

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the detailed information about the methodology implemented in this research. There are seven sections in this chapter. It starts with the information of the research design, research setting, research participants, research instruments, data collection, data analysis, and summary of chapter III.

3.1 Research Design

This study employed Design Based Research (DBR) as a systematic methodology to improve educational practices through iterative analysis, design, development, and implementation. This research design is chosen because DBR is interactive, iterative, and flexible (Wang & Hannafin, 2005). It is also contextual, pragmatic, and grounded (Alghamdi & Li, 2013). By implementing these procedures, the researcher has an opportunity to comprehensively develop the students' speaking skills at the research site. To provide a clear rationale for choosing this research design, here are the explanations of the terms interactive, iterative, flexible, contextual, pragmatic, and grounded as they are used in this study (Alghamdi & Li, 2013; Wang & Hannafin, 2005).

Interactive in the context of Design-Based Research (DBR) allows researchers to engage with practitioners as the experts and colleagues or partners in constructing learning designs, discussing emerging issues, and seeking suggestions for enhancing effectiveness. Moreover, students are also involved in these interactions within DBR. For instance, the students contributed to the decisions about topics for speaking, expressing their needs and providing feedback on the learning experience. This highlights the significance of interaction between researchers, practitioners, colleagues, and students in the development of learning designs.

Iterative approaches within DBR involve continuous collaboration between researchers, practitioners, colleagues, and students to refine teaching designs throughout the research process, aiming for maximum effectiveness. This study exemplifies iteration through two implementation rounds to assess the intervention's efficacy. The initial phase, termed a preliminary study, involved specific participants, while the subsequent phase featured a refined design implemented as an actual teaching program with different participants. This iterative process allows for ongoing improvement and adaptation of teaching strategies.

Flexibility is a cornerstone of Design-Based Research (DBR), emphasizing an ongoing, adaptive process rather than a fixed outcome. Within this study, flexibility is evident in the implementation of a teaching program structured within the Cognitive, Affective, Teaching, and Technology (CATTy) model that prioritizes adaptability over rigidity. As the intervention progressed through two iterations, it dynamically evolved based on input from practitioners, colleagues, feedback from students, and adjustments by the researcher. This iterative approach underscores the fluid nature of teaching and learning within the DBR framework, allowing for continual refinement and improvement.

Moreover, DBR's contextual approach empowers researchers to tailor interventions to suit the specific needs and circumstances of learners. By recognizing the unique characteristics of each learning environment, researchers can develop interventions that are not only responsive but also highly relevant to the educational context. This contextual flexibility enables the creation of interventions that effectively address the challenges and opportunities present within the learning environment, ultimately enhancing their impact and ensuring their applicability in real-world settings. Thus, within the DBR framework, flexibility and contextualization work hand in hand to promote meaningful advancements in teaching and learning practices.

In this research, the pragmatic aspect of Design-Based Research (DBR) is highlighted as it facilitates the development of a teaching program tailored to meet the specific needs of the students. Unlike traditional research approaches that may prioritize theoretical constructs or predefined methodologies, DBR emphasizes practical solutions that address real-world challenges faced by educators and learners. By engaging in an iterative and collaborative process, researchers can continuously refine teaching designs based on feedback and insights gathered from the educational context. This pragmatic approach ensures that the resulting interventions are not only theoretically sound but also practical and applicable within the educational setting.

Grounded in the principles of DBR, this research aims to produce practical theories, teaching aids, and practices that have tangible effects on teaching and learning in authentic educational environments. Rather than pursuing abstract or speculative inquiries, DBR seeks to generate knowledge that is firmly rooted in the realities of classroom practice. Throughout the research process, the teaching program in this study evolves organically, reflecting a commitment to grounded theory-building and the development of practical teaching strategies. While this does not necessarily mean creating entirely new theories, it involves contributing to and expanding existing theoretical frameworks based on empirical data. By grounding research endeavors in the lived experiences of educators and learners, DBR serves as a comprehensive and suitable research design for addressing the complex learning problems encountered in this study, ultimately fostering meaningful improvements in educational outcomes.

To simplify step by step of the DBR phases and activities during 2019-2024. The DBR Summary Table of this study was provided as follows.

Table 3.1
The DBR Summary

| DBR Phases | DBR Steps | Activities | |
|--|--|--|--|
| Preliminary Research | Context Analysis | Observing 10 ESP classes | |
| | Literature Review | Reviewing the model principles | |
| | Needs Analysis | | Analyzing existing job future report documents and ESP program or Apps |
| | | | Handling an FGD with 16 selected students |
| | | | Interviewing 8 selected lecturers |
| | | | Handling meeting with 2 experts |
| | Design Principles & Technology Innovations | | Formulating the model |
| | | | Deciding the media and tools |
| Prototyping Phase | Prototype | Creating the course design | |
| | | Crafting the lesson, topics, and media | |
| | Pilot Study | | Handling small-scale implementation |
| | | | Collecting data from assessment, observations, FGD, interviews, meetings, students' self-reflections, and documented interaction |
| | Refinement | | Refining the course design |
| | Implementation | | Handling large-scale implementation |
| Collecting data from assessment, observations, FGD, interviews, meetings, students' self-reflections, and documented interaction | | | |
| Assessment Phase | Reflection | Reflecting the model effectiveness | |
| | Evaluation | Evaluating the model impact to the speaking skills | |

3.1.1 Preliminary Phase

In this section, the detailed information about the DBR Context Analysis, Literature Review, Needs Analysis, and Design Principles & Technology Innovations activities during the study were presented.

3.1.1.1 Context Analysis

To gather general information about students' proficiency levels and learning difficulties, the researcher conducted participatory observations inside of the 10 ESP classes in 2019. The participatory observations mean the researcher could also interact with the students in the form of short questions and answers session to gather the data about the students' conditions. These preliminary studies provided essential insights into the students' English learning challenges and proficiency levels. The findings from these QnA and observations were tabulated for contextualizing the background and identifying key challenges in ESP learning. The context analysis highlighted significant challenges students face with speaking skills, particularly with fluency, accuracy, and confidence. Many students also experience anxiety and nervousness. For a detailed examination of these issues, see Section 4.1 of the research findings.

3.1.1.2 Literature Review

In contrast to the theoretical review conducted earlier in the study, this step involved a thorough literature review to establish a robust theoretical framework for the proposed model. After analyzing the speaking problems identified in the context analysis, the researcher verified that the theoretical issues formulated in the study aligned with the real conditions observed at the research site there was a need of a model development in the ESP context. Then, the literature review process proceeded in two stages. First, the researcher reviewed existing literature to identify key components for the model, as detailed in Chapter II, Section 2.4.3 about the model components. Subsequently, after understanding these components and assessing needs, the researcher explored Community of Inquiry (CoI) framework as the relevant theories that corresponded with the identified needs for model development. For comprehensive information on the model's underlying theories, refer to Chapter II, Section 2.5.1.

3.1.1.3 Needs Analysis

To gather specific and comprehensive needs, the study employed Comprehensive Needs Analysis (CNA) concepts, detailed in Chapter II, Sections 2.4.4 for the model and 2.4.5 for the procedures. The needs analysis was conducted in several stages. Initially, the researcher analyzed existing job market reports and reviewed existing ESP programs or applications at the research site. This step involved document analysis to understand industry issues rather than coming to the real companies due to the time limitation and consideration on the complexity of the CNA process, which encompasses various data collection techniques and sources.

Shortly, the results revealed that industry demands emphasize cognitive and technological skills, while the current institutional English program newly developed an online learning platform, lack of essential features such as social interaction and missing speaking activities appeared. A focus group discussion with 16 students from eight different faculties confirmed that their needs include improved productive skills and more practice in business contexts such as meetings, presentations, and negotiations. This feedback aligned with the document analysis, which also highlighted deficiencies in existing ESP programs.

Further, interviews with eight lecturers and meetings with two English experts supported that students were mostly in the intermediate level and need more practice in oral communication, presentation, and better integration of technology to meet industry demands. By ensuring the validity and reliability of the conclusion from the gathered data and theories. The researcher then proceeded with a second literature review and continued to do the next stage. Detailed information about these comprehensive needs analysis results can be found in Chapter IV, Section 4.2.

3.1.1.4 Design Principles & Technological Innovations

Through collecting information from the context and needs analysis and implementing an extensive literature review, the ESP speaking online course model, named the Cognitive, Affective, Teaching, and Technology Presence (CATTy) model, was formulated and developed. This model was created under the connectivism and sociolinguistic paradigms, incorporating learner-centered principles, communicative approaches, collaborative learning strategies, and the Community of Inquiry (CoI) framework. It includes design principles and technological innovation components covering Context, Content, Activities, and Technology. For detailed information, see Chapter II section 2.5 about CATTy Model. The model also covers the design elements such as learning outcomes, materials, teaching and learning activities, and assessments, Chapter II section 2.4.2 about Model Components.

In developing the design, the researcher ensured that the learning outcomes were specific, measurable, attainable, relevant, and time bound. The materials were crafted to align with these outcomes, ensuring they were authentic and practical. The activities included a variety of formats, such as lectures, discussions, pair and group projects, quizzes, case studies, simulations, and presentations. Assessments were designed to be congruent with the objectives, incorporating both group and individual presentations. The final design comprised a Business English Presentation course featuring two core lessons: group proposal pitching and individual business presentations. This course was organized into seven interconnected, manageable, and relevant topics, utilizing multimedia tools including Video Based Learning (VBL), Microsoft Teams (MS Teams), and WhatsApp Group (WAG) with interactive features inside.

3.1.2 Prototyping Phase

In this part, the detailed information about the DBR Prototype, Pilot Study, Refinement, and Implementation process during the study was elaborated.

3.1.2.1 Prototype

Moving to the prototyping process, the researcher was created the preliminary design, included a comprehensive business presentation course outline; a compact lesson plan with two lesson formats and seven interrelated key topics; and media through MS Teams and WAG as the main and supporting platform and tools with seven key features namely Class, General, Assignments, Home Page, Resources, About Us, Channels, with various supporting materials such as video, reading materials, links, forms, etc. All these three components are displayed as follows.

The Prototype Course Outline

The course outline served as the foundational blueprint for the educational program, detailing its structure, objectives, and content flow. During the prototyping phase, the researcher carefully designed the course outline to ensure coherence and alignment with the learning outcomes. The outline was developed to include detailed descriptions of the course, explicit connections between topics, and a clear plan for tracking progress. This approach aimed to provide a comprehensive roadmap that effectively supports both teaching and learning processes. The prototype course outline for the ESP Speaking Online Course Model is available on the following page.

THE PROTOTYPE COURSE OUTLINE

Title

Business English Presentations Mastery

Course Description

This course is designed to enhance participants' skills in delivering effective English-speaking skills in presentations and business context. Through a combination of theoretical insights and practical exercises, learners will develop the confidence and proficiency necessary to deliver compelling presentations that engage and persuade their audience.

Target Audience

This course is suitable for undergraduate and graduate students, entrepreneurs, professionals, and anyone seeking to enhance their English proficiency especially in delivering presentations within a business context.

Prerequisites

There are no specific prerequisites for this course. Participants can have a basic understanding of English language skills.

Duration

The course will span over 7 days, with participants expected to dedicate 4-8 hours each day to complete the coursework. This equates to a total of 1 SKS (Credit Semester Hours).

Delivery Mode:

This online course will be delivered primarily through synchronous and asynchronous online sessions, including video lectures, interactive forums, self-paced learning modules, and assignments to facilitate the learning experience.

Course Objectives

Enhance the participants' fluency, accuracy including vocabulary usage, grammar, and pronunciation, to deliver clear content in business presentations, fostering positive confidence and interactive communications.

Learning Outcomes

1. Achieve smoothness and appropriate pace in delivering business presentations.
2. Demonstrate logical ideas with clear articulation and proper intonation with precise word choice, correct grammar, and coherent sentence structure in spoken English.
3. Develop a positive self-image and confidence in delivering business presentations effectively.
4. Engage with the audience effectively, responding promptly and appropriately to questions and feedback during business presentations.
5. Successfully manage workload demands, geographical constraints, and adapt to various learning environments effectively.

Topics

Module 1: Introduction to Business English & Presentation

Module 2: Mastering Delivery Techniques

Module 3: Crafting Compelling Content

Module 4: Building Confidence and Presence

Module 5: Audience Engagement Strategies

Module 6: Interactive Business Presentation

Module 7: Final Presentations and Feedback

Materials

1. Recommended reading materials
2. Audio and video recordings of exemplary presentations

Teaching and Learning Strategies

1. Lectures
2. Self-Learning
3. Discussions
4. Group Work
5. Role-plays
6. Peer Feedback
7. Self-assessment

Activities

1. Stimulation: Case Study, Video, Brainstorming.
2. Exploration: Group Discussion, Research Assignment, Peer Discussion
3. Engagement: Panel Discussion, Concept mapping, Group Project (Multiple sessions over 2-3 days)
4. Knowledge Implementation: Presentation Sessions, Peer Feedback, Reflection

Technology/ Tools

1. Learning Management System (LMS)
2. Video Conferencing
3. Discussion Forums
4. Chat
5. Presentation Software (PowerPoint)

Support

1. Consultation with instructors (Meetups)
2. Feedback on assignments and presentations (Meetups & Class Meet)
3. Engagement through social media platforms (WhatsApp Group)

Schedule

| Forums | Self-Learning | Collaborative Activities | | Meetups | Class Meets | Assignments (v) Assessments (^) |
|--------|---------------|--------------------------|-------------------|---------|-------------|------------------------------------|
| | | Peers Activities | Groups Activities | | | |
| v | v | v | | * | v | ^ |
| v | v | v | v | * | | v |
| v | v | | v | * | | v |
| v | v | | v | * | v | |
| v | v | | v | * | | |
| v | v | v | v | * | | v |
| v | v | | | * | v | ^ |

*Optional

Meetups

Online gatherings where participants can discuss course materials and ask feedback from the instructor. Participation is not required but encouraged for collaborative learning.

Class Meets

Scheduled synchronous meetings where participants gather online to discuss course materials, share insights, and engage in interactive activities facilitated by the lecturer or collaborator.

Forum

An asynchronous online platform where participants can engage in discussions, ask questions, share resources, and collaborate with peers outside of scheduled meetings. It provides a space for ongoing communication and knowledge exchange.

Self-Learning

Time allocated for participants to engage in independent study and self-paced learning activities. This may include reading assigned materials, watching pre-recorded lectures, completing online tutorials, or practicing skills related to the course content.

Assignments

Tasks or projects assigned to participants to assess their understanding and application of course concepts. Assignments may include case studies, quizzes, practical exercises, or presentations designed to reinforce learning objectives.

Assessment

Formal evaluations conducted to measure participants' speaking performance in the form of presentations to assess the knowledge and skills.

Evaluation:

The process of gathering feedback from participants to assess the effectiveness of the course, provide insights of their learning experiences, and reflect their speaking skills developments. This may include Focus Group Discussions (FGDs), Interviews, and Self-Reflection to gather insights on the course context, content, activities, technology, and overall learning experience.

From the lecturer side, Class Meet observations and Meetings with collaborator and co-observer become parts of the evaluation process.

Course Policy

Communication Protocols:

1. English is the primary language of communication.
2. Use formal language whenever possible to maintain professionalism. However, informal language that respects academic norms is acceptable to maintain social communication.
3. Polite emoticons and constructive expressions are permitted.
4. Ensure a conducive learning environment by muting your microphone before entering the virtual classroom.
5. All assignments must be typed or recorded within the specified time boundaries, following the provided instructions.

Attendance Requirements:

1. For Class Meet/ Video Conference Sessions, students must attend class and participate in classroom discussions.
2. For Forum Sessions: Students must be active in the classroom discussion forum, responding to lecturer's prompts and discussing with classmates.
3. Students must be active in team rooms, especially discussing the team assignments.
4. Students must read learning material and other references before class.
5. A Scheduled Meetup is offered every day at the selected time. However, attendance is optional. In case there is a conflict with office hours, students can request a meetup based on the lecturer available time slot. This ensures that any necessary adjustments can be made to accommodate important reasons for absence and maximizing the learning assistance during the process of learning.

Grading Criteria:

Grading criteria for test and assignments will be clearly outlined in the course materials. Criteria may include factors such as content quality, presentation skills, adherence to guidelines, and overall contribution to collaborative activities.

To qualify for a certificate of completion, participants must meet the following requirements:

- Complete all module test, including quizzes, assignments, and project submissions, with a minimum passing grade.
- Actively participate in discussion forums, peer review activities, and other interactive components of the course.
- Fulfill any additional requirements specified in the course course outline or by the instructor.

- Upon successful completion of the course requirements, participants will receive a certificate of completion, demonstrating their proficiency in English business presentation skills.

Plagiarism Guidelines:

1. Penalties for cheating and plagiarism will be extremely severe.
2. Standard academic honesty procedure will be followed.
3. Cheating and plagiarism automatically result in a FAIL grade.

The Prototype Lesson Plan

Lesson plan is a crucial element in translating the course outline into actionable teaching sessions, was meticulously developed by the researcher during the prototyping phase. The researcher examined the lesson plans for clarity, engagement potential, and alignment with educational objectives. Consequently, the lesson plans incorporated interactive elements such as discussions, group work, and hands-on projects, along with clear instructions and time allocations for each activity. These refinements were designed to enhance the dynamism and effectiveness of the classroom experience. The detailed prototype lesson plan for the ESP speaking online course model is shown below.

THE PROTOTYPE LESSON PLAN

Learning Outcomes

Upon completion of this course, participants will:

1. Achieve smoothness and appropriate pace in delivering business presentations.
2. Demonstrate logical ideas with clear articulation and proper intonation with precise word choice, correct grammar, and coherent sentence structure in spoken English.
3. Develop a positive self-image and confidence in delivering business presentations effectively.
4. Engage with the audience effectively, responding promptly and appropriately to questions and feedback during business presentations.
5. Successfully manage workload demands, geographical constraints, and adapt to various learning environments effectively.

Topics

Module 1: Introduction to Business English & Presentation

Module 2: Mastering Delivery Techniques

Module 3: Crafting Compelling Content

Module 4: Building Confidence and Presence

Module 5: Audience Engagement Strategies

Module 6: Interactive Business Presentation

Module 7: Final Presentations and Feedback

| Lesson | LO | Duration | Teaching Stages | Activities | Materials | Technology |
|--------|----|----------|--|----------------|----------------------|----------------|
| 1 | 4 | 50 Min | Module 1: Introduction to Business English & Presentation Upload class discussions forum Facilitating discussions, activities, and interactions Providing a guide for the learning process. Providing timely and constructive feedback | Forum | Video Note PPT | MS Teams & WAG |
| | | 50 Min | Opening Meetups session every 9-10 AM Offering help where participants can ask questions, seek clarifications, find assistance, receive feedback, engage in discussions, and share problems related to the online course program. | Self-Learnings | | MS Teams |
| | | 5 Min | Prompting the peer discussion | Peers | | MS Teams |
| | | 100 Min | Handling the video conference session 1 (Introduction & Overview, Pre-Assessment, Reflections, Q&A) | Class Meet | | MS Teams & WAG |
| | | 5 Min | Notifying the pre-evaluation | Pre-Evaluation | | MS Teams |
| 1 | 1 | 50 Min | Module 2: Mastering Delivery Techniques Upload class discussions forum Facilitating discussions, activities, and interactions Providing a guide for the learning process. Providing timely and constructive feedback | Forum | Video Note | MS Teams & WAG |
| | | 50 Min | Opening Meetups session every 9-10 AM | Self-Learnings | | MS Teams |

| | | | | | | |
|---|---|---------|--|----------------|----------------|------------------|
| | | | Offering help where participants can ask questions, seek clarifications, find assistance, receive feedback, engage in discussions, and share problems related to the online course program. | | | |
| | | 5 Min | Prompting the group discussion (Stimulation) | Group | | MS Teams |
| | | 100 Min | Notifying the group assignment | Assignment | | MS Teams |
| 1 | 2 | 50 Min | Module 3: Crafting Compelling Content Upload class discussions forum Facilitating discussions, activities, and interactions Providing a guide for the learning process. Providing timely and constructive feedback | Forum | Video Note | MS Teams & WAG |
| | | 50 Min | Opening Meetups session every 9-10 AM Offering help where participants can ask questions, seek clarifications, find assistance, receive feedback, engage in discussions, and share problems related to the online course program. | Self-Learnings | | MS Teams |
| | | 5 Min | Prompting the group discussion (Exploration) | Group | | MS Teams |
| | | 50 Min | Notifying the group assignment Sending pace email | Assignment | | MS Teams & Email |
| 1 | 3 | 50 Min | Module 4: Building Confidence and Presence Upload class discussions forum Facilitating discussions, activities, and interactions Providing a guide for the learning process. | Forum | Video Note PPT | MS Teams & WAG |

| | | | | | | |
|---|---|---------|--|----------------|------------|----------------|
| | | | Providing timely and constructive feedback | | | |
| | | 50 Min | Opening Meetups session every 9-10 AM Offering help where participants can ask questions, seek clarifications, find assistance, receive feedback, engage in discussions, and share problems related to the ONLINE COURSE program. | Self-Learnings | | MS Teams |
| | | 5 Min | Prompting the group discussion | Group | | MS Teams |
| | | 100 Min | Notifying the group assignment (Engagement) | Assignment | | MS Teams |
| | | 100 Min | Handling the video conference session 2 (Opening, Reviewing, Practice and feedback with Native and Collaborator, Overview the next materials, Q&A) | Class Meet | | MS Teams & WAG |
| 2 | 4 | 50 Min | Module 5: Audience Engagement Strategies Upload class discussions forum Facilitating discussions, activities, and interactions Providing a guide for the learning process. Providing timely and constructive feedback | Forum | Video Note | MS Teams & WAG |
| | | 50 Min | Opening Meetups session every 9-10 AM Offering help where participants can ask questions, seek clarifications, find assistance, receive feedback, engage in discussions, and share problems related to the online course program. | Self-Learnings | | MS Teams |
| | | 5 Min | Prompting the group discussion (Knowledge Implementation)) | Group | | MS Teams |

| | | | | | | |
|---|--------|---------|--|----------------|----------------|----------------|
| | | 100 Min | Notifying the group assignment | Assignment | | MS Teams |
| 2 | 5 | 50 Min | Module 6: Interactive Business Presentation Upload class discussions forum Facilitating discussions, activities, and interactions Providing a guide for the learning process. Providing timely and constructive feedback | Forum | Video Note | MS Teams & WAG |
| | | 50 Min | Opening Meetups session every 9-10 AM Offering help where participants can ask questions, seek clarifications, find assistance, receive feedback, engage in discussions, and share problems related to the online course program. | Self-Learnings | | MS Teams |
| | | 5 Min | Prompting the peer discussion | Peers | | MS Teams |
| 2 | 1 to 5 | 50 Min | Module 7: Final Presentations and Feedback Upload class discussions forum Facilitating discussions, activities, and interactions Providing a guide for the learning process. Providing timely and constructive feedback | Forum | Video Note PPT | |
| | | 50 Min | Opening Meetups session every 9-10 AM Offering help where participants can ask questions, seek clarifications, find assistance, receive feedback, engage in discussions, and share problems related to the online course program. | Self Learning | | |

| | | | | |
|--|---------|--|----------------|----------------|
| | 5 Min | Notifying the post-evaluation | Pre-Evaluation | MS Teams |
| | 100 Min | Handling the video conference session 3 (Opening, reviewing, post assessment, giving feedback, evaluating program, Q&A) | Class Meet | MS Teams & WAG |

Credit Hours Mapping

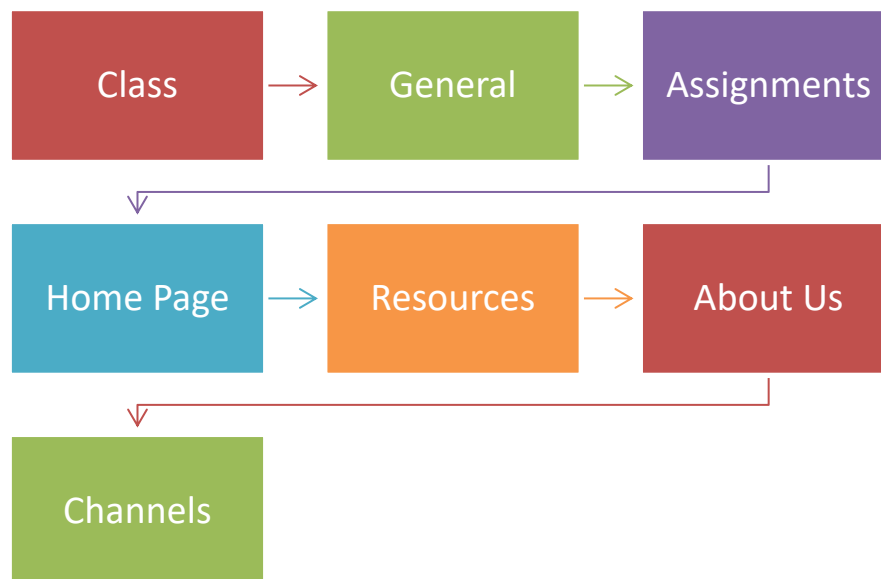
| Modules | Forums | Self-Learning | Collaborative Activities | | Meetups | Class Meets | Assignments | Evaluation | Total Hours 2500 min 50 Credit hours 1 SKS |
|---------|--------|---------------|--------------------------|---------|---------|-------------|-------------|------------|---|
| | | | Peers | Groups | | | | | |
| 1 | 50 Min | 100 Min | 50 Min | - | *Opt | 100 Min | | 50 Min | 350 Min |
| 2 | 50 Min | 100 Min | | 100 Min | *Opt | | 100 Min | | 350 Min |
| 3 | 50 Min | 100 Min | | 100 Min | *Opt | | 100 Min | | 350 Min |
| 4 | 50 Min | 100 Min | | 100 Min | *Opt | 100 Min | 50 Min | | 400 min |
| 5 | 50 Min | 100 Min | | 100 Min | *Opt | | 100 Min | | 350 Min |
| 6 | 50 Min | 200 Min | 100 Min | | *Opt | | | | 350 min |
| 7 | 50 Min | 150 Min | | | *Opt | 100 Min | | 50 Min | 350 min |

The Prototype Online Course

The researcher completed the development of the online course media, which consists of digital resources used to deliver content in an online learning environment. During the prototyping phase, the researcher developed various media, including videos, readings, and interactive modules. The ESP Speaking Online Course Model incorporates a diverse range of digital media to create an engaging and comprehensive learning experience. These media were organized into seven specific categories to ensure easy access and facilitate efficient learning.

THE PROTOTYPE ONLINE COURSE MEDIA

Figure 3.1
The Prototype Features



In the MS Teams class, several key features enhance the learning experience and streamline course management. The General channel serves as the central hub for class announcements, discussions, and general information, ensuring that all participants are up to date with the latest developments. Assignments provide a structured space where educators can post tasks, deadlines, and grading criteria,

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THE DEVELOPMENT OF AN ESP SPEAKING ONLINE COURSE MODEL AT A UNIVERSITY IN JAVA, INDONESIA

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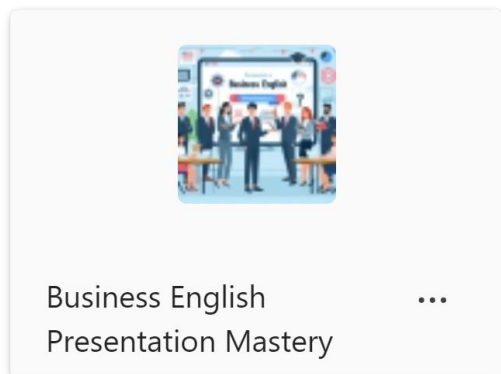
allowing students to submit their work and track their progress efficiently. The Home Page offers a user-friendly interface, featuring an overview of upcoming events, recent activities, and quick access to essential resources. Resources include important documents, links, and study materials relevant to the course, ensuring students have easy access to necessary information. The About Us section introduces the course and instructor, providing context and setting expectations. Channels are utilized for organizing discussions and collaboration by specific topics or groups, facilitating focused communication and teamwork. These features collectively contribute to an organized and interactive learning environment within MS Teams. To see the samples of the developed media please refer to Appendix 3.1. Here is additional information about the seven key features.

Class

The Class contained the primary information of the course including the title, thumbnail, and settings for the course. From the instructors' view these three items should be set before publishing the course. After the settings, the title and thumbnail appeared at the early front page.

Teams

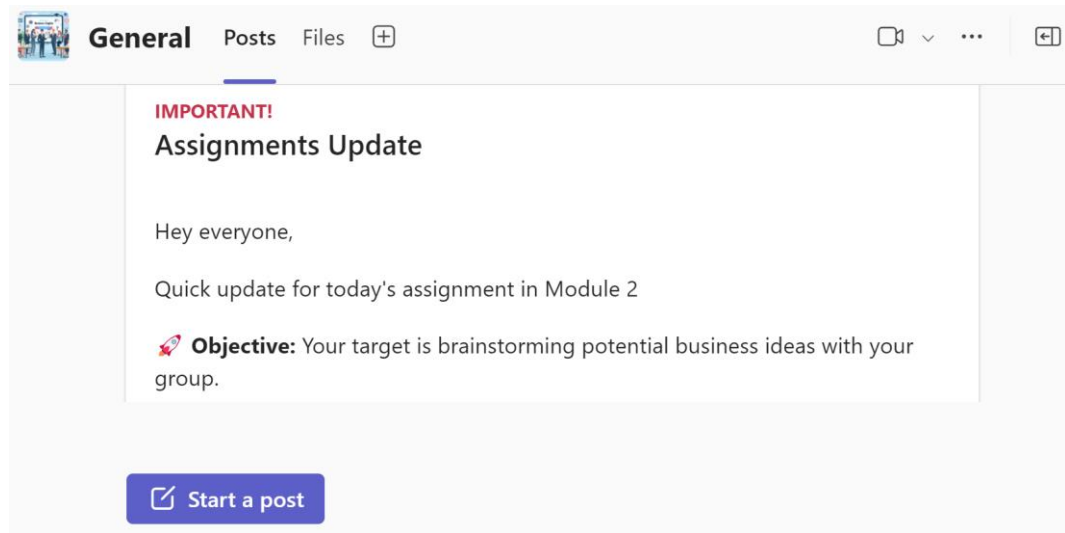
∨ Classes

A screenshot of a Microsoft Teams class card. The card features a square image at the top showing a group of business professionals in a meeting. Below the image, the text reads "Business English" and "Presentation Mastery" on two lines. To the right of the text is a three-dot menu icon.

Business English
Presentation Mastery

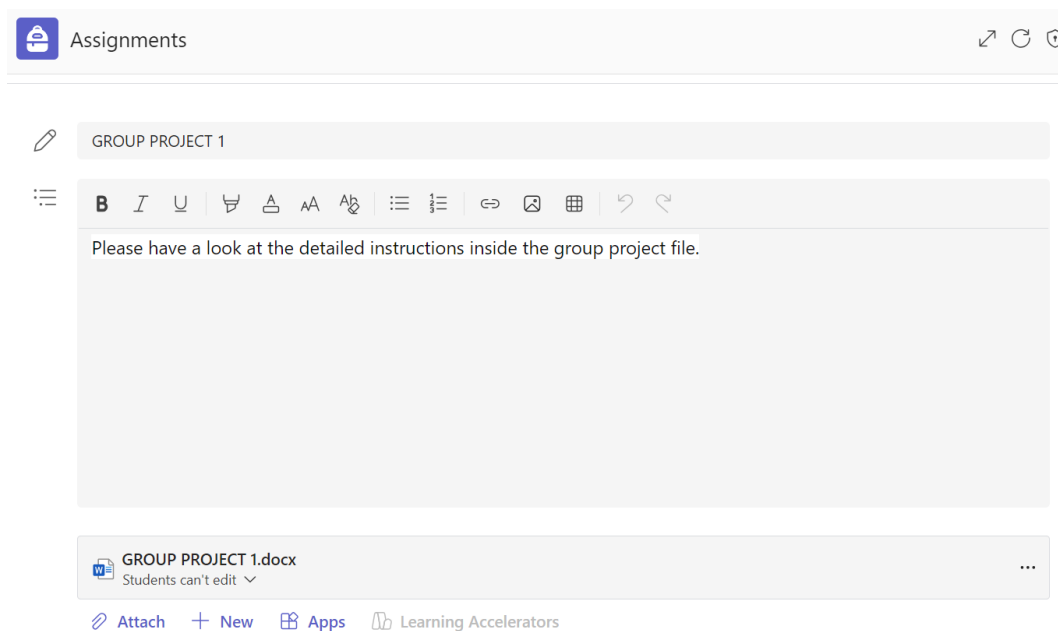
General

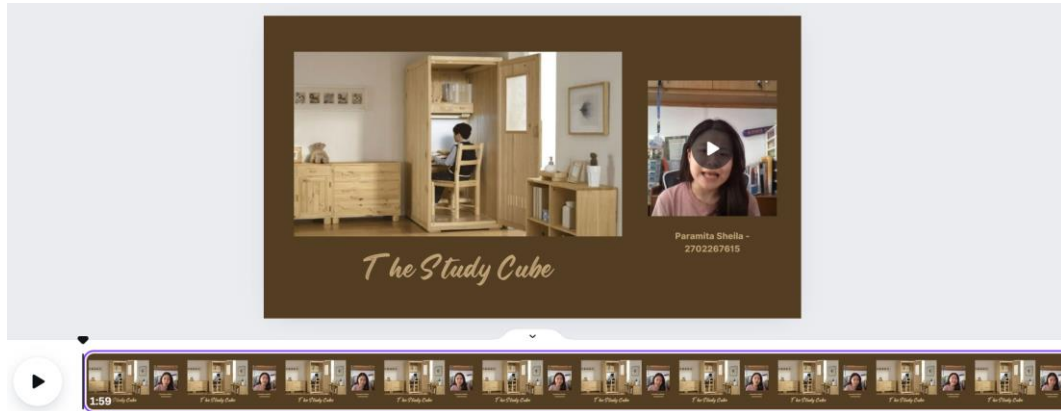
The General asset encompasses broad information and additional resources that apply to the course structure. This included the welcoming announcement, Class Meet schedule, course outline, introduction video, online learning Demo 101, additional materials, general announcements, and additional guidelines for students.



Assignments

The Assignments asset is dedicated to the tasks and activities that students need to complete throughout the course. This includes assignment instructions, submission portals, deadlines, and any necessary templates or examples to guide students in their work. There were four group assignments in the prototype model.





Home Page

The Home Page asset serves as the central hub for the online course. It typically includes a title, picture, welcome message, description of the course, navigation links to different sections of the course, updates, and important notifications. It is designed to orient students and provide a clear starting point for their learning journey.



Business English Presentation Mastery

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Resources

The resources asset is located under the Homepage. It contains additional materials that support the learning process. These resources might include recommended readings, external links to relevant articles or videos, introduction video, online course 101, and any other supplementary content that enhances understanding and engagement.

Resources

+ Add links



COURSE-OUTLINES



Learn more about
Home page

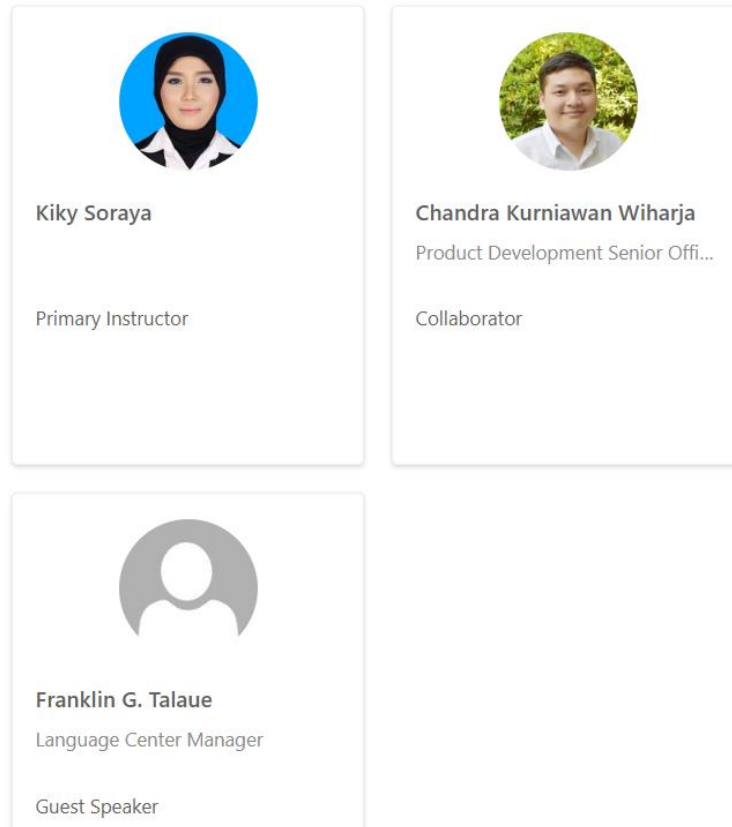


Get started with
Teams for Education

About Us

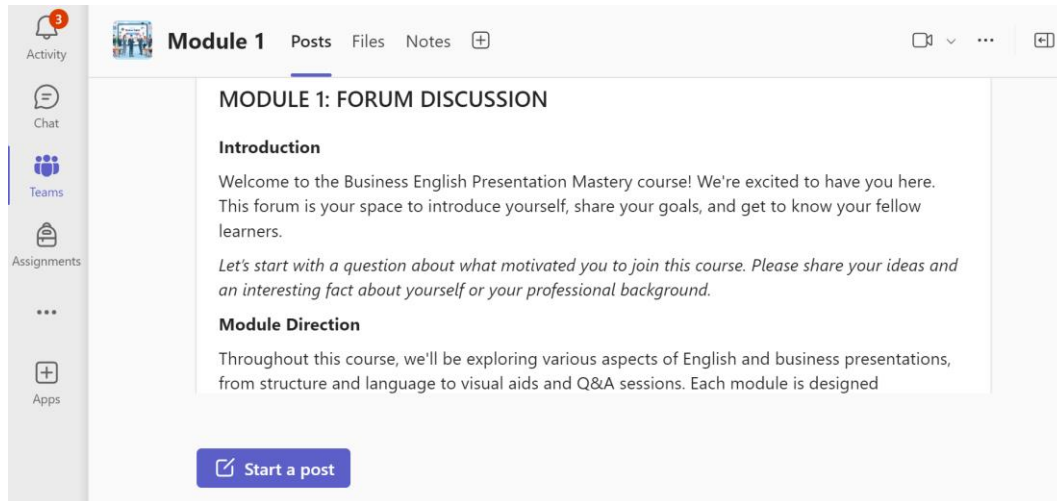
The About Us asset provides information about the course instructors and developers. It may include biographies, contact information, and details about their expertise and background. This section helps students get to know their educators and understand the context of the course.

About Us



Channels

The Channels asset is likely dedicated as communication and collaboration tools. This can include forums, discussion boards, and other platforms where students and instructors can interact, ask questions, and engage in discussions about the course modules and material. The channels' media also contain the primary instructional materials or content for the course. This includes lecturer videos, lecturer notes, presentation slides, and any supplementary materials that are directly used in teaching the core concepts and skills. In this course, there were 13 channels for general, group/pairs, meetups (optional), and module activities.



What's Apps

WhatsApp facilitates instant messaging, providing a means for quick and informal communication outside Learning management systems. Instructors can utilize WhatsApp to send reminders and updates to students. Group chats on WhatsApp support collaboration on group projects, while individual chats enable personalized feedback and assistance. The platform's ease of use and widespread adoption make it a valuable tool for enhancing engagement and maintaining effective communication throughout an online course.



3.1.2.2 Pilot Study

In this small-scale implementation, the researcher invited students to participate in the piloting phase of the online course. The piloting activities involved stimulation, exploration, engagement, and knowledge implementation. To ensure objectivity and avoid bias, a collaborator and a co-observer were included in the study. The collaborator assessed the students and served as a rater, while the co-observer monitored the online course. Both were actively involved in meetings to provide feedback for model refinement.

For this pilot study, students from the Jakarta Campus were selected to represent a diverse range of faculty members. Unlike the needs analysis phase, the participants in this study had different profiles due to the online course's open enrollment. The course was accessible to all students at the research site and other faculty members who needed to improve their English for Specific Purposes (ESP) speaking skills, particularly in business English presentations. This openness aligned with the institution's goal of offering a compact elective course. A seven-day online course was provided, accommodating students from various faculties.

In the piloting 16 students willingly enrolled in the course, completing pre- and post-course, speaking tests, submitting self-reflections on their experiences, and sharing feedback through focus group discussions (FGD). Three students were selected for interviews to provide in-depth feedback at the end of the study. Additionally, interactions throughout the course were documented to inform further refinements. Toward the results of the pilot study and improvement information, those can be seen in Chapter section 4.3 Pilot Study Findings.

3.1.2.3 Refinement

The refinement results of this study demonstrated notable improvements following the piloting phase and prototype implementation. These refinements

encompassed the better course outline, lesson plans, and online course media used in the research.

Refinement Course Outline

The refinement of the course outline primarily involved sharpening the focus on developing ESP speaking skills while maintaining its relevance to business presentations. The researcher made enhancements to the title, structure, objectives, content flow, and features to improve coherence and alignment with learning outcomes. The course outline was redeveloped to provide a more effective roadmap supporting both teaching and learning processes. The updated course outline for the ESP Speaking Online Course Model is presented as follows.

THE REFINEMENT COURSE OUTLINE

Title

Business English Presentations Mastery

Course Description

This course is designed to enhance participants' skills in delivering effective English-speaking skills in presentations and business context. Through a combination of theoretical insights and practical exercises, learners will develop the confidence and proficiency necessary to deliver compelling presentations that engage and persuade their audience.

Target Audience

This course is suitable for undergraduate and graduate students, entrepreneurs, professionals, and anyone seeking to enhance their English proficiency especially in delivering presentations within a business context.

Prerequisites

There are no specific prerequisites for this course. Participants can have a basic understanding of English language skills.

Duration

The course will span over 7 days, with participants expected to dedicate 4-8 hours each day to complete the coursework. This equates to a total of 1 SKS (Credit Semester Hours).

Delivery Mode:

This online course will be delivered primarily through synchronous and asynchronous online sessions, including video lectures, interactive forums, self-paced learning modules, and assignments to facilitate the learning experience.

Course Objectives

Enhance the participants' fluency, accuracy including vocabulary usage, grammar, and pronunciation, to deliver clear content in business presentations, fostering positive confidence and interactive communications.

Learning Outcomes

1. Achieve smoothness and appropriate pace in delivering business presentations.
2. Demonstrate logical ideas with clear articulation and proper intonation with precise word choice, correct grammar, and coherent sentence structure in spoken English.
3. Develop a positive self-image and confidence in delivering business presentations effectively.
4. Engage with the audience effectively, responding promptly and appropriately to questions and feedback during business presentations.
5. Successfully manage workload demands, geographical constraints, and adapt to various learning environments effectively.

Topics

Module 1: Introduction to Business English & Presentation

Module 2: Mastering Delivery Techniques

Module 3: Crafting Compelling Content

Module 4: Building Confidence and Presence

Module 5: Audience Engagement Strategies

Module 6: Interactive Business Presentation

Module 7: Final Presentations and Feedback

Materials

- Recommended reading materials
- Audio and video recordings of exemplary presentations

Teaching and Learning Strategies

- Lectures
- Self-Learning
- Discussions
- Group Work
- Role-plays
- Peer Feedback
- Self-assessment

Activities

- Stimulation: Case Study, Video, Brainstorming.
- Exploration: Group Discussion, Research Assignment, Peer Discussion
- Engagement: Panel Discussion, Concept mapping, Group Project (Multiple sessions over 2-3 days)
- Knowledge Implementation: Presentation Sessions, Peer Feedback, Reflection

Technology/ Tools

- Learning Management System (LMS)
- Video Conferencing
- Discussion Forums
- Chat
- Presentation Software (PowerPoint)

Support

- Consultation with instructors (Meetups)
- Feedback on assignments and presentations (Meetups & Class Meet)
- Engagement through social media platforms (WhatsApp Group)

Schedule

| Module | Forum | Self-Learning | Core Activity | Meetup | Assignment | Assessment & Evaluation | |
|--------|-------|---------------|---------------|--------|------------|-------------------------|---|
| 1 | v | v | VC | * | | v | |
| 2 | v | v | Quiz | * | | | |
| 3 | v | v | Group | * | v | | |
| 4 | v | v | VC | * | | | |
| 5 | v | v | Quiz | * | | | |
| 6 | v | v | In Pairs | * | v | | |
| 7 | v | v | VC | * | | | v |

*Optional

Meetups

Online gatherings where participants can discuss course materials and ask feedback with the instructor. Participation is not required but encouraged for collaborative learning.

Class Meets

Scheduled synchronous meetings where participants gather online to discuss course materials, share insights, and engage in interactive activities facilitated by the lecturer or collaborator.

Forum

An asynchronous online platform where participants can engage in discussions, ask questions, share resources, and collaborate with peers outside of scheduled meetings. It provides a space for ongoing communication and knowledge exchange.

Self-Learning

Time allocated for participants to engage in independent study and self-paced learning activities. This may include reading assigned materials, watching pre-recorded lectures, completing online tutorials, or practicing skills related to the course content.

Assignments

Tasks or projects assigned to participants to assess their understanding and application of course concepts. Assignments may include case studies, quizzes, practical exercises, or presentations designed to reinforce learning objectives.

Assessment

Formal evaluations conducted to measure participants' speaking performance in the form of presentations to assess the knowledge and skills.

Evaluation:

The process of gathering feedback from participants to assess the effectiveness of the course, provide insights of their learning experiences, and reflect their speaking skills developments. This may include Focus Group Discussions (FGDs), Interviews, and Self-Reflection to gather insights on the course context, content, activities, technology, and overall learning experience.

From the lecturer side, Class Meet observations and Meetings with collaborator and co-observer become parts of the evaluation process.

Course Policy

Communication Protocols:

- English is the primary language of communication.
- Use formal language whenever possible to maintain professionalism. However, informal language that respects academic norms is acceptable to maintain social communication.
- Polite emoticons and constructive expressions are permitted.
- Ensure a conducive learning environment by muting your microphone before entering the virtual classroom.
- All assignments must be typed or recorded within the specified time boundaries, following the provided instructions.

Attendance Requirements:

- For Class Meet/ Video Conference Sessions, students must attend class and participate in classroom discussions.
- For Forum Sessions: Students must be active in the classroom discussion forum, responding to lecturer's prompts and discussing with classmates.
- Students must be active in team rooms, especially discussing the team assignments.
- Students must read learning material and other references before class.
- A Scheduled Meetup is offered every day at the selected time. However, attendance is optional. In case there is a conflict with office hours, students can request a meetup based on the lecturer's available time slot. This ensures that any necessary adjustments can be made to accommodate important reasons for absence and maximize the learning assistance during the process of learning.

Grading Criteria:

Grading criteria for tests and assignments will be clearly outlined in the course materials. Criteria may include factors such as content quality, presentation skills, adherence to guidelines, and overall contribution to collaborative activities.

To qualify for a certificate of completion, participants must meet the following requirements:

- Complete all module tests, including quizzes, assignments, and project submissions, with a minimum passing grade.
- Actively participate in discussion forums, peer review activities, and other interactive components of the course.
- Fulfill any additional requirements specified in the course course outline or by the instructor.
- Upon successful completion of the course requirements, participants will receive a certificate of completion, demonstrating their proficiency in English business presentation skills.

Plagiarism Guidelines:

- Penalties for cheating and plagiarism will be extremely severe.
- Standard academic honesty procedure will be followed.
- Cheating and plagiarism automatically result in a FAIL grade.

The Refinement Lesson Plan

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The lesson plan refinements were aimed at ensuring a structured approach to developing ESP speaking skills, particularly within the context of business presentations. The researchers redesigned the lesson plans to incorporate interactive and practical activities that foster active learning and real-world application of theoretical concepts. They emphasized diverse instructional methods, including role-playing, group and peer evaluations, and multimedia resources, to cater to various learning styles. The refined lesson plans featured real-world activities with feedback loops, enabling continuous assessment and improvement based on student performance and feedback. The detailed lesson plan refinements for the ESP Speaking Online Course Model are provided on the following page.

THE REFINEMENT LESSON PLAN

Learning Outcomes

Upon completion of this course, participants will:

1. Achieve smoothness and appropriate pace in delivering business presentations.
2. Demonstrate logical ideas with clear articulation and proper intonation with precise word choice, correct grammar, and coherent sentence structure in spoken English.
3. Develop a positive self-image and confidence in delivering business presentations effectively.
4. Engage with the audience effectively, responding promptly and appropriately to questions and feedback during business presentations.
5. Successfully manage workload demands, geographical constraints, and adapt to various learning environments effectively.

Topics

Module 1: Introduction to Business English & Presentation

Module 2: Mastering Delivery Techniques

Module 3: Crafting Compelling Content

Module 4: Building Confidence and Presence

Module 5: Audience Engagement Strategies

Module 6: Interactive Business Presentation

Module 7: Final Presentations and Feedback

| Les son s | L O | Dur a tion | Teaching Stages | Activiti es | Mate rials | Techno logy |
|-----------------|--------|------------------|--|--------------------|----------------------|-------------------------|
| 1 | 4 | 50 Min | Module 1: Introduction to Business English & Presentation Upload class discussions forum Facilitating discussions, activities, and interactions Providing a guide for the learning process. Providing timely and constructive feedback | Forum | Video Note PPT | MS Teams & WAG |
| | | 50 Min | Opening Meetups session every 9-10 AM Offering help where participants can ask questions, seek clarifications, find assistance, receive feedback, engage in discussions, and share problems related to the online course program. | Self-Learnin gs | | MS Teams |
| | | 5 Min | Prompting the self-learning | Self-Learnin gs | | MS Teams |
| | | 100 Min | Handling the video conference session 1 (Introduction & Overview, Pre-Assessment, Reflections, Q&A) | Class Meet | | MS Teams & WAG |
| | | 5 Min | Notifying the pre-evaluation | Pre-Evaluati on | | MS Teams |
| 1 | 1 | 50 Min | Module 2: Mastering Delivery Techniques Upload class discussions forum Facilitating discussions, activities, and interactions Providing a guide for the learning process. Providing timely and constructive feedback | Forum | Video Note | MS Teams & WAG |

| | | | | | | |
|---|---|--------|--|----------------|-------------------|------------------|
| | | 50 Min | Opening Meetups session every 9-10 AM Offering help where participants can ask questions, seek clarifications, find assistance, receive feedback, engage in discussions, and share problems related to the online course. | Self-Learnings | | MS Teams |
| | | 50 Min | Prompting the self-learning and giving feedback | Quiz/Chat | | MS Teams |
| 1 | 2 | 50 Min | Module 3: Crafting Compelling Content Upload class discussions forum Facilitating discussions, activities, and interactions Providing a guide for the learning process. Providing timely and constructive feedback | Forum | Video Note | MS Teams & WAG |
| | | 50 Min | Opening Meetups session every 9-10 AM Offering help where participants can ask questions, seek clarifications, find assistance, receive feedback, engage in discussions, and share problems related to the online course. | Self-Learnings | | MS Teams |
| | | 5 Min | Prompting the group discussion | Group | | MS Teams |
| | | 50 Min | Notifying the group assignment Sending pace email | Assignment | | MS Teams & Email |
| 1 | 3 | 50 Min | Module 4: Building Confidence and Presence Upload class discussions forum Facilitating discussions, activities, and interactions | Forum | Video Note PPT | MS Teams & WAG |

| | | | | | | |
|---|---|---------|---|----------------|------------|----------------|
| | | | Providing a guide for the learning process. Providing timely and constructive feedback | | | |
| | | 50 Min | Opening Meetups session every 9-10 AM Offering help where participants can ask questions, seek clarifications, find assistance, receive feedback, engage in discussions, and share problems related to the online course. | Self-Learnings | | MS Teams |
| | | 5 Min | Prompting self-learning and giving feedback. | Self-Learning | | MS Teams |
| | | 100 Min | Handling the video conference session 2 (Opening, Reviewing, Practice and feedback with Native and Collaborator, Overview the next materials, Q&A) | Class Meet | | MS Teams & WAG |
| 2 | 4 | 50 Min | Module 5: Audience Engagement Strategies Upload class discussions forum Facilitating discussions, activities, and interactions Providing a guide for the learning process. Providing timely and constructive feedback | Forum | Video Note | MS Teams & WAG |
| | | 50 Min | Opening Meetups session every 9-10 AM Offering help where participants can ask questions, seek clarifications, find assistance, receive feedback, engage in discussions, and share problems related to the online course, | Self-Learnings | | MS Teams |

| | | | | | | |
|---|--------|--------|--|----------------|----------------|----------------|
| | | 50 Min | Prompting the self-learning and giving feedback | Quiz/ Chat | | MS Teams |
| | | 5 Min | Notifying the individual assignments for tomorrow | Assignment | | MS Teams |
| 2 | 5 | 50 Min | Module 6: Interactive Business Presentation Upload class discussions forum Facilitating discussions, activities, and interactions Providing a guide for the learning process. Providing timely and constructive feedback | Forum | Video Note | MS Teams & WAG |
| | | 50 Min | Opening Meetups session every 9-10 AM Offering help where participants can ask questions, seek clarifications, find assistance, receive feedback, engage in discussions, and share problems related to the online course. | Self-Learnings | | MS Teams |
| | | 5 Min | Prompting the peer discussion | In Pairs | | MS Teams |
| 2 | 1 to 5 | 50 Min | Module 7: Final Presentations and Feedback Upload class discussions forum Facilitating discussions, activities, and interactions Providing a guide for the learning process. Providing timely and constructive feedback | Forum | Video Note PPT | |
| | | 50 Min | Opening Meetups session every 9-10 AM Offering help where participants can ask questions, seek clarifications, find assistance, receive feedback, engage in discussions, and | Self-Learning | | |

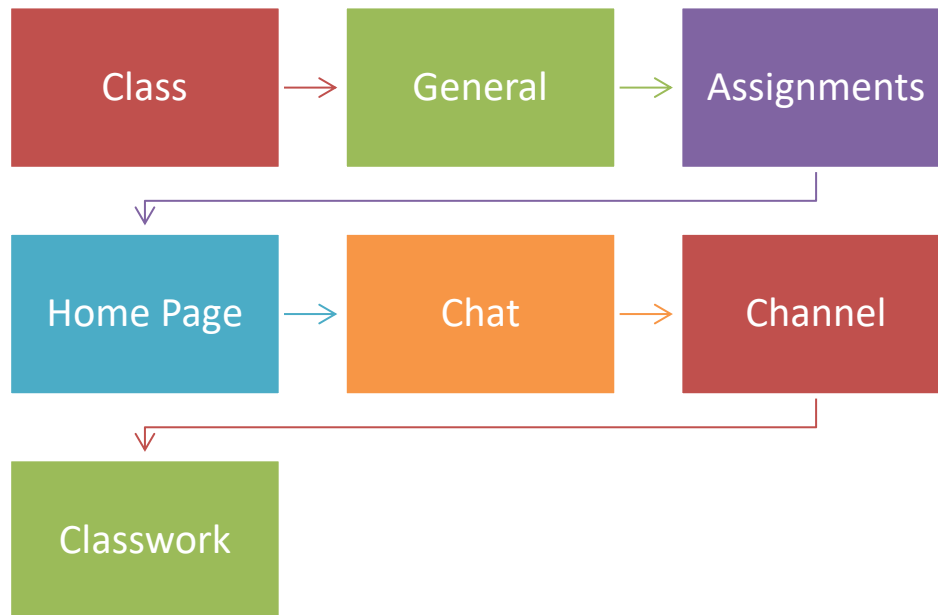
| | | | | |
|--|---------|--|-----------------|----------------|
| | | share problems related to the online course. | | |
| | 5 Min | Notifying the post-evaluation | Post-Evaluation | MS Teams |
| | 100 Min | Handling the video conference session 3 (Opening, reviewing, post assessment, giving feedback, evaluating program, Q&A) | Class Meet | MS Teams & WAG |

Credit Hours Mapping

| Modules | Forums | Self-Learnings | Collaborative Activities | | Meet ups | Class Meets | Assignments | Evaluation | Total Hours 2500 min 50 Credit hours 1 SKS |
|---------|--------|----------------|--------------------------|---------|----------|-------------|-------------|------------|---|
| | | | Peers | Groups | | | | | |
| 1 | 50 Min | 150 Min | | - | *Opt | 100 Min | | 50 Min | 350 Min |
| 2 | 50 Min | 300 Min | | | *Opt | | | | 350 Min |
| 3 | 50 Min | 100 Min | | 100 Min | *Opt | | 100 Min | | 350 Min |
| 4 | 50 Min | 250 Min | | | *Opt | 100 Min | | | 400 min |
| 5 | 50 Min | 300 Min | | | *Opt | | | | 350 Min |
| 6 | 50 Min | 100 Min | 100 Min | | *Opt | | 100 Min | | 350 min |
| 7 | 50 Min | 150 Min | | | *Opt | 100 Min | | 50 Min | 350 min |

THE REFINEMENT ONLINE COURSE MEDIA

Figure 3.2
The Refinement Features



The refinement of the online course media was focused on enhancing the accessibility and effectiveness of the educational resources. The researchers expanded video tutorials, interactive simulations, and supplementary readings to better support the development of ESP speaking skills. They designed the media to be user-friendly and engaging, ensuring that students had flexible, self-paced learning opportunities. New features, Classwork for tracking course and an AI tool activity using “Orai” for providing immediate feedback, were integrated to foster a more personalized learning experience while maintaining social presence and interactivity. Additionally, the researchers organized the media into seven categories and introduced two new features to the online course.

THE REFINEMENT ONLINE COURSE MEDIA

Class

The Class asset in the refinement stage contained the primary information of the course including the title, thumbnail, and settings for the course. Almost similar to the prototyping step, from the instructors' view these three items should be set before publishing the course.

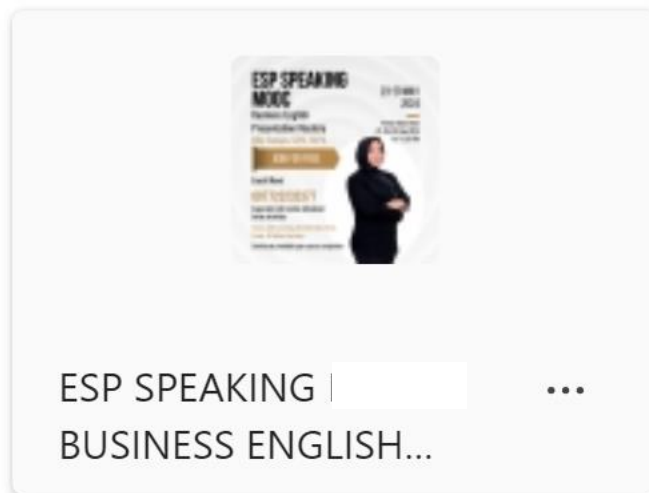
The screenshot shows the 'Settings' page for a course titled 'ESP SPEAKING MOOC-BUSINESS ENGLISH PRESENTATION MASTERY'. The page is divided into several sections:

- Team details:** This section allows editing the team name, description, privacy, and picture. The current title is 'ESP SPEAKIN C-BUSINESS ENGLISH PRESENTATION MASTERY'. A description states: 'This course is designed to enhance participants' skills in delivering effective English-speaking skills in presentations and business context. Through a combination of theoretical insights and practical exercises, learners will develop the confidence and proficiency necessary to deliver compelling presentations that engage and persuade their audience.' There is an 'Edit' button and a 'Team picture' section with a 'Change picture' option.
- Member permissions:** 'Enable channel creation, adding apps, and more'.
- Guest permissions:** 'Enable channel creation'.
- @mentions:** 'Choose who can use team, channel, and group @mentions'.

After the settings, the title and thumbnail appeared at the early front page.

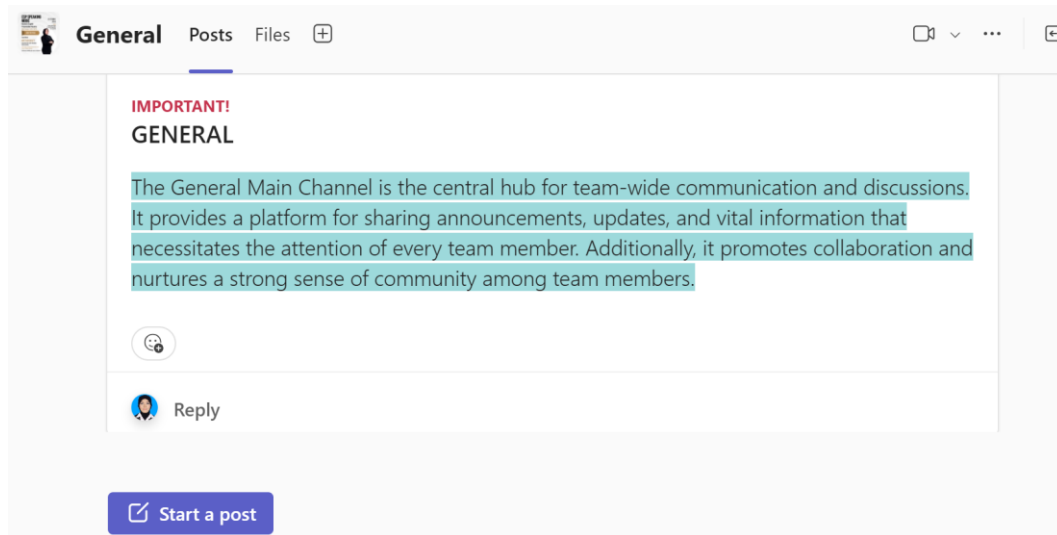
Teams

∨ Classes

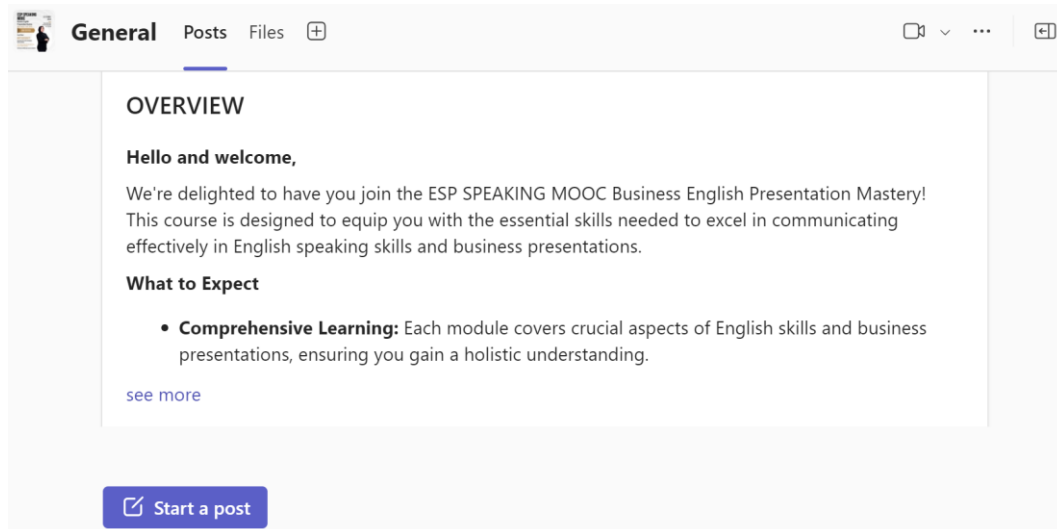


General

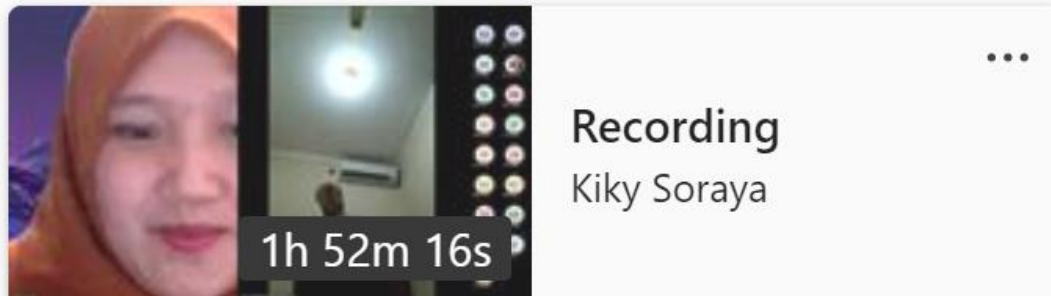
The General Channel in the refinement stage is the central hub for team-wide communication and discussions. It provides a platform for sharing announcements, updates, and vital information that necessitates the attention of every team member including Class Meet Schedule. Additionally, it promotes collaboration and nurtures a strong sense of community among team members. In the beginning of the General there was information about the function of the feature.



The General then followed by the Welcoming Announcement

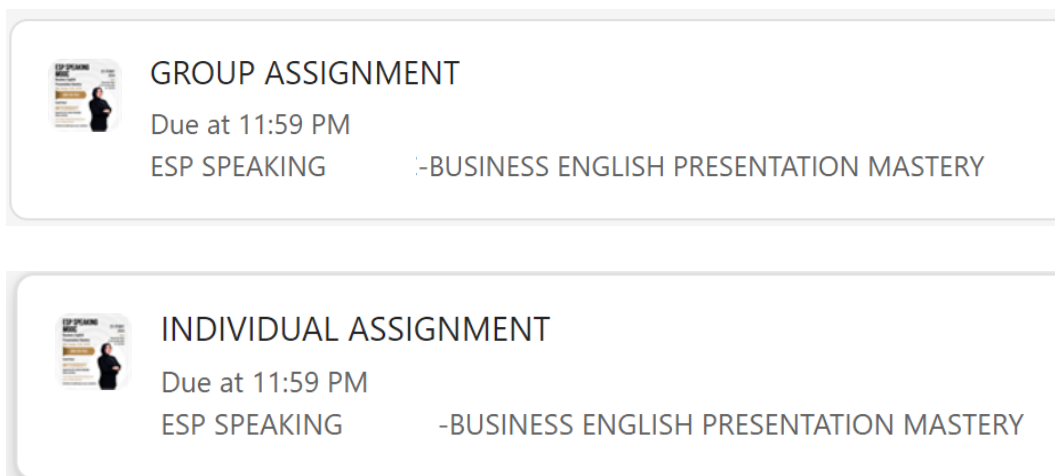


Scheduled Class Meet



Assignments

Similar to the prototype design, the Assignments asset in the refinement stage is dedicated to the tasks and activities that students need to complete throughout the course. This includes assignment instructions, submission portals, deadlines, and any necessary templates or examples to guide students in their work. However, there was only one group assignment and one individual assignment in the refinement design.



Home Page (Resources, CO OR, Demo 101, About Us)

The Home Page asset in the refinement stage serves as the central hub for the online course. It typically includes a title, picture, welcome message, description of the course, navigation links to different sections of the course, updates, and important

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notifications. It is designed to orient students and provide a clear starting point for their learning journey. In this refinement, Resources and About Us become the integrated parts of the Home Page.

Home Page



Business English
Presentation Mastery
 Kiky Soraya. S.Pd., M.Pd.

Virtual Class Meet
 23, 26, 29 May
 At 7-8.20 PM

JOIN FOR FREE

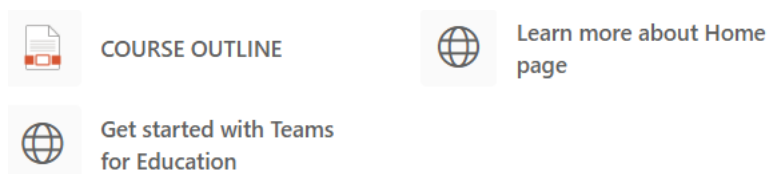
Enroll Now!
087723232377

Supported with Flexible Scheduled
 Online Activities

Forum, Self-Learning, One-On-One, Peers,
 Group, & Online Meetings

Certificate provided upon course completion

SORAYA EDUCATION HUB



COURSE OUTLINE

Learn more about Home page

Get started with Teams for Education

About Us



Kiky Soraya

Primary Instructor



Chandra Kurniawan Wiharja

Product Development Senior Offi...

Instructor



Samuel David Grimshaw

Subject Teacher/ English and TOK

Collaborator

Chat

The chat feature was a new enhancement to facilitate asynchronous and synchronous or real-time communication and collaboration among students and instructors. This platform allowed for immediate feedback, peer support, and interactive discussions, fostering a sense of community within the course. The refined chat function included organized channels for different topics and groups, making it easier for students to navigate and participate in relevant conversations. Here the instructor can easily monitor the individual progress, meet one-on-one, sending pace message. and sharing additional practical exercises.

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Besides facilitates one-on-one communication between team members or instructors. It offers a range of features, including private messaging, file sharing, emoji and GIF support, audio and video calls, presence indicators, and search functionality. This enables users to exchange messages, collaborate on projects, and stay connected in real-time, enhancing productivity and fostering interactive relationships within the team.

Hello, Aless

How are you today? Today, I will assist you in self-learning and taking the quiz.


Before we begin, I have a simple question for you:

1. Have you filled out the consent form <https://forms.office.com/r/w7RinrM4ii?origin=lprLink?>
2. Have you participated in the first forum discussion?
3. Have you delivered your short persuasive business presentation? (Present a persuasive business presentation about a familiar existing product or service within 1-2 minutes)

If yes, congratulations! You've done a great job on your first day.

If you haven't, please complete those three tasks. You can video record and send your short presentation here personally. Don't forget to fill out the Pre-Reflection in the first assignment too.

Thank you!



Please fill out this form ✕

A post on Microsoft Forms provided by: forms.office.com

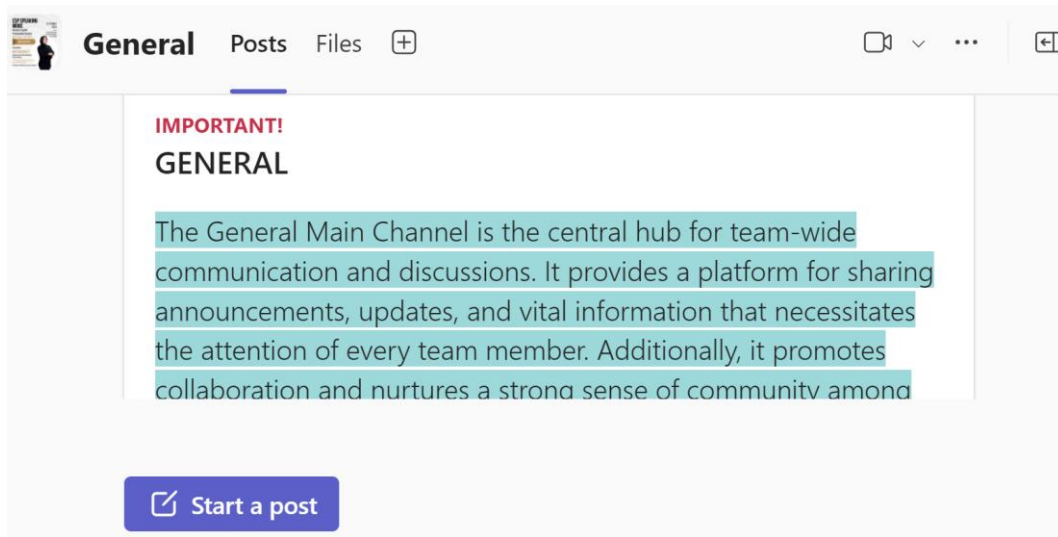
forms.office.com

Channels

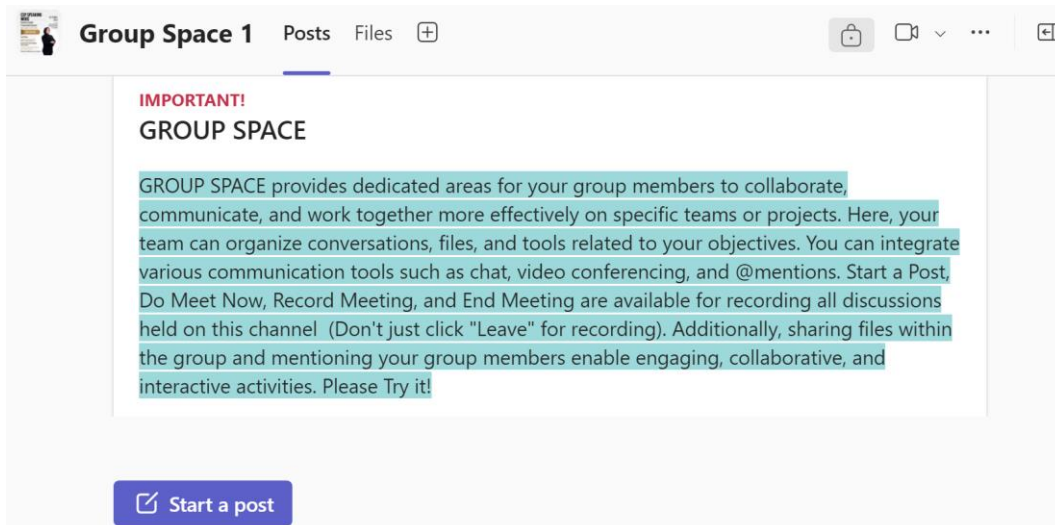
The Channels asset in the refinement stage is likely dedicated as communication and collaboration tools. This can include forums, discussion boards, and other platforms where students and instructors can interact, ask questions, and engage in discussions about the course modules and material. The channels' media also contain the primary instructional materials or content for the course. This includes lecturer videos, lecturer notes, presentation slides, and any supplementary materials that are directly used in teaching the core concepts and skills. In these refinements, there were five major channels covering General, Group Space 1-4, In Pairs Space 1-

18, Meetups Every 9-10 AM (Optional Session), and Module 1-7 as the discussion forums.

General View



Group Space View



In Pairs Space View

In Pairs Space 1 Posts Files +

IMPORTANT!
IN PAIRS SPACE

IN PAIRS SPACE is specifically designed for close collaboration between two members working in pairs on tasks, projects, or discussions. It promotes focused collaboration, enabling partners to brainstorm, problem-solve, and complete tasks efficiently. Here, you can also integrate various communication tools such as chat, video conferencing, and @mentions. Start a Post, Do Meet Now, Record Meeting, and End Meeting are available for recording all discussions held in this channel (Don't just click "Leave" for recording). Enjoy the experience, for discussing ideas, seeking clarification, and providing feedback instantly!

Start a post

Meetups Every 9-10 AM View

Meetups Every 9-10 AM Posts Files Notes +

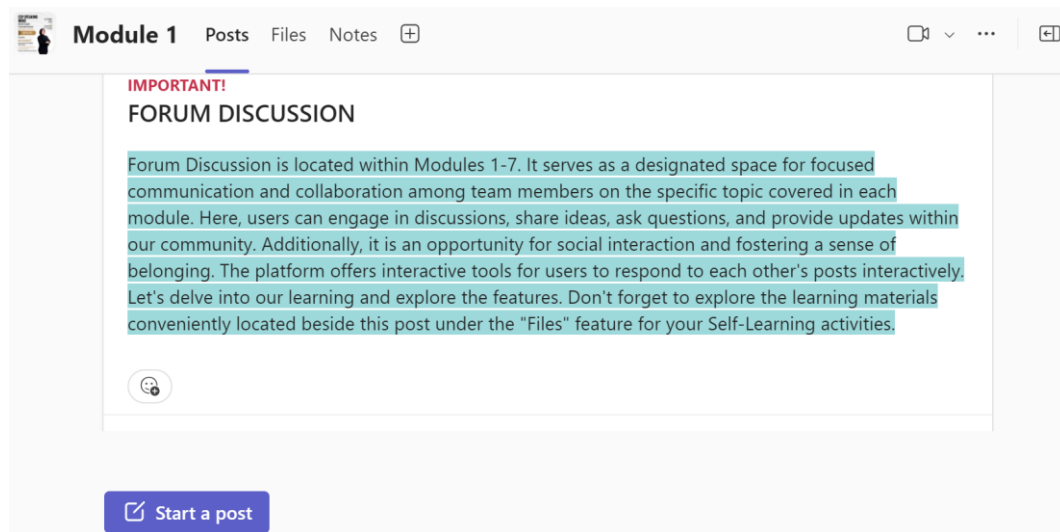
Kiky Soraya 5/23 2:25 AM

IMPORTANT!
MEETUPS

Meetups Every 9-10 AM offer a dedicated space for interactions with lecturers, where participants can ask questions, seek clarifications, find assistance, receive feedback, engage in discussions, and share problems related to the MOOC program. These sessions, open every day, provide both individual and group opportunities for engagement. Attendance is optional, allowing participants to join at their convenience.

Start a post

Forum Discussion View



Classwork

Classwork was a new refinement to include a variety of activities that promoted active learning and practical application of skills. This included group projects, individual assignments, and interactive exercises designed to reinforce the course material. The classwork was aligned with refined lesson plans and course objectives, ensuring consistency and coherence across all learning activities. Regular assessments and feedback were integrated to monitor student progress and adjust the classwork as needed to address any learning gaps.

As a new feature, it helps the students' self-learning experience into one convenient page, seamlessly linking all the features available in MS Teams to support the learning journey. It provides a comprehensive solution for managing classwork and enhancing your engagement. By accessing the classwork section, students can keep track of the tasks for each module and easily navigate directly the 7 pit stops, accessing the Guidance, Forum, Self-Learning Materials, Quizzes, Pair/ Group Activities, Class Meetings, and Assignments required for the day.

Classwork Function

The screenshot shows the Microsoft Teams interface for a Classwork module titled "OVERVIEW". The module is marked as "Published" and includes a description of the Classwork feature. The description states that Classwork is designed to streamline the self-learning experience by linking all features available in MS Teams into one convenient page. It provides a comprehensive solution for managing classwork and enhancing engagement, allowing users to track tasks and navigate through seven "Pit Stops": Forum, Self-Learning Materials, Guidance, Quizzes, Pair/Group Activities, Class Meetings, and Assignments. A "See more" link is provided below the description. At the bottom of the module, there is an "Add module" button.

Classwork Published

OVERVIEW

CLASSWORK is a new feature designed to streamline your self-learning experience into one convenient page, seamlessly linking all the features available in MS Teams to support your learning journey. It provides a comprehensive solution for managing classwork and enhancing your engagement. Keep track of your tasks for each module by accessing your classwork section. Now, you can easily navigate through the 7 Pit Stops, accessing your Forum, Self-Learning Materials, Guidance, Quizzes, Pair/Group Activities, Class Meetings, and Assignments required for the day. It's that simple!

[See more](#)

OVERVIEW
https://teams.microsoft.com

Add module

Classwork Introduction

The screenshot shows the Microsoft Teams interface for a Classwork module titled "INTRODUCTION". The module is marked as "Published" and includes a section for "SELF-LEARNING DIRECTIONS". The directions are: 1. Fill the preliminary consent form, and 2. Be familiar with teams, home page, resources, and other features. Below the directions, there are two additional modules listed: "PRELIMINARY CONSENT FORM" (https://forms.office.com) and "ESP SPEAKING MOOC-BUSINESS ENGLISH PRESENTATION MASTERY" (https://teams.microsoft.com). At the bottom of the module, there is an "Add module" button.

Classwork Published

INTRODUCTION

SELF-LEARNING DIRECTIONS


1. Fill the preliminary consent form
2. Be familiar with teams, home page, resources, and other features

PRELIMINARY CONSENT FORM
https://forms.office.com

ESP SPEAKING MOOC-BUSINESS ENGLISH PRESENTATION MASTERY
https://teams.microsoft.com

Add module

Classwork Session

 Classwork
↶ ↷ 🛡️

▼ **MODULE 1 INTRODUCTION TO BUSINESS ENGLISH & PRESENTATION** ✔ Published + ...


SELF-LEARNING DIRECTIONS







1. Fill discussion forum 1
2. Comprehend module 1 materials (the reading & video)
3. Join Class Meet 1
4. Fill pre-reflection in the Assignments
5. Deliver speaking pre-assessment

"Present a persuasive business presentation about a familiar existing product or service within 1-2 minutes."

References:
[Speak English Fluently - 5 Steps to Improve Your English Fluency - YouTube](#)
[See less](#)

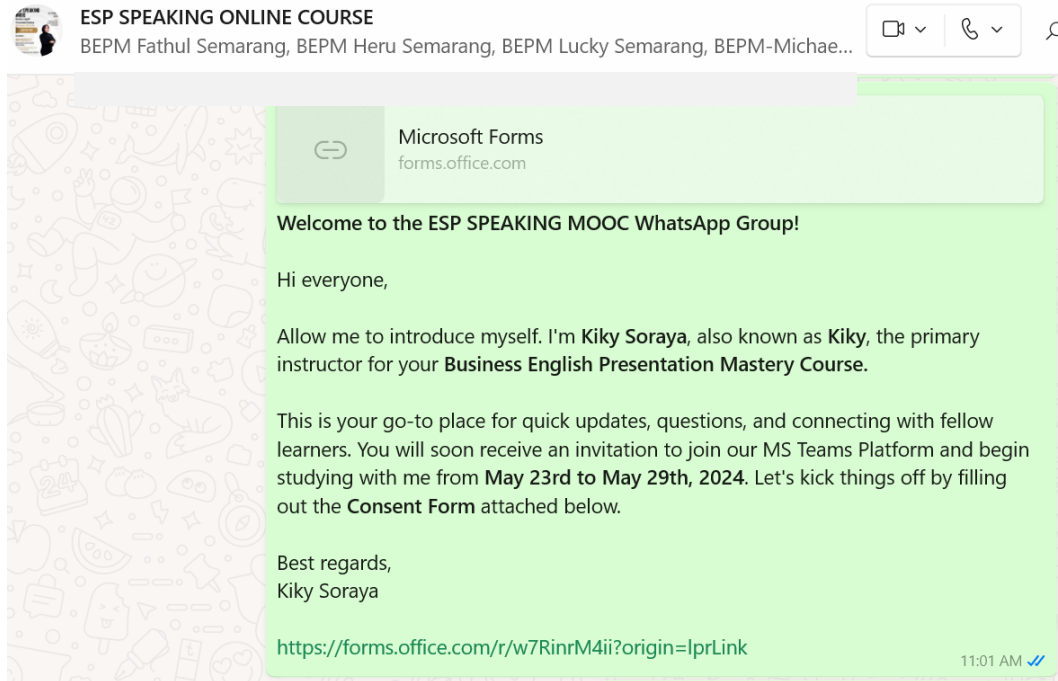
Add module

 Classwork
↶ ↷ 🛡️

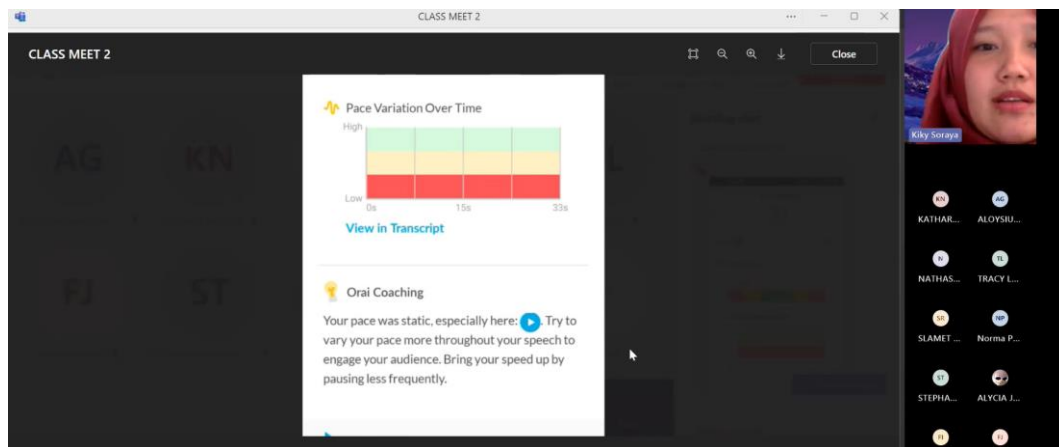
| | | |
|---|--|-----|
|  | DISCUSSION FORUM 1 | ... |
|  | READING MATERIAL 1 | ... |
|  | FLUENCY VIDEO | ... |
|  | CLASS MEET 1 <small>https://teams.microsoft.com</small> | ... |
|  | CLASS MEET 1 VIDEO RECORDING <small>https://binusianorg.sharepoint.com</small> | ... |
|  | CLASS MEET 1 | ... |

Add module

What's Apps



Orai Apps



Integrating Orai into the MS Teams teaching and learning session as part of the ESP Speaking online course aimed at offering personalized feedback and practice opportunities. By embedding Orai within MS Teams, students can seamlessly access speech analysis tools directly within their course environment. This integration allows

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learners to record and evaluate their spoken English, receive real-time feedback on aspects such as pronunciation, fluency, and clarity, and track their progress over time. Additionally, instructor could get Orai's insights to tailor the teaching strategies, provided targeted support, and monitored individual progress. This synergy between Orai and MS Teams creates a comprehensive, interactive learning environment that fosters continuous improvement in speaking skills.

3.1.2.4 Implementation

In this implementation phase, the researcher opened the online course to all campuses in the research site, making it available not only to students but also to interested faculty members and staff. Information about the course was centralized through the language center at each campus. The implementation activities included stimulation, exploration, engagement, and knowledge application, with collaborators and observers actively involved as raters and participants in meetings to provide feedback for model refinement.

Students from multiple campuses enrolled conveniently through open enrollment. Although some faculty members and staff expressed interest, they withdrew due to time constraints. Feedback indicated that potential participants preferred a more compact and shorter course duration. The majority of those interested were focused on practical proposals to improve business English presentations. Based on the pilot study results, the seven-day MOOC format was retained as a viable option, accommodating students from various faculties.

During the pilot, 36 students enrolled in the course, completing pre- and post-course speaking tests, submitting self-reflections, and participating in focus group discussions (FGD). One student withdrew due to personal reasons. Of the successful participants, six were selected for interviews to provide in-depth feedback at the study's conclusion. Additionally, interactions throughout the course were documented to guide

further refinements. Detailed results and improvement information from the pilot study can be found in Chapter 4.4, Implementation Findings.

3.1.3 Assessment Phase

In the final phase of the DBR design, Reflection and Evaluation activities were discussed as follows.

3.1.3.1 Reflection

After collecting feedback from the second iteration stage, the researcher focused on the initial assessment through a reflection step to critically analyze the design's effectiveness in facilitating student learning. This process involved analyzing the collected data, transcribing relevant information, and condensing key points. The researcher also organized the data by coding participant initials, particularly for students, before drawing conclusions. Detailed information on the data analysis process can be found in Section 3.6.

During the reflection phase, the researcher reviewed and synthesized findings from focus group discussions (FGDs), student interviews, and meetings with collaborators and co-observers. This was supplemented by cross-referencing other sources such as documented interactions, field notes, and the online course checklist. The primary focus was on evaluating the model's effectiveness. The results and insights from this reflection will be detailed in Chapter 4, Section 4.5.

3.1.3.2 Evaluation

Evaluation, in contrast, concentrates on assessing the overall effectiveness of the model in meeting its objectives and enhancing student outcomes. This process mirrors the activities conducted during the reflection phase but with a focus on impact assessment. Specifically, the evaluation examines the model implementation effect on students' speaking abilities, particularly in business English presentations, by

analyzing pre-and post-test results. To judge improvements, data from focus group discussions (FGDs) are cross-checked with students' self-reflections, documented interactions, and interview feedback. The aggregated information from both the reflection and evaluation phases provides insights into the model's effectiveness and areas for improvement. Detailed observations and specific notes can be found in Chapter 4.6.

3.2 Research Settings

This study was conducted at a private university in Java, Indonesia. This university was chosen for several reasons. The research site is considered a five-star university and has become one of the top 10 universities in Indonesia with a focus on technology (Albertus, 2023). Beside the reputation and technology savvy, this university has variety of samples since this university has seven branches, 8 faculties and schools, at 6 different regions, Jakarta, Tangerang, Bekasi, Bandung, Semarang, and Malang. Based on the early observation, the students' speaking abilities in the research site were varied. Most of them acknowledged that speaking skills were important. However, during the early Q&A, it was found that most of students had problems in the vocabulary mastery and confident and some of them were good at speaking although it was in the informal situation. There was a newly developed online platform in 2021 that was implemented by the university, but the application has not facilitated speaking skills development yet.

Due to the initial findings that speaking abilities are crucial and challenging in this research site, the researcher realized that there was a need for a speaking development program for the students in the research site. One major reason why students struggle with speaking is the lack of sufficient practice and exposure to authentic speaking opportunities in English. Additionally, many students experience anxiety and lack of confidence when speaking in a foreign language, which further hampers their ability to communicate effectively.

Secondly, one of the gaps in this research context was the missing component of speaking activities. In the existing English program, there were no speaking activities essential for language development. Therefore, the researcher could suggest a technological program that can enhance the students' speaking skills. Technology offers innovative solutions to address these challenges by providing platforms for interactive learning, feedback, and practice opportunities. In addition, online tools and applications can simulate real-life speaking scenarios, allowing students to practice in a low-pressure environment, which helps in building their confidence and fluency.

Thirdly, this research is intended to have a wider impact since the research site has varied locations surrounding Java and even a national scope, as the students come from many places across Indonesia. The integration of technology makes it possible to reach a broader audience and provide consistent, high-quality instruction regardless of geographical barriers. Moreover, the technological sophistication of the research site makes the implementation of advanced instructional models, methods, and techniques feasible, particularly in teaching English speaking skills. Recognizing that the students in this research site are primarily within the realm of ESP (English for Specific Purposes), the researcher focused on teaching ESP Speaking through an online course that leverages contemporary technology. This approach not only addresses the immediate needs of the students but also aligns with current educational trends and technological advancements.

In relation to the research settings, the researcher in this study belongs to the lecturer at the institution. The position could help the researcher in conducting the research and maximizing the investigation. Although the researcher was part of the research site, the research was conducted through proper procedures such as asking for permission to conduct the study, proposing a letter to collect the data, cooperating with other Lecturers in the initial stage of needs analysis, etc. To avoid bias and conflict of interest during the research, there was an English lecturer involved as the observer in the classroom activities.

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3.3 Research Participants

In this study, the researcher assumes the role of a participant-researcher, blending the roles of researcher and subject. This approach provides unique insights and presents challenges, potentially enhancing research techniques (Anderson & Henry, 2020). Actively participating allows the researcher to gain a deeper understanding of participants' experiences (Probst, 2016), benefiting new qualitative researchers and shedding light on power dynamics within the research process (Probst, 2016; Wainwright et al., 2017).

However, qualitative participant-researchers must address potential biases arising from their dual roles. Confronting and acknowledging personal opinions and prejudices is essential for maintaining objectivity (Rajendran Nagappan, 2001). To mitigate these issues, the researcher implemented reflexivity, considered ethical implications, and balanced insider knowledge with an outsider perspective. (Morse, 2009). Therefore, in this study, to further ensure balanced and objective findings, the researcher also incorporated perspectives from collaborators and co-observers, thereby integrating both insider and outsider viewpoints.

The research participants in this context are higher education students, lecturers, and experts at a university in Java, Indonesia under some criteria. This research implemented purposive and convenient random sampling due to similar problems in speaking and the expertise of the field (Andrade, 2020). There were four categories of participants in this study, each chosen for their relevance and contribution to the research stages. Firstly, the participants in the context analysis consisted of 506 students from 10 English for Business Classes. These students were involved in short question and answers sessions and class observations at the beginning of this research to provide a broad understanding of the common speaking issues faced by students. The large number of participants ensured diverse data and a comprehensive analysis of the context.

Secondly, in the Needs Analysis steps, there were 16 students, 8 lecturers, and 2 Subject Content Coordinators (SCC) who participated. The students were selected to represent different perspectives and experiences regarding their needs in speaking skills development. The lecturers and Subject Content Coordinators, chosen for their expertise and experience, provided valuable insights into the curriculum and the necessary improvements required. Next, in the Pilot Study, 16 different students from the needs analysis, 1 co-observer, and 1 collaborator were involved. The 16 students were selected to pilot the program, providing initial feedback and identifying any issues before the full implementation. The co-observer and collaborator, both experts in the field, were included to monitor the process and ensure the study's reliability and validity.

Moreover, during the implementation step, 36 students, 1 co-observer, and 1 collaborator participated. The increased number of students in this phase was intended to gather more extensive data and validate the findings from the Pilot Study. The co-observer and collaborator continued their roles to maintain consistency and provide ongoing expert evaluation throughout the implementation. The selection of these participants and the specified numbers were carefully considered to ensure the research's depth, reliability, and applicability. Each group contributed uniquely to different research stages, enabling a thorough and well-rounded investigation of the issues and potential solutions in developing students' speaking skills.

The criteria for participants in the context analysis included bachelor ESP students at the research site from the Jakarta campus, representing a diverse range of students from different faculties across Indonesia. For the needs analysis, participants, 16 were selected from students who had experience using online courses and were in their first through fourth semesters in These students represented the eight faculties and schools (Faculty of Digital Communication and Hotel & Tourism, Faculty of Engineering, Faculty of Humanities, School of Accounting, Business School, School

of Computer Science, School of Design, and School of Information Systems) and campus locations (Jakarta, Tangerang, Bekasi, Bandung, Semarang, and Malang).

In the Pilot Study, the participants were 16 students from the Jakarta campus, chosen to represent the population at that location. For the Implementation step, the participants were students from various fields of study, campus locations, and regions across Indonesia who enrolled conveniently in the Business English Mastery online course during the academic year. Specifically, it refers to students who registered for the online course based on their accessibility and availability, rather than being specifically selected for this phase. The Implementation phase included 36 students, comprising 16 females and 20 males, aged approximately 18-22 years old. These students came from the previously mentioned eight faculties and six campuses across Java, Indonesia.

The research incorporated not only students but also lecturers and experts selected based on specific criteria. Started with the Needs Analysis, there were 8 lecturers represent each of the faculties and schools to provide the special needs of the students' based on their field of study viewed from the lecturers' experiences and two experts in English Course Development who were experienced more than 10 years teaching and developing the course in the research site with the position as Subject Content Coordinator (SCC) to enrich the data with their point of view as course designers or practitioners in this context of the study. Moreover, in the pilot study the researcher invited an English lecturer who was experienced specifically in designing an Online Course as an observer to avoid bias who can also provide some feedback after the piloting step. In the DBR setting, the co-observer is allowed to provide suggestions or input and be a partner of the researcher in deciding what is needed in designing the learning stages (Anderson & Shattuck, 2012).

Furthermore, in the implementation, there was a collaborator to assess the pre- and post-speaking skills. At last, to avoid bias, there was another English Lecturer as a

note taker who joined the FGDs in the Needs Analysis and Implementation steps to accompany the researcher's interpretation towards the students' responses. The existence of comprehensive criteria, data, and observer were intended to keep the trustworthiness in this study. To show clear representation of the participants in this study. The summarized information of the research participants can be seen as follows.

Table 3.2
The Research Participants/ Documents Summary

| DBR Phases | DBR Steps | Activities | Participants/ Documents | |
|----------------------|--|--|--|--|
| Preliminary Research | Context Analysis | Handling Short QnA and observation | 506 ESP students from 10 randomized classes | |
| | Literature Review | Reviewing the ESP, Speaking, Online Courses, Model Development (DBR & NA), CoI | Research Articles & Books | |
| | Needs Analysis | Analyzing Existing Information | | A Research Report Existing Apps |
| | | Managing Forum Group Discussions | | 16 students from 8 different faculties & schools and 6 campuses |
| | | Handling Interviews | | 8 lecturers from 8 different faculties & schools and 6 campuses |
| | | Handling Meetings | | 2 Subject Matter Experts (SMEs) in the position of Subject Content Coordinator (SCC) |
| | Design Principles & Technology Innovations | Formulating the Framework, Model and Platform | Preliminary Result Research Articles & Books | |
| Prototyping Phase | Prototype | Creating the Course Outline, Lesson Plan, and Online Course Media | Formulated Design Principles | |
| | Pilot Study | Small-scale implementation | 16 ESP students from Jakarta Campus | |

| | | | |
|---------------------|----------------------------|--|---|
| | | A Pilot Study Observation, FGD, Interview, Meetings, and Document Collection | 16 ESP students from Jakarta Campus and 2 lecturers from the research site as a collaborator (the expert of English Online Learning) and an observer (English Online Learning lecturer) |
| | Refinement | Refining the model | Piloting Feedback Research Articles & Books |
| | Implementation | Pre-Speaking test Post-Speaking test Large-scale implementation | 36 students who enrolled the ESP Speaking Online Course from 8 different faculties & schools and 6 campuses |
| | | An Implementation FGD, Interview, Observation, Meetings, Students' Reflections, and Document Collection | 36 students who enrolled the ESP Speaking Online Course from 8 different faculties & schools and 6 campuses and 2 lecturers from the research site as a collaborator (the expert of English Online Learning) and an observer (English Online Learning lecturer) |
| Assessment Phase | Reflection & Evaluation | Analyzing the result of Preliminary and Prototyping Phases data | 7 types of data collection techniques and 23 instruments |
| | | Writing the results and discussion | The result of the evaluation |

3.4 Research Instruments

Research instruments encompass the tools and methods used to collect data in a study. In this research, a variety of instruments were employed to gather comprehensive data and insights. These instruments were carefully selected and designed to align with the research objectives and address specific research questions. The researcher used 7 types of research instruments in 23 forms as the main tools in gathering the data, see Appendix 1. The list of the research instruments and target used of the instruments were summarized in the following table.

Table 3.3
The Research Instruments Summary

| Types of Instruments | Instruments | Target |
|--------------------------------|---------------------------------------|---|
| Speaking Tests | Pre-Speaking test Form | For 36 Students in the Implementation phase |
| | Post-Speaking test Form | For 36 Students in the Implementation phase |
| Interviews | A Needs Analysis Interview Guideline | For 8 Lecturers (based on criteria) |
| | A Pilot Study Interview Guideline | For 3 Selected Students from Pilot Study |
| | An Implementation Interview Guideline | For 6 Selected Students from the Implementation |
| Focus Group Discussions (FGDs) | A Needs Analysis FGD Guideline | For 16 ESP Students (based on criteria) |
| | A Pilot Study FGD Guidelines | For 16 Pilot Students |
| | An Implementation FGD Guideline | For 36 Students in the Implementation phase |
| Observations | A QnA Guideline | For 506 ESP Students and Research Site |
| | A Context Analysis Note Form | For 506 ESP Students |

| | | |
|-------------------|---|--|
| | A Pilot Study Field Note Form | For 16 Pilot Students Activities |
| | An Implementation Field Note Form | For 36 Students in the Implementation phase |
| Meetings | A Needs Analysis Minute of Meeting Form | For 2 Subject Matter Experts |
| | A Pilot Study Minute of Meeting Form for Collaborator | For 1 Pilot Study Collaborator |
| | A Pilot Study Minute of Meeting Form for Co-Observer | For 1 Pilot Study Co-Observer |
| | An Implementation Minute of Meeting Form for Collaborator | For 1 Collaborator in the Implementation phase |
| | An Implementation Minute of Meeting Form for Co-Observer | For 1 Co-Observer in the Implementation phase |
| Self-Reflection | A Pilot Study Learning Reflection Form | For 16 Pilot Students |
| | An Implementation Learning Reflection Form | For 36 Students in the Implementation phase |
| Document Analysis | A Needs Analysis Existing Information Form | The industries point of views from the research report |
| | A Need Analysis Existing Information Checklist | The English program conditions |
| | A Pilot Study Document Analysis Form | The Online Courses Media and Video Recording |
| | An Implementation Document Analysis Form | The Online Courses Media and Video Recording |

3.5 Data Collection

The researcher in this study implemented a qualitative approach. Maher & Dertadian (2018) emphasized that the nature of Design-Based Research (DBR) is inherently qualitative. This assertion stems from the fundamental characteristics and objectives of DBR, which prioritize the development and refinement of innovative solutions within real-world contexts. Qualitative techniques are particularly suitable for this study because they allow researchers to deeply investigate complex

phenomena, understand contextual factors, and capture the perspectives and experiences of stakeholders involved in the design process.

In this study, qualitative methods such as interviews, participatory observations including Q&A, and document analysis enable researchers to gather rich, descriptive data that can inform the iterative design and implementation of model. To capture the phenomenon of how well the model and the effect to the ESP students' speaking skills, there were speaking tests, interviews, focus group discussions (FGDs), observations, meetings, self-reflection, and document analysis techniques implemented. Each of the data collection techniques were presented in the following subsections.

3.5.1 Speaking test Procedures

Speaking test was essential in measuring students' speaking performance (Anh et al., 2022). According to Sanjaya and Hidayat (2022), assessment serves as a mechanism empowering teachers to interpret both students' language proficiency and their performances. It was the concept in this study that speaking test was conducted to investigate the students' performances in delivering a business presentation rather than the ability to speak in the form of English proficiency level.

There were two speaking tests held at the beginning of the program called A Pre-Speaking test and A Post-Speaking test. The first was used to diagnose the students' speaking skills before the model implementation. Then, the second was the final assessment which was used to measure the progress of students' speaking performances after the model implementation. Both Pre- and Post-Tests employed different instructions but having the same speaking rubric of measurement constructions such as linguistics, and affective aspects were considered into seven specific indicators covered fluency, accuracy (pronunciation, vocabulary, and grammar), coherence, confidence, and presence. Here is the summary of the adapted theories (Brown et al, 2001; Bulatbayeva et al, 2019, Doughty & Long, 2003; Dörnyei, 2001; Dörnyei & Ryan, 2015; Illyin, 2021, Putra et al, 2023, and Sari et al, 2023).

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Table 3.4
The Pre- and Post- ESP Speaking test Indicators

| No | Domains | Aspects | Indicators |
|----|------------|------------|--|
| 1 | Linguistic | Fluency | Smoothness and Pace |
| | | Accuracy | Pronunciation: Clear Articulation Vocabulary: Word Choice (relevant business terms) Grammar: Functional Accuracy |
| | | Coherence | Logically Structured Content |
| 2 | Affective | Confidence | Positive Self-Image |
| | | Presence | Non-Verbal Communication |

To provide a clear illustration of the assessment cases and rubric, here is the -Pre and - Post speaking test.

PILOT STUDY

Pre-Assessment

Think about a 3–5-minute business presentation about a brand you are familiar with and brainstorm ideas about it. This preparation will help you present your ideas clearly and confidently.

Post Assessment

Create a 3–5-minute business presentation on a new product or service, tailored to your target market. Stimulate interest and prompt action from your classmates as potential consumers.

IMPLEMENTATION

Pre-Assessment

Present a persuasive business presentation about a familiar existing product or service within 1-2 minutes to your class.

Post Assessment

Deliver a persuasive and compelling business presentation about a unique new product or service within a 1-2 minute.

Speaking Rubric

Total Score: 100 points

Grading Scale:

90-100: Excellent; 80-89: Very Good; 70-79: Good; 60-69: Satisfactory; 50-59: Needs Improvement; 1-49: Unsatisfactory.

| No | Aspects | Indicators | Points | Total |
|----------|---------------------------|---|-----------|-------|
| 1 | Linguistics | | 50 | |
| | Fluency (10 points) | The presentation flows effortlessly without noticeable interruptions; transitions between ideas are seamless; minimal to no hesitation or repetition. | 9-10 | |
| | | The presentation is mostly smooth, with occasional brief pauses or repetitions that do not impede overall comprehension; transitions are generally smooth. | 7-8 | |
| | | The presentation is uneven with noticeable pauses and hesitations; occasional repetition may disrupt the flow but ideas are still conveyed. | 5-6 | |
| | | The presentation is frequently interrupted by significant pauses and repetitions, which hinder understanding; ideas are difficult to follow due to frequent breaks. | 3-4 | |
| | | The presentation is fragmented with long pauses and persistent difficulty in forming coherent thoughts; frequent interruptions severely impede understanding. | 1-2 | |
| | Vocabulary (10 points) | Demonstrates a wide and precise range of vocabulary; uses terms accurately and effectively, enhancing clarity and expression. | 9-10 | |
| | | Employs a good range of vocabulary with minor inaccuracies or occasional awkward usage that does not distract from the overall meaning. | 7-8 | |
| | | Uses adequate vocabulary but with frequent errors or less effective word choices that impact clarity and expression. | 5-6 | |
| | | Limited vocabulary that frequently includes errors; word choices often lead to confusion or miscommunication. | 3-4 | |
| | | Extremely limited vocabulary with frequent and significant errors; word choices severely hinder comprehension and communication. | 1-2 | |
| | Grammar (10 points) | Uses complex and varied grammatical structures with no or very few errors; | 9-10 | |

| | | | | |
|--|------------------------------|--|------|--|
| | | sentences are well-constructed and enhance clarity. | | |
| | | Grammar is mostly correct with occasional errors that do not impede overall understanding; uses a variety of sentence structures. | 7-8 | |
| | | Employs basic grammatical structures with frequent errors; errors are noticeable and may occasionally affect understanding. | 5-6 | |
| | | Frequent grammatical mistakes that disrupt comprehension; errors sometimes make it difficult to understand intended meaning. | 3-4 | |
| | | Persistent grammatical errors that significantly impede understanding; errors severely affect the clarity of communication. | 1-2 | |
| | Pronunciation (10 points) | Pronunciation is clear and accurate, with native-like intonation and stress; speech is easily understood without any ambiguity. | 9-10 | |
| | | Pronunciation is generally clear with minor errors in intonation or stress that do not interfere with comprehension. | 7-8 | |
| | | Pronunciation is understandable but includes noticeable errors in stress or intonation that occasionally cause confusion. | 5-6 | |
| | | Pronunciation errors are frequent and sometimes impede understanding; stress and intonation issues cause occasional difficulty in comprehension. | 3-4 | |
| | | Pronunciation errors are pervasive and significantly disrupt understanding; intonation and stress issues make speech difficult to follow. | 1-2 | |
| | Coherence (10 points) | Content is well-organized with a clear structure; each idea is thoroughly developed and logically connected; transitions are smooth and aid understanding. | 9-10 | |
| | | Content is generally well-organized with minor lapses in structure; ideas are mostly connected with some small issues in flow or transitions. | 7-8 | |

| | | | | |
|----------|------------------|--|-----------|--|
| | | Content is adequate but shows issues with organization and flow; some ideas may lack clear connections or transitions. | 5-6 | |
| | | Content lacks coherence: ideas are somewhat relevant but poorly organized, making it challenging to follow the argument or narrative. | 3-4 | |
| | | Content is disorganized or irrelevant; ideas are not clearly connected, resulting in a confusing and difficult-to-follow presentation. | 1-2 | |
| 2 | Confident | Positive Self-Image and | 25 | |
| | | Exhibits strong confidence and a positive self-image; speaks assertively with a clear, engaging presence; minimal signs of nervousness or hesitation. | 20-25 | |
| | | Displays good confidence with a generally positive self-image; speaks clearly with some assertiveness; occasional signs of hesitation but does not significantly detract from performance. | 16-20 | |
| | | Shows moderate confidence; some hesitancy and signs of nervousness; speech is somewhat clear but occasionally affected by uncertainty. | 11-15 | |
| | | Displays low confidence and frequent hesitancy; speech may be affected by noticeable nervousness or self-doubt. | 6-10 | |
| | | Exhibits very low confidence; speech is heavily impacted by anxiety and uncertainty; frequent hesitation and lack of assertiveness. | 1-5 | |
| 5 | Presence | Eye Contact | 25 | |
| | | Maintains consistent and engaging eye contact with the audience; actively responds to listeners' reactions, demonstrating high engagement and connection. | 20-25 | |
| | | Generally maintains good eye contact and engages with the audience; shows responsiveness with minor lapses. | 16-20 | |
| | | Maintains some eye contact but is less consistent; engagement with the audience is moderate, with occasional lapses. | 11-15 | |

| | | | |
|--------------|--|------|--|
| | Shows minimal eye contact; engagement is limited, with infrequent responses to the audience and a noticeable lack of connection. | 6-10 | |
| | Fails to make eye contact; disengaged and unresponsive to the audience, which affects overall presence and interaction. | 1-5 | |
| Total | | 100 | |

In the Pre- and Post-Speaking Tests, there were two different topics prepared to avoid familiarity. Employing varied topics for pre and post-tests while maintaining consistent measurement can be integrated into language learning design (Luoma, 2005). The topic of the pilot study pre-assessment was business presentation about an existing brand, meanwhile, in the post-assessment, they were required to present a new brand of their product or service interactively in 3 to 5 minutes performance. Moreover, in the implementation, the pre-assessment was about a persuasive business presentation about a familiar existing product or service. Then the post-assessment was about delivering a persuasive and compelling business presentation about a unique new product or service interactively in 1 to 2. What was measured in this assessment was the students' performance rather than proficiency. In a speaking test, performance focuses on immediate communication skills demonstrated within the situation, to see the speaking skills performances. Proficiency, on the other hand, evaluates overall language expertise beyond the test, considering real-life communication abilities, including initiating conversations, and understanding various speech contexts (Salaberry & Burch, 2021)

To grade the students' speaking performances there were two ratters in this study. The first rater was the researcher and the second was a lecturer who was an expert in English speaking. The involvement of two raters was selected to make the grading process more accurate and avoid subjectivity (Creswell, 2013) The process of grading was at the same time and in the different places due to the online nature of the

online course. Since both Pre and Post-tests were done live via online, to avoid both researcher and co-rater inconsistency the students' performance were also video recorded. The researcher and co-rater could later playback the speaking performances delivered by the students and rechecked the level the students according to the speaking rubric. After the scores were obtained, the results from both researcher and co-rater were then collected and combined as the final score of speaking test. The details of the speaking rubric can be seen in the Appendix.

3.5.2 Interview Procedures

There were interviews that contributed massively toward the developed model. Interviews are essential in research as they enable researchers to gain insights into participants' attitudes, values, and beliefs (Robinson, 2014). The interview was executed in the Needs Analysis toward 8 lecturers from different fields of studies to get precise information and special needs based on their field of study. Another interview was handled in the Pilot Study to find out deeper information about the experiences of 3 selected students after the piloting. Finally, the last interview was held in the implementation step to collect the data from 6 selected students for their feedback based on the model implementation. In this interview, the researcher focused on the exploration of factors that influence the quality of the students' speaking and engagement to strengthen the data gained from the other methods. In order to manage the data, before doing the analysis, the interviews were recorded and transcribed.

3.5.3 Focus Group Discussion (FGD) Procedures

Focus Group Discussion (FGDs) in this study were implemented to capture similar and different perspectives of the students' needs, feedback, and satisfaction in the Needs Analysis, Pilot Study, and Implementation. The FGDs were facilitated by the researcher. Focus Group Discussions (FGDs) were essential to gather qualitative data and understanding participants' perspectives in this research. The procedures began with recruiting 16 ESP students as participants based on relevant criteria to

ensure diverse viewpoints in the Needs Analysis. Moreover, different 16 Pilot Students feedback were also gathered through the FGD in the Pilot Study step. Finally, 36 students were enrolled in the FGDs for the Implementation phase; however, one student had to withdraw due to a family matter, resulting in 35 students who successfully completed the course and shared their views toward the Implementation of the developed model in the FGD. The moderator in this study was a researcher. To facilitate discussions effectively, a semi-structured guide was developed to steer conversations around key topics. This session lasted one to three hours. Another co-observer, English lecturer who was familiar with the context of the study, helped the researcher in observing and taking notes to capture the information gathered in the FGDs.

3.5.4 Observation Procedures

Observation has been utilized across multiple fields to gather data on individuals, processes, and cultural phenomena (Melis, 2020). For enriching the data of the student's feedback, this observation was important to check non-verbal expressions of feelings, determine who interacts with whom, hold how participants communicate, and even check how much time is spent on various activities. There were three observations conducted in this study. Firstly, there is an initial observation, in the context analysis. Secondly, observations were conducted in the Pilot Study together with the Co-Observer. The findings from this first observation contributed significantly to the refinement of the ESP speaking course should be designed. The third observation was the observation during the implementation of the refined model. Those aimed at investigating how the students react to the ESP Speaking online course model implemented as well as to notice the activities inside of the study.

Adopting the role of a participant-observer is crucial in this study for several reasons. Firstly, it allows the researcher to gain a deeper understanding of the phenomena being studied by actively participating in the environment rather than just

observing from the sidelines (Creswell, 2013). Participant observation enables the researcher to learn about the activities of the participants under study in the natural setting through observing and participating in those activities. Due to the absence of completely unbiased observation, the researcher did not conduct class observation independently (Flick, 2005). The researcher invited an observer to perceive how the class was running and what activities the students did during the implementation of the ESP Speaking online course program. The existence of another observer helps the researcher to avoid bias and to interpret the findings more accurately.

3.5.5 Meeting Procedures

Meetings played a crucial role in facilitating communication, collaboration, and decision-making throughout the study (Long, 2010). There were six meetings scheduled within the research with 2 experts as English Subject Content Coordinators (SCC) in the Needs Analysis, with 1 Co-Collaborator and 1 Co-observer in the Pilot Study and Implementation stage. These meetings provided an opportunity to share updates, exchange ideas, and ensure alignment with the research objectives. A meeting agenda was prepared in advance to ensure that key topics were addressed, and a Minute of Meetings were recorded to document decisions and action items for follow-up. Additionally, meetings were held to gather feedback, gain insights, and foster collaboration in the implementation of the research interventions.

3.5.6 Self-Reflection Procedures

There were two student self-reflections. The first one was for the Pilot Study, there were 16 participants. Secondly, in the Implementation stage there were 36 enrolled students, but 35 students completed the stage until the self-reflection. This method encompassed a set of questions aimed at eliciting insights directly from students regarding their learning experiences and progress. These methods are instrumental in understanding students' perceptions, attitudes, and challenges encountered throughout their educational journey (Alek et al., 2020).

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There were two focuses related to model experiences and speaking improvement. Toward the model experience, it was included how effective is the model viewed from the underlying theories of the model development and how well is the model to solve their linguistics and affective aspects. Related to the students' speaking improvement, the question focuses on how students improved their speaking performances based on the implemented model. It was used to measure whether the ESP Speaking online course model was successfully implemented or not at the research site. The common approach in self-reflection was reflective writing, where the students document their thoughts and experiences on their learning process which prompt students to evaluate their own skills and progress based on their perspectives and express how well the developed model was implemented.

3.5.7 Document Analysis Procedures

Document analysis was employed as a method to gather and analyze relevant documents, texts, and media relevant to the research objectives. There were four documents analysis in this study such as future jobs insight report, existing English Apps, and prototype media, and refined media. There were also four instruments used to analyze the documents such as needs analysis form, needs analysis checklist, pilot study form, and implementation forms. By triangulating findings from document analysis with other data sources, researchers gained a comprehensive understanding of the research phenomenon and enriched the depth of analysis. Shortly, to see the source of data and the function, here is a summary of data collection in this study.

Table 3.5
The Data Collection Summary

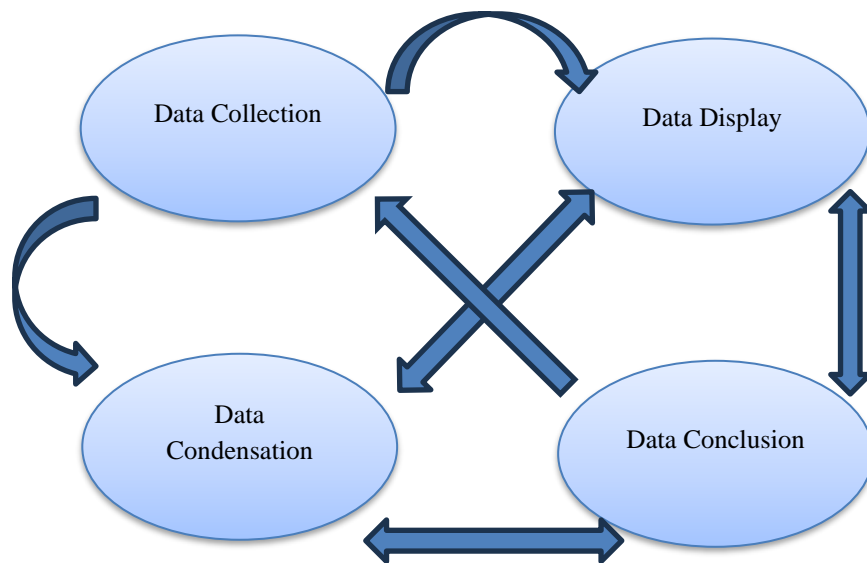
| Types of Instruments | Instruments | Aims |
|--------------------------------|--|---|
| Speaking Tests | Pre-Speaking test Form Post-Speaking test Form | To see the students' speaking performance before and after the implementation |
| Interviews | A Context Analysis Q&A Guideline | To find the context of the study |
| | A Needs Analysis Interview Guideline | To gather the specific information toward the students' learning needs based on the lecturers' view (Teachers-Perceived) |
| | A Pilot Study Interview Guideline An Implementation Interview Guideline | To gather the selected students' feedback (model, engagement, speaking skills) in detail after the pilot study and implementation |
| Focus Group Discussions (FGDs) | A Needs Analysis FGD Guideline | To gather the students' target and learning needs (Students-Perceived) |
| | A Pilot Study FGD Guidelines An Implementation FGD Guideline | To gather the whole students' feedback (model, engagement, speaking skills) after the pilot study and implementation |
| Observations | A Context Analysis Observation Form A Pilot Study Field Note An Implementation Field Note Form | To capture the context of the study, course activities and engagement in the Pilot Study and Implementation |
| Meetings | A Needs Analysis Minute of Meeting Form | To gain the experts point of view about the development of a suitable ESP Speaking online course model |
| | A Pilot Study Minute of Meeting Form for Collaborator | To gain the collaborator's point of view about the pilot model |
| | A Pilot Study Minute of Meeting Form for Co-Observer | To avoid bias and give additional feedback toward the pilot implementation |

| | | |
|-------------------|---|---|
| | An Implementation Minute of Meeting Form for Collaborator | To gain the collaborator's point of view about the implemented model |
| | An Implementation Minute of Meeting Form for Co-Observer | To avoid bias and give additional feedback toward the implementation of the developed model |
| Self-Reflection | A Pilot Study Learning Reflection Forms | To gather the students' insight toward their self-experiences and speaking progress in the Pilot Study |
| | An Implementation Learning Reflection Forms | To gather the students' insight toward their self-experiences and speaking progress in the Implementation |
| Document Analysis | A Needs Analysis Existing Information Form | To find a comprehensive needs from the Company-Perceived |
| | A Needs Analysis Existing Program Checklist | To find the English Learning belief and direction from the Institution (Existing Apps) |
| | A Pilot Study Document Analysis Form | To capture the existing supporting documents toward the Pilot Study |
| | An Implementation Document Analysis Form | To capture the existing supporting documents toward the Implementation |

3.6 Data Analysis

There were various kind of data analysis techniques in qualitative research (Bloor et al., 2006; Holland, 2019; Maher & Dertadian, 2018; Naeem et al., 2023; Creswell, 2013; Robinson, 2014). In this study, the qualitative analysis was steered by the approach provided by (Miles and Huberman, 2014) which has several steps including data collection, data reduction, data display, and conclusion drawing/verification. All these aspects are interconnected, starting from the data collection underlying the data display and data condensation, based on the analytical perspectives, there are also three synchronized activities such as data condensation, data display, and data conclusion as shown in the following figure.

Figure 3.3
Qualitative Data Analysis Procedures



The figure illustrates the qualitative data analysis procedures based on the framework by (Miles and Huberman, 2014). This model is widely used in qualitative research and consists of four interrelated steps, data collection, data display, data condensation, and data conclusion. Here is the explanation of each stage.

Data Collection is the initial step where qualitative data is gathered from various sources such as interviews, observations, documents, or other qualitative methods. The collected data serves as the foundation for subsequent analysis.

Data Condensation is the stage when the collected data is streamlined and organized. This involves processes like coding, categorizing, and summarizing the data to focus on what is essential. The goal is to condense the vast amount of data into manageable and relevant information without losing its richness.

Data Display comes after condensation, the data is presented in an organized manner, often through charts, matrices, or graphs. Data display helps in identifying

patterns, trends, and relationships within the data, making it easier to draw meaningful insights.

Lastly, Data Conclusion/ Verification, is the final step that involves drawing conclusions and verifying the findings. Researchers interpret the displayed data, identify themes or patterns, and develop conclusions. The verification process ensures that the conclusions are valid and reliable.

In addition, interrelation between steps means that the model emphasizes that these steps are not strictly linear but rather cyclical. Data analysis is an ongoing process where data collection, condensation, display, and conclusion might influence each other. For instance, conclusions drawn may lead to additional data collection or require revisiting data condensation. This framework is highly valued in qualitative research for its structured yet flexible approach to analyzing complex qualitative data. (Miles and Huberman, 2014). In this research, the specific procedures of each data analysis step were discussed as follows.

3.6.1 Data Collection

As it is mentioned in data collection section 3.5. above there were seven data sources from participatory observations, document analysis, FGDs, Interviews, Meetings, Self-Reflections, and Speaking Tests were collected during the preliminary and the piloting phases in the DBR research in this study.

As mentioned in the Data Collection section (see Section 3.5 above), seven data sources were collected during the preliminary and piloting phases of this Design-Based Research (DBR) study through participatory observations, document analysis, FGDs, interviews, meetings, self-reflections, and speaking tests. Therefore, the results of the data collection in this study were in the various forms of Q&A results and detailed observations from the context analysis. Existing information results, program checklist, FGD notes, interview transcripts, and minutes of meeting from the needs analysis. The

pilot study involved document analysis results, field notes, FGD note, pre- and post-self-reflections, interview transcripts, minute of meetings, and speaking level. Similarly, during the implementation phase, document analysis results, field notes, FGD note, pre- and post-self-reflections, interview transcripts, minute of meetings, and speaking level were collected.

3.6.2 Data Condensation

Data Condensation is the stage when the collected data is streamlined and organized. This involves processes like coding, categorizing, and summarizing the data to focus on what is essential. The goal is to condense the vast amount of data into manageable and relevant information without losing its richness. In this stage the gathered data were organized into sections based on the research stages then the process of selecting, focusing, simplifying, abstracting, and transforming the empirical data were implemented. In this stage the researcher also clarified which data to code, extract, and categorize. After that, the extraction of the essential information was named categorized, and some coded by considering the initial of the given name of the full name for the same code for example (RVE, NAU, FAR, etc). Finally, the extracted data were organized to be manageable and meaningful units that can be used to determine larger patterns, in this study. Here is the example of the data condensation.

| | A | H | I | J | K |
|---|-----|---------|------------------|----------|--|
| 1 | No. | Initial | Language Levels | Problems | Details |
| 2 | 1 | MEL | Advanced | Writing | Sometimes I have a problem in writing the sentence that I want to write due to my vocabulary is not Advanced enough. |
| 3 | 2 | TON | Pre-Intermediate | Speaking | I really want to speak english very well but It's very hard for me because I'm not learn very well like my vocab is too limited. |
| 4 | 3 | YAA | Intermediate | Speaking | It's kind of hard to understand some English accents because it is unique. |

3.6.3 Data Display

Data Display was a collection of organized and concise information that allows for drawing conclusions and taking action. Through displays, researcher was aided in understanding what happening and to propose the next solution based on the comprehension. Data display is crucial since large or long texts hinder the ability to process information and exploit our tendency to find simplistic patterns. By constructing good displays, the construct of robust qualitative analysis would be more effective. The displays in this study include several types such as tables, points, and screenshots. The full displays of the 23 documents sample results were attached in Appendix 2.

| No. | Initial | Language Levels | The Most Difficult Skill | Details |
|-----|---------|------------------|--------------------------|--|
| 1 | MEL | Advanced | Writing | Sometimes I have a problem in writing the sentence that I want to write due to my vocabulary is not Advanced enough. |
| 2 | TON | Pre-Intermediate | Speaking | I really want to speak english very well but It's very hard for me because I'm not learn very well like my vocab is too limited. |
| 3 | YAA | Intermediate | Speaking | It's kind of hard to understand some English accents because it is unique. |

Continued...

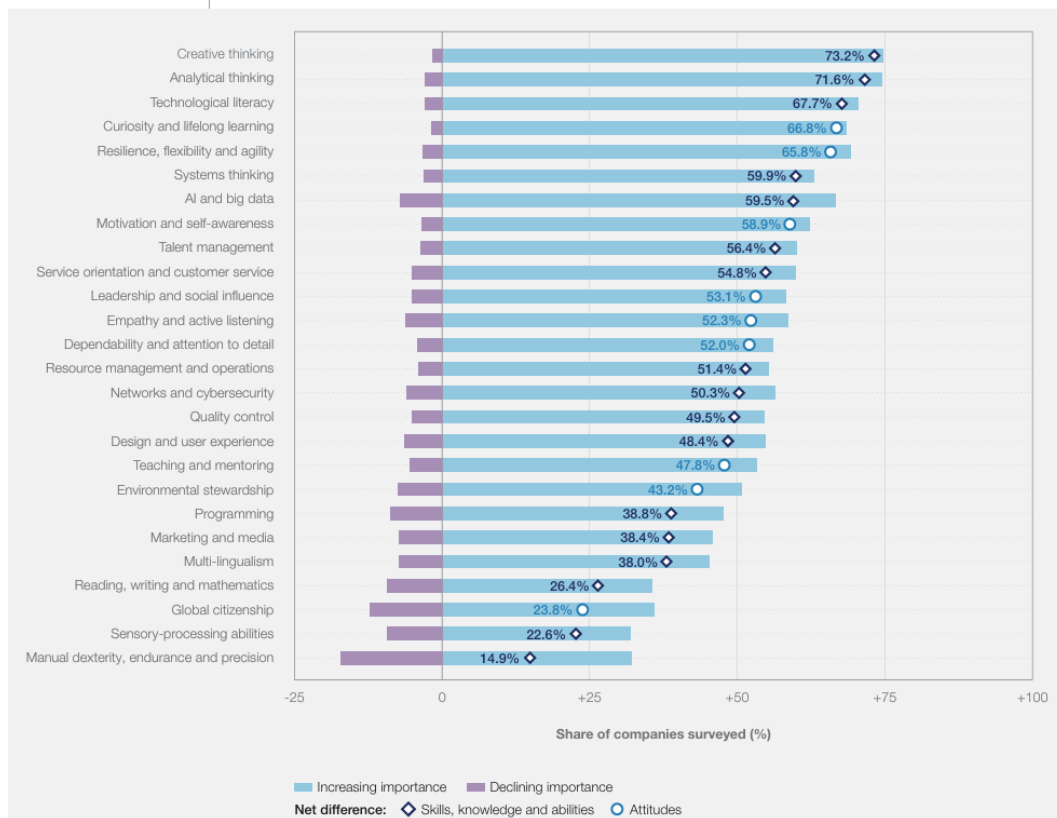
Reflections and Interpretations

1. Cognitive:

The learning outcomes are relevant, the activities include inviting students with prompter in the forum and self-learning, doing in pairs sharing, having class engagement, and performing a simple business presentation. The assignment seems relevant to the target of the course.

2. **Affective:**
The lecturer was interactive and accommodative to participants. There was a written introduction session to socialize before the actual class meet through video conference.
3. **Teaching:**
Feedback was provided after the students' presentation for a better improvement in the next activities.
4. **Technology:**
Ms. Teams overall are easy to use and enable interaction between lecturer and students or amongst students.
5. **Others**
-

FIGURE 4.3 Skills on the rise
Share of organizations surveyed which consider skills to be increasing or decreasing in importance, ordered by the net difference.



3.6.4 Data Conclusions

Generally, in this qualitative research the researcher prioritized the maintenance of trustworthiness, encompassing key dimensions of credibility, reliability, and validity

in research findings. Credibility (trusted) was established through triangulation of data sources or methods to verify findings, member checking to confirm accuracy, and researcher toward the personal biases to enhance the integrity of interpretations. Reliability (consistent) was supported through transparent and systematic practices in data collection and analysis throughout the research process. Additionally, the researcher ensured the validity (coherence) by employing an iterative approach to data analysis that allowed for continuous refinement and validation of findings comprehensively from the research design, methods, and interpretations.

In this study, the researcher drew and verified conclusions by interpreting data from the outset. This process involved repeated checks to ensure the validity of the results. For example, the researcher concluded that students appreciate the lecturers' clear, responsive instruction, and support. The evidence from the FGD and interview then support each other.

According to the students, the quality of instruction and facilitation is already good. The lecturers are accommodating, flexible, and provide effective solutions to any issues that arise. This ensures a supportive and adaptive learning environment.

(The Implementation FGD, Note Taker)

Another supporting detail toward the teaching was the respond from a student who stated that the teaching was more than sufficient due to the activeness and responsiveness.

“It's more than sufficient, Miss, especially in the morning when you open a session for questions. It's incredibly helpful if someone needs an answer, and your chat responses are very quick, which is really helpful. The instructions are also very clear, like in every assignment there's a clear explanation and during our video calls together, you explain things slowly and clearly, which is very helpful.”

(The Implementation Interview, Students 18)

3.7 Summary of Chapter III

This Chapter has outlined various methodological components such as research design, research setting, research participants, research instruments, data collection, and data analysis before coming to the summary part. Based on the previous discussion, this study was directed by Design-Based Research, utilizing the DBR general characteristics adapted from (Plom, 2017) framework, consisting of Preliminary Phase, Prototyping Phase, and Assessment Phase with 10 steps, played a crucial role in shaping ESP Speaking online course model within this study. The steps of each phase were Context Analysis, Literature Review, Needs Analysis, and Design Principles & Technology Innovations in the early stage. Those steps were continued with prototype, pilot study, refinement, and implementation in the main stage. finally, there were reflection and evaluation in the last stage.

The study engaged a diverse component comprising 506 English for Specific Purposes (ESP) students selected from 10 classes using randomization techniques. Additionally, the research involved targeted groups for more focused insights. These groups included 16 ESP students, 8 lecturers, and 2 experts, offering a comprehensive range of perspectives and expertise in the pilot study. Furthermore, another group consisting of 16 different ESP students, along with a collaborator and a co-observer, was closely involved in the formulation and refinement of design principles, ensuring that the intervention resonated effectively with the student body. Finally, another larger group consisting of 36 ESP students, along with a collaborator and a co-observer, was involved in the process and evaluation although 1 student dropped out at the beginning of the course due to family matter.

In addition, a varied selection of instruments and techniques were employed to gather data throughout the study. These included traditional methods such as interviews, focus group discussions (FGDs), and participatory observations, providing rich qualitative insights into participants' experiences and perspectives. Moreover,

systematic literature reviews were conducted to ensure a robust theoretical foundation and to contextualize findings within existing research. Additionally, more innovative approaches such as document analysis and speaking tests were utilized to capture nuanced aspects of learning and performance. The diversity of instruments allowed for a comprehensive and multilayered understanding of the developed model impact.

To show the process of this research study, a timeline was provided on each of the phases and steps over the years. Began with the context analysis and needs analysis review in 2019, the research progressed through various stages, including data collection, analysis, and evaluation, which involved multiple techniques such as document analysis and observation, interviews, and focus group discussions. Furthermore, the findings lead to the design of the design principles and model before piloting and implementation to collect feedback. The conclusion of the study occurred with comprehensive data analysis and the presentation of reflection and evaluation results, providing valuable insights into the ESP Speaking online course Model in 2024. The Summary of the whole Research methodology was presented in the following table to provide a clear design in this study.

Table 3.6
The Research Methodology Summary

| DBR Phases | DBR Steps | Participants | Techniques |
|----------------------|--|--|---|
| Preliminary Research | Context Analysis | 506 ESP students from 10 randomized classes | Q&A and Observations |
| | Literature Review | Research Articles & Books | Systematic Literature Review |
| | Needs Analysis | A Research Report, The Existing English Program, 16 students, 8 lecturers, 2 experts | Document Analysis, FGDs, Interviews, Meetings |
| | Design Principles & Technology Innovations | Preliminary Result Research Articles & Books | Systematic Literature Review & Data Analysis |

| | | | |
|-------------------|----------------|--|---|
| Prototyping Phase | Prototype | Formulated Design Principles | Systematic Literature Review & Data Analysis |
| | Pilot Study | 16 ESP students, 1 collaborator, and 1 co-observer | Interviews, FGDs, Observations, Meetings, Document Analysis |
| | Refinement | Piloting Feedback Research Articles & Books | Systematic Literature Review & Data Analysis |
| | Implementation | 24 ESP students, 1 collaborator, and 1 co-observer | Speaking tests, Interviews, FGDs, Observations, Meetings, Students' Self-Reflections, Document Analysis |
| Assessment Phase | Evaluation | 7 types of data collection techniques and 23 instruments | Data Analysis |
| | Finalization | The result of the evaluation | Data Analysis |