Developing Interactive Video for English for MICE and Event Learning

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Abstract. This study aims to develop an interactive video for the English for MICE and Event course. This study employed a Research and Development (R&D) approach by adopting a three-stage adaptation of the 4D instructional design model, namely Define, Design, and Develop. Data were collected through document analysis, classroom observation, questionnaires, and interviews. The participants involved in the study included lecturers, students, and industry practitioners in the convention and event management sector. The collected data were analyzed using both qualitative and quantitative approaches. The findings indicate that the development of the interactive video was successfully carried out through the three stages. During the Define stage, the primary learning topic identified based on industry needs and curriculum was communication skills for handling registration tasks. In the Design stage, the video scenario and storyboard were developed based on the needs analysis. In the Develop stage, video production activities, including recording, editing, and integration into the application platform, were completed. In this study, Wayground was utilized as the platform for accessing the interactive video. Subsequently, the developed interactive video was evaluated and validated by two experts. The validation results indicated that the quality of the interactive video was rated as excellent. Moreover, a small-scale pilot test was also conducted with 52 students and the result also revealed that the interactive video was rated as excellent. These findings suggest that the developed interactive video is suitable for use in English for MICE and Event learning contexts.

Keywords: English for MICE and Event, Interactive Video, Learning Media Development

1 Introduction

With the advancement of educational technology, digital learning media have been increasingly utilized to enhance the quality of the learning process. One instructional medium with significant potential is interactive video (Darmayanti & Nova, 2022). Unlike conventional instructional videos, which are generally passive in nature, interactive videos enable learners to actively engage in the learning process through embedded questions, situational simulations, and integrated feedback mechanisms (Halimatussa'diyah et al., 2022). These interactive features can enhance the learning experience by promoting active participation (Diyah et al., 2024), facilitating deeper understanding of the subject matter (Anam et al., 2025), and creating a more engaging and enjoyable learning environment (Turfanda & Uludağ, 2025). Furthermore,

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interactive videos have been found to improve students' confidence in using speaking skills (Putu & Permatasari, 2024).

The use of contextualized learning media is particularly important in vocational education (Lastari & Nova, 2025), especially in the teaching of English for Specific Purposes (ESP). One field that requires strong English language competence is the Meeting, Incentive, Convention, and Exhibition (MICE) industry (Nova & Lastari, 2024). This industry encompasses a wide range of activities, including international conferences, exhibitions, and business meetings that involve participants from diverse linguistic and cultural backgrounds (Delen, 2023). In such contexts, English serves as the primary language of communication (Nova & Lastari, 2024; Warliati & Setiawan, 2023) among event organizers, clients, speakers, and participants.

Despite the growing importance of English communication skills in the MICE sector, the availability of instructional media specifically designed for English for MICE and Event courses remains limited. Many existing learning materials are general in nature and do not adequately reflect the authentic communication situations encountered in the event industry. Previous studies only developed interactive video for English as academic purposes for primary school (Turfanda & Uludağ, 2025) and high school (Halimatussa'diyah et al., 2022). Therefore, this study aims to develop an interactive video for English for MICE and Event learning. The proposed instructional media is expected to enhance students' motivation and self-efficacy while supporting the development of English communication skills that are relevant to the needs of the event industry. It becomes a novelty of the study since prior studies have not developed a specific interactive video for teaching English for MICE and Event learning.

Based on the background presented above, this study seeks to address the following research question: How was the development process of an interactive video to facilitate English communication practice activities that are aligned with the needs of the event industry?

2 Methodology

In accomplishing the research, the study used a research and development (R&D) approach with three steps of 4D model, including Define, Design, and Develop. The current study took five informants as the source of data, including one English lecturer, two industry representatives, two experts in language learning, and fifty-two students. Data were collected through three main data collection techniques, including document analysis, interview, and questionnaire. The document analysis was conducted by reviewing the curriculum and lesson plan documents in the define stage. Interview was also conducted in the define stage with three informants, one English lecturer and two industry representatives, to gain insight on the topic needed in professional English communication in Event industry. Questionnaire was employed during the develop stage, used to evaluate and validate the quality of interactive video based on experts' validation and based on students' experience during the small-scale pilot test.

After the data collected, the process of the research moved to data analysis. In data analysis process, the researcher employed both qualitative and quantitative data analysis. the qualitative analysis is used to analyze the result of document analysis and interview, following the three steps including data condensation, data display, and

conclusion drawing (Miles et al., 2014). Meanwhile, the quantitative analysis was performed using descriptive statistics to calculate the mean score of each close-ended questions on the expert validation and small-scale pilot test survey. After calculated, the result of the calculation was put into certain categories, in which is bad (1.00–1.80), poor (1.81–2.60), fair (2.61–3.40), good (3.41–4.20), and excellent (4.21–5.00) (Mesra, 2017).

3 Result and Discussion

3.1 Result

The process of interactive video development for English for MICE and Event learning was developed through 3 steps from the 4D design, including Define, Design, and Develop.

Define. In this study, the needs analysis for an interactive video to support English communication practice was conducted during the define stage. The analysis was taken from three perspectives: the curriculum, the course lecturer, and industry partners from the event management sector.

From the curriculum perspective, English language skills relevant to the event industry are taught through the English for MICE and Event course. The course syllabus includes five main learning topics: (1) Event Review, (2) Business Letter for MICE Correspondence, (3) Event Information, (4) MICE and Event Registration, and (5) Incentive (Team Building). Each topic emphasizes different language skills, including speaking, listening, reading and writing.

Following the curriculum analysis, the research team conducted interviews with the course lecturer to gain insights into students' learning characteristics and the extent of communication practice embedded in each learning topic. The interview results indicated that students generally prefer learning through visual media, such as PowerPoint presentations, images, and videos, rather than engaging with lengthy written texts. Furthermore, students tend to demonstrate higher learning motivation when participating in game-based quizzes delivered through digital applications. Regarding topics that place a strong emphasis on communication practice, the course lecturer recommended focusing on two topics: *MICE and Event Registration* and *Incentive (Team Building)*. These topics were selected based on assessment results indicating that students had limited opportunities to practice speaking skills and lacked access to role models whose communication performances could be repeatedly observed and imitated outside the classroom. Consequently, additional instructional support was considered necessary to enhance students' speaking competence in authentic MICE and event-related contexts.

To further validate the instructional needs from an industry perspective, the research team established collaboration with MICE industry partners and conducted discussions with two professionals representing different event organizer companies. The discussions focused on the use of English communication practices in interactions with

clients and event attendees during event management activities. The findings revealed that English communication is frequently required during the event registration process. One industry representative emphasized that event registration demands effective two-way communication between registration staff and clients or attendees to ensure the accuracy and completeness of participant information. This requirement is particularly important in formal events such as meetings, workshops, conferences, and incentive programs. During the registration process, staff members commonly employ various communication functions, including greeting participants, welcoming attendees, offering assistance, providing directions, requesting personal information, explaining event schedules, and giving information about event venues and facilities.

Based on the curriculum review, lecturer interviews, and industry consultations, the research team identified event registration as a highly relevant and authentic communication context for English language practice in the MICE industry. Therefore, this study focused on the development of an interactive video designed to facilitate English communication practice in formal event registration settings.

Design. The development of the interactive video began with the design phase, which involved the preparation of the script, storyboard, and assessment items for the English communication practice video to be produced. During this phase, the research team developed a script based on the topic of MICE and Event Registration. The script was informed by the findings from previous discussions with industry partners, particularly regarding the use of English expressions commonly employed in event registration settings. These expressions included greetings, welcoming attendees, offering assistance, providing directions, requesting personal information, explaining event schedules, and giving information about event venues and facilities.

The initial script was subsequently reviewed and discussed with the course lecturer and revised to ensure its alignment with the learning objectives and instructional needs of the English for MICE and Event course. The script was designed to simulate an authentic interaction between a registration officer and an event attendee during the registration process of a formal event. The dialogue incorporated a range of communicative functions that are frequently used in professional event management contexts, including greeting participants, welcoming attendees, requesting information, providing instructions, expressing gratitude, offering assistance, and closing conversations. By integrating these communicative functions, the script aimed to expose students to authentic language use while providing a practical model for English communication in the MICE industry.

Following the completion of the script, the development process proceeded with the creation of a storyboard. The storyboard was developed based on the sequence of scenes and the duration of each speaker's utterances in the script. It was designed to visually represent the interactions, actions, and settings depicted in the dialogue, thereby serving as a guide for video production. The storyboard was also reviewed and discussed with the course lecturer to ensure its pedagogical suitability and relevance to the course content. The storyboard consisted of a series of scenes portraying the event registration process in a professional setting. Each scene specified the visual background, character actions, dialogue, and timing to ensure consistency between the instructional objectives

and the final video product. The use of detailed storyboards facilitated the production of realistic and contextually relevant learning materials that reflected authentic communication practices within the event industry.

After completing the script and storyboard, the research team developed a set of assessment questions to be embedded within the interactive video. The purpose of these questions was to encourage learner engagement and evaluate students' comprehension of the communication practices demonstrated in the video. During this process, the research team consulted with the course lecturer to determine the expected learning outcomes of the interactive video. Based on the consultation, a total of ten assessment items were developed, consisting of two question formats: multiple-choice questions and gap-filling exercises. The assessment items were designed to measure students' understanding of the language expressions, communication functions, and situational contexts presented in the event registration scenario. In addition, the integration of assessment activities within the video was intended to promote active learning by encouraging students to interact with the instructional content rather than passively viewing the video.

Develop. Following the completion of the script, storyboard, and assessment items, the development process proceeded to the develop phase. During this stage, the research team conducted video production and integrated the video into an interactive video platform.

The development process began with the recruitment of two talents who assumed the roles of a registration officer and an event attendee. Prior to filming, both talents studied the script and participated in discussions to ensure a shared understanding of the scenes and actions depicted in the storyboard. This preparation process was conducted over a one-week period to ensure consistency between the script and the visual performance. Subsequently, video recording and editing activities were carried out using the Canva application (see Figure 1). The production process resulted in an English communication practice video with a duration of 1 minute and 8 seconds. The video was designed to portray an authentic event registration scenario and to demonstrate the communication functions commonly employed in professional MICE settings (see Table 1).

Table 1. Video Script and Language Expressions

Line	Speaker	Utterance	Expressions
1	Reg. Officer	Good afternoon.	Greeting
		Welcome to the International Conference on Tourism and Event.	Welcoming
		How may I assist you?	Offering assistance
2	Attendee	Good afternoon. I would like to register for the event.	
3	Reg. Officer	Just one moment please. […]	Giving instruction
		May I know your name, please?	

Line	Speaker	Utterance	Expressions
			Asking information
4	Attendee	It is Kim Sia Liu.	
5	Reg. Officer	Thank you, Ms. Liu. May I know which organization you are coming from?	Thanking Asking information
6	Attendee	I am the representative of Asian Tourist Board.	
7	Reg. Officer	All right. Please wait a moment. I am preparing your ID batch. […] While waiting for the ID batch, may I have your signature, please?	Giving instruction Making request
8	Attendee	Sure.	
9	Reg. Officer	Please kindly sign here.	Giving instruction
10	Attendee	Okay.	
11	Reg. Officer	Thank you. This is your ID batch and the conference kit. Is there anything else?	Thanking Giving instruction Offering assistance
12	Attendee	Thank you very much. That's all for now. You are such a great officer.	
13	Reg. Officer	My pleasure, mam. Enjoy the conference and have a good day.	Responding thanking Ending conversation

Source: Processed Data (2026)

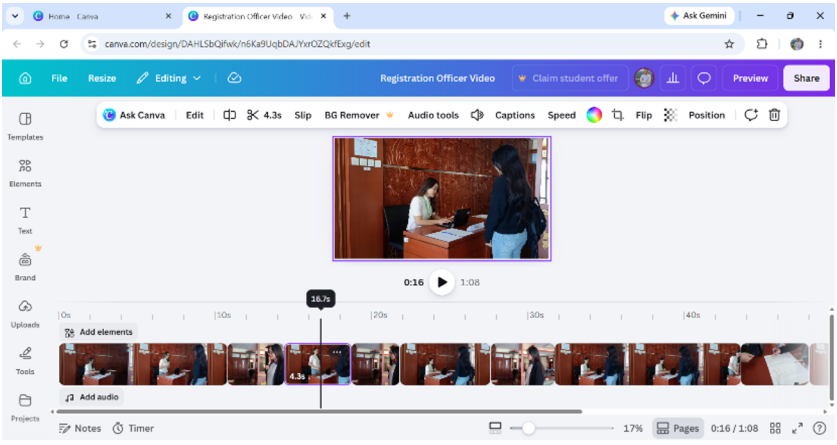


Figure 1. Editing Process through Canva

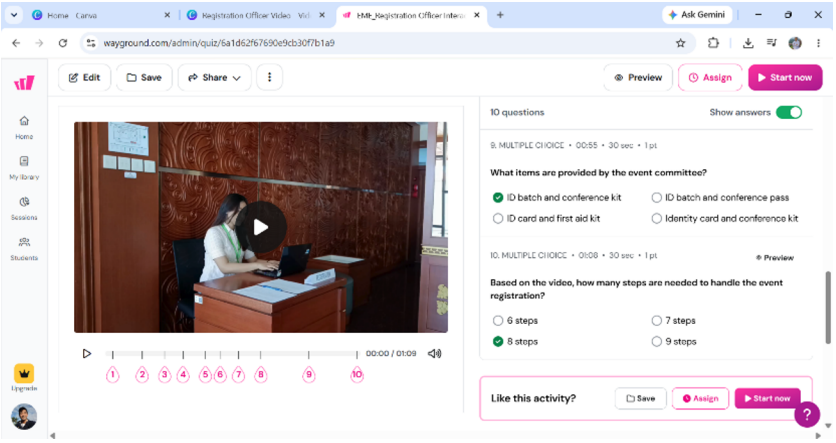


Figure 2. Video Integrating Process in *Wayground*

After the completion of the video production process, the development of the interactive video continued with the integration of the video into an interactive learning platform. In this study, *Wayground* was selected as the interactive video platform due to its user-friendly interface and ease of accessibility. The integration process began with the creation of a quiz and the selection of the interactive video feature (see Figure 2). The completed video was then uploaded to the *Wayground* platform.

Once the video had been successfully uploaded, the research team embedded assessment questions at specific points throughout the video based on the previously developed evaluation framework. These embedded questions were strategically placed to assess learners' comprehension of the communication practices presented in the video while simultaneously promoting active engagement with the learning content. After all assessment items had been integrated, an access link to the interactive video was generated. Access to the interactive video required users to obtain permission from the content creator.

Following the development of the beta version of the interactive video, an expert validation process was conducted. Two experts participated in the validation process to evaluate the overall quality and appropriateness of the instructional product. These two experts were selected based on three criteria; 1) having experiences in teaching English in vocational institution, 2) comprehending the nature of English for Specific Purposes, and 3) understanding digital teaching media. The evaluation done by these experts focused on three dimensions: instructional quality, language quality, and media quality. The validation results indicated that both experts considered the interactive video suitable for instructional use (see Table 2). Nevertheless, several revisions were recommended to improve the quality of the product. The experts noted that some assessment items were positioned too closely together within the video, potentially disrupting the learning flow. In addition, they identified that the use of certain devices during playback could negatively affect audio quality. Based on these recommendations, the research team revised the interactive video to address the

comments and suggestions provided by the experts, thereby improving the overall effectiveness and usability of the final product.

Table 2. Results of Validations

Expert	Instructional	Language	Media	Average	Category
1	4.75	5.00	4.00	4.58	Excellent
2	4.87	5.00	3.67	4.51	Excellent

Source: Processed Data (2026)

After the revisions were completed, the research team proceeded to the development stage by conducting a limited trial. 52 students agreed and took part in testing the interactive video product. During the implementation of the limited trial, the research team observed that several students appeared engaged while watching the video and seemed confused at certain points. This indicated an active learning process in which students were processing the information presented in the video and using it to answer the questions provided. Regarding media access, only a small number of students experienced difficulties due to unstable internet connections.

Following the completion of the limited trial, students were asked to complete a survey regarding their experiences using the interactive video in the English for MICE and Event course. The survey evaluated four aspects of interactive video quality: media, language, learning, and accessibility. The survey results revealed that three aspects of the interactive video were rated very highly, with the highest mean score (4.67) assigned to the relevance of the questions to the learning topic and the lowest mean score (4.27) assigned to audio clarity (see Table 3). However, the accessibility aspect, particularly internet connectivity, was identified as a challenge for some students in accessing the interactive video, receiving a mean score of 3.08. Therefore, the interactive video developed can be considered of high quality; nevertheless, instructors should ensure adequate internet connectivity to facilitate effective implementation of the learning activities.

Table 3. Results of Limited Test Survey

Aspect	Statement	Total	Average	Category
Media	The video presented in the interactive video can be viewed clearly.	236	4.54	Excellent
	The audio presented in the interactive video can be heard clearly.	222	4.27	Excellent
	The questions presented in the interactive video can be read clearly.	235	4.52	Excellent
Language	The instructions displayed on the interactive video platform can be understood easily.	227	4.37	Excellent
	The questions presented in the interactive video can be understood easily.	231	4.44	Excellent
Learning	The context of the questions presented in the interactive video is relevant to the learning topic.	243	4.67	Excellent

	The stages of practicing English language use in event handling presented in the interactive video can be followed easily.	234	4.50	Excellent
	The number of questions presented in the interactive video is balanced with the video duration.	230	4.42	Excellent
Accessibility	The interactive video platform can be accessed easily.	229	4.40	Excellent
	My internet connection is adequate when learning English using the interactive video.	160	3.08	Fair
	I can learn English anywhere by accessing the interactive video.	227	4.37	Excellent
	I can learn English anytime simply by accessing the interactive video.	214	4.12	Good

Source: Processed Data (2026)

3.2 Discussion

The findings of this study demonstrate that the development of an interactive video for *English for MICE and Event* was strongly supported by curriculum requirements, learner characteristics, and industry needs. The needs analysis revealed a convergence between educational and professional expectations, indicating that event registration represents an authentic communication context in which English language competence is essential. This finding reinforces the importance of aligning ESP instructional materials with workplace communication practices to ensure that learning activities reflect the actual demands of the target profession.

From the curriculum perspective, the *English for MICE and Event* course emphasizes several language skills across different learning topics. However, interviews with the course lecturer indicated that students had limited opportunities to practice speaking skills and lacked access to communication models that could be reviewed repeatedly outside the classroom. It indicates that speaking is often one of the most challenging skills for ESP learners due to limited exposure to authentic communication situations and insufficient opportunities for practice. By providing visual demonstrations and authentic dialogues, the developed interactive video addresses this gap and offers students a model of professional communication that can be accessed repeatedly according to their individual learning pace.

The findings also highlight the importance of considering learners' preferences when designing instructional media. Students were reported to favour visual learning materials such as videos, images, and presentations rather than text-heavy resources. In addition, they showed greater motivation when learning activities incorporated digital and game-based elements. These findings are consistent with previous research indicating that contemporary learners are more engaged when technology-enhanced learning environments provide visual stimulation, interactivity, and immediate feedback (Darmayanti & Nova, 2022; Halimatussa'diyah et al., 2022). These interactive features can enhance the learning experience by promoting active participation (Diyah et al., 2024). Consequently, the integration of assessment questions

within the video may contribute to increased learner engagement by transforming students from passive viewers into active participants in the learning process.

The industry consultation further confirmed the relevance of the event registration topic for English language instruction. Industry representatives emphasized that registration officers frequently engage in two-way communication with event participants and must perform a range of communicative functions, including greeting attendees, requesting personal information, providing directions, and explaining event-related information. This finding highlights the importance of contextualized ESP instruction, as language learning becomes more meaningful when learners practice communication tasks that closely resemble those encountered in real workplace settings. The selection of event registration as the focus of the interactive video therefore reflects an effort to bridge the gap between classroom learning and industry expectations.

The development process itself demonstrates the value of integrating pedagogical and technological considerations in instructional design. The use of authentic scripts, industry-informed communication scenarios, and visual storyboards ensured that the learning content was relevant and realistic. Furthermore, embedding assessment questions within the video encouraged active cognitive engagement and provided opportunities for learners to monitor their understanding during the learning process. This supports previous findings that interactive video can enhance learning effectiveness by combining multimedia content with learner interaction and formative assessment (Anam et al., 2025; Bakla & Demiröz, 2024; Pamungkas et al., 2026).

The expert validation results provide additional evidence of the instructional feasibility of the developed product. Both experts agreed that the interactive video was suitable for educational use in terms of instructional, linguistic, and technological quality. Although several revisions were recommended, particularly regarding question placement and audio quality, these suggestions primarily concerned technical refinement rather than fundamental weaknesses in the instructional design. The positive validation results indicate that the developed interactive video has the potential to serve as an effective learning medium for English communication practice in MICE and event-related contexts.

Overall, the findings suggest that interactive video represents a promising instructional medium for vocational ESP education. By combining authentic workplace scenarios, visual demonstrations, learner interaction, and embedded assessment, the developed product addresses both pedagogical and industry requirements. Moreover, the interactive video has the potential to enhance students' motivation, engagement, self-efficacy, and communication competence by providing realistic and accessible opportunities for practicing English in professional event management situations. Future studies may evaluate the effectiveness of the developed interactive video through experimental implementation involving larger groups of students and the measurement of learning outcomes such as speaking performance, motivation, and self-efficacy.

4 Conclusion

This study successfully developed an interactive video for *English for MICE and Event* learning, specifically focusing on communication practices in event registration settings. The needs analysis confirmed that the topic is highly relevant to both curriculum objectives and industry requirements, while also addressing students' preferences for visual and interactive learning media. The resulting interactive video integrates authentic workplace communication scenarios with embedded assessment activities to promote active learning. Expert validation indicated that the product is suitable for instructional use in terms of pedagogical, linguistic, and media quality, with only minor revisions required. Therefore, the developed interactive video has the potential to support the enhancement of students' English communication skills and learning engagement in vocational education contexts. Further research is encouraged to evaluate the implementation of the current interactive video to enhance students' learning outcomes, motivations, and engagements.

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