

Lesson Exemplars in English 10 Using Printed Tourism Promotional Materials

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Publication history: Received: April 28, 2026; Revised: May 21, 2026; Accepted: May 28, 2026

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Abstract

This study developed English 10 lesson exemplars using printed tourism promotional materials, specifically enhanced brochures and booklets featuring tourist attractions in San Francisco and Malimono, Surigao del Norte. It was guided by the concept of authentic materials in English instruction and followed the ADDIE Model as its instructional design framework. The study employed a developmental-descriptive research design and used researcher-made survey and evaluation instruments validated by language experts. A total of 84 respondents participated in the study, composed of locals, language experts or teachers, graphics experts, tourism experts, and tourists. Findings revealed that the existing promotional materials were generally adequate but required improvement in linguistic clarity, accuracy of information, and promotional appeal. The developed brochures and booklets were found to be well-organized, coherent, visually functional, informative, and useful for both tourism promotion and English instruction. Their acceptability was rated Highly Acceptable in terms of linguistic clarity, accuracy of information, promotional appeal, and persuasive effectiveness. Suggested enhancements included adding tour guide contact details, accommodation packages, nearby restaurants, and the updated Malimono logo. The study contributes to contextualized English instruction, local tourism promotion, cultural appreciation, community participation, and institutional collaboration. It also supports sustainable development by strengthening quality education, local economic opportunities, sustainable communities, and partnerships among schools, local government units, tourism stakeholders, and community members.

Keywords: ADDIE Model, Authentic Materials in English Instruction, Contextualized Instruction, English 10 Lesson Exemplars, Printed Tourism Promotional Materials, San Francisco and Malimono, Tourism Brochures, Tourism Promotion

1. Introduction

Contextualized and authentic learning approaches are important in making lessons meaningful, practical, and relevant to learners. According to Lago and Ortega-Dela Cruz (2021), connecting instruction to real-world situations helps students develop better understanding and positive attitudes toward learning. In English instruction, printed tourism promotional materials such as brochures, pamphlets, flyers, and booklets may serve as authentic learning resources because they expose students to real-life language, local culture, descriptive writing, persuasive communication, and community-based experiences. According to Hasibuan (2021), tourism brochures enhance students' descriptive writing skills and increase their interest in learning because they contain authentic and meaningful information. Likewise, Pertheban et al. (2020) emphasized that tourism promotional materials provide accurate and informative content that can support educational instruction. However, many English learning materials remain general and disconnected from students' local environment, culture, and lived experiences. Thus, there is a need to develop localized and contextualized instructional materials for Grade 10 learners through printed tourism promotional materials featuring San Francisco and Malimono.

Printed promotional materials are valuable in English language teaching because they expose learners to real-world communication. According to Joraboyev (2021), authentic materials improve motivation, comprehension, and communicative competence because learners interact with language that reflects actual social use. Tourism brochures and booklets contain descriptive texts, persuasive expressions, visuals, and cultural information that make English lessons more contextualized and engaging. Studies show that tourism brochures support the development of writing skills. Hasibuan (2021) found that tourism brochures improved students' descriptive writing by helping them organize ideas, use descriptive vocabulary, and present information clearly. Ricky (2024) similarly concluded that tourism brochures enhanced writing performance because they provided concrete references and meaningful contexts. Dwita (2024) emphasized that tourism brochures improve vocabulary mastery through thematic words related to places, culture, travel, and attractions. Herani (2024) also explained that brochures support writing development by providing visual and textual prompts that guide students in using sentence patterns, descriptive phrases, and persuasive expressions. Tourism-related English instruction also strengthens cultural awareness and community connection. Mora et al. (2025) highlighted that tourism-related English instruction allows students to connect language learning with local culture and community identity. Genre-based writing instruction further supports this approach because tourism brochures model the structure and communicative purpose of

descriptive and promotional texts. Dhita et al. (2025) noted that tourism-related writing activities help learners understand text organization, audience awareness, and persuasive techniques. Assyuza et al. (2024) also emphasized that materials for advertising and promotional writing can improve students' creativity and communication skills.

The use of English in tourism promotion is essential because it allows destinations to communicate with local and international visitors. Studies indicate that English in tourism-related materials improves comprehension and enhances travel experience, especially for international visitors (Al-Ragdhi et al., 2024; Fathayadimyati et al., 2025). Asma (2024) emphasized that English helps destinations position themselves competitively in the global market, while Ezoza (2025) argued that English is a strategic asset that influences tourists' decisions and perceptions. English also supports tourism marketing, customer service, and information dissemination. Irsani (2025) highlighted that English is essential in crafting promotional messages for wider audiences, while Zalukhu et al. (2024) asserted that English-language content increases the visibility of tourism destinations in both digital and printed platforms. Clear English information can also improve tourists' safety and comfort, especially in emerging destinations where language barriers may affect visitor experience (Fathayadimyati et al., 2025).

In the local context, San Francisco and Malimono have natural attractions, cultural resources, coastal areas, and tourism potential that can be strengthened through English-based brochures and booklets. Tourism brochures and booklets remain effective promotional tools because they provide tangible, accessible, and organized information. Abriyanti (2020) and Ryanto (2022) emphasized that booklets are useful promotional media because they present destinations in an organized and appealing format. Wijanto and Harsono (2024) found that brochures enhance the visibility and attractiveness of tourism establishments. De Bonis (2025) showed that English-language brochures have long been used to promote regional tourism to international audiences, while Dubrovskaya (2021) described booklets as a form of professional discourse that facilitates communication between destinations and tourists. Florido-Benítez (2025) further asserted that well-crafted promotional materials can increase tourist demand by presenting destinations attractively and persuasively.

This study is supported by the concept of using authentic materials in English instruction, as discussed by Joraboyev (2021), which emphasizes that authentic materials expose learners to natural language use and meaningful communication contexts. Tourism brochures and booklets are authentic texts because they contain actual language used in promoting tourist destinations. Through these materials, students encounter descriptive vocabulary, persuasive expressions, functional communication patterns, and culturally relevant information. The study also adopts the ADDIE Model by Branch (2009), which consists of Analysis, Design, Development, Implementation, and Evaluation. In the Analysis phase, the study identifies the current status and gaps of existing tourism promotional materials in terms of linguistic clarity, accuracy, and promotional appeal. In the Design phase, the pedagogical and linguistic features appropriate for English 10 learners are planned. In the Development phase, enhanced tourism brochures, booklets, and lesson exemplars are created. In the Implementation phase, the materials are used in instructional settings. In the Evaluation phase, the acceptability, quality, and effectiveness of the developed materials are assessed. This framework ensures that the instructional outputs are systematic, learner-centered, and aligned with educational objectives.

The reviewed literature shows that effective tourism promotion requires the integration of language, design, cultural content, information accuracy, and promotional strategies. However, existing studies often examine these areas separately, and there is limited research that combines them into one framework for developing tourism materials. There is also limited attention given to emerging destinations, since many studies focus on established tourist areas. Accuracy is a critical issue in tourism promotional materials because tourists rely on brochures, websites, and promotional texts when making travel decisions. According to Pertheban et al. (2020), inaccurate tourism information can negatively affect tourists' decision-making and travel experience. Pertheban et al. (2020) further explained that tourism information should be carefully managed and assessed to avoid inconsistencies and misinformation. Halpern (2025) emphasized that tourism materials must provide clear, accurate, and updated information to help tourists make informed decisions. Puspita Sari et al. (2025) also found that tourism discourse relies on organized, informative, and persuasive communication to maintain trust and engagement.

The linguistic and discourse features of brochures are also important. Budiharjo et al. (2022) emphasized that syntactic choices and persuasive language influence tourists' perceptions and decisions. Nguyen and Modehiran (2023) demonstrated that tourism brochures follow genre conventions that may serve both promotional and pedagogical purposes. Prommak (2024) emphasized the importance of accurate translation, while Pujiati and Alfisuma (2025) highlighted the role of multilingual brochures in inclusive communication. Xolboyeva (2025) noted that appropriate vocabulary and stylistic choices improve the clarity and attractiveness of tourism materials. Design and visual communication are equally important in tourism materials. Al-Rawashdeh (2025) noted that graphic design communicates the value of natural and cultural heritage sites. Rochmawati and Fadilah (2023) emphasized that innovative visual approaches increase the attractiveness and impact of tourism materials. Xing et al. (2024) highlighted the potential of interactive storytelling and

digital tools in enriching tourism experiences. These studies justify the need to develop localized English-based tourism brochures, booklets, and lesson exemplars for San Francisco and Malimono.

This study aligns with SDG 4 – Quality Education because it develops contextualized English 10 lesson exemplars that use authentic local tourism materials to improve language learning, writing skills, vocabulary development, and cultural awareness. It also supports SDG 8 – Decent Work and Economic Growth because the development of effective tourism brochures and booklets may help promote local destinations, encourage tourist interest, and support tourism-related livelihood opportunities in San Francisco and Malimono. This connection is consistent with the literature emphasizing tourism development and economic growth, including Simangunsong and Anggraini (2025) and Sulaymanov (2025). The study contributes to SDG 11 – Sustainable Cities and Communities by promoting local culture, heritage, and community identity through English-based tourism materials. Timothy (2011) emphasized that cultural tourism supports heritage preservation and local identity, while Raju et al. (2020) highlighted the role of language in connecting tourists with cultural experiences. The study is also related to SDG 12 – Responsible Consumption and Production because it encourages the creation of accurate, responsible, and reliable tourism materials that guide tourists and support responsible tourism behavior. Nenotek et al. (2025) highlighted the importance of tourism materials that promote sustainability and inclusivity. Because the study involves teachers, tourism officers, LGUs, local communities, tourists, experts, and future researchers, it may also align with SDG 17 – Partnerships for the Goals, particularly in strengthening collaboration among educational institutions, local government, tourism stakeholders, and communities.

The study contributes to educational sustainability by providing contextualized English 10 lesson exemplars that make learning more meaningful, authentic, and connected to students' local environment. It supports long-term instructional improvement by helping teachers use local destinations as learning content. It contributes to socio-economic sustainability by supporting the promotion of San Francisco and Malimono as tourism destinations. Well-designed brochures and booklets can strengthen local tourism visibility, support LGU tourism initiatives, and create opportunities for local economic activity. It supports cultural sustainability by helping learners and tourists appreciate local history, culture, traditions, tourist attractions, and community identity. Nawaz et al. (2025) emphasized that carefully crafted promotional content shapes tourists' perceptions and experiences, while Raju et al. (2020) showed that language connects tourists with cultural experiences. It also contributes to community and institutional sustainability because the study provides outputs that may benefit teachers, LGUs, tourism officers, local communities, tourists, and future researchers. The integration of education and tourism promotion makes the study multidisciplinary, connecting English language instruction, communication design, local governance, tourism development, cultural preservation, and sustainable community promotion.

2. Material and methods

2.1 Research Design

This study employed a developmental descriptive research design to create enhanced brochures and develop booklets for promoting tourist attractions in San Francisco and Malimono, Surigao del Norte. Developmental research design, according to Richey and Klein (2007), involves the systematic study of designing, developing, and evaluating educational products and processes to establish empirical foundations for their creation and use. This design was appropriate because the study focused on creating, validating, and evaluating tangible outputs, specifically enhanced tourism brochures, developed booklets, and lesson exemplars. The research process followed the ADDIE Model by Branch (2009), which included analysis, design, development, implementation, and evaluation of the English-based brochures and booklets.

2.2 Locale of the Study

The study was conducted in the municipalities of San Francisco and Malimono in Surigao del Norte, Philippines. These municipalities were selected because of their natural attractions, cultural heritage, and potential for tourism development. Despite their scenic beauty and unique local experiences, both areas remain underpromoted, making them suitable locations for the development of English-based tourism promotional materials. San Francisco, Surigao del Norte is known for its beaches, waterfalls, and eco-tourism sites. It offers natural and cultural attractions that reflect the local community's way of life and may appeal to both domestic and international visitors. Malimono, Surigao del Norte is a coastal municipality known for its landscapes, marine biodiversity, beaches, mountain trails, and adventure tourism opportunities. Its local government has also been making efforts to promote sustainable tourism, making the development of brochures and booklets timely and relevant. During the evaluation phase, stakeholders from nearby municipalities were also included to assess the developed tourism materials. The developed brochures and booklets were later used as bases for crafting English 10 lesson exemplars aligned with learning competencies.

2.3 Respondents of the Study

The respondents consisted of individuals from San Francisco and Malimono, as well as stakeholders and experts involved in tourism, education, language, and graphic design. The manuscript states that 50 individuals from San Francisco and Malimono participated in the survey. It also included language experts and graphic artists who evaluated the English-based brochures and booklets, while another group of respondents assessed the effectiveness of the developed materials as promotional tools. The respondents included locals from San Francisco and Malimono, language experts or teachers, graphics experts, tourism experts, tourism staff, English teachers, tourists, and potential visitors. Local tourism officers and staff provided information about existing and potential tourist attractions, cultural landmarks, and local events. Community representatives and residents shared knowledge about local history, traditions, and cultural practices. Experts and evaluators assessed the developed materials in terms of content accuracy, language clarity, visual design, and overall effectiveness as promotional tools. Their feedback guided the improvement of the final outputs.

2.4 Sample and Sampling Procedure

The participants were selected purposively based on their relevance, expertise, and involvement in tourism-related activities. The manuscript reported a total distribution of 84 participants, including locals from San Francisco and Malimono, language experts or teachers, graphics experts, tourism experts, and tourists. This purposive selection ensured that the respondents had relevant knowledge, experience, or direct connection to the development, validation, and evaluation of the tourism brochures, booklets, and lesson exemplars. The participation of these groups allowed the study to combine local knowledge, professional expertise, and user-based perspectives. This helped ensure that the developed materials accurately represented the tourism identity of San Francisco and Malimono while also serving as useful contextualized instructional resources.

2.5 Research Instrument

The study used a researcher-made survey questionnaire to gather data needed for developing enhanced brochures and booklets that promote the tourist destinations of San Francisco and Malimono, Surigao del Norte. The instrument was designed to determine the current status of existing tourism promotional materials, particularly in terms of linguistic quality, accuracy of information, and promotional appeal. A researcher-made evaluation instrument was also used to validate and evaluate the developed tourism brochures and booklets. The same questionnaire was used by experts to assess the enhanced brochures and developed booklets and to determine their level of acceptability. Each criterion was rated using a Likert scale to quantify expert assessments. The instruments allowed the researcher to gather both qualitative and quantitative data, ensuring that the materials were assessed in terms of accuracy, relevance, quality, and usefulness for contextualized instruction. The content validity of the survey and evaluation tools was checked by three language experts. The instruments were revised based on their comments and suggestions.

2.6 Data Gathering Procedure

The data gathering process began with the preparation of the researcher-made instruments. The researcher obtained an endorsement letter from the Dean of the Graduate School, followed by the submission of formal request letters to the Municipal Mayors through the Tourism Officers of San Francisco and Malimono, Surigao del Norte. After permission was granted, three identified language teachers conducted a quality assurance review of the survey questions. After securing approval and quality assurance clearance, the researcher planned and conducted on-site visits to the tourist attractions included in the brochures and booklets. The study followed the ADDIE Model by Branch (2009). During the analysis phase, the researcher identified the current status of existing promotional materials through surveys of locals and determined content gaps and language preferences. The researcher also visited tourism sites to gather information and visual content for the brochures and booklets. During the design phase, the researcher planned the structure, layout, content, key destinations, visual elements, and culturally appropriate English narratives for the brochures and booklets. During the development phase, the enhanced brochures were created using Canva, integrating images and text that highlighted the attractions of San Francisco and Malimono. The developed brochures and booklets were then personally distributed to stakeholders, including tourism offices, LGUs, English teachers, tourists, and graphic artists, for evaluation of linguistic clarity, accuracy, and appeal. The feedback gathered from the evaluation was used for possible revisions and improvements. Finally, lesson exemplars based on the developed promotional materials were crafted for use by Grade 10 English teachers.

2.7 Data Analysis Techniques

The data gathered were analyzed using mean and standard deviation. These statistical tools were used to determine the level of acceptability of the developed brochures and booklets in terms of linguistic quality, including accuracy, clarity, and coherence; pedagogical features, including usability, readability, and comprehension; and promotional appeal, including design, informativeness, and persuasiveness.

2.8 Ethical Considerations

The study followed ethical research standards to ensure the integrity, reliability, and credibility of the data collected. Permission was obtained from the LGUs and tourism offices of San Francisco and Malimono before data collection. The purpose, objectives, and procedures of the study were explained to the participants, and their participation was voluntary.

They were allowed to withdraw from the study at any time without consequence. Confidentiality and anonymity were maintained throughout the research process. The names of participants and organizations were not disclosed unless permission was granted. All collected data were used only for academic purposes and stored securely to prevent unauthorized access. The study also ensured that no harm, discomfort, or exploitation occurred during the conduct of surveys, validations, and related research activities.

3. Results and Discussion

3.1 Current Status of Printed Promotional Materials

3.1.1 Linguistic Clarity

The existing printed promotional materials obtained an overall mean of 2.87 with a standard deviation of 0.60, interpreted as Very Satisfactory in terms of linguistic clarity. The highest-rated aspect was the use of simple, clear, and easily understood language for local and foreign tourists, with a mean of 3.70 and a standard deviation of 0.58, interpreted as Excellent. The lowest-rated aspect was the accuracy and cultural appropriateness of bilingual or multilingual translations, which obtained a mean of 0.00 and a standard deviation of 0.00, interpreted as Very Poor or Not Present. These results show that the existing materials are generally understandable and acceptable in language use, especially in grammar, spelling, punctuation, terminology, and basic readability. However, the absence of bilingual or multilingual translations limits inclusivity and cross-cultural communication. This finding is supported by Kelly (1998), who emphasized that tourism texts must be culturally and linguistically adapted to meet the needs of international audiences. The strong rating for clear language also aligns with Dann (1996), who highlighted that tourism discourse must be simple, engaging, and accessible to a wide audience. Overall, the materials still need improvement in translations, call-to-action statements, organization, highlighted key points, and headings to make them more persuasive and reader-friendly. As Buhalis (2000) noted, effective tourism marketing depends on delivering clear, well-structured, and audience-oriented information.

3.1.2 Accuracy of Information

The existing promotional materials obtained an overall mean of 2.94 with a standard deviation of 0.53, interpreted as Very Satisfactory in terms of accuracy of information. The highest-rated aspect was the credibility and verifiability of data sources, which obtained a mean of 3.74 and a standard deviation of 0.44, interpreted as Excellent. The lowest-rated aspect was the inclusion of current rates, schedules, and operational hours, which obtained a mean of 0.00 and a standard deviation of 0.00, interpreted as Very Poor. The results indicate that the existing materials are generally reliable because they use credible sources, correctly identify tourist site names, provide accurate directions, and present factual historical and cultural information. However, the lack of updated rates, schedules, operational hours, current images, complete contact details, and consistent formatting reduce their practical usefulness for tourists. This finding is supported by Middleton and Clarke (2001), who emphasized that accurate and complete information is crucial in tourism marketing because tourists make decisions based on available information. The strong rating for credible sources is also supported by Fodness and Murray (1999), who explained that the credibility of information sources directly influences tourist decision-making behavior by increasing trust and reducing uncertainty.

3.1.3 Promotional Appeal and Persuasive Effectiveness

The existing tourism promotional materials obtained an overall mean of 2.76 with a standard deviation of 0.75, interpreted as Very Satisfactory in terms of promotional appeal and persuasive effectiveness. The highest-rated aspect was the highlighting of the municipalities' unique selling points, with a mean of 3.28 and a standard deviation of 0.73, interpreted as Excellent. The lowest-rated aspect was the attractiveness and professionalism of visual design, with a mean of 2.38 and a standard deviation of 1.05, interpreted as Very Satisfactory. The findings show that the materials are able to present the unique features of San Francisco and Malimono, including natural attractions, cultural identity, scenic views, and community pride. However, their visual design, image quality, emotional appeal, layout, headlines, and lasting impression still require improvement. According to Morgan and Pritchard (2000), visual imagery and design are critical in destination marketing because tourism is strongly influenced by visual appeal and emotional connection. The result also supports Buhalis (2000), who explained that successful tourism marketing depends on identifying and promoting a destination's unique attributes. Thus, stronger design elements and persuasive language are needed to make the materials more competitive and memorable.

3.2 Developed Tourism Brochures and Booklets

3.2.1 San Francisco Tourism Brochure

The developed San Francisco brochure presented the municipality as a vibrant and nature-rich destination through a visually engaging and organized layout. It highlighted coastal imagery, natural beauty, history, contact details, directions, must-visit attractions, accommodation options, festivals, products, and a map for tourist guidance. Its use of bright colors, tropical elements, clear headings, and labeled destination images made the material both informative and visually appealing. The design suggests that the San Francisco brochure effectively combined practical tourist information with

promotional features. Its organized layout and visual content strengthened its function as both a travel guide and a persuasive material for promoting the municipality's tourism identity.

3.2.2 Malimono Tourism Brochure

The developed Malimono brochure used a multi-panel design with turquoise blue, yellow, and green color elements, along with palm leaf decorations. It included sections on history, the Onggoyan Festival, a geographical map, Campo Langit, visitor information, places to go, places to rest, beaches, waterfalls, and natural landscapes. It also used inviting expressions such as "MALIMONO - Let's Go There!" "Tara Na!" and "Diskubrihon Ta!" The Malimono brochure showed a professional yet playful design that combined scenic photography, easy-to-read text boxes, and practical information. Its layout and content emphasized Malimono's natural beauty, cultural heritage, and tourist amenities, making it useful for both information dissemination and destination promotion.

3.2.3 San Francisco Tourism Booklet

The developed San Francisco tourism booklet highlighted the municipality's natural attractions, coastal scenery, stories, and visually engaging content about its tourist sites. It presented accessible information and images that promoted the town's tourism potential while encouraging appreciation of the municipality's identity and attractions. The booklet served as a more detailed promotional material than the brochure because it allowed the inclusion of stories, images, and extended descriptions. Its content supported tourism awareness while providing readers with a clearer understanding of San Francisco's local character and attractions.

3.2.4 Malimono Tourism Booklet

The developed Malimono tourism booklet showcased the municipality's tourist spots, including beaches, rivers, caves, Campo Langit, and Golgotha Ridge. It contained descriptive and promotional information intended to introduce visitors to the beauty and uniqueness of the area. The Malimono booklet functioned as an informative and promotional material that supported local tourism development through engaging and contextualized content. By combining natural attractions, adventure tourism, and descriptive narratives, it strengthened the municipality's image as a destination for authentic local experiences.

3.3 Level of Acceptability of the Developed Printed Promotional Materials

3.3.1 Linguistic Clarity

The developed printed promotional materials obtained an overall mean of 4.00 with a standard deviation of 0.00 in terms of linguistic clarity, interpreted as Highly Acceptable. All indicators received the highest mean score of 4.00, showing that the language was simple, clear, grammatically correct, well-organized, properly punctuated, culturally appropriate, reader-friendly, and suitable for both local and foreign tourists. These findings indicate that the developed materials were highly acceptable in terms of linguistic clarity and could effectively communicate tourism information while supporting English instruction. This finding is supported by Hasibuan (2021), who demonstrated that tourism brochures enhance students' descriptive writing by providing accessible and clear language inputs. The consistency of the ratings also supports Joraboyev (2021), who emphasized that authentic materials provide consistent communicative clarity in classroom contexts. Dwita (2024) reinforced this by noting that brochures expand vocabulary mastery and improve clarity in student writing.

3.3.2 Accuracy of Information

The developed printed promotional materials obtained an overall mean of 3.98 with a standard deviation of 0.04 in terms of accuracy of information, interpreted as Highly Acceptable. The highest mean score of 4.00 was obtained in several areas, including correct spelling and official recognition of tourist site names, factual correctness of historical and cultural information, accurate directions, current rates and schedules, representative images, credible sources, truthful descriptions, and consistent terminology and formatting. The lowest score was recorded for updated contact details, with a mean of 3.87 and a standard deviation of 0.33, although it was still interpreted as Highly Acceptable. The results show that the developed materials were highly acceptable and generally accurate, reliable, and useful for tourists and learners. This aligns with Pratama et al. (2021), who emphasized the importance of translation quality and factual accuracy in tourism texts. The slightly lower rating on contact details indicates the need for regular checking and updating, which is consistent with Ricky (2024), who noted that brochures must be regularly updated to remain accurate and trustworthy. The overall result also supports Adinda (2025), who explained that the effectiveness of brochures depends on factual precision and cultural appropriateness.

3.3.3 Promotional Appeal and Persuasive Effectiveness

The developed printed promotional materials obtained an overall mean of 3.94 with a standard deviation of 0.17 in terms of promotional appeal and persuasive effectiveness, interpreted as Highly Acceptable. The highest mean score of 4.00 was obtained in evoking emotional connection and interest, capturing attention through engaging headlines and visuals, and creating a lasting impression aligned with the brochure's purpose. The lowest mean score was 3.80 for design elements

such as color, layout, and imagery, although it was still interpreted as Highly Acceptable. These findings show that the developed materials were visually attractive, engaging, and persuasive in promoting the tourism identity and unique selling points of San Francisco and Malimono. Santos and Mukminin (2022) noted that persuasive strategies in tourism brochures are effective in capturing audience interest and emotional connection. The lower rating on design elements suggests that further improvement in visual communication could strengthen the materials' promotional impact. This is supported by Velez and Spasova (2025), who emphasized that innovative visual-communicative strategies are essential for enhancing appeal and competitiveness in educational tourism materials. Coancă (2023) also highlighted that linguistic and cultural features combined with strong visual design create brochures that are both appealing and pedagogically effective.

3.4 Enhanced Printed Promotional Materials Based on Findings

The findings showed that the developed printed promotional materials for San Francisco and Malimono could still be improved to strengthen their effectiveness, clarity, and appeal. Respondents recommended the inclusion of tour guide names and contact numbers, accommodation packages, lodging rates and inclusions, nearby restaurants and dining establishments, and the updated logo for Malimono. These suggested enhancements would make the brochures more informative, tourist-friendly, and practical for travel planning. Adding contact persons, accommodations, dining options, and updated branding would help visitors access reliable assistance, compare services, and make better travel decisions. These improvements would also strengthen the role of the brochures as local tourism promotion tools.

3.5 Lesson Exemplars in English 10

The enhanced printed promotional materials were used as bases for crafting Junior High School English 10 lesson exemplars that promote contextualized and localized learning. The lesson exemplars included activities comparing the San Francisco tourism brochure with an online travel article, examining the Malimono tourism brochure and the DOT Caraga website, comparing the storytelling style of the San Francisco booklet with a magazine or web article, and analyzing the Malimono booklet alongside magazine or web articles. These activities involved comparison tasks, Venn diagrams, group discussions, critique writing, cultural analysis, slogan-making, flyer creation, peer feedback, self-reflection, and assessment activities. The lesson exemplars show that tourism brochures and booklets can serve both promotional and educational purposes. They allow learners to analyze printed and digital tourism materials, evaluate accessibility and effectiveness, understand cultural representation, practice critique writing, and appreciate local heritage. The use of local tourism materials in English 10 instruction supports contextualized learning by connecting language skills with community identity, tourism awareness, cultural appreciation, and practical communication tasks.

4. Conclusion & Recommendations

The study concluded that the existing tourism promotional materials of San Francisco and Malimono are useful in presenting the municipalities' natural attractions but remain insufficient for fully effective tourism promotion because of gaps in structure, completeness, and visual appeal. The developed brochures and booklets addressed these gaps by incorporating clear and structured language, complete and accurate information, and attractive, functional design. The developed printed tourism materials were highly acceptable in terms of linguistic clarity, accuracy, and promotional appeal, making them effective tools for both tourism promotion and English 10 lesson exemplars. Their use in English instruction supports contextualized learning, enhances linguistic competence, promotes cultural awareness, and fosters appreciation of local identity and tourist destinations.

Teachers are encouraged to adopt and use the developed lesson exemplars to make English instruction more engaging, meaningful, and culturally relevant. Local Government Units are encouraged to use the developed brochures for official tourism promotion and expand their distribution through print and digital platforms. Tourism officers and practitioners should regularly update rates, schedules, contact details, multilingual translations, visual design, images, persuasive language, and call-to-action statements to improve accessibility and attract tourists. Local communities are encouraged to participate in tourism promotion by contributing updated information and cultural content, while tourists may use the brochures and booklets as guides in learning more about San Francisco and Malimono. Future researchers are encouraged to conduct studies on digital or interactive tourism materials and comparative analyses of different municipalities.

Compliance with ethical standards

The authors declare no conflict of interest. This study complied with ethical research standards by ensuring voluntary participation, informed consent, confidentiality, anonymity, and secure handling of data. Permission was obtained from the concerned LGUs, tourism offices, and participating stakeholders before data collection. All responses and evaluation results were used solely for academic and research purposes.

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