

Research Article:

The Effectiveness of Task-Based E-Learning Materials for Business English Course

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ABSTRACT

In today's globalised and digitally driven world, Business English competence is becoming increasingly vital for students preparing for their professional careers. As a result, it is vital to create effective and engaging strategies for learning customised to their individual needs. This study is part of a research and development study that aims to develop task-based e-learning materials for Business English and evaluate their effectiveness. This study employed a pre-experimental one-group pre-test post-test design. The samples consisted of 35 university students, selected through cluster sampling into intact groups. Research instruments included task-based e-learning Business English materials, pre- and post-tests, and questionnaires. The pre-test and post-tests were performance tests and assessed using rubrics. Data were analysed using descriptive statistics and inferential statistics (paired sample t-tests) to test the hypothesis. The study's findings revealed a considerable improvement in students' Business English achievement following the adoption of task-based e-learning Business English materials, as compared to their previous performance. It may be concluded that task-based e-learning Business English materials are successful in improving students' achievement in Business English, with a significant effect size (Hedges' $g = 3.45$). The findings of this study provide valuable insights for Business English instructors and material designers, particularly in optimising e-learning and task-based approaches to improve student achievement and satisfaction.

Keywords: Business English, digital platform, e-learning, task-based language teaching

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INTRODUCTION

In today's interconnected world, English proficiency is valued in all fields. As a global lingua franca, English serves as the major means of communication among multinational companies and across various borders globally, making it a significant aspect in one's professional success (Takino, 2020; Yao & Du-Babcock, 2023). Consequently, Business English has become increasingly important for university students since it provides them with the skills needed to compete in the international business environment. Given the growing global competition, the ability to communicate effectively, in both spoken and written forms, has become essential (Barrett, 2013; Charles, 2007). Goes beyond language proficiency, Business English instruction also emphasises cross-cultural communication, which is imperative in navigating one's way through the complexities of a globalised business environment (Smallwood, 2020; Aririguzoh, 2022).

Many universities have responded to this demand by including Business English into their curricula, where it is acknowledged as an essential course that equips students with the communication tools required for success in international business (Xie, 2016; Guénier, 2020). However, teaching Business English effectively requires innovative strategies that not only address the linguistic aspects but also encompass cultural competence, negotiation tactics, and the ability to engage in professional discourse across diverse contexts (Gerritsen & Nickerson, 2009; Tadesse et al., 2021). Regarding that, students need to develop practical skills that will be applicable in both formal and informal business situations, including business etiquette, emails, reports, presentations, and face-to-face interactions (Louhiala-Salminen & Kankaanranta, 2011; Tenzer et al., 2017).

To develop students' practical skills, educators need to identify the best teaching method, especially with the rapid changes in technology and its effects on education, which constitutes one of the current challenges in Business English education. This makes e-learning a noticeably good alternative since it has the potential to improve learning with interactive media, like videos, simulations, and even assessments, that will promote student motivation and engagement, which can be accessed anywhere and at any time (Al-Fraihat et al., 2020; Akhter et al., 2021; Koh & Kan, 2021; Marunovich et al., 2021). Al-Fraihat et al. (2020) states that a well-structured e-learning platform will allow self-paced learning, which is instrumental in enabling students to balance academics and work. However, it is important to acknowledge its limitations, such as the lack of face-to-face interaction and potential technological barriers, which may negatively affect the learning outcomes (Sung et al., 2016).

A growing body of research suggests that task-based learning (TBL) is a particularly effective approach in the context of language acquisition, including Business English. Task-based learning emphasises real-world, practical language use, where students engage in activities that simulate professional environments, such as business meetings, negotiations, and customer interactions (Ellis et al., 2019; Crookes & Ziegler, 2021). This approach not only enhances students' language proficiency but also fosters essential soft skills such as problem-solving and decision-making, which are critical in business contexts (Willis

& Willis, 2007). By working on activities relevant to life, students will gain a clearer understanding of the relevance of their studies, which can lead to increased motivation and engagement. Al Kandari and Al Qattan (2020) prove that this approach significantly improves students' learning outcomes, even within an online learning environment, making it a promising strategy for Business English instruction. Despite the extensive corpus of research supporting task-based learning and e-learning independently, there is still a noticeable gap in empirical research exploring the combined benefits of task-based e-learning in Business English instruction at the university level. Moreover, many existing resources lack a solid foundation in the actual needs of business professionals, particularly concerning authentic communication tasks and intercultural knowledge.

Task-based e-learning materials, which feature practical tasks like composing emails, participating in meetings, and delivering presentations, can effectively support Business English instruction. Although conducted in a hybrid or online environment, they still offer students authentic communication practice relevant to current professional settings. According to Nunan (2010), Business English aims to prepare learners to communicate effectively in international workplace contexts. Task-based learning also fosters learner autonomy and confidence since it places them in active decision-making positions (Willis & Willis, 2007). Furthermore, as highlighted by Smith and González-Lloret (2021) and Al-Fraihat et al. (2020), technology-enhanced tasks can significantly improve student engagement and learning outcomes in the online learning environment.

To support the development of more effective and relevant teaching approaches, this study investigates the impact of task-based e-learning materials on students' ability to use Business English successfully in professional contexts. Although research on task-based language learning and e-learning has been extensive, studies that examine their combined application in Business English instruction at the university level in Indonesian context remain limited. Additionally, many existing materials lack authenticity and fail to represent the actual communication needs of the business world, particularly in the areas of intercultural communication and ethical decision-making. To address this gap, the study evaluates e-learning materials designed based on real-world business scenarios and insights from business professionals. The aim is to ensure that these materials are effective in improving students' competence in Business English. This study will answer the research question: "How effective are task-based Business English e-learning materials for university students?"

LITERATURE REVIEW

In the present globally and digitally-driven world, to be able to communicate effectively in professional workplace setting is essential for university graduates. This is where Business English comes to take important role. In response to the demands of the 21st-century employment and the influence of education 4.0 (Srivani et al., 2022), the materials for the course have to be continuously updated. The teaching of this course should adapt pedagogical approaches that are contextually relevant, pedagogically effective, and integrate technological tools to the extent where it is needed. This literature review examines Task-

based Language Teaching (TBLT) and e-learning integration as foundational framework for the development of Business English materials.

English for Specific Purposes (ESP) and Business English

In English for Specific Purposes (ESP) courses, as opposed to General English, language education should be oriented on learners' specific goals and the communication roles that they are expected to perform (Hutchinson & Waters, 1987). Business English, as a specialised domain of ESP, focuses on improving English skills in professional and commercial situations (Dudley-Evans & St John, 2008). It involves language and content knowledge related to business practices. To ensure that the instructions align with workplace demands, a needs analysis remains a crucial step prior to developing the materials (Simaremare et al., 2023). As globalisation promotes cross-border connections, there is an increasing demand for Business English fluency across industries and countries (Gerritsen & Nickerson, 2009). As a result, Business English education must provide students with not only language competency, but also pragmatic and intercultural communication skills required in a worldwide working environment (Bargiela-Chiappini, 2009).

Traditional Business English instructions, however, often prioritised language accuracy and formal business correspondence alone, overlooking the intercultural communication that is very common today. This intercultural communication requires intercultural competence, which will help students navigate different communication styles, work expectations, and cultural norms and practices in today's borderless business communication (Bargiela-Chiappini, 2009). Therefore, unlike earlier model, the present Business English materials need to integrate business etiquette and cross-cultural understanding (Smallwood, 2020; Aririguzoh, 2022). Additionally, the increasing use of technological tools in business operations also demands students to master the use of technology-mediated communication tools, such as virtual meetings and collaborative platforms (Gerritsen & Nickerson, 2009). Therefore, Business English instructions today must involve from its traditional model to include intercultural and technological competencies to ensure students are prepared for modern international business environments.

Task-Based Language Teaching

Task-Based Language Teaching (TBLT), which is based on the communicative language teaching paradigm, is a powerful pedagogical strategy for implementing ESP. It encourages the utilisation of real-world tasks as the main part of instruction. It allows students to build language abilities using meaningful interaction and problem-solving (Nunan, 2010; Ellis et al., 2019). Different from form-focused instruction, TBLT allows students to use language as a tool for completing real-life tasks, such as writing emails, proposals, reports, conducting meetings and negotiations (Willis & Willis, 2007; Celik, 2017). The relevance of TBLT to Business English lies on its contextualisation, outcomes and learner autonomy. Nunan (2010) and Markee (1997) described task-based language instruction as a course with a syllabus and teaching and learning activities focusing on tasks. This argument hints

that the TBLT syllabus is not conventional; it does not focus on the language as the primary subject matter, yet it emphasises its process of learning in the classroom. TBLT has focused on enhancing the students' communicative skills, and it is a powerful approach to maximise language learning and teaching (Hismanoglu & Hismanoglu, 2011).

Tasks are proven to be an effective way of implementing experiential learning (Byram, 2000). According to Breen in Ellis et al. (2019), a task is an organised plan for improving one's proficiency in a new language and how to apply it in communication. Ellis et al. (2019) defined tasks as work plans that target the language used in the real world. He further explained that a task has to satisfy four criteria:

1. The primary emphasis should be on "meaning," signifying that learners ought to focus mainly on understanding the semantic and pragmatic aspects of utterances.
2. There must be a certain "gap", that is the necessity to utilise resources, both linguistic and non-linguistic, to successfully complete the task.
3. There should be a specific result that goes beyond mere language use (indicating that language acts as a tool for achieving the result, rather than being the goal itself).
4. Learners should be primarily independent.

Because students are focused on learning how to do a task, task-based learning reinforces the benefits of experiential learning, often known as learning by doing.

Willis and Willis (2007) proposed TBLT procedures that consist of a pre-task, a task cycle, and a post-task (language focus). The objective of the pre-task phase is to prepare students for the task in a manner that promotes learning. During this phase, the teacher engages students with topic-specific vocabulary and expressions by presenting the topic and the activity to the entire class. Additionally, the teacher may invite students to examine a sample demonstrating how to accomplish the task. At the very least, this involves providing them a written or spoken text to illustrate optimal task performance. During the task cycle, the teacher assigns a communication task wherein students are urged to use the language resources they currently possess and then refine that language under the teacher's supervision as they prepare their task reports. Teacher feedback is given when students most need it to complete the task. Language focus, or post-task, is the final stage of the framework. Students examine the linguistic structures that have naturally emerged over the task cycle in greater detail during this phase. They need to concentrate on form as they have already mastered the meaning of the new language. At this point, a variety of practice exercises, such as various drills, are performed. It is at this stage that the teachers are free to isolate specific linguistic forms and guide students to study or work on them outside the communicative activities. The selection of the linguistics forms can be based on either the task workplan, for example by identifying specific items from the texts in the workplan, or the linguistic features that the students experience in the learning (Willis & Willis, 2007).

Studies have proved that task-based instruction improves learners' motivation, fluency, and also communicative competence by engaging students in workplace scenario simulation (Masuram & Sripada, 2020; Nguyen, 2022; Purwanto et al., 2024). As highlighted by

Al Kandari and Al Qattan (2020), TBLT also promotes 21st-century abilities including critical thinking, collaboration, and problem solving. Yet, it should be noted that the success of TBLT depends on the authenticity of the tasks and the extent to which they align with real workplace demands (Harun & Biduri, 2022; Chen, 2024).

E-Learning and Multimedia in Language Education

According to Alkhateeb and Abdalla (2021), e-learning is interactive learning in which the learning content is available online, and students receive automatic feedback on their learning efforts. E-learning was generally defined by Horton (2003) as any use of the internet and online to produce educational experiences. Nagy (2005) defined e-learning as using and enriching learning with online communication by utilising the newest communication technology (multimedia and the internet). Meylani et al. (2015) defined e-learning as learning completely or partially accomplished through the Internet. E-learning systems have emerged and become widely accepted as a novel approach to delivering educational opportunities for first-time higher education students, as well as for those returning to update or enhance their knowledge and acquire new skills and competencies required by their jobs. The expansion of the internet has improved the flow of information. It has given e-learning a dual function, serving as both a source for educational materials and a means of communication among teachers, tutors, and students involved in learning activities (Meletiou-Mavrotheris et al., 2021). The Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 109 of 2013 defined e-learning or distance learning as the education programme where the learning process is conducted over a long distance using some communication media (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2013). The regulation also further explained that e-learning provides flexible learning experiences, particularly for those who cannot attend classes on-site regularly, and expands opportunities to be accessible to anybody, anywhere, anytime.

One of the most popular e-learning platforms is Moodle. This is the type of Learning Management System (LMS) utilised in this research. Moodle represents a Modular Object-Oriented Dynamic Learning Environment. The features available in Moodle include the resources tab, discussion forum, the activities tab, chats, blogs and wiki, glossary, layout, assignment, quizzes, and cooperative learning. These features help support the students' learning, making Moodle a complete LMS (Devi et al., 2020). They allow educators to assign grades, deliver lessons, and provide options for sharing documents, quizzes, workshops, and chat, as well as to create a forum for students, in a way that is both straightforward and conducive to high-quality learning. Moodle is recognised as one of the most accessible and adaptable free open-source courseware solutions available globally, specifically tailored to assist teachers in developing top-notch online courses (Al-Ajlan & Zedan, 2008). The features are integrated with the students' learning skills improvement, promotion of content development, self-efficacy improvement, self-discipline improvement, and communication improvement.

E-learning platform supports the use of multimedia in learning. Multimedia is any communication that mixes words and images (Noete et al., 2021). Multimedia learning implies visual and verbal learning. It can be done through spoken or written, whereas visual learning can come from stationary or moving images, animated or dynamic video pictures (Rusli, 2014). Mayer's (2009) Cognitive Theory on Multimedia Learning suggests that delivering learning in multiple channels, such as texts, audio, and video, in structured and coherent way can enhance students' learning. This is supported by Abdulrahman et al. (2020), who suggested that multimedia tools improve students' understanding and engagement in class.

The Intersection of ESP, TBLT, and E-Learning

While each framework of ESP, TBLT, and e-learning offers valuable contribution to Business English instruction, it is their integration that offers robust instructional design. ESP identifies how to conduct the needs analysis and what to teach, TBLT provides how to structure the materials and how to teach, and e-learning provides platform to deliver the content in multimodal and interactive modal. Integrating the three of them ensure relevance, practicality, and accessibility. Studies have proven the integration has been successfully implemented in blended and online learning (Sitawati et al., 2022; Fauziyah et al., 2024), yet there is still gap reminding on its implementation in under-researched contexts like Indonesia. This research aimed to fill in the gaps in the literature by designing and evaluating the effectiveness of task-based e-learning materials tailored to the professional and cultural needs of Indonesian context.

METHODOLOGY

Research Design

This study employed a pre-experimental one-group pre-test and post-test design. This design was appropriate as the primary objective was to measure the effectiveness of task-based Business English e-learning materials by comparing the learning achievement of the same group of students before and after the intervention. Similar designs have been adopted in previous research. Sitawati et al. (2022) employed a one-group pre-test post-test design to validate the effectiveness of task-based learning in the EFL Writing classroom focused on four language skills. Likewise, Purwanto et al. (2024) implemented the same design to evaluate the impact of task-based Business English instruction on hospitality students' engagement and communication performance. These studies provide methodological support for the present research, where changes in students' performance are measured by comparing their pre-test and post-test results. The samples of this study were 35 university students from Universitas Pendidikan Ganesha, a public university in North Bali, Indonesia. They were selected using cluster sampling with an intact group approach.

Research Instruments

This study utilised three types of instruments, each described in detail as follows.

a. Task-based Business English e-learning materials

A set of task-based e-learning materials intended to assist students in developing their Business English proficiency served as the primary instrument. The ADDIE instructional design technique (analysis, design, development, implementation, and evaluation) and the principles of TBLT proposed by Nunan (2010) function as the basis of the development. The ADDIE methodology provided a systematic structure to the curriculum, allowing for a more pedagogically effective and engaging learning experience. The materials were divided into three parts: pre-task, where students were prepared for the tasks; tasks, where students engaged in collaborative, real-life business tasks; and post-task, where students worked with follow-up exercises to reinforce and extend their learning. The materials were delivered through Moodle-based e-learning platform, which facilitated interaction and assessment through features such as task submission, discussion forums, quizzes, and reflection activities. Prior to their use in class, the materials were assessed and validated by six experts, namely two content experts, two instructional experts, and two multimedia experts.

b. Effectiveness test results

To measure students' learning achievement, a performance-based pre-test and post-test were administered, aligned with the course topics. The test included three components: a written test (e.g., a business email or memo), a speaking test (e.g., a roleplay or video presentation), and a problem-solving activity centred on a business situation. These tasks replicated actual interactions in international business scenarios. Analytic scoring rubrics were used for grading, which comprised language accuracy, work completion, and professional communication in alignment with the course's learning objectives. The tests were subjected to content validation by two subject-matter experts. Based on the evaluation using the Gregory formula, the validity reached the score of 1.00, indicating full agreement between the experts and appropriateness of the test items.

c. Questionnaire

Questionnaires were distributed to the lecturer and students to get their comments and suggestions. The questionnaire included both 5-point Likert scale closed-ended and open-ended questions to gather insights regarding their experiences with using the materials. The questionnaire was developed following criteria of good learning materials from Tomlinson (2012) and ideal online learning materials from Meylani et al. (2015). Prior to its administration, the questionnaires underwent content validation by two experts. The evaluation was analysed using Gregory's formula, and yielded the score of 1.00. Therefore, the questionnaire was considered valid for use. The responses from the lecturer and students were analysed quantitatively following the criteria proposed by Nurkancana and Sumartana (2011) as presented in Table 1.

Table 1. Criteria of product quality

Score	Criteria
Mean ≥ 4.485	Excellent materials
$3.49 \leq \text{mean} < 4.485$	Good materials
$2.5 \leq \text{mean} < 3.49$	Average materials
$1.5 \leq \text{mean} < 2.5$	Fair materials
Mean < 1.5	Poor materials

Data Collection

A pre-experimental one-group pre-test post-test design was employed, using cluster sampling to an intact group of students. Data collection was carried out over a 12-week period from September until November 2024. The instructional approach followed the TBLT cycle, which is structured into three stages: (a) pre-task, (b) task, and (c) post-task. The pre-task phase was implemented using a flipped learning model, where students prepared independently at home before class by accessing the introductory materials provided on the Moodle platform. The task phase involved students actively engaging in collaborative activities during class sessions and outside class sessions, including simulations, discussions, and other practical business-related tasks. The post-task phase included follow-up activities, discussion forums, and reflections, which were also conducted in blended formats, some during class meetings and some others as homework.

Data Analysis

The data from the pre-test and post-test were analysed using descriptive statistics, which included the mean, highest and lowest scores, and standard deviation to summarise students' performance before and after the intervention. To assess whether the observed improvements were statistically significant, a paired sample *t*-test was performed. The *t*-test results demonstrated a statistically significant improvement, indicating that the intervention positively influenced students' Business English proficiency. Alongside statistical significance, the effect size was also calculated to evaluate the extent of the intervention's impact.

To complement the quantitative findings, questionnaires were administered to both lecturer and students to gather their feedback and suggestions regarding the materials. The closed-ended items were analysed quantitatively to measure satisfaction and perceived usefulness, while the open-ended responses were analysed qualitatively to gain deeper insights into the users' experiences.

RESULTS

Measuring the Effectiveness of Task-Based E-Learning

Upon collecting the data from both the pre-test and post-test, descriptive statistics were utilised in this research, as shown in Table 2.

Table 2. Descriptive statistics

Test		Statistic		Std. error
Pre-test	Mean		63.0200	0.85947
	95% confidence interval for mean	Lower bound	61.2734	
		Upper bound	64.7666	
	5% trimmed mean		63.1944	
	Median		63.8000	
	Variance		25.854	
	Standard deviation		5.08468	
	Minimum		52.10	
	Maximum		71.10	
	Range		19.00	
	Interquartile range		6.30	
	Skewness		-0.745	0.398
	Kurtosis		-0.198	0.778
Post-test	Mean		87.8400	0.45690
	95% confidence interval for mean	Lower bound	86.9115	
		Upper bound	88.7685	
	5% trimmed mean		87.9206	
	Median		88.1000	
	Variance		7.307	
	Standard deviation		2.70307	
	Minimum		82.20	
	Maximum		91.90	
	Range		9.70	
	Interquartile range		3.30	
	Skewness		-0.466	0.398
	Kurtosis		-0.383	0.778

Table 2 shows descriptive data for the experimental classes' pre-test and post-test scores. The statistics indicate a significant improvement in performance following the treatment period. In the pre-test, individuals had an average score of 63.02, with scores ranging from 52.10 to 71.10, and a comparatively high standard deviation of 5.08, indicating that participants' scores were more spread out from the mean. This suggests that there were more significant differences in how well individuals performed. However, the post-test findings, with an average score of 87.84, a narrower score range (82.20 to 91.90), and a lower standard deviation (2.70), indicate more consistent performance among the participants. This means that following the treatment, not only did the average performance increase, but the students' results became more consistent, with fewer people scoring significantly above or below the average. The median scores have increased from 63.80 to 88.10, indicating a good improvement. As a result, the findings show that participants scored significantly higher on the post-test on central tendency and consistency, both in a positive manner, demonstrating the treatment's effectiveness.

Figure 1 summarises the descriptive statistics of the students' pre- and post-test scores and shows how the mean, median, and other statistical measures improved following the intervention.

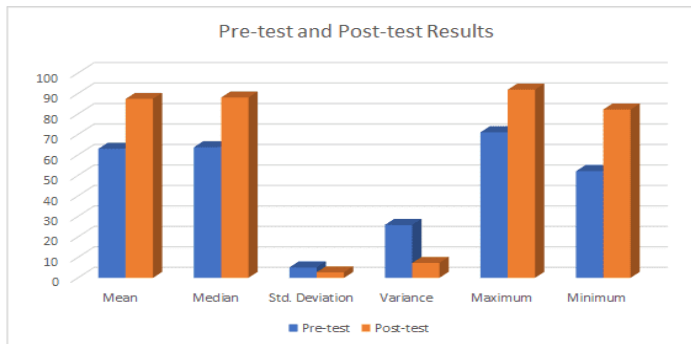


Figure 1. Comparison between pre-test and post-test results

Prerequisite Test

After the descriptive analysis, the prerequisite and normality tests were conducted to conduct further analysis, as presented in Table 3.

Table 3. Tests of normality

Test	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	0.137	35	0.094	0.932	35	0.032
Post-test	0.108	35	0.200 [*]	0.939	35	0.052

Notes: * = This is a lower bound of the true significance; a = Lilliefors significance correction

Table 3 displays the findings of the normality test. The significance value for the Kolmogorov-Smirnov test in both the pre-test and post-test is greater than 0.05 ($p > 0.05$), indicating that the data from both tests are normally distributed. The histograms illustrating the normality test can be found in Figures 2 and 3.

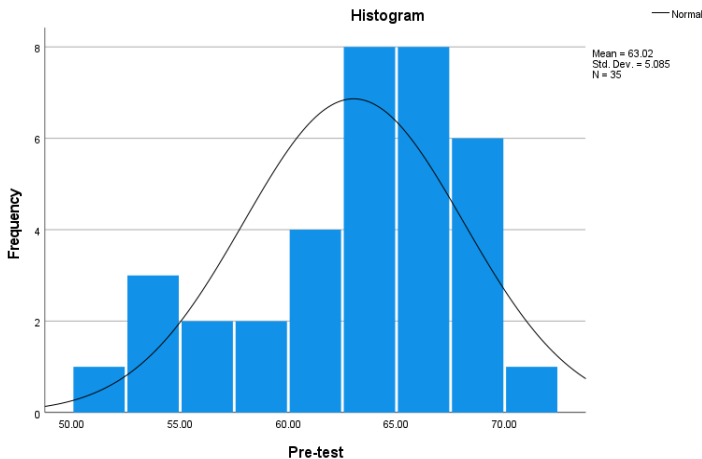


Figure 2. Normality of pre-test

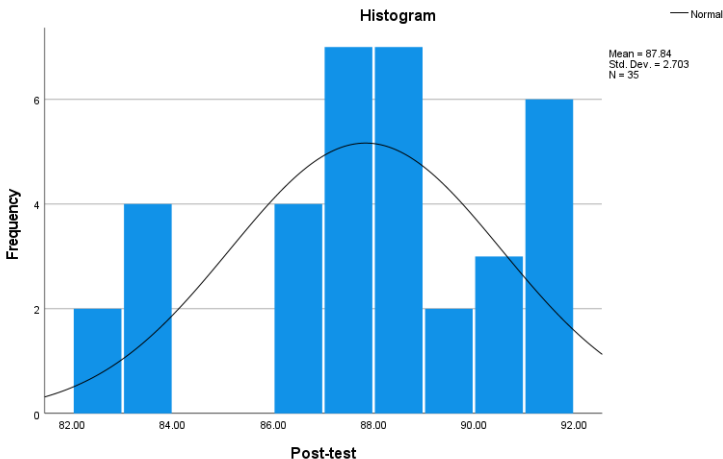


Figure 3. Normality of post-test

Hypothesis Testing

The statistical test used to test the hypothesis is the paired-sample *t*-test. This test compares the means of two related sample groups. In the context of this research, one sample group is measured on two different occasions (pre-test and post-test). The results of the analysis are presented in Tables 4 to 6.

Table 4. Paired samples statistics

Pair		Mean	N	S. D.	Std. error mean
Pair 1	Pre-test	63.0200	35	5.08468	0.85947
	Post-test	87.8400	35	2.70307	0.45690

Table 4 shows that the post-test mean score is 87.84, standard deviation is 2.7, and standard error mean is 0.45. On the other side, the pre-test mean score is 63.02, standard deviation is 5.0, and standard error mean is 0.85. The results indicate that the mean of the post-test is higher than the pre-test.

Table 5 shows that t -value = 42.99, $df = 34$, with $p < 0.05$. Therefore, H_0 is rejected (the test rejects H_0) so that H_a can be trusted. It indicates a significant difference in students' achievement in Business English between pre-test and post-test scores. It shows a significant difference in students' achievement in Business English before and after the implementation of task-based e-learning Business English materials. In addition, the effect size was obtained to analyse the magnitude of the difference found from using the developed product, as presented in Table 6.

Table 5. Paired samples test

Pair	Mean	Paired differences				<i>t</i>	df	Sig. (2-tailed)
		SD	Std. error mean	95% confidence interval of the difference				
				Lower	Upper			
Pair 1 Pre-test - Post-test	−24.82	3.416	0.58	−25.99	−23.65	−42.99	34	0.000

Table 6. Paired samples effect sizes

Pair		Standardizer ^a	Point estimate	95% confidence interval	
				Lower	Upper
Pair 1 Pre-test - Post-test	Cohen's d	3.41569	–	–9.013	–5.512
	Hedges' correction	3.45395	7.186	–8.914	–5.451

Notes: a = The denominator is used in estimating the effect sizes; Cohen's d uses the sample standard deviation of the mean difference; Hedges' correction uses the sample standard deviation of the mean difference plus a correction factor.

Table 6 shows that the result of Cohen's d is 3.41, and Hedges' correction is 3.45. In this case, Hedges' correction (g value) is used because the sample size is small ($N < 100$). The result of the g value is classified in Table 7 to determine how large the effect size is.

Table 7. Effect size

Cohen's d value	Hedges' correction (g value)	Effect size
< 0.2	< 0.2	Small
0.2–0.5	0.2–0.5	Medium
> 0.5	> 0.5	Large

Table 7 shows that the g value is 3.45. Table 6 shows that the value has a large effect size. Therefore, it can be concluded that task-based e-learning Business English materials effectively improve students' achievement in Business English with a large effect size ($g = 3.45$).

Feedback from The Lecturer

The lecturer was also handed a questionnaire to comment on the materials during the field testing. The lecturer's rating obtained an average score of 5.00. He assessed the materials based on syllabus conformity, clarity, relevance, validity, student involvement, assessment alignment to real-world scenarios, rubric clarity, structural components of task-based learning, organisation, and multimedia integration. He also evaluated linguistic accuracy, accessibility, and simplicity of use across devices. He strongly agreed with all the statements, indicating excellent product quality.

Feedback from The Students

The students also provided feedback on the product during the field-testing class. Based on the results, the students scored the materials at 4.405, indicating good material quality. The questionnaire supplied to the students also included open questions where they could submit their opinions and suggestions. The majority of responses expressed positive opinions about the course content, instructional strategies, and structure. Students appreciated the products' practicality, organisation, clarity, and relevance to the workplace needs. For instance, one student noted, "The e-learning system is well-organised, allowing students to easily find the materials listed there" (S3), while another added, "The Business Communication course is effective in preparing students with practical skills for the workforce" (S26). Students also appreciated the clarity of the explanations and the relevance of the contents to the real workplace needs, as reflected in comments, such as: "The material is presented very clearly, and the examples make it easy to understand" (S23), "The materials are very comprehensive. Thank you for teaching business ethics — I'm sure this will be very useful in the workplace" (S31), and "The eight units in the book I think present complete materials. All the contents are relevant to business communication" (S34).

Many students claimed the task-based design boosted their understanding and engagement. One student commented, "Task-based materials encourage students to participate actively. They not only learn the theory but also apply it in practice, which enhances their understanding" (S17). Short tasks like quizzes are also appreciated: "I enjoyed doing the quizzes" (S33). Other students valued the clarity given through detailed explanations and

examples: “The examples provided are very effective in teaching us how to complete a task” (S13), and “The explanations given are detailed and thorough, making us feel confident and well-prepared to complete the assigned tasks” (S35).

A few students also noted that the provision of discussion, reflection, and glossary helps them to review what they have learnt in each chapter. Discussion sections post some questions related to the topics that have to be answered by the students, and can be commented by the lecturers. While the reflection section posts some questions to the students asking about what they have learnt in one topic, the parts they find easy or challenging, and how they would implement what they have learnt in everyday or future workplace communication. For example, some students reflected: “I enjoyed discussing and sharing thoughts on the discussion section. It allows me to review what I have learnt” (S15), “I like the reflection section so much. It is important to link what we have learnt in class to our everyday life and reflect on new knowledge we learn in class” (S20), and “The reflection part is useful for students to give comments for the teacher to improve the materials” (S31). The comment of a student on the glossary: “Thank you for the glossary. Some chapters have many new concepts and vocabulary for me. Adding glossary helps me memorise them” (S5).

In terms of suggestions for improvements, the students suggested adjustments to the course workload to better meet students’ time limitations and video length to make them easier to understand. For instance, some students commented: “Reducing the number of group video assignments would be very helpful, as it is difficult to coordinate with group members in cross-program classes” (S24), and “Some of the videos are too long. Maybe you could find shorter ones” (S32). One student remarked, “There are many assignments. While we do learn a lot, perhaps the workload could be slightly reduced to better match students’ time and abilities” (S34). One student also suggested adding more practical experience, such as field practice, to improve learning: “It would be better if some field practice could be added” (S27). From the feedback from the lecturer and students, it could be concluded that although the materials could be enhanced with a few minor adjustments, they were generally regarded as effective, practical, well-organised, and beneficial for students that they aligned with workplace needs.

DISCUSSION

The results of the study reveal that task-based e-learning materials are effective for the Business English course. It shows that there is a difference in learning outcomes due to the use of the learning materials. Several aspects contribute to this. The first is the provision of tasks in the learning materials which mirror workplace needs. These tasks serve as the basis of the material development. The tasks presented are results of needs analysis involving business professionals, Business English students and lecturers, and study programme coordinators, ensuring that they reflect workplace demands. This is in line with what has been stated by Basturkmen (2010) who explained that it became an issue if the information on the needs too often comes from the institution, which normally already has definitive expectations of what students should be able to do. Consequently, the needs serve the

institution's interests, not the demands of the workplace. It is also problematic if the needs analysis asks for the perception of the students on their needs, as they are not reliable sources of information about their own needs, particularly when they are not familiar with the job. It is crucial to involve and inquire about business professionals' insights on current needs for Business tasks in a real workplace.

The structure of the materials follows the procedure of TBLT as proposed by Willis and Willis (2007), which consists of pre-task, task, and post-task. Pre-tasks expose individuals to the tasks, the knowledge, and skills required to complete them. Tasks include instructions to complete an assignment and work collaboratively, while post-tasks provide additional drills and exercises. This way helps the students become ready to complete the tasks and be motivated in the learning process. When students are motivated to do something, they are willing to try their best in learning.

In addition, the tasks provide students with authentic contexts. This is because task-based learning refers to materials designed in a series of authentic tasks to give a meaningful experience in the learning process (Agustin et al., 2021). The task consists of authentic practices that lead students to get real-world experience, so they can benefit from the practice. It is supported by Byram (2000), who state that tasks are effective in implementing experiential learning. In the materials, students are provided with several tasks that present real-world situations. This way, the students become familiar with the duties they will perform in the industry.

Additionally, Ellis et al. (2019) also state that tasks focus on the outcome mediated by the use of the language the students learn. The students are required to use English in their communication to solve their problems. As a result, they can use their language abilities while completing the tasks. This way, the students experience communicative practice in class. As stated by Hismanoglu and Hismanoglu (2011), task-based language teaching supports students' communicative skill enhancement. In this study, the developed product can enhance students' communicative skills by requiring them to communicate with friends and collaborate in teams, as well as presenting their works. These tasks are useful tools to engage students to be creative, spontaneous, and interactive with one another, as has been suggested by Harun and Biduri (2022) and Masuram and Sripada (2020).

The second aspect contributing to the effectiveness of the materials is the provision of quizzes in the learning materials. They help students exercise their understanding of the learned material. Simbolon et al. (2019) state that the quiz is used to check understanding, improve learning, and practice competition. From its provision, students can assess their understanding of the material. In addition, they can also improve their ability since they know which parts they are still lacking in answering the quiz given. This is also supported by Trisnadewi and Muliani (2021), who found that the online quiz has a positive impact on students, increasing their motivation to read the assigned material and seek additional resources. When they have low scores on the quiz, they are willing to improve their performance. They will also try to add their knowledge after getting the result of the quiz.

Another aspect is the provision of the glossary. It helps students add new vocabulary related to specific topics in English Business. Susanto et al. (2020) state that vocabulary acquisition plays an important role in mastering a language. Insufficient vocabulary will hinder students from using the language. It indicates students need to acquire vocabulary as much as possible to perform optimally for the topic they want to discuss. This view is also shared by Alqahtani (2015), who argues that vocabulary knowledge is often viewed as a critical tool for acquiring language, as a limited vocabulary impedes successful communication. When they have limited vocabulary, their communication cannot run smoothly. The provision of a glossary in the developed product supports students in adding new vocabulary for their communication in Business English.

Next is the provision of the reflection. Chang (2019) states that reflection is necessary to examine the process of students' assignment completion and the value of their assignments. It clarifies for students what has been accomplished in the learning process. They do not forget what they learn, but make meaning from the activities. Additionally, reflection helps students improve their work. They can identify areas of unclear learning, which helps them improve their knowledge and performance. Moreover, Sheppick (2024) emphasises that reflection can foster a more profound approach to learning. It trains students to truly learn from their experiences, so the insight is not easily forgotten.

Moreover, the integration of Moodle e-learning, which is popular nowadays in the teaching and learning process at the university level, is beneficial. Abed (2019) reveals that e-learning creates a different atmosphere of learning. It covers various forms of learning media, such as audio, video, and text, which meet the characteristics of each student. It supports students to study anywhere and anytime. It is assisted by the provision of texts, videos, sounds, collaborative sharing, and interactive graphics, which strengthen the comprehension of students in acquiring the knowledge (Zuhir et al., 2021; Ongor & Uslusoy, 2023). Additionally, e-learning supports learning repetition. The features enable students to access the learning materials and recall what they have learned from previous meetings. It strengthens their prior knowledge and is beneficial for them for the upcoming lesson. Additionally, this platform offers students a space to learn and access learning resources independently. It is supported by Firmansah (2022), who stated that e-learning helps students to be independent learners due to its features. In addition, Pangestu and Surjono (2023) note that e-learning facilitates both lecturers and students in conducting distance learning. Students do not need to come to school to join the learning process. They can do online learning such as submitting their work, discussing in the discussion section, and getting feedback from their lecturers.

E-learning also helps teachers and students to have all materials, assignment instruction, assignment submission available online and are well-structured. Teachers are assisted that it can store data collection and education administration (Ni'mah et al., 2020; Hase & Kuhl, 2024). The comments from the users in this study supported that Moodle is user-friendly. Teachers and students can navigate the contents easily. All documents, scores, and anything that both need from the subject are well-recorded.

The combination of task-based materials and e-learning in the present study, has been significantly effective in improving students' learning outcomes in Business English course for several reasons. Firstly, task-based e-learning allows students to be involved in a real communicative context in which students are given authentic tasks to be solved. Secondly, the procedures of TBLT helps students get ready for the task completion and therefore enhance their confidence and motivation. Thirdly, task-based e-learning facilitate the use of multimedia. Teachers provide learning videos, music, text, and pictures. It engages and avoids boredom while students are learning. Students, on the other hand, can also upload assignments in any form: video, audio, posters, or text. Fourthly, the various features in the Moodle e-learning platform support students' learning that they are complete with materials, assignment submission, quizzes, discussion, and reflection. Lastly, Moodle e-learning allows well-structured administration of materials, assignment submission, scoring and grades.

CONCLUSION

The findings of the study demonstrate that the task-based e-learning materials are significantly effective in improving the learning outcomes of the students. Moreover, the feedback from the users-students and lecturers-obtained from the questionnaire results also indicated that the materials, although they could benefit from a few minor revisions, overall are regarded as effective, practical, well-organised and aligned with workplace expectations. This study contributes to the growing body of evidence on the impact of the implementation of task-based learning materials and e-learning on the instruction of ESP, particularly Business English. The nature of the materials, which reflect real-world use of English in business context and the use of various features in the e-learning platform help enhance students' engagement and learning effectiveness.

The results of this study have important implications for material developers and Business English. They recommend integrating task-based approach and digital learning environments. This integration will better prepare students for real workplace expectations. In the workplace, they are expected to complete tasks. Thus, having materials that mirror them and exposing the students to many authentic materials and workplace scenarios are essential. The integration of technology in the form of online learning platform and various multimedia engages students, offers learning flexibility and interactivity. Furthermore, this study also offers a model for effective ESP material development, which is contextually relevant, integrates technology effectively, and is pedagogically sound.

Building on this research, future research should scale up the development of task-based e-learning materials across other areas of ESP, integrate recent technological tools, and involve more business professionals or industry stakeholders in the development process. This would strengthen the link and match between academic instruction and industry demands. In addition, future research on material development should also adopt a true experimental design with a larger and more diverse population to further validate the effectiveness of the developed materials on a broader scale. Longitudinal studies are also recommended to evaluate the long-term impact of developed materials on students'

workplace performance, ensuring the materials contribute effectively to their professional success.

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APPENDICES

Appendix A

Pre-test and Post-test

Pre-test/Post Test Questions

- Question 1 : Make a video that simulates a scenario in which you attend a business professional speed dating networking event. You have three minutes to introduce yourself, including your name, designation, company name, and fascinating facts about your job or work.
- Question 2 : Create an itinerary for a four-day business trip to Labuan Bajo. The itinerary should include a detailed schedule from departure to return, information on places to visit and activities to participate in, and vital notes such as emergency contacts and accommodation information
- Question 3 : Write a meeting memo to notify your staff of a meeting. Be sure to include all the essential elements of a formal meeting memo.
- Question 4 : Create a video presenting a product/service to attract a client, which includes an introduction, product description, benefits, and conclusion in a clear and persuasive manner. You can use one of the products/services already available in the market.
- Question 5 : Let's say a company employed you. Make up company names, your designation, and other details. Make a business card. Learn how to create effective business cards.
- Question 6 : Try writing a professional business email that responds to the situations outlined in your preferred scenario. Make sure your email's language, tone, greetings, and salutations follow a formal business email format.
- Question 7 : Simulate a situation where you must handle an incoming call as a Customer Service Representative for "MenU Corp." A consumer called to complain about the product they received and inquire about the return process.
- Question 8 : Pair up with a classmate, one acting as the customer and the other as a customer service agent. Feel free to choose the topic. Simulate face-to-face complaint handling in a video lasting 5–7 minutes.

Appendix B

Pre-Test/Post-Test Assessment Rubrics

Here are eight assessment rubrics used to assess the questions proposed:

Question 1: Self-introduction for speed dating networking

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Need improvement (2)	Unsatisfactory (1)
Content and structure	The content is introduced well, and all the important elements have been included—the name, the designation, the company, the fascinating facts—and it is very well constructed.	The introduction is concise, contains all elements necessary for the introduction and the information provided in the content is well organised.	The introduction includes many elements of the most required information types, but the information organisation is inefficient.	The introduction section contains the majority of the basic information, but it can be confusing and poorly structured.	The introduction is incomplete or not coherent about what is going to be covered.
Language accuracy	Language is clear and, therefore, free from grammatical mistakes, wrongly chosen words or wrong pronunciation.	The language is mostly correct, with minor mistakes that do not cause a misinterpretation of the message.	The language contains some mistakes which do not hinder comprehension to a considerable degree.	Common mistakes are found in the language, affecting the grasping of content.	There are many errors in the language, and thus, comprehension can be quite a problem.

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Need improvement (2)	Unsatisfactory (1)
Engagement and delivery	The presentation is highly engaging, and the delivery is very confident and natural.	The presentation is good and fluent. The speaker speaks self-confidently and conveys information to the audience interestingly.	The presentation is fairly stimulating, although the delivery is uncertain.	The presentation is low, either weak or slow, and sometimes almost robotic speaking.	The presentation is not particularly attractive, delivered awkwardly, or lacks finesse.
Timing	It is quite brief and takes exactly 3 minutes, as is recommended.	A little bit longer than 3 minutes but no more than 5 minutes, they are rather brief.	Obviously above or below the expected time of 3 minutes.	Considerably within or beyond the time limit, it interferes with the presentation to a small extent.	Slightly more or less than the time limit, the presentation's quality is affected.

Question 2: Itinerary

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Need improvement (2)	Unsatisfactory (1)
Content completeness	The itinerary is very detailed and contains all the necessary information (time, location, things to do, numbers, phone, and addresses).	The itinerary contains the majority of details with the slight exclusion of some aspects.	The itinerary contains some general information but does not provide certain data.	The itinerary omits some critical features; thus, it may not be helpful.	The itinerary is missing some crucial information, and some sections of it are blank.

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Need improvement (2)	Unsatisfactory (1)
Clarity and organisation	The information is organised and concise, leaving no room for confusion while reading the content.	Some minor issues with structure aside, the information content is clear and well-organised.	The information is somewhat clear, but could have been more effectively structured.	The information is usually missing or tangled and, therefore, becomes hard to follow.	The information is often ambiguous, and therefore, it lacks an orderly structure.
Relevance and suitability	The itinerary may be suitable for a business trip since leisure activities are included in a moderate amount.	The itinerary is mostly appropriate, and its activity ratio is quite appropriate.	The itinerary is somewhat related to the theme but has no balance and pertinence for its intended purpose.	There is a low fit regarding the itinerary and an imbalance between business and leisure in the scheduled plan.	It is not the right itinerary for the business trip.
Language accuracy	In the organisation of language grammar, vocabulary, and punctuation, there are free errors throughout the writing of the itinerary.	There is a grammatical problem, but it is related to the choice of words and does not raise comprehensive issues with the provided itinerary.	The itinerary's structure is fine, but some issues with the language slightly interfere with comprehension.	It is often filled with language mistakes, which complicate the reading experience.	The itinerary contains many language mistakes, which makes comprehension complicated.

Question 3: Meeting memo

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Need improvement (2)	Unsatisfactory (1)
Clarity and organisation	The memo is coherent and well-designed and contains all the necessary elements that would be expected.	The memo is quite comprehensive, with very few problems in clarity or organisation.	The memo is somewhat clear, but poorly structured or lacks some features.	The memo is confusing to read, disorganised, and lacks several components necessary for an effective memo.	The memo is poorly written, ideas are mixed up, and some important components are omitted.
Content completeness	The memo provides all necessary information, such as the date, time, place, list of topics, and aim.	It includes most of what is necessary, with only small exclusions.	It contains some of the essential information, but is not complete.	The memo has some drawbacks, making it less appealing; some details are omitted.	The memo is missing information crucial to the meeting that it cannot be written and is void.
Language accuracy	The memo is grammatically correct with no jeopardising vocabulary or punctuation problems.	There are small grammar errors in the memo, which do not hinder comprehension.	Certain language issues in the memo hinder comprehension, but to the smallest extent.	It contains some grammatical mistakes, sometimes making the content hard to follow.	The memo contains many issues in phrasing that make it difficult to follow its content.

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Need improvement (2)	Unsatisfactory (1)
Tone and professionalism	The tone is professional and polite, and the language used is also very suitable in the given environment, passing the message across perfectly well.	The tone is fairly formal and polite most of the time. However, there are a few instances of rather informal language.	The tone is generally right, but can be too informal or confusing in certain sections.	The tone is somewhat informal, although it does not appear to be intentionally rude or presented in an unprofessional manner or even confusing.	The tone is perceived as informal and unsuitable for the scenario, thus distracting from the content.

Question 4: Service/Product presentation

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Need improvement (2)	Unsatisfactory (1)
Content and organisation	The content organisation is very clear, and all the important points are mentioned and explained.	It is well-structured and coherent, and almost all the issues that could be considered crucial have been discussed.	Some ideas are not well structured, and key point or points are not clear or are not existent at all.	Ideas are not linked to each other, and several valuable points are blurred or absent.	It is cluttered and incohesive, and the main ideas are missing.

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Need improvement (2)	Unsatisfactory (1)
Language accuracy	Language is correct regarding grammar, usage of the appropriate and correct words, and fluency in pronouncing the words.	Grammatical mistakes and other minor errors that in no way hinder comprehension.	Some language mistakes which do not impede comprehension to a large extent.	Occasional and major grammar mistakes that interfere with comprehension.	Many mistakes related to language cause a lack of comprehension.
Persuasiveness	It is very convincing, with well-articulated points and clear urging to the audience.	It is well argued with powerful arguments and a good mobilising appeal.	It is rather convincing, but the 'call to action' button is feeble.	It does not contain valid arguments and the demand is poorly formulated.	Not very convincing, with no specific action that should be taken.
Overall impact	The presentation is highly engaging, providing a good lasting impression and meeting the expectations.	The impression of the presentation is positive and makes it rather interesting to follow.	The presentation is relatively less engaging but not very compelling.	The presentation is boring and does not stimulate the audience's attention.	The presentation is boring, and there is a production of a negative image in the minds of the audience.

Question 5: Business card

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Need improvement (2)	Unsatisfactory (1)
Design and layout	The text includes vital details such as the company's name, address, phone number, email address, and logo.	The text has mostly important details but may have some small things missing.	Although contact details are usually deemed acceptable, they may not always be entirely precise.	The provided contact details are incorrect or insufficient.	There is either a lack of contact information or the information provided is incorrect.
Readability and legibility	Selecting an appropriate font size, typeface, and colour contrast makes reading the text effortless.	The text is generally easy to comprehend, but its readability has minor concerns.	While the overall quality is satisfactory, there may be instances where the ease of understanding may be impacted.	The text is difficult to read or comprehend.	The readability of the text is low or it is not legible.
Contact details	Includes relevant information about the person or business and necessary contact details.	Primarily contains relevant information with a few minor omissions.	While generally acceptable, contact information may not be entirely accurate.	The contact information is erroneous or lacking.	Contact information is either missing or inaccurate.

Question 6: Formal business email

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Need improvement (2)	Unsatisfactory (1)
Purpose and audience	The purpose of the text is well-defined and effectively communicated to the intended audience.	The purpose and audience are mostly addressed in the text.	Although the purpose and audience are somewhat addressed, there may be some lack of clarity.	The purpose and audience are either unclear or not properly addressed.	The text lacks clarity in defining the purpose and addressing the intended audience.
Clarity and conciseness	The information provided is easy to comprehend, concise, and clear.	The information is mostly concise and clear, but there may be a slight lack of clarity.	The information is generally understandable, but it could benefit from more conciseness.	The information is frequently unclear or unnecessarily wordy.	The information is difficult to understand and highly confusing.
Structure and organisation	The structure is well-planned and follows a logical sequence with proper formatting.	The organisation has some minor inconsistencies, but it is mostly well-organized.	The organisation is generally acceptable, although it may lack coherence at times.	The progression of the organisation is unclear or lacks a logical flow.	The organisation is entirely disorganised.
Tone and professionalism	Speaks courteously and professionally at all times.	Generally, speaks professionally.	While generally professional, the tone can fluctuate.	It is not a professional or suitable tone.	The tone is rude or unprofessional all the time.

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Need improvement (2)	Unsatisfactory (1)
Language accuracy	The wording is precise, suitable, and free of mistakes.	With a few minor blunders, the wording is generally accurate.	The linguistic accuracy is generally acceptable; however, there may be a few inaccuracies.	Language precision is usually degraded, which reduces clarity.	The language correctness is consistently low or perplexing.
Call to action	Clearly explains any needed action or response by the receiver.	It mostly contains a clear call to action.	The call to action is somewhat apparent but may lack specifics.	The call to action is ambiguous or not well expressed.	No call to action was presented.

Question 7: Handling incoming calls

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Need- improvement (2)	Unsatisfactory (1)
Professional greeting	Extends a cordial and expert greeting.	The greeting is kind and inviting.	Although polite, the greeting lacks warmth.	The greeting seems hurried or unprofessional.	The greeting is impolite or sudden.
Problem solving and resolution	Accurately determines and attends to the problem or requirements of the caller.	Mostly finds satisfactory solutions to issues.	Addresses several problems; however, the fixes might not be sufficient.	Finds it difficult to address problems or offers insufficient answers.	Ineffectively handles the complaints raised by callers.

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Need improvement (2)	Unsatisfactory (1)
Professionalism and tone	Has a kind and professional demeanour the entire call.	Primarily keeps a formal tone.	Although usually professional, the tone can occasionally be uneven.	The tone is improper or unprofessional.	The tone is invariably offensive or unprofessional.
Language fluency	The speech is clear and easy to follow.	Largely fluid with sporadic pauses.	Fluent but with obvious hesitations or stumbles.	Speech is often hesitant or challenging to understand.	Speech is erratic and hard to understand.
Language accuracy	The language is error-free and grammatically correct.	Mostly linguistically accurate with a few little mistakes.	Although language is typically accurate, there may be some obvious mistakes.	Language mistakes are common and obscure the meaning.	Language use is frequently ambiguous or inaccurate.

Question 8: Handling face-to-face complaints

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Need improvement (2)	Unsatisfactory (1)
Professional greeting	Offers a courteous and expert greeting.	The greeting is kind and inviting.	Although polite, the greeting lacks warmth.	The greeting seems hurried or unprofessional.	The greeting is impolite or sudden.
Active listening	Throughout the call, they demonstrated active listening skills.	Pays close attention, repeats important details.	Mostly listens without interjecting or assuming anything.	Occasionally cuts off or overlooks important details.	Frequently cuts someone off or does not listen.

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Need improvement (2)	Unsatisfactory (1)
Empathy and understanding	Genuinely sympathises with and comprehends the circumstances of the customer.	Demonstrates compassion and understanding.	It shows some empathy. However, it can be fleeting.	Lacks compassion or comprehension of the issues raised by the client.	Lacks comprehension or empathy during the entire call.
Problem solving and resolution	Efficiently determines and resolves the problem for the client.	Mostly finds satisfactory solutions to problems.	Addresses certain problems, yet the resolutions might not be sufficient.	Unable to adequately address problems or offer comprehensive answers.	Ineffectively handles complaints from customers.
Tone and professionalism	Has a courteous and professional demeanour the entire call.	Primarily keeps a formal tone.	Although usually professional, the tone can occasionally be uneven.	The tone is improper or unprofessional.	The tone is invariably offensive or unprofessional.
Language fluency	Speech is fluid and easily understood.	Mostly fluid, with minor pauses.	Fluent but with obvious hesitations or stumbles.	Speech is frequently hesitant and difficult to follow.	Speech is fragmented and difficult to understand.
Language accuracy	Language is grammatically correct and error-free.	It is mostly linguistically correct, with minor errors.	The language is mostly correct but may have significant errors.	Language faults occur frequently and impede clarity.	Language use is constantly wrong or imprecise.