

# EFL Teachers' and English Majors' Perceptions of English for Tourism Courses at Quy Nhon University

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English is crucial for keeping up with rapid technological and global changes. However, solely possessing English language skills is insufficient for undergraduates to meet the demands of the twenty-first century. Therefore, the function of English in meeting learners' occupational goals becomes essential. This study explores EFL teachers' and English majors' perceptions of English for Tourism courses at Quy Nhon University's Department of Foreign Languages. It covers students' enhancement of communication skills in English, course materials, teaching methods, and difficulties. It involved 5 EFL teachers and 145 second and third-year English majors. Data was gathered via the questionnaire from all 145 students, followed by interviews with 5 EFL teachers and 15 students. Both qualitative and quantitative analyses were conducted on the data collected. Results indicated significant agreement between students' and teachers' perceptions across four categories. Both groups agreed on the enhancement of students' communication skills and the effectiveness of course materials. Regarding teaching methods, they recognized the value of diverse approaches, bilingualism, prompt feedback, knowledge transmission, and practice time. However, teachers emphasized the need for students to engage in more independent learning, while students generally found the provided information sufficient. Teachers identified difficulties stemming from both instructors and students, whereas students did not share this view. The research significantly enhances the quality of English for Tourism programs at Quy Nhon University and adds valuable insights to the field of ESP education. Furthermore, its findings can offer assistance to other educational institutions dealing with comparable difficulties.

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