

Appendix 1: Research Permission Letter



KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
PROGRAM PASCASARJANA

Jalan Udayana No. 11 Singaraja, Bali 81116 Telepon. 081999446444 Laman www.pasca.undiksha.ac.id

Nomor : 356/UN48.14.1/PT.02.05/2026
Lamp : -
Perihal : Mohon Izin Pengambilan Data

Yth. I Nyoman Abdi, S.E., M.eCom Politeknik Negeri Bali
di tempat

Dengan hormat, dalam rangka pengumpulan data untuk Penelitian Disertasi mahasiswa Program Pascasarjana Universitas Pendidikan Ganesha, bersama ini kami mohon kesedian Bapak/Ibu untuk dapat menerima dan mengizinkan mahasiswa kami dengan identitas:

Nama : I Putu Yoga Laksana
NIM : 2339041011
Program studi : Pendidikan Bahasa Inggris (S3)
Judul Penelitian : Revealing The Implementation of E-Portfolio Assessment with Generative AI Assistance Toward Vocational Students Speaking Performance, Feedback Literacy, Willingness to Communicate, And Psychological Well-Being

untuk mendapatkan data/informasi yang dibutuhkan oleh mahasiswa dalam melakukan penelitian. Demikain disampaikan, atas berkenaan dan kerja sama yang baik kami ucapkan terima kasih.

Singaraja, 20 Januari 2026

a.n Direktur,
Wakil Direktur I,



Ida Bagus Putu Arnyana
NIP. 195812311986011005

Tembusan :

1. Kepala Subbagian Program Pascasarjana
2. Mahasiswa yang bersangkutan



Balai Besar
Sertifikasi
Elektronik

Catatan :

- UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 "Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini tertanda ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BsrE
- Surat ini dapat dibuktikan keasliannya dengan menggunakan *qr code* yang telah tersedia

Appendix 2: Research Instruments

SPEAKING PERFORMANCE TEST

I. General Information

Research Title	Revealing The Implementation of E-Portfolio Assessment with Generative Ai Assistance Toward Vocational Students' Speaking Performance, Feedback Literacy, Willingness to Communicate, and Psychological Well-Being
Researcher	I Putu Yoga Laksana
Research Objective related to the Instrument	To Assess the students' Speaking Performance

II. Theoretical Framework

This Speaking Performance Test is developed based on the Complexity, Accuracy, and Fluency (CAF) framework (Housen et al., 2012; Ogawa, 2022) with significant adaptations for business communication in a vocational education context. The CAF framework is widely recognized as a comprehensive approach to assessing speaking performance in EFL contexts.

The instrument incorporates four key dimensions:

1. **Organization** : The logical structuring and coherence of ideas in business communication.
2. **Complexity** : The sophistication and variety of language structures used in speaking.
3. **Accuracy** : The grammatical correctness and adherence to language norms.
4. **Fluency** : The smoothness and effortlessness of speech delivery.

This test has been specifically designed to assess students' speaking performance in the context of "Describing and Marketing Products/Services in Business" from the second-semester English for Business curriculum at the International Business Management study program. The test takes the form of a product vlog, a popular digital marketing format that requires students to demonstrate authentic business communication skills in a contemporary online context.

III. Test Specifications

A. Test Format and Administration

Test Format	: Individual product vlog (YouTube style video)
Duration	: 1-3 minutes per student
Recording Method	: Video recording to be uploaded to YouTube
Administration	: Students will independently record and upload their product vlogs

B. Test Instructions for Students

Product Vlog Task

Task Description: You are a product vlogger who specializes in reviewing and marketing products. Create a 1-3 minute YouTube-style video where you describe and market a product of your choice. Your video should:

1. Begin with a brief, engaging introduction of yourself and the product
2. Describe the product's key features and specifications
3. Demonstrate how the product works (if applicable)
4. Explain the benefits and unique selling points of the product
5. Compare it briefly to similar products in the market (optional)
6. Include a call-to-action (subscribe, like, comment, etc.)

Preparation Guidelines:

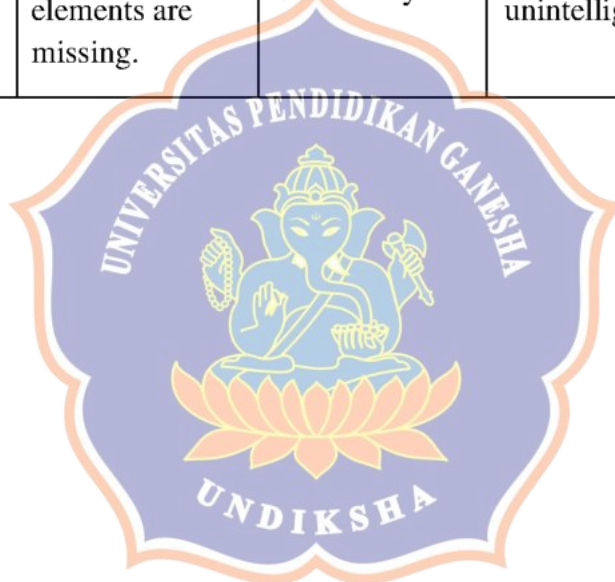
- Choose any product that you can physically demonstrate (preferred) or show images of
- Record in a well-lit area with clear audio
- Be energetic and engaging as typical product vloggers
- Use appropriate marketing vocabulary and persuasive language
- Upload your video to YouTube (can be unlisted if preferred)
- Submit the YouTube link via your e-learning

C. Assessment Rubric (0-100)

Scoring	Organization	Complexity	Accuracy	Fluency
5 = Very Successful	Video is extremely well organized with a clear structure. Product introduction, features, demonstration, and benefits are presented logically with smooth transitions. Engaging opening and strong conclusion with clear call-to-action.	A wide range of grammar is used. Attempts to use coordination and subordination to convey ideas very often. Uses varied vocabulary specific to product descriptions and marketing.	Grammatical errors are absent or very rare. Product terminology is used accurately throughout. Pronunciation is clear and natural.	Speech is extremely smooth and engaging. Hesitations rarely occur. Maintains natural pace and enthusiasm typical of successful vloggers.
4 = Successful	Video is well organized with good structure. Most elements (introduction, features, demonstration, benefits) are presented in a logical sequence with adequate transitions. Has appropriate opening and conclusion.	A fairly wide range of grammar is used. Often attempts to use coordination and subordination to convey ideas. Uses adequate marketing vocabulary.	Grammatical errors are rare. Minor errors do not affect comprehension of product information. Pronunciation is generally clear.	Speech is fairly smooth and engaging. Hesitations occasionally occur but do not distract. Pace is generally consistent and appropriate for the vlog format.

3 = moderately successful	Video is somewhat organized but may lack clear structure in parts. Essential elements are present but transitions may be abrupt. Opening or conclusion may be underdeveloped.	A somewhat wide range of grammar is used. Occasionally attempts to use coordination and subordination to convey ideas. Limited product and marketing vocabulary.	Grammatical errors sometimes occur. Some errors may slightly affect comprehension. Pronunciation is generally understandable with some errors.	Speech is somewhat smooth. Hesitations occur occasionally and may slightly affect engagement. Pace is somewhat inconsistent but generally acceptable.
2 = poor	Video lacks clear organization. Elements appear in random order with few transitions. May be missing introduction or conclusion. Multiple required elements are underdeveloped	A limited range of grammar is used. Mostly relies on single clauses and simple phrases. Minimal product-specific vocabulary.	Grammatical errors often occur. Errors frequently affect comprehension of product information. Pronunciation problems often impede understanding.	Speech is disfluent and lacks engagement. Hesitations are frequent and distracting. Pace is inconsistent and appears unnatural for vlog format.

1 = unsuccessful	Video has no discernible organization. No clear introduction or conclusion. Information presented in a completely disjointed manner. Most required elements are missing.	An extremely limited range of grammar is used. Completely relies on single clauses and simple phrases. Little to no specific vocabulary.	Grammatical errors very often occur. Communication of product information is severely impaired by errors. Pronunciation is often unintelligible.	Speech is very disfluent with no engagement. Hesitations dominate the video. No consistent pace can be established. Completely inappropriate for vlog format.
---------------------	--	--	--	---



FEEDBACK LITERACY SELF-ASSESSMENT INSTRUMENT

I. General Information

Research Title	Revealing The Implementation of E-Portfolio Assessment with Generative Ai Assistance Toward Vocational Students' Speaking Performance, Feedback Literacy, Willingness to Communicate, and Psychological Well-Being
Researcher	I Putu Yoga Laksana
Research Objective related to the Instrument	To Assess the students' Feedback Literacy

II. Theoretical Framework

This feedback literacy self-assessment instrument is developed based on Molloy et al., (2020) seven component framework of student feedback literacy. According to this framework, feedback literacy consists of the following components:

1. **Commits to feedback as improvement:** Establishing a disposition to use feedback to continually improve their work.
2. **Appreciates feedback as an active process:** Acknowledging the role of feedback processes in improving work and refining judgments and learning strategies.
3. **Elicits information to improve learning:** Realizing that feedback requires active elicitation and using various strategies to gather useful information.
4. **Processes feedback information:** Identifying standards, interpreting feedback language, and extracting actionable information.
5. **Acknowledges and works with emotions:** Managing emotional responses to feedback and maintaining openness to comments.
6. **Acknowledges feedback as a reciprocal process:** Recognizing roles as both user and provider of feedback information.
7. **Enacts outcomes of processing of feedback information:** Responding to feedback through goal-setting and planning for future improvement.

This instrument has been adapted for the EFL vocational context, with specific modifications to address:

1. Business English speaking skills context
2. AI-generated feedback components

3. Vocational education learning environments

III. Instrument Specifications

Instructions for Students (The instruction will be presented in bilingual)

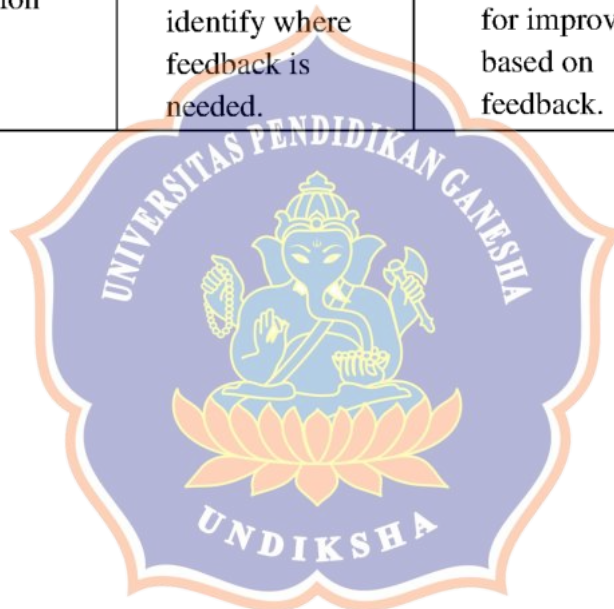
This questionnaire aims at assessing your abilities in understanding, interpreting, and using feedback to improve your English speaking skills. Please read each statement carefully and rate yourself on a scale from 1 to 7. There are no right or wrong answers. Please respond honestly based on your current experiences with feedback in your English learning!

Blueprint of Feedback Literacy Self-Assessment Questionnaire

No	Component	Descriptors	Questionnaire Items	Items Numbers
1	Commits to feedback as improvement	- Establishes a disposition to use feedback to continually improve their work; - Acknowledges that mastery/expertise is not fixed, but can change over time and context.	- I believe feedback helps me improve my business English speaking skills. - I actively look for ways to use feedback to develop my speaking performance.	1 & 2
2	Appreciates feedback as an active process	- Acknowledges the role of feedback processes in improving work and refining judgments; - Recognizes that effective learners actively identify their own learning needs.	- I understand the criteria used to evaluate good business English speaking. - I actively participate in the feedback process rather than just passively receiving comments.	3 & 4

3	Elicits information to improve learning	• Uses various strategies to gather useful information • Considers feedback from multiple sources	1. I actively seek feedback from different sources (teacher, peers, and AI) about my speaking; 2. I ask specific questions to get more detailed feedback on my speaking.	5 & 6
4	Processes feedback information	• Recognizes and interprets feedback language • Extracts key actionable information	1. I can identify the most important points in feedback that will help improve my speaking; 2. I can distinguish between feedback that is helpful and feedback that isn't relevant to my goals.	7 & 8
5	Acknowledges and works with emotions	• Demonstrates openness to receiving comments without defensiveness. • Manages emotional responses to assessment situations.	1. I can manage my emotions when receiving critical feedback about my speaking; 2. I remain open to feedback even when it points out significant weaknesses.	9 & 10
6	Acknowledges feedback as a reciprocal process	• Recognizes roles as both user and provider of feedback.	1. I can provide helpful feedback to my peers about their English Speaking;	11 & 12

		Composes useful information for others.	2. I understand that giving feedback helps me improve my own understanding of good speaking.	
7	Enacts outcomes of processing of feedback information	- Responds to feedback through goal-setting and planning. - Monitors own progress to identify where feedback is needed.	1. I make specific changes to my speaking based on feedback I receive; 2. I set clear goals for improvement based on feedback.	13 & 14



WILLINGNESS TO COMMUNICATE SELF-ASSESSMENT INSTRUMENT

I. General Information

Research Title	Revealing The Implementation of E-Portfolio Assessment with Generative Ai Assistance Toward Vocational Students' Speaking Performance, Feedback Literacy, Willingness to Communicate, and Psychological Well-Being
Researcher	I Putu Yoga Laksana
Research Objective related to the Instrument	To Assess the students' Willingness to Communicate

II. Theoretical Framework

This Willingness to Communicate (WTC) self-assessment instrument is developed based on Darasawang and Reinders' (2021) framework and informed by MacIntyre's (2007) conceptualization of WTC as a volitional process affected by both trait-like and situational variables. According to this framework, WTC encompasses three key dimensions:

1. **Perceptions of Willingness to Communicate:** The readiness to engage in communication when given the opportunity in various contexts.
2. **Communicative Self-Confidence:** The belief in one's ability to communicate effectively, including language confidence and lack of anxiety.
3. **Frequency of English Use:** The actual practice of using English in various situations and contexts.

This instrument has been adapted for the EFL vocational context, with specific modifications to address:

- Business communication scenarios relevant to International Business Management students
- Digital and online communication contexts
- Intercultural business communication aspects

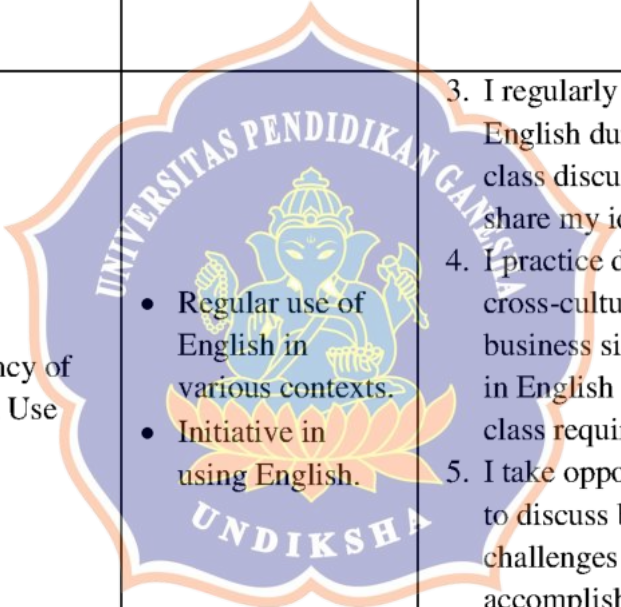
III. Instrument Specifications

Instructions for Students (The instruction will be presented in bilingual)

This questionnaire aims at assessing your willingness to communicate in English in various business situations. Please read each statement carefully and rate yourself on a scale from 1 to 7. There are no right or wrong answers. Please respond honestly based on your current feelings about your English learning experience.

Blueprint of Willingness to Communicate Self-Assessment Questionnaire

No	Dimension	Descriptors	Questionnaire Items	Items Numbers
1	Perceptions of Willingness to Communicate	• Readiness to speak in different business contexts. • Willingness to initiate communication. • Comfort with various speaking situations.	1. I am willing to give a business presentation in English to market a product or service. 2. I am willing to participate in a job interview conducted in English. 3. I am willing to make or answer business telephone calls in English.	1 - 3
2	Communicative Self-Confidence	• Confidence in language abilities • Low anxiety when speaking English. • Belief in ability to express ideas clearly	1. I feel confident introducing myself and describing my qualifications in English in professional settings. 2. I am not afraid of making mistakes when expressing my likes and dislikes about online businesses in English.	4 - 6

			3. I believe I can clearly describe products and services in English during business discussions.	
3	Frequency of English Use	 • Regular use of English in various contexts. • Initiative in using English.	3. I regularly use my English during the class discussion to share my ideas. 4. I practice discussing cross-cultural business situations in English outside of class requirements. 5. I take opportunities to discuss business challenges and accomplishments in English even when it's not required.	6 - 9

PSYCHOLOGICAL WELL-BEING SELF-ASSESSMENT INSTRUMENT

I. General Information

Research Title	Revealing The Implementation of E-Portfolio Assessment with Generative Ai Assistance Toward Vocational Students' Speaking Performance, Feedback Literacy, Willingness to Communicate, and Psychological Well-Being
Researcher	I Putu Yoga Laksana
Research Objective related to the Instrument	To Assess the students' Psychological Well-Being

II. Theoretical Framework

This Psychological Well-being (PWB) self-assessment instrument is developed based on Ryff's (2013) six-dimension Model of psychological well-being. According to this framework, PWB Encompasses six key dimensions:

1. **Autonomy:** Self-determination, independence, and regulation of behavior from within.
2. **Environmental Mastery:** Ability to manage one's environment and effectively use surrounding opportunities.
3. **Personal Growth:** Feelings of continued development and realization of potential.
4. **Positive Relations with Others:** Having trusting, satisfying relationships and being capable of empathy and intimacy.
5. **Purpose in Life:** Having goals and a sense of direction, finding meaning in past and present life.
6. **Self-Acceptance:** Positive attitude toward oneself and acceptance of both good and bad qualities.

This instrument has been adapted for the EFL vocational context, with specific modifications to address:

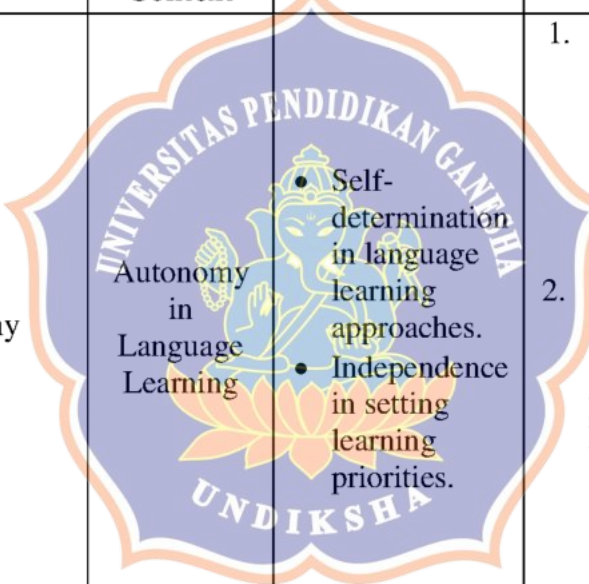
- Language learning experiences in business English contexts
- Vocational education learning environments
- Integration of technology in language learning

III. Instrument Specifications

Instructions for Students (The instruction will be presented in bilingual)

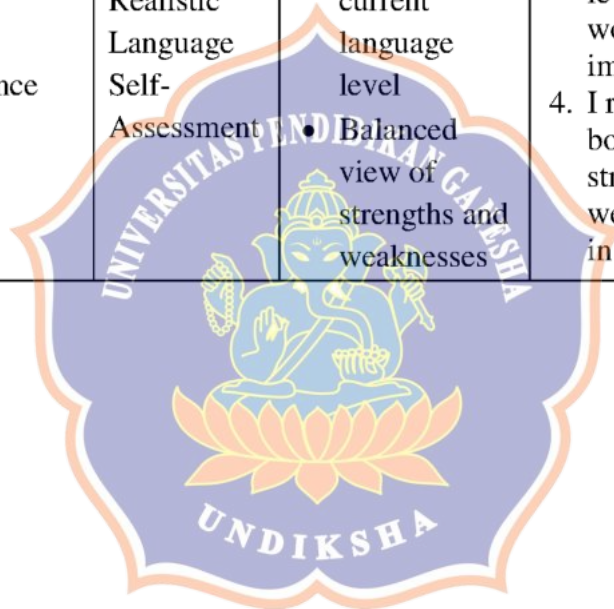
This questionnaire aims at assessing your psychological well-being related to your English language learning experience. Please read each statement carefully and rate yourself on a scale from 1 to 7. There are no right or wrong answers. Please respond honestly based on your current feelings about your English learning experience.

Blueprint of Psychological Well-Being Self-Assessment Questionnaire

No	Dimension	Adaptation for EFL Context	Descriptors	Questionnaire Items	Items Numbers
1	Autonomy	 Autonomy in Language Learning	• Self-determination in language learning approaches. • Independence in setting learning priorities.	1. I make my own decisions about how to practice speaking English. 2. I am able to evaluate my own progress in English without always needing external validation.	1 & 2
2	Environmental Mastery	Control Over Learning Resources	• Effective management of language learning environment. • Ability to find and utilize appropriate learning resources.	4. I can effectively manage my time for English practice. 5. I'm good at finding and using resources to improve my	3 & 4

				speaking skills.	
3	Personal Growth	Growth in Language Skills	• Continuous development of language abilities • Openness to new language learning experiences	6. I see continuous improvement in my English abilities. 7. I seek out new challenges that will expand my language skills.	5 & 6
4	Positive Relations	Collaborative Language Learning	• Trusting relationships with teachers and peers in learning context • Mutual support in language practice	3. I have meaningful language practice interactions with others. 4. I feel comfortable asking peers for help with my English.	7 & 8
5	Purpose in Life	Goals in Language Learning	• Clear objectives for language development • Connection between language learning and	3. I have clear goals for my English development. 4. Learning English connects directly to	9 & 10

			career aspirations	my future career plans.	
6	Self-Acceptance	Realistic Language Self-Assessment	• Positive attitude toward current language level • Balanced view of strengths and weaknesses	3. I accept my current language level while working to improve. 4. I recognize both my strengths and weaknesses in English.	11 & 12



SEMI-INTERVIEW GUIDELINES

I. General Information

Research Title	Revealing The Implementation of E-Portfolio Assessment with Generative Ai Assistance Toward Vocational Students' Speaking Performance, Feedback Literacy, Willingness to Communicate, and Psychological Well-Being
Researcher	I Putu Yoga Laksana
Research Objective related to the Instruments	To explore students' experiences with e portfolio assessment and Gemini AI assistance in relation to their speaking performance, feedback literacy, willingness to communicate, and psychological well-being

II. Theoretical Framework

This semi-structured interview guide is designed to explore students' lived experiences with the eportfolio assessment and Gemini AI assistance intervention. The interview questions are organized around four key variables:

1. Speaking Performance: Based on the CAF (Complexity, Accuracy, Fluency) framework plus Organization (Housen et al., 2012; Ogawa, 2022)
2. Feedback Literacy: Based on Molloy et al.'s (2020) seven-component framework
3. Willingness to Communicate: Based on MacIntyre's (2007) and Darasawang and Reinders' (2021) frameworks
4. Psychological Well-being: Based on Ryff's (2013) six-dimension model adapted for EFL vocational context:
 - Autonomy in Language Learning
 - Control Over Learning Resources (Environmental Mastery)
 - Growth in Language Skills (Personal Growth)
 - Collaborative Language Learning (Positive Relations)
 - Goals in Language Learning (Purpose in Life)
 - Realistic Language Self-Assessment (Self-Acceptance)

The interview follows a semi-structured format to allow for in-depth exploration while maintaining consistency across participants. Questions are designed to elicit

rich, descriptive responses about students' experiences rather than simple yes/no answers.

III. Interview Specifications

A. Interview Format and Administration

Interview Type: Individual semi-structured interviews

Duration: 45 – 60 minutes per participant

Timing: Conducted after the post-test (Meeting 11, end of intervention period)

Participants: 3 students from experimental group (representing low, middle, and high achievement levels)

B. Interview Structure

The interview is organized into five main sections:

1. Opening and rapport building (5 minutes)
2. Speaking Performance experiences (10-12 minutes)
3. Feedback Literacy experiences (10-12 minutes)
4. Willingness to Communicate experiences (10-12 minutes)
5. Psychological Well-being experiences (10-12 minutes)
6. Closing and overall reflection (5 minutes)

IV. Interview Guide

Section 1: Opening and Rapport Building (5 minutes)

Introductory Questions:

1. Thank you for participating in this interview. How are you feeling today?
2. Before we begin, could you briefly tell me about your experience in the English for Business course over the past 10 meetings?
3. What has been the most interesting part of the four topics you studied (Product/Service Marketing, Business Presentation, Telephoning, and Business Challenges & Accomplishments)?

Section 2: Speaking Performance Experiences (10-12 minutes)

Main Questions:

1. **Organization:** How has using the e-portfolio helped you organize your thoughts when speaking in English for business contexts?

- *Probe*: Can you give me a specific example of when you noticed improvement in how you structure your speaking?
2. **Complexity**: Tell me about any changes you've noticed in the variety of vocabulary and grammar you use when speaking English.
 - *Probe*: How has the Gemini AI feedback influenced the complexity of your language use?
 3. **Accuracy**: Describe your experience with making fewer errors in your spoken English since using the e-portfolio and AI assistance.
 - *Probe*: What specific types of errors have you become more aware of?
 4. **Fluency**: How has your speaking fluency changed throughout this course?
 - *Probe*: Can you describe a moment when you felt particularly confident and fluent in your speaking?
 5. **Overall**: What aspect of your speaking performance do you think has improved the most through this experience?

Section 3: Feedback Literacy Experiences (10-12 minutes)

Main Questions:

1. **Commitment to Improvement**: How has your attitude toward receiving feedback changed during this course?
 - *Probe*: Can you describe a time when feedback really helped you improve?
2. **Active Process**: Tell me about how you actively seek feedback now compared to before this course.
 - *Probe*: What strategies do you use to get useful feedback?
3. **Multiple Sources**: Describe your experience receiving feedback from different sources (teacher, peers, Gemini AI).
 - *Probe*: Which type of feedback do you find most helpful and why?
4. **Processing Information**: How do you decide which feedback to act on and which to ignore?
 - *Probe*: Can you give me an example of feedback that was particularly useful?

5. **Emotional Management:** How do you handle your emotions when receiving critical feedback?
 - *Probe:* Has this changed since the beginning of the course?
6. **Reciprocal Process:** Tell me about your experience giving feedback to your peers.
 - *Probe:* How has giving feedback helped your own learning?
7. **Taking Action:** Describe how you use feedback to set goals and plan improvements.
 - *Probe:* Can you walk me through your process of implementing feedback?

Section 4: Willingness to Communicate Experiences (10-12 minutes)

Main Questions:

1. **Willingness to Participate:** How has your willingness to speak English in business situations changed this semester?
 - *Probe:* Can you describe a specific situation where you felt more willing to communicate than before?
2. **Confidence:** Tell me about any changes in your confidence when speaking English in professional contexts.
 - *Probe:* What specific experiences contributed to these changes?
3. **Frequency of Use:** How often do you use English now compared to the beginning of the semester?
 - *Probe:* In what situations do you find yourself using English more often?
4. **Overcoming Barriers:** What barriers to communication have you overcome during this course?
 - *Probe:* How did the e-portfolio and AI assistance help you overcome these barriers?
5. **Motivation:** What motivates you to communicate in English now?
 - *Probe:* How has this motivation changed throughout the four topics you've studied?

Section 5: Psychological Well-being Experiences (10-12 minutes)

Main Questions:

1. **Autonomy in Language Learning:** How has this course affected your sense of independence in learning English?
 - *Probe:* Do you feel more in control of your learning process now? Can you make your own decisions about how to practice speaking English?
2. **Control Over Learning Resources:** Tell me about how well you can manage your English learning environment now.
 - *Probe:* How has using digital tools (e-portfolio, AI) affected your ability to find and use resources to improve your speaking skills?
3. **Growth in Language Skills:** Describe how you've grown as an English learner during this course.
 - *Probe:* What specific moments made you realize you were improving? Do you see continuous improvement in your English abilities?
4. **Collaborative Language Learning:** How has this learning experience affected your relationships with classmates and your teacher?
 - *Probe:* How comfortable do you feel asking peers for help with your English? Can you describe how peer interaction in the e-portfolio environment felt?
5. **Goals in Language Learning:** How clear are your goals for English development now compared to the beginning of the intervention?
 - *Probe:* How does learning English connect directly to your future career plans? What sense of direction do you have in your language studies?
6. **Realistic Language Self-Assessment:** How do you feel about your current level of English ability?
 - *Probe:* Do you accept your current language level while working to improve? Can you recognize both your strengths and weaknesses in English?

Section 6: Closing and Overall Reflection (5 minutes)

Closing Questions:

1. If you had to describe your overall experience with the e-portfolio and Gemini AI assistance in one word, what would it be and why?
2. What advice would you give to other students who will use this approach in the future?
3. Is there anything important about your experience that we haven't discussed yet?



REFLECTIVE JOURNAL PROMPTS (REFLECTIVE QUESTIONS)

I. General Information

Research Title	Revealing The Implementation of E-Portfolio Assessment with Generative Ai Assistance Toward Vocational Students' Speaking Performance, Feedback Literacy, Willingness to Communicate, and Psychological Well-Being
Researcher	I Putu Yoga Laksana
Research Objective related to the Instruments	To collect ongoing reflections from students about their experiences with e-portfolio assessment and Gemini AI assistance throughout the intervention period

II. Theoretical Framework

The reflective journal prompts are designed to capture students' ongoing experiences and reflections throughout the 10-week intervention period. The prompts are organized around the four key research variables and are administered after each major topic/chapter is completed.

Theoretical Foundations:

1. **Speaking Performance:** CAF (Complexity, Accuracy, Fluency) framework plus Organization
2. **Feedback Literacy:** Molloy et al.'s (2020) seven-component framework
3. **Willingness to Communicate:** MacIntyre's (2007) and Darasawang and Reinders' (2021) frameworks
4. **Psychological Well-being:** Ryff's (2013) six-dimension model

Reflective Learning Theory: Based on Schön's (1992) concept of reflection-in-action and reflection-on-action, and further developed by contemporary researchers like Moon (2004) and Ryan (2012), these prompts (reflective questions) encourage students to think critically about their learning experiences and development over time.

III. Journal Prompt Specifications

A. Administration Schedule

Total Implementation: 10 meetings (1 pre-test + 8 teaching meetings + 1 post-test)

Teaching Schedule: 4 topics, 2 meetings per topic

Frequency: After completion of each topic (every 2 meetings)

Duration: 10-20 minutes per reflection session

Format: Written responses in e-portfolio system

Total Reflection Sessions: 4 sessions throughout the intervention

Word Count: 50-200 words per prompt (recommended)

B. Prompt Structure

Each reflection session includes 4 prompts (one for each variable). With 4 topics covered in 8 teaching meetings, students will complete reflection sessions after Topics 1, 2, 3, and 4. All four variables (speaking performance, feedback literacy, willingness to communicate, psychological well-being) are addressed in each reflection session to ensure comprehensive coverage throughout the intervention period.

IV. Reflective Journal Prompts

Speaking Performance (SP) Prompts

Prompt SP1 (After Topic 1): "Reflect on a speaking activity you completed in the past two meetings. Describe one specific aspect of your speaking (organization, vocabulary use, grammar accuracy, or fluency) that you feel has improved. What helped you make this improvement? How did the feedback you received (from AI, peers, or teacher) contribute to this development?"

Prompt SP2 (After Topic 2): "Think about a challenging speaking situation you faced during Topic 2. How did you handle it differently compared to how you might have approached it at the beginning of the course? What specific speaking skills or strategies did you use?"

Prompt SP3 (After Topic 3): "Review your speaking recordings from Topics 1-3 in your e-portfolio. What patterns do you notice in your speaking development? Are

there particular areas (organization, complexity, accuracy, fluency) where you see the most growth? What areas still need improvement?"

Prompt SP4 (After Topic 4): "As you near the end of the course, reflect on your overall speaking development. Compare your current speaking abilities to when you started. What aspect of your speaking performance are you most proud of? What will you continue to work on?"

Feedback Literacy (FL) Prompts

Prompt FL1 (After Topic 1): "Describe the most helpful piece of feedback you received during Topic 1 (from Gemini AI, peers, or your teacher). How did you decide it was useful? What specific actions did you take based on this feedback? How do you plan to apply similar feedback in the future?"

Prompt FL2 (After Topic 2): "Reflect on your approach to seeking feedback during Topic 2. How actively did you request feedback? What questions did you ask to get more specific and useful feedback? How has your confidence in asking for feedback changed since Topic 1?"

Prompt FL3 (After Topic 3): "Think about a time during Topic 3 when you received feedback that was difficult to hear or made you feel uncomfortable. How did you manage your emotions? How did you decide whether to act on this feedback? What did you learn from this experience?"

Prompt FL4 (After Topic 4): "Describe an experience where you gave feedback to a classmate during Topic 4. How did providing feedback help your own understanding? What did you learn about your own speaking by evaluating someone else's performance? How has your ability to give and receive feedback developed throughout the course?"

Willingness to Communicate (WTC) Prompts

Prompt WTC1 (After Topic 1): "Describe a situation during Topic 1 where you felt particularly willing to give a business presentation or participate in business discussions in English. What factors made you feel this way? How does this compare to your confidence level at the beginning of the course?"

Prompt WTC2 (After Topic 2): "Reflect on your confidence when using business vocabulary and expressing ideas in English during Topic 2. What specific challenges remain when you speak English in professional contexts? What strategies are you developing to overcome these barriers?"

Prompt WTC3 (After Topic 3): "Think about how often you used English outside of required class activities during Topics 2 and 3. What motivated you to use English in these situations? How has your willingness to practice English independently changed over time?"

Prompt WTC4 (After Topic 4): "Describe an interaction you had with classmates or your teacher in English during Topic 4. How comfortable did you feel? What made the interaction successful or challenging? How do you think your overall willingness to communicate has developed throughout the course?"

Psychological Well-Being (PWB) Prompts

Prompt PWB1 (After Topic 1): "Reflect on your autonomy in English language learning after completing Topic 1. How much control do you feel you have over how you practice speaking English? What decisions have you made about your own learning approach? How has your confidence in managing your English learning environment changed?"

Prompt PWB2 (After Topic 2): "Think about your personal growth in language skills after completing Topic 2. What continuous improvements do you see in your English abilities? How have you sought out new challenges to expand your language skills? What meaningful language practice interactions have you had with others?"

Prompt PWB3 (After Topic 3): "Describe your goals in language learning after completing Topic 3. How clearly do you see the connection between learning English and your future career plans? What sense of direction and purpose do you have in your language studies? How do you feel about your current language level while working to improve?"

Prompt PWB4 (After Topic 4): "Reflect on your overall psychological well-being as an English learner as you complete the final topic. How do you feel about what you have achieved in your English learning so far? How comfortable do you feel asking peers for help with English? What aspects of your learning feel most meaningful and relevant to your professional aspirations?"

V. Prompt Administration Schedule

Meeting	Schedule	Topic	Prompts Administered
1	Pre-test	Assessment	No Prompts
2-3	Meetings 2	Topic 1: Product/Service Marketing	-
	Meeting 3	Reflection Session 1	SP1, FL1, WTC1, PWB1
4-5	Meeting 4	Topic 2: Business Presentation	-
	Meeting 5	Reflection Session 2	SP2, FL2, WTC2, PWB2
6-7	Meeting 6	Topic 3: Telephoning in Business	-
	Meeting 7	Reflection Session 3	SP3, FL3, WTC3, PWB3
8-9	Meeting 8	Topic 4: Business challenges and accomplishments	-
	Meeting 9	Reflection Session 4	SP4, FL4, WTC4, PWB4
10	Post-Test	Assessment	No Prompts

Note: The actual chapter numbers and specific content may vary. This schedule shows the implementation structure with 4 reflection sessions occurring after each completed topic.

Appendix 3: Control Group Lesson Plans

Topic 1: Business Presentation

Course: English for Business (ESP)

Student Program: Management of Business International (MBI), Second Year

Group: Control (conventional method (Role Play & Presentation) with optional ChatGPT use)

Position in Semester Timeline: Semester Meetings 2 to 4 (3 meetings), 150 minutes per meeting

Learning Objectives

- (C4, Analyze) Analyze the structural and rhetorical elements of an effective business presentation.
- (C5, Evaluate) Evaluate the strengths and weaknesses of model business presentations against defined assessment criteria.
- (C6, Create) Design and deliver a live oral business presentation introducing an original entrepreneurial idea in English.

Materials and Technology

- PowerPoint slides and classroom projector or audio-visual system
- Institutional LMS material for the topic
- Student optional: independent use of ChatGPT for personal preparation (not formally integrated into instruction)

Meeting by Meeting Activities

Meeting	Duration	Phase	Lecturer Activities	Students' Activities	Output
Meeting 1 of 3 Semester Meeting 2	150 min	Pre-Activities	Greet students and take attendance Introduce the Business Presentation topic and state learning objectives Activate prior knowledge with a warm-up question about business communication	Settle in and respond to greetings Listen and note the session objectives Answer warm-up questions about business presentations	-

		Main Activities	Present business presentation content, structure, and persuasive language via lecture and PowerPoint Provide analyzed model presentation examples for students to critique Conduct a structured question-and-answer session on the material Explain the presentation task requirements and assessment rubric criteria	Listen actively and note key structural and rhetorical points from the lecture Analyze model presentation examples provided by the lecturer Ask comprehension questions during the Q&A session Note the presentation task requirements and rubric criteria carefully	-
		Post-Activities	Confirm student understanding of the presentation task and rubric Assign the individual presentation task for delivery in Meeting 3 Preview the pair rehearsal session planned for Meeting 2	Note task requirements and assessment criteria Begin independently planning and preparing presentation ideas Ask any remaining questions about the task or topic	Task assigned; no draft submission required
Meeting 2 of 3 Semester Meeting 3	150 min	Pre-Activities	Take attendance and briefly recap key content points from Meeting 1 Address any remaining comprehension questions from students	Respond to the recap of Meeting 1 content Ask any remaining comprehension questions	-

			Explain the pair rehearsal procedure and expectations for the session	Prepare for the pair rehearsal activity	
		Main Activities	Provide supplementary vocabulary and dialogue examples from the textbook Facilitate pair rehearsal using textbook material rather than students' own drafts (Students are permitted to use chatGPT to assist their performance material); Circulate and monitor pair rehearsal progress across the class; Deliver whole-class corrective feedback; individual feedback on personal presentations is not given at this stage	Engage with supplementary vocabulary and textbook dialogue input Rehearse in pairs using textbook material and prompts Apply whole-class corrective feedback to general presentation delivery Continue independent preparation for the summative assessed presentation in Meeting 3	-
		Post-Activities	Remind students of the presentation schedule and timing for Meeting 3 Clarify assessment procedure and rubric once more	Note the presentation schedule and time allowance for Meeting 3 Finalize independent preparation for the assessed presentation	Informal in-class rehearsal

			Note that no individual draft feedback is provided at this point	Ask any remaining logistical questions about Meeting 3	
Meeting 3 of 3 Semester Meeting 4	150 min	Pre-Activities	Take attendance and announce the presentation order Display the scoring rubric for student reference Create a calm and supportive classroom atmosphere	Note the presentation order and prepare materials Review the scoring rubric before presenting Manage pre-presentation anxiety and settle into the session	-
		Main Activities	Call each student to present individually in the announced order Time each presentation according to the specified task duration Score each presentation immediately using the four-criterion rubric during delivery	Deliver the business presentation individually before the class Listen respectfully and attentively to peers' presentations Conduct self-assessment of own delivery against rubric criteria while peers present	-
		Post-Activities	Provide brief verbal feedback to each student immediately after their presentation Record all scores in the grade sheet Note that no revision opportunity is provided; preview	Receive and note verbal feedback from the lecturer Accept the recorded score with no revision opportunity Prepare questions about the upcoming	Live presentation scored

			the next topic, CCU in Business	CCU in Business topic	
--	--	--	------------------------------------	--------------------------	--

Assessment

This topic applies a summative assessment through a single live in-class oral presentation. No draft submission or pre-assessment revision opportunity is provided before the score is recorded.

Assessment Components

Component	Assessment Form	Type	Purpose
Live Oral Presentation	Individual in-class spoken performance	Summative	Primary speaking performance evaluated using the four-criterion rubric below
Lecturer Verbal Feedback	Immediate post-performance spoken comment from lecturer	Formative	Provides brief qualitative guidance; no revision opportunity is provided before scores are recorded

Speaking Performance Rubric (Applied to Summative Component)

Criterion	Weight	Very Successful (5 x 20)	Successful (4 x 20)	Moderately Successful (3 x 20)	Poor (2 x 30)	Unsuccessful (1 x 20)
Organization	15%	Ideas flow in a clear, logical sequence with a strong introduction, well-developed body, and conclusive ending	Mostly organized; introduction and conclusion present with minor sequencing lapses	Some organization evident; transitions are weak and ideas occasionally unclear	Lacks discernible structure; sequence of ideas is difficult to follow	Absence of discernible structure; sequence of ideas is not understandable
Complexity	25%	Uses varied, precise vocabulary and complex sentence	Adequate vocabulary with some complexity; occasional	Limited vocabulary; predominantly simple structures with	Very limited vocabulary; over-reliance on simple or	An extremely limited range of grammar is used. Completely

		structures throughout and appropriately	word repetition or imprecision	noticeable word-choice errors	incorrect expressions	relies on single clauses and simple phrases. Little to no specific vocabulary.
Accuracy	30%	Minimal grammatical errors; any errors do not affect communication at all	Some grammatical errors present but overall meaning remains clear	Frequent errors that occasionally impede communication	Many errors that significantly impede listener comprehension	Grammatical errors very often occur. Communication of product information is severely impaired by errors. Pronunciation is often unintelligible.
Fluency	30%	Speaks smoothly with natural pace, rhythm, and intonation; minimal hesitation	Generally fluent; occasional hesitation; pace and intonation mostly natural	Noticeable hesitation and uneven pace; meaning is still conveyed	Frequent pauses and halting delivery that significantly impede communication	Speech is very disfluent with no engagement. Hesitations dominate the video. No consistent pace can be established.

Topic 2: Cross-Cultural Understanding (CCU) in Business

Course: English for Business (ESP)

Student Program: Management of Business International (MBI), Second Year

Group: Control (conventional method with optional ChatGPT use)

Position in Semester Timeline: Semester Meetings 5 to 7 (3 meetings), 150 minutes per meeting

Learning Objectives

- (C4, Analyze) Compare and differentiate cultural communication norms and values across diverse professional business contexts.
- (C5, Evaluate) Evaluate how cultural differences influence business decision-making and assess their implications for professional interactions.
- (C6, Create) Design and deliver a live oral presentation examining a cross-cultural business scenario in English.

Materials and Technology

- PowerPoint slides and classroom projector or audio-visual system
- Institutional LMS material for the topic
- Student optional: independent use of ChatGPT for personal preparation (not formally integrated into instruction)

Meeting-by-Meeting Activities

Meeting	Duration	Phase	Lecturer Activities	Students' Activities	Output
Meeting 1 of 3 Semester Meeting 5	150 min	Pre-Activities	Take attendance and briefly recap the Business Presentation topic and scores Introduce the CCU in Business topic and state the learning objectives Activate prior knowledge with a brief cross-cultural warm-up scenario	Respond to the Business Presentation recap Listen and note the CCU topic objectives Participate in the warm-up cross-cultural discussion	

		Main Activities	Present CCU content, cross-cultural business examples, and communication norms via lecture and PowerPoint Provide model cross-cultural business examples for students to compare and evaluate Conduct a structured question-and-answer session Explain the CCU presentation task requirements and assessment rubric	Listen actively and note key cross-cultural communication concepts and vocabulary Compare and evaluate cultural business examples provided in the lecture Ask comprehension questions during the Q&A session Note the CCU task requirements and rubric criteria	
		Post-Activities	Confirm student understanding of the CCU task Assign the individual presentation task for delivery in Meeting 3 Preview the pair rehearsal session planned for Meeting 2	Note the CCU task requirements and assessment criteria Begin independently selecting and preparing a cross-cultural business scenario Ask any remaining questions about the topic or task	Task assigned; no draft submission required
Meeting 2 of 3 Semester Meeting 6	150 min	Pre-Activities	Take attendance and recap key CCU content points from Meeting 1 Address remaining comprehension questions Explain the pair rehearsal procedure for the session	Respond to the recap of CCU content Ask any remaining questions about the topic Prepare for the pair rehearsal activity	
		Main Activities	Provide supplementary cross-cultural vocabulary and example dialogues from the textbook	Engage with supplementary CCU vocabulary and textbook dialogue input	

			Facilitate pair rehearsal using textbook material rather than students' own drafts (Students are permitted to use ChatGPT to assist their performance material); Circulate and monitor pair rehearsal progress Deliver whole-class corrective feedback on cross-cultural language use; no individual feedback on personal presentations	Rehearse cross-cultural presentation elements in pairs using textbook material Apply whole-class corrective feedback to general delivery Continue independent preparation for the summative presentation in Meeting 3	
		Post-Activities	Remind students of the presentation schedule for Meeting 3 Clarify assessment criteria and timing Note that no individual draft feedback is provided at this stage	Note the presentation schedule and timing for Meeting 3 Finalize independent preparation for the CCU assessed presentation Ask any remaining logistical questions about Meeting 3	Informal in-class rehearsal
Meeting 3 of 3 Semester Meeting 7	150 min	Pre-Activities	Take attendance and announce the presentation order Display the scoring rubric for student reference Create a calm and supportive classroom atmosphere	Note the presentation order Review the rubric before presenting Prepare to deliver the CCU presentation	
		Main Activities	Call each student to present individually in the announced order Time each presentation according to the	Deliver the CCU oral presentation individually before the class Listen respectfully to peers' presentations Self-assess own cross-cultural	

			specified task duration Score each presentation immediately using the four-criterion rubric	communication delivery against the rubric	
		Post-Activities	Provide brief verbal feedback after each student's presentation Record all CCU scores in the grade sheet Note no revision opportunity; preview the CAIB topic	Receive and note verbal feedback from the lecturer Accept the recorded CCU score Prepare questions about the upcoming CAIB topic	Live presentation scored

Assessment

This topic applies a summative assessment through a single live in-class oral presentation. No draft submission or pre-assessment revision opportunity is provided before the score is recorded.

Assessment Components

Component	Assessment Form	Type	Purpose
Live Oral Presentation	Individual in-class spoken performance	Summative	Primary speaking performance evaluated using the four-criterion rubric below
Lecturer Verbal Feedback	Immediate post-performance spoken comment from lecturer	Formative	Provides brief qualitative guidance; no revision opportunity is provided before scores are recorded

Speaking Performance Rubric (Applied to Summative Component)

Criterion	Weight	Very Successful (5 x 20)	Successful (4 x 20)	Moderately Successful (3 x 20)	Poor (2 x 30)	Unsuccessful (1 x 20)
Organization	15%	Ideas flow in a clear, logical sequence with a strong introduction, well-developed body, and conclusive ending	Mostly organized; introduction and conclusion present with minor sequencing lapses	Some organization evident; transitions are weak and ideas occasionally unclear	Lacks discernible structure; sequence of ideas is difficult to follow	Absence of discernible structure; sequence of ideas is not understandable
Complexity	25%	Uses varied, precise vocabulary and complex sentence structures throughout and appropriately	Adequate vocabulary with some complexity; occasional word repetition or imprecision	Limited vocabulary; predominantly simple structures with noticeable word-choice errors	Very limited vocabulary; over-reliance on simple or incorrect expressions	An extremely limited range of grammar is used. Completely relies on single clauses and simple phrases. Little to no specific vocabulary.
Accuracy	30%	Minimal grammatical errors; any errors do not affect communication at all	Some grammatical errors present but overall meaning remains clear	Frequent errors that occasionally impede communication	Many errors that significantly impede listener comprehension	Grammatical errors very often occur. Communication of product information is severely impaired by errors. Pronunciation is often unintelligible.
Fluency	30%	Speaks smoothly with natural pace, rhythm, and intonation;	Generally fluent; occasional hesitation; pace and intonation	Noticeable hesitation and uneven pace; meaning is still conveyed	Frequent pauses and halting delivery that significantly impede	Speech is very disfluent with no engagement. Hesitations dominate the

		minimal hesitation	mostly natural		communicatio n	video. No consistent pace can be established.
--	--	-----------------------	-------------------	--	-------------------	--



Topic 3: Challenges and Accomplishments in Business (CAIB)

Course: English for Business (ESP)

Student Program: Management of Business International (MBI), Second Year

Group: Control (conventional method with optional ChatGPT use)

Position in Semester Timeline: Semester Meetings 8 to 9 (2 meetings), 150 minutes per meeting

Learning Objectives

- (C4, Analyze) Examine and analyze the key contributing factors to a personal business challenge and the process of its resolution.
- (C5, Evaluate) Evaluate the strategies applied to overcome the business challenge and justify their effectiveness.
- (C6, Create) Compose and deliver a structured personal narrative on business challenges and accomplishments in English.

Materials and Technology

- PowerPoint slides and classroom projector or audio-visual system
- Institutional LMS material for the topic
- Student optional: independent use of ChatGPT for personal preparation (not formally integrated into instruction)

Meeting-by-Meeting Activities

Meeting	Duration	Phase	Lecturer Activities	Students' Activities	Output
Meeting 1 of 2 Semester Meeting 8	150 min	Pre-Activities	Take attendance and briefly recap the CCU topic and scores Introduce the CAIB topic, objectives, and note the compressed two-meeting timeline Activate thinking by asking students to identify a personal business challenge	Respond to the CCU topic recap Listen and note the CAIB objectives and timeline Begin identifying a personal business challenge for the narrative presentation	

		Main Activities	Present personal business narrative structure, language, and storytelling techniques via lecture and PowerPoint Provide model personal business narrative examples for students to analyze Conduct a structured question-and-answer session Explain the CAIB task requirements; note that students may optionally use ChatGPT independently for preparation	Listen actively and analyze examples of personal business challenge narratives Examine the structural elements of effective personal business narratives Ask comprehension questions about narrative language and structure Note the task requirements and begin planning the personal narrative independently	
		Post-Activities	Confirm student understanding of the CAIB task Remind students that the assessed presentation will be in Meeting 2 Note that no draft submission is required; optional ChatGPT use is permitted independently	Note the CAIB task requirements and the Meeting 2 presentation schedule Begin or continue independent preparation of the personal narrative Ask any remaining questions about the task	Task assigned; no draft submission required
Meeting 2 of 2 Semester Meeting 9	150 min	Pre-Activities	Take attendance and announce the presentation order Display the scoring rubric for student reference Create a calm and supportive classroom atmosphere	Note the presentation order Review the rubric before presenting Prepare to deliver the CAIB personal narrative	

		Main Activities	Call each student to present their CAIB personal narrative individually Time each presentation according to the specified task duration Score each presentation immediately using the four-criterion rubric	Deliver the CAIB personal narrative individually before the class Listen respectfully to peers' narratives Self-assess own narrative structure, fluency, and delivery against the rubric	
		Post-Activities	Provide brief verbal feedback after each student's presentation Record all CAIB scores in the grade sheet Note no revision opportunity; preview the CPD topic	Receive and note verbal feedback from the lecturer Accept the recorded CAIB score Prepare questions about the upcoming CPD topic	Live presentation scored

Assessment

This topic applies a summative assessment through a single live in-class oral presentation. No draft submission or pre-assessment revision opportunity is provided before the score is recorded.

Assessment Components

Component	Assessment Form	Type	Purpose
Live Oral Presentation	Individual in-class spoken performance	Summative	Primary speaking performance evaluated using the four-criterion rubric below
Lecturer Verbal Feedback	Immediate post-performance spoken comment from lecturer	Formative	Provides brief qualitative guidance; no revision opportunity is provided before scores are recorded

Speaking Performance Rubric (Applied to Summative Component)

Criterion	Weight	Very Successful (5 x 20)	Successful (4 x 20)	Moderately Successful (3 x 20)	Poor (2 x 30)	Unsuccessful (1 x 20)
Organization	15%	Ideas flow in a clear, logical sequence with a strong introduction, well-developed body, and conclusive ending	Mostly organized; introduction and conclusion present with minor sequencing lapses	Some organization evident; transitions are weak and ideas occasionally unclear	Lacks discernible structure; sequence of ideas is difficult to follow	Absence of discernible structure; sequence of ideas is not understandable
Complexity	25%	Uses varied, precise vocabulary and complex sentence structures throughout and appropriately	Adequate vocabulary with some complexity; occasional word repetition or imprecision	Limited vocabulary; predominantly simple structures with noticeable word-choice errors	Very limited vocabulary; over-reliance on simple or incorrect expressions	An extremely limited range of grammar is used. Completely relies on single clauses and simple phrases. Little to no specific vocabulary.
Accuracy	30%	Minimal grammatical errors; any errors do not affect communication at all	Some grammatical errors present but overall meaning remains clear	Frequent errors that occasionally impede communication	Many errors that significantly impede listener comprehension	Grammatical errors very often occur. Communication of product information is severely impaired by errors. Pronunciation is often unintelligible.
Fluency	30%	Speaks smoothly with natural pace, rhythm, and	Generally fluent; occasional hesitation; pace and	Noticeable hesitation and uneven pace; meaning is still conveyed	Frequent pauses and halting delivery that significantly	Speech is very disfluent with no engagement. Hesitations

		intonation; minimal hesitation	intonation mostly natural		impede communicatio n	dominate the video. No consistent pace can be established.
--	--	--------------------------------------	---------------------------------	--	-----------------------------	--



Topic 4: Careers and Professional Development (CPD)

Course: English for Business (ESP)

Student Program: Management of Business International (MBI), Second Year

Group: Control (conventional method with optional ChatGPT use)

Position in Semester Timeline: Semester Meetings 10 to 11 (2 meetings), 150 minutes per meeting

Learning Objectives

- (C4, Analyze) Analyze personal career strengths, development needs, and professional growth opportunities in the business field.
- (C5, Evaluate) Evaluate and justify career pathway choices in alignment with personal aspirations and current market demands.
- (C6, Create) Develop and deliver a well-structured oral presentation articulating career aspirations and professional development plans in English.

Materials and Technology

- PowerPoint slides and classroom projector or audio-visual system
- Institutional LMS material for the topic
- Student optional: independent use of ChatGPT for personal preparation (not formally integrated into instruction)

Meeting-by-Meeting Activities

Meeting	Duration	Phase	Lecturer Activities	Students' Activities	Output
Meeting 1 of 2 Semester Meeting 10	150 min	Pre-Activities	Take attendance and briefly recap the CAIB topic and scores Introduce the CPD topic, objectives, and note the compressed two-meeting timeline Activate thinking with a brief warm-up discussion on personal career goals	Respond to the CAIB topic recap Listen and note the CPD objectives and timeline Share initial career aspiration ideas during the warm-up discussion	

		Main Activities	Present career aspiration and professional development content, vocabulary, and presentation language via lecture and PowerPoint Provide model career aspiration presentation examples for students to evaluate Conduct a structured question-and-answer session on career-related language Explain the CPD task requirements; note that optional ChatGPT use is permitted independently for preparation	Listen actively and note key career vocabulary and presentation structure Evaluate model career aspiration presentation examples provided by the lecturer Ask comprehension questions about career-related language and task structure Note the task requirements and begin planning the CPD presentation independently	
		Post-Activities	Confirm student understanding of the CPD task Remind students that the assessed presentation will be in Meeting 2 Remind students that Semester Meeting 12 is the final posttest session	Note the CPD task requirements and the Meeting 2 presentation schedule Begin or continue independent preparation of the CPD presentation Ask any remaining questions about the task	Task assigned; no draft submission required
Meeting 2 of 2 Semester Meeting 11	150 min	Pre-Activities	Take attendance and announce the final topic presentation order Display the scoring rubric for student reference Acknowledge that this is the final instructional meeting before the posttest	Note the presentation order Review the rubric before presenting Prepare to deliver the CPD career aspiration presentation	

		Main Activities	Call each student to present their CPD career aspiration presentation individually Time each presentation according to the specified task duration Score each presentation immediately using the four-criterion rubric	Deliver the CPD career aspiration presentation individually before the class Listen respectfully to peers' presentations Self-assess own career communication delivery against the rubric	
		Post-Activities	Provide brief verbal feedback after each student's final presentation Record all final CPD scores in the grade sheet Congratulate students on completing the course and confirm the posttest in Semester Meeting 12	Receive and note final verbal feedback from the lecturer Reflect on overall progress and learning across all four topics Prepare for the posttest in Semester Meeting 12	Live presentation scored

Assessment

This topic applies a summative assessment through a single live in-class oral presentation. No draft submission or pre-assessment revision opportunity is provided before the score is recorded.

Assessment Components

Component	Assessment Form	Type	Purpose
Live Oral Presentation	Individual in-class spoken performance	Summative	Primary speaking performance evaluated using the four-criterion rubric below

Lecturer Verbal Feedback	Immediate post-performance spoken comment from lecturer	Formative	Provides brief qualitative guidance; no revision opportunity is provided before scores are recorded
--------------------------	---	-----------	---

Speaking Performance Rubric (Applied to Summative Component)

Criterion	Weight	Very Successful (5 x 20)	Successful (4 x 20)	Moderately Successful (3 x 20)	Poor (2 x 30)	Unsuccessful (1 x 20)
Organization	15%	Ideas flow in a clear, logical sequence with a strong introduction, well-developed body, and conclusive ending	Mostly organized; introduction and conclusion present with minor sequencing lapses	Some organization evident; transitions are weak and ideas occasionally unclear	Lacks discernible structure; sequence of ideas is difficult to follow	Absence of discernible structure; sequence of ideas is not understandable
Complexity	25%	Uses varied, precise vocabulary and complex sentence structures throughout and appropriately	Adequate vocabulary with some complexity; occasional word repetition or imprecision	Limited vocabulary; predominantly simple structures with noticeable word-choice errors	Very limited vocabulary; over-reliance on simple or incorrect expressions	An extremely limited range of grammar is used. Completely relies on single clauses and simple phrases. Little to no specific vocabulary.
Accuracy	30%	Minimal grammatical errors; any errors do not affect communication at all	Some grammatical errors present but overall meaning remains clear	Frequent errors that occasionally impede communication	Many errors that significantly impede listener comprehension	Grammatical errors very often occur. Communication of product information is severely impaired by errors. Pronunciation

						is often unintelligible.
Fluency	30%	Speaks smoothly with natural pace, rhythm, and intonation; minimal hesitation	Generally fluent; occasional hesitation; pace and intonation mostly natural	Noticeable hesitation and uneven pace; meaning is still conveyed	Frequent pauses and halting delivery that significantly impede communication	Speech is very disfluent with no engagement. Hesitations dominate the video. No consistent pace can be established.



Appendix 4: Experimental Group Lesson Plans

Topic 1: Business Presentation

Course: English for Business (ESP)

Student Program: Management of Business International (MBI), Second Year

Group: Experimental (e-portfolio assessment with Gemini AI assistance)

Position in Semester Timeline: Semester Meetings 2 to 4 (3 meetings), 150 minutes per meeting

Learning Objectives

- (C4, Analyze) Analyze the organizational structure and rhetorical elements of an effective business presentation in English.
- (C5, Evaluate) Evaluate the clarity and persuasiveness of their own script and delivery against specified criteria.
- (C6, Create) Design and produce an original oral business presentation introducing an entrepreneurial idea in English.

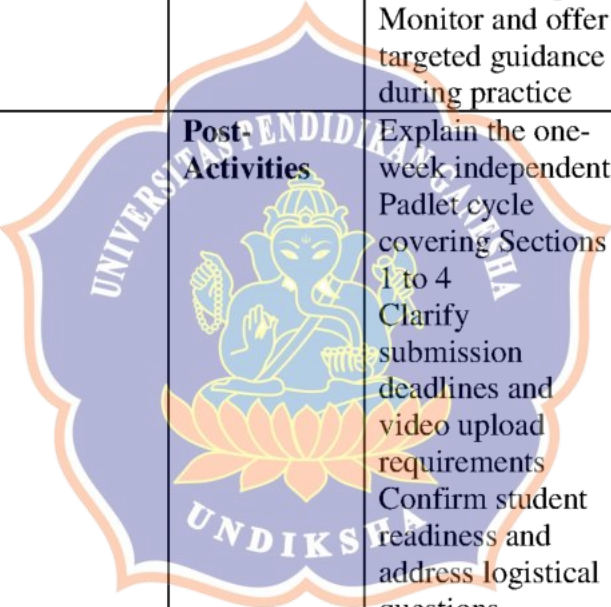
Materials and Technology

- Institutional e-learning material for the topic
- Padlet e-portfolio class board, organized into Sections 1 to 4
- Gemini AI (accessed via web browser or mobile app)
- Smartphone or computer with video recording capability

Meeting-by-Meeting Activities

Meeting	Duration	Phase	Lecturer Activities	Students' Activities	Output
Meeting 1 of 3 Semester Meeting 2	150 min	Pre-Activities	Greet students and take attendance Introduce the Business Presentation topic State session objectives and activate prior knowledge	Settle in and respond to greetings Note the session objectives Answer warm-up questions about presentation skills	

		Main Activities	Lead discussion of e-learning material on presentation structure and persuasive language Clarify comprehension questions from students Explain the script drafting task and scenario options Circulate and assist individual students with drafting	Discuss e-learning material and raise comprehension questions Analyze key elements of effective business presentation structure Draft an original entrepreneurial business idea script from scratch Consult lecturer for guidance as needed	
		Post-Activities	Check and acknowledge progress on student drafts Remind students to bring drafts to Meeting 2 Preview the Gemini AI script enhancement task planned for Meeting 2	Finalize the initial draft by the end of the session Note the reminder about bringing the draft to Meeting 2 Ask any remaining questions about the script topic	Initial script draft
Meeting 2 of 3 Semester Meeting 3	150 min	Pre-Activities	Take attendance and recap the script drafting task from Meeting 1 Model sample Gemini AI prompts for script enhancement State the session objective: finalize and strengthen the script with AI assistance	Review the draft produced in Meeting 1 Observe the sample Gemini AI prompt demonstration Prepare Gemini AI access on personal devices	
		Main Activities	Guide students to prompt Gemini AI to enhance	Prompt Gemini AI to analyze and improve the script	

			vocabulary, structure, and persuasive language Assist students in evaluating and incorporating AI suggestions appropriately Facilitate brief individual or group speaking practice using the enhanced script Monitor and offer targeted guidance during practice	Evaluate AI suggestions and incorporate appropriate revisions Edit and finalize the script based on Gemini AI feedback Practice a spoken segment of the finalized script with a partner	
		 Post-Activities	Explain the one-week independent Padlet cycle covering Sections 1 to 4 Clarify submission deadlines and video upload requirements Confirm student readiness and address logistical questions	Note submission deadlines for each Padlet section Confirm understanding of the four-section Padlet task cycle Save the finalized script for Section 1 upload	Finalized script ready for Section 1
Online Interim <i>Between Meetings 3 and 4</i>	<i>1 week, asynchronous</i>	Independent Online Engagement	<i>Monitor Padlet submission progress and track completion</i> <i>Review uploaded scripts and note recurring language issues</i> <i>Prepare individualized feedback notes for the upcoming face-to-face session</i>	<i>Upload finalized script to Padlet Section 1</i> <i>Record an AI-mediated practice video and upload with reflective caption to Section 2</i> <i>Upload polished final video performance to Section 3</i>	<i>Sections 1 to 4 submitted</i>

				<i>Complete the self-reflection form linked in Section 4</i>	
Meeting 3 of 3 Semester Meeting 4	150 min	Pre-Activities	Take attendance and confirm all final videos have been reviewed Explain the peer feedback procedure and criteria Establish a respectful and constructive class atmosphere	Settle in and prepare peer feedback notes Review any peers' final videos not yet watched before class	
		Main Activities	Facilitate a structured peer feedback exchange on final video performances Deliver individualized feedback on each student's final video performance Score each student using the four-criterion rubric	Provide constructive comments on peers' final video performances Receive and record lecturer feedback on their own performance Note specific areas identified for improvement	
		Post-Activities	Record all scores in the grade sheet Highlight common class-wide strengths and improvement areas Preview the next topic: CCU in Business	Note scores and key feedback points received Ask for clarification on any feedback as needed Prepare questions about the upcoming CCU topic	Lecturer score and peer comments recorded

Assessment

This topic applies a mixed assessment approach. Sections 1, 2, and 4 of the Padlet cycle serve as formative monitoring of the learning process. Section 3, the final

video performance, constitutes the summative component and is scored using the four-criterion rubric below.

Assessment Components

Component	Assessment Form	Type	Purpose
Script Draft (Section 1)	Written document uploaded to Padlet	Formative	Evaluates pre-performance planning, content organization, and language preparation
AI Practice Video (Section 2)	Video recording with reflective caption submitted on Padlet	Formative	Evaluates practice quality, delivery improvement, and uptake of Gemini AI feedback
Final Video Performance (Section 3)	Video recording submitted via Google Drive link on Padlet	Summative	Primary speaking performance artifact evaluated using the four-criterion rubric below
Self-Reflection Form (Section 4)	Structured Google Form completed in Indonesian	Formative	Evaluates metacognitive awareness and capacity to self-assess learning progress

Speaking Performance Rubric (Applied to Summative Component)

Criterion	Weight	Very Successful (5 x 20)	Successful (4 x 20)	Moderately Successful (3 x 20)	Poor (2 x 30)	Unsuccessful (1 x 20)
Organization	15%	Ideas flow in a clear, logical sequence with a strong introduction, well-developed body, and	Mostly organized; introduction and conclusion present with minor sequencing lapses	Some organization evident; transitions are weak and ideas occasionally unclear	Lacks discernible structure; sequence of ideas is difficult to follow	Absence of discernible structure; sequence of ideas is not understandable

		conclusive ending				
Complexity	25%	Uses varied, precise vocabulary and complex sentence structures throughout and appropriately	Adequate vocabulary with some complexity; occasional word repetition or imprecision	Limited vocabulary; predominantly simple structures with noticeable word-choice errors	Very limited vocabulary; over-reliance on simple or incorrect expressions	An extremely limited range of grammar is used. Completely relies on single clauses and simple phrases. Little to no specific vocabulary.
Accuracy	30%	Minimal grammatical errors; any errors do not affect communication at all	Some grammatical errors present but overall meaning remains clear	Frequent errors that occasionally impede communication	Many errors that significantly impede listener comprehension	Grammatical errors very often occur. Communication of product information is severely impaired by errors. Pronunciation is often unintelligible.
Fluency	30%	Speaks smoothly with natural pace, rhythm, and intonation; minimal hesitation	Generally fluent; occasional hesitation; pace and intonation mostly natural	Noticeable hesitation and uneven pace; meaning is still conveyed	Frequent pauses and halting delivery that significantly impede communication	Speech is very disfluent with no engagement. Hesitations dominate the video. No consistent pace can be established.

Topic 2: Cross-Cultural Understanding (CCU) in Business

Course: English for Business (ESP)

Student Program: Management of Business International (MBI), Second Year

Group: Experimental (e-portfolio assessment with Gemini AI assistance)

Position in Semester Timeline: Semester Meetings 5 to 7 (3 meetings), 150 minutes per meeting

Learning Objectives

- (C4, Analyze) Compare and differentiate cultural values and communication norms across diverse professional business contexts.
- (C5, Evaluate) Assess the implications of cross-cultural differences on business communication and evaluate how cultural factors influence professional decisions.
- (C6, Create) Construct and deliver an oral presentation examining a cross-cultural business scenario in English.

Materials and Technology

- Institutional e-learning material for the topic
- Padlet e-portfolio class board, organized into Sections 1 to 4
- Gemini AI (accessed via web browser or mobile app)
- Smartphone or computer with video recording capability

Meeting-by-Meeting Activities

Meeting	Duration	Phase	Lecturer Activities	Students' Activities	Output
Meeting 1 of 3 Semester Meeting 5	150 min	Pre-Activities	Take attendance and briefly recap the Business Presentation topic outcomes Introduce the CCU in Business topic and state learning objectives	Respond to the recap of Business Presentation Listen and note the CCU topic objectives Participate in the warm-up cross-cultural scenario discussion	

			Activate prior knowledge with a brief cross-cultural warm-up discussion		
		Main Activities	Lead discussion of CCU e-learning material on cultural differences in business settings Provide real-world cross-cultural business examples and clarify comprehension questions Introduce cross-cultural business scenarios as script drafting prompts Guide and assist individual students in drafting their CCU script	Discuss CCU material and ask comprehension questions Compare and differentiate cultural business practices from the material examples Select a cross-cultural business scenario and begin drafting the script from scratch Consult the lecturer for guidance as needed	
		Post-Activities	Check student progress on CCU script drafts Remind students to bring drafts to Meeting 2 Preview the Gemini AI enhancement and finalization task in Meeting 2	Finalize the initial CCU script draft by the end of the session Note the reminder about Meeting 2 Review supplementary CCU material independently if needed	Initial script draft
Meeting 2 of 3 Semester Meeting 6	150 min	Pre-Activities	Take attendance and briefly recap the CCU drafts from Meeting 1 Model Gemini AI prompts for refining cross-	Review the CCU draft from Meeting 1 Note sample Gemini AI prompts for cultural	

			cultural framing and vocabulary State the session objective: finalize the CCU script with AI assistance	vocabulary improvement Prepare Gemini AI access on personal devices	
		Main Activities	Guide students to prompt Gemini AI to refine cultural framing, vocabulary, and script organization Assist students in evaluating and selectively incorporating AI suggestions Facilitate brief individual or group speaking practice on CCU content Monitor and offer targeted guidance during practice	Prompt Gemini AI to improve cultural accuracy, vocabulary, and presentation structure Evaluate and selectively incorporate Gemini AI revisions into the script Edit and finalize the CCU script based on AI feedback Practice a brief spoken segment of the finalized CCU script	
		Post-Activities	Explain the one-week independent Padlet cycle and submission deadlines Clarify any specific requirements for CCU video content Confirm student readiness and answer logistical questions	Note Padlet submission deadlines for all four sections Confirm understanding of the four-section Padlet task cycle Save the finalized CCU script for Section 1 upload	Finalized script ready for Section 1
Online Interim Between Meetings 6 and 7	<i>1 week, asynchronous</i>	Independent Online Engagement	<i>Monitor Padlet submission progress and track completion Review uploaded CCU scripts and</i>	<i>Upload finalized CCU script to Padlet Section 1 Record an AI-mediated practice video and upload</i>	<i>Sections 1 to 4 submitted</i>

			<i>note recurring cross-cultural language issues</i> <i>Prepare individualized feedback notes for the upcoming face-to-face session</i>	<i>with reflective caption to Section 2</i> <i>Upload polished final CCU video performance to Section 3</i> <i>Complete the self-reflection form linked in Section 4</i>	
Meeting 3 of 3 Semester Meeting 7	150 min	Pre-Activities	Take attendance and confirm all CCU final videos have been reviewed Explain the peer feedback procedure with a reminder of cultural sensitivity norms Establish a respectful and constructive class atmosphere	Settle in and prepare peer feedback notes on CCU performances Review any peers' CCU final videos not yet watched before class	
		Main Activities	Facilitate a structured peer feedback exchange on CCU final video performances Deliver individualized feedback on each student's CCU final video Score each student using the four-criterion rubric	Provide constructive comments on peers' CCU video performances Receive and record lecturer feedback on their own CCU performance Identify cross-cultural communication strengths and areas for improvement	
		Post-Activities	Record all CCU scores in the grade sheet Share key cross-cultural	Note scores and key feedback points on CCU delivery	Lecturer score and peer comments recorded

			communication insights observed across the class Preview the next topic: CAIB	Ask for clarification on any feedback received Begin thinking about a personal business challenge for the CAIB topic	
--	--	--	--	---	--

Assessment

This topic applies a mixed assessment approach. Sections 1, 2, and 4 of the Padlet cycle serve as formative monitoring of the learning process. Section 3, the final video performance, constitutes the summative component and is scored using the four-criterion rubric below.

Assessment Components

Component	Assessment Form	Type	Purpose
Script Draft (Section 1)	Written document uploaded to Padlet	Formative	Evaluates pre-performance planning, content organization, and language preparation
AI Practice Video (Section 2)	Video recording with reflective caption submitted on Padlet	Formative	Evaluates practice quality, delivery improvement, and uptake of Gemini AI feedback
Final Video Performance (Section 3)	Video recording submitted via Google Drive link on Padlet	Summative	Primary speaking performance artifact evaluated using the four-criterion rubric below
Self-Reflection Form (Section 4)	Structured Google Form completed in Indonesian	Formative	Evaluates metacognitive awareness and capacity to self-assess learning progress

Speaking Performance Rubric (Applied to Summative Component)

Criterion	Weight	Very Successful (5 x 20)	Successful (4 x 20)	Moderately Successful (3 x 20)	Poor (2 x 30)	Unsuccessful (1 x 20)
Organization	15%	Ideas flow in a clear, logical sequence with a strong introduction, well-developed body, and conclusive ending	Mostly organized; introduction and conclusion present with minor sequencing lapses	Some organization evident; transitions are weak and ideas occasionally unclear	Lacks discernible structure; sequence of ideas is difficult to follow	Absence of discernible structure; sequence of ideas is not understandable
Complexity	25%	Uses varied, precise vocabulary and complex sentence structures throughout and appropriately	Adequate vocabulary with some complexity; occasional word repetition or imprecision	Limited vocabulary; predominantly simple structures with noticeable word-choice errors	Very limited vocabulary; over-reliance on simple or incorrect expressions	An extremely limited range of grammar is used. Completely relies on single clauses and simple phrases. Little to no specific vocabulary.
Accuracy	30%	Minimal grammatical errors; any errors do not affect communication at all	Some grammatical errors present but overall meaning remains clear	Frequent errors that occasionally impede communication	Many errors that significantly impede listener comprehension	Grammatical errors very often occur. Communication of product information is severely impaired by errors. Pronunciation is often unintelligible.
Fluency	30%	Speaks smoothly with natural pace, rhythm, and intonation;	Generally fluent; occasional hesitation; pace and intonation	Noticeable hesitation and uneven pace; meaning is still conveyed	Frequent pauses and halting delivery that significantly impede	Speech is very disfluent with no engagement. Hesitations dominate the

		minimal hesitation	mostly natural		communicatio n	video. No consistent pace can be established.
--	--	-----------------------	-------------------	--	-------------------	--



Topic 3: Challenges and Accomplishments in Business (CAIB)

Course: English for Business (ESP)

Student Program: Management of Business International (MBI), Second Year

Group: Experimental (e-portfolio assessment with Gemini AI assistance)

Position in Semester Timeline: Semester Meetings 8 to 9 (2 meetings), 150 minutes per meeting

Learning Objectives

- (C4, Analyze) Examine and analyze the contributing factors to a personal business challenge and its resolution.
- (C5, Evaluate) Assess the effectiveness of strategies applied to overcome the business challenge and justify their choices.
- (C6, Create) Compose and deliver a structured personal narrative on business challenges and accomplishments in English.

Materials and Technology

- Institutional e-learning material for the topic
- Padlet e-portfolio class board, organized into Sections 1 to 4
- Gemini AI (accessed via web browser or mobile app)
- Smartphone or computer with video recording capability

Meeting-by-Meeting Activities

Meeting	Duration	Phase	Lecturer Activities	Students' Activities	Output
Meeting 1 of 2 Semester Meeting 8	150 min	Pre-Activities	Take attendance and briefly recap the CCU topic outcomes Introduce the CAIB topic, learning objectives, and the compressed two-meeting timeline Activate thinking by asking students	Respond to recap of the CCU topic Listen and note the CAIB objectives and timeline Identify a personal business challenge to use for the narrative script	

			to reflect on a personal business challenge		
		Main Activities	Lead discussion of narrative presentation structure and language from the e-learning material Clarify comprehension questions about personal business narratives Guide students through drafting the challenge-and-accomplishment script from scratch Guide students to immediately prompt Gemini AI to enhance and finalize the draft within the same session	Discuss narrative structure material and ask comprehension questions Draft a personal business challenge-and-accomplishment script from scratch Prompt Gemini AI to improve narrative clarity, vocabulary, and structural flow Edit and finalize the script based on AI feedback before the end of the session	
		Post-Activities	Confirm that all students have a finalized CAIB script before leaving Explain the one-week Padlet cycle and submission deadlines Address any logistical questions about CAIB video recording	Confirm the CAIB script is finalized by the close of the session Note Padlet submission deadlines for all four sections Plan the timeline for completing each Padlet section during the week	Finalized script ready for Section 1
Online Interim Between Meetings 8 and 9	<i>1 week, asynchronous</i>	Independent Online Engagement	<i>Monitor Padlet submission progress and track completion</i>	<i>Upload finalized CAIB script to Padlet Section 1</i> <i>Record an AI-mediated practice</i>	<i>Sections 1 to 4 submitted</i>

			<i>Review uploaded CAIB scripts and note common narrative language issues</i> <i>Prepare individualized feedback notes for the upcoming face-to-face session</i>	<i>video and upload with reflective caption to Section 2</i> <i>Upload polished final CAIB video performance to Section 3</i> <i>Complete the self-reflection form linked in Section 4</i>	
Meeting 2 of 2 Semester Meeting 9	150 min	Pre-Activities	Take attendance and confirm all CAIB final videos have been reviewed Explain the peer feedback procedure for this topic Establish a respectful and constructive class atmosphere	Settle in and prepare peer feedback notes on CAIB performances Review any peers' CAIB final videos not yet watched before class	
		Main Activities	Facilitate a structured peer feedback exchange on CAIB final video performances Deliver individualized feedback on each student's CAIB final video Score each student using the four-criterion rubric	Provide constructive comments on peers' CAIB video narratives Receive and record lecturer feedback on their own CAIB performance Reflect on narrative delivery strengths and areas for improvement	
		Post-Activities	Record all CAIB scores in the grade sheet Highlight key narrative and delivery	Note scores and key feedback on narrative delivery Ask for clarification on any feedback received	Lecturer score and peer comments recorded

			observations from across the class Preview the next and final instructional topic: CPD	Begin thinking about career aspirations for the upcoming CPD topic	
--	--	--	---	--	--

Assessment

This topic applies a mixed assessment approach. Sections 1, 2, and 4 of the Padlet cycle serve as formative monitoring of the learning process. Section 3, the final video performance, constitutes the summative component and is scored using the four-criterion rubric below.

Assessment Components

Component	Assessment Form	Type	Purpose
Script Draft (Section 1)	Written document uploaded to Padlet	Formative	Evaluates pre-performance planning, content organization, and language preparation
AI Practice Video (Section 2)	Video recording with reflective caption submitted on Padlet	Formative	Evaluates practice quality, delivery improvement, and uptake of Gemini AI feedback
Final Video Performance (Section 3)	Video recording submitted via Google Drive link on Padlet	Summative	Primary speaking performance artifact evaluated using the four-criterion rubric below
Self-Reflection Form (Section 4)	Structured Google Form completed in Indonesian	Formative	Evaluates metacognitive awareness and capacity to self-assess learning progress

Speaking Performance Rubric (Applied to Summative Component)

Criterion	Weight	Very Successful (5 x 20)	Successful (4 x 20)	Moderately Successful (3 x 20)	Poor (2 x 30)	Unsuccessful (1 x 20)
Organization	15%	Ideas flow in a clear, logical sequence with a strong introduction, well-developed body, and conclusive ending	Mostly organized; introduction and conclusion present with minor sequencing lapses	Some organization evident; transitions are weak and ideas occasionally unclear	Lacks discernible structure; sequence of ideas is difficult to follow	Absence of discernible structure; sequence of ideas is not understandable
Complexity	25%	Uses varied, precise vocabulary and complex sentence structures throughout and appropriately	Adequate vocabulary with some complexity; occasional word repetition or imprecision	Limited vocabulary; predominantly simple structures with noticeable word-choice errors	Very limited vocabulary; over-reliance on simple or incorrect expressions	An extremely limited range of grammar is used. Completely relies on single clauses and simple phrases. Little to no specific vocabulary.
Accuracy	30%	Minimal grammatical errors; any errors do not affect communication at all	Some grammatical errors present but overall meaning remains clear	Frequent errors that occasionally impede communication	Many errors that significantly impede listener comprehension	Grammatical errors very often occur. Communication of product information is severely impaired by errors. Pronunciation is often unintelligible.
Fluency	30%	Speaks smoothly with natural pace, rhythm, and intonation;	Generally fluent; occasional hesitation; pace and intonation	Noticeable hesitation and uneven pace; meaning is still conveyed	Frequent pauses and halting delivery that significantly impede	Speech is very disfluent with no engagement. Hesitations dominate the

		minimal hesitation	mostly natural		communicatio n	video. No consistent pace can be established.
--	--	-----------------------	-------------------	--	-------------------	--



Topic 4: Careers and Professional Development (CPD)

Course: English for Business (ESP)

Student Program: Management of Business International (MBI), Second Year

Group: Experimental (e-portfolio assessment with Gemini AI assistance)

Position in Semester Timeline: Semester Meetings 10 to 11 (2 meetings), 150 minutes per meeting

Learning Objectives

- (C4, Analyze) Analyze personal career strengths, development needs, and professional growth opportunities in the business field.
- (C5, Evaluate) Evaluate and prioritize career pathway options in alignment with personal aspirations and current market demands.
- (C6, Create) Develop and deliver a well-structured oral presentation articulating career aspirations and a professional development plan in English.

Materials and Technology

- Institutional e-learning material for the topic
- Padlet e-portfolio class board, organized into Sections 1 to 4
- Gemini AI (accessed via web browser or mobile app)
- Smartphone or computer with video recording capability

Meeting-by-Meeting Activities

Meeting	Duration	Phase	Lecturer Activities	Students' Activities	Output
Meeting 1 of 2 Semester Meeting 10	150 min	Pre-Activities	Take attendance and briefly recap the CAIB topic outcomes Introduce the CPD topic, objectives, and the compressed two-meeting timeline Activate thinking with a brief warm-	Respond to the recap of CAIB topic Listen and note the CPD objectives and timeline Share initial career aspirations during the warm-up discussion	

			up discussion on career goals		
		Main Activities	Lead discussion of career and professional development language from the e-learning material Clarify comprehension questions about career aspiration vocabulary and presentation structure Guide students through drafting a career aspiration script from scratch Guide students to immediately prompt Gemini AI to enhance the draft within the same session	Discuss career and professional development language and raise comprehension questions Analyze career aspiration examples from the material Draft a career aspiration and professional development script from scratch Prompt Gemini AI to refine script vocabulary, structure, and career-related language	
		Post-Activities	Confirm that all students have a finalized CPD script before leaving Explain the one-week Padlet cycle and submission deadlines Remind students that Meeting 11 is the final instructional meeting before the posttest	Confirm the CPD script is finalized by the end of the session Note Padlet submission deadlines for all four sections Confirm readiness for the full online Padlet cycle	Finalized script ready for Section 1
Online Interim Between Meetings	<i>1 week, asynchronous</i>	Independent Online Engagement	<i>Monitor Padlet submission progress and track completion</i>	<i>Upload finalized CPD script to Padlet Section 1</i> <i>Record an AI-mediated practice</i>	<i>Sections 1 to 4 submitted</i>

10 and 11			Review uploaded CPD scripts and note common language issues Prepare individualized feedback notes for the final instructional session	video and upload with reflective caption to Section 2 Upload polished final CPD video performance to Section 3 Complete the self-reflection form linked in Section 4	
Meeting 2 of 2 Semester Meeting 11	150 min	Pre-Activities	Take attendance and confirm all CPD final videos have been reviewed Explain the peer feedback procedure for the final topic Remind students that the posttest will be held in Semester Meeting 12	Settle in and prepare peer feedback notes on CPD performances Review any peers' CPD final videos not yet watched before class	
		Main Activities	Facilitate a structured peer feedback exchange on CPD final video performances Deliver individualized feedback on each student's CPD final video Score each student using the four-criterion rubric	Provide constructive comments on peers' CPD video performances Receive and record lecturer feedback on their own CPD performance Reflect on overall learning growth across all four topic modules	
		Post-Activities	Record all CPD scores in the grade sheet Commend students on completing all	Note final CPD scores and overall feedback Reflect on progress and growth across the full semester	Lecturer score and peer comments recorded

			four topic modules Confirm posttest schedule for Semester Meeting 12	Prepare for the posttest in Semester Meeting 12	
--	--	--	---	---	--

Assessment

This topic applies a mixed assessment approach. Sections 1, 2, and 4 of the Padlet cycle serve as formative monitoring of the learning process. Section 3, the final video performance, constitutes the summative component and is scored using the four-criterion rubric below.

Assessment Components

Component	Assessment Form	Type	Purpose
Script Draft (Section 1)	Written document uploaded to Padlet	Formative	Evaluates pre-performance planning, content organization, and language preparation
AI Practice Video (Section 2)	Video recording with reflective caption submitted on Padlet	Formative	Evaluates practice quality, delivery improvement, and uptake of Gemini AI feedback
Final Video Performance (Section 3)	Video recording submitted via Google Drive link on Padlet	Summative	Primary speaking performance artifact evaluated using the four-criterion rubric below
Self-Reflection Form (Section 4)	Structured Google Form completed in Indonesian	Formative	Evaluates metacognitive awareness and capacity to self-assess learning progress

Speaking Performance Rubric (Applied to Summative Component)

Criterion	Weight	Very Successful (5 x 20)	Successful (4 x 20)	Moderately Successful (3 x 20)	Poor (2 x 30)	Unsuccessful (1 x 20)
Organization	15%	Ideas flow in a clear, logical sequence with a strong introduction, well-developed body, and conclusive ending	Mostly organized; introduction and conclusion present with minor sequencing lapses	Some organization evident; transitions are weak and ideas occasionally unclear	Lacks discernible structure; sequence of ideas is difficult to follow	Absence of discernible structure; sequence of ideas is not understandable
Complexity	25%	Uses varied, precise vocabulary and complex sentence structures throughout and appropriately	Adequate vocabulary with some complexity; occasional word repetition or imprecision	Limited vocabulary; predominantly simple structures with noticeable word-choice errors	Very limited vocabulary; over-reliance on simple or incorrect expressions	An extremely limited range of grammar is used. Completely relies on single clauses and simple phrases. Little to no specific vocabulary.
Accuracy	30%	Minimal grammatical errors; any errors do not affect communication at all	Some grammatical errors present but overall meaning remains clear	Frequent errors that occasionally impede communication	Many errors that significantly impede listener comprehension	Grammatical errors very often occur. Communication of product information is severely impaired by errors. Pronunciation is often unintelligible.
Fluency	30%	Speaks smoothly with natural pace, rhythm, and intonation;	Generally fluent; occasional hesitation; pace and intonation	Noticeable hesitation and uneven pace; meaning is still conveyed	Frequent pauses and halting delivery that significantly impede	Speech is very disfluent with no engagement. Hesitations dominate the

		minimal hesitation	mostly natural		communicatio n	video. No consistent pace can be established.
--	--	-----------------------	-------------------	--	-------------------	--



Appendix 5. Summary of Interview and Reflective Journal Data

The below table describes the thematic analysis from all Interview Excerpts and All Reflective Journal Samples. This table also presents EVERY interview excerpt verbatim (unedited, complete) alongside representative reflective journal samples (3-5 per subtheme from 4 topics). Total 180+ original verbatim excerpts across 6 themes and 20 subthemes.

Theme	Subtheme	Description	Interview Excerpts (All Complete Original)	Reflective Journal Samples (3-5 from 4 Topics)
THEME 1: AI as Safe Learning Space	1.1 Overcoming Fear of Judgment	Students overcome anxiety about being judged by peers and teachers	P2-VD (middle): “When using Gemini, I feel free to ask as many questions as I want without the fear of appearing inadequate. Since I am only interacting with an AI, I have become much more confident in my learning and practice. Previously, I refused to speak English at all because I was afraid even to read a text. Now, I have the courage to try, even if my abilities are not yet as strong as others. If I were to ask a person that many questions, I might be mocked, but with the AI I feel safe. I used to worry that my friends would think I was struggling if I asked too much, but with Gemini there is no such concern.” P5-RT (low): “In the past, I always felt anxious whenever	<i>[Topic 1-Business Presentation]</i> “Gemini or AI is particularly well suited for individuals who wish to learn but feel too self conscious to speak directly with others. Moving forward, I intend to engage in learning more frequently through both AI resources and interactions with other people.” <i>[Topic 1-Business Presentation]</i> “The feedback provided by Gemini AI has made me feel much more willing to participate in business discussions. When compared to my confidence levels before using Gemini AI, the difference is significant. Previously, I lacked specific guidance on the areas where my learning was

		I had to communicate with foreigners. However, that was then. Now, I feel much more confident when communicating in English. Even though my skills are still quite basic, I feel more self-assured than I did before. I am naturally shy and used to be afraid to practice directly with my peers or those around me. With the introduction of this e-portfolio, I finally have a platform to practice directly with the AI. Furthermore, I have also received feedback and constructive criticism from my friends, which has made me even more enthusiastic about improving my skills.” P4-DHN (high): “When I practice with Gemini AI, I always focus on the feedback provided. Most of the suggestions relate to my pronunciation, grammar, and intonation, which are still in need of improvement.”	deficient, which led to feelings of hesitation and a lack of self assurance. Having that objective feedback now has fundamentally changed my readiness to engage.” [Topic 2-Cross Cultural] “Compared to the start of the course, I am now far more confident. Previously, I felt nervous and was afraid of making mistakes in my speech. However, after practicing with Gemini AI, I have received a wealth of feedback that has helped me overcome those fears.” [Topic 1-Business Presentation] “I am quite willing to undergo a learning process like this. I feel the process is different from learning with other lecturers. and I feel I am more confident than before doing this learning process. the factor that makes me like this is because of the
--	--	--	---

			encouragement to learn and practice better from the feedback of Gemini and my friends.” [Topic 1-Business Presentation] “During this learning process, I was greatly helped in grammar and vocabulary usage. Gemini, friends and lecturers also encouraged me to practice more and utilize the available technology.”
	1.2 Shame-Free Experimentation	AI provides space where mistakes carry no social penalty	P2-VD: “I do not feel embarrassed about making mistakes because there is no one there to judge me. If I do not understand something, I can ask for a re-explanation without feeling incompetent. Practicing through AI gives me the courage to ask anything without the fear of appearing ill-informed.” P1-DI: “In the past, I easily felt awkward or afraid of making mistakes. However, I am now gradually becoming more open and

			confident. I have come to realize that feedback is a vital part of the learning process and is essential for improving my speaking skills.” P5-RT: “After practicing with Gemini AI, I realized that I still have lacks and frequently make mistakes in my pronunciation and speaking tone. Before taking this course, I was resistant to criticism and quite self-centered. For example, I used to think that others were simply being exaggerated when they corrected me. However, over time, I realized that my narrow-mindedness was hindering my growth and preventing me from becoming a more capable person in the future.”	mistakes. This supportive approach allows me to process corrections without feeling discouraged or judged.” [Topic 3-Challenges and Accomplishments] “At first, I felt uncomfortable because I thought I was being clear. I managed my emotions by taking a moment to listen calmly and reminding myself that feedback is meant to help me improve, not criticize me personally.” [Topic 3-Challenges and Accomplishments] “There was a moment when my friend told me that my pronunciation of some words was unclear. At first, I felt a little embarrassed, but I practiced repeating those words and used online tools to check them. This feedback helped me speak more clearly and boost my confidence.”
--	--	--	--	--

	1.3 Unlimited Practice Opportunities	AI enables practice without time/location constraints	P5-RT: “Since my instructor introduced Google Gemini, I no longer feel confused about finding a partner or a tool for my English practice. I can now continue learning whenever and wherever I choose. Of course, with the introduction of this tool and the guidance provided by my lecturer, I have gained full control over my own learning methods. It is time for us to master technology, rather than remaining in an era where we are controlled by it.” P2-VD: “With AI, I can search for learning resources, ask questions, and practice at any time. I can even request additional practice exercises to further my understanding. I use AI as a primary support for my studies. It organizes my learning path into clear levels, starting from the fundamentals and progressing to the next stages, and I follow those recommendations to guide my progress.”	[Topic 1-Business Presentation] “My independence in learning English has increased because Gemini helps me practice, which has been incredibly beneficial. Since I previously struggled with reading and pronunciation, Gemini provides the necessary feedback to identify my mistakes and guides me on how to correct them effectively.” [Topic 1-Business Presentation] “I feel I can use friends to practice English from conversations, practice presentations, and ask Gemini to improve grammar and proper language usage.” [Topic 1-Business Presentation] “In practicing for my presentation assignments, I utilized Gemini to assist me. Gemini helped ensure that my pronunciation was accurate and my speaking pace was
--	---	---	--	---

			P4-DHN: “So far, I have been focusing on practicing my English speaking and conversation skills with Gemini AI, and occasionally I do this together with my friends. Through the Padlet assignments, which naturally require frequent and direct practice with Gemini, I have become accustomed to using the AI to develop my ideas and improve the way I converse in English.”	appropriate, which significantly contributed to the completion of my tasks.”
THEME 2: Scaffolded Skill Development	2.1 Structured Progressive Learning	E-portfolio staged tasks create systematic skill building	P2-VD: “The use of an e-portfolio is very helpful because it allows us to complete assignments in stages. We are given the opportunity to practice extensively before submitting the final task, ensuring that we do not just finish the work for the sake of completion, but truly refine our English skills first. The combination of the e-portfolio and AI is highly beneficial because the learning process is structured progressively, starting from gathering ideas and practicing to submitting the final	<i>[Topic 3-Challenges and Accomplishments]</i> “After reviewing my speaking recordings in the e-portfolio (Padlet), I noticed clear progress in my fluency and organization. At the beginning, I often paused too much and my ideas were not arranged clearly. Over time, I became more confident and could present my ideas in a logical order.” <i>[Topic 2-Cross Cultural]</i> “If I look from my task on Padlet, there

		result once we have mastered the material. My errors in English have decreased because Padlet encourages me to learn step by step. With the assistance of AI, I can practice beforehand so that by the time I submit my assignment, I have a better command of what I want to say.” P3-EK: “In the past, I often spoke immediately without any structure, which caused the information I shared to sound disorganized. However, since I started preparing my ideas through the e-portfolio, I have learned how to create a logical flow consisting of an introduction, key points, examples, and a conclusion. When I gave a presentation about foreign cultures, I felt that my delivery was much more coherent. I no longer jumped from one topic to another, and I was able to present the most important information in an orderly manner.”	is a clear progress from first task until last. I feel more confident, so my speaking also become more good. Time I talk about Business Presentation in first record, I am still very stiff. Arrange the ideas is still messy.” [Topic 1-Business Presentation] “Regarding organization and vocabulary usage, I have acquired a broader range of engaging and effective terminology for my presentations with the help of AI. This assistance has enabled me to structure my ideas more professionally.”
--	--	--	--

			P1-DI: “The use of an e-portfolio on Padlet has been very helpful for organizing my thoughts when speaking English in a business context. Through Padlet, I am able to arrange my ideas in a structured manner by creating main points, supporting them with examples, and incorporating appropriate business vocabulary.”	
	2.2 Iterative Feedback Cycles	AI provides immediate, specific feedback for rapid improvement	P1-DI: “The feedback from Gemini AI is also very helpful because it provides immediate corrections regarding my word choices and English pronunciation. From that feedback, I have learned to correct my mistakes and am now attempting to use more complex sentences. It also helps me ensure that my pronunciation is more accurate when I speak.” P2-VD: “The feedback from Gemini is incredibly helpful. The explanations are detailed and easy to understand, and I can	<i>[Topic 1-Business Presentation]</i> “The most useful feedback occurred when Gemini suggested that I repeat sentences with incorrect pronunciation until I could articulate them correctly. This was incredibly helpful, and I intend to apply this practice consistently in the future.” <i>[Topic 1-Business Presentation]</i> “The most valuable feedback I received came from Gemini AI, which pointed out that my explanations were sometimes too rigid. In response, the

		ask for clarification repeatedly without feeling embarrassed. Gemini identifies the specific areas where I am lacking, which allows me to know exactly what I need to review and focus on. The responses provided help me understand new vocabulary and the correct way to pronounce words.” P4-DHN: “At the beginning, my English speaking was quite disorganized. I did not use proper grammar, and I did not even understand how to apply grammatical rules correctly. However, through my studies with Gemini AI, I received feedback for improvement on every sentence I presented. I made it a point to take notes on my mistakes so that I could correct them and improve my performance in the future.” P3-EK: “The feedback from Gemini AI has helped me identify more precise vocabulary and use more professional	specific action I took was to adopt more flexible and natural language. In the future, I plan to consistently look for ways to make my communication feel more human and relatable.” <i>[Topic 2-Cross Cultural]</i> “During the CCU topic, I actively asked Gemini for feedback. I didnt just ask about grammar and sentence structure, but also about my pronunciation, fluency, and intonation. I wanted to know if my delivery sounded natural and clear.”
--	--	---	---

			phrasing. The AI often provides examples of more complex sentences, which has taught me how to construct sentences with a much better structure.”	
2.3 Improvement Across All Dimensions (CAF+O)	Development visible in organization, complexity, accuracy, fluency	P2-VD: “The areas where I have improved the most are my English reading and speaking skills. In the past, I was truly unable to read English texts correctly, but I am now more confident and can even sing English songs, even if my performance is not yet as strong as that of my peers. My vocabulary has also expanded significantly. Initially, I never used English at all because I lacked confidence and was afraid of making mistakes. However, as I have started to become more self-assured, both my vocabulary and my overall abilities have grown.” P6-FD: “The aspects that have improved the most are my intonation and pronunciation. I have become more aware of	[Topic 1-Business Presentation] “I feel that my pronunciation skills have improved significantly. Gemini and other AI tools have supported me in enhancing my pronunciation, grammar, and accent during this period. Furthermore, I appreciate the constructive feedback provided by my peers and teacher regarding my presentations.” [Topic 4-Career] “Throughout the course, my speaking ability transformed drastically from being a nervous person stuck to a script to becoming a more confident and structured speaker. I can now convey ideas naturally using only main points. What I am most proud of is the ability to construct logical arguments.”	

		how to deliver sentences so that they are more easily understood by others. My fluency has increased by approximately 75 to 80 percent. Experiences such as participating in seminars and giving presentations practices in Padlets and feedbacks from AI have helped me speak more naturally and fluently.” P1-DI: “The changes I have noticed are that my vocabulary and grammar have become increasingly diverse after practicing my English speaking skills multiple times. I have begun to use business terminology with a more logical structure and more accurate pronunciation.” P5-RT: “What I have noticed most significantly is that my use of grammar feels increasingly accurate. While I previously felt that my grammar was quite disorganized, I now feel it has improved considerably.	[Topic 1-Business Presentation] “Over the last two sessions, I have felt a significant improvement in my speaking fluency. Previously, I often struggled with pauses, but now my speech is much smoother. This progress was greatly supported by regular practice with my peers and the feedback from Gemini AI, which encouraged me to focus on natural phrasing rather than just grammatical rules.”
--	--	---	---

			Furthermore, I feel that the range of vocabulary I am familiar with has continued to expand.”	
THEME 3: Active Learner Agency	3.1 Self-Directed Learning Control	Students take ownership of when, where, and how they learn	P1-DI: “I now feel that I have full control over my own learning process. I can independently determine when and how to practice, such as by recording my presentation rehearsals with the AI to improve my fluency. This sense of agency has made me more confident in developing my English language skills. Currently, I am able to manage my English learning environment more effectively. I can decide on the timing, location, and methods that are most efficient for me, whether I am inside the classroom or learning independently outside.” P6-FD: “Previously, my learning was limited to simply meeting requirements, but I now have much clearer goals for my future career. I feel more independent in my learning, though not yet entirely so. I still	<i>[Topic 1-Business Presentation]</i> “Upon completing this topic, I feel that my independent learning process has brought me a greater sense of satisfaction, as I am no longer overly dependent on Gemini AI. Nevertheless, the presence of Gemini AI remains incredibly helpful in supporting my studies. My decision is to continue learning and practicing with a newfound sense of confidence.” <i>[Topic 4-Career]</i> “Finishing this final topic has brought me deep satisfaction and improved my psychological well being. Initially, I was hesitant, but now I am very comfortable asking for help from friends and Google Gemini, seeing it as an effective learning strategy.”

			recognize the need for guidance to help steer my progress.” P2-VD: “I am now better able to regulate my learning methods and make informed decisions regarding which areas I need to practice. The use of the learning method from this course has significantly influenced my independence in learning English.”	[Topic 1-Business Presentation] “The completion of this final topic has brought me deep satisfaction. I now feel highly independent in my English learning process. I have full control over how I practice speaking, including the ability to choose my own topics and learning partners. My confidence in managing my own English learning environment has significantly increased.”
	3.2 Proactive Feedback Seeking	Shift from passive waiting to actively requesting input	P1-DI: “Before I take this course, I rarely sought feedback. However, I am now quite active in requesting input from both my peers and the AI after completing speaking tasks. I am driven by a desire to understand which specific areas still require improvement. The strategy I employ involves recording my speaking practice and then seeking comments, particularly regarding my English pronunciation. I also compare my previous results with my current ones so that I can	[Topic 2-Cross Cultural] “During the CCU topic, I actively asked Gemini for feedback. I didn't just ask about grammar and sentence structure, but also about my pronunciation, fluency, and intonation. I wanted to know if my delivery sounded natural and clear.” [Topic 2-Cross Cultural] “After finishing the CCU topic, I feel that my English has improved. I've

			clearly visualize my progress.” P2-VD: “I am now more proactive in seeking feedback from the AI. I ask about word pronunciation, definitions, the nuances between specific vocabulary, and even fundamental questions such as the correct use of 'to be.' I go directly to Gemini or other AI tools with these inquiries. I feel comfortable in that space, as it allows me to ask an unlimited number of questions.” P4-DHN: “In addition to practicing with AI, I also receive feedback when I speak English in my daily life, whether in the classroom, at home, or within my community. Others occasionally comment when I make mistakes in pronunciation or other areas. This external feedback complements my independent practice, allowing me to refine my skills through real-world interactions.”	become more active in asking for feedback like when I practiced with Gemini and asked about grammar, pronunciation, fluency, and intonation.” <i>[Topic 2-Cross Cultural]</i> “I don't really active for asking the feedback because i have some task when i must finish in same deadline, but i sometimes ask ai for give feedback specifcily in my pronunciation because i wanna improve in that part. I more confidence for asking feedback.”
--	--	--	--	---

			P5-RT: “The way I seek feedback now is by using Gemini AI. Throughout this course, my lecturer has taught me extensively about how to utilize AI tools. I have come to realize that feedback does not always have to come from a human source. I also have discovered that AI is equally capable of providing valuable corrections and guidance.”	
	3.3 Strategic Resource Management	Deliberate selection and use of learning tools	P5-RT: “By introducing these tools and the guidance from my lecturer on how to use them, I now have full control over the learning methods I employ. It is time for us to master technology, moving beyond the era where we are controlled by it. The influence of digital devices has been profoundly significant for me. Previously, I felt quite confused and lacked the confidence to engage directly in the field with limited knowledge. However, with the integration of digital e-portfolios and AI, I finally have a dedicated platform to	<i>[Topic 1-Business Presentation]</i> “Regarding organization and vocabulary usage, I have acquired a broader range of engaging and effective terminology for my presentations thanks to both AI assistance and feedback from my peers. Similar to the first point, Gemini provided extensive input based on the raw content I created, helping me refine my sentence structures and incorporate new vocabulary.”

		sharpen and deepen my language skills.” P2-VD: “I utilize AI to support my learning process. The AI organizes my learning into progressive stages, starting from foundational concepts and moving toward more advanced levels, and I consistently follow these recommendations.” P1-DI: “The use of digital tools such as e-portfolios on Padlet and AI has been extremely helpful in this regard. Through Padlet, I am able to store, review, and compare the results of my speaking exercises. Meanwhile, the AI assists me in identifying errors, expanding my vocabulary, and providing illustrative sentence examples.”	<i>[Topic 1-Business Presentation]</i> “I feel that AI has significantly assisted me in improving my vocabulary and grammar. While I previously struggled to organize information for my assignments, I now find the process much easier. This support has been instrumental in helping me complete my tasks more efficiently.”
3.4 Independent Decision-Making	Making informed choices about which feedback to implement	P4-DHN: “I have decided to continue learning English using Gemini AI and other tools to ensure the ongoing development of my skills. I am determined not to let my progress	<i>[Topic 1-Business Presentation]</i> “I plan to apply feedback in the future under my own control and according to my specific needs. My approach is to

		stall here, as I have already gained a wealth of materials and learning techniques from this course.” P1-DI: “I have decided to follow up on feedback that is relevant and recurring, particularly regarding ways to make my delivery and pronunciation sound more natural. Conversely, I often disregard feedback that does not align with the specific context of my assignments. I am now able to independently determine when and how to practice, such as by recording my presentation rehearsals with the AI to improve my fluency.” P5-RT: “The way I evaluate the feedback provided by my peers is by first analyzing whether their observations are accurate. I do this by requesting additional feedback from Gemini AI. If the AI's response aligns with what my peers have said, I then conclude that I do indeed need to improve in that specific area.”	generate original ideas independently without relying on digital devices and then refine them using Gemini AI. I find this method highly effective because it requires me to conceptualize and plan my ideas first, allowing Gemini AI to serve as a tool for refinement while I maintain full authority over the process.” [Topic 3-Challenges and Accomplishments] “I decided to act on this feedback after considering that the person giving it had more experience and genuinely wanted to help me communicate better. I started practicing more concise responses and focusing on key points.”
--	--	--	--

THEME 4: Confidence- Driven Communication Expansion	4.1 Reduced Communication Anxiety	Decreased fear and increased willingness to communicate	P1-DI: “My willingness to speak English in business situations has increased considerably throughout this semester. Initially, I was often hesitant and afraid of making mistakes, but after frequently practicing through presentations, discussions, and Padlet activities, I have become more courageous in my speaking. I am no longer overly worried about mispronunciation because I am now more focused on how to deliver my message clearly.” P5-RT: “I now feel far more confident whenever I communicate in English. Although my skills may still be modest, my confidence level is significantly higher than before. As I mentioned previously, before I began practicing frequently with Gemini, my English proficiency was quite limited. However, because I have become accustomed to using the language regularly, I have finally found	<i>[Topic 1-Business Presentation]</i> “I am willing to participate because I have practiced extensively with Gemini AI. I have developed the confidence to record my presentation, as I have consistently worked on my pronunciation and speaking pace. The preparation with AI has provided me with the necessary assurance to proceed with the task.” <i>[Topic 1-Business Presentation]</i> “I feel that my pronunciation has improved significantly, and I attribute this progress to the assistance provided by Gemini AI. The tool does more than just identify errors; it actively teaches me the correct way to articulate words. As a result, I now feel much more confident when speaking English with other people.” <i>[Topic 1-Business Presentation]</i>
---	---	--	--	--

			the courage to step out of my comfort zone and leave that fear behind.” P6-FD: “My willingness to speak English has increased significantly following this course, especially considering that English is essential in the business world. I feel more confident because of the frequent practice and the opportunities to speak in various classroom situations.”	“One situation where I felt confident was during a business discussion activity in class. The Gemini AI feedback really helped me improve my pronunciation, grammar, and sentence structure, which made me feel more prepared and willing to participate.”
	4.2 Spontaneous Real-World Use	Transfer from controlled practice to authentic contexts	P4-DHN: “The moments I remember most clearly, when I began to feel fluent and confident, were when I conversed with individuals from outside of Indonesia and when I served as a speaker during the Final Exam seminar. After learning through various methods in this class, I feel more confident and find myself wanting to speak English more frequently to continue improving my skills. This includes seeking opportunities to talk with foreigners at tourist destinations or engaging in English	<i>[Topic 3-Challenges and Accomplishments]</i> “Over the past three topics, I have often used English outside of required class activities, such as sending short messages to friends, writing social media captions, or watching videos without subtitles. My main motivation is to get used to everyday vocabulary and practice understanding naturally.” <i>[Topic 3-Challenges and Accomplishments]</i>

		conversations with my family and friends.” P2-VD: “I now use English much more frequently compared to the beginning of the semester. I have started speaking the language in small increments with my friends and family, singing English songs, and watching Western films to practice. I find that I use English most often while singing, as I have mastered the pronunciation and have begun to feel confident in my ability.” P5-RT: “I use English quite frequently. I often communicate with myself in English, such as when I observe objects on the road or express my thoughts while traveling. I also engage in direct interactions with foreigners who are present at my home. When I am in my hometown, there are many international visitors passing through my yard. This environment compels me to consistently use	“During the three topics, I often used English outside of class when reading business articles, watching videos, and chatting with friends online. I was motivated by the desire to improve my vocabulary and sound more natural in discussions. Over time, my willingness to practice independently has grown.”
--	--	--	---

			English as a way to sharpen my language skills.”	
	4.3 Confidence Spiral Effect	Success experiences build confidence, creating upward spiral	P1-DI: “My confidence level in speaking English within a professional context has increased considerably throughout this semester. I am no longer overly concerned about mispronunciation because I focus more on delivering the message clearly. The experience that contributed the most was practicing business presentations via Padlet. By delivering the material, recording it, and receiving feedback from Gemini AI, I learned to refine my speaking style. This process made me feel more prepared and certain when I had to speak.” P6-FD: “Every presentation and discussion happened in Padlet and with AI has made me increasingly accustomed to navigating professional situations. The seminars and presentation exercises have demonstrated my	<i>[Topic 4-Career]</i> “Since the start of this course, I’ve seen a significant improvement in my confidence when speaking publicly. I’m most proud of how I now speak with a clearer voice and better flow, something I struggled with before.” <i>[Topic 4-Career]</i> “Overall, I think my willingness to communicate has improved a lot throughout the course. Now I feel more confident to express my ideas in English, even if I make small mistakes.” <i>[Topic 4-Career]</i> “Each presentation and discussion session has made me increasingly accustomed to communicating in English. The seminar, in particular, was the experience that most significantly boosted my confidence

			improvement in terms of material delivery and my ability to speak with greater confidence.” P5-RT: “I noticed this change when communicating directly with foreigners. Previously, I felt a lack of confidence during such interactions, but suddenly I found myself enjoying the experience. Over time, I began to truly appreciate and take pleasure in the conversations I was having.”	because it allowed me to witness my own progress firsthand.”
THEME 5: Emotionally Resilient Feedback Orientation	5.1 Emotional Regulation Strategies	Development of strategies to manage emotional responses	P1-DI: “Throughout this course, my attitude toward feedback has become more open and positive. While I previously felt nervous when receiving corrections, I now embrace them as opportunities to learn and improve. When receiving critical feedback, I strive to view it as a learning chance rather than a personal criticism. I attempt to understand the intent behind the feedback and focus on making the necessary improvements. My attitude has changed	<i>[Topic 3-Challenges and Accomplishments]</i> “There was a moment when my friend told me that my pronunciation of some words was unclear. At first, I felt a little embarrassed, but I practiced repeating those words and used online tools to check them. This feedback helped me speak more clearly and boost my confidence.”

		significantly since the beginning of the semester. Whereas I used to feel awkward or afraid of making mistakes, I am now gradually becoming more open and confident as I realize that feedback is an essential part of the learning process.” P6-FD: “I strive to remain calm when receiving criticism. I focus on the substance of the input so that I can improve myself. Yes, there has been a change. I am now more prepared and much more relaxed when receiving criticism compared to how I felt before.” P3-EK: “My attitude toward feedback has changed significantly. Previously, I was somewhat afraid of being corrected, especially when I made many mistakes. However, as I received feedback more frequently, I began to view criticism as an essential part of the learning process.”	[Topic 3-Challenges and Accomplishments] “I once received feedback that my explanations were too long and sometimes off-topic. At first, I felt uncomfortable because I thought I was being clear. I managed my emotions by taking a moment to listen calmly and reminding myself that feedback is meant to help me improve, not criticize me personally.” [Topic 3-Challenges and Accomplishments] “In one topic, I received feedback that my pronunciation made some sentences unclear. At first, I felt embarrassed and uncomfortable, but I reminded myself that feedback is meant to help me improve. I managed my emotions by taking a short break before reviewing the feedback again with a calmer mindset.”
--	--	---	--

	5.2 Multi-Source Integration	Ability to synthesize feedback from teachers, peers, and AI	P1-DI: “I received feedback from various sources, including the lecturer, my peers, and Gemini AI. The lecturer typically provided input regarding speaking techniques and correct English pronunciation, while my peers helped improve my delivery and intonation. Meanwhile, Gemini AI offered suggestions for precise word choices. In my opinion, the feedback from Gemini AI was the most helpful because it was immediate and specific. I could clearly identify exactly where my mistakes were, understand the reasons behind them, and subsequently correct those errors. This made my learning process much more effective.” P4-DHN: “I received a great deal of feedback from my peers, the lecturer, and the AI. However, I found the feedback from Gemini AI to be the most helpful because the process is fast and the AI provides me with direct examples of how	[Topic 1-Business Presentation] “Gemini/AI plays an important role by giving good feedback for my learning process. and my friends give useful feedback to improve my performance in the current learning process. I received a lot of very good feedback from gemini/AI or from my friends.” [Topic 4-Career] “When I gave feedback during Topic 4-Career, I focused on eye contact and performance. I also praised their fluency. In doing so, I identified my own weaknesses: poor eye contact and a lack of gestures. I also noticed some of my sentences were unclear.”
--	-------------------------------------	---	--	--

		I should correct my mistakes.” P3-EK: “The lecturer provides structure and direction while encouraging me to continue learning from my mistakes. My peers offer casual input that helps boost my confidence. Meanwhile, Gemini AI provides detailed and rapid corrections. In my view, the AI is the most helpful for technical matters, whereas the lecturer has the greatest influence on the quality of the content.” P6-FD: “The feedback from the lecturer is the most helpful. My peers sometimes provide input that feels generic or like a template because they are hesitant to be overly critical. While Gemini is helpful, it is not always accurate.”	
5.3 Strategic Feedback Processing	Selective application based on relevance and frequency	P5-RT: “Before taking this course, I was resistant to criticism and quite egoistic. For instance, I would often think that others were just acting superior. However, over time, I realized	<i>[Topic 2-Cross Cultural]</i> “The most useful feedback I received was the suggestion to use more varied intonation so that my presentation did not sound flat. The

		that my narrow-mindedness was hindering my personal growth and preventing me from becoming a better person in the future. Now, I evaluate the feedback from my peers by first analyzing the validity of their comments through Gemini AI. If the AI response aligns with their feedback, I then conclude that I indeed have a weakness in that specific area. Essentially, if more than two people provide the same argument, I will immediately re-evaluate myself to ensure further improvement.” P1-DI: “I decided to follow up on feedback that was both relevant and recurring, focusing particularly on delivery techniques to ensure my speaking style sounds more natural. Conversely, I often set aside feedback that I felt did not align with the specific context of my task. I use these insights as a guide to establish clearer learning objectives, such as correcting	suggestion to regulate my speaking speed, I found this very useful because I was not aware of my speaking speed. After receiving the feedback, I started practicing to regulate my speed better.” [Topic 3-Challenges and Accomplishments] “From this experience, I learned the value of staying open-minded, separating emotions from improvement, and seeing feedback as an opportunity for growth rather than personal criticism.”
--	--	--	---

			pronunciation errors, expanding my business vocabulary, and improving my speaking fluency. Once I receive feedback, I implement the necessary improvements through focused practice sessions.” P3-EK: “I typically implement the feedback that feels most relevant to my personal weaknesses. For example, if I am advised to improve how I connect ideas, I immediately attempt to apply that guidance in my next assignment.”	
THEME 6: Career- Connected Purpose	6.1 Goal Clarity and Direction	Clear articulation of goals connected to future plans	P3-EK: “My objectives are now far clearer than they were at the beginning of the semester. I want to build a strong command of the English language to support my future plans, particularly regarding business opportunities and international internships. My goals have become much more defined because the professional world places a high demand on English proficiency.	<i>[Topic 3-Challenges and Accomplishments]</i> “After completing these three topics, my goal is to keep improving my fluency, accuracy, and professional vocabulary so I can communicate confidently in business situations. I see a clear connection between learning English and my future career.”

		I do not want to be left behind.” P6-FD: “My learning objectives are now much clearer compared to the beginning of the semester. I recognize that learning English is vital for my career, as many job opportunities require professional communication skills.” P1-DI: “My objectives in learning English are now much clearer. While I previously aimed to speak English fluently in a general sense, I am now focused on mastering the language within a business context.”	[Topic 3-Challenges and Accomplishments] “My learning direction has shifted from mere conversational fluency towards professional proficiency. Currently, I'm proud of my progress but aware that the journey is still long, and this feeling has become my biggest motivation to keep learning.”
6.2 Career-Linked Motivation	Motivation driven by career aspirations	P6-FD: “My current motivation stems from the fact that many jobs require English proficiency. Therefore, I feel a strong need to communicate effectively so that I am better prepared for the professional world. My motivation has increased because numerous career paths now demand high-quality language skills, including English.”	[Topic 1-Business Presentation] “The primary factors driving my progress are my current major and my plan to work abroad in the future. Initially, I lacked confidence and felt shy or fearful about speaking English, but I now feel significantly more self-assured.” [Topic 4-Career]

			P1-DI: “Learning English is closely linked to my future career because many roles demand English communication skills. Although some positions may not require it, my ambition to work in the banking sector necessitates that I improve my speaking abilities and master business terminology to communicate effectively in the professional world. What motivates me to communicate in English at this stage is the desire to be better prepared for the workforce and to interact professionally within international business environments. I aim to speak fluently and confidently during presentations and job interviews.” P4-DHN: “Since I aspire to work as a consul or within the Ministry of Foreign Affairs, I am fully committed to exerting my best efforts in learning English until it becomes second nature to me. I view this as the fundamental	“The most meaningful part of my learning is improving communication skills, since they are very relevant to my future professional goals. Being able to use English confidently will help me in my career development and international opportunities.” <i>[Topic 3-Challenges and Accomplishments]</i> “I see a clear connection between English proficiency and my future career plans, as many job opportunities, especially in business and communication, require strong English skills. My learning direction is to focus on speaking practice and professional vocabulary.”
--	--	--	--	---

			foundation for my future career, and I plan to learn other foreign languages as well.”	
	6.3 Realistic Self-Assessment	Accurate evaluation while maintaining growth mindset	P1-DI: “I feel that my English proficiency is currently much better than before, particularly in speaking and understanding business contexts. However, I also realize there are still many areas to improve, such as expanding my vocabulary and refining my pronunciation. I accept my current skill level realistically while continuing to strive for improvement through practice and feedback. I am aware that I have not yet achieved full fluency or total confidence, but I recognize the necessity of continuous practice to become more proficient.” P2-VD: “I accept my current abilities and have identified both my strengths and weaknesses. Furthermore, I now understand the specific methods required to improve them. I feel that my skills have	[Topic 4-Career] “I am proud of what have achieved so far, especially my progress in speaking and expressing ideas with more confidence. I feel comfortable asking my friends for help with English because it creates a supportive learning environment.” [Topic 3-Challenges and Accomplishments] “I feel my current level is improving, but it still needs development, especially in grammar and the use of more varied vocabulary. I am optimistic that with consistent practice and direct application in various contexts, my skills will continue to improve.” [Topic 4-Career] “I feel more confident compared to the beginning of the semester,

		truly developed and are actively supporting my aspirations to build a large-scale business and secure international internship opportunities.” P5-RT: “I am quite satisfied with my progress. Considering that I started with very little understanding, reaching this point gives me a sense of accomplishment regarding my current abilities. Naturally, I accept my present language skills while remaining committed to further development for my future career. I am fully aware of my weaknesses in English, specifically my tendency to speak too rapidly, which sometimes causes my speech to become less clear.”	particularly in speaking and engaging in discussions. Although I still make mistakes frequently, I have become more courageous in attempting to communicate. I have also started to feel more comfortable seeking assistance from my peers whenever I encounter difficulties.”
6.4 Long-term Commitment	Sustained engagement beyond course requirements	P4-DHN: “I have decided to continue learning English using Gemini AI and other resources to ensure my skill development does not stall here. I feel well equipped with the materials and learning techniques provided in this course. I have taken extensive notes	[Topic 4-Career] “I have decided to continue learning English to sustain the development of my skills. Having acquired a wealth of materials and learning techniques from Mr. Yoga's class, I am committed to practicing and

		and practiced consistently throughout this course. I now possess a solid foundation, ranging from learning methodologies to strategies for realizing my dream career.” P1-DI: “My motivation has grown even stronger after studying these four topics. Each topic has made me increasingly aware that English proficiency is not just about grammar, but also about how to convey ideas clearly and professionally in various situations. The steps I take involve accepting the feedback I receive, practicing again while paying close attention to the corrected parts, and requesting follow up feedback to ensure there is improvement. Through this method, I can monitor my progress incrementally.” P5-RT: “I certainly accept my current language proficiency while remaining committed to further developing	further honing my abilities independently.” [Topic 1-Business Presentation] “In my opinion, this approach is essential and should be implemented consistently because it makes the learning process much easier to understand and more enjoyable. The ability to receive immediate feedback and practice directly with AI has proven to be highly effective for my development.” [Topic 3-Challenges and Accomplishments] “I want improve my english more than now because this is a really important language I must use my life, I try to more confidance and make this my habitual. Maybe I Will improve this language with the my job in daily worker for interaction with foreigner.”
--	--	---	---

			my skills for future use. In my opinion, this pedagogical approach should be mandatory as I found the learning process much easier to comprehend and more enjoyable. We can obtain immediate feedback and practice directly with the AI, and I believe that using an e-portfolio makes the progression much clearer and easier to understand.”	
--	--	--	--	--

TRIANGULATION SUMMARY

Data Convergence Assessment:

- ✓ All 6 themes FULLY SUPPORTED by both interview and reflective journal data
- ✓ All 20 subthemes CONSISTENTLY REPRESENTED across both data sources
- ✓ 100 more complete interview excerpts (unedited, verbatim)
- ✓ 80 more reflective journal samples from all 4 topics
- ✓ Strong convergence demonstrating robust empirical grounding

Methodological Significance:

The comprehensive triangulation between semi-structured interviews (retrospective, post-intervention) and reflective journals (concurrent, ongoing during intervention) provides robust empirical evidence for the AI-Mediated Language Learning Empowerment Model. The consistency across data sources collected at different time points and through different methods significantly strengthens the validity, reliability, and trustworthiness of findings.

Participant Representation:

- P1 - DI (middle achievement)
- P2 - VD (middle achievement)
- P3 - EK (low achievement)

P4 - DHN (high achievement)

P5 - RT (low achievement)

P6 - FD (high achievement)

All achievement levels represented across both data sources, demonstrating that themes apply broadly across the proficiency spectrum.

