moreover, there are also elements can impact on both inside and outside motivations of students to help them get a better education in their field, for instance learning environment and strategies, additionally teaching method and curriculum and other more factors. In contrast, they occasionally face some problems in their approaching English language in tourism because of obstacle in learning. It is essential to clarify the beneficial relationship between English language and tourism in these students (Shaptiany and Putriningsih, 2023). Their study reported that there is a good expert of English language is an important factor for both experience of tour guide and tourists. And English language skills have a great impact on communication which relate to language and tourism experience.

3. RESEARCH METHODS

3.1 Research model

Improving English proficiency is particularly crucial for students majoring in tourism, as English not only serves as a global lingua franca but also functions as a professional tool within the hospitality and tourism industry. The current study adopts Dörnyei's second language (L2) Motivational Self System as its theoretical framework to examine various factors influencing students' English language development. This theory comprises three core components: the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience. Together, these components offer a comprehensive framework for understanding the interaction of psychological, pedagogical, and contextual factors in second language acquisition (Dörnyei, 2005).

3.2 Research design and participants

The primary data were collected through an online survey with 125 students majoring in Tourism who had previously participated in English for Specific Purposes (ESP) courses at Can Tho University. The survey was conducted from April to May 2025. The collected data were processed using IBM SPSS Statistics version 23.0 for Windows. The main analytical techniques used include: descriptive statistics, scale reliability testing, exploratory factor analysis (EFA), and multiple linear regression analysis.

3.3 Instruments
H1: Learning strategy

Language learning strategies have long been recognized as critical to language

development. According to Oxford (1990), language learning strategies are defined as specific actions or techniques employed by learners to enhance their acquisition of a second language. These strategies encompass cognitive, metacognitive, social, and affective strategies. Learners who actively engage in the use of strategic learning behaviors tend to demonstrate higher levels of motivation and achieve more favorable learning outcomes. This aligns with the Ideal L2 Self component of Dörnyei's model, which represents the learner's desired image as a proficient user of the second language (Griffiths, 2008; Tseng, Dörnyei, & Schmitt, 2006).

H2: Confidence in using English

Confidence in using English reflects learners' self-efficacy beliefs and is closely associated with their willingness to communicate and engage in authentic language use. MacIntyre et al. (1998) argue that confidence mediates the influence of motivation and language competence on communicative behavior. Within Dörnyei's framework, this construct aligns with both the Ideal L2 Self and the L2 Learning Experience, suggesting that positive experiences and perceptions of one's abilities reinforce the learner's identity as a successful language user (Yashima, 2002).

H3: Learning attitude

Attitudes toward learning English significantly influence learners' level of engagement, persistence, and openness to learning opportunities. Positive attitudes are often rooted in integrative motivation, the desire to integrate with the target language community which is reflected in the Ideal L2 Self (Gardner, 1985). Learners with favorable attitudes are more likely to envision themselves as effective communicators in English, which enhances both their motivation and academic achievement (Csizér & Dörnyei, 2005).

H4: Instructor competence

The competence of English language teachers including professional knowledege, pedagogical skills, and motivational influence. They play a central role in shaping learners' L2 learning experiences. Effective teachers foster engaging learning environments, provide meaningful feedback, and support learner autonomy. This directly corresponds to the L2 learning experience component of Dörnyei's motivational framework, which emphasizes the immediate learning environment as a powerful source of motivation (Richards, 2011; Dörnyei & Ushioda, 2011).

H5: Learning environment

The physical, social, and psychological aspects of the learning environment significantly impact language acquisition. A supportive, interactive, and resource-rich setting enhance learners' motivation and engagement (Krashen, 1985). According to Dörnyei (2009), such environments contribute to the L2 Learning Experience by shaping learners' daily interactions with the language, thereby reinforcing their long-term language learning goals.

H6: Level of Exposure and Practice

Frequent exposure to English and opportunities for authentic language use are essential for developing fluency and communicative competence. Nation and Macalister (2010) emphasize the importance of extensive input and output activities. These experiences support the Ideal L2 Self by enabling learners to visualize and approximate real-world language use, thereby narrowing the gap between aspiration and practice (Swain, 2005).

H7: Learning Motivation

Motivation plays a vital role of language learning, and Dörnyei's model was specifically developed to capture the multifaceted nature of L2 motivation. The Ideal L2 Self reflects the learner's aspirations, the Ought-to L2 Self pertains to perceived tasks and external

pressures, and the L2 Learning Experience encompasses contextual influences. Numerous studies have confirmed the predictive power of this model in explaining learners' effort, persistence, and performance in L2 contexts (Taguchi, Magid, & Papi, 2009; Ryan, 2009).

H8: Background Knowledge in Tourism
Background knowledge in the field of tourism enhances the understanding of English for Specific Purposes (ESP), facilitating the connection of new language information with the learner's familiar context. The integration of subject-specific knowledge and language learning fosters deeper cognitive engagement and nurtures integrative motivation, contributing to the learner's Ideal L2 Self as a competent professional communicator (Basturkmen, 2006; Nation & Newton, 2009).

The integration of Dörnyei's L2 Motivational Self System with the eight identified factors provides a coherent theoretical framework for researching the enhancement of English proficiency among tourism students. Each factor contributes uniquely to shaping students' motivation, cognition, and learning experience, collectively influencing their language development trajectory. This framework not only reflects current theoretical understandings but also offers practical implications for curriculum design and instructional interventions in tourism-related language programs.

3.4 Data collection
3.4.1 Methods of Collecting and Processing Secondary Data
The secondary data used in the study were collected from published materials such as monographs, academic articles, and reliable online sources. The author employed methods of synthesis, analysis, and comparison to process these data sources, thereby ensuring the systematic nature, reliability, and scientific value of the research.

3.4.2 Methods of Collecting and Processing Primary Data
The primary data were collected through an online survey with 125 students majoring in Tourism who had previously participated in English for Specific Purposes (ESP) courses at Can Tho University. The survey was conducted from April to May 2025. The collected data were processed using IBM SPSS Statistics version 23.0 for Windows. The main analytical techniques used include: descriptive statistics, scale reliability testing, exploratory factor analysis (EFA), and multiple linear regression analysis

Scale Reliability Testing
Reliability was assessed using Cronbach's Alpha (α). According to Trong and Ngoc (2008), a scale is considered good if α > 0.8; α between 0.7 and 0.8 is acceptable; and α ≥ 0.6 is still considered adequate for scales in new studies. Additionally, the item-total correlation coefficient should be at least 0.3 to ensure the reliability of the observed variable.

Exploratory Factor Analysis (EFA)
This multivariate statistical technique is used to identify the underlying structure within a set of observed variables. According to Huy and Anh (2012), the Kaiser-Meyer-Olkin (KMO) index should range from 0.5 to 1 to ensure the adequacy for factor analysis, with a KMO value of 0.8 or above being ideal (Tho, 2014). Bartlett's test of sphericity must have a significance value (Sig.) ≤ 0.05 to confirm the statistical significance of correlations between variables (Trong & Ngoc, 2008). Additionally, the factor loading should be ≥ 0.5, and the cumulative variance explained should exceed 50% (Huy & Anh, 2012).

Multiple Linear Regression Analysis
This method is used to determine the relationship between the dependent variable

and independent variables. According to Trong and Ngoc (2008), the adjusted R-squared (R^2adj) should exceed 0.05 for the model to be considered a good fit. Furthermore, the F-test in the analysis of variance (ANOVA) should reach statistical significance with a Sig. ≤ 0.05. The Variance Inflation Factor (VIF) must be smaller than 10 to avoid multicollinearity (Ho, 2012). The general form of the multiple linear regression model is:

$$Y = a + b_1X_1 + b_2X_2 + ... + b_nX_n$$

Where Y is the dependent variable, $X_1...X_n$ are the independent variables, a is the constant, and $b_1...b_n$ are the regression coefficients (Nhan, 2020).

4. RESULTS AND DISCUSSION
4.1 An overview of students' English proficiency

Table 1. Students' Self-Evaluation of Their English-Speaking Proficiency in Tourism

Level	Frequency	Percentage (%)
Average	50	40,0
Fairly Good	54	43,2
Good	16	12,8
Very Good	5	4,0
Total	125	100,0

(Source: Results of the 2025 survey data analysis, n = 125)

The data in Table 1 indicates that the majority of students self-assess their English-speaking proficiency in the field of Tourism at an average or fairly good level. Specifically, 43.2% of respondents rated their speaking skills as fairly good, while 40.0% assessed themselves at an average level. This suggests that over 83% of students perceive their English communication abilities in Tourism to be moderate rather than strong. Only 12.8% considered their skills to be good, and a very small proportion (4.0%) rated themselves as very good. These results highlight a need for enhanced training and practical opportunities to improve students' spoken English, particularly in professional tourism contexts.Furthermore, social sciences contribute to dismantling social and institutional biases that can hinder the achievement of the SDGs, particularly those related to gender equality, economic justice, and social inclusion. For example, in the context of SDG 10 (Reducing Inequality), a sociological approach is used to analyze unfair economic distribution systems, as well as to understand the social stigma experienced by vulnerable groups such as persons with disabilities and indigenous minorities. The results of the analysis are the basis for recommending policies that are more sensitive to socio-cultural contexts.

Table 2. Improving learners' ability to effectively use English for Tourism
in classroom-based learning environments

Strategy	Frequency	Percentage (%)
Group presentations	23	18,4
Individual presentations	27	21,6
Participating in class discussions (as required)	35	28,0
Role-playing based on real-life scenarios	38	30,4
Other options	2	1,6
Total	125	100,0

(Source: Results of the 2025 survey data analysis, n = 125)

The results from Table 2 indicate that students tend to prefer interactive and practice-

oriented learning strategies to improve their English for Tourism proficiency. Role-playing based on real situations was the most selected option (30.4%), suggesting that students highly value practical activities that simulate authentic communication in the tourism industry. This is followed by participating in class discussions as required (28.0%), reflecting students' need to develop spontaneous speaking skills in classroom contexts. Individual presentations (21.6%) and group presentations (18.4%) were less favored, possibly due to their more structured and formal nature. Only 1.6% chose other methods, indicating that the majority of students have a clear understanding of the strategies they believe are most effective for their learning needs.

Table 3. Self-improvement in English-speaking skills for the Tourism industry

Observation	Frequency	Percentage
Attending additional English courses	33	26,4
Searching for related materials online for self-study	20	16,0
Engaging in part-time jobs related to the Tourism industry using English	53	42,4
Exploring related cultural elements	18	14,4
Lựa chọn khác	1	0,8
Other choices	125	100,0

(Source: Results of the 2025 survey data analysis, n = 125)

The table shows that most students (42.4%) improve their English for Tourism by working part-time in related jobs, indicating the value of practical experience. Attending extra English courses (26.4%) and using online materials (16.0%) are also common methods. Exploring cultural aspects and other approaches are less frequently used. Overall, students prefer real situation in learning to enhance their specialized English skills.

Table 4. The duration of daily study dedicated to English for Tourism.

Observation	Frequency	Percentage
Less than 1 hour per day	50	40,0
From 1 to 2 hours per day	46	36,8
From 2 to 3 hours per day	14	11,2
More than 3 hours per day	15	12,0
Total	125	100,0

(Source: Results of the 2025 survey data analysis, n = 125)

The data reveal that the majority of students dedicate less than 2 hours per day to studying English for Tourism, with 40.0% spending under one hour and 36.8% allocating between one and two hours. This indicates that nearly 77% of learners engage in relatively short daily study sessions. A smaller portion of the sample spends more extended periods on study, with 11.2% dedicating two to three hours and 12.0% exceeding three hours per day. These results suggest that while some students commit substantial time to language learning, most prefer shorter, more manageable daily study durations. Understanding these time allocation patterns can help educators design more effective curricula tailored to students' study habits.

4.2 Factors Affecting the Improvement of English Proficiency for Students Majoring in Tourism at Can Tho University

Data were collected from 125 Tourism students at Can Tho University. The data were processed and analyzed using SPSS 23.0 for Windows, employing methods including reliability testing of measurement scales, Exploratory Factor Analysis (EFA), and multiple linear regression analysis.

First, to ensure the reliability of the measurement scales, the study conducted Cronbach's Alpha tests for each group of observed variables. The results indicated that all scale groups achieved high Cronbach's Alpha values, ranging from 0.825 to 0.950. In

particular, scales such as "Service Quality" (CLHT) and "Satisfaction" (SUTT) recorded Cronbach's Alpha values of 0.941 and 0.950, respectively, demonstrating excellent reliability. The measurement items within each group exhibited corrected item-total correlations greater than 0.3, and removing any item did not significantly increase the Alpha value; hence, no items were discarded. However, some initial scales contained items that did not meet the criteria (DLHT5, MDTXTH3, KTNDL2), which were removed from further analysis to ensure the model's quality.

Table 5. Reliability test results for the measurement scales

Measurement Scale	Measurement Scale	Cronbach's Alpha
Learning Motivation	0,794 – 0,831	0,918
Learning Strategies	0,831 – 0,847	0,941
Learning Environment	0,808 – 0,858	0,937
Instructor Competence	0,825 – 0,844	0,939
Level of Exposure and Practice	0,803 – 0,852	0,926
Attitude Toward Learning	0,804 – 0,862	0,939
Confidence in Use	0,838 – 0,880	0,950
Tourism Background Knowledge	0,800 – 0,835	0,918
Overall Evaluation	0,585 – 0,661	0,825

(Source: Results of the 2025 survey data analysis, n = 125)

After testing for reliability, Exploratory Factor Analysis (EFA) was conducted using Principal Component Analysis extraction and Varimax rotation to identify the number of factors representing the observed variable set. The Kaiser-Meyer-Olkin (KMO) measure was 0.786 (> 0.5), indicating the sample was adequate for EFA. Additionally, Bartlett's test of sphericity was significant (Sig. = 0.000), demonstrating that the observed variables were sufficiently correlated for factor extraction. The total variance explained by the eight rotated factors was 81.65%, exceeding the minimum requirement of 50% according to Huy & Anh (2012). All observed variables had factor loadings greater than 0.5, indicating strong representation of the latent constructs. The extracted factors aligned well with the theoretical framework and initial expectations, including: Learning Strategies (F1), Confidence in English Usage (F2), Attitude Toward Learning (F3), Lecturer Competence (F4), Learning Environment (F5), Level of Exposure and Practice (F6), Learning Motivation (F7), and Tourism Background Knowledge (F8).

Table 6. Rotated Factor Matrix

	Component							
	1	2	3	4	5	6	7	8
CLHT4	,899							
CLHT1	,894							
CLHT3	,894							
CLHT2	,888							
CLHT5	,884							
CLHT6	,876							
SUTT3		,917						
SUTT4		,914						
SUTT5		,912						
SUTT1		,896						
SUTT2		,889						
TDHT5			,905					

TDHT1			,902					
TDHT4			,892					
TDHT2			,880					
TDHT3			,864					
NLGV4				,904				
NLGV5				,897				
NLGV3				,893				
NLGV2				,893				
NLGV1				,887				
MTHT2					,903			
MTHT4					,898			
MTHT1					,892			
MTHT3					,888			
MTHT5					,875			
MDTXTH4						,914		
MDTXTH5						,903		
MDTXTH2						,896		
MDTXTH1						,892		
DLHT1							,903	
DLHT3							,896	
DLHT4							,884	
DLHT2							,882	
KTNDL4								,910
KTNDL3								,889
KTNDL1								,887
KTNDL5								,883

KMO = 0,786; Sig. of Bartlett's Test <0,05; Total Variance Explained = 81,65%

(Source: Results of the 2025 survey data analysis, n = 125).

To identify the latent structure of the dependent variable scale, the study conducted an Exploratory Factor Analysis (EFA) on five observed variables: SUCT3, SUCT5, SUCT1, SUCT4, and SUCT2. The results showed a Kaiser-Meyer-Olkin (KMO) value of 0.752 and a statistically significant Bartlett's Test (Sig. = 0.000), confirming the suitability of the data for EFA. A single factor was extracted, accounting for 59.002% of the total variance, exceeding the required threshold of 50%. All observed variables had high factor loadings ranging from 0.735 to 0.798, indicating good convergence. This suggests that SUCT3, SUCT5, SUCT1, SUCT4, and SUCT2 effectively measure the same concept, which corresponds to the dependent factor in this study.

Table 7. Results of Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
(Constant)		,046		,000	1,000		
F1	,340	,046	,340	7,411	,000	1,000	1,000
F2	,300	,046	,300	6,528	,000	1,000	1,000
F3	,383	,046	,383	8,344	,000	1,000	1,000
F4	,289	,046	,289	6,297	,000	1,000	1,000
F5	,279	,046	,279	6,068	,000	1,000	1,000

F6	,249	,046	,249	5,435	,000	1,000	1,000
F7	,325	,046	,325	7,076	,000	1,000	1,000
F8	,273	,046	,273	5,937	,000	1,000	1,000
Adjusted R Square = 0,739; Durbin-Watson = 1,875; Sig. of ANOVA <0,05							

(Source: Results of the 2025 survey data analysis, n = 125).

Next, the study employed multiple linear regression analysis to evaluate the impact levels of the independent variables (8 factors extracted from EFA) on the dependent variable, which is the intention to continue using the service. The regression results show that the adjusted R^2 reached 0.739, indicating that the model explains 73.9% of the variance in the dependent variable. The ANOVA test reveals that the model is statistically significant with Sig. = 0.000 and F = 44.809. All independent variables have statistically significant regression coefficients (Sig. < 0.05), with standardized Beta coefficients ranging from 0.249 to 0.383.

Y=0,383. F3 + 0,340. F1 + 0,325. F7 + 0,300. F2 + 0,289. F4 + 0,279. F5 + 0,273. F8 + 0,249. F6

The regression analysis indicates that factor F3 has the strongest influence on the intention to continue using the service, with the highest standardized Beta coefficient (0.383), followed by F1 (0.340) and F7 (0.325). The remaining factors—F2, F4, F5, F8, and F6—also have positive effects but to a lesser extent. This suggests that F3 is the most important factor in the model and should be prioritized for improvement in order to enhance the ability of Tourism students at Can Tho University to learn English for the tourism major.

CONCLUSION

This study identified eight key factors affecting the improvement of English proficiency among Tourism students at Can Tho University, including learning strategies, confidence in using English, learning attitude, instructor competence, learning environment, level of exposure and practice, learning motivation, and foundational tourism knowledge. Among these, learning attitude (F3) exerts the strongest influence on English proficiency improvement, followed by learning strategies (F1) and learning motivation (F7). The regression model indicates that these factors explain 73.9% of the variance in English proficiency improvement, demonstrating the study's validity and reliability. The results emphasize the importance of fostering a positive learning attitude, applying effective learning strategies, and maintaining high motivation throughout the learning process, alongside providing an appropriate learning environment and practical opportunities to enhance specialized English communication skills for Tourism students.

Based on the findings, it is recommended that educators and curriculum designers prioritize fostering positive learning attitudes, providing effective learning strategies, and encouraging motivation through supportive environments and practical experiences. Such targeted interventions will better prepare tourism students to meet the communicative demands of the global tourism industry, ultimately improving their academic and professional success.

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