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THE UTILIZATION OF 360-WEBSITE AS AUTHENTIC MATERIALS IN ESP: OPPORTUNITIES AND CHALLENGES

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Abstract: This study aims to explore the utilization of 360-view web-based authentic materials in English for Specific Purposes (ESP) teaching and identify the opportunities and challenges it faces. The research method used is a qualitative approach with data collection techniques through observation, interviews, and questionnaires given to ESP students and lecturers. The results showed that using 360-view websites as authentic materials can increase student engagement, enrich the learning experience through interactive visualizations, and help them understand the real-world context in specific fields of expertise, especially in the hospitality sector. However, challenges include limited access to technology, lecturers' readiness to integrate digital media, and the need for more structured pedagogical guidance. The implication of this study highlights the need to develop more effective implementation strategies to maximize the benefits of 360 website-based authentic materials in ESP learning.

Keywords: Authentic Materials, 360-view websites, Educational Technology.

INTRODUCTION

The use of digital technology in the classroom has evolved from a trend to a need in today's quickly changing social and educational scene. Globalisation, digitisation, and increased demands for job preparation are all impacting the workplace, particularly in service-oriented sectors like hospitality. Therefore, English for Specific Purposes (ESP) education must change to prepare students for real-world professional environments, especially in vocational settings. It is frequently challenging to bridge the gap between academic training and industry demands using traditional, text-based learning resources. Authentic resources, on the other hand, like 360-view websites, give students genuine and immersive experiences that replicate real-world work environments. To ensure continuity and relevance in learning, these tools are especially pertinent in the post-pandemic era, where virtual access to real-life situations can replace limited fieldwork or internships.

Furthermore, because they are digital natives, today's pupils frequently interact more effectively with interactive, visual, and immersive materials. However, using these tools also brings to light issues like digital inequality, varying levels of technical proficiency, and the need for innovative teaching methods. Thus, investigating the advantages and disadvantages of utilising 360-view websites in ESP meets an urgent educational need and advances more general conversations about equality, employability, and digital preparation in contemporary education.

English for Specific Purposes in Higher Education has become a significant concern that provides contextual learning (Petraki & Khat, 2022) in listening, speaking, reading, and writing (Chotimah, 2022). The specific materials according to the specialised field are expected to be mastered to aid their professions in the future (Goh, 2012; Pireddu, 2021). The adoption and adaptation of learning materials have been debated for decades. Much research on needs analysis declared that personalised materials delivered into the classroom could close the gap between the students' needs and what the teachers perceive (Oktariyani et al., 2023; Sari & Wirza, 2021; Yamin, 2021). However, the urgency of practical material could come from authentic materials that are not explicitly designed for language learning, yet could give meaningful enrichment.

It is often acknowledged that using authentic materials in ESP (English for Specific Purposes) is essential since

they aid improve learners' language skills and engagement by giving them real-world circumstances related to their particular fields of study (Gabdullina et al., 2024a; Setyowati et al., 2023). Since ancient times, authentic texts have been used in classrooms because they are seen to be an effective way to support students' learning, even in terms of students' motivation and engagement (Bahromjon, 2021; Fitriya, 2022; Hong et al., 2018; Qizi, 2023).

It is best to use authentic materials because they have been easy to find and accessible (Rao, 2019) for a long time. It is because they replicate an immersion setting and offer a realistic context for tasks related to learners' demands, which is thought to be crucial for students entering the real world of work (Benavent et al., 2011). Authentic or industry-based material used could be manual instruction for engineering students, audio-visual ads for digital marketing students, taxation flowcharts for accounting students, brochures or flyers for travel business students (Umida, 2025), etc. Even so, many learning materials used in English teaching and learning processes are curated based on students' level and used in classrooms with multi-level students (Shukurdinovna, 2024). By exposing students to the actual language used in professional contexts, authentic materials—defined as resources designed for native speakers rather than language learners—have been demonstrated to enhance students' language proficiency (Gabdullina et al., 2024a; Juita, 2023).

Wulandari and Waloyo (2018) emphasise the value of authentic materials in ESP instruction, showing how they can result in more successful learning outcomes. Besides, to meet the students' requirements, using these resources creates a more dynamic and authentic learning environment (Setyowati et al., 2023). Hong et al. (2018) further explain that authentic materials positively impact students' motivation and engagement. One source of authentic materials was peer-storytelling listening, where genuine communication and organic responses happened. It stimulates curiosity, spontaneity, and confidence and lets students learn new vocabulary (Lastari et al., 2024).

Authentic materials have developed from printed media, such as newspapers, vouchers, or printed announcements, into digital forms like photographs, movies, or websites. Gabdullina et al. (2024a) highlight the benefits of using authentic digital materials in ESP classes to increase student engagement and language proficiency and the challenges teachers face because of the abundance of non-educational sources. Additionally, the use of photographs was reported to be successfully employed in writing class and to improve organisational skills (Styati, 2017).

On the other hand, the COVID-19 epidemic has made ESP instruction even more complex, requiring that teaching methods be modified to include online and hybrid learning environments (Virginiya et al., 2023). These technologically advanced educational resources have profoundly changed how people learn and choose to study (Tabassum, 2021) and have promoted collaborative learning zones or connectivism learning (Rajendran et al., 2023). This change has forced teachers to look for creative approaches to use authentic materials, like those from 360-view websites, to keep students interested and create relevant learning opportunities (Iswati, 2021). 360-view websites have been widely used for several purposes, such as virtual tours, promotions, and education, and even developed into 360-degree videos (König et al., 2023; Ranieri et al., 2022; Wu & Lai, 2022). (Rao, 2019) mentioned numerous advantages of authentic materials, such as being selected according to the need, providing situational language, being alternative materials, and embracing heterogeneous theoretical and practical ability.

Tremendous internet resources could make the students confused and exposed to irrelevant content. To counteract the negative impacts of the stimulating content, ESP practitioners are advised to plan various follow-up integration exercises and carefully evaluate the spectrum of viewpoints expressed (Tymbay, 2022). Additionally, multiple studies underscore the need for a comprehensive needs analysis to tailor materials effectively (Rahman, 2015). The dynamic nature of digital resources also requires educators to navigate technology and ensure that the materials are accessible and relevant to their students (Shen et al., 2015). The successful integration of these materials hinges on the ability of educators to address the challenges posed by technology and the diverse needs of their learners (Iswati, 2021).

From the justification, the researchers found no study has focused on implementing 360-view websites for ESP teaching, especially English for Room Division subjects. Thus, maximizing the benefits of authentic materials in ESP education is crucial. Therefore, this study aims to investigate the use of a 360-view website in English for Specific Purpose classes by delving into the implementation and students' perceptions of the integration.

This research explores how 360-view websites can be used as authentic learning materials in English for Specific Purposes (ESP), with a focus on Room Division subjects like Front Office and Housekeeping. The goal is to understand how these immersive tools help students learn industry-specific vocabulary and communication skills more effectively. It also looks into students' real experiences and perceptions while using the materials, and what kinds of opportunities or obstacles they face. On a theoretical level, the study adds to the growing conversation about using technology, especially virtual and interactive content, in language learning. It offers new insights into what makes materials truly "authentic" in the context of ESP. From a practical standpoint, this research hopes to support teachers in creating more engaging, real-world learning experiences, assist curriculum developers in updating ESP materials to meet industry demands, and help students feel better prepared for internships and future jobs. In the end, it aims

to bridge the gap between the classroom and the workplace through meaningful, technology-enhanced learning.

RESEARCH METHODOLOGY

This study employs a qualitative research approach to explore the application of 360-view website authentic materials in ESP instruction, focusing on its opportunities and challenges. The research participants consist of ESP students and ESP instructors teaching English for Room Division and integrated 360-view websites in their teaching. A purposive sampling technique selects participants with experience or exposure to 360-view website materials in their ESP learning process.

Data is collected through three primary methods: observations, interviews, and questionnaires. Classroom observations are conducted to analyze how 360-view website authentic materials are integrated into ESP lessons. In addition, semi-structured interviews are carried out with ESP instructors to gain insight into their perceptions, experiences, and challenges in using 360-website materials. Students are also given open-ended questions to understand their perspectives on the effectiveness of these materials in enhancing their ESP learning.

A Likert-scale questionnaire is distributed to 30 students who are learning English for Room Division subject as one of the ESP taught to gather quantitative data on their attitudes, motivation, and perceived effectiveness of 360-view website authentic materials, including perceived effectiveness on their English skills, engagement, and motivation towards the lesson, and their perspectives compared to conventional teaching methods. The questionnaire includes statements on usability, relevance, engagement, and learning outcomes, providing structured data on student perceptions.

For data analysis, a thematic analysis is applied to qualitative data from observations and interviews, identifying recurring patterns and key themes related to the opportunities and challenges of using 360-view website materials. Additionally, descriptive statistical analysis is used to process questionnaire responses, presenting the overall student perception in a structured manner. Combining these methods, the study aims to comprehensively understand how 360-view website authentic materials impact ESP learning and what factors influence their successful implementation.

RESULTS AND DISCUSSION

A room tour or area tour was presented to investigate the implementation of 360-view websites and the students' perceptions. The students selected and used their own websites. The websites curated from the activity are:

1. <https://chrisogrady.com/hotel-virtual-tours/>
2. <https://app.lapentor.com/sphere/the-101-bali-fontana-hotel>
3. <https://www.taalvistahotel.com/360/tour.html>
4. <https://www.sofitelbrisbane.com.au/virtual-tour>
5. <https://www.picosandshotel.com/pico-sands-hotel-360-view/>
6. <https://www.ritzcarlton.com/en/hotels/dpsub-mandapa-a-ritz-carlton-reserve/overview/>
7. https://panomatics.com/services/360_virtual_tours
8. <https://www.innvistahotel.com/360/innvistatour.html>
9. <https://astaginareSORT.com/virtual-tours/>
10. <https://indonesiavirtualtour.com/storage/business/aston-kartika-grogol/src/index.htm>
11. <https://seminyak.hotellindigo.com/>
12. <https://thekayonresort.com/>
13. <https://www.bestwesternvirtualtour.com/resort-kuta/>
14. <https://www.westhotel.com.au/360-tour/>
15. <https://www.nhvirtualtour.com/en/nhc-constanza/>
16. https://vr360.panomatics.com/tour/ayodya_bali
17. <https://www.viceroybali.com/360/index.html>
18. <https://360emirates.com/dubai/360-virtual-tour/Revier-Hotel/>

The findings of this study reveal both the opportunities and challenges associated with applying 360-view website authentic materials in ESP classrooms. Based on the observation, the website was used as one of the learning assets to teach terminologies in hotels. Several real hotel websites are used to get students to familiarize themselves with hotel contexts and terminologies. As the classrooms are equipped with smartboards, students are excited about exploring hotel spaces and figuring out different words to name rooms and facilities. At the end of the semester,

students were required to use the 360-view website as their "background" to conduct presentations and role-play as hotel workers. This allowed them to feel as though they were actually in the hotel.

The result of the questionnaire depicts three different areas of students' perception of the integration of the 360-view website authentic materials, namely (1) perceived effectiveness on their English skills, (2) engagement and motivation towards the lesson, and (3) their perspectives compared to conventional teaching methods.

1. Perceived improvement in English skills

Perceived improvement in English skills, asking for a wide area of English components and abilities as well as comprehension of the Room Division in general, including vocabulary, speaking, listening, reading, and general knowledge about the Room Division department in the hotel. The statements are presented in the table below.

Table 1. Statements of Perceived Improvement in English Skills

No	Statement
1.	Using 360-view websites has helped me improve my vocabulary related to Room Division.
2.	360-view websites have enhanced my ability to understand spoken English professionally.
3.	I am confident in using English to describe Room Division concepts after using 360-view websites.
4.	The interactive nature of 360-view websites has improved my English listening skills.
5.	360-view websites have helped me improve my reading comprehension skills in English.
6.	My ability to follow and give instructions in English has improved through using 360-view websites.
7.	Using 360-view websites has helped me improve my understanding of front-office procedures and operations.
8.	360-view websites provide clear and detailed examples of Front Office interactions.
9.	I have gained a better understanding of housekeeping processes through using 360-view websites.
10.	The interactive elements of 360-view websites help me understand the practical aspects of Housekeeping.
11.	360-view websites have helped me learn and remember vocabulary specific to front-office tasks.
12.	My knowledge of Housekeeping-related vocabulary has improved through the use of 360-view websites.
13.	I find it easier to understand and use hotel-specific terms after 360-view websites.

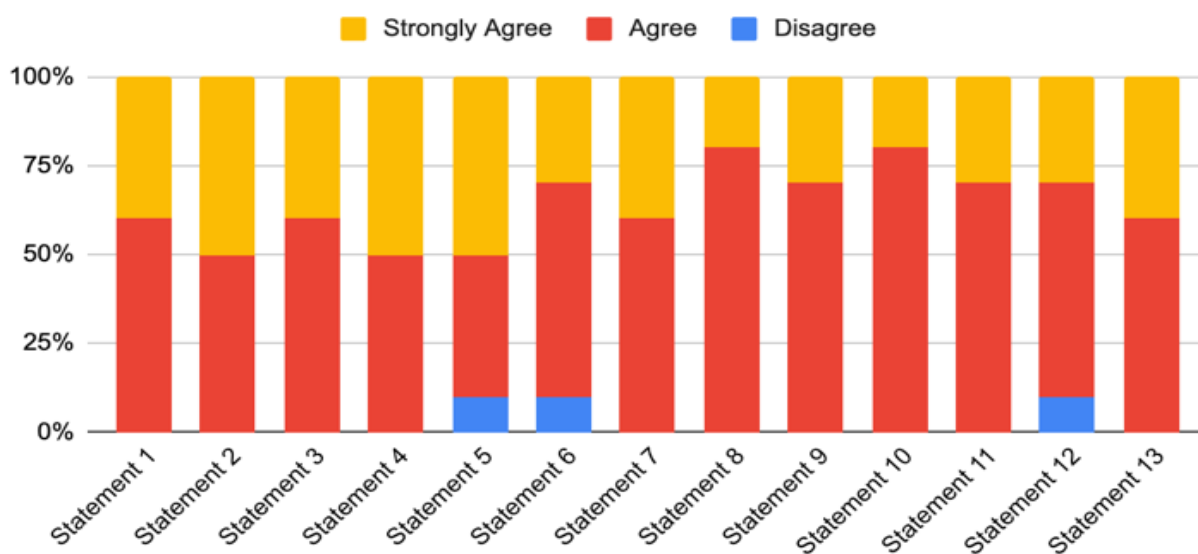


Figure 1. Perceived Improvement in English Skills

According to Figure 1's findings, most students thought using 360-view websites as authentic resources for their ESP lessons was beneficial. Most answers fall into the Strongly Agree and Agree categories, indicating that students

thought these resources helped them improve their vocabulary, comprehension, and contextual awareness in English in contexts linked to hospitality. The efficiency of immersive digital tools for language learning is further supported by the exceptionally high levels of agreement seen in Statements 1–4, 7–10, and 13.

Nonetheless, some differences in perception were noted. Higher levels of disagreement are seen in statements 5 and 6, where blue bars (disagree responses) are prominently displayed. This implies that not every student may have found all of the 360-view website materials to be equally valuable. Technical issues, the intricacy of the information, or a lack of organized instructions for effectively using these resources are all potential contributing causes. Similar to Statement 12, some conflicting answers might point to issues with engagement, navigation, or the materials' apparent applicability to their language learning requirements.

2. Engagement and Motivation

Regarding students' engagement and motivation, below are statements given in the questionnaire.

Tabel 2. Engagement and Motivation

No	Statement
1.	The use of 360-view websites has made me more motivated to improve my English skills.
2.	Learning and remembering new English terms related to Room Division is easier when using 360-view websites.

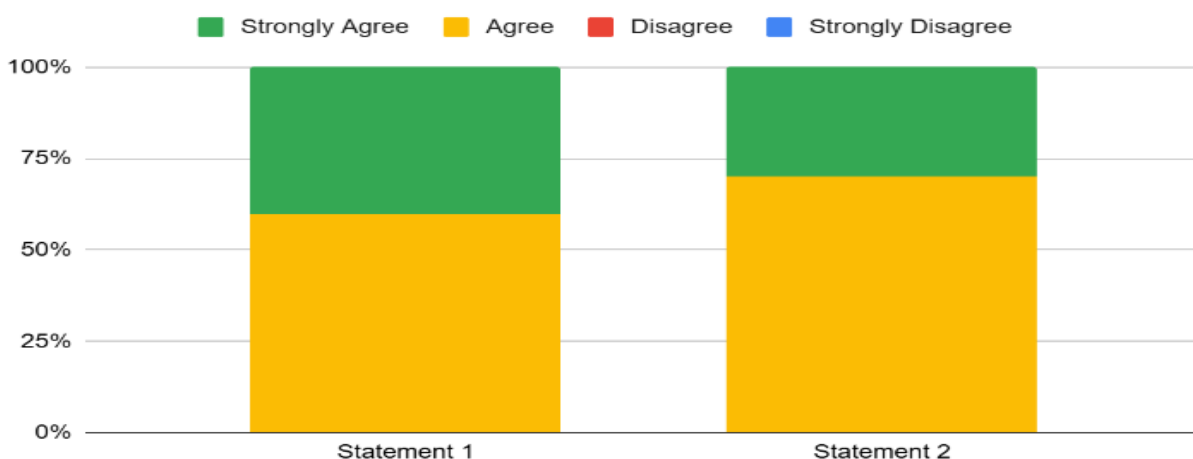


Figure 2. Engagement and Motivation

Most students responded positively, with most selecting Agree and Strongly Agree for both statements. In particular, Statement 2 received the highest number of Agree responses, suggesting that students generally felt motivated using 360-view website materials in their ESP learning. Statement 1 also had a firm agreement level, though slightly lower than Statement 2, indicating that while engagement was high, motivation may have been perceived as a more substantial benefit.

No responses for Disagree and Strongly Disagree were recorded, suggesting minimal negative perceptions. This indicates that while most students found the materials engaging and motivating, some may have experienced difficulties fully engaging with the content due to technical issues such as incompatible websites for exploring through smartboards.

Overall, the findings suggest that 360-view websites as authentic materials effectively enhance student engagement and motivation, with a slightly more substantial impact on motivation. These results highlight the importance of further optimizing instructional strategies to ensure all students can fully engage with and benefit from these digital learning tools.

3. Compared with Conventional Methods

Meanwhile, compared to conventional teaching methods, the statements assessed are below.

Tabel 3. Compared with Conventional Methods

No	Statement
1.	Compared to traditional textbooks, 360-view websites have been more effective in helping me improve my English skills.
2.	360-view websites provide a better context for practicing English language skills than traditional

	classroom materials.
3.	Learning about Front Office and Housekeeping through 360-view websites is more engaging than traditional methods.
4.	The 360-view websites make learning hotel-related topics more interesting and enjoyable.

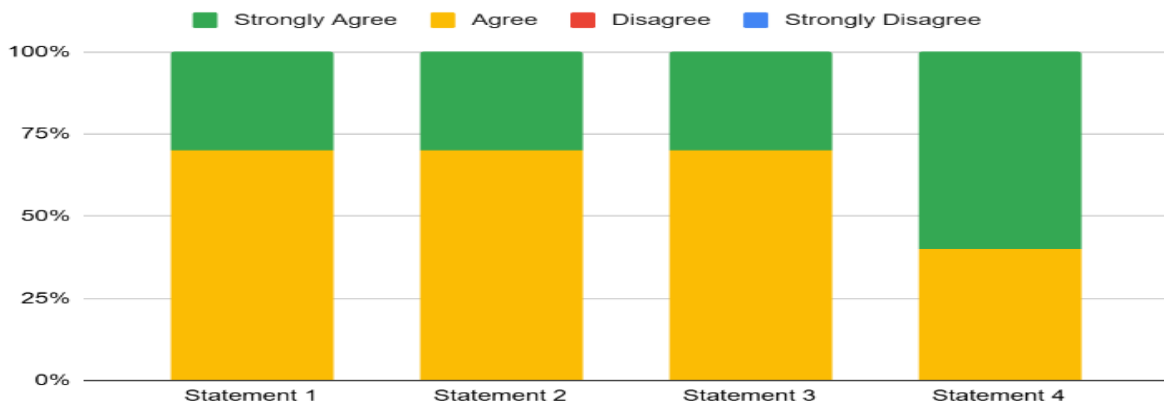


Figure 3. Compared with Conventional Methods

The findings indicate that most students agreed or strongly agreed that 360-view website authentic materials were more effective or engaging than traditional methods. Notably, Statement 4 occupies the most significant portion in both categories, suggesting that this statement received the highest level of agreement. This could indicate that students found the digital approach significantly more beneficial in certain aspects than conventional methods.

Similarly, Statements 1, 2, and 3 also received considerable agreement, showing that various aspects of the 360-view website materials were perceived positively compared to traditional learning strategies. The distribution of responses between Agree and Strongly Agree is relatively balanced, indicating a strong overall preference for digital tools but with some variation in the intensity of agreement.

These results suggest that students generally favour 360-view website authentic materials over traditional methods, recognising their potential to enhance engagement, comprehension, and contextual learning. The results indicate that these digital resources significantly enhance student engagement by providing an interactive and immersive learning experience. Students reported that the realistic visualisation of hotel environments, particularly in Front Office and Housekeeping contexts, helped them better understand industry-specific vocabulary and procedures. Respondent 2 explicitly explained that 360-view websites have been beneficial for improving her English skills in various ways because they offer immersive experiences that engage multiple senses, making it easier to remember new vocabulary and phrases. Additionally, exploring these sites helps with descriptive language, as users need to articulate what they see in detail. It also provides exposure to different contexts, enhancing cultural understanding and language comprehension.

Overall, 360-view websites can be fun and interactive to enhance English skills. Moreover, instructors observed that 360-view website materials increased students' motivation and facilitated contextual learning, bridging the gap between theory and real-world practice.

The Utilization of 360-website as Authentic Materials

Integrating 360-view websites as authentic materials in English for Specific Purposes (ESP), particularly in English for Room Division subjects, provides students with an immersive and interactive learning experience. These digital tools allow learners to explore realistic hotel environments, including Front Office and Housekeeping areas or Room Division, in a virtual yet highly detailed manner. Students can visualize industry-specific settings by navigating reception areas, guest rooms, housekeeping facilities, and other operational spaces while acquiring relevant English vocabulary, expressions, and communication skills essential for their future careers.

One key benefit of 360-view websites is their ability to bridge the gap between theoretical knowledge and real-world application. Unlike traditional textbooks or static images, these platforms offer dynamic, panoramic views that enable students to interact with their surroundings as if they were in a hotel environment. This aligns with the TPACK model, which stresses the importance of integrating technology meaningfully into pedagogy (Schmidt et al., 2009). The success of 360-view websites in enhancing ESP instruction depends not only on the technological tool itself but on how well teachers align their pedagogical strategies and subject matter expertise with such tools. This study shows that 360-view websites enhance learning when used effectively. Still, when technical problems or a lack of teacher

training arise, the technology may hinder rather than help the learning process. This enhances contextual learning, allowing students to understand how specific terminology and visualised procedures are applied in practical situations, such as checking-in guests, handling reservations, managing housekeeping duties, and responding to customer inquiries.

Moreover, these digital materials cater to various learning styles. Visual and kinesthetic learners, in particular, benefit from hands-on engagement, as they can explore different areas of a hotel independently, reinforcing their understanding of industry-related terms and operational procedures. This is strengthened by Respondent 7, who mentioned that using the 360-view website has improved his English language skills through unique learning methods, easy access to learning materials, a fast-paced learning approach, direct interaction, and consistency in learning. Additionally, interactive tasks such as virtual role-plays, guided simulations, and vocabulary exercises can be integrated into the learning process, making the experience more engaging and effective. This approach is deeply connected with Experiential Learning Theory by Kolb (2014), which emphasises learning through concrete experience, reflection, conceptualisation, and experimentation. Respondent 24 mentioned that by exploring a virtual housekeeping area, he knew words like "turn-down service", "linen inventory", and "amenities replenishment". The virtual tour showed these words with pictures and explanations as they were mentioned on the service and facilities page of the hotel website. This type of experience leads to deeper retention and understanding, particularly for vocational learners who benefit from hands-on application.

Regarding the most beneficial aspect of integrating 360-view websites as authentic materials in ESP classrooms, Respondent 19 stated that he found the audiovisual provided on the websites useful. Respondent 4 further agreed that many 360-view websites incorporate audio descriptions or narrations, and listening to these descriptions can improve her listening skills, especially for understanding accents, intonation, and pronunciation variations.

Instructors of English for Room Division subjects who were interviewed also agreed that 360-view websites were useful, especially when students were in limited meetings through the semesters and were not provided specific time for industry visits to explore the hotels in real-time. Various students' backgrounds also mattered; not all students were from high schools focused on the hospitality industry. Therefore, they had no experience being in a hotel and not visiting hotels for leisure. A three-dimensional 360-view website is believed to provide a realistic hotel atmosphere and be more engaging to students. In addition, different websites with 360 views can gain instructors' comparisons and stimulate students' critical thinking.

Overall, 360-view websites serve as a valuable innovation in ESP education for hospitality students, offering a realistic, engaging, and context-rich learning experience. These tools can enhance language acquisition, improve industry-specific communication skills, and prepare students for real-world hotel operations when effectively implemented.

Discussion

The findings of this research highlight several significant insights regarding the use of 360-degree websites as authentic materials in English for Specific Purposes (ESP), particularly for Room Division subjects. One of the key aspects highlighted in the findings is the enhanced student engagement and motivation that authentic materials using 360-view websites provide. The engagement and motivation chart supports this conclusion, showing that most students felt motivated using 360-view website tools. This aligns with previous research that authentic materials could foster students' engagement and motivation compared to curated texts or materials (Hong et al., 2018; Namaziandost et al., 2022; Qizi, 2023). The interactive nature of 360-view websites allows learners to visualize real-world hotel environments, making the learning experience more immersive and contextually relevant.

However, despite the overall positive reception, some challenges remain. The perceived improvement in English skills chart revealed that while most students believed their English improved through these materials, a small portion expressed disagreement with certain statements. This suggests that while 360-view website materials enhance learning, not all students benefit equally. Several factors could explain this variation in student outcomes. For instance, technical difficulties, including unstable internet connections, smartboard inaccuracy, and non-functional links on some 360-view websites, disrupted classroom activities such as role plays and presentations. Factors such as technical difficulties (Pirker & Dengel, 2021), variations in digital literacy (Alakrash et al., 2021), and the need for structured guidance may influence student experiences (Dudar et al., 2021).

Moreover, students' varying levels of digital literacy and English proficiency also appear to affect how effectively they engage with and benefit from these materials. This is due to students' different backgrounds (Fitria, 2023), and observed classrooms showed multilevel English skills ranging from A2 to B2 according to the CEFR (Common European Framework of Reference) level. Students with various levels of digital skills, and some of them needed aid in accessing the tools and getting familiar with how to navigate a 360-view website. As Alakrash et al. (2021) and Dudar et al. (2021) note, students with limited experience using digital tools may require more structured guidance to navigate such platforms effectively. Some students in this study needed assistance accessing or using the 360-view

websites, which in turn limited their comprehension and performance during class activities. These were believed to hinder their performance and fully comprehend the materials well (Shukurdinovna et al., 2024). Technical issues were unavoidable for presentations, and role plays using 360-view websites as in-class activities, such as internet connection problems, smartboard inaccuracy, and poorly maintained websites, making some features unclickable.

However, since no responses indicate disagreement, further research may be needed to explore areas where traditional methods might still be preferred or integrated effectively with digital tools. Overall, while most students recognized the benefits of 360-view website authentic materials in improving their English skills, the findings highlight a need for further instructional refinements. Real language use can also be incorporated into authentic documents from various sources. They can combine these resources in a language class to satisfy students' needs and interests. However, when discussing the advantages and disadvantages, educators must consider both real materials and materials that the teacher has developed (Fitria, 2022; Gabdullina et al., 2024b). Ensuring better accessibility, structured guidance, and pedagogical support could enhance the overall learning experience and maximize the effectiveness of these digital resources in the ESP teaching and learning process.

Additionally, the lack of disagreement compared to the traditional methods chart indicates a strong preference for digital tools. However, further investigation is needed to determine whether certain aspects of conventional teaching should still be retained or integrated into digital learning strategies. Successfully utilizing 360-view websites in English for Room Division subjects and other ESP subjects requires proper instructional design. It is important to set up learning spaces that incorporate real materials (Bahromjon, 2021). Teachers need to curate relevant content, develop structured activities, and guide them to navigate digital tools to maximize learning outcomes (Virginiya, 2023). Additionally, technological accessibility, such as stable internet connections and access to appropriate devices, must be ensured to prevent potential challenges.

From a theoretical perspective, these findings support principles of constructivist and situated learning theories, which advocate for authentic, context-rich learning environments. According to these frameworks, learners construct knowledge more effectively when they engage in tasks that reflect real-world practices and are embedded in meaningful contexts. The utilization of 360-view websites in ESP instruction offers such an environment, promoting experiential learning that helps bridge the gap between academic study and professional application.

Furthermore, the study contributes to the pedagogical discourse on task-based language learning (TBLT), especially in ESP contexts. The success of the 360-view website tasks, particularly in role plays and simulations, demonstrates how authentic tasks can foster communicative competence while addressing industry-specific needs. However, to ensure success, these tasks must be carefully scaffolded. Teachers must curate appropriate content, design structured learning activities, and provide clear guidance to help students navigate digital environments effectively (Virginiya, 2023).

In summary, the utilization of 360-view websites as authentic materials in ESP instruction presents significant benefits in terms of student motivation, engagement, and contextual language acquisition. However, these benefits are moderated by factors such as technical infrastructure, digital literacy, and proficiency level, all of which must be addressed through proper instructional planning and support. These findings reinforce existing theories of authentic and experiential learning and suggest that blended and flexible approaches, which combine real-world digital materials with pedagogical structure, are most effective for ESP education. Therefore, the successful implementation of 360-view websites in ESP not only requires access to technology but also thoughtful integration into curriculum and teaching strategies. Future research should explore how different learner profiles interact with these materials and identify best practices for combining digital and traditional methods to achieve the most inclusive and effective learning outcomes.

CONCLUSION

This study was conducted to investigate the challenges and opportunities of the utilisation of a 360-view website in English for Specific Purposes. The study was limited to using the tool in English for Room Division subject and sought the students' perception on the utilisation. The results of this study demonstrate how 360-view websites can be used as authentic resources to improve student motivation, engagement, and English language acquisition in ESP classes for Room Division courses. Thanks to these digital tools' interactive and immersive features, students may see actual hotel settings, making studying more interesting and contextually relevant. Most students gave favorable answers, suggesting that they were more motivated and that their English proficiency had improved.

However, even with these advantages, there are still certain difficulties. Differences in computer literacy, technical challenges, and formal instruction requirements impacted student experiences. Not every student

profited equally since their ability to use 360-view websites was affected by their varying English proficiency and digital tool familiarity. Technical problems, such as erratic internet connections and inaccurate smartboards, also hampered the smooth integration into classroom activities.

To maximize the usefulness of 360-view websites in ESP instruction, several key recommendations should be considered. First, it is essential to ensure equal access to technology by improving infrastructure—this includes providing stable internet connections, functioning smartboards, and up-to-date digital devices in classrooms to support smooth implementation. Additionally, offering digital literacy support through training sessions or orientation modules will help students become more familiar with navigating 360-view platforms, reducing barriers caused by varying levels of technological experience. Incorporating structured instructional design is also crucial; guided tasks, checklists, and clearly defined learning objectives can help students of all proficiency levels engage meaningfully with the materials. Moreover, a strategic blend of traditional and digital learning resources should be applied, enabling educators to combine authentic content with teacher-developed materials to cater to diverse learning needs and styles. Teacher training and curriculum development efforts should focus on curating relevant 360-view content and creating tasks supporting language development and industry-specific competencies in hospitality. Finally, conducting regular evaluations and collecting student feedback will be vital for continuously refining teaching strategies and ensuring the long-term effectiveness of 360-view website integration in ESP classrooms.

Finally, further experimental and longitudinal research is recommended to determine how 360-view websites can be effectively combined with traditional teaching methods and to what extent they contribute to improved motivation, engagement, and academic performance. Objective assessments, such as pre- and post-tests or performance-based evaluations, are also needed to quantify their educational impact more accurately. These findings can guide future innovation in ESP instruction, ensuring that immersive technologies are used creatively, effectively, and inclusively.

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