A WEB-BASED ENGLISH INSTRUCTION BLUEPRINT DESIGN: AN APPLICATION OF ESP WRITING COURSE

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Abstracts: One among many considerations that should be taken into consideration when moving a conventional face-to-face course to a web-based course is learners' needs, which are transformed into a research-informed blueprint. This study addressed the process of blueprint design resulting from the needs analysis process of design-based research. The objective is to describe the designed blueprint set for a web-based English Writing course for nursing students in Indonesia. The blueprint consists of designs of learning approach, performance goals, learning tasks and feedback, instructional strategies, and web design modules and interface. The descriptive statistics were used to test 37 items scored by experts of ESP and Writing about the blueprint. The results of Expert Judgments showed that all items obtained mean at the 'Good' categories. It means that the blueprint can be used in conducting the next stage, which is website development.
Keywords: *blueprint design; ESP; English writing instruction; web-based learning*

INTRODUCTION

ESP is growing very rapidly due to the high demand for English in various fields (Woźniak, 2017). ESP is a bridge that connects general English with the specific needs of students related to their academic fields so that ESP is a part of the EAP (English for Academic Purposes), which is designed to equip students with language skills closely related to their current and future profession, the language they need (Gestanti, Mufanti, & Nimasari, 2019; Hui, 2017; Hutchinson & Waters, 1987). ESP for nursing is one kind of ESP that has been growing up to facilitate nursing students to master English for their future needs. The instruction of ESP for nursing is not only given face to face but also involves the technology use, for example, web-based learning.

Web-based English learning is currently becoming an important matter due to the rapid development of science and ICT (Information, Communication, and Technology). Teaching through the web has developed in many institutions in various parts of the world, which shows that it has a positive impact both to provide new learning experiences and to improve students' linguistic abilities (Liu, Traphagan, Huh, Koh, Choi, & McGregor, 2018; Simich-Dudgeon, 1998; Suriaman, Rahman, & Noni, 2018). The emergence of the Covid-19 pandemic further emphasizes the importance of the existence of websites for learning English following the context/situation of the learners/students. Since a learning website cannot be created without adequate planning, there is a need to design the blueprint as the basis for web-based instruction.

A blueprint is "a specification of plan of action in any given endeavor or task" (Adelodun, 2010, p.69) to achieve the goals. It is like maps and specifications for an assessment program, ensuring that all aspects of the curriculum and educational domain are covered. Unlike the syllabus, a statement of plans for a part of the curriculum excluding the elements of curriculum evaluation itself, a blueprint is defined as a plan that the teacher makes to be transformed into a reality of classroom interactions (Sabbah, 2018). In simple terms, blueprints link assessment with learning objectives (Pichholiya, Yadav, Gupta, Kamlekar, &

Singh, 2021). Blueprints are also used to examine the weaknesses of existing materials as a basis for designing new materials (Mahardika, 2018; Patil, Hashilkar, & Hungund, 2014). In the context of the materials development, it is crucial since it provides detailed planning in terms of the form, learning objectives, and assessment system so that it does not complicate the process of implementing and evaluating learning.

The blueprint development for web-based ESP (English for General Purposes) learning is still under-research. Research on blueprint development is mostly carried out at the level of General English (GE) learning, in terms of objectives, activities, and assessment (Godwin-Jones, 2018; Brand, Favazza, & Dalton, 2012; Villarroel, Bloxham, Bruna, Bruna, & Herrera-Seda, 2018). Therefore, developing blueprint involving the use of technology is crucial to be done.

In designing blueprints, especially ESP web-based instruction, several principles are considered, including pedagogy, technology, and social (Berge, 1998). The pedagogy principle is related to the purpose of each activate, level, and type of social and instructional activity, the levels of teacher-control and student-control, the density of content, which should be inversely related to the amount of synchronous communication within the web-based educational learning environment. Regarding technological support, it needs to consider using the easiest media as text and graphics, technological minimalism, and adequate technical support and training for students and instructors. Finally, regarding social principle, it is necessary to ensure trust among students and the instructor and the balancing of the use of synchronous and asynchronous communication.

A web-based ESP instruction should promote active and collaborative learning, provide various perspectives, build knowledge, and encourage teachers' active involvement as student partners (Chen, Lin, Yeh, & Lou, 2013; Woźniak, 2017). It should also reflect learners' needs and unique characteristics, provide the types of task which emphasize flexibility, convenience, reliability, and practicality in scoring (Hemmati & Ghaderi, 2014; Sudha & Amutha, 2015), provide appropriate feedback to show intended learning achievement, involvement and web-system appropriateness (Katerina, Nicolaos, & Charalampos, 2014; Narciss, 2013).

Thus, blueprint design can be started by determining the appropriate approach to determine the next design steps. Recently, teaching English for nursing students is mostly given with a theme-based approach, but not many use other approaches, such as a situation approach. Theme-based instruction itself can be used to help the learners form the concepts of decision making, in which the course is arranged based on a theme or a topic instead of a subject. Meanwhile, situation-based learning encourages the students learn something new when they face different situation (Suhaebar & Isrokatun, 2019; Yao & Hung, 2020). By using a combination of approaches in developing web-based English teaching blueprints for nursing students, learning activities will be more varied. In a combination of theme and situation approaches, the teachers compile a set of language learning activities (Christiawati & Darsana, 2020) based on simulations of certain situations.

By doing this, they will be able to see, understand, solve and apply known understandings through certain themes to analyze and solve the problems they face through web-based media (Cheng, Yeh, Chao, Lin, & Chang, 2020; Yao & Hung, 2020) to maximize the potential that students have, involve them personally in the learning process, connect to life experiences, interests, and their knowledge base students, creating a focus for students that open relationships between areas of knowledge, encourage positive student attitudes, and increases student success and achievement (Ramdan, Hanifah, & Isrokatun, 2019; Tessier & Tessier, 2015; Yao & Hung, 2020).

This theme and situation will determine the learning objectives to be achieved, related to what language skills the students need to master, and how learning activities, exercises, and feedback will be given to the students to assess the understanding and knowledge. Regarding learning writing, theme-based instruction can help connect different skill areas in which it avoids fragmentation and unconnected skill exercise. The teachers then are able to provide various activities which are integrated around meaningful context including writing activities (Fatmawaty & Haryani, 2017).

With the lack of blueprint development research on web-based teaching in ESP and various aspects that need to be considered in designing the ideal web-based teaching, this article only focuses on writing language skills as the first step in blueprint

design. Therefore, this article aims to (1) describe the blueprint design process of web-based English instruction in writing for nursing students and (2) describe the blueprint of web-based English instruction in writing for nursing students itself with the score obtained from the experts. What is discussed in this article is essential for teachers since the article contains empirical experiences in developing blueprints for writing programs through web-based learning specifically aimed at ESP learners, especially nursing, which has not been widely practiced, especially in Indonesia.

METHOD

This study is the second part of design-based research (DBR) that uses the Dick & Carey ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The blueprint was developed based on the results of needs analysis done in the "Analysis" stage, involving several nursing students from multiple academic years, ESP teachers, and IT experts. The Design stage consists of determining a learning approach, determining performance goals, developing learning task items and feedback, determining web-based learning methods, strategies, and materials, and conducting content validity. Three experts were involved in assessing the content and format of the blueprint. The criteria of experts are professional ESP teachers (medical and nursing). They gave scores in five aspects, namely General Aspect, Content, Task, Feedback, and Instructional Procedures of 37 items. The ranges of the score were 5 for the highest and 1 for the lowest. The scores were then tested using descriptive statistics to determine the mean value and converted into scales interval of mean value categories, as shown in the following table.

Table 1. *Data conversion scales interval of mean value categories*

Mean Value	Categories
$2.00 \leq \bar{X} \leq 2.60$	Very Poor
$2.61 \leq \bar{X} \leq 3.21$	Poor
$3.22 \leq \bar{X} \leq 3.82$	Fair
$3.83 \leq \bar{X} \leq 4.43$	Good
$\bar{X} \geq 4.44$	Very Good

RESULTS AND DISCUSSION

Determining learning approach

An approach refers to the general assumptions about what language is and how learning a language occurs (Richards & Rodgers, 2014). This blueprint design combines theme-based and situation-based approaches in which themes are presented in a situation to lead students to think about what language they need. With context thematically familiarized, students are more prepared to deal with 'the cognitive demands of the English systemic features'. The theme-based approach supports the content use and teaching without neglecting the language which is its most important objective (Padilla De La Cerda, 2016). The topic chosen in the blueprint design in this study is "Patient's History." Table 2 shows a detailed example.

Table 2. *Learning approach of blueprint*

Lesson Title/Topic	**Patient's History**
Theme	Dealing with the patient's medical history, both current and past illnesses, drug history, and family medical history.
Situation	The situation created for students to imagine is that as a nurse, before the doctor conducts a physical examination of the patient, the nurse first gives patients several questions to be validated with their medical history data. The nurse needs to provide some notes that will be given to the doctor as a basis for the patient's physical examination and as nursing documentation.

From the table, it can be seen that the blueprint design starts from choosing the topic, followed by determining the theme and designing a situation that becomes the basis for deciding what sub-skills students must master in achieving their learning targets according to that topic. By using a combination of theme-based and situation-based approaches, teachers can direct students to imagine what language skills they should be good at on this topic in a particular context. The teacher will describe this situation in the learning material before providing other materials.

Determining performance goals

The topics and situations should be relevant to the learning goals. In determining the performance goals, or learning objectives, some existing criteria and rubrics were considered. They are Aryadoust's

Criterion and Description, Assess and Score Writing Sample and the Common Framework of Reference (CFR) Grid on the Secondary A.2.2 Writing Global Scale (Aryadoust, 2010; Government of Saskatchewan Ministry of Education, 2012). The first consists of Arrangement of Ideas and Examples (AIE), Communicative Quality (CQ), or Coherence and Cohesion (CC), and Sentence Structure Vocabulary (SSV) as a guide for the sub-skills the students must master, as a guide in determining student learning objectives based on these sub-skills. The last, the Global CFR Scale, is an internationally recognized language level chart highlighting observable language behavior in a social or academic context (i.e., learners will…). The statement describes proficiency concerning student performance in a 'real world' context.

The basis for choosing the two guides is that each has items and a detailed description of what skills the students must master and their application related to writing on predetermined topics. Of course, not all items were selected; only certain items were chosen according to the lesson titles, themes, and situations created previously. Table 3 contains details of the sub-skills and course objectives of "Patient's History."

Table 3. *Learning sub-skills and objectives of blueprint*

Learning Sub-skill & Objectives		
Sub-skills	**Objectives**	**Indicator**
Present the ideas and information about the patient's medical history obtained from the form. (AIE)	Can write down information and brief descriptions explaining what, where, and when based on the patient's medical history form in a simple sentence, using correct grammar structure of prepositions, transitional words, and appropriate conjunctions regarding facts and terminology related to the topics.	Can write down information and brief descriptions explaining what, where, and when based on the patient's medical history form as part of a patient examination procedure.
		Can write simple descriptions of the patient's medical history using correct grammar structures
Use the right transitional words/phrases when moving the discussion (CQ), use appropriate pronouns and conjunctions to connect ideas or sentences (CQ), use the correct vocabularies which are appropriate to the topic (SSV)		Can use transitional words and appropriate conjunctions in writing descriptive reports from patient medical history data
		Can fill in information gaps regarding facts, and terminology, as well as a description of the patient's medical history data.
Use proper spelling, punctuation, and capitalization. (SSV)		Can write simple descriptions of the patient's medical history using correct grammar structures
Use the correct syntax/verb tense. (SSV)		Can write simple descriptions of the patient's medical history using correct grammar structures

From the table above, it is clear that both the determination of sub-skills writing and students' learning objectives directly follow the theme and situation previously determined. Mastering sub-skills writing is related to how students can express ideas and information from the medical history form in descriptive form by using the correct tenses for each part of the description, writing, vocabulary, pronouns and conjunctions and transitions, and correct punctuation. By determining detailed sub-skills and course objectives such as the table above, it is easier to determine the right exercises to achieve learning objectives and compile feedback rubrics for each given exercise.

Developing learning task and feedback

The next step in web-based English writing blueprints for nursing students was determining types of web-based tasks to achieve learning objectives and feedback types on each task. The following table explains the types of tasks and materials under the sub-skills and learning objectives in the Lesson entitled "Patient's History".

Table 4. *Learning tasks and feedback of blueprint*

Learning Tasks & Feedback			
Input Text	**Types of Tasks**	**Examples of Question**	**Types of Feedback**
Type of text: descriptive text to describe the patient's medical history, both previous and current medical history, to explain the patient's symptoms.	Multiple Choice	Based on the patient's past complaints on the form, lights could make his complaint … a. better b. worse When did the patient do the last screening test based on the patient's history form? a. Two months ago b. Two years ago.	Automatic knowledge of results feedback (immediate) Form: The notification of "Congratulations, your answer is correct" or "Sorry, your answer is incorrect. Please try again" when the students click the "Submit" or "Check" option. The short explanation about the correct answer such as: "On the form, the patient wrote 'light' in the column of aggravating factor, it means that the light made his complaint worse".
Form of the patient's medical history and example of describing the form into sentences.	Text Constructions	Based on the patient's history form, write a descriptive report using correct grammar and tenses. Don't forget to put a tick on the rubrics before submitting your report.	Knowledge of correct response feedback through rubrics and informative-tutoring feedback through manual teacher's comments (delayed) Form: Feedback rubrics items are based on the Can-Do Statements scale derived from the criterion of sub-skills and indicators. Feedback is formed in rubrics in which the students can put a tick in each statement and manual feedback given by the teacher to the students' writing.
Vocabulary: adjectives, nouns, verbs, prepositions.	Multiple Choice	Based on the information on the patient's family history, his elder brother died ....his forties. a. on b. in He found that he was ....to the medicine. a. allergy b. allergic	Automatic knowledge of results feedback (immediate) Form: The notification of "Congratulations, your answer is correct" or "Sorry, your answer is incorrect. Please try again" when the students click the "Submit" or "Check" option. The short explanation about the correct answer such as: "to describe age, preposition 'in' is used".
The terminology used in describing a patient's medical history		Based on the information on the patient's history, he took a (an) … for his allergy. a. OTC b. homeopathy remedy	

Structure: simple sentences in describing health history	Matching	Match the description to the category based on the patient's health history.The patient had a severe attack of central chest pain.The pain got worse when doing jogging. Answers: [Aggravating Factors] [Sites of Pain]	Automatic knowledge of results feedback (immediate) Form: The notification of "Congratulations, your answer is correct" or "Sorry, your answer is incorrect. Please try again" when the students click the "Submit" or "Check" option.
Grammar: Simple Past Tense	Multiple Choice	Which is the correct use of tenses to describe the patient's health history? a. His elder brother is died because of a heart attack. b. The light made the patient vomit. Which one is the correct conclusion of the patient's social and personal history based on the form? a. He smoked cigarettes almost every day. b. He drank alcohol. c. He didn't take regular exercises.	Automatic knowledge of results feedback (immediate) Form: The notification of "Congratulations, your answer is correct" or "Sorry, your answer is incorrect. Please try again" when the students click the "Submit" or "Check" option. The short explanation about the correct answer such as: "On the form, the patient put a tick on 'alcohol'. It means that the patient drank alcohol".

The table above shows the types of texts and tasks given to achieve learning objectives based on the sub-skills the students need to master. Some types of tasks resemble the forms of activities a nurse might need to do in their professional context (e.g., selecting/choosing specific indicators). Types of vocabulary are related to the topic; they include the meaning, parts of speech, and spelling. Grammar materials focus on sentence making and types of tenses according to the topics, themes, and situations. Some materials will be included in the discussion of topics; however, other materials, for example, Grammar and Basic Sentence Writing, will be given separately due to its complexity and the different needs that learners might.

Besides, the table also describes the types of feedback given according to the task. Feedback is needed as an important step to encourage learning. The web-based instruction designer must plan how to obtain feedback (Kusairi, 2020). The type of feedback provided in this web-based instruction design is knowledge of results feedback (immediate feedback) for training in the form of multiple-choice, matching, or sentence completion (cloze test/gap-fill exercise). This type of feedback is a simple verification that provides information to students about correct/incorrect responses. Immediate feedback means that feedback is given to students as quickly as possible by computer hardware and software during instruction. In this blueprint design, the type of immediate feedback is in the form of the item, which means that students do the task one by one, and the feedback will be immediately given as soon as the exercise item is submitted. Feedback is a significant aspect of interaction as it could be motivating.

Meanwhile, for the type of text construction task, the feedback given is knowledge of correct response feedback through rubrics and informative-tutoring feedback through manual teacher's comments that entered delayed feedback. It provides important information to complete the task but does not immediately offer the correct solution, and also, because of its delayed nature, the feedback is given to students after a certain program delay interval on the web that is specified during

instruction or testing. In this blueprint design, delayed feedback was in the form of manual comments by the teacher on students' writing results within 1-24 hours or 1-7 days (Vasilyeva, Puuronen, Pechenizkiy, & Rasanen, 2007). Meanwhile, rubrics as a form of feedback on text construction tasks were prepared based on the CFR Can Do Statements Scale (CFR).

Determining learning strategies and methods

After determining the types of tasks, supporting materials, and also the feedback, the blueprint design focused on choosing methods and selecting learning strategies and materials. The three of them cannot be separated from each other so that in this blueprint design, they are put into the same stage. The learning activities provided were in the form of questions for their understanding of the reading/chart displaying the patient's medical history information and filling in sentences with missing words (gaps in sentence practice) for both terminology and grammar-related (for example, prepositions) and paragraphed writing.

In the other hands, in designing the learning strategy in this blueprint, there were several stages, namely (a) strategy for organizing learning content, (b) strategy for delivering the learning (c) strategy for learning management. Meanwhile, from the three patterns of learning material selection by Dick and Carey (Aji, 2016) including (a) the teacher designs individual learning materials, all stages of learning are included in the material except the pretest and posttest, (b) the teacher selects and changes existing materials to suit the learning strategy, (c) the teacher does not use materials but delivers all learning.

According to the learning strategy that he has compiled, the blueprint designer chose the second pattern, where the teaching materials were adjusted to the previously prepared learning strategies. Table 5 presents the details of the learning strategies used.

Table 5. *Learning strategy and methods of blueprint*

Learning Strategy & Methods			
Materials	**Website Modules**	**Method of Delivering Materials on Website**	**Instructional Procedures**
Type of text: descriptive text to describe the patient's medical history, both previous and current medical history, to explain the patient's symptoms.	Delivered in the category “Patient's History” in the TOPICS module.	Accessed directly by the students (web-users) by clicking on the category. If the users want to save it, they can click on the download option.	Activities on the website: 1. The students visit the website page and sign in (for non-student visitors, they cannot sign in). 2. For the students who have not registered, they are directed to register first. 3. The students visit the TOPICS page and select the sub-topic Patient's History. 4. The students download a hand out on one of the categories in Patient's History and visit the “Materials Review” page. 5. The students study the Materials Review page, which contains the learning objectives of Patient's History, the introduction of vocabularies, terms, phrases, and examples of describing patient's history form. Implementation of PPP: (PPP1) Target language set up (PPP2) Vocabulary pre teach 6. The students visit other category pages in Patient's History to do some types of tasks and determine what language function is used through those tasks. Implementation of PPP: (PPP3)Context building
Form of the patient’s medical history and example of describing the form into sentences.			
Vocabulary: adjectives, nouns, verbs, prepositions.	Vocabularies regarding Parts of Speech are given in the category "Parts of Speech" of Supporting Modules.	Accessed directly by the students (web-users) by clicking on the category. There is no download facility for this category.	
The terminology used in describing a patient’s medical history	Vocabularies related to terminology of topics are provided in the category “Patient's History”		

	in the TOPICS module.		(PPP4) Elicitation 7. The students can visit supporting materials pages while doing the tasks if they want to check the theory of punctuation, tenses, and sentence writing as part of independent learning. Implementation of PPP: (PPP5) Standardization, individual, finger error correction. 8. After completing the tasks, the students check the answers to get feedback. If they make mistakes in doing the tasks, they then students do the tasks until they really understand. Implementation of PPP: (PPP5) Standardization, individual, finger error correction. 9. The students have to do the last task that is Text Constructions by typing paragraphs according to the instructions in the space provided and filling in the rubrics checklist then submitting the task (only the students who have signed up and approved by the admin). Implementation of PPP: (PPP1) Board stage. 10. If the students find difficulties in the tasks for writing sentences or paragraphs or just reevaluate what they have written previously, they can visit the Home page which contains basic categories of grammar and the basics of writing sentences and paragraphs.
Structure: simple sentences in describing health history	Delivered in the category "Basic Sentence Writing" of Supporting Modules	Accessed directly by the students (web-users) by clicking on the category. There is no download facility for this category.	
Grammar: Simple Past Tense	Delivered in the category “Tenses” of Supporting Modules	Accessed directly by the students (web-users) by clicking on the category. There is no download facility for this category.	

The table above illustrates the strategies and learning materials designed in this blueprint. In terms of the Instructional Procedures, this blueprint implemented the PPP or Presentation, Practice, and Production stages with some adjustments due to the suitability of the stages with the objectives of this blueprint design, especially in this blueprint, students learned grammar structures, new vocabularies, and tenses related to the topic, so that PPP is considered the most appropriate. The stages in PPP used in this blueprint were” The application of Presentation Practice Production Method” including: (1) Target language set/PPP1 to determine the function of the target language to be taught, (2) Vocabulary pre-teach/ PPP2 to introduce vocabulary or terms needed by students related to the material and function of the language being studied, (3) Context building / PPP3 to determine the context or situation to the students. The teacher has a role in introducing the situation, (4) Elicitation/PPP4, where the students can guess the topic's language function. One way of elicitation is displaying images or media, (5) Standardization, choral, individual, finger error correction, in which in writing learning, the standard is to make sure students write the terms or sentences correctly, and (6) Board stage, that is about writing language functions as the final stage in the PPP stage series (Ihsan, 2020).

Designing website design modules & interface based on the instructional procedures

As part of developing web-based learning English writing for nursing students with a web as a final result, planning website modules and website user interface is crucial before conducting further stage. Website modules are website components used to create pages including images, text, buttons, etc. while user interface is the visual appearance of a website that bridges the system with the user in the form of shape, color, and writing or how the appearance of a website is seen by the user. The

website interface provides an overview of what the visitor will see. There are several aspects in the user interface consisting of layout, logo image, color selection, typography, and other aspects. The user interface in this web design is designed with some criteria including clear, concise, responsive, structured, consistent, and attractive. The learning content must be structured to avoid the information displayed overlap, making it easier for students to explore the web. The table below illustrates the plans for teaching English writing website modules for nursing students.

Table 6. *Website modules planning*

Content/Modules	**Features**	**Layout**	**Design**
Title of website	Title & logo of the website	Header	
Main Modules (nursing materials)	Topics Tasks (Multiple Choice, Matching, Text Construction	Top Menu Sub Menu	Menu Color: Blue Background color: White Header color: Blue Footer color: Black
Feedback	Feedback of Tasks	Pop Up	Typography: typeface, typestyle, font weight, font width, padding, margin, font size, font variation, angle, line height, paragraph spacing. Font: Roboto & Sans Serif
Supporting Modules (Grammar, Tenses)	Parts of Speech, Punctuation, Capitalization, Tenses, Basic Writing Exercise	Side bar List Content Menu Bar	
Additional Modules Website description, address, contact us, copyright	About, login/register	Top Menu Footer	

The table above describes the type of module plans that will be displayed on the website. The main modules shown here are only related to nursing materials including theory and terminology which can be read through the website and can be downloaded, as well as tasks according to their type. This module is placed on the Top Menu under the Header. Meanwhile, the supporting modules are materials that support learning the main materials such as Parts of Speech, Punctuation, Capitalization, Tenses, and Basic Writing. The module is equipped with exercises to deepen students' English skills and is placed on the left side bar. The website will use blue color as the Header and Module buttons, black color as the Footer, and white color as the background color. In terms of typography, this website uses common typography designs namely 'Roboto' and 'Sans Serif'. The detailed design of the website will be conducted in the next stage that is web development.

The users (visitors) can access web pages according to the following Figure 1.

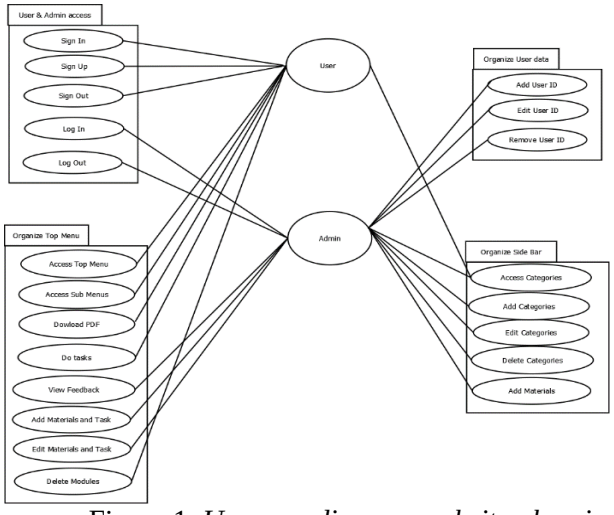

Figure 1. *Use case diagram website planning*

When accessing the website, the users do not need to register because this website is designed to be accessible by anyone, however, when the user is intended to download the materials or to do text construction tasks, he or she must first sign up. The user registration consists of full name, affiliation, study program, and student number. The admin then will approve the registration application. The instructional procedures on how to use the web for learning can be seen in Table 5 (Learning Strategy and Methods of Blueprint).

The following figure describe the web interface.

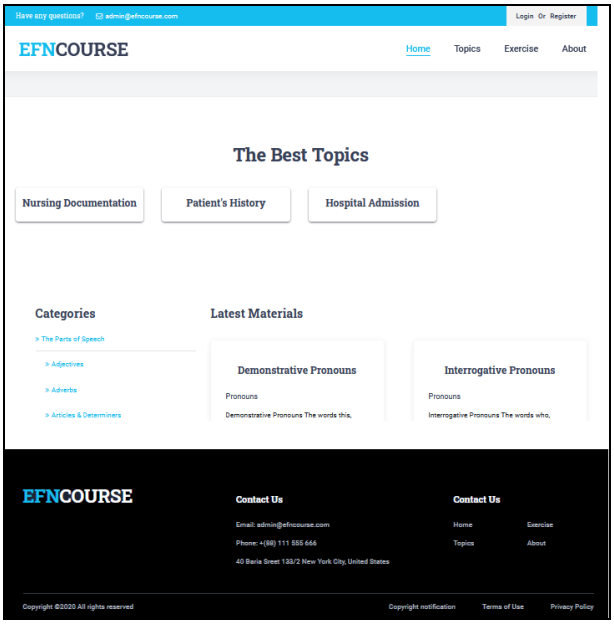

Figure 2. *User interface planning*

Figure 2 is the website interface on the main page (Home) which consists of a Header, Top Menu (Home, Topics, Exercise, About), Side bar (Categories Grammar and Tenses), List Content Categories, and Footer. The design will be developed on the further stages including the interface of each module, feedback, and form of task.

Experts judgment on the blueprint design

The experts scored five aspects of blueprint validity. The following are the detailed results of each aspect.

Table 7. *General aspect*

Items	N	M	Category
1. The learning objectives statements are available.	3	4.33	Good
2. The learning objectives are clear and suitable for the goals of materials development (Writing)	3	4.00	Good
3. The indicators of achieving learning objectives are available	3	4.33	Good
4. The indicators and learning objectives are suitable	3	4.00	Good
5. The tasks are suitable for the indicators and learning objectives	3	4.00	Good

Table 7 above showed that all items get mean more than 4.00 but less than 4.44. It can be concluded that all items of general aspect were good.

Table 8. *Content aspect*

Items	N	M	Category
1. The content is suitable for students' career needs.	3	4.33	Good
2. The content is suitable for learning theories.	3	4.00	Good
3. The content is suitable for students' language needs.	3	4.33	Good

4.	The content is developed from easy to difficult	3	4.33	Good
5.	The content is suitable for students' level of thinking.	3	4.00	Good
6.	The content is suitable for students' language proficiency.	3	4.00	Good

Table 8 above showed that all items get mean concluded that all items of the Content aspect were more than 4.00 but less than 4.44. It can be good.

Table 9. *Task aspect*

	Items	N	M	Category
1.	The tasks designed are suitable for learning topics.	3	4.00	Good
2.	The tasks designed are suitable for writing sub-skills.	3	4.00	Good
3.	The tasks designed are varied.	3	4.00	Good
4.	The tasks designed provide students to explore the internet.	3	4.00	Good
5.	The tasks are designed to build students' autonomous learning.	3	4.33	Good
6.	The tasks are designed to support media/internet literacy.	3	4.00	Good
7.	The tasks selected do not make students' confused.	3	4.00	Good

Table 9 above showed that all items get mean concluded that all items of the Task aspect were more than 4.00 but less than 4.44. It can be good.

Table 10. *Feedback aspect*

	Items	N	M	Category
1.	The feedback is suitable for learning topic	3	4.00	Good
2.	The feedback is suitable for learning objectives.	3	4.00	Good
3.	The feedback is suitable for learning indicators.	3	4.00	Good
4.	The feedback is suitable for the tasks given.	3	4.00	Good
5.	The feedback is suitable to monitor students' learning progress.	3	4.00	Good
6.	The feedback is suitable for learning through the website.	3	4.00	Good
7.	The feedback facilitates students' autonomous learning.	3	4.00	Good
8.	The feedback motivates students to do self-evaluation.	3	4.00	Good
9.	There is final learning feedback.	3	4.00	Good

Table 10 above showed that all items get mean concluded that all items of the Feedback aspect more than 4.00 but less than 4.44. It can be were good.

Table 11. *Instructional procedures aspect*

	Items	N	M	Category
1.	The instructional procedures are suitable for learning topics.	3	4.33	Good
2.	The introduction in instructional procedures contains related competency taught.	3	4.33	Good
3.	The instructional procedures are designed in detail.	3	4.33	Good
4.	The main learning designed is focused on the students.	3	4.00	Good
5.	The main learning provides an opportunity for the students to interact/explore the internet/website.	3	4.00	Good
6.	There are pre-activities in the instructional procedures.	3	4.00	Good
7.	There are while-activities in the instructional procedures.	3	4.00	Good
8.	There are post-activities in the instructional procedures.	3	4.00	Good
9.	The instructional procedures are suitable with the learning objectives and indicators	3	4.00	Good
10.	The instructional procedures are suitable for the tasks given.	3	4.00	Good

Table 11 above showed that all items get mean more than 4.00 but less than 4.44. It can be concluded that all items of Instructional Procedures aspect were good.

The experts' descriptive analysis results showed that all the 37 items have a mean in the 'Good' category. Based on this score, all items are feasible and can be used as a basis to continue to the next stage (web development).

By reflecting on the design process, some crucial aspects can be determined to improve the blueprint category; it includes the focus of language skills in a unit, the website interface description, and a simple short explanation of automatic feedback. The blueprint is expected to get the perfect category by conducting some revisions before the further development stage. The designed blueprint could be used as an alternative to develop the ESP web-based instruction.

This design is expected to encourage ESP teachers, especially those planning web-based learning, to provide an overview of building web learning. The constraint so far is that there is a limited innovation of the teaching of ESP related to the development of learning characters in each institution involving technology. This blueprint has the advantage which emphasizes student interaction with the internet as a part of cybergogy, due to the demands of learning change every time, especially after the Covid-19 pandemic. However, there are some challenges that appear, including a lack of inadequate learning design due to limited IT support skills so that further research can accommodate this with more supportive IT.

CONCLUSION

Designing a blueprint is one stage in developing overall teaching materials, particularly in web-based learning development. The blueprint design for web-based English instruction in writing for nursing students using a combination of theme-based and situational-based approaches is arranged through a series of stages. These stages are carried out sequentially by the blueprint designers to obtain an overview of how web-based English instruction in writing for nursing students will be created and developed. The blueprints have been designed to provide an overview of how learning will be done through the website, including the form of the task, feedback, and instructional procedures. The 'Good' categories are based on the scores given by the experts from both English for Specific Purpose and Writing subjects, the blueprint obtains assessments and suggestions that can be used to proceed to the next stage that is website development.

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