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Redesigning The Esp Course For Architecture Major At Multimedia Nusantara University

Emanuella Christine Natalia Mau
Universitas Multimedia Nusantara, Indonesia

emanuella.natalia@umn.ac.id

Abstract

The article discusses the redesign of the English for Specific Purposes (ESP) course, employing a conceptual framework to elaborate on and design effective teaching strategies and materials for Architecture Major Students. This approach addresses challenges in English Language Teaching (ELT) for non-English department students at Multimedia Nusantara University. The redesign utilizes Evidence-Centered Design (ECD) and Task-Based Language Teaching (TBLT) within a Flipped Classroom course structure to enhance the ESP course.

Keywords*: Evidence Centered Design, Task-Based Language Teaching, Flipped Classroom*

Introduction

Over the years, English has become a mandatory core subject in higher education. Its importance is widely recognized, as proficiency in English is seen as crucial for students to develop competencies that are highly valued in the international arena. Mastery of the English language not only enhances students' communication skills but also opens up opportunities for global collaboration and competition. By fostering English language proficiency, higher education institutions aim to equip students with the linguistic tools necessary to succeed in a globalized world, thereby amplifying their potential and broadening their professional and academic horizons.

As higher education faces new challenges in English language mastery, it is crucial to revisit course design in non-English language departments and faculties. English Language subject has been introduced into the Indonesian curriculum from early childhood education curriculum up to higher education curriculum. Consequently, it is assumed that English, as a general course, is taught consistently from kindergarten to university. In relation to this context, the Indonesian Ministry of Higher Education issued a policy to exclude English as a mandatory subject in higher education. (par. 35, verse 3, UU No. 12, 2012) With this policy, English Language subject has become an additional subject that universities can include based on their specific considerations only. However, this policy has presented issues for both universities that implement it and those that do not. For instance, even though Multimedia Nusantara has issued the policy to include English language subject as the mandatory subject, the Multimedia Nusantara University Alumni user data indicates persistent deficiencies in students' presentation skills, diction, collocation, and use of jargon on their respective fields. These shortcomings highlight the ongoing need to address English language proficiency, despite its exclusion as a mandatory subject in higher education.

The Multimedia University tracer study data has indicated that the alumni has performed the English language data industrial demands but at the same time this respective industry has shown higher demands of English Language Proficiency that inclined more into practical used. The phenomenon is not only happened for one respected field but constantly happening for others industrial fields also. There are

several soft skills that could be embedded into the English Language teaching; namely: Critical thinking skills, Learning strategies, and English business communication skills.

Given the data and industry demands, it is necessary for Universitas Multimedia Nusantara to revisit the course design for English language subjects. The redesigned course is needed to align the course curriculum with industrial requirements as well as addressing students' deficiencies in English language competencies. Therefore, a comprehensive approach is required to further develop a course framework that bridges the gap between future industry needs and students' English language competencies. Task-Based Language Teaching (TBLT) is particularly suitable as an operational complement to Evidence Center Design for developing a English Course framework under the English for Specific Purposes (ESP) subject.

Based on the elaborated rationale, it is essential to identify students' core competencies in their respective fields to tailor the course effectively. The conceptual framework projector will begin with the department demonstrating the highest English language competencies at Multimedia Nusantara University: the Architecture major. This study program was chosen as the pilot project for the course redesign using Task-Supporting Teaching due to several factors. Notably, the program implemented a new curriculum in the odd semester of 2024/2025, making it an opportune time to introduce a fresh approach.

To this end, Evidence-Centered Design (ECD) principles are employed to define students' competency areas. As part of this approach, a two-month observation is conducted to understand the typical learning styles of architecture students, encompassing both regular and field classes. This observation is crucial for informing the course structure and material development, ensuring the course is well-aligned with students' needs and professional requirements.

The redesigned English 2 course, traditionally offered during the even semester, serves as a continuation of English 1, which establishes the foundational skills necessary for English proficiency at the university level. English 2 course has been conducted with a focus on Reading and Writing since 2005. Over the years, this course has undergone several changes in text course modules and syllabus adjustments. From 2014 to 2016, when English was still a mandatory subject in the MKDU (Mata Kuliah Dasar Umum) curriculum, the text course modules Real Reading 3 and 4 published by Pearson and Longman were used along with a syllabus adapted from these course modules. Based on the results of the UMN Tracer Study, changes continued from 2016 to 2020 using the Reading and Writing text course modules from McMillan, along with an adjusted syllabus. Subsequently, from 2020 to 2023, the syllabus and text course modules were again changed to align with CEFR standards using the Keynote series published by National Geographic. However, the Tracer Study indicated a continued need for English speaking and presentation skills in the professional world, with UMN alumni still on the margin.

Following the renaming of Mata Kuliah Dasar Umum (MKDU) to Mata Kuliah Wajib Kurikulum (MKWK), which no longer mandates English as a compulsory subject in higher education, the English 2 course needs to be adjusted accordingly (Pasal 35 ayat 3, Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi). Universitas Multi Media Nusantara must emphasize the importance of delivering this course to enhance presentation and English language skills, while also reflecting the students' mastery of their respective fields of study. The University also had tried the general CEFR framework for the past two years and the result was not fully

encompassing the necessary skills. The Multimedia University Department's Tracer Study still shows a high demand for these skills among UMN alumni users.

In order to improve teaching quality and text course module standards, it is proposed to create a new text course module based on the Task-Based Language Teaching (TBLT) framework within the approach of English for Specific Purposes, grounded in Second Language Acquisition theory. This change is crucial to understand that foreign language mastery is not solely for communication but also to support the knowledge students acquire in their respective fields of study. Therefore, classroom teaching should emphasize a Language Meaning-Based Approach rather than a Language Form-Based Approach. The teaching method and strategies will focus on students' ability to use English in academic communication. Consequently, linguistic skills will be seen as part of the learners' previous recognition. This new text course module will be tailored to the content of architecture study program, addressing the issue of English presentation skills and introducing standard terms, idioms, and jargon used in the workplace. With this text course module and the implementation of the TBLT framework focused on real-life professional experiences studied in college, English teaching is expected to become more integrated and reinforce content teaching in the study programs.

Literature Review

Conceptual Framework Development

Evidence Centered Design Approach

This conceptual framework project involved qualitative research using interview to gather data from three stakeholders: Program Study Stakeholders (Head of Study Program and the curriculum coordinators), the Tracer Study Department, the Content Course Lecturers, and some students' representatives. The data triangulation from the Program Study stakeholders, the Tracer Study Department and the Content Course Lecturers were used to identify the core competencies deficiency from the students as part of the comprehensive observation, a study was also conducted on the teaching methods of each lecturer in the study program and the students' typical learning styles. The interview technique was used to identify the best-practice teaching methods employed by lecturers which were successfully applied to students. Evidence Centered Design principles were used to identify students' skills core competencies. These steps were taken as the first preliminary conceptual framework project and done by using qualitative research methodology. The data from the preliminary conceptual framework project was then triangulated into a framework to develop teaching materials and methods.

The framework for course module development and its teaching strategies were based on several teaching theories developed to improve previous teaching methods. The proposed course module framework was derived after reviewing Second Language Acquisition (SLA) teaching theories, which emphasize two key aspects: language form-based and language meaning-based learning. Based on this theory, data triangulation will refer to the creation of the framework and course module pattern, while the teaching pattern will emphasize Task-Based Language Teaching, which can accommodate the presentation of real-world work experiences (Nunan, 2004; Willis and Willis, 2007). By teaching using this approach, it was expected that students would engage more in learning English language. They were stimulate to show the necessary of learning the materials given as the skills were used into their future professions.

Mislevy, R. J. (n.d.). said that the model interconnectedness within the knowledge, skills, and abilities (KSA) is able to build a core framework. He furthered elaborated that "…

the Evidence models make the connection between the latent competencies specified by the Student model and the observables behaviors elicited by the Task model." This enabled the researcher to step ground on building the students' core competencies by using the evidence centered design model.

Maslevy, Steinberg and Almond (2003) agreed that "ECD as the task model specifies the task features that elicit behaviors, allowing inferences about the latent competencies" which indicated that ECD was suitable to define the students' core competencies areas which learning behaviours could be used to elicite their latent core compentencies.

Task-Based Language Teaching Approach

The Task-Based Language Teaching used is adapted from the theories proposed by Bygates (2016) and Tavakoli and Jones (2018). In these theories, there are three approaches to teaching using Task-Based Language Teaching:

1. *Task-supported teaching*

   This approach uses tasks as a supplement to existing teaching methods, thus using tasks to complement the curriculum structure. This approach can accommodate the communicative and academic use of English.

2. *Task-referenced teaching*

   In this approach, tasks are used "as a way to define the target capabilities that students are expected to develop by the end of each unit or scheme of work" (Bygates, 2016, p. 387). This approach focuses on using tasks as benchmarks for student performance, without specializing in a single teaching method.

3. *Task-based teaching*

   This approach focuses on a curriculum designed around tasks, where teaching and learning derive from tasks, not linguistic elements. However, task-based teaching does not exclude the use of non-task activities aimed at developing accuracy and fluency. It is also important to note that a common misconception about tasks is that they focus only on oral interaction. However, tasks can encompass any of the four language skills; in fact, many tasks are integrative and involve more than one skill.

Architect major curriculum enable the researcher to see the connection within each of the materials presented by the architect major curriculum and the teaching strategies that follows. After the data was gathered, it was then the students core competencies was able to be mapped out. This was a crucial step to develop the course conceptual framework and the proposed materials. Because the Architect major study had presented the curriculum, the task-based language teaching was implemented as a task-supported teaching.

Flipped Classroom Approach

During the observation, it is believed that some other model could be induced to further create the course structure. Flipped Learning model emerged as the most suitable for the course model. It gave the students more chances to work collaboratively as it was argued as follows "Flipped learning promotes a more active and collaborative learning environment, which can lead to deeper understanding and retention of knowledge." by O'Flaherty and Phillips (2015). Flipped Learning also induced students to be more interactive while taking their learning into their personal interest. This enabled them to engage more to the learning itself. In a way, it complemented the TBLT method as it was proposed by Herreid and Schiller (2013). Tucker (2012) also enhanced

the important of this model by showing its practicalities in assessing the students' performance. This model enabled students to show their performance in the classroom as well as giving chance for immediate feedbacks from the lecturers. This was stated as follows: "Flipped classrooms allow for more interactive and personalized learning experiences by using class time for discussions, problem-solving, and hands-on activities." Tucker (2012). Based on these previous arguments, it was decided that Flipped Learning Class was incorporated into the Course Conceptual Framework to give a structure to the course.

Method

Interview

This conceptual framework used two methods to develop the model. These two methods was highly used to map students English Language core competencies areas. Evidence Centered Design was used as a tool in determining students' deficiencies as well as students latent competencies. Thus, interview was conducted toward the Film Major dept, head and the curriculum coordinator. Through this conducted interview, the students standard on English language expected competencies are able to be identified. The next step was to conduct interview to the subject core lecturers. The next interview was meant to gather more data to meet the standard competencies expectation and the practical expectation of the lecturers. It was also meant to crosscheck initial data from the traces study dept. that spoke on softskills loophole. The last interview was conducted with tracer data dept. This last interview, from three series of interview, was meant to crosscheck the standard English language expectancy from the Film Dept.Curriculum, the core subject course, and the alumni users. After all data were gathered, the core competencies of English Language were mapped out. Below was the figure of the conceptual construct development:

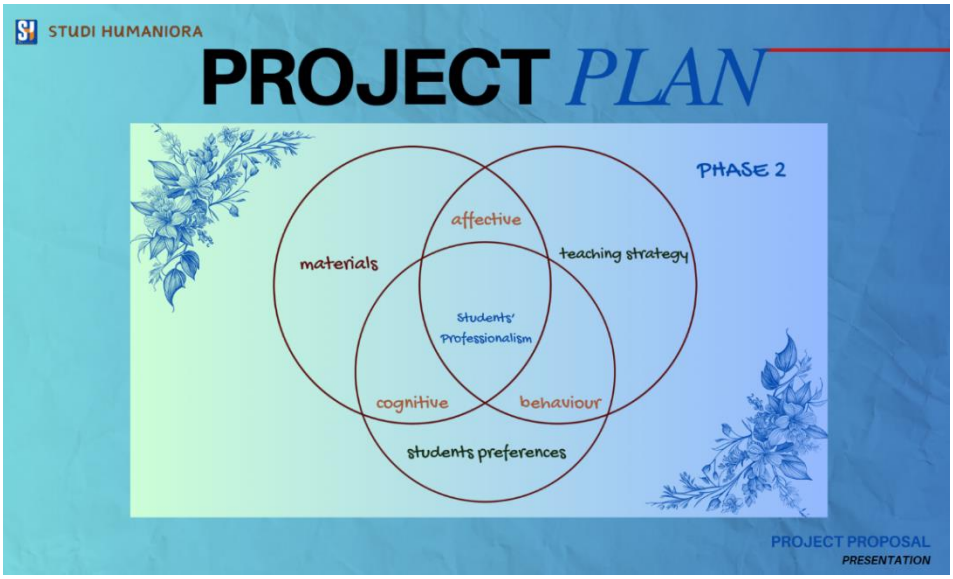


Figure 1 The Project Plan

It was seen from the project plan venn diagram. The students' professionalism could be identified by triangulating the data gathered from the aspects of affective, cognitive,

and behaviour. This could be infered from the interview that were gathered from the stakeholders. Teaching strategies also needed to be identified in order deliver the materials correctly. In order to identify the teaching strategies, it was prior to do the classroom observation.

Classroom Observation

Students learning styles were one of the prominent factors to determine the strategies that complements the redesigned course structure. Therefore, classroom observation across the semester level were needed to define the best practices teaching strategies. Thorough observation was conducted for 2 (two) months in various class types, included the studio types class, the field class, and the regular classes. The observation was also included 2 lecturers as key informants. The data gathered from the key informants, they are namely: the program study head of department and the curriculum coordinator, the lecturers, and the students. Below is the result of the observation. The students' typical learning characteristics could be best described as follows: even though some students are eager to learn, others are unwilling to try new things. Most students are not autonomous learners and lack awareness of collaborative attitudes when working in groups. They are unable to perceive real working situations as opportunities for professional development, particularly in fields like architecture. There is a significant gap in English language exposure, with some students passively using English as a tool for communication. Additionally, some students struggle to separate logical thinking from emotions while working in groups. The results was gathered to identify the most suitable teaching strategies that complement the students' learning preferences.

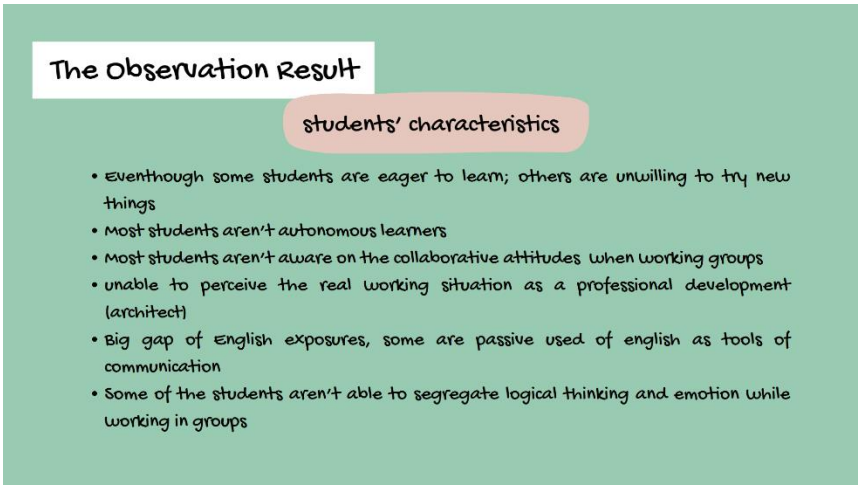


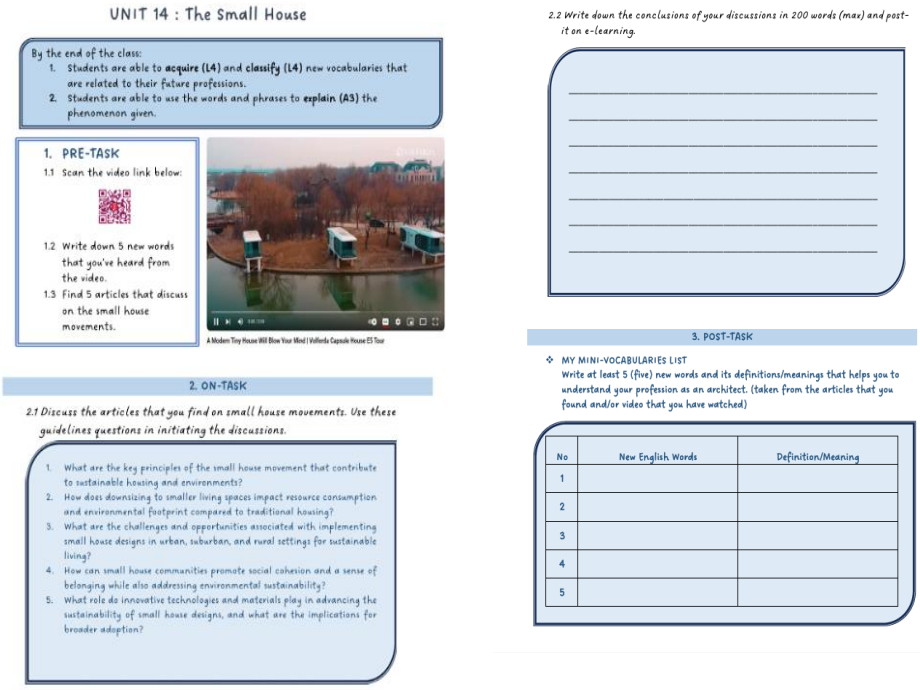
Figure 2 The Observation Results

While conducting the observation, the researcher found some loopholes in the teaching strategies and core skills content that could be embedded to into the teaching materials.

Results

The Course Module Material

Based on the previous discussion, the course module followed these proposed materials for the class structure. One of the material contents proposed was the eco house. The housing sustainability was implemented into one of the dummy units.



Bagan 1 Figure 3 The Pre-Task and On-Task Section

Figure 4 The Mini Vocabularies

Feedback Checklist

No	Cognitive	TICK
1	Students do their pre-task before the class	
2	Students do discussion in the classroom	
3	Students upload their conclusion on e-learning	
4	Students write their mini vocabularies	
5	Students are able to use the words and phrases to **explain (A3)** the phenomenon given	

Scoring Rubric

Figure 5 The Unit Assessment

Discussion

Conceptual Framework Development

Following the discussion in the previous sub-topic, the module framework is designed with a targeted approach, incorporating 25% core content tailored to the specific purposes of each assigned program of study. Additionally, 55% of the material addresses language aspects essential for each program, based on specific needs identified through preliminary research. Furthermore, 20% of the content focuses on the development of soft skills necessary for each program, as determined by the same preliminary research.b Below was the visualisation of the course conceptual framework design.

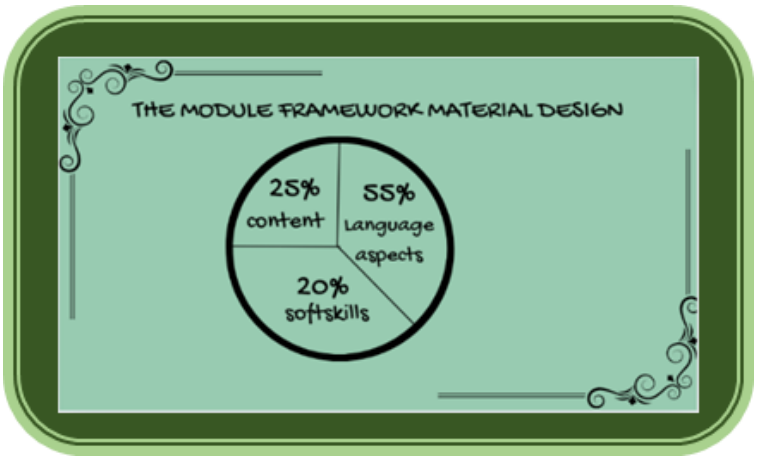
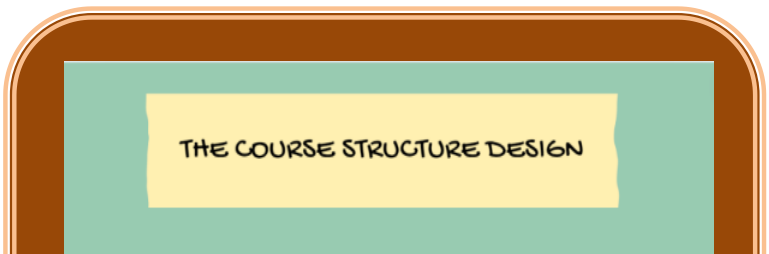


Figure 6 The Conceptual Framework Design

The course structured design employs a flipped classroom design, requiring students to complete the pre-task section before class begins. In-class activities are then centered on rehearsing and applying the knowledge gained, transforming it into skills that can be retained in long-term memory. The post-task section aims to enhance students' autonomy by allowing them to extend their learning beyond expectations. To ensure continued engagement, random checks will be conducted. Here was the course design:



The Course Design lead to the construction of the materials proposed as well as the teaching strategies that were designed previously. Thus, it enable the lecturers to engage to students needs and enhance the students to be motivated in overcoming their English Language Deficiencies.

Conclusion

Comparison Between Traditional and Re-Designed Course Models

The traditional classroom model is predominantly characterized by teacher-centered instruction, wherein the educator serves as the primary source of knowledge, and students assume passive roles as recipients of information. This model typically incorporates language form-based teaching, adheres to a fixed curriculum, and maintains rigid schedules. The learning process under this model is often individualistic and passive, with assessments focusing primarily on both formative and summative tests.

In contrast, the re-designed course model adopts a student-centered approach, emphasizing language meaning-based instruction through Task-Based Language Teaching (TBLT). This model integrates a flipped classroom structure to foster active, collaborative, and personalized learning experiences. Assessment within this framework is comprehensive, focusing on students' processes and performances across each unit, thereby ensuring a thorough evaluation of their progress and understanding.

The Program Efficacy Projections

The program efficacy projection was essential in establishing a standard for program delivery. Consequently, it was necessary to set specific standards for the course module and the employed teaching strategies. The suitable and compatible teaching strategies for the given approach were detailed in a specific section of a manual. To ensure the technical adherence to the course module, various procedures were implemented for quality control. The procedures were as follows:

Sit-in

The Project PIC conducted sit-ins in the classes to ensure that the Task-Supporting Teaching methods were delivered according to the course module guidelines, ensuring the teaching quality and standards met the research findings.

Evaluation of Initial Teaching Materials (Units 1-7)
The initial teaching materials were evaluated by the lecturers to facilitate the course structure team's monitoring and evaluation process, noting important aspects and teaching processes to derive best-practice patterns.

Program Efficacy Evaluation
This survey involved a 30% sampling of all classes using the textbook, to identify the tendency of suitable teaching materials during the piloting period.

Evaluation of Final Teaching Materials (Units 8-14)
The final teaching materials were evaluated again by the lecturers. This facilitated the course construct teams' monitoring and evaluation process, noting important aspects and teaching processes to derive best-practice patterns at the end of the semester, providing a comprehensive view of the textbook.

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