



Students' Perceptions of Tourism Promotional Videos as Authentic Materials in English for Tourism Classes

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Abstract

This study looks at how students view tourist advertising movies as genuine resources, the advantages and difficulties they encountered, and their recommendations for classroom integration. Fifty English for Tourism students at Bosowa University in Gowa, South Sulawesi, participated in a mixed-methods sequential explanatory design. Three focus groups, semi-structured interviews, and a 25-item questionnaire based on the Technology Acceptance Model were used to gather data. Descriptive statistics, multiple regression, and Pearson correlation were used to evaluate quantitative data; reflexive thematic analysis was used to assess qualitative data. The results revealed a preponderance of favorable opinions. On a five-point scale, Attitude Toward Videos had the highest mean score of 4.28, while Perceived Usefulness received a mean score of 4.12. While technological access obstacles had a negative correlation with video acceptance ($\beta = -0.38, p < 0.01$), perceived usefulness had a substantial correlation with attitude toward videos ($r = 0.72, p < 0.001$). Three themes emerged from the qualitative analysis: curriculum optimization, scaffolded challenges, and transformative engagement. Although there were still pedagogical and technological issues, students appreciated the videos' realistic tourism contexts. According to the study's findings, promotional videos for travel are seen favorably as genuine resources for English for Tourism classes.

Kata kunci:

Video Promosi Pariwisata; Bahasa Inggris Untuk Pariwisata; Persepsi Mahasiswa; Materi Autentik; Model Penerimaan Teknologi

Abstrak

Penelitian ini mengkaji pandangan mahasiswa terhadap video promosi pariwisata sebagai sumber belajar autentik, keuntungan serta kendala yang mereka hadapi, dan rekomendasi mereka untuk integrasi materi tersebut ke dalam pembelajaran di kelas. Sebanyak lima puluh mahasiswa program Bahasa Inggris untuk Pariwisata di Universitas Bosowa, Gowa, Sulawesi Selatan, berpartisipasi dalam penelitian yang menggunakan desain metode campuran *sequential explanatory*. Data dikumpulkan melalui tiga kelompok diskusi terarah (*focus group*), wawancara semi-terstruktur, dan kuesioner berisi 25 butir pertanyaan yang didasarkan pada *Technology Acceptance Model* (TAM). Statistik deskriptif, regresi berganda, dan korelasi Pearson digunakan untuk menganalisis data kuantitatif, sedangkan analisis tematik reflektif digunakan untuk menganalisis data kualitatif. Hasil penelitian menunjukkan dominasi pandangan positif. Pada skala lima poin, aspek "Sikap terhadap Video" memiliki skor rata-rata tertinggi sebesar 4,28, sementara "Persepsi Kegunaan" memperoleh skor rata-rata 4,12. Meskipun hambatan akses teknologi berkorelasi negatif dengan penerimaan video ($\beta = -0,38, p < 0,01$), persepsi kegunaan memiliki korelasi yang kuat dengan sikap terhadap video ($r = 0,72, p < 0,001$). Tiga tema muncul dari analisis kualitatif: optimalisasi kurikulum, tantangan dengan dukungan bertahap (*scaffolded challenges*), dan keterlibatan transformatif. Walaupun masih terdapat kendala pedagogis dan teknis, mahasiswa mengapresiasi

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konteks pariwisata yang realistis dalam video-video tersebut. Temuan penelitian menunjukkan bahwa video promosi perjalanan dinilai secara positif sebagai sumber belajar autentik untuk kelas bahasa Inggris untuk pariwisata.

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INTRODUCTION

Vocational graduates that can navigate real, worldwide communicative situations in hotels, resorts, and travel agencies are needed due to the tourism industry's increasing global expansion (Wahyuningsih & Mahsar, 2024). Aligning classroom instruction with professional demands is a crucial task for vocational education in Indonesia, as tourism accounted for 5.3% of the country's GDP before the pandemic (Kemenparekraf, 2023). However, the dynamic, visual, and digitally driven realities of modern hospitality work—where promotional communication accounts for nearly 40% of daily transactions—are often not replicated by traditional English for Specific Purposes (ESP) pedagogy, which frequently relies on static textbook dialogs and isolated grammar drills (World Travel & Tourism Council, 2024). This discrepancy is demonstrated by empirical data: 72% of tourism students feel unprepared for real-world job contacts (Samiha, 2021), and 68% of students express significant difficulty in oral production as a result of artificial learning materials.

By exposing students to rich cultural contexts, visual narrative, and natural language register, authentic resources provide a proven teaching solution (Krashen, 1982, as referenced in Gilmore, 2007). Current research highlights their effectiveness: Samiha (2021) reported an 82% increase in student motivation after audio-visual deployment, while Tursunova (2025) noted a 35% improvement in hospitality communication skills. Based on the Technology Acceptance Model (TAM), digital audio-visual materials shorter than five minutes have structural elements that improve perceived utility and usability in comparison to traditional texts, such as strong visual salience and manageable cognitive load (Blut et al., 2022; Davis, 1989).

The literature from 2020 to 2026 still has a clear research gap in spite of these developments. Previous research has primarily focused on broad communicative approaches (Richards & Rodgers, 2014), general authentic text selection (Alfauzi et al., 2025) or specialized vocabulary learning (Wahyuningsih & Mahsar, 2024). Importantly, there is a key knowledge gap about how Indonesian vocational students systematically interpret and accept short tourism promotional movies inside formal ESP curricula because the majority of previous empirical research are from Central Asia or North Africa. Additionally, previous research frequently uses single-method techniques without combining complex qualitative investigations with quantitative behavioral acceptance models.

This study immediately fills this research vacuum by placing brief official tourism promotional movies in the context of an Indonesian higher education system. Motivated by the theoretical synthesis of Authentic Materials Theory (Gilmore, 2007) and TAM (Davis, 1989), this work clearly positions its contribution toward elucidating how exposure to digital authentic videos influences perceptual acceptance and identifies the underlying contextual barriers. Three primary research questions serve as the framework for the study:

1. How do students perceive the educational value and acceptance of tourism promotional videos in English for Tourism classes based on TAM dimensions?
2. What specific benefits and implementation challenges do students experience during video-mediated instruction?
3. What student-generated recommendations emerge for optimizing the integration of these videos into the ESP curriculum?

The proposed framework, combining the Technology Acceptance Model and Authentic Materials Theory, suggests that Perceived Usefulness positively predicts acceptance (H1: $\beta > .40$), local content strengthens relevance (H2: $r > .60$), and challenges moderate outcomes (H3). The framework maps student characteristics through video exposure and perceptual responses to proficiency gains.

LITERATURE REVIEW

English for Specific Purposes (ESP) in Tourism

English for Specific Purposes in tourism is quite different from General English because it focuses on communication skills needed in hospitality settings. These include hotel reception duties (45% of daily work), tour guiding (30%), planning itineraries (15%), and handling guest complaints (10%) based on detailed needs analyses (Basturkmen, 2022). In Indonesia, where tourism contributes 5.3% to the national economy and employs 12.5 million people (Kemenparekraf, 2023), vocational programs emphasize speaking (78% priority) and listening (62%) over reading and writing, reflecting what the industry actually requires (Wahyuningsih & Mahsar, 2024).

Authentic materials (communication materials created for native speakers) help solve the problem of limited context in English for Specific Purposes by exposing learners to genuine language use that textbooks cannot provide. Gilmore's (2007) framework identifies authenticity across several dimensions: linguistic accuracy, cultural appropriateness, and motivational impact. Tourism videos work particularly well because they combine visuals, narration, and music. Research confirms their effectiveness: Samiha (2021) documented an 82% increase in motivation among receptionist trainees, Tursunova (2025) found a 35% improvement in communication

skills, and Wahyuningsih & Mahsar (2024) noted 25% better vocabulary retention compared to artificial textbook dialogues (Maley & Tomlinson, 2017).

Technology Acceptance Model (TAM)

The Technology Acceptance Model provides the theoretical foundation for understanding video integration. The model suggests that Perceived Usefulness—the belief that videos help improve tourism English skills—and Perceived Ease of Use—confidence in understanding videos without too much effort—drive positive attitudes and willingness to use the technology (Davis, 1989). Blut et al.'s (2022) meta-analysis of 52 English for Specific Purposes studies confirms that the Technology Acceptance Model explains 70% of technology acceptance, with Perceived Usefulness being the strongest predictor of engagement ($\beta=0.45$). Recent video-related studies show strong correlations between Perceived Usefulness and engagement ($r=0.78$, $p<0.01$), making this model ideal for examining student perceptions (Hwang et al., 2023).

2.4 Tourism Promotional Videos as ESP Tools

Tourism Promotional Videos as ESP Tools

Tourism promotional videos, typically 30 to 300 seconds long and produced by official tourism boards, provide authentic English for Specific Purposes input through destination cinematography, persuasive language (like "must-visit paradise"), and implicit calls to action that mirror hospitality sales language (Fairclough, 2022). Analysis of these videos shows high vocabulary density (0.68), frequent use of modal verbs (must/should), and service-related vocabulary not found in textbooks. These features have been linked to 42% improvements in speaking fluency and 67% gains in listening comprehension compared to audio-only materials (Alfauzi et al., 2025; Tursunova, 2025). These videos can be grouped into three types: destination overviews, hotel walkthroughs, and activity trailers.

Student Perceptions Research

Research on perceptions typically uses 5-point Likert scales based on Technology Acceptance Model constructs, combined with qualitative questions to capture detailed attitudes. Braun & Clarke's (2020) reflexive thematic analysis is commonly used to identify patterns in open-ended responses. A review of 25 English for Specific Purposes studies found that 76% reported positive views of videos, though challenges remained, including infrastructure issues (28%) and teacher preparedness (35%). In Indonesia, these challenges persist despite 85% smartphone penetration (Blut et al., 2022; Susanto et al., 2023).

Conceptual Framework

The conceptual framework for this study combines the Technology Acceptance Model with Authentic Materials Theory to create a pathway from video input through perception to learning outcomes. Student characteristics—such as semester level,

tourism background knowledge, and digital literacy – moderate how learners process tourism promotional videos (under 5 minutes) from official Indonesian tourism authorities. The Technology Acceptance Model constructs then mediate this relationship: Perceived Usefulness measures the belief that videos improve speaking skills ($\beta=0.45$, $\alpha=0.89$), while Perceived Ease of Use assesses confidence in understanding videos without subtitles ($\beta=0.32$, $\alpha=0.87$). Both flow through attitude formation toward actual classroom use, as documented in Davis' (1989) original work and extended by Blut et al. (2022), whose meta-analysis confirmed 70% variance explained in technology acceptance within English for Specific Purposes contexts.

Moderating factors include technical access issues (affecting 32% of Indonesian learners despite 85% smartphone penetration, according to Susanto et al., 2023) and pedagogical challenges requiring teacher training, balanced by local cultural relevance that enhances authenticity. These barriers and supports moderate perception-outcome relationships. Four hypotheses guide the empirical testing: first, Perceived Usefulness positively predicts video acceptance ($\beta>.40$); second, Perceived Ease of Use mediates the Perceived Usefulness-perception relationship; third, technical barriers negatively moderate video acceptance; and fourth, local Indonesian content strengthens cultural relevance perceptions compared to foreign alternatives. The outcome consists of documented English for Specific Purposes proficiency gains, including 42% speaking fluency improvements (Tursunova, 2025), 67% listening comprehension gains (Alfauzi et al., 2025), and 82% motivational increases (Samiha, 2021), establishing the complete pathway.

RESEARCH METHOD

Research Design

This study uses a mixed-methods sequential explanatory design to understand students' lived experiences with tourism promotional videos in English for Tourism classes (Creswell & Poth, 2018). The phenomenological design was chosen because it captures subjective perceptions and attitudes that numbers alone cannot reveal, aligning with exploring "how" and "why" students perceive videos as authentic learning tools (Braun & Clarke, 2020). To complement the qualitative focus, a mixed-methods sequential explanatory design includes Likert-scale surveys to measure perception intensities (Technology Acceptance Model dimensions) before exploring deeper understanding through interviews, following Creswell & Creswell (2023) recommendation for English for Specific Purposes research that needs both breadth and depth.

Population, Sample and Sampling Technique

Students enrolled in English for Tourism classes at Bosowa University in Gowa,

South Sulawesi, Indonesia, participated in the study. Data collection was conducted in a 12-week sequence over the course of one academic semester. Students enrolled in English for Tourism programs made up the target group, whilst 150 third- and fourth-semester students enrolled in English for Tourism I and II at the study institution made up the accessible population. The accessible population was chosen because the students had enough exposure to English connected to tourism to offer knowledgeable opinions about promotional videos. Using purposive sampling consistent with perception research standards (Etikan et al., 2016), the study includes 50 participants who meet three criteria: (1) active enrollment in English for Tourism classes, (2) smartphone or device access for video viewing, and (3) provision of informed consent. This sample size meets Guest et al.'s (2006) threshold for thematic saturation in qualitative studies and allows for both statistical description and qualitative depth.

Data Collection Instruments

Three main instruments were used to collect perception data:

1. The 25 items in the TAM-based perception questionnaire were adapted from Davis' (1989) original Technology Acceptance Model scales and validated by Blut et al. (2022) divided into three categories: Attitude Toward Videos (10 items), Perceived Usefulness (8 items), and Perceived Ease of Use (7 items). A five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), was used to collect responses. Second, twelve open-ended questions about students' experiences, perceived advantages, difficulties, and classroom integration were included in a semi-structured interview methodology. Third, nine questions about preferred video integration, suggested frequency, and curricular recommendations were included in a focus group discussion guide. The following were the operational definitions: Perceived Ease of Use was the perceived effort and comprehensibility of the films; Perceived Usefulness was the students' perceptions that tourism videos promote English for tourism learning; Technical access hurdles related to issues with connectivity and access to the video materials, while Attitude Toward Videos described students' overall assessment of learning through the videos. Responses use a 5-point Likert scale (1=Strongly Disagree to 5=Strongly Agree), with pilot testing confirming reliability (Cronbach's $\alpha \geq 0.87$ for all dimensions).
2. Semi-Structured Interview Protocol includes 12 open-ended questions exploring perception dimensions that numbers cannot capture, such as "Describe your experience watching tourism videos," "What benefits did you notice?" and "What challenges did you face?" Follow-up prompts ensure depth through clarification and probing (Braun & Clarke, 2020).
3. The Focus Group Discussion Guide was utilized to get opinions on curriculum recommendations, classroom frequency, and video integration. Three groups of five to six students (3 groups total) with nine discussion questions exploring video integration preferences, recommended frequencies, and curriculum suggestions.

Focus groups reveal socially constructed perceptions that individual interviews might miss (Morgan, 1997).

Data Collection Procedures

Over the course of 12 weeks, data were collected in four consecutive phases. In Phase 1 (Weeks 1-2), ten less-than-five-minute tourist promotional videos from licensed hotel promotional content and official Indonesian tourism boards were prepared, along with institutional permission and lecturer coordination. Phase 2 (Weeks 3-6) comprised 10 total video exposures during English for Tourism classes, with two sessions per week. All 50 participants were given the TAM-based questionnaire during regular class hours in Phase 3 (Week 7). Phase 4 (Weeks 8-12) comprised three focus groups with 5-6 participants each, lasting around 45 minutes each, and individual interviews lasting about 20 minutes with 8-10 purposefully chosen people. With permission, focus groups and interviews were videotaped and verbatim transcribed.

1. Preparation included obtaining institutional ethical approval, securing lecturer cooperation, and preparing the video materials.
2. During video exposure, participants watched the assigned tourism promotional videos during regular English for Tourism class sessions, creating a shared experience before perception data were collected.
3. The questionnaire was administered to all 50 participants after the video-exposure phase so that responses reflected experience with the materials rather than hypothetical opinions.
4. The qualitative phase followed the questionnaire. Interview participants were purposively selected to include varied perception levels, and focus groups were used to obtain collective views on benefits, challenges, and classroom integration.

Data Analysis Techniques

Analysis employs integrated quantitative-qualitative procedures. Quantitative Analysis calculated descriptive statistics (means, standard deviations, frequencies) for Technology Acceptance Model dimension scores using SPSS Version 26. Pearson correlation tested H1 (Perceived Usefulness-Perceived Ease of Use relationship), and multiple regression examined barriers as moderators. Statistical significance was set at $p < 0.05$, with effect sizes reported alongside coefficients.

Qualitative Analysis applied Reflexive Thematic Analysis following Braun & Clarke's (2020) six-phase protocol: (1) familiarization through repeated transcript reading, (2) initial coding generating 150+ codes, (3) theme construction clustering codes into candidate themes, (4) theme review ensuring internal coherence, (5) theme definition and naming, and (6) final report production. Coding used NVivo software with an inductive-deductive

hybrid approach—initial codes derived from the Technology Acceptance Model framework (Perceived Usefulness, Perceived Ease of Use, Attitude) augmented by emergent codes capturing Indonesia-specific insights.

Integration followed a convergent design—qualitative findings contextualized quantitative patterns, with joint display matrices presenting Technology Acceptance Model scores alongside corresponding interview and focus group excerpts, fulfilling mixed-methods rigor requirements.

Validity and Trustworthiness

Qualitative rigor trustworthiness criteria through specific strategies: Credibility via member checking (sharing preliminary findings with 5 participants for validation), prolonged engagement (10 video exposures creating deep experience), and triangulation (survey + interview + focus group convergence). Transferability was supported through thick description, allowing readers to assess applicability to other Indonesian vocational contexts, with detailed institution and participant descriptions provided. Dependability was established through audit trail documentation (raw data storage, analysis decisions log) reviewed by an external examiner. Confirmability ensured researcher reflexivity through journaling of personal assumptions that might influence interpretation.

Quantitative reliability confirmed pilot-tested Cronbach's α values exceeding 0.80 for all Technology Acceptance Model dimensions, with face and content validity reviewed by three English for Specific Purposes experts prior to administration.

Ethical Considerations

This study adhered to APA ethical principles and institutional review board requirements: Informed Consent was obtained from all participants after explaining study purposes, procedures, the right to withdraw, and data confidentiality, with consent forms signed voluntarily. Anonymity protected participant identities through code pseudonyms (P1-P50 for surveys, I1-I10 for interviews, FG1-FG3 for focus groups), with no identifying information stored with audio recordings. Confidentiality was ensured by password-protecting all data were password-protected on the researcher's encrypted device, accessible only to the research team. Voluntary Participation permitted withdrawal without academic penalty, with lecturer cooperation letters ensuring no coercion.

RESULTS and DISCUSSION

Result

Demographic Profile of Respondents

Fifty English for Tourism students at Bosowa University in Gowa, South Sulawesi, provided data for the study. A balanced distribution across academic levels and tourism centers was found by demographic analysis. Twenty-four (48%) and twenty-six (52%) of the respondents were students in their third and fourth semesters, respectively. Hotel Operations ($n=22$), 44%, Travel and Tourism Management ($n=18$), 36%, and Tour Guiding ($n=10$), 20% were among the concentrations. There were 12 males (24%) and 38 females (76%) in the gender distribution. Regarding digital preparedness, 100% of participants said they owned a smartphone, 85% said they had reliable home internet access, and 15% said they only used mobile data usage- consistent with Susanto et al., (2023) findings on Indonesian digital readiness.

Eight to ten interview participants and 15 focus group participants were purposively selected from Bosowa University, representing perception extremes (high positive, moderate, and negative), ensuring diverse perspectives captured the phenomenological range of lived experiences. Interview participants were coded I1-I10; focus groups were coded FG1 (hotel operations), FG2 (travel management), and FG3 (tour guiding).

RQ 1: Students' Perceptions Based on TAM Dimensions

All 50 participants from Bosowa University responded favorably to the Technology Acceptance Model perception assessment in all three dimensions. According to Table 1, Attitude Toward Videos had the highest mean score, followed by Perceived Usefulness and Perceived Ease of Use. Although their opinions of the movies' usability were somewhat lower than their general sentiments, this trend indicates that students were generally open to the usage of tourist promotional videos.

Table 1. Descriptive Statistics of TAM Dimensions among Participants

Dimension	Mean	SD	%Agree/Strongly Agree
Perceived usefulness	4.12	0.68	82%
Perceived ease of use	3.78	0.72	71%
Attitude toward videos	4.28	0.61	88%

82% of respondents rated videos as "useful" or "very useful" for enhancing tourism English, particularly speaking confidence (84% agreement) and industry relevance (79%). Perceived Usefulness received a high mean score on the 5-point scale. With 71% of respondents considering movies understandable without subtitles and 29% occasionally needing translation assistance for foreign vocabulary, Perceived Ease of Use received moderately high marks. This study has significant implications for scaffolding. With 88% enjoyment ratings and demands for more video integration, Attitude Toward Videos had the greatest positive response.

Strong positive correlations were found via correlation analysis evaluating H1: The hypothesis that good attitudes toward video acceptance are predicted by perceived usefulness is supported by the significant correlation between perceived usefulness and attitude ($r = 0.72$, $p < 0.001$). Perceived Ease of Use and Attitude showed a moderate association ($r = 0.54$, $p < 0.001$), indicating that Perceived Ease of Use functions somewhat independently, as predicted by the Technology Acceptance Model. Technical access hurdles significantly and negatively predicted video acceptance ($\beta = -0.38$, $p < 0.01$), explaining 14% of the variance beyond Perceived Usefulness/Perceived Ease of Use main effects, according to multiple regression analysis looking at barrier moderation.

Table 2. Correlations and Regression Results for Video Acceptance

Predictor/Relationship	Coefficient	Significance	Interpretation
Perceived Usefulness → Attitude	$r = 0.72$	$p < 0.001$	Significant positive relationship
Perceived Ease of Use → Attitude	$r = 0.54$	$p < 0.001$	Significant positive relationship
Technical Access Barriers → Acceptance	$\beta = -0.38$	$p < 0.01$	Significant negative relationship

These results address RQ1 by demonstrating that students' acceptance was generally favorable and correlated with perceived utility, perceived usability, and the availability of sufficient technical access.

RQ 2: Perceived Benefits and Implementation Challenges

Reflexive thematic analysis of interview transcripts and focus group discussions at Bosowa University generated two overarching themes capturing the essence of student experiences regarding benefits and challenges: Transformative Engagement and Scaffolded Challenges.

Transformative Engagement.

Coded examples of how tourism advertising videos significantly altered learning engagement through enhanced motivation, real-world contextualization, and perceived practical skill development are included in the category of transformative engagement. "I've never felt this excited about English before – the videos show real tourism, not fake dialogs in textbooks," said participant I3 (FG1, Hotel Operations). In a similar vein, I7 from the Tour Guiding specialization wrote: "Now I understand how to describe destinations naturally, not memorize scripts" (FG3). The quantitatively recorded high levels of motivation are consistent with the engagement transformation theme, supporting earlier study on authentic materials (Samiha, 2021; Tursunova, 2025).

Scaffolded Challenges

Arose from coded examples that addressed implementation barriers at Bosowa University, mainly pedagogical integration issues (28%) and technical access (32% of qualitative participants). "Videos buffer when my data runs out at home – sometimes I miss class previews," said participant I2 (I2, Travel Management). Eight focus group participants talked about gaps in teacher preparation: "My lecturer sometimes struggles explaining vocabulary in the videos" (FG2). Interestingly, these barriers moderated positive perceptions rather than negating them, which is in line with H3's barrier moderation hypothesis.

These findings answer RQ2 by showing that the main benefits were contextual relevance, increased engagement, and perceived support for practical language development, while the main challenges involved technical access and the need for instructional scaffolding.

RQ 3: Student Recommendations for Curriculum Integration

The theme of Curriculum Optimization emerged from the focus group findings. Students suggested incorporating promotional videos for tourism into English classes on a regular, albeit brief, basis. They recommended that interactive activities, especially role plays pertaining to hotel services, destination promotion, tour guiding, and travel consultation, should come after watching videos. Additionally, pre-viewing vocabulary exercises and using subtitles or teacher explanations when the language was unclear were suggested by the participants. In order to increase cultural and contextual relevance, they recommended including locally produced tourism content and favored videos that were pertinent to their areas of expertise.

These results address RQ3 by showing that students did not see videos as a substitute for in-person instruction. Rather, they favored using videos as brief, real-world input followed by guided communication exercises.

Discussion

The findings of this study provide empirical evidence about how Indonesian English for Tourism students perceive tourism promotional videos as authentic learning materials. The discussion is organized around the three research questions and links the results to previous related research cited in this article.

Scope of Interpretation

It is important to clarify that this study captures students' perceptual acceptance and engagement with tourism promotional videos as authentic learning materials. The study did not employ objective pre-test and post-test measures of language proficiency; therefore, the findings cannot be interpreted as direct empirical evidence that the videos produced gains in speaking, listening, vocabulary, or overall English proficiency. Statements about learning or language development in the findings and discussion refer to students' perceived benefits, perceived support for

language development, and engagement with the materials. Demonstrating actual proficiency gains would require future studies using objective pre-test and post-test measures or comparable experimental designs.

Students' Perceptions Based on TAM Dimensions

Global trends in technology acceptance within English for Specific Purposes contexts are confirmed by the largely positive Technology Acceptance Model dimension scores (82% Perceived Usefulness, 88% Attitude). Perceived usefulness and attitude have a strong positive relationship ($r = 0.72$, $p < 0.001$), which is in line with Blut et al.'s (2022) meta-analysis found that among 52 English for Specific Purposes studies, Perceived Usefulness was the best predictor of engagement ($\beta = 0.45$). Even in an Indonesian vocational education setting, the model explains a significant portion of the variance in technology acceptance, supporting the theoretical transferability of TAM beyond its original Western development contexts.

This study's Perceived Usefulness–Attitude relationship is also in line with recent video-specific research that found significant relationships between perceived usefulness and engagement ($r = 0.78$, $p < 0.01$) (Hwang et al., 2023). Students were more likely to respond favorably when they could clearly connect the videos with their learning and future occupational needs, according to the study's correlation coefficient ($r = 0.72$), which is slightly lower but still within the expected range. By showing that the fundamental TAM constructs function similarly in a Southeast Asian vocational context, where students associate video materials with practical tourism communication, destination description, and exposure to language used in professional contexts, this finding expands on Davis' (1989) original work.

Although it was lower than the other TAM dimensions, perceived ease of use was still positive ($M = 3.78$, $SD = 0.72$). This distinction is significant because it shows that appealing and pertinent materials are not always simple to process. Students sometimes had trouble understanding the videos without subtitles, as speakers spoke quickly and used unfamiliar vocabulary. These challenges may also be impacted by students' prior exposure to English audiovisual materials and disparities in digital access in the Indonesian university setting. As suggested by earlier English for Specific Purposes research, the results thus support the necessity of combining authentic input with vocabulary preparation, selective subtitling, repeated viewing, and teacher-guided comprehension activities (Wahyuningsih & Mahsar, 2024).

Benefits and Challenges of Video-Mediated Instruction

Gilmore's (2007) Authentic materials theory is strongly supported by the qualitative finding that videos offer “real tourism, not fake dialogs” (I3), which shows how official tourism board productions offer the linguistic and cultural authenticity that textbooks do not. According to Gilmore's framework, authenticity encompasses a material's linguistic, cultural, and pedagogical significance in addition to its provenance. According to the students' comments, because the promotional videos

depicted real locations and communication related to tourism, they were seen as more genuine than made-up textbook dialogs. This result is in line with Tursunova's (2025) finding of a 35% improvement in hospitality communication skills and Samiha's (2021) report of an 82% increase in motivation among receptionist trainees following audio-visual deployment. However, because objective proficiency tests were not used, the current study should be interpreted as evidence of students' perceived relevance, acceptance, and engagement rather than direct evidence of improved language proficiency. The findings indicate that students perceived the videos as supporting their engagement and language learning, but they do not establish measurable gains in English proficiency.

According to the transformative engagement theme, students appreciated the videos because they made connections between learning English and their professional identities and potential job scenarios. This result is consistent with Tursunova's (2025) findings that using authentic materials in tourism and hospitality contexts improves speaking fluency and listening comprehension. The students' perception that they could "describe destinations naturally" (I7) supports the comprehension-production linkage in Krashen's input hypothesis as applied to multimodal authentic input, even though the current study did not directly measure proficiency gains (Krashen, 1982 as referenced in Gilmore, 2007). Rich cultural contexts, visual narrative, and natural language register – all essential components of successful authentic materials – were presented in the videos (Maley & Tomlinson, 2017).

However, the scaffolded challenges theme demonstrates the need for pedagogical mediation of authenticity. The biggest obstacles, according to students, were pedagogical integration issues (28%) and technical access (32%). These results are exactly in line with Susanto et al.'s (2023) Indonesian digital readiness paradox – 85% smartphone penetration but inconsistent infrastructure – which shows that pedagogical accessibility does not always follow from technical viability. The Technology Acceptance Model is extended beyond its initial Western contexts by this moderating effect on perception outcomes, indicating the importance of barriers in developing nation implementations where Blut et al. (2022) suggested moderation but did not test it empirically. Technology-mediated learning is dependent on factors other than device ownership, as evidenced by the negative correlation between technical access barriers and video acceptance ($\beta = -0.38$, $p < 0.01$). Despite the fact that every participant claimed to have access to a smartphone, having a device did not ensure reliable connectivity, enough data, or continuous viewing.

The study's pedagogical integration issues, including the need for teacher explanation, rapid speech, and unfamiliar vocabulary, are in line with earlier studies that emphasize the value of scaffolding when using authentic materials in English for Specific Purposes (Wahyuningsih & Mahsar, 2024). Wahyuningsih & Mahsar (2024)

found that pre-viewing vocabulary activities and teacher-guided comprehension support are crucial for optimizing the benefits of authentic video input, as evidenced by the 25% better vocabulary retention compared to artificial textbook dialogs. The results are consistent with Fairclough's (2022) analysis of persuasive language in tourism promotional videos, which reveals a high vocabulary density and frequent usage of modal verbs (must/should) that could be difficult for learners who are not well-prepared.

Student Recommendations for Curriculum Integration

The weekly 15-minute sessions with role-play pairing that are suggested for curriculum optimization are student-generated pedagogical innovations at Bosowa University that go beyond previous research. In contrast to teacher-directed integration models, this bottom-up strategy is consistent with the development of communicative competence (Alfauzi et al., 2025) via student initiative in learning design. The students' preference for brief, frequent video sessions interspersed with interactive exercises shows that they recognize that authentic materials are best used as supplemental information that is thoughtfully incorporated into a structured pedagogical sequence rather than as a direct replacement for classroom instruction.

Gilmore's (2007) emphasis on cultural appropriateness as a component of authenticity aligns with the recommendation to use locally produced tourism content for cultural relevance. The needs analysis approach promoted by Huong (2022), which emphasizes the significance of matching English for Specific Purposes instruction with the particular communication skills required in various hospitality roles, is also reflected in students' preference for videos pertinent to their areas of specialization (hotel walkthroughs for Hotel Operations, destination overviews for Tour Guiding).

The scaffolding techniques suggested in earlier research are in line with the students' recommendations for pre-viewing vocabulary exercises and the use of subtitles or teacher explanation when the language was challenging to understand (Wahyuningsih & Mahsar, 2024). These suggestions also align with Alfauzi et al., (2025), who found that using real video materials with the right kind of instructional support increased listening comprehension by 67%. The students' perception that the videos helped them understand language related to tourism suggests that similar benefits may be attainable in this context, even though the current study did not directly measure listening comprehension.

Contribution to the Literature

The study makes three contributions to the body of literature. First, it expands the geographical scope of previous research, which has mostly concentrated on Central Asia and North Africa, by offering evidence regarding students' acceptance of tourism promotional videos in an Indonesian English for Tourism context (Samiha, 2021; Tursunova, 2025). Second, it addresses the methodological limitation found in earlier research that frequently employs single-method techniques by combining

TAM-based quantitative findings with qualitative accounts of advantages and difficulties (Richards & Rodgers, 2014). Third, it confirms barrier moderation effects within the Technology Acceptance Model and expands the model's applicability to developing countries where infrastructure is inconsistent despite high device penetration by showing how perceived usefulness, ease of processing, and technical access interact to shape students' acceptance (Blut et al., 2022; Susanto et al., 2023)

However, the contribution should be interpreted within the confines of a perception-focused design and a single institutional context. The results extend frameworks through barrier moderation effects and student-generated pedagogical innovations while validating global authentic materials and Technology Acceptance Model theories in Indonesian vocational English for Specific Purposes. Future studies could use pre-test and post-test designs to assess learning outcomes, involve participants from various institutions, and look into the effects of video length, subtitles, content type, and narrator characteristics on learning and acceptance (Alfauzi et al., 2025; Tursunova, 2025).

CONCLUSIONS

This study looked at how English for Tourism students at Bosowa University viewed tourism promotional videos as authentic learning materials. It found that students generally had positive attitudes toward the videos and thought they were helpful for connecting English learning with real-world tourism contexts. Perceived usefulness and perceived ease of use were positively correlated with students' attitudes, while technical access barriers were negatively correlated with video acceptance. In addition to identifying technical access, unfamiliar vocabulary, rapid speech, and limited instructional support as challenges that call for brief and frequent video sessions, pre-viewing vocabulary preparation, teacher guidance, and follow-up role-play activities, the qualitative findings show that students valued the videos because they increased contextual relevance, supported engagement, and exposed them to language related to tourism.

This study's primary contribution is the integration of TAM-based perception data with qualitative evidence from an Indonesian English for Tourism context. This suggests that, when carefully chosen and accompanied by structured classroom activities, tourism promotional videos can be helpful supplemental materials. However, because objective proficiency tests were not conducted, the study does not assert that the videos directly improve language proficiency. The results should not be extrapolated beyond comparable English for Tourism contexts without additional evidence from experimental studies measuring pre-post proficiency gains, multi-campus samples, and investigations of how video characteristics affect learning and acceptance. These limitations stem from the single-institution sample, the one-semester duration, the perception-focused design, and the use of self-reported data.

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