

Optimizing English for Tourism Instruction: How Language Focus Mediates the Relationship between Content Quality and Student Learning Perception

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Abstract

Developing English teaching materials that align with industry demands remains a major challenge in English for Specific Purposes (ESP), particularly in tourism and hospitality education, where language competence directly influences professional readiness. While previous studies have emphasized instructional content, limited attention has been given to understanding the mechanisms through which content quality shapes students' learning experiences. This study investigates the mediating role of Language Focus in the relationship between Content Focus and Student Perception using a Partial Least Squares Structural Equation Modeling (PLS-SEM) approach. Data were collected from 149 undergraduate students enrolled in tourism and hospitality programs at Makassar Tourism Polytechnic through structured questionnaires. The findings demonstrate that Content Focus significantly influences Language Focus, which subsequently enhances Student Perception. Moreover, Language Focus partially mediates the relationship between Content Focus and Student Perception, indicating that high-quality instructional content contributes to positive learning experiences primarily by strengthening learners' language development. These findings extend the theoretical understanding of ESP material design by positioning Language Focus as a key pedagogical mechanism that links instructional content to educational outcomes. Practically, the study provides evidence-based guidance for curriculum developers and educators to prioritize industry-relevant, linguistically structured, and pedagogically meaningful learning materials. The findings also support the development of competency-based English curricula that better prepare graduates for communication demands in the global tourism and hospitality workforce.

Keywords: Content Focus; English Teaching; Hospitality; Language Focus; Tourism



1. Introduction

Post-secondary or tertiary education is critical to national progress; the curriculum of colleges and universities caters to the needs of undergraduates who must face the challenges of the real world and Industry 5.0 (Ehlers et al., 2019; Mohd Adnan et al., 2019; Schwab & Davis, 2018). Moreover, the era of Revolution 5.0 compelled people to master English and other skills to secure a suitable job. It is supported by (Masoumpnah & Tahririan (2013), who state that through interactions with clients, service staff can receive significant messages about their needs and opportunities, enabling them to take immediate actions to create customer satisfaction. To increase employees' job opportunities in the international tourism and hospitality industry, understanding foreign languages, such as English, is vital for people working in the tourism and hospitality sectors, as it facilitates interaction with tourists and appreciation of cultural differences (Leslie & Russell, 2006).

Furthermore, mastering multiple foreign languages has become increasingly important in the twenty-first century, a time of globalization, particularly in Industry 5.0; in this instance, English is often the first language to be learned (Juhary, 2020). English instruction has been practiced for many years, and its importance continues to increase. The Internet's impact is one of the primary drivers that necessitate the use of English (Akyuz & Yavuz, 2015). As a result, a significant number of learners have acquired English, further emphasizing its growing importance in the Revolution 5.0 era (Hariharasudan & Kot, 2018; Juhary, 2020).

The global prominence of the English language is deeply intertwined with the digital revolution and the rapid progression of globalization technology. This connection is most evident in the industrial sector's shift toward "digital understanding 5.0," a movement that integrates automation with advanced cyber technologies such as cloud computing, the Internet of Things (IoT), and cyber-physical systems (Akyuz & Yavuz, 2015; Juhary, 2020). As this fourth digital revolution transforms manufacturing through complex data exchange, English serves as the essential infrastructure for these advancements. Because it is the primary language used in computing and systemic programming, English remains the foundational tool driving the global integration of these modern technologies (Adnan et al., 2019; Hariharasudan & Kot, 2018).

Therefore, The Indonesian Ministry of Tourism and Economy Creative has been providing the best places to create human resources. Those are Makassar Tourism Polytechnic, Medan Tourism Polytechnic, Palembang Tourism Polytechnic, Bandung Tourism Polytechnic, Bali Tourism Polytechnic, and Lombok Tourism Polytechnic. These institutions serve as strategic hubs where students are equipped with the technical expertise and linguistic proficiency necessary to navigate a digital-first global economy (Barron & Arcadia, 2002).

According to Ayudhia, (2018), the hospitality and tourism industry is the second-largest national earner of foreign exchange. According to the United Nations World Tourism Organization (UNWTO) report, Indonesia's foreign exchange income from the tourism sector reached \$ 14.2 billion in 2017. The cost increased compared to the 2015 gains of 12.2 billion US dollars. Therefore, the need for English communication skills in

the tourism industry has become significant.

Tourism is essential for fostering goodwill among people and, consequently, promoting socioeconomic growth in the nation. Many of the population can find direct and indirect employment opportunities in the tourism sector, which also substantially contributes to the nation's foreign exchange reserves. Supporting a country's handicrafts and fine arts also supports the preservation of the nation's cultural heritage and traditional ways of life. It also helps to fortify the process of national integration and international fraternity. Distinguishing between various types of tourism is crucial for analytical purposes. For example, tourism is often categorized into two main types based on the geographic boundaries of a visitor's permanent residence: domestic and international.

The largest and fastest-growing business is the tourism and hospitality industry (Baum Tom, 2006). Students pursuing degrees in tourism and hospitality represent the future workforce and potential leaders of the industry. Therefore, examining their perceptions is crucial, as a more comprehensive understanding of their viewpoints can enable educators to foster positive attitudes. This, in turn, may enhance the sector's attractiveness and contribute to higher retention rates among graduates in the long term (Kusluvan & Kusluvan, 2000; Richardson, 2009).

Tourism and hospitality promise that the importance of English is mainly promoted, with educators claiming that English proficiency is valuable to future careers (Aizawa & Rose, 2019; Sahan & Şahan, 2024). Reflecting the perceived desire for communicative capability in English for business purposes (McKay & Bokhorst-Heng, 2008). The difficulty of student underachievement and unacceptable English ability ranks could be attributed to a thinkable disparity between students' desires, interests, goals, and content in present English language sequences (Alfehaid, 2014; Petraki & Khat, 2022; Pittman et al., 2023).

In Japan, the standard English language education studies inspect the effect of interferences in specific teaching situations (Aizawa & Rose, 2019), with few concentrating on students' attitudes because several issues linked to the students' tourism and hospitality students in Japan's perceptions of English persist (Bury & Oka, 2017).

As a global language, English become the primary language in social interaction worldwide. For example, in the tourism and hospitality industry, English is a requirement for both tourists and local hosts since these industries are mainly global. It is a concern for the government to develop appropriate human resources. Enhancing English competency is necessary for tourism and hospitality human resources. Teaching materials play a significant part in language development. Teaching materials allow students to practice the language in their daily lives, especially in all activities linked to what they need in terms of language for survival (Petraki & Khat, 2022; Tomlinson, 2013).

Materials are based entirely on teachers' creativity and creative methods (Liu & Qi, 2021). Without a teacher, no one can assume even a single material because a teacher efficiently utilizes the materials in the classroom, and the student's participation reflects the efficient use of those materials. An English teacher has to prepare the students to communicate and comprehend English well. In reality, one should not master all of the English skills, but one should be limited in communicating well and fulfilling the job needs in language (Petraki & Khat, 2022; Pittman et al., 2023). Thus, the teacher should know how to design a syllabus that can cover the students' needs and develop a material that suits them and their language needs in the field (Afif & Fatimah, 2020).

Teachers must create and elaborate their teaching materials with existing ones. With many things to do and prepare for a course, they still have other work. Will the teaching materials fulfill the student's needs? What about the quality? Furthermore, education is the first stage to a bright career in the tourism and hospitality industry. English for tourism and hospitality is the major to gain it.

Many studies have been conducted regarding teaching English and material development, for example, teaching modeling (Acquah & Szelei, 2020), Material adaptation (Ahamat & Kabilan, 2022), teaching approach (Ching, 2014; Hanifa et al., 2024; Nguyen et al., 2023), ESP course design ((Petraki & Khat, 2022) However, only a few studies, if any, focused on developing material, particularly implementing content quality. One of the significant issues ESP students usually face is the need for learning materials, such as the limitation of textbooks or the unsuitable syllabus. There are four main problems in ESP classes related to the teaching materials (Pašalić & Plančić, 2018; Petraki & Khat, 2022; Swales, 1980): (1) these products may not be commercially accessible. (2) They may not be feasible due to import restrictions on currency. (3) Materials are visible activity products, irrespective of whether such activity is essential. (4) Understanding is often more difficult in the ESP classroom than in real life, as texts are isolated. Much research on staff manners in the tourism and hospitality industries has shown that comparatively few researches on learners' perceptions have been issued (Brown et al., 2014; Richardson, 2009; Roney & Öztin, 2009; Walsh & Taylor, 2007). Given Indonesia's diverse educational landscape and the growing demand for English proficiency in professional fields such as tourism, hospitality, and business, understanding how students perceive the effectiveness of ESP instruction is crucial. This research aims to explore whether the content quality of ESP courses aligns with students' needs, career aspirations, and industry requirements in the Indonesian context.

1.1. Language Teaching

Teaching and learning languages are among the most important topics and instructions in today's educational settings (Cloudia Ho, 2020; Kim, 2020). Throughout the centuries, numerous teaching and learning theories and approaches have been developed to address the diverse needs of learners, target languages, geographical areas, and student demographics (Acquah & Szelei, 2020; Claudia Ho, 2020). Incorporating effective theories, strategies, and methods for teaching language is essential in today's education landscape (Nguyen et al., 2023). Identifying the most suitable and efficient

teaching and learning methods and techniques for a specific context is crucial for language learning environments. Throughout the years, numerous theories have been developed to address the needs of learners during that era(Ching, 2014). Nonetheless, due to the rapid evolution of social and cultural contexts, numerous modern theories have been employed in various approaches and applications (Acquah & Szelei, 2020; Ching, 2014; Coyle et al., 2023).

Teaching methods are essential for enhancing effective English language instruction at the university level for students in tourism and hospitality(Coyle et al., 2023; Kim, 2020). Modifying methods to effectively meet the needs of learners can enhance results for everyone. To improve student participation, the teacher must guide them through various methods. For instance, enhancing the content quality of the teaching material promotes interpersonal and language abilities while encouraging curiosity throughout the teaching process (Ly, 2024). Customizing teaching to address particular challenges remains significant for students. Approaches should also utilize the knowledge that students already have. Leveraging working memory (working memory functions as a regulatory system with constraints on both its storage capacity and processing abilities) enhances proficiency in the English language (Coyle et al., 2023). Thorough lesson planning is important as it enables educators to design intentional activities that enhance comprehension (Ahmed, 2023). Reflection facilitates the enhancement of future class design via self-evaluation. Some demographic studies indicate a significant use of language learning strategies. Universities provide an environment where students can develop and refine self-regulation strategies, such as setting goals, managing time effectively, and staying motivated. Finally, contextualized EFL teaching that aligns with social and professional requirements improves the acquisition of English relevant to real-world situations (Ahamat & Kabilan, 2022; Hanifa et al., 2024).

1.2.The Importance of the English Language

Many colleges and institutes offer courses in English. The tourism and hospitality industry needs to engage directly with foreigners (Nazarian et al., 2017). English is a primary tool in the conversation and communication between tourists and tour guides, helping tourists reach the places and spots they want to visit (Almomani et al., 2020). Since most tourists and even local societies must be proficient in English, in addition to the native language spoken by the country's indigenous people, English has become a common language for many people.

The importance of the English language is no less paramount than the skills of communication (Dhivya et al., 2023), politeness, protocol (Tarnopolsky et al., 2021), and the art of dealing with others, and this is the standard for the progress of any tourism industry or hotel internationally (Aubrey et al., 2022; Kim, 2020). English is more significant than other communication proficiencies, as evidenced by the fundamental skills required in the travel and hospitality sector, particularly in international hotels. Additionally, courtesy and devotion to manners are essential,

particularly in the service industry, where professionalism and cultural awareness are highly valued (Avalos-Aguilera & Zapata, 2014).

1.3. English Teaching Materials

In numerous instances, the teacher utilizes published resources in a specific classroom, is not engaged in producing the materials, and might have minimal influence in selecting the resources for her organization. However, even if the teacher uses the book as a primary resource to provide material for the students, its effectiveness will depend on how it is integrated into the teaching process. In that case, they must acknowledge their students in the class and utilize resources tailored to their specific needs and circumstances. Therefore, the teachers must adjust the materials to meet students' needs. There is already an established tradition of ESP educators creating in-house materials for these and other reasons. These can then be distributed or even released to another organization, but they are generally written by the educators of a specific institution for the learners at that institution. Few have had any instruction on the writing materials' abilities and methods. It also demonstrates a rather cavalier attitude towards writing materials, suggesting that the teachers can write materials if they can teach.

Conversely, the method of writing materials can help educators become more aware of what is involved in teaching and learning. Material adaptation can take many forms, from adding highly contextualized role-plays to providing more speaking opportunities, to not completing a pronunciation practice due to time restrictions. Material adaptation is essential to the success of any class, whether intentional or unplanned. When deciding how to use the materials chosen for the classroom, it can be helpful to be aware of the different justifications for material adaptation (as well as contemporary methods and practices).

A good teacher's guide will supplement materials with practical alternatives and adaptations. Furthermore, where this does not happen, or a teacher does not have the teacher's guide, adaptation will become part of the creative dialogue between teachers and published materials. This paper will review the current state of the field and provide examples of innovative and principled approaches to materials adaptation. Materials for beginning and intermediate students studying in their native country, as well as high-intermediate to advanced students studying in a country where the target language is widely spoken, will serve as examples of adaptations of current commercial coursebooks.

Material development is an essential determinant of the effectiveness of language teaching and learning processes. A crucial component of language programs is access to learning resources. Materials are a vital component of the curriculum and are frequently its most tactile and visible elements, whether created by teachers or commercial companies. They advise educators on the coverage and focus required for a given subject or educational assignment. They offer formats that teachers can utilize, along with suggestions for lesson planning and instruction. The best resources can be helpful for professional development if used as their authors intended. Learning resources can include printed materials, such as books, workbooks, and worksheets, as well as non-

print materials, including films and computer-based resources, such as self-access and online resources. Moreover, authentic materials have also long been used in foreign language instruction. For instance, one of the first linguists, Sweet (1899), who implemented it at the end of the nineteenth century, frequently used actual texts to complete his books and was attentive to their potential benefits over artificial ones.

1.4. Material Design Model

When designing instructional materials, students and teachers must consider a series of options, make informed choices, and justify their decisions. They will be given some autonomy (in terms of accepting accountability for making decisions) and opportunities (and the need) to reflect as a result of this practice. Teachers (and students) will react based on how well the materials align with their ideas and expectations, reflected in the writers' perspectives on language and learning. Because of the uses the teacher gives it, language is what it is. Materials must, therefore, be contextualized through the language they use. Furthermore, in creating materials for any facet of language learning, such as an integrated skills essential series or a skill-based course in speaking, listening, reading, or writing, the materials developers' views on teaching and learning will significantly influence the materials' design since they will influence the objectives the writer sets for the materials, their focus, and the exercises they employ.

Teaching materials are essential to language learning and teaching, but they must be viewed as an integral part of the teaching and learning process. In addition, two key features of instructional materials suggest their pertinency in teacher preparation: they are an integral component of language learning and instruction, and rely on their users (teachers and students). When a (student) teacher is tasked with creating instructional materials, they must make some contextual decisions due to the dependent nature of the materials. These decisions potentially enhance the designers' reflection on what and how to teach, for example, who the learners are, where to teach, and how the learning process happens. In general, the design of materials should consider and attempt to balance the given potential with the requirements and desires of learners.

Hutchinson and Waters (1987) state that this model aims to provide a consistent structure for integrating various teaching elements while allowing space for creativity and diversity to flourish. The model is made up of:

1. **Content Focus:** Language is not an end but a means of conveying data and emotions about something. Non-linguistic content should be applied to create meaningful communication in the classroom.
2. **Language Focus:** The goal is to allow learners to use language, but providing learners with communicative duties and activities for which they lack the language knowledge they need is unfair. Suitable materials should include both analytical and synthesis possibilities. Students can break the language down into its components, study how it operates, and practice putting it back together.

1.5. English for Tourism and Hospitality Purposes (ETP)

There are several ways to teach ETP, including integrating blogs and face-to-face instruction. This research has found that it could yield successful results for ETP learners and be more effective for students (Shih, 2012). The previous researcher studied the most significant talents required for tourism and service staff, finding that writing and travel agency workers used English more frequently than banking staff in their offices. Consequently, developing and instructing an ETP subject is a significant matter that warrants careful consideration. The aim is to utilize the best strategies and abundant language learning, which is essential in tourism (Zahedpisheh, B. Abu Bakar, and Saffari, 2017). Similarly, another researcher investigated the gap in English language communicative competencies for implementing programs in English for hospitality-specific purposes (Kardijan et al., 2017). He has identified the unpredictability between the learning desires of improving students' English communicative capability and the teaching-learning process (Kardijan et al., 2017).

Language proficiency is crucial for students majoring in tourism and hospitality to establish robust connections with the global academic community and enhance their worldwide academic engagement in tourism fields. Nevertheless, for example, the effectiveness of English communication was subpar due to large class sizes, restricted class time and resources, reduced interaction, or outdated teaching and assessment methods (Wang, 2016; Ren, 2017; Chen & Liang, 2020; Liu, 2022). This research focused on examining students' language proficiency and awareness of language teaching through high-quality content to enhance their English skills and understanding of their attitudes and views.

1.6. The Concept of Perception

This study also examines students' perceptions towards the implementation of English for hospitality in Indonesian vocational higher education. Perception refers to one's understanding of the differences between something and how someone interprets it, encompassing senses, feelings, ideas, thoughts, and theories (Romanov, 2011). In addition, according to Sari and Hadijah (2016) refers to the students' subjectivity based on their experiences. People may have different perceptions. It depends on their physiological processes, such as needs and motivation. It cannot be decided whether a perception is right or wrong. Each person has the right to hold their perceptions as long as the facts support them.

1.7. Hypothesis Development

The research model illustrates the relationships between Content Focus, Language Focus, and Student Perception in the context of English teaching materials for tourism and hospitality education. Based on the model and current literature, the following hypotheses are developed:

H1: Content Focus positively influences Language Focus.

Recent studies emphasize the importance of content quality in educational materials, suggesting that well-structured and relevant content significantly enhances language learning. High-quality content provides context and depth, facilitating better language comprehension and usage (Afif & Fatimah, 2020). Moreover, content-based

instruction has been proposed as a more practical approach to language education, as it prioritizes meaningful subject matter over the exclusive focus on isolated linguistic forms. To effectively deliver content-based lessons, teachers must possess strong proficiency in the target language and robust knowledge of the subject matter (Richards & Rodgers, 2001).

H2: Language Focus positively influences Student Perception.

Language Focus in teaching materials is crucial for improving students' language proficiency, positively affecting their perception of the learning experience. Research indicates that when students perceive they are gaining valuable language skills, their overall satisfaction and engagement with the course increase (Rong-Da Liang, 2021).

H3: Content Focus positively influences Student Perception.

Studies show that directly linking content quality to student perception can enhance students' learning experiences by engaging and pedagogically sound content. High-quality content is considered more relevant and valuable, leading to a more positive perception of educational materials (Smith & Ford, 2022).

H4: Language Focus mediates the relationship between Content Focus and Student Perception.

The mediating role of Language Focus suggests that the positive effect of content quality on student perception is partly channeled through improved language proficiency. This pathway underscores the importance of integrating content and language instruction to achieve better educational outcomes (María et al., 2019; Meyer & Coyle, 2017).

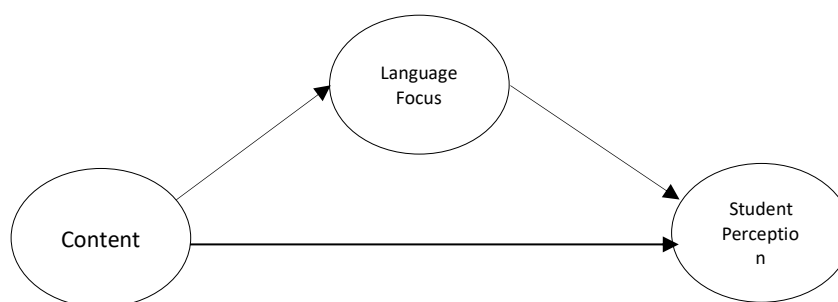


Figure 1. Research Model

2. Methods

The method used in this research was quantitative. Data was collected by distributing questionnaires to second-semester students of the Hospitality Department and Tourism Department in the Tourism Polytechnic of Makassar. The number of students was 83 in Hospitality Management and 66 in Tourism Management, with a total of 149 respondents selected through total sampling. The analysis technique used in this study is Structural Equation Modeling (SEM). SEM is a set of statistical techniques that allows the testing of a series of relatively "complex" relationships simultaneously (Hair et al., 1998). The data processing method used Smart-PLS version

4.0 as a tool. The analysis was conducted in two stages: measurement testing, also known as an outer test, and model testing.

3. Results and Discussions

3.1 PLS-SEM assessment and Measurement model

Table 1 assesses the reliability and validity of three constructs: Content Focus, Language Focus, and Students' Perception, based on key criterion indicator loadings, reliability measures, and convergent validity. The indicator loadings characterize the correlation between each element and its equivalent construct.

Table 1: Measurement Model Assessment

Constructs	Loadings	Cronbach's alpha	Composite reliability	AVE
<i>Content Focus</i>		0.796	0.880	0.711
C4	0.875			
C5	0.851			
C8	0.802			
<i>Language Focus</i>		0.823	0.894	0.738
LF1	0.853			
LF2	0.858			
LF4	0.866			
<i>Students' Perception</i>		0.850	0.893	0.626
SP5	0.750			
SP7	0.800			
SP8	0.846			
SP12	0.767			
SP13	0.790			

Table 1 indicates that a loading value above 0.70 is generally acceptable, indicating that the element effectively reflects the construct. Therefore, all elements have loadings above 0.70, confirming that they effectively represent their respective constructs. Furthermore, the reliability analysis of the internal consistency of the constructs was conducted using Cronbach's Alpha (CA) and Composite Reliability (CR). Cronbach's Alpha values for Content Focus (0.796), Language Focus (0.823), and Students' Perception (0.850) all exceed the acceptable threshold of 0.70, indicating a good level of reliability. Similarly, Composite Reliability values for Content Focus (0.880), Language Focus (0.894), and Students' Perception (0.893) are all above 0.70, further confirming the significant reliability of these measures. Subsequently, both CA and CR values are consistently high, indicating that the measurement model is reliable.

Meanwhile, convergent validity is assessed by employing the Average Variance Extracted (AVE), which measures the extent to which a construct captures variance relative to measurement error. A value above 0.50 shows good convergent validity. The AVE values for Content Focus (0.711), Language Focus (0.738), and Students' Perception (0.626) all exceed this threshold, confirming that the constructs adequately explain the variance in their respective indicators. In summary, the measurement model validates strong reliability and validity. The high indicator loadings confirm that the

items accurately measure their constructs, while the Cronbach's Alpha and Composite Reliability values indicate strong internal consistency. Additionally, the AVE values confirm convergent validity, ensuring that the constructs capture a substantial portion of the variance in their indicators. These results suggest that the measurement model is robust and suitable for further analysis.

Furthermore, the Heterotrait-Monotrait Ratio (HTMT) is a crucial metric for assessing discriminant validity in a measurement model. It determines whether the constructs in a study are distinct from one another. If the HTMT values are below the accepted threshold of 0.90, the constructs are sufficiently different and do not measure the same concept.

Table 2: Heterotrait-monotrait ratio (HTMT)

	Content	Language Focus	Students' Perception
Content			
Language Focus	0.853		
Students' Perception	0.862	0.899	

Table 2 shows that HTMT analysis indicates the relationships between three constructs: Content Focus, Language Focus, and Students' Perception. The results show that the language focus content value is 0.853, while the students' perception content value is 0.862, and the students' perception of the language focus is 0.899. Therefore, these values are below 0.90, suggesting that the constructs maintain discriminant validity. This means that each construct captures a unique aspect of the study and does not overlap significantly with the others. Hence, the findings of the HTMT analysis confirm that Content Focus, Language Focus, and Students' Perception are distinct constructs. The values remain within the recommended range, reinforcing the robustness of the measurement model. With strong discriminant validity, the constructs can be used confidently in further analysis, such as structural model evaluation and hypothesis testing.

3.2 Structural model

The second step was assessing the structural model. Following the assessment approach for the structural model proposed by Hair et al. (2022). The variance inflation factor (VIF) was used to find multicollinearity. It is strongly advised to keep the VIF below 3.3 (Kock, 2015). Given that the VIF values of all variables were less than the threshold value (refer to Table 3), no multicollinearity issues existed.

To determine the significance of each coefficient path in the research model, 5000 resamples were used (Hair et al., 2017). Table 3 shows that PMS efficacy has a favorable and significant impact on both PMS benefit (H1) ($\beta = 0.519^{***}$) and performance quality (H2). The PMS benefit significantly improves performance quality (H3) ($\beta = 0.230^{**}$). As a result, content contributes more significantly and uniquely to explaining English teaching material.

Table 3: Structural estimates (path analysis)

	Beta (β)	T-Statistics	P-Values	VIF	f^2	R^2
H1: C $\rightarrow$ LF	0.519***	10.358	0.000	1.000	0.904	0.475
H2: C $\rightarrow$ SP	0.265**	4.385	0.000		0.192	0.640
H3: LF $\rightarrow$ SP	0.230**	7.226	0.000		0.733	

The data analysis in Table 3 reveals significant insights into the relationships between Content, Language Focus, and Student Performance. There is a strong positive correlation between Content and Language Focus, indicating that improvements in Content lead to better Language Focus among students. This relationship is statistically significant, suggesting that it is not due to random chance. The significant effect size highlights the critical role of Content in enhancing Language Focus. Additionally, the model explains approximately 47.5% of the variance in Language Focus, emphasizing the importance of Content in this context.

Furthermore, a positive relationship exists between Content and Student Performance, with statistical significance affirming the reliability of this finding. Although the effect size is smaller than the impact on Language Focus, Content still significantly influences Student Performance. The model explains around 73.3% of the variance in Student Performance, indicating that the factors, including Content, are strong predictors of student outcomes.

Lastly, the data show that Language Focus has a positive effect on Student Performance. This statistically significant relationship suggests that a greater emphasis on language skills is associated with improved overall student performance. In summary, the study highlights the importance of high-quality content in enhancing both Language Focus and Student Performance, while underscoring the direct link between improved language focus and student outcomes.

3.3 Mediation Effect

To assess the mediation effect, the product of coefficients approach with bootstrapping was used (Rasoolimanesh et al., 2021). The percentile bootstrapping approach was chosen for this investigation because it retains appropriate statistical power while keeping Type I error to an acceptable level (Hayes & Scharkow, 2013). Notably, the percentile bootstrapping method is widely employed in the tourism and hospitality industries and has been recommended for statistical use in PLS-SEM (Rasoolimanesh et al., 2021).

Table 4: Mediation Effect

Path Analysis	Beta (β)	P-Values	Result
C $\rightarrow$ LF $\rightarrow$ SP	0.120**	0.000	Significant

Table 4 shows that the path analysis explores the mediating role of Language Focus (LF) in the relationship between Content (C) and Student Performance (SP). The standardized path coefficient (Beta, β) for the indirect effect of Content on Student

Performance via Language Focus is 0.120. This value represents a positive and statistically significant indirect effect, as indicated by the p-value of 0.000, which is well below the conventional threshold of 0.05 for statistical significance. The significant mediation effect highlights the importance of considering intermediary factors, such as Language Focus, in understanding the mechanisms through which Content influences Student Performance. This finding underscores the substantial impact of targeted content on student outcomes and the improvement of specific educational processes, such as language acquisition, which are crucial for student success.

4. Discussion

The study highlights the crucial role of Content Focus in improving Language Focus and Student Perception within English teaching materials for tourism and hospitality instruction. High-quality content is essential for developing students' language skills, which are crucial for success in this field. The findings reveal that well-structured and relevant content improves language proficiency and positively influences students' overall perception of their learning experience.

This mediating role of Language Focus highlights the pathway through which content quality affects student outcomes, making it a key factor in educational success. The study aligns with recent literature, validating its findings through robust measurement models and addressing the importance of avoiding multicollinearity. These insights are particularly valuable for educators and curriculum designers, underscoring the importance of engaging and pedagogically sound content. Future research should further explore these relationships in diverse educational settings to broaden the applicability of these findings, ultimately enhancing educational practices in the tourism and hospitality sector.

Furthermore, it aligns with previous research that suggests teachers should be able to design a syllabus that meets students' needs and develop materials that cater to them. The students' language needs in the field (Afif & Fatimah, 2020). The findings support that the experiential teaching module enhanced student learning outcomes. Furthermore, according to Rong-Da Liang (2021), the impact of the experiential teaching module was influenced by the teaching styles employed.

4.1. Theoretical Implication

The discussion highlights several key theoretical implications for educational practices, particularly in teaching English for tourism and hospitality. Firstly, the importance of content quality is underscored as a critical factor in developing students' language proficiency. High-quality, well-structured, and relevant content enhances students' language skills and positively influences their perception of the learning experience. This points to the need for curriculum designers and educators to prioritize engaging and pedagogically sound materials tailored to meet the specific needs of students in this field.

Furthermore, the study identifies a mediating role of language focus, suggesting that the quality of content directly impacts student outcomes by enhancing language skills. This emphasizes how content quality can lead to improved educational results, making it a crucial component in the overall success of teaching modules.

Additionally, the research sheds light on the significant influence of teaching styles on the effectiveness of experiential teaching modules. The alignment of teaching methods with students' needs and real-world applications can either enhance or detract from the effectiveness of the educational content. This aligns with existing literature, which emphasizes the importance of tailoring teaching strategies to better meet the specific learning objectives and practical requirements of the industry.

Ultimately, the study recommends that future research should continue to investigate these dynamics across various educational settings. This would help validate and broaden the applicability of these findings, ultimately leading to more refined and effective educational practices in the tourism and hospitality sectors. This comprehensive approach to curriculum design and material development can significantly enhance student learning outcomes and better prepare them for the demands of their future careers.

4.2. Practical Implication

The study's practical implications offer actionable insights for educators and curriculum designers in tourism and hospitality English instruction. Firstly, the emphasis on content quality highlights the need for teaching materials that are well-structured, engaging, and specifically tailored to the industry's demands. It involves creating content that enhances language proficiency while being relevant to real-world scenarios students will likely encounter in their careers. Integrating a strong language focus within these materials ensures that students develop the communication skills crucial for success in tourism and hospitality.

Moreover, the findings suggest that the effectiveness of teaching methods, particularly experiential teaching modules, is significantly influenced by the teaching styles employed. Educators are encouraged to adopt diverse teaching approaches, balancing passive and active experiential methods to cater to different learning preferences. This adaptability in teaching style can enhance the overall learning experience, making it more dynamic and responsive to student needs.

Additionally, the study highlights the importance of designing syllabi that cater to students' specific language needs. This involves carefully considering the skills required in the field and developing informative and practical materials. The practical aspects of language use in real-world situations should be emphasized through role-plays and case studies that mimic industry-specific scenarios. The research also emphasizes the importance of robust measurement models in accurately assessing the impact of content quality and teaching methods on student outcomes. By avoiding multicollinearity in these assessments, educators can gain more precise insights into which aspects of their teaching are most effective, allowing for continuous improvement.

Ultimately, the study recommends further research to investigate these dynamics in diverse educational settings. This ongoing research will help refine educational

practices, ensuring they remain relevant and effective as the industry continues to evolve. Overall, these practical implications guide the development of more effective academic strategies, better preparing students for successful careers in the tourism and hospitality sector.

4.3. Limitations and recommendations for future research

The study's findings are specific to English teaching materials for tourism and hospitality, and may not be applicable to other fields. The sample size and diversity needed to be expanded, which could potentially affect the generalizability of the results. The measurement tools used could have inherent limitations, and the study required accounting for long-term effects or the influence of individual teaching styles.

Future research should investigate the role of content quality in various educational contexts, utilizing larger and more diverse samples. Alternative measurement tools and longitudinal studies are needed to validate and understand the long-term impact of high-quality content. Additionally, the influence of different teaching styles should be examined. Investigating the use of technology and interdisciplinary approaches can provide a more comprehensive understanding of students' needs. Collecting direct feedback from students can help improve the quality of content and ensure its alignment with their expectations.

5. Conclusion

The study highlights the crucial role of Content Focus in improving Language Focus and Student Perception within English teaching materials for tourism and hospitality education. High-quality content is essential for developing students' language skills, which are crucial for success in this industry. The findings reveal that well-structured and relevant content improves language proficiency and positively influences students' overall perception of their learning experience. This mediating role of Language Focus highlights the pathway through which content quality affects student outcomes, making it a key factor in educational success. The study aligns with recent literature, validating its findings through robust measurement models and addressing the importance of avoiding multicollinearity. These insights are particularly valuable for educators and curriculum designers, underscoring the importance of engaging and pedagogically sound content. Future research should further explore these relationships in diverse educational settings to broaden the applicability of these findings, ultimately enhancing educational practices in the tourism and hospitality sector.

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