

**Adopting A Service-Learning Approach in Developing
English for Specific Purposes Communicative Competence in
Indonesia: A Sociocultural Theory-Based Mediatonal Study**

Girindra Putri Ardana Reswari

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Abstract

Indonesian universities have introduced the Applied English study program as a part of English for Specific Purposes (ESP) to address the growing demand for skilled workers in industries such as business and tourism. In line with ESP principles, it is crucial to analyse approaches that help students effectively apply language skills in practical and professional settings (Basturkmen, 2010; Belcher, 2009).

This study examines the Service-Learning (S-L) approach, a course-based, credit-bearing program where students engage in community service while reflecting on their academic content to enhance their communicative competence (Bringle et al. 2006, p. 12). The study adopts a case study mixed-method (CS-MM) (Guetterman & Feters, 2018) involving 59 students, a lecturer, and 12 community partners over six months.

Grounded in Sociocultural Theory (SCT) (Vygotsky, 1978), the study first evaluates how S-L enhances ESP communicative competence through statistical and linguistic analyses. It then explores how S-L mediates this development using Engeström's second-generation Activity Theory (Engeström, 1999). By incorporating participant and stakeholder feedback, the study also highlights the importance of reflective learning, a core element of the S-L approach.

The findings reveal that S-L significantly improves ESP communicative competence by fostering multiple forms of mediation—material, psychological, and human—thus providing students with essential real-world applications of their skills. Participants reported positive perceptions of S-L with the students expressed increased motivation for learning as they appreciated the opportunity to apply classroom knowledge in meaningful and real-world contexts, distinguishing S-L from other forms of experiential learning.

Additionally, the study identifies a new mediation, "division of labour mediation," where S-L provides flexibility that makes students adapt to the tasks according to their interests and abilities, aligning with Vygotsky's Zone of Proximal Development (ZPD). Beyond communicative competence, this study also found that S-L fosters intercultural and professional competencies, which are essential for ESP learners.

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List of Abbreviations

AT	Activity Theory
CALL	Computer-assisted language learning
CBSL	Community-Based Service-Learning
CMC	Computer-Mediated Communication
CP	Community Partner
CS	Costumer Service
CS-MMR	Case study and mixed-method research methods
CSR	Case study research
EFL	English for Foreign Language
ELT	English Language Teaching
ESP	English for Specific Purposes
L1	First language, mother tongue
L2	Second language, a language learnt after the first language
LSP	Language for Specific Purposes
MM-CSR	Mix-method case study research
MMR	Mix-methods research
OST	Oral Situation Test
RQ	Research Question
S-L	Service-Learning
SCL	Student Centred Learning
SCT	Sociocultural Theory
SKKNI (INCS)	<i>Standard Kompetensi Kerja Nasional Indonesia</i> (Indonesian National Competency Standard)
SLA	Second Language Acquisition
ZPD	Zone of Proximal Development

CHAPTER 1

INTRODUCTION

This chapter introduces the conceptual and contextual framework underpinning this thesis, offering a comprehensive overview of the research context and its significance. It begins by establishing the relevance of the research and linking it to broader trends and challenges in ESP education. The chapter further outlines the purpose and rationale of the study, emphasising the potential of Service-Learning (S-L) as an innovative pedagogical approach in ESP. Additionally, the researcher's personal motivation and the study's significance are discussed. The chapter concludes by summarising the structure and objectives of subsequent chapters.

1.1 Introduction

In today's interconnected world, proficiency in English is widely regarded as a valuable skill for professional growth. Research suggests that higher levels of English proficiency may correlate with improved employment prospects, increased earning potential, and accelerated career development (Holliday, 2021; Jindapitak et al., 2022). Several scholars mentioned that English proficiency is often associated with enhanced job opportunities, greater potential for international collaboration, and career advancement (Asio & Quijano, 2023; Bhatia et al., 2011; Malokani et al., 2023).

According to Yüksel et al. (2022), industries with a global presence particularly seek candidates who can communicate effectively in English, viewing it as a key indicator of professional competence. This demand has driven universities to integrate English Medium Instruction (EMI) into their curricula. EMI refers to the use of English to teach academic subjects in contexts where English is not the primary language (Dafouz & Gray, 2022).

Universities are increasingly adopting EMI due to several factors. Firstly, globalisation has created a competitive higher education market, prompting institutions to attract international students by offering programmes in English, thus enhancing their global reputation (Dearden, 2018). Secondly, EMI aligns with industry requirements, equipping graduates with the language skills needed to excel in international work environments (Yüksel et al., 2022). Lastly, this trend reflects broader policy shifts in many countries that consider English essential for economic development and integration into the global economy (Macaro, 2020).

However, the shift towards EMI is not without challenges. Critics argue that EMI can disadvantage students and instructors who lack sufficient English proficiency, potentially compromising the quality of education (Tange, 2010). Additionally, implementing EMI requires significant institutional resources, such as training faculty in English proficiency and developing suitable teaching materials (Macaro, 2020; Uehara & Kojima, 2021). Despite these obstacles, the growing demand for English proficiency in the global job market has made EMI an increasingly being implemented in higher education.

This emphasis on English proficiency, driven by EMI adoption, becomes even more critical in English for Specific Purposes (ESP) programmes. Unlike general English courses, which broadly develop conversational and written language skills, ESP focuses on equipping learners with specialised language knowledge for professional domains such as business, engineering, medicine, or law (Hutchinson & Waters, 1987).

ESP learners face the dual challenge of mastering general language structures and acquiring domain-specific terminology, discourse conventions, and professional communication strategies (Dudley-Evans & St John, 1998). For example, engineers may need to present technical concepts clearly during project discussions, while medical professionals must communicate

critical information precisely. Similarly, business professionals must draft persuasive emails, negotiate contracts, and deliver presentations, requiring a blend of business-specific English and cross-cultural communication skills (M. Ellis, 1994).

In tourism, where client interaction is paramount, English proficiency is crucial for tasks like guiding tours, resolving customer complaints, and explaining attractions to international visitors. Tour guides must adapt their communication to suit diverse cultural backgrounds while engaging their audience effectively (Blue & Harun, 2003). These examples illustrate how ESP programmes prepare learners to excel in industry-specific tasks and collaborate in globalised work environments. Research by Dudley-Evans & St John (1998) highlights that ESP courses are instrumental in helping learners acquire linguistic competencies needed for career success. To meet these expectations, ESP instruction often involves a needs analysis to identify the precise linguistic and functional requirements of a learner's target environment (Flowerdew, 2012).

In the context of Indonesia, where English is an EFL (English as a Foreign Language), the demand for English proficiency has steadily increased. Recognising this need, Indonesian higher education institutions have introduced ESP as part of their Applied English programmes, targeting industries such as business and tourism. These programmes focus on using English in professional contexts while incorporating industry-specific knowledge and skills. Currently, there are approximately 99 Applied English programmes in Indonesia at both D4 (Applied Bachelor) and D3 (Diploma) levels. D4 programmes integrate vocational training with advanced English proficiency, while D3 programmes focus on practical skills for immediate employment. Both cater to industries like tourism, hospitality, and business, providing graduates with a competitive edge in domestic and international job markets (Renandya et al., 2018).

Government policies have also supported the integration of English into vocational education, recognising its importance for economic growth in sectors such as tourism and trade (Sugiharto, 2015). Initiatives like the *Merdeka Belajar Kampus Merdeka* (Emancipated Learning) programme encourage collaboration between academia and industry, ensuring that students acquire practical, industry-relevant skills (Helmy et al., 2021).

This aligns with Vygotsky's Sociocultural Theory (SCT), which emphasises learning through social interaction. By engaging with industry partners, students can apply academic knowledge in real-world contexts, effectively developing ESP communicative competencies through "mediational" activities (Vygotsky, 1978). Such strategies are vital for refining ESP instruction and preparing students for globalised professional environments. Meditational activities, as conceptualised in Vygotsky's Sociocultural Theory, involve tools, language, and social interactions that enable learners to internalise and effectively use language skills within professional settings (Vygotsky, 1978).

As the concept of ideal ESP learning is already understood, the next question concerns the type of approach that could accommodate this ideal learning concept. It focuses on how students can access optimal mediation opportunities, including guidance from professionals in their fields, to ensure they are actively engaged in their targeted workplaces while developing their ESP communicative competence. This need arises because several challenges remain in implementing learning with professionals, even in Indonesia, despite government initiatives such as the Emancipated Learning programme.

While the global importance of English as a professional tool cannot be overstated, many students in English as a Foreign Language (EFL) contexts face significant barriers to practising

the language in authentic, real-world situations (Friginal, 2007; J. Lee & Ko, 2024; Samarji & Sabbah, 2024). This challenge is particularly pronounced in geographically dispersed countries like Indonesia, where disparities in educational resources and access to language instruction are exacerbated by its archipelagic nature. Despite the government's efforts, such as the Emancipated Learning programme, these challenges remain pervasive (Poedjiastutie et al., 2021; Tahir et al., 2024).

Research consistently highlights a gap between classroom learning and practical language application for EFL learners. Kusnawati (2016) notes that this disconnect hinders students' readiness to use English in professional settings. Similarly, Jenkins (2012) and Kohn (2015) argue that despite global initiatives to promote English proficiency, learners often lack opportunities to engage with English outside formal educational settings, restricting the development of their communicative competence.

The issue is further compounded by a scarcity of proficient English speakers in many local settings. Boonkit (2010) explains that this limited access to fluent speakers leaves students with few opportunities to practice speaking and listening skills, critical for effective communication in professional domains. For students preparing for specific industries, such as tourism, business, or engineering, this lack of practice is especially detrimental (Al-Jamal & Al-Jamal, 2014; Zhang & Elder, 2009).

Traditional pedagogical approaches also contribute to the problem. Language instruction in many EFL contexts tends to focus on grammar, vocabulary, and basic skills, often neglecting the specific communicative competences required for professional success (Hutchinson & Waters, 1987). Chen (2021) and Jenks (2024) note that this theoretical focus often leaves students ill-prepared for the practical demands of workplace communication.

This gap between theoretical knowledge and real-world application obstructs students' ability to navigate professional interactions effectively (Karapetian, 2020). Karapetian (2020) and Luka (2009) argue that incorporating simulations and authentic professional scenarios into ESP programmes is critical for bridging this gap and ensuring that learners acquire both linguistic proficiency and workplace-relevant skills.

The lack of practical exposure leads many ESP students to base their understanding of workplace discourse on assumptions drawn from their mother tongue and daily interactions. Kusnawati (2016) highlights how this can result in misaligned expectations about professional communication in English. For instance, students may mistakenly believe that English business communication mirrors the conventions of their native language, causing challenges when performing workplace tasks (Boonkit, 2010). Additionally, while effective English communication is widely recognised as enhancing employability, many students in non-English-speaking countries lack the opportunity to practice these skills in authentic settings. Jenkins (2012) emphasises the importance of creating avenues for real-world language use to address this issue.

These challenges underscore the urgent need for ESP programmes that bridge the gap between theoretical language learning and its practical application. By incorporating authentic workplace scenarios and professional communication practices, ESP programmes can help learners develop the linguistic and cultural competencies essential for success in global work environments (Hutchinson & Waters, 1987). Moreover, these programmes can better prepare students by integrating real-world tasks, such as case studies, role-playing, and industry-specific problem-solving activities, into their curricula (Karapetian, 2020; Luka, 2009).

1.2 Personal statement

As a lecturer in Applied English at a public university in Indonesia, I have witnessed the pressing need for practical pedagogical approaches to bridge the gap between theoretical instruction and real-world application in English for Specific Purposes (ESP) education. One promising approach that has gained traction in addressing this challenge is service learning (S-L), which is the focus of this study. S-L integrates three key components that distinguish it from other forms of experiential education: structured reflection, application of learning in real-life settings, and relevant community service. These elements align with the broader goals of ESP education, emphasising contextual learning and professional readiness (Eyler & Giles Jr, 1999).

Despite its potential, S-L is often informally implemented in Indonesia. Many lecturers, including my colleagues, employ elements of S-L without formally recognising or applying their theoretical underpinnings. This lack of recognition underscores the need to explore and formalise S-L to enhance students' ESP competence, especially given the barriers to authentic language use discussed earlier, such as limited opportunities for real-world interaction and access to industry-specific practice.

My motivation to investigate the S-L approach stems from observing its impact on students' communicative competence, particularly in aligning practical language skills with industry-specific demands. Beyond linguistic gains, S-L has proven effective in fostering partnerships between universities and critical industries in Indonesia's vocational education system, such as tourism and international business. These sectors align closely with government priorities to enhance global competitiveness and strengthen English proficiency within the workforce (Hamied & Musthafa, 2019).

For example, students engage directly with industry challenges through S-L initiatives, such as assisting in tourism promotion or supporting international business communications. These projects enable them to practice technical and professional English while contributing to real-world outcomes. This approach directly addresses earlier identified gaps by providing context-based language learning and bridging the divide between classroom instruction and workplace expectations (Hutchinson & Waters, 1987; Kusnawati, 2016).

A critical moment in recognising the value of S-L occurred during the COVID-19 pandemic when educational activities shifted online. While traditional classroom-based approaches struggled to adapt, S-L offered flexible opportunities for students to apply their language skills in virtual environments. For instance, students supported industries heavily impacted by the pandemic, such as tourism and international business, by participating in online promotional campaigns, developing digital marketing content, and conducting virtual client interactions. These projects maintained the relevance of their learning and provided much-needed assistance to struggling sectors.

The resilience of S-L during this period highlighted its ability to foster critical thinking, problem-solving, and professional readiness—skills essential for navigating the uncertainties of a global workforce. These experiences reinforced the importance of incorporating S-L into ESP curricula to ensure students remain adaptable and capable in dynamic professional contexts (Karapetian, 2020; Luka, 2009).

These experiences have inspired my research into the role of S-L as an experiential learning approach in developing communicative competence in ESP within Indonesia. By examining how S-L mediates the acquisition of ESP communicative competence, particularly in sectors critical to

Indonesia's economic development, I aim to contribute to the ongoing discourse on enhancing ESP teaching strategies.

The insights from this research can help educators integrate S-L more deliberately into ESP programmes, enabling students to meet the linguistic and professional demands of their targeted fields. This approach can be particularly impactful in Indonesia, where gaps between language learning and real-world application persist. By doing so, the study aims to equip students for domestic roles and the global workforce, addressing the challenges outlined earlier and promoting greater alignment between education and industry needs (Helmy et al., 2021; Macaro, 2020).

1.3 Research significance

This study carries significant theoretical and practical implications for advancing ESP education, particularly within Indonesia's higher education landscape. By examining S-L as a pedagogical approach, the research contributes to the broader discourse on experiential education in ESP, offering insights into how S-L mediates the development of ESP communicative competence.

From a theoretical perspective, the study employs the sociocultural framework, particularly Vygotsky's concept of mediation, to explore how S-L facilitates learning through structured interactions with industry partners. This approach allows for an in-depth understanding of the mediational activities occurring during S-L, providing a lens to investigate how these experiences enhance ESP learners' ability to meet the linguistic and professional demands of targeted industries.

Notably, while the study focuses on Indonesia, its findings have broader relevance to global ESP education. S-L has proven effective in contexts beyond Indonesia, such as in business English programmes in China, where students applied their language skills in corporate settings, resulting

in notable improvements in their professional communication abilities (H. Chen et al., 2023). Similarly, S-L initiatives have successfully incorporated tourism and hospitality industry projects in Spain, allowing students to engage directly with real-world clients and develop industry-relevant skills (Navalón-García et al., 2023). These examples highlight the universal adaptability of S-L in diverse ESP contexts, reinforcing its potential as a transformative pedagogical approach.

On a practical level, the research is driven by the researcher's firsthand experience as an Applied English lecturer, observing the transformative potential of S-L in fostering students' ESP communicative competence. The findings aim to establish S-L as a viable alternative to traditional pedagogical approaches, addressing ESP students' need to develop competencies aligned with industry demands in Indonesia and globally. The study also aligns with global trends in higher education that prioritise experiential and community-engaged learning, such as initiatives in the United States that integrate S-L into engineering and medical ESP courses to enhance students' technical vocabulary and contextual communication skills (T. D. Mitchell & Rost-Banik, 2019).

While prior research worldwide has demonstrated the effectiveness of the S-L approach in enhancing students' ESP competencies, there is still a critical gap in understanding the specific mechanisms of mediation within this framework. Investigating these mediational processes during S-L activities can provide deeper insights into how students develop ESP competencies. Such research is essential for refining S-L practices and ensuring their effectiveness in diverse educational contexts.

Understanding the mediations that occur during S-L is crucial for various stakeholders, including educators, students, and industry partners, as it enables them to optimise the development of ESP communicative competence. By identifying and addressing these factors, stakeholders can enhance the efficacy of S-L, minimising potential barriers and fostering an

environment where the learning of ESP communicative competence can reach its full potential. This understanding not only enriches the immediate educational outcomes but also prepares students to meet the linguistic and professional demands of their targeted industries.

1.4 Research objectives and research questions

Building upon the theoretical insights and practical relevance outlined above, this study aims to understand how and to what extent the implementation of the S-L in an ESP class at the university level in Indonesia helps students to develop and improve their ESP communicative competence. As ESP education increasingly focuses on preparing students for professional environments, integrating real-world, experiential learning, such as through S-L, may provide a valuable opportunity for students to practice and refine their language skills in authentic contexts (Hutchinson & Waters, 1987; Karapetian, 2020).

More specifically, it aims to investigate the mechanisms of S-L as an approach to mediating the development of ESP communicative competence, the potential impact of mediational mechanisms on the development of ESP communicative competence, and the participants' and other stakeholders' views and perceptions regarding S-L for the development of communicative competence. The following questions thus provide the foundations for the study:

RQ1. To what extent does Service-Learning enhance the development of ESP communicative competence?

RQ2. What are the students', lecturer's, and community partners' views and perceptions of Service-Learning for the development of ESP communicative competence?

RQ3. What are the mechanisms through which Service-Learning mediates the development of ESP communicative competence, and how do these mechanisms impact students' ESP communicative competence?

1.5 Outline of the study

This study is organised into eight chapters, each contributing to an in-depth exploration of the Service-Learning (S-L) approach in developing English for Specific Purposes (ESP) communicative competence in Indonesia.

Chapter 1 establishes the study's conceptual and contextual framework, highlighting its relevance, purpose, and significance while outlining the thesis structure. Chapter 2 introduces Vygotskian sociocultural theory (SCT) and Activity Theory (AT) as theoretical foundations, exploring mediation, experiential learning, and communicative competence in ESP, particularly customer service. It also identifies gaps in the literature that this study addresses. Chapter 3 details the research methodology, including the case study and mixed-method approach (CS-MM), data collection techniques, analysis methods, and ethical considerations.

Chapter 4 presents findings from the three phases of S-L implementation: pre-S-L (course overview and initial observations), implementation (student experiences and challenges), and post-S-L (outcomes and analysis of student work). Chapter 5 explores the impact of S-L on ESP communicative competence through pre- and post-test analyses and reflections from students, lecturers, and community partners. Chapter 6 synthesises analytical components using Activity Theory (AT), examining document analysis, observations, and focus group interviews to reveal how academic and real-world experiences interact to shape learning outcomes.

Chapter 7 discusses all the findings, addressing the development of ESP communicative competence, student reflections, participant perceptions, and mediation mechanisms within the S-L process and links findings to study aims and previous literature. Finally, Chapter 8 concludes the thesis by summarising key contributions, discussing study limitations and implications for ESP education and S-L, and suggesting future research directions.

CHAPTER 2

LITERATURE REVIEW

This chapter outlines the theoretical framework underpinning the study and contextualises its rationale. It begins by introducing Vygotskian sociocultural theory (SCT) and the concept of mediation, followed by Activity Theory (AT) as an analytical tool for examining the mediation process. Next, it defines the Service-Learning (S-L) approach, discussing its role in experiential learning, its connection to mediation from an SCT perspective, and its application in adult learning. The chapter then explores English for Specific Purposes (ESP), distinguishing it from general English learning, and examines theories of communicative competence, particularly in customer service as the study's ESP context. It also establishes the link between S-L and ESP communicative competence. Finally, the chapter reviews existing research on S-L for language development, identifying gaps this study seeks to address.

2.1 Sociocultural Theory (SCT)

The theoretical framework informing this study is Sociocultural Theory (SCT). SCT originates in the writings of the Russian psychologist L. S. Vygotsky (1896–1934). Vygotsky's theory of mind describes learning as a social process and the roots of human intelligence in society and culture. The central theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition (Vygotsky, 1978, p. 57). In an educational context, social interaction is critical in cognitive growth, as shown by Vygotsky's idea of the Zone of Proximal Development (ZPD). When a student is learning a new subject, for example, having an instructor or more experienced peer guide them can help them understand the concept more fully than if they tried to study it independently.

An example of how SCT specifically highlights the co-construction of knowledge through collaboration and mutual assistance from all participants in enabling learners to achieve what they cannot attain individually could be seen from students' collaborative learning activities in the classroom. Small group work in classrooms is based on SCT, emphasising collaborative problem-solving and social interactions (DiNitto, 2000). Summarised from (Vygotsky, 1978) concepts, like situated cognition, scaffolding, and the ZPD are used to enhance cognitive processes.

Vygotskian learning emphasises individual outcomes through interpersonal processes Mercer (1996), while focus on understanding learning processes within groups. To illustrate this, Mercer further provides an example in which students collaboratively solve a mathematics problem. Through dialogue, one student might explain a concept using prior knowledge; another might challenge it or ask clarifying questions, and a third might synthesise these contributions to propose a solution. This collaborative process helps each individual refine their understanding and expand their cognitive capabilities.

This dynamic reflects Vygotsky's concept of the Zone of Proximal Development (ZPD), defined as the distance between what learners can achieve independently and what they can accomplish with the guidance of more capable peers or instructors (Vygotsky, 1978). The ZPD underscores the importance of scaffolding, where support from others enables learners to perform tasks beyond their current ability (Wood et al., 1976). Thus, learning, as Vygotsky (1978) noted, is embedded within social events occurring as an individual interacts within people, objects and events in the environment. The interaction stimulates the mental functions to work due to various inputs captured. To be more specific, mental functions such as thinking, reasoning, and problem-solving, can be carried out by individuals while collaborating with peers (Wertsch, 2013).

According to SCT, language acquisition is a socially situated and jointly co-constructed activity that takes into account all interactions during the process of language knowledge building (Donato, 2016; Lantolf & Thorne, 2006; Ohta, 2000). L2 researchers have extensively used Vygotsky's (1978) SCT proposal, which includes mediation, zone of proximal development (ZPD), internalisation, and private speech (e.g. see Antón & DiCamilla, 1999; Donato, 1994, 2016; Gánem-Gutiérrez, 2003; Montazeri et al. 2015; Ohta, 2000; Swain, 2000). Because the concept of mediation is the main focus of this research, literature related to mediation will be reviewed before finally examining other concepts.

2.1.1 Mediation

2.1.1.1 Mediation from a sociocultural theory perspective

One of the central pillars of Vygotsky's contribution to social science is his concept of mediation. Mediation can be defined as the involvement of a third factor (mediator) in the interaction of two things, events, or persons (Lantolf, 2000). According to Kozulin (2003), Vygotsky recognised three kinds of mediation: material tools, psychological tools, and other people. Kozulin (1998, p. 62) stated that material tools require collective use, interpersonal communication, and symbolic representation. Vygotsky defines material tools as tools created by humans to control nature (Vygotsky, 1978). Since they are used by different people, the outcomes of their use vary. In general, developing and utilising material tools have fundamentally changed our thinking. The material tools come in various forms, from laptops to wood sticks, and their use has varying effects depending on who uses them. The development and application of material tools have revolutionised human thought.

Research by Jones (2000) explores the role of various pedagogical tools in mathematics education through a sociocultural lens. The paper presents three classroom studies using a sociocultural approach to examine how pedagogical tools impact mathematical learning. In the first study, nine pairs of 13-year-olds worked with physical devices and a computer-based "number machine" to understand linear functions, finding that physical tools initially offered a better grasp. However, the computer ultimately enhanced mathematical practice comprehension. The second study involved six 8-year-olds drawing circles freehand, with templates, and using compasses, revealing that compasses significantly improved their conceptual understanding. The third study had six pairs of 12-year-olds using dynamic geometry software to construct quadrilaterals over nine months, showing that while the software helped invent new terms and concepts, it sometimes led to a procedural focus that overshadowed geometric analysis, transforming and shaping the mental processes involved in understanding mathematical concepts. The studies in general show that adopting a sociocultural perspective provides insights into how students make sense of mathematics.

Psychological tools are symbolic cultural artefacts such as signs, symbols, texts, formulae, and, most fundamentally, language that enable us to master psychological functions like memory, perception, and attention in ways appropriate to our cultures (Kozulin, 2003). Previously, Kozulin (1998) also mentioned that psychological tools and means of interpersonal communication play the role of mediator. Like material tools, psychological tools are artificial formations. Both are naturally social, but while material tools aim to control natural processes, psychological tools master natural forms of individual behaviour and cognition. Psychological tools are also mostly semantic and are internally oriented, transforming natural human abilities and skills into higher mental functions. These symbolic tools, which Vygotsky (1978) referred to as belonging to "higher

intellectual processes," are unique to humans and essential for advanced cognitive functions. Historically, methods like casting lots, tying knots, and counting fingers were used to bridge the mind and abstract concepts (Vygotsky, 1978, p. 127). Modern societies have transformed and updated these tools into "symbolic tools" (Kozulin, 1998). Numbers, arithmetic systems, music, art, and language are examples of symbolic tools (Thorne & Lantolf, 2007).

In the context of second language (L2) learning for example, the first language (L1) can be a crucial cognitive tool to support learners in internalising and mastering L2 knowledge. This idea is grounded in sociocultural theory, particularly the concept of mediation as outlined by (Vygotsky, 1978). According to Gánem Gutiérrez (2008), L1 functions as a psychologically mediated resource that helps learners focus on L2 learning through processes such as negotiation of meaning and scaffolding. For example, L2 learners might use L1 during classroom activities to clarify complex ideas, confirm their understanding, or compare linguistic structures between the two languages. L1 helps learners organise their thoughts, reduce cognitive load, and progressively internalise L2 concepts. Studies like those by Swain & Lapkin (2000) have shown that such negotiated use of L1 can be instrumental in fostering deeper comprehension and language acquisition.

In conclusion, language serves a dual purpose in acquiring a second language (L2). It functions as both a tool of mediation—helping learners navigate and comprehend new information—and as the object of learning itself. Learners often use their L1 to clarify difficult concepts in their L2 which helps them process and understand the material while still concentrating on the L2 content. This strategy supports their comprehension and reinforces the learning of L2 knowledge through the mediation of L1, thus aiding the cognitive and social aspects of language acquisition (Gánem Gutiérrez, 2008; Vygotsky, 1978). The integration of both languages

highlights the dynamic nature of language acquisition, where learners actively construct meaning through dialogue and collaboration, ultimately advancing their linguistic and cognitive development (Creese & Blackledge, 2010; Gánem Gutiérrez, 2008; Swain & Lapkin, 2000).

The third form of mediation is other people's mediation. According to Vygotsky's theory, development always starts between people (i.e. on the inter-mental plane) and then moves into the individual's mind (i.e., the intra-mental plane). As clarified by Kozulin (1998), a mediation technique is required for all higher mental processes to grow from the outside or the intermental plane to the inside. In other words, people's cognitive development results from communication with others.

This viewpoint is confirmed by Vygotsky's illustration of a child attempting to grasp an out-of-reach item. His/her mother comes to help him/her, seeing the pointing as a request to get the object. At an early age, a child's pointing, for example, is no longer a signal for themselves but for others (Kozulin, 2003). Vygotsky's example of a child reaching for an out-of-reach item demonstrates the developmental shift in using gestures from self-directed to socially communicative. Initially, the child's pointing is a reflexive, self-initiated action aimed at grasping the item. However, the gesture acquires a social function when the mother interprets the pointing as a request and responds by getting the object. This transformation illustrates Vygotsky's concept of mediation, where social interactions and the interpretation of actions by others play a crucial role in cognitive development. Kozulin (2003) emphasises that this shift signifies how children learn to use gestures and other signals to communicate with and influence their social environment.

2.1.1.2 Mediation in second language acquisition (SLA)

Turning to the specific research on mediation in SLA, SCT has -theoretically and methodologically- supported multiple research that is interested in the linkages between the

various types of mediation and L2 growth in second language teaching and learning. The sociocultural approach conceptualises mediation as various forms of assistance to help learners appropriate psychological tools such as language forms, patterns of language use and meanings that are then used independently to regulate their mental activity during task performance (Lantolf & Thorne, 2006; Van Compernelle, 2015).

In SCT, L2 development involves more than just learning vocabulary and grammar. It is about changing how learners think by using new tools called 'mediational tools.' These tools include language, symbols, and cultural artefacts that help learners understand and communicate in the new language. For example, language is a tool to mediate understanding, as when learners engage in peer discussions or use their L1 to clarify complex L2 concepts. Symbols, such as visual aids like flashcards, diagrams, and graphs, can also support learning by providing a concrete representation of abstract language concepts (Lantolf & Thorne, 2006). Furthermore, cultural artefacts like books, videos, or even songs in the target language help learners grasp cultural nuances and contextual meanings of words and phrases, facilitating deeper language comprehension (Tharp & Gallimore, 1991).

All the mediational tools mentioned above support both cognitive and communicative development, reinforcing how language learning is intertwined with social interaction and cultural understanding. Furthermore, learners can use these tools to express their thoughts and ideas more effectively by internalising them. Essentially, SCT views language learning as transforming a learner's mental functions and enabling them to use language meaningfully to achieve their communication goals (Lantolf & Thorne, 2006; Van Compernelle, 2015).

In order to discuss mediation in SLA, Nieto & Helena (2007) categorised existing studies on the Vygotskian notion of mediation in SLA into three groups based on the elements that

connected the studies. These three classes are mediation by dialoguing with oneself (language as a mediator), mediation through dialoguing with the other, and mediation through material tools.

1. Mediation by dialoguing with oneself: language as a mediator in SLA

Vygotsky (1978) viewed language as a symbolic medium facilitating communication between the human mind and the outside world. Numerous SLA instructors are aware of this, and in their attempts to promote learning, they utilise strategies that help students reconcile their knowledge and objectives. In relation to language learning, SCT sees language learners not as processors of input or output but as "speakers/hearers involved in developmental processes which are realised in interaction" (Ohta, 2000, p. 51). Ohta (2000) also argues that private (self-directed) speech may provide insights into the language learning process. Vygotsky (1978) believed private speech is a cognitive tool that helps children regulate their thoughts, emotions, and behaviours. Through private speech, children can guide and direct their actions, solve problems, plan strategies, and monitor their thinking processes. Private speech allows the learner to participate in a dialogue with himself or herself, establish hypotheses about the L2 language, assess his or her knowledge, and practise freely prior to public speech. Private speech is not talking to oneself in front of the mirror. However, as Ohta (2000) suggests, it includes imitation, mental rehearsal and responses that a learner provides in his mind to questions the teacher has asked another student.

In Vygotskian theory, as described by de Guerrero (2018), the idea of L2 private speech as a mechanism for L2 learning/internalization has been consolidated across research, including children and adults. Studies have shown that over 95% of adults talk to themselves, which is more common in advanced learners than in beginning students. Cross-cultural and linguistic differences exist in how and how much adult L2 learners use private speech for language learning. Children

use more private speech in open-ended and creative activities than closed-ended, goal-setting settings. These results suggest that private speech accelerates learning and ends in sociolinguistic development, indicating that it is a crucial component of SCT (Tahmasebi, 2011).

Lee (2008) has undertaken research in the past on self-directed dialogue as a kind of mediation. She carried out a study on seven adult Korean-English bilingual students who attended a North American institution. They were audio and video taped while studying for an exam alone for three hours in a quiet space. Participants were asked to employ gestures and private speech in micro discourse analyses as a sort of dialogic contact with the self in cognitive tasks for self-regulation. Within the context of Vygotskian sociocultural theory, the study was created to investigate the dialogic features of gesticulation (the form of gesture that co-occurs with speech, including forms of private speech) and their self-regulatory roles in the private speech of L2 learners. Micro discourse analysis is the method used for the examination of personal gestures and speech.

Micro discourse analysis combines parts of conversation analysis (see Hutchby & Wooffitt (2008), for details) with features of Goffman's participation framework from 1981 for the analysis of intrapersonal speech in order to show the apparent interactional structure of private speech (Lee, 2006). During cognitive work, all seven subjects made co-expressive gestures and engage in private conversation. Through creating meanings for themselves, memorization, and self-monitoring through private speech and gesticulation, students could govern their thoughts throughout these meaning-making tasks.

The study found that nodding, beats, and deictic gestures were commonly used during private speaking and reading sessions. These gestures serve multiple cognitive and communicative purposes. Nodding, for example, is often used as a form of self-regulation, signalling

understanding or affirming thoughts during mental processing (Kita, 2009). Beats, or rhythmic hand movements, can help maintain the flow of speech, aiding in memory recall or emphasising key ideas (McNeill, 1992). Deictic gestures, which involve pointing or indicating objects or locations, are frequently used in private reading or speaking to anchor thoughts to specific concepts, drawing attention to the material being studied (Bavelas & Chovil, 2000).

2. Mediation through dialoguing with the other

Vygotsky's social development theory asserts that learning is social; that is to say, we acquire knowledge through engaging with others and exchanging ideas, thoughts, and behaviours (Daniels, 2001; Vygotsky, 1978; Wertsch, 2013). This view of learning as a social process has provided SLA instructors with new tools for advancing their teaching. In addition, it has questioned the behaviourist view that learning is a passive, individual action (Schunk, 2012). Two kinds of mediation commonly take place during language-classroom interaction: teachers as mediators and students as mediators.

Regarding teachers as mediators, one might argue that the teacher's role has always been to liaise between the student and the information to be acquired. The instructor is responsible for introducing the student to new ideas and helping him or her through the internalisation process (Shabani, 2016; Vygotsky, 1978). Previous research conducted by Cheng (2011) discovered that most secondary school English for Foreign Language (EFL) teachers in China had misconceptions and inadequate knowledge about mediation. The studies also revealed that instructors' lack of mediation knowledge impeded them from performing the function of mediator. Previous and ongoing research studies have also revealed that most EFL teachers have little or no knowledge of the role of mediation (Grosser & De Waal, 2008; Lai, 2004; Sun, 2005; Xu & Connelly, 2009).

Given the findings of this study, it is important to update teachers' knowledge of mediation as well as provide professional training for EFL teachers about mediation in order to optimise their role as real mediators.

Aside from teachers as mediators, peer interaction among L2 learners and its contribution to learning has received considerable attention in the second language acquisition (SLA) literature. Donato (1994) and Storch (2002) were two of the most influential researchers to experimentally explore the construct of interaction. Donato (1994) described that interaction with peers is often thought to facilitate learning. Therefore, L2 learners must be attentive to the language competence of their peers. They can provide aid and scaffolding for their learning.

Further, Storch (2002) explained that there are four distinct interaction patterns of communication and collaboration occur between learners during collaborative tasks in language learning contexts. These patterns reflect how learners engage with one another while working on language-related activities, such as problem-solving, discussions, or exercises. The four distinct interaction patterns are collaborative, dominant-dominant, dominant-passive, and expert-novice. Each pattern describes how learners engage with each other during collaborative tasks. In the collaborative pattern, both learners actively participate, sharing ideas and negotiating meaning, which fosters joint problem-solving. The dominant-dominant pattern arises when both participants assert their views, potentially leading to conflict or competition. In the dominant-passive pattern, one learner takes the lead while the other remains passive, which can affect the balance of interaction. Lastly, the expert-novice pattern involves one learner taking on a more knowledgeable role, guiding the less experienced learner through the task. These interaction patterns reflect different levels of engagement and can influence the development of communicative competence,

with collaborative interaction generally being the most effective for fostering language skills (Storch, 2002; Van Lier, 2008).

In current research, some researchers such as Gass & Mackey (2020), Li & Iwashita (2021), Loewen & Sato (2018), Pastushenkov et al. (2021), Philp et al. (2013) have suggested that peer interaction is a crucial aspect of communicative classrooms and research suggests it facilitates second language (L2) development, even when feedback is scarce. In addition, Philp et al. (2010) found that many L2 students find peer interaction beneficial and less stressful than teacher-student interactions. Working with peers provides a platform for experimenting with the language and obtaining input. However, teachers of English as a second language (ESL) have observed that interlocutors' unique qualities influence how they engage in pairs.

3. Mediation through material tools

Vygotsky's SCT highlighted that learning occurs through social interaction and cultural tools. This theory underscores the importance of mediation in language classrooms through material tools, such as textbooks, digital media, and other instructional resources, which facilitate language acquisition and development (Vygotsky, 1978). Material tools mediate the learning process, providing scaffolding that supports learners' development. These tools help learners perform tasks they might not be able to accomplish independently. Relevant to the SCT principle, research indicates that material tools are vital in collaborative learning environments. Ohta (2001) discusses how peer interaction, facilitated by material tools, can lead to the co-construction of knowledge and enhance language proficiency by promoting collaborative dialogue and the negotiation of meaning, which are critical components of language learning.

The first examples of materials and tools used in language classrooms are textbooks and other print media. Donato & MacCormick (1994) highlight that when used interactively, textbooks can serve as effective mediational tools by engaging students in dialogue and reflective thinking. Until today, traditional tools like textbooks remain essential in language classrooms. They provide structured content, exercises, and cultural context crucial for language acquisition (Guerrettaz & Johnston, 2013; Panday-Shukla, 2024; Seaman & Seaman, 2022). In line with that, Mathieu (2022) also highlights the importance of pedagogical resources in language classes, including textbooks, readings, worksheets, and PowerPoint presentations. These resources provide structure and clarity, covering essential topics systematically, exposing students to diverse linguistic styles, facilitating practice, and enhancing visual and interactive learning. They create a rich, varied learning environment that caters to different learning styles and needs, resulting in a more effective and dynamic language learning experience.

However, when linguistically relevant resources are lacking, teachers must invest a lot of time and effort in finding and creating their own. To achieve this, educators either produce their own resources, use real materials that haven't been altered, adapt authentic materials to better fit their objectives and pupils, or translate texts from the common curriculum (Amanti, 2019; Cammarata & Tedick, 2012; Morrell et al. 2019). Teachers play a crucial role in mediating the use of material tools. Their instructional strategies, such as guided practice, modelling, and feedback, are essential for maximizing the effectiveness of these tools Lantolf & Thorne (2006) Effective mediation involves not just the use of tools but also the way teachers integrate these tools into pedagogical practices to foster meaningful learning experiences.

In addition to traditional learning materials, technology has become a critical mediational tool in language education, gaining popularity among learners for its ability to enhance and support

learning processes. Since the early use of language learning software and computer-assisted tools, the role of technology in language acquisition has continued to grow. As technology evolves, so do its possibilities, including multimedia resources, mobile applications, and online platforms that provide authentic, context-rich language learning experiences (Blake, 2009; Burston, 2015).

Technology implementation, such as computers, for language learning can be traced back to the 1960s. Warschauer (1997) identifies five defining characteristics of computer-mediated communication (CMC): 1) Text-based and computer-mediated interaction; 2) Many-to-many communication; 3) Time-and-place-independent communication; 4) Long-distance exchanges; and 5) Hypermedia links. To summarize, CMC is text-based, enhancing writing as an interactive "cognitive amplifier." It supports many-to-many communication, allowing all group members to initiate and collaborate, fostering knowledge construction. CMC is independent of time and place, enabling asynchronous communication, which suits diverse schedules and learning styles. It facilitates long-distance exchanges, connecting learners globally, broadening perspectives, and enhancing communication skills. Additionally, hypermedia links in CMC platforms support sharing and accessing multimedia materials, enriching the learning experience with diverse resources and promoting digital literacy.

Since the 1990s, teachers have used computer-assisted language learning (CALL) in various forms, such as word processing and multimedia applications (Warschauer & Healey, 1998). The "digital world" is now widespread in our environment, with L2 students using mobile devices and web-based technology in various facets of their daily lives. CALL, defined initially as the study of computer applications in language teaching and learning, has evolved to encompass the development and use of technology applications in language teaching and learning. It now comprises learners learning language in any context with, through, and around computer

technologies. This expanded definition reflects the growing use of mobile and broadband technologies in language education, promoting ubiquitous learning with diverse online resources. Technologies like interactive whiteboards, automatic speech recognition, and digital games are emerging to assist language education (Adolphs et al., 2018; X. Chen et al., 2021; Hubbard, 2018).

CALL is now an international discipline that uses digital technology in language education, although mobile devices and social media have yet to fully integrate into the curriculum (Gillespie, 2020). Some other examples of digital mediational tools in current English classrooms are computers, software, websites, and digital textbooks and materials that facilitate the learning and growth of students (Lee & Briggs, 2021; Nishioka, 2016).

Concluding the literature review section on SCT and mediation, according to some SCT researchers, it is generally accepted that the link between a student and their environment is indirect and mediated by physical and psychological artefacts, with language as the primary psychological instrument. Classroom engagement and mediation, along with the environment, have a substantial impact on language acquisition, development, and communication (Herazo Rivera & Sagre Barboza, 2016; Lantolf & Thorne, 2006; Thoms, 2012; Yu, 2008).

Prior studies guided by SCT have demonstrated that human mental functioning is mostly a mediated process structured around cultural artefacts, activities, and ideas (Ratner, 2015). Within this paradigm, people are believed to use existing cultural artefacts and create new ones to regulate, or more thoroughly monitor and control, their behaviour. In practice, developmental processes come from exposure to cultural, linguistic, and historical contexts such as family life, peer group interaction, and institutional settings such as education, organised social activities, and workplaces (to name only a few). According to Vygotsky (1978), tools, cultural practises, and artefacts mediate or help humans to control and promote human behaviour and cognitive functioning, with

language being an essential tool. Central to this mediation is the Zone of Proximal Development (ZPD), which defines the range where effective support and interaction can promote learning (Lantolf & Thorne, 2006). Gradually, the ZPD becomes a key framework for understanding how guidance and shared activities foster higher-order thinking.

2.1.2 Zone of Proximal Development

The Zone of Proximal Development (ZPD) is the gap between what a learner can achieve independently and what they can achieve with guidance from adults or collaboration with more skilled peers (Vygotsky, 1978, p. 86). Research shows that ZPD language mediation helps students transition from relying on external help to self-regulation in identifying language errors within and across interactions (Aljaafreh & Lantolf, 1994). Traditional tasks in language learning, such as vocabulary quizzes, grammar exercises, or short-answer tests, often capture only single instances of learner performance, which limits their ability to provide evidence of ZPD development. Instead, this development should be viewed from a cultural-historical perspective, or Vygotsky's genetic method, emphasizing the developmental process over the final product (Ganem-Gutierrez, 2016). According to Vygotsky, development in the ZPD happens through dialogical interactions, either with others or through self-talk (Thorne & Lantolf, 2007). He proposed that social interaction is fundamental for cognitive development.

In the ZPD, learners engage with teachers, peers, or more knowledgeable individuals to perform or understand tasks. Thus, social interaction is a powerful tool for mediating learners' performance (Lantolf & Thorne, 2006). The ZPD assesses development by actual performance and the quality and frequency of mediational tools used. As learners reduce their dependence on these

tools, moving towards independent performance and self-regulation, they are seen as developing their cognitive and communicative abilities (Gánem-Gutiérrez, 2013; Lantolf & Zhang, 2015).

2.1.3 Self-regulation

In Vygotsky's ZPD, self-regulation and internalisation are central processes that drive learners' cognitive and language development. These concepts are deeply interconnected with the ZPD because they help explain how learners move from needing external support to achieving independent competence (Gánem-Gutiérrez, 2013; Lantolf, 2000; Vygotsky, 1978).

The first concept discussed here is self-regulation. Vygotsky's concept of self-regulation involves three stages (Lantolf & Zhang, 2015). The first is object regulation, where a parent might use toys to teach a child counting, regulating the child's behaviour with an object (Thorne & Lantolf, 2007). The second stage is another regulation, where a teacher provides support to guide a learner's behaviour, exemplified by the ZPD (Lantolf & Zhang, 2015; Thorne & Lantolf, 2007). The final stage is self-regulation, where the individual can perform tasks independently, without external support, indicating internalisation of the action (Thorne & Lantolf, 2007).

Research conducted by Behroozizad et al. (2012) highlights the need to shift from teacher-directed approaches to more interactive, student-centred pedagogies that support active learning and language use in EFL classrooms to foster students' self-regulation and active participation in learning. Traditional teaching methods often limit students to passive roles, relying on textbooks and teacher-led instruction, which restricts their ability to interact and use the target language communicatively. These methods fail to encourage self-regulation or self-assessment, hindering effective communication and impeding the development of strategies needed for language use.

2.1.4 Internalisation

The second concept closely related to Vygotsky's Zone of Proximal Development (ZPD) is internalisation. Internalisation refers to the process by which individuals internalise cultural and material resources, such as language and tools, to support psychological functioning. It involves the transformation of external knowledge and practices into internal cognitive processes, which are essential for learners to develop independent thinking and self-regulation (Vygotsky, 1978; Wertsch, 2013). It is the process by which knowledge is acquired and becomes personal. According to (Zinchenko, 2002), Vygotsky describes internalisation as regulating human natural endowments. He also recognises that internalisation is a two-way process, with externalisation and internalisation functioning as one cohesive unit.

Internalisation is a crucial process for learners, enabling them to transition from relying on external assistance to developing independent cognitive functioning. Through internalisation, learners adopt cultural knowledge and practices as their own, allowing them to regulate their thinking and behaviour independently, thus enhancing their ability to navigate complex tasks and contribute to their overall cognitive development (Vygotsky, 1978; Wertsch, 2013). Internalisation, therefore, not only aids in acquiring knowledge but also promotes long-term, independent learning strategies.

Through social-human mediation, the relationships between the human mind and the external environment are reorganised as learners internalise the mediational methods to support their psychological functioning (Poehner & Lantolf, 2024; Thompson, 2013). As a result, internalisation is a developmental process negotiated and shared by all parties involved in educational activities. "The process of internalisation is the essential element in the formation of

higher mental functions," (Kozulin, 1990, p. 116). The key to internalisation is how learners use their mediational strategies to interact effectively.

Concerning language learning, Spada & Lightbown (1999) found that language learners internalise the target language through interaction rather than processing it internally and visibly. Learning vocabulary, grammar norms, and structures are just small parts of internalisation. Instead, it centres on taking control of one's language knowledge and using interactional and linguistic resources to craft one's repertoire (Dunn & Lantolf, 1998; Van Compernelle, 2015). During social engagement, resources and mediation techniques are made available, which causes internalisation. It is important to note, though, that social interaction—a co-constructed activity involving the assistance and direction of others—is not the only setting in which internalisation may occur.

In summary, SCT offers researchers a theoretical perspective to examine language learning as a social practice, consider students as active participants in constructing learning processes, and investigate the interaction between different factors involved (Kao, 2010). From the perspective of understanding how the S-L approach (see [section 2.2](#)) as the subject of this study could facilitate students' interactions with different entities and provide room for different mediations to help students develop target competencies, we need a theoretical account of human activity that is conceptually able to examine and document successful and unsuccessful incorporation of educational activities in particular learning environments as well as assists scholars to examine how each component of an activity system affect and influence each other. For this, I turn to Activity Theory.

2.1.5 Brief overview of Activity Theory

Activity theory (AT), closely linked to Vygotskian sociocultural theory, is an analytical framework for comprehending human interaction and for studying the role of instruments in relation to activity (Johnson & Golombek, 2011; Lantolf, 2000). Its foundations can be found in Vygotsky's view of consciousness and his rejection of the explanations offered by introspective psychology and the reflexology perspective on consciousness, which was advanced by Leontiev (1978) and later developed by Engeström (1987). According to Vygotsky, the construction and use of artefacts is a necessary component of human growth, as the mind is not an objective thing but rather is developed via activity (Vygotsky, 1978).

According to AT, all human action is inherently goal-oriented and artefact-mediated (Johnson, 2009; Lantolf, 2000). Leontiev's theory holds that activity does not merely involve anything; it is doing something driven by a biological need, like hunger, or a need created by culture, like learning a language (Leontiev, 1978). According to Leontiev, human activity can be analysed into a three-level hierarchy: activity, action, and operations. The overall activity is driven by an object-related motive, the level of action is defined as goal-oriented and contributes to the activity as a whole, and finally the level of operation which is automatic and determined by the conditions under which the activity is undertaken (Leontiev, 1978).

Lantolf & Appel (1994) explain that at the most fundamental level of analysis, activity and the idea of purpose are inextricably intertwined since, according to Leontiev (1978), there can be no action without a motive. Motives come from a person's relationships with other people and the outside world, and they define what should be "maximised" in a given environment. In the case of learning a language, this constitutes the activity; the setting is the language classroom, and it is presumed that, at this level of analysis and within this framework, students do not consciously

reflect on the learning process. For example, in analysing playfulness as mediation in communicative language teaching in a Vietnamese classroom, Sullivan (2000) defined the social context not only to the classroom setting and how students interact within it but also to the historical and cultural context of the world outside the classroom. She further explains that in a sociocultural approach to second language learning, the starting point is the classroom practices in particular cultural environments. In this sense, the definition of ‘foreign language learning’ or ‘good learning’, for instance, is socially constructed and interpreted differently in each setting.

Actions make up the second level of analysis. This analysis stage is crucial because actions are usually aimed towards a particular objective. Any given action can be included in another activity, a unique property of actions. Another crucial aspect is that goals are not always constant once they are established. In other words, because people actively participate in shaping their environment, their goals might alter over time (Lantolf, 2000; Lantolf & Appel, 1994).

The operational level, which establishes the physical or mental methods by which an action is carried out, is the last level of examination of an activity. Operations are the methods that language learners use to accomplish a certain objective. Two essential features of operations, as indicated by Lantolf & Appel (1994, p. 20), are that operations under which some goal is realized may themselves at some point be a necessary subgoal and that they usually become automatized procedures, but once they attain this status, they do not necessarily remain so forever.

AT offers significant relevance for examining key aspects of higher education, particularly in analysing the intricacies of educational practices. By examining the processes and activities that occur in educational settings, AT allows researchers and practitioners to identify the various factors that influence learning, such as the roles of social context, cultural tools, and the community of practice within which learning takes place (Ashwin, 2009).

In relation to S-L as a part of the experiential approach in education, the principle of the S-L approach is consistent with the AT assumption that we learn about our worlds and possibilities through interaction with others and materials created by others (Edwards & Mackenzie, 2005). Engeström (1987, p. 174) broadened the ZPD concept to include collective-activity systems, redefining it as “the distance between the everyday actions of individuals and the historically new form of societal activity that can be generated” from contradictions within activity systems. Studying an activity system, then, turns into a communal, multi-voiced building of its proximal development zones in the past, present, and future. (Engeström et al. 1999). These ideas help us consider curricular S-L as a pedagogical approach that creates learning networks with university and community partner members. Community partners in S-L are essential in orientating students as they relocate themselves in activity systems with different objectives, rules, divisions of labour, and related artefacts (Guile & Young, 2003).

Further, a study on integrating school-based learning with the study of change in working life as a new type of vocational education, inspired by AT by Miettinen & Peisa (2002) found that analysis of mediation using an AT theoretical framework can stimulate instructors to think about their courses and students’ experiential learning projects as opportunities for knowledge production that use the expertise potentially available through network collaboration. Details on AT and how it informs data analysis and discussion in my study will be elaborated in the next chapter (see [Chapter 3](#) for the research methodology).

2.2 Service-learning approach

Service-learning (S-L) approach is defined by (Bringle et al. 2006, p. 12) as a course-based, credit-bearing educational experience where students (a) participate in an organised service activity that

addresses specific community needs and (b) reflect on the service activity in order to achieve a deeper understanding of the course material, (c) and an enhanced sense of personal values and civic responsibility. Students' participation in organised service activities that address community needs and reflection on learning experiences, according to Hatcher et al. (2004), are factors that must be balanced for a greater knowledge of the subject matter, a larger vision of the world around them, and a stronger sense of social responsibility. Research conducted by Kuh (2008) found that S-L is acknowledged as a high-impact practice incorporated in courses and cocurricular programs and has become widespread in institutions of higher education across the globe over the past three decades.

According to Barreneche & College (2011), S-L connects students to the larger community via collaborative course-related projects. Unlike conventional class volunteer projects, S-L is no longer considered extracurricular; instead, Bringle & Hatcher (1995) describe it as an educational experience functioning as a credit-bearing project. During the S-L activity, learners engage in organised activities to identify and solve community needs and reflect on the service activity while applying and understanding course content, thus gaining more substantial respect for the topic and a commitment to civic duty. An actual service-learning project must address a community need and be tied to classroom knowledge and abilities. This connection separates service-learning from volunteering. No matter how much learners' initiative helps solve a community issue, it is not a service-learning project if it does not clearly illustrate the application of classroom skills and knowledge they have previously learned in the class (Anderson et al. 2001).

2.2.1 S-L as a part of experiential learning

As a theoretical foundation, the S-L approach is a form of experiential learning which has philosophical roots in the writings of Brazilian educator Paulo Freire and American educator John Dewey. According to John Dewey (1938), education should be contextualised by the student's experience. He also believed that subjects should not be learnt in isolation. S-L literature embraces Dewey's idea that effective learning requires contextualization through application and experience and his view that education as a social phenomenon reinforces society's aims and methods (Fredericksen, 2000; Hugg & Wurdinger, 2007). Researchers commonly justify programs using Dewey's idea that education and learning are processes of growth characterized by active experimentation and reflective thought.

Freire (1970) proposed more recently that in contrast to the "banking model" of education, which held that teachers' job was to deposit knowledge into the "empty" repository of their students' minds, educational praxis should incorporate both action and reflection as part of the educative process. Freire's critical pedagogy and problem-posing education framework provide a solid foundation for developing S-L, especially for non-traditional students. Freire argued that traditional education was oppressive and dehumanizing and should be based on critical consciousness, leading to social transformation.

Focusing on the learner's current interests and experiences, he advocated for a problem-posing pedagogy that uses conversation, critical inquiry, and praxis to achieve humanization and emancipation. Education is a mutually beneficial process of empowerment between instructor and student. S-L illustrates this concept through structured reflection, the interaction between teachers and students to show the reciprocity of roles, and facilitating students' learning through dialogue and critical inquiry (Chambers, 2009; Kajner et al. 2013). Freire advocated learning situations that

are collaborative, active, community-oriented, and grounded in the culture of the student (Deans, 1999).

Social psychologist David Kolb's characterization of experiential education as a process whereby knowledge is created through experience transformation has also been influential (Kolb, 1984). Kolb's theory is linked to the tenets of S-L as a learning approach that requires action and reflection (Chambers, 2009). Dewey (1938) as cited in Beard (2018) and Roberts (2003) said that education was a six-step process of encountering a problem, formulating a question to be answered, gathering information, developing a hypothesis, testing the hypothesis, and making warranted assertions. Similarly, S-L provides students with experiences that can increase civic engagement and better prepare students to participate in their communities.

Kolb (1984) reduces Dewey's six-step model into a four-stage cyclical process as we can see in Figure 1. Those are concrete experience, reflective observation, formation of abstract concepts, and active experimentation. These four stages are integral to the S-L experience: students participate in a service experience, through reflection, integrate abstract concepts learned in the classroom to understand their experience better.

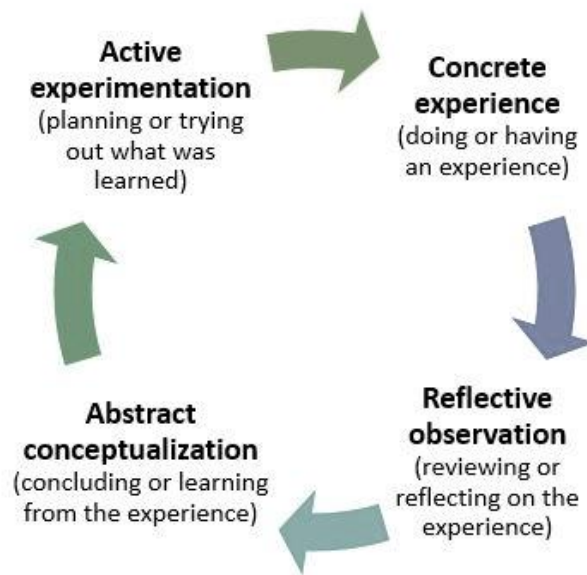


Figure 1. Kolb's Experiential Learning Model (Kolb, 1984)

Further, Kolb (1984) stated that not every experience generates knowledge. Therefore, to make sure that the students achieve the targeted knowledge from their experience, the students must be actively involved in the experience, reflect on the experience, use analytic skills to conceptualize and better understand the experience, and possess the skills necessary to use the experience as a springboard to test new ideas.

Current learning and brain research align with and enhance earlier theories of experiential education by emphasizing the importance of active, hands-on learning for cognitive development. Research has shown that engaging students in real-world problem-solving activates brain areas linked to higher-order thinking (Sousa, 2011). Additionally, when learning activities incorporate reflection, they promote significant neural changes and can help students with learning difficulties (Richards, 2003). These findings support the idea that experiential learning, which integrates

action and reflection, leads to deeper cognitive engagement and better retention, as proposed by (Kolb, 2014). Overall brain research validates experiential education as an effective method for fostering critical thinking, self-regulation, and cognitive growth (Kolb, 2014; Owens & Goldberg, 2022; Schwartz et al., 2022; Zull, 2004).

For example, Zull (2004) shows that the brain is responsible for four basic functions: getting information (sensory cortex), making meaning of information (back integrative cortex), creating new ideas from these meanings (front integrative cortex), and acting on those ideas (motor cortex) (see Figure 2). These regions approximately align with Kolb's learning cycle into four pillars of human learning: gathering, analysing, creating, and acting.

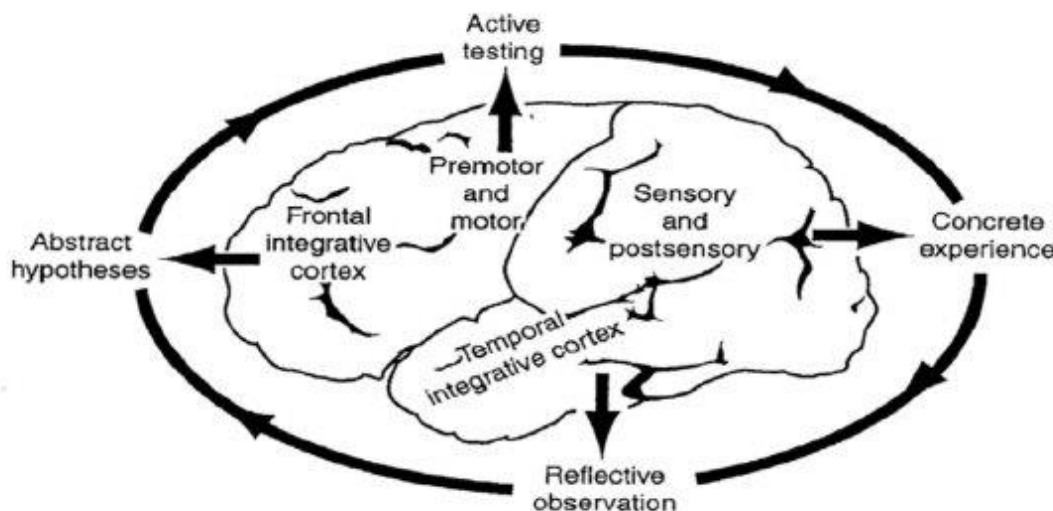


Figure 2. The Experiential Learning Cycle and Regions of the Cerebral Cortex (Zull, 2004)

As part of experiential learning practice, S-L improves education by encouraging students and instructors to contextualise course matters. Consequently, academic work and service are completed together so that students can emotionally begin lifelong involvement in social issues (Speck, 2001). Therefore, by asking students to engage in high-quality S-L, they would be required

to use each of the four regions of their brain, evoking emotion and connecting content (Hughes et al. 2009).

2.2.2 S-L from other forms of experiential learning

Besides S-L, since experiential learning has been used for many decades, experiential learning can come in many different forms and occur both in and outside the classroom. Other experiential learning forms include internships, fieldwork, practicums, simulation, gaming/ role-playing, and many more. Several researchers have extensively studied and highlighted the substantial benefits of experiential learning approaches like study abroad, service-learning (S-L), project-based learning, and internships for college students.

For example, Kuh (2008) emphasised that these methods lead to greater academic achievement and personal development across diverse student populations. Similarly, Eyler & Giles Jr (1999) demonstrated that service-learning enhances academic learning and fosters civic responsibility. In another study, Terenzini et al. (2001) found that project-based learning significantly improves students' problem-solving skills and teamwork capabilities. These studies collectively reinforce that experiential learning offers vital benefits for college students, improving academic and professional outcomes.

Related to language learning, Task Based Language Teaching (TBLT) approach is believed to be a suitable method for teaching language as it emphasizes meaning over language form and allows students to develop cognitive processes (R. Ellis et al., 2020; Nunan, 2005). Tasks are activities where the target language is used for a communicative purpose. Pedagogical tasks are designed for classroom use and involve learners comprehending, manipulating, producing, or interacting in the target language. TBLT encourages active and interactive learning, bridging the

gap between class and real life and placing students at the core of the learning process (Nunan, 2005; Willis, 2022). As a learner-centred approach, TBLT draws knowledge from the learner, considers their needs, and uses tasks according to their needs (R. Ellis et al., 2020; Nunan, 2005; Skehan, 2014; Willis, 2022).

Candlin (1987) claimed that the successful incorporation of TBLT in language instruction requires six elements. These elements are: 1) goal, which refers to the general aim of the task, 2) input, it represents the materials that learners can manipulate, 3) setting, where the task takes place, 4) activities that learners will get engaged in, 5) feedback and task evaluation, and finally, 6) teachers and learners roles. The last point of those elements is a very important component in task-based activity as it presents teaching and learning as a collaborative process between the two parts, namely teacher and student. As for the teacher, he/she acts as a mentor and facilitator rather than a lecturer and examiner. They work on addressing their students' needs and help them overcome the different problems they encounter.

Reflecting on the previous theories on TBLT, it is possible to suggest that TBLT and S-L share the same characteristics such as providing active and interactive learning, providing a bridge for classroom learning and implementation of the knowledge in the real life, putting students as the centre of learning, and providing feedback and evaluation. However, as mentioned by Candlin (1987) TBLT provides a collaborative interaction between teacher and the students.

In comparison to the characteristics of S-L (see [section 2.1.2](#)), S-L not only provides the interaction between students and students, but also students and teachers. Meanwhile, S-L provides one more important interaction beneficial for ESP learners which is the interaction between students and the community partner as the real language user of the targeted competence. As an example, Andrew (2012) conducted a qualitative exploration of four Chinese international students

in New Zealand enrolled in English language coursework. They participated in a 10-hour S-L experience, volunteering at rest homes, and wrote in weekly journals that addressed “their interactions in spoken English; the situations they found themselves in in which English was used; a record of their learning about language, culture, and society based on their placement; evidence connecting classroom learning with community placement” (p. 8). Students reported applying classroom learning to authentic settings and acquiring language in context, such as slang terms that may not be explicitly taught in the classroom. According to Smidt (2013, p. 37), highlighting Vygotsky’s principle in collaborative activity, “Since all learning is social, the more collaborative activities we offer, the more opportunities there are for sharing and negotiating.”

Unlike most internships or field studies, S-L provides a chance for faculty, students and community partners to collaborate to help shape both the service and learning experience (Furco (1996) and Seifer (1998)). The goal of this collaboration goes beyond the technical or individual development, instead more focused on an engaged civic sector and lasting social change. Mooney & Edwards (2001) summarized that Freire also found that incorporating S-L into the curriculum is dialectical and involves putting course-specific information into conversation with experiential input from the S-L setting, activities, and community partners through organised reflection. Students' experiences in the S-L environment influence how they comprehend the course material, and the course material influences how they understand the types of social situations and relations typical of their S-L assignments.

When putting S-L into the curriculum, research conducted by Lawler & Joseph (2009) found that S-L is an adaptable method that can be incorporated into any classroom setting. Lawler and Joseph conducted a case study on community empowerment through information systems and technologies in a course for 3 credits at the Seidenberg School of Computer Science and

Information Systems of Pace University. The project emphasised engaging the students as consultants in dialogue with the individuals and the administrators of the Association for the help of intellectual and developmental disabilities in New York city (AHRC NYC) to design an intranet portal system. The instructor began the project by discussing community-centric web design principles based on planning and designing effective websites and best-of-class design practices of non-profit organisations' internet sites.

The students evaluated designs of other non-profit internet websites based on the feasible principles for non-information systems students. From this foundation, the students initiated interactions with the administrators on the portal system's content and functionality; from the interactions, the students learned the requirements. This design defined the engagement project in the fall 2007 and spring 2008 semesters. To develop the project, the students formed into small groups to either develop the portal system or help in marketing the project, service and system at the informal day of service and technology open houses at the organisation and the school and at formal service and technology shows at the university. This research found that S-L flexibility helped the educator integrate S-L into the courses in information systems curricula. The study also found that the S-L participants showed higher engagement and higher interest in non-information systems and information systems students in the information systems field. This study may benefit educators considering further adoption of S-L as part of a core course in the undergraduate curricula.

Ziegert & McGoldrick (2008) summarised the flexibility of the S-L approach as part of experiential learning. S-L provides a wide variety of choices in terms of both the service experience and learning outcomes. S-L also could be used in a variety of classroom settings. S-L can be incorporated in seminars, lecture-based classes, classes with labs, or tutorials. Another flexibility

of S-L is related to the number of students being involved. S-L can be incorporated in classes of 30 or fewer students or classes with as many as 100 students with a wide variety of service formats. Some examples of the service formats variety are: (1) service experiences could happen in a limited single service experience to a service experience that is the basis for an entire class; (2) the service activity can take place at a single community site, at multiple community sites, or in the classroom; and (3) the students can serve individually, in groups, or as an entire class. Lastly, S-L also provides the chance for the learners to have a variety of evaluation forms such as reflective essays, journals, research papers, oral presentations to interested community members, or outcomes of community-based research.

In addition, Ziegert & McGoldrick (2008) suggested that S-L can be adopted incrementally over time. For example, in one semester, faculty might have students research community agencies that deal with classroom topics to identify potential community partners. In subsequent semesters, students might identify projects that could benefit these agencies; then, the S-L experience could be fully integrated into a course. In order to understand more about how S-L could be implemented in a variety of classroom settings, some different types of S-L models by Heffernan (2001) are discussed below.

2.2.3 Types of S-L models

According to Heffernan (2001) there are various types of S-L models. The three most common types are pure, discipline-based, and problem-based. All those three have their strengths and weaknesses. The first is pure service. Pure service is a model of S-L that takes students out into the community to serve and centres on the concept of community service by students, volunteers, or active citizens. They often do not belong to a single discipline. The strength of this model is that

it has fewer issues establishing an intellectual link between the course and the community experience since service represents the course material. However, since it does not focus on one discipline, pure S-L is considered inappropriate to be used as an approach for one specific subject. Pure S-L is often accused of being insubstantial for it is only used as an excuse to give students credit for service with a reflective component that is suspect as being more conversation than analysis (Chiva-Bartoll & Fernández-Rio, 2022; Phelps, 2012).

The second model is discipline-based service-learning. In this approach, students are expected to maintain a presence in the community throughout the semester and to reflect on their experiences utilising course content as a foundation for their analysis and comprehension. This type of S-L model is easier to justify academically, yet, the connection between course material and community experience must be made extremely clear. However, the more explicit the connection, the more one runs the risk of limiting the type of experience required or appropriate to society. It may make the placement more time-consuming for teachers, logistically challenging, and frustrating to monitor.

The last type of S-L that is mostly used in educational settings according to Aker et al. (2022) is problem-based service-learning. Under this concept, individual students or students in teams respond to the community in a similar manner to "consultants" serving a "client." Students collaborate with community partners to comprehend a specific community issue or need. It is assumed that the students will have sufficient information to offer recommendations to the community or propose a solution. For instance, students of architecture could create a park, while students in business may create a website.

This model attempts to overcome various practical issues by minimising the number of times students travel into the neighbourhood. Students are responsible for conducting community

surveys and identifying specific needs. In addition to arranging their own schedules to solve the identified requirements, students are responsible for coordinating their schedules. There are two challenges involved in this strategy:

1. Students' limited exposure to actual working settings and community situations diminishes the possibility that their "solution" will address the entire scope of the problem.
2. There is a danger in propagating the notion that students are "experts" and communities are "customers." This exemplifies many societies' scepticism of university as negative institutions that encourage an exclusive manner of seeing and understanding the world (Eyler et al. 2001).

In relation to language education, Baker (2019) offered a review of the literature on Community-Based Service-Learning (CBSL) to better understand programme implementation, associated results, and lessons learned. The research showed that thirty-nine empirical studies with outcomes addressed L2 learners' increases in linguistic proficiency, cultural comprehension, motivation and interests related to language acquisition and civic involvement. In general, the literature evaluation revealed a positive correlation between CBSL and student outcomes in L2 education. Another important finding from Baker's review indicated that even though prioritising community opinions may not be the most efficient way to meet the instructor-assigned student learning goals, long-term student outcomes were more likely to arise when students identified how their work addressed a real community need.

Similar to Baker's findings on CSBL, qualitative students' survey research conducted by Vinca et al. (2011) reported some previous positive results on the considerable impact of S-L in language education. Weglarz & Seybert (2004, p. 84) concluded from the Midwestern Community College experiment that participants showed interpersonal development, social growth, civic duty, and general intellectual and academic maturity as another aspect of S-L participants' positive

attitudes. It is reported that some aspects increased in an S-L literacy project participants such as cultural understanding, motivation, and enthusiasm for using their knowledge in their line of work (Prosser & Levesque, 1997).

Bordelon & Phillips (2006), on the other hand, conducted research at a mid-sized American Midwestern metropolitan university to investigate students' opinions on S-L. The study investigates learning from the students' perspective and describes the characteristics of students who choose S-L. 500 randomly chosen students were surveyed to determine their perspectives, and the results showed that only 20.2% of the students had experience with S-L. According to the findings of the survey, the majority of students believe that the notion of S-L is wasted for those who have no self-interest and unnecessary for those with self-interest. According to Harackiewicz et al. (2016) interest is an effective motivator that drives learning, leads academic and professional paths, and is critical to academic success. Interest is a psychological condition of attention and affect towards a specific item or topic, as well as an enduring desire to return to it over time.

2.2.4 S-L in relation to mediation from SCT perspectives

Despite the potential relevance of studying S-L within a Sociocultural theory framework, a literature search using the term mediation from SCT perspectives did not reveal any articles on its relation to S-L approach. Referring to the goal of S-L, according to Barreneche & College (2011), S-L connects students to the larger community via collaborative course-related projects (for more detail, see [section 2.2](#)). It is relevant to the principle of SCT of mediation, as argued by Vygotsky (1978), in which students should be presented with real-world problems to connect to various sociocultural aspects. Vygotsky's Sociocultural Theory highlights that learners entrenched in different sociocultural contexts advance their cognitive development through social interactions.

Various research has linked how different approaches, including some from experiential education, could make room for different mediations to help students achieve their Zone of Proximal Development (ZPD) (see [section 2.1.2](#) for the detail explanation on ZPD). However, direct research on the relationship between S-L and SCT is considered understudied. Only one research specifically discussed how S-L could help students achieve their ZPD. The research is about how the S-L approach promotes student learning in occupational therapy (OT) education by Naidoo et al. (2020). While the study is not L2-related, it is still worth discussing because of its relevance in exploring S-L from a Sociocultural theory perspective.

The study used a qualitative approach and a case study design in the OT programme at the College of Health Sciences at the University of Kwa Zulu-Natal (UKZN), South Africa. The study used the bounded system, and the 2012 cohort of fourth-year OT students formed the unit of analysis. Multiple data sources, namely, the students, clinical supervisors and curriculum documents were used to explore the beneficial teaching methods. Multiple data collection methods were used, including focus group discussions, semi-structured interviews and document analysis. The study design followed an exploratory qualitative design by Creswell & Creswell (2017). The data was collected using three focus groups and four semi-structured interviews. The results of the data collection were analysed thematically.

One of the thematic results of this study is "Clear Communication and Understanding of Skills Acquisition". Under this theme, it was found that the students and clinical supervisors valued the articulation of clear expectations as a necessary condition for effective S-L performance. The students reportedly responded well to clear guidelines on supervisors' expectations of the S-L placement. Furthermore, the students expressed the need for the clinical supervisors to acknowledge that they were undergraduates who were still building their professional identities,

confidence, and reasoning. Thus, it is essential to reinforce the students' status as novice practitioners who still rely on feedback and support in the learning progress of their ZPD. If academic and clinical supervisors are aware of their student's skill levels, they will ensure that the assigned tasks are attainable; this corresponds to Vygotsky's ZPD. Supervisors can use this approach to help students reach their full potential and provide learning opportunities to scaffold their learning. Such changes to educational approaches will provide advice, boost students' confidence, and promote professional development.

Related to the research conducted by Naidoo et al. (2020) and adult learning as the participants of my study, some literature review on the relation of SCT and ZPD for adult learning need to be discussed. The application of SCT to adult learning has actually been recognised as the patterns of learning assistance that are present in the environments of adult learning. Bonk & Kim (1998), in their research on applying Vygotsky to adult learning, have presented ten teaching techniques based on sociocultural theory. Those are modelling, coaching, scaffolding, questioning, encouraging, fostering, providing cognitive task structuring, managing instructions with performance feedback and positive reinforcement, and using direct instruction to provide clarity, needed content, or missing information. Sociocultural research in relation to adults indicates that examples of these (above-mentioned) techniques are quite evident in the field of adult learning (Bonk & King, 2012).

Previously, many adult learning experts (e.g., Apps, 1991; Brookfield, 1990; Jarvis, 1995) also believed that adult learners need learning situation that encourage discussion, role play and reflection. These people want to shift the adult education curriculum from acquiring and memorising facts to more collaborative, active, and authentic learning experiences (Millis et al. 1994). Reflecting the characteristics of S-L as part of experiential learning which provide

collaborative and active learning and provide a room for scaffolding and reflection to happen, S-L could be defined as an experiential learning approach that could potentially facilitate adult learning to reach their ZPD.

2.2.5 S-L and adult learning

Until now, as discussed in the previous sections, researchers have looked into the benefits of using S-L approach for educational purposes. One research that directly mentioned the benefit of S-L for adult learning was conducted by Conway et al. (2009). They conducted a meta-analysis of the impact of S-L on academic outcomes for students of all ages (including college students and adult learners), and it was found a positive effect of S-L activities on academic outcomes, such as skills, grades, cognitive processes, and academic motivation and attitudes.

Although much of the theoretical and empirical literature on S-L does not include specific references to adult learning theory, S-L theory and adult learning theory are linked through experiential learning (see [section 2.2.1](#)). Adult students may benefit from S-L, as they may require collaborative skill application and practice projects with a community organisation (Reed & Marienau, 2008). The literature on adult development and learning suggests adult learners often bring a lot of prior knowledge and abilities that they have acquired through employment and interpersonal relationships. They are motivated by the idea that their efforts have an influence outside of the classroom, have a tendency to take the initiative, and prefer to learn by doing (MacKeracher, 2004). Adult learners have long been portrayed as being preoccupied with the relevance of learning to their professional and personal life, and preferring to learn in real-world contexts (MacKeracher, 2004). These researchers suggested that practitioners provide courses that

focus on real-world challenges so that adults can put their theories and beliefs to the test (Zull, 2012).

It is also argued that individuals bring a wealth of knowledge and skills to the classroom that must be included to promote the incorporation of new information. When humans integrate new knowledge with previous experiences and perspectives, strong interactions involving emotions, visuals, and actions have the potential to permanently alter the brain, resulting in comprehension and even wisdom (Zull, 2012). The brain, which is continually assaulted with sensory data, is designed to organise incoming information by storing it on neurons that already have relevant knowledge (Fesce, 2020). Therefore, adult learning experts have urged those classroom activities to include activities that allow students to reflect on earlier experiences related to the current topic (Kolb et al. 2001).

Even though there are plenty of studies on the S-L approach in English Language Teaching (ELT) in general and how S-L suits adult learning development, there is limited previous research on the implementation of S-L in English for Specific Purposes (ESP). Before discussing the specific research on S-L practice in ESP, an overview of ESP literature is presented to give background on the differences between ELT in general and ESP, including the differences between English communicative competence and ESP communicative competence.

2.2.6 Ways of adopting an S-L approach

Service-learning (S-L) is a flexible and adaptable pedagogical approach with no rigid, one-size-fits-all steps for implementation. Instead, it offers educators the freedom to design service experiences that align with their specific academic goals, course structure, and the needs of their community partners. By connecting academic content with real-world community needs, S-L

enriches the educational experience, making learning more engaging and relevant for students. Faculty interested in adopting S-L can integrate it into different types of courses, including seminars, lecture-based classes, and those with labs or tutorials. This approach is also suitable for a range of class sizes, from smaller classes with 30 or fewer students to larger classes accommodating up to 100 students. The adaptability of S-L makes it an ideal teaching strategy across disciplines and learning environments (Bringle & Hatcher, 1995; Felten & Clayton, 2011; Jacoby, 2014).

The service experience in S-L can take many forms, offering a continuum of engagement levels that can be tailored to the course's specific goals and the community's needs. Service activities can range from a single, limited experience to an extensive project that forms the core of an entire course. Service activities may occur at a single community site, across multiple locations, or within the classroom, such as through community-based research or virtual collaborations. Students can engage in service individually, in small groups, or as an entire class, allowing flexibility in how they contribute to the project and interact with community partners (Bringle & Hatcher, 1995; Giles Jr & Eyler, 2013).

Assessing student learning in S-L can also be highly varied, accommodating different modes of evaluation that capture the depth of the students' experiences and learning outcomes. Traditional assessments, such as exams, reflective essays, journals, and research papers, allow students to articulate their understanding of the course content in relation to their service activities (Ash & Clayton, 2009; Eyler et al., 2001). Oral presentations to community members provide students with opportunities to communicate their findings and reflections in real-world contexts, adding an element of public accountability to their learning (Bringle & Hatcher, 1995; Giles Jr & Eyler, 2013).

S-L does not have to be implemented all at once; it can be gradually integrated into a course over time, as Ziegert & McGoldrick (2008) suggested. For instance, in the initial phase, educators might have students research community agencies relevant to the topics discussed in class, identifying potential partners for future service projects. Students might identify projects that could benefit these agencies in subsequent semesters, allowing for deeper engagement and planning. Ultimately, in a later phase, S-L can be fully integrated into the course, with students actively participating in service activities that address community needs and enhance their academic learning.

Several critical considerations are essential for the effective implementation of S-L. First, it is crucial to align the service activities with the community partner's needs. S-L thrives on meaningful, reciprocal relationships, and the approach's success depends on the service's relevance and impact. The service activities should be designed in collaboration with community partners to ensure they address genuine needs, enhancing the value of the partnership (Bringle & Hatcher, 2002; Eyler & Giles Jr, 1999; Jacoby, 2014; Stoecker & Tryon, 2009).

Secondly, reflection is a critical element of S-L, allowing students to connect their service experiences with academic content and personal development. Structured reflection activities, such as journals, group discussions, or presentations, encourage students to think critically about their experiences, fostering more profound understanding and personal growth (Eyler & Giles Jr, 1999). Reflection helps students process their experiences and articulate the skills and knowledge they have gained.

Finally, it is essential that S-L is fully integrated into the curriculum rather than treated as an additional or optional component. By embedding S-L into the course structure, educators can ensure that the service activities enhance academic learning and support course objectives rather

than being perceived as an extracurricular add-on. This alignment reinforces the educational value of S-L, creating a cohesive learning experience that benefits both students and the community (Bringle & Hatcher, 1996).

In conclusion, the S-L approach provides a dynamic and impactful way to connect academic learning with community engagement, enriching the educational experience for students and fostering meaningful contributions to society. By thoughtfully integrating service activities, reflection, and community partnerships into the curriculum, educators can create transformative learning experiences that benefit all participants involved. The adaptability and practicality of S-L make it particularly relevant for specialized fields of study, including language education. Its emphasis on real-world application, community engagement, and reflective practice provides a robust foundation for integrating language learning with professional development goals. The practicality of S-L also makes S-L a natural complement to English for Specific Purposes (ESP), where the focus lies on equipping learners with the communicative skills required for specific academic, professional, or vocational contexts. The following section explores how S-L principles can enrich ESP instruction, creating meaningful and contextually grounded student learning experiences.

2.3 English for Specific Purposes (ESP)

English for specific purposes (ESP) refers to the teaching and learning of English for use in a specific area (Paltridge & Starfield, 2012). According to Basturkmen (2010), ESP learners pursue academic, professional, and occupational goals. They want to achieve "real-world" goals and specific linguistic components. For example, English writing for accountants may focus on financial reports, whereas writing for lexicographers may entail dictionary entries, etc. Overall,

the language and context of ESP must be relevant to the learner's work-related activities. It is supported by Chilingaryan (2012) who said that ESP focuses more on language in context than on grammar and linguistic structure.

Currently, based on Belcher (2009) cited in Paltridge & Starfield (2012), ESP has expanded to include English for academic purpose, English for occupational purposes, English for vocational purposes, English for medical purposes, English for business purposes, English for legal purposes, and English for sociocultural purposes (Belcher, 2009). To guarantee the success of all types of ESP, Basturkmen (2010) suggested the following characteristics: ESP focuses on the language appropriate for these tasks in terms of syntax, vocabulary, register, study skills, discourse, and genre. The majority of prior research asserted that the learner's goals and specialised areas should determine their English requirements, leading to the development of resources, learning objectives, and teaching strategies. Another important aspect to be pointed is that ESP needs to adapt to students' target profession. It is based on Bhatia et al. (2011), who stated that ESP should also ensure that it would facilitate connections with professional pathways after academia.

Needs analysis is a widely studied approach to understanding the needs of each ESP learning target (Bocanegra-Valle, 2016; J. D. Brown, 2016; Flowerdew, 2012; Johns & Makalela, 2011; Kaivanpanah et al., 2021; Long, 2005). Conducting needs analysis is necessary due to its specific and varied purposes and functions in English language education's current or future use (Long, 2005). Bocanegra-Valle (2016, p. 563) stated that conducting a needs analysis is a complex process and identifies six types of sub-analyses: 1) Target situation analysis: what learners should know in the target context; 2) Discourse analysis: description of the language used in the target context; 3) Present situation analysis: what learners can/cannot do now about target needs; 4) Learner factor analysis: a composite of preferred strategies, perceptions, course expectations, etc.;

5) Teaching context analysis: resources, time, teacher skills and attitudes, etc., 6) Task analysis: identification of tasks required in target context. From the six types of analysis, students received benefits from their experiences in doing five types of sub-analysis except number five since it is intended for the teacher.

According to Papadima-Sophocleous et al. (2019), ESP may have highly specialised learning objectives, resources, teaching strategies, and curricula, causing ESP learners to have complicated construct identities since they must cope with both subject knowledge and language and pedagogy. This is in line with Abrar-ul-Hassan (2012) who mentioned that ESP as a movement has a primary objective that all language education should be adapted to the individual learning and language usage requirements of specified student groups. ESP should also consider the sociocultural settings in which these students will use English.

As mentioned in the previous section, there is limited research on implementing the S-L approach for ESP classrooms. One of the specific studies related to S-L and ESP comes from Prabandari et al. (2016), who conducted research on the curriculum integration between S-L and ESP in Indonesia. The research adapted the steps of Educational Research and Development methodology as presented by Dick et al. (2001). The research participants were students in an ESP class who were taking S-L program in the same semester, ESP experts, and S-L experts to evaluate the proposed design. Results of the study found that S-L allows students to use their hard and soft abilities to address community issues. The hard skills represent students' cognitive competence; for example, they interpret the target situation based on the survey result and develop the syllabus, material, and assessment. Meanwhile, soft skills represent students' ability to be conscientious and compassionate, for example, by showing independence and trustworthiness in developing the program and how enthusiasm and care in serving others.

However, the research by Prabandari et al. (2016) examines S-L as a standalone program rather than as an integrated teaching approach. In their research, S-L involves students living within a community for an entire semester to address general societal issues. This implementation operates independently of academic modules and does not link directly to classroom learning objectives or specific competencies. As a result, the focus is primarily on solving community problems rather than applying or developing the competence and knowledge students acquire in their academic coursework.

2.3.1 Communicative competence in ESP

In the ESP context, communicative competence is a part of ESP competency, along with intercultural competence and professional activity competence. Talking about communicative competence in general, according to Savignon (1972) and several other theorists (e.g., Bachman & Palmer, 1996; Canale & Swain, 1980; Skehan, 1995), communicative competence is dynamic rather than static, interpersonal rather than intrapersonal, and relative rather than absolute. It is also influenced by its surroundings. Canale & Swain (1980) argue that communicative competence is required for language users to understand communication ethics, achieve cultural awareness, value instrument-mediated communication, and think critically about the language they use.

Meanwhile, communicative competence in ESP is linked to the communicative needs of second language speakers in a specific workplace, academic, or professional context. Language knowledge and background information relevant to the communication context in which learners must work are examples of these communicative demands (Basturkmen & Elder, 2004). Other researchers such as Johns (2013) and Hyland (2002) define ESP as academic or workplace limits on communicative behaviours, as well as the language, abilities, and genres that English language

learners must perform for specific tasks in English. Therefore, effective communication in ESP requires an in-depth awareness of the numerous components of communicative competence, such as grammatical competence, pragmatic competence, discourse competence, sociolinguistic competence, and strategic competence.

Benabdallah & Belmikki (2020) provide an example illustrating that each ESP field has its own unique communicative competence, defined by specific components tailored to the needs of that field. They explained the results of sample text analysis of English for Science and Technology by Barber (1962) and Ewer and Latorre (1969). They found that a specific set of language forms, such as compound nouns, passive voice, conditionals, and modal verbs, mainly characterizes scientific language. Furthermore, Benabdallah & Belmikki (2020) also found that related to the register analysis, the target discourse environment for ESP is defined by one or more genres, each of which calls for a combination of phrases from the three categories at various focuses:

- a. Specific terminology or disciplinary -based terms: they refer to a set of technical terms which are used in only one specific discourse community
- b. Sub- technical or core vocabulary: this category includes those terms which are general to many disciplines but have a specific meaning in an ESP context.

An example of these in business English as shown in the example below.

Verb	General meaning	Specialized meaning
Draft	A piece of writing that is not yet in its finished form (Longman Writing Coach Dictionary, 2005)	Bill of exchange (Concise Encyclopedia of Real Estate Business Terms, 2006)

- c. General language terms: which exist both in ESP and GL and are used with the same meanings e.g., Suggest, provide, argue, reveal.

Besides communicative competence, there are two other competencies which build a complete ESP competence. Luka (2009) proposed that ESP competence could be defined as the experience gained during the learning process. It enables a specialist to creatively implement the English language for specific purposes of communication, interaction, and professional work to develop their work responsibly and offer a product that is understandable and acceptable to their clients. Competence in ESP consists of communication, intercultural, and professional skills (Figure 3); its development happens via action (process) and is influenced by students' previous experiences, leading to new experiences.

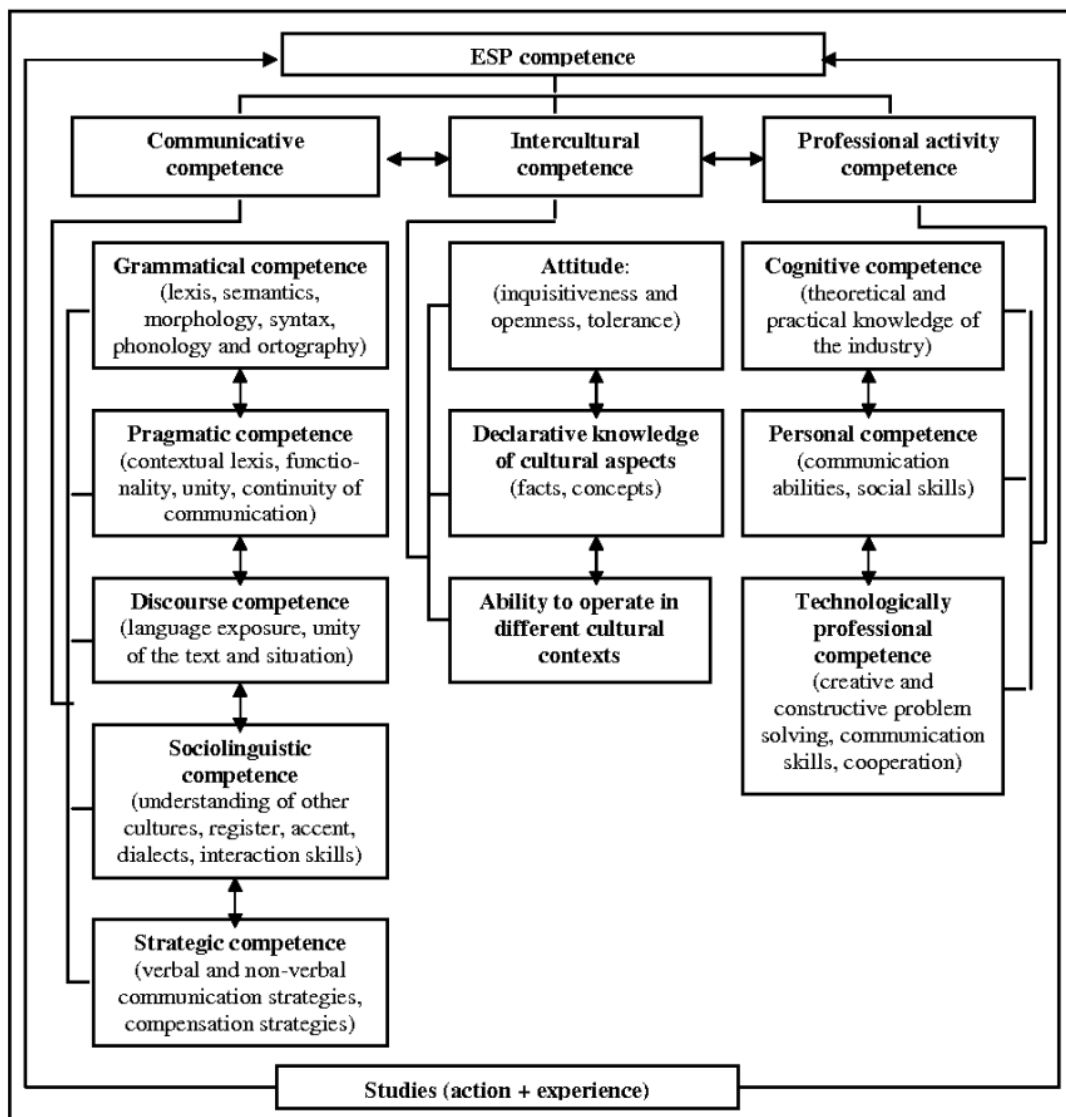


Figure 3. The components of ESP competence (Luka, 2009)

Luka (2009) classified students' ESP competency into three categories (proficient, independent, and basic user), each defined by the ESP competence criteria – language usage for professional duties, professional thinking, and intercultural communication abilities – and their associated indicators. According to Bachman et al. (2010), students' ESP competence develops

more effectively when ESP studies are organised around a curriculum integrating topical, situational, task-based, and process-based syllabi.

To conclude, ESP is characterised by its tailored communicative competence, designed to meet the unique requirements of various specialised fields. Each ESP domain, such as English for customer service, has its distinct communicative framework, encompassing language skills, professional thinking, and intercultural competencies, as described by (Luka, 2009). In this study, English for customer service serves as a case study, necessitating a focused examination of communicative competence within this context. A detailed literature review on customer service communicative competence will be critical to understanding the specific linguistic and pragmatic skills required in this domain. This approach aligns with the broader principles of ESP, ensuring that the curriculum and competency framework address the unique demands of customer service professionals.

2.3.1.1 Customer service communicative competence

Customer service communicative competence is a specialised domain of ESP, focusing on language skills and interactional strategies tailored to meet the demands of service-oriented industries. Luka (2009) highlights that ESP equips individuals to effectively use English for specific professional purposes, with distinct communicative targets for each context. Basturkmen (2024) further emphasises that ESP aims to prepare learners to navigate professional and academic environments where English is the primary medium. Effective communication is essential in customer service to ensure customer satisfaction, maintain relationships, and foster trust. Kaňovská (2010) defines customer service as the actions taken to build and sustain customer

relationships, while Murphy & Tan (2003) stress the importance of promptness, politeness, professionalism, and personalisation.

In global contexts, English has solidified its role as the primary *Lingua Franca* for business communication, commonly referred to as "Business English as a Lingua Franca" (BELF). BELF enables professionals from diverse linguistic and cultural backgrounds who may not share a common first language to communicate effectively (A. Kankaanranta & Louhiala-Salminen, 2010; M. Kankaanranta & Salminen, 2013). Unlike traditional *standard* English, BELF emphasises intelligibility, directness, and clarity over grammatical precision, making it highly functional for professional settings. Its flexible and hybrid nature blends styles and registers from English and the interlocutors' mother tongues, integrating culturally influenced patterns like code-mixing (Louhiala-Salminen & Kankaanranta, 2012). This adaptability allows professionals to share information, negotiate meaning, and achieve business objectives while minimising misunderstandings (A. Kankaanranta & Planken, 2010). Such characteristics align closely with the demands of customer service, where clear, concise, and results-oriented communication is critical for addressing customer needs efficiently.

Navigating service encounters requires a combination of linguistic and intercultural competence. Friginal (2007) and Lockwood (2017) note that non-native English-speaking employees often face pronunciation, grammar, and cultural sensitivity challenges. These challenges align with the variations seen in BELF, where differences in language proficiency and accents are common, but the focus remains on mutual intelligibility and shared understanding (J. House, 2014). Barker & Härtel (2004) emphasise mastering these skills to foster positive customer interactions, particularly in multicultural environments. As multiculturalism grows, multilingual abilities and cultural awareness, including non-verbal communication, become essential for

effectively serving diverse clients (Portaankorva, 2017). Service providers must adapt to cultural variations in politeness, tone, and rapport-building, which are vital in achieving customer satisfaction and business success (Tarkkonen, 2014).

Effective customer service communication also requires mastering discourse strategies to foster positive experiences. Brown & Levinson (1987) politeness theory underscores the importance of respectful greetings and rapport-building, which set the tone for service interactions (J. Holmes, 2013; Sifianou, 2012). These strategies parallel BELF communication, where tone and politeness maintain harmony and professionalism across global interactions (Louhiala-Salminen & Kankaanranta, 2012). Additionally, techniques such as open-ended questioning, conversational management, and well-crafted enquiries ensure smooth communication and help gather accurate information (Clyne, 1996; Zaib et al., 2022). Addressing complaints empathetically and professionally is another crucial aspect. Empathetic phrases help de-escalate conflicts and build trust (Davidow, 2014; Huang & Gursoy, 2024). While clear, actionable solutions make customers feel valued and heard. Closing interactions effectively by summarising key points and expressing gratitude further reinforces positive customer experiences (Rane et al., 2023).

While ESP instruction introduces the theoretical aspects of customer service communication, real-world mastery requires practical experience, Northcott & Brown (2006) and Dovey (2006) argue that professional exposure enhances students' ability to engage with workplace-specific practices and discourses. Similarly, BELF highlights the importance of achieving practical, results-oriented communication where the ultimate goal is to "simply work" (Kankaanranta & Louhiala-Salminen, 2010)—a principle that aligns with the demands of customer service interactions. Therefore, experiential and student-centred learning approaches, such as service-learning (S-L), provide invaluable opportunities for learners to immerse themselves in

authentic customer service environments. By participating in actual tasks and reflecting on their experiences, students develop the linguistic, intercultural, and interpersonal skills necessary for professional success (Dudley-Evans & St John, 1998; Hyland, 2002).

In conclusion, customer service communicative competence combines linguistic precision, cultural awareness, and effective discourse strategies to enhance service interactions. By integrating BELF principles—emphasising intelligibility, clarity, and adaptability—service providers can navigate multicultural contexts effectively, address customer needs, and foster long-term satisfaction and loyalty. Training programmes that provide hands-on experience and real-world tasks are essential for helping professionals develop the skills they need to thrive in today's globalised service industry.

2.3.1.2 Assessing ESP communicative competence development

Reflecting the importance of effective discourse strategies in customer service, assessing ESP communicative competence requires methods that capture real-world language use's complex, context-specific nature. Leung (2014) highlights that assessments should reflect "situated communicative practices," essential for understanding how language operates in specific contexts. While discourse strategies in customer service emphasise managing interactions and building rapport, assessment in ESP settings must similarly address the ability to adapt language to specific professional, academic, or workplace contexts. Thus, evaluating ESP competence involves measuring learners' command of specialised language, interactional strategies, and pragmatic adaptation, each essential for effective, field-specific communication (Bachman et al., 2010)

Holmes (2000) similarly argues that assessing communicative competence should encompass interactional strategies, as learners' pragmatic and contextual management of discourse

significantly impacts their effectiveness in ESP contexts. This perspective aligns with Dei Wei (2024) argument that traditional testing approaches often overlook non-specialist perspectives, focusing instead on idealised language performance evaluated by language experts. Dei Wei suggests that including non-specialist feedback—such as that from peers, clients, or colleagues—could improve the real-world applicability of ESP assessments, as those outside the linguistic field frequently judge real-life communicative success.

Moreover, the significance of interactional competence (IC) in ESP assessments has been underscored by several scholars. Sato & McNamara (2019) argue that IC, which reflects the ability to interact effectively in practical settings, is a crucial aspect of ESP assessment. This aligns with Leung & Creese (2010) assertion that effective communication in specific contexts necessitates an understanding of the social and relational dynamics at play, positioning language users as active participants in dialogue rather than passive conveyors of information. Therefore, ESP assessments should focus on evaluating participants' skills in contextually adapting language use to the expectations and norms of specific interactions.

Incorporating IC into ESP assessments enhances the test's predictive power for real-world performance, aligning with Douglas et al. (2000) emphasis on "authenticity" in specific-purpose language testing, which posits that practical ESP tests should replicate the social, professional, or academic environments in which language skills will be used. By integrating situational, pragmatic, and interactional components, ESP communicative competence assessments become more reliable and context-sensitive, yielding insights into learners' readiness for practical, field-specific communication.

For instance, situational components include the ability to understand and respond appropriately to different communication contexts, while pragmatic components involve the use

of language to achieve specific communicative goals. Interactional components, on the other hand, might focus on the ability to engage in effective and appropriate social interactions. This approach also aligns with Canale & Swain (1980) communicative competence framework, which emphasises grammatical, discourse, sociolinguistic, and strategic competence as vital to effective language use. These competencies contribute to the refined, adaptable language skills necessary for ESP contexts, where real-world applicability and context-driven accuracy are essential for meaningful communication.

Given the intricacies of communicative competence within ESP, a learning approach designed to foster situated communicative competence is essential. Such an approach would support learners in mastering field-specific language and developing the adaptability and context-sensitive interactional skills needed to navigate real-world professional, academic, and workplace interactions. By emphasising the dynamic and situated nature of language use, this approach would move beyond idealised language performance, incorporating authentic, contextualised assessments that better reflect the complex demands of ESP communication.

2.3.2 S-L and ESP communicative competence

Building on the need for effective assessment methods, various learning approaches have been researched to enhance students' ESP communicative competence, recognising that classroom instruction should align with the specific, contextual demands of ESP communication (Alsamani & Daif-Allah, 2016; Shernazarova, 2019; Vân Khánh, 2015). Among those learning approaches, project-based learning has been found to be the most used by the teachers in developing ESP communicative competence.

Project-based learning in particular, is a teaching method for students to simultaneously strengthen their language and critical thinking skills in the field of English language teaching. Hedge (1993) introduced the use of project-based learning to help English language learners improve their communicative competence and fluency. As the name implies, project-based learning entails students developing and improving their language skills via the completion of projects both within and outside the classroom. It needs teachers to foster a creative and active learning environment where students share their work and think critically about the steps they take to start and finish their projects (Murphy & Cooper, 2016).

Project-based learning seem to share a similar nature to S-L, such as part of student-centred learning, accommodate the social interaction as the medium for learner to develop their language learning, and using language in what concerns the development of students' professional needs. However, previous research by Scherrer & Sharpe (2020) found some differences between those two learning approaches. Scherrer and Sharpe compared two sections of an introduction to industrial and systems engineering course: one with a S-L term project and one with a traditional project-based term project by using surveys, grade data and interviews to gather data. Their study found that based on the pre- and post-survey, from eleven criteria, only one criterion showed a statistically significant increase in the traditional project group. However, there was a statistically significant increase in six criteria for the S-L group. The results of three students being interviewed during the research showed their agreement that their projects were more meaningful overall and that they would prefer the Service-Learning project over the traditional one. They said that the S-L project provides the kind of real-world exposure that is lacking in engineering education.

These findings are in line with Buregyeya et al. (2021), Tsou (2009), Baumgartner & Zabin (2008), Caruso & Woolley (2008) and Mannix & Neale (2005). They found that when students

were involved in community-based learning, they were involved in a series of process-oriented events such as pair or group discussions and problem-solving activities. Results from those studies indicated that students increased their knowledge through project work, that they achieved confidence in using language in what concerns the development of students' professional needs.

As an example, research conducted by Buregyeya et al. (2021) on Makerere University after they launched a One Health Institute (OHI) in 2016, involving undergraduate students from various disciplines. The institute aimed to expose students to experiential educational opportunities in communities using a One Health approach. Their research focused on students' experiences and their contributions to the communities of attachment. A cross-sectional study was conducted, involving students and community members in Western Uganda, using qualitative data collection methods such as focus group discussions and in-depth interviews.

The four themes identified after the analysis of the results are students' understanding and appreciation of One Health, their experiences and gains from multi-disciplinary field attachment, their contributions to the community, and challenges faced by the students. Students understood that health cannot be achieved by one discipline or sector, and appreciated the training gained in communication, teamwork, and collaboration. They reported feeling grateful and accomplished for making positive changes to the community by implementing interventions and improving sanitation and hygiene.

Based on the literature above, it could be seen that the opportunity for students to do a project as part of a real-world experience while having real discussions with other people become the main reason why S-L could give a more meaningful learning experience to the students. This can actually be discussed in relation to Belcher (2017) who said that ESP learners have a need to practice their language in a close setting to their real target communicative competence. This is so

because ESP will always have its own target discourse community. Therefore, when students have the opportunity to work with others as in S-L, they will also have an opportunity to not only learn from their peers and teacher, but from their community partners as the real user of the target discourse.

2.4 Current research on a S-L approach for mediating ESP communicative competence development

As discussed in the previous sections, specific literature reviews on the S-L approach in developing ESP communicative competence are hard to find. However, there is numerous research on the S-L approach for general language development. Xing & Ma (2010) stated that in Asia alone, the implementation of the S-L approach has soared over the last decade; however, there needs to be more discussions on how S-L can enhance teaching and learning to serve those in need in society.

The first example of research on S-L approach in developing general English development was conducted by Chen (2019). The participants of this study were sophomore students from English majors from a university in northern Taiwan (N=24). They took a second-year English writing course in the 2017 academic year to teach students how to write effectively to express their ideas and engage with the outside world. Along with translation, students acquired English writing conventions and popular genres, such as opinion and descriptive writing. Many writing assignments had to do with studying global concerns. The participants were native speakers of Mandarin Chinese.

During the S-L approach, the participants assisted a non-profit organisation in translating annual reports and tales about community development from English to Chinese. These materials, which addressed a wide range of themes relating to community development, were compiled from

the organisation's branches worldwide. Before students started their service work, a questionnaire for the upcoming S-L experience was given. Once they had completed their translation task, a second questionnaire was given to gather data for the study. The students viewed the experience of serving as volunteer translators favourably. They noted that they had learned more about other cultures, the translation process, how to understand materials written in nonstandard English, and unfamiliar topics and contexts. The article concludes with recommendations for further study and the use of S-L in writing courses.

Kassabgy & El-Din (2013) conducted an S-L study at the American University in Cairo (AUC), and the participants were Egyptian native speakers of Arabic. The first group (N=74) were undergraduate students enrolled in LING268: Principles and Practice of Teaching English as a Foreign Language (TEFL). Participants in the second group (N=19) were AUC workers (e.g., custodians, security guards, and housekeepers). The purpose of the S-L component of the course was to apply the knowledge gained in the classroom to address an issue identified as a need by the community outside their classroom and then to reflect on and evaluate the S-L experience critically. Throughout the course, the undergraduates submitted three reflection papers: one on the educational benefit, one on the social benefit, and one on how the experience affected their personal development. The undergraduates participated in focus groups with the workers who had taken the course and answered an online survey three months after the course. Arabic was used to conduct the interviews. The workers who had attended the course also took part in focus groups to discuss their attitudes towards and opinions of the benefits and drawbacks of receiving instruction from undergraduate students. The workers were questioned in Arabic during the interviews. Data collected then analysed in qualitative and quantitative methods of analysis by triangulation.

The findings showed several positive impacts of the S-L experience on undergraduates' academic, social, and personal development. Regarding academic development, it was reported that the students could link theoretical to experiential learning, develop effective teaching and learning skills, identify the characteristics of a good teacher, student, and lesson, and experience the challenges/difficulties teachers commonly encounter. Concerning the service, the students developed positive attitudes towards the experience, could engage and empathise with the workers, and became aware of their role in society. As a benefit for the workers as the second group of the study, the workers expressed eagerness to continue learning English, satisfaction with the relationship established with the AUC students, their ability to use the foreign language both inside and outside the class, and that they would recommend the foreign language course to other university workers.

Still coming from language teaching, a study by Moore (2013) examines students' perceptions of S-L in Introduction to TESOL (N=22), where S-L is integral to the class. The study focuses on the impact of S-L, addressing the overarching question of students' perceptions of S-L and how S-L supports their learning. The data were collected as a part of the Scholarship of Teaching and Learning (SOTL) research project. Using qualitative and quantitative methods, SOTL research "involves a systematic study of teaching and learning" (McKinney, 2013, p. 8) and includes teachers' systematic collection and reflection on course materials and teaching notes in course portfolios, as well as interviews, focus groups, classroom observations and recordings, surveys, pre and post-tests, and content analysis of student work. The analysis of this study focuses on a subset of three salient data sets: three sets of 22 students' reflections (pre-service, mid-term, and post-service), the modified Volunteer Functions Inventory (VFI), and videotaped class discussions.

Similar to previous research on students' perspectives in S-L, as suggested by this excerpt from a TESOL student's reflection, S-L gave students practical examples of textbook material and allowed them to apply what they were learning to a particular ESL situation. The adjusted VFI results support this interpretation; however, the change is not statistically significant ($p=0.617$). Meanwhile, students' opinions that volunteering allows them to learn via hands-on experience increased from an average of 6.096 pre-service to 6.139 post-service. Although it is tremendously encouraging to see students credit service-learning for their feeling of advocacy, the modified VFI results do make these findings more difficult to interpret. Other findings indicated that students' assessments of the social worth of volunteering increased marginally (from an average of 4.762 pre-service to 5.194 post-service, $p=0.223$).

However, after their S-L project, students expressed decreased interest in learning about different cultures. For the inventory item "People in my culture could learn a lot from people in other cultures," students' pre-service average of 6.14 declined marginally to an average of 5.89 post-service ($p=0.579$). Similarly, students' interest in learning more about the specific populations they were helping marginally fell from an average of 5.76 before service to 5.61 after service ($p=1.000$). As the comments above imply, it is possible that the TESOL students thought service-learning helped them learn so much about the local ELLs that they thought they had less of a cultural knowledge deficit than they had at the start of the semester. Even so, there was a slight rise in TESOL students' concern for the group they served (5.86 pre-service to 5.94 post-service, $p=0.7428$).

In addition to those three studies discussed above, there are still some other studies related to the use of the S-L approach for language classrooms (Askildson et al. 2013; Cho & Gulley, 2017; Fitzgerald, 2009; Gruber, 2019; Hallman & Burdick, 2014; Kirkland, 2014; Minor, 2002; J.

Perren et al. 2013; Wagner & Lopez, 2015 and many more). As Wurr (2018) noted in his editorial on service-learning in the TESOL Journal special issue, interest in S-L for TESOL students has been rapidly growing. Previously, Perren & Wurr (2015) reported that over the past 20 years, TESOL has produced an enormous amount of literature on S-L, including more than 50 articles in peer-reviewed journals and numerous edited collections.

While reviewing the abundance of literature available on S-L used in the language classroom, as we could see from some of the previous studies mentioned above, most S-L research mostly only focuses on the participants' perspectives on S-L, including measuring students' targeted competence development. Out of S-L's use for language learning purposes research, meta-analyses have documented S-L related to understanding social issues, personal insight, and cognitive development (Yorio & Ye, 2012). Students participating in S-L have shown increased cognitive skills, typically measured through self-reported gains. Many studies assessed S-L using student self-reports. However, Hébert & Hauf (2015) found that students' learning gains in civic responsibility and course concepts did not hold for course grades. Steinke & Buresh (2002, p. 8) argued that the use of self-reports can be problematic because students may report learning gains, but objective measures have provided inconclusive support for the claim that S-L promotes improved course material learning over alternative assignments.

The first gap identified from the current research is the need for pre-and post-tests to complement the survey and provide objective measures to analyse students' targeted competence. Meanwhile, the survey could provide more subjective data, such as the participants' self-reflection, to see what they think and whether they learned and developed their competencies after experiencing the S-L approach. Another gap highlighted from the previous researches on S-L in developing communicative competence is that S-L has proven to help students' targeted

competencies; however, no investigation has been explored how the processes and mechanisms underlying the students' developmental path. The present study aimed at addressing this gap by purposefully incorporating the theoretical concept of mediation from a SCT perspective to L2 learning and development (see section [2.1.1](#)). According to Williams & Burden (1997), effective learning depends on the quality of interactions between learners and mediators. Liu & Gillies (2021) echo this view by highlighting the mediational role of teachers in guiding students towards the target language's higher levels of comprehension and assisting them in finding practical ways to advance. Lastly, according to Hattie (2009), identifying the factors which affect educational outcomes enables the creation of optimal learning environments and improves student achievement.

An essential point of S-L research, as also being implemented in the previous studies, was related to students' reflections after doing S-L. Students' perspectives on S-L are essential since the S-L approach emphasises the need for reflection as part of the learning process. As a research strategy, the reflections provided meaningful insights into participants' thinking and shifts in thinking. As a teaching strategy, the reflections provided the participants with opportunities to integrate what they were experiencing with what they were thinking and learning (Hea & Shah, 2016).

In conclusion, the studies reviewed in this section emphasise the potential contribution that S-L can offer to language learning and teaching. However, it is of paramount importance that research further examines this novel pedagogical approach in the ESP field in order to more effectively and accurately: 1) assess development, e.g., through more objective measures such as pre and post-testing (as opposed to exclusively self-reported perceptions of development); 2) identify the most effective types of mediation -and contributing mediational mechanisms-

throughout the implementation of a S-L approach for the development of ESP communicative competence; and 3) understand the participants' views and perceptions of S-L as intrinsic in reflection, a key component of S-L. Details of the research methodology informing this study are discussed the next chapter.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter discusses the methodology used to conduct the study following the research questions and objectives discussed in Chapter one and the literature review discussed in Chapter two. This chapter outlines the research design, data collection, and techniques used for data analysis to conduct the study. Firstly, the rationale for the chosen methodology is discussed in detail to provide reasons why specific research methodologies were selected for this study. Then, a brief overview of the case study and mixed method research tool (CS-MM) in connection with service-learning (S-L) and Sociocultural Theory (SCT) is reviewed. Thirdly, the data collection details followed by the data analysis are outlined. Finally, ethical considerations are identified.

3.1 Research design rationale

This research is informed by Vygotsky's Sociocultural Theory (SCT), which proposes that language learning (and development) occurs through social interaction and is then internalised by the individual (Vygotsky, 1978). One of the central pillars of Vygotsky's contribution to social science is his concept of mediation (see [section 2.1.1](#)). Mediation can be defined as the involvement of a third factor (mediator) in the interaction of two things, events, or persons (Lantolf, 2000). As a part of experiential learning (see [section 2.2.1](#)), service-learning (S-L) could be a promising approach to facilitate different kinds of mediation to develop the communicative competence of English for Specific Purposes (ESP) students.

S-L as described by Barreneche & College (2011) connects students to the larger community through collaborative, course-related projects distinct from traditional volunteer activities. Bringle & Hatcher (1995) view S-L as an educational, credit-bearing experience

involving organized activities that address community needs, linking classroom knowledge to real-world applications and fostering civic responsibility (Anderson et al., 2001).

For ESP students, it is crucial to have the opportunity to engage in projects that simulate real-world contexts where they can practice the language skills required in their target discourse community and be involved in genuine discussions with others, which also means they will be involved in different kinds of mediation. This aligns with Belcher's (2017) assertion that ESP learners need to practice their language in settings that are closely related to their target communicative competence since ESP always has its target discourse community.

This study aims to understand how and to what extent the implementation of the S-L in an ESP class at the university level in Indonesia helps students to develop and improve their ESP communicative competence. More specifically, it aims to investigate the mechanisms of S-L as an approach in mediating the development of ESP communicative competence; the potential impact of mediational mechanisms on the development of ESP communicative competence; and the participants' and other stakeholders' views and perceptions regarding S-L for the development of communicative competence. The following questions thus provide the foundations for the study:

- RQ1. To what extent does Service-Learning mediate the development of ESP communicative competence?
- RQ2. How does Service-Learning mediate the development of ESP communicative competence?
- RQ3. What are the students', lecturer's, and community partners' views and perceptions of Service-Learning for the development of ESP communicative competence?

This study has been conceived as a case study design. According to Stake (2011), a case study is not tied to particular methods but is determined by choice to explore a case. Case study

research has a long tradition of collecting qualitative and quantitative data to better understand the case (R. K. Yin, 2013, p. 20). The case study design of the research also guarantees the in-depth analysis of the complex and dynamic classroom interaction (Cohen et al., 2017; R. Yin, 1994).

In other words, the reason informing the decision to implement a case study for the present study was dictated by the methodological need to conduct an in-depth exploration of complex phenomena within some specific context (Baxter & Jack, 2008).

3.1.1 Case study

According to Lichtman (2013), the term case study is an approach that involves the specific and detailed study of a case. Gall et al. (2007, p. 447) defined a case study as "the in-depth study of one or more instances of a phenomenon in its real-life context that reflects the participants' perspective involved in the phenomenon." A phenomenon can be a process, event, evaluation of a program, or any other issue of interest to the researcher. It is further mentioned that a case study is a right strategy to deal with a specific programme and its relationship to the design, analysis, and interpretation. Cohen et al. (2017) outline four types of case study design: single-case design, embedded single-case design, multiple-case design, and embedded multiple-case design.

The present study is considered as an embedded single-case design focusing on a single unit of analysis: the practice of the S-L approach in an ESP classroom. It is achieved while incorporating multiple subunits, such as individual students, group interactions, collaboration inside and outside the classroom, and instructional strategies. The design enables a detailed examination of behavioural processes and phenomena within the case, aligning with Kennedy's (2005) framework for understanding complex educational contexts. Additionally, by monitoring specific interventions and their effects on these subunits, the study ensures a nuanced exploration

of mediation and learning outcomes, which is characteristic of embedded single-case research. By monitoring specific interventions and their effects on these subunits, the study ensures a nuanced exploration of mediation and learning outcomes, which is a hallmark of embedded single-case research. Additionally, Kennedy (2005), asserts that single-case designs help educational practices address the challenge of catering to a wide variety of students. These designs are used to establish experimental control over individual participants and are particularly effective in understanding behavioural processes in depth.

According to Creswell & Poth (2016), when using a case study design, the investigator explores a real-life, contemporary system over time through detailed, in-depth data collection involving multiple sources of information. Further, a case study explores a real-time phenomenon within its naturally occurring context, considering that context will create a difference (Kaarbo & Beasley, 1999). SCT theorists also argue that through context, language (both learning and use) analyses are most useful when embedded in a holistic process-ontology that can be described as situated activity (Hanks, 1996; Lave & Wenger, 1991). Therefore, the holistic analysis needed within the remits of SCT research could be fulfilled by conducting research as a case study at a university that already used S-L as part of its learning approach.

3.1.2 Mix methods research

Mix methods research (MMR) is a research approach in which researchers collect and analyse quantitative and qualitative data in the same study (Creswell & Clark, 2017). Within mixed method research, Creswell & Clark (2017) distinguish five main designs: explanatory sequential design, exploratory sequential design, convergent parallel design, embedded design, and multiphase design.

3.1.3 Case study-mix methods design

Mixed methods research (MMR) and case study research (CSR) are two strategies that might interact when investigating complicated phenomena (Creswell & Creswell, 2017). When integrating multiple research approaches, both techniques are adaptive and diversified; they have a history of mixing various data kinds to build a cohesive understanding of phenomena (Clark et al., 2018). As a result, CSR and MMR are not distinct entities; rather, the distinction is vague and flexible, allowing both to participate in or lead a research project (Carolan et al., 2016).

In MM-CSR, the researcher can incorporate the quantitative into the case study to improve the case study's application for investigating the case (Clark & Ivankova, 2016). To improve comprehension of the quantitative data, a qualitative case study can also be integrated into a quantitative design. A mixed-methods case study design therefore aims to maximise the strengths of both methodologies while minimising their cumulative limitations.

Cook & Kamalodeen (2019) illustrated the intersection of MMR and CSR to show two distinct approaches taken from this intersection. Figure 2 below, taken from Cook & Kamalodeen (2020, p. 58), combines previous work done by Creswell & Creswell (2017) and Guetterman & Fetter's (2018).

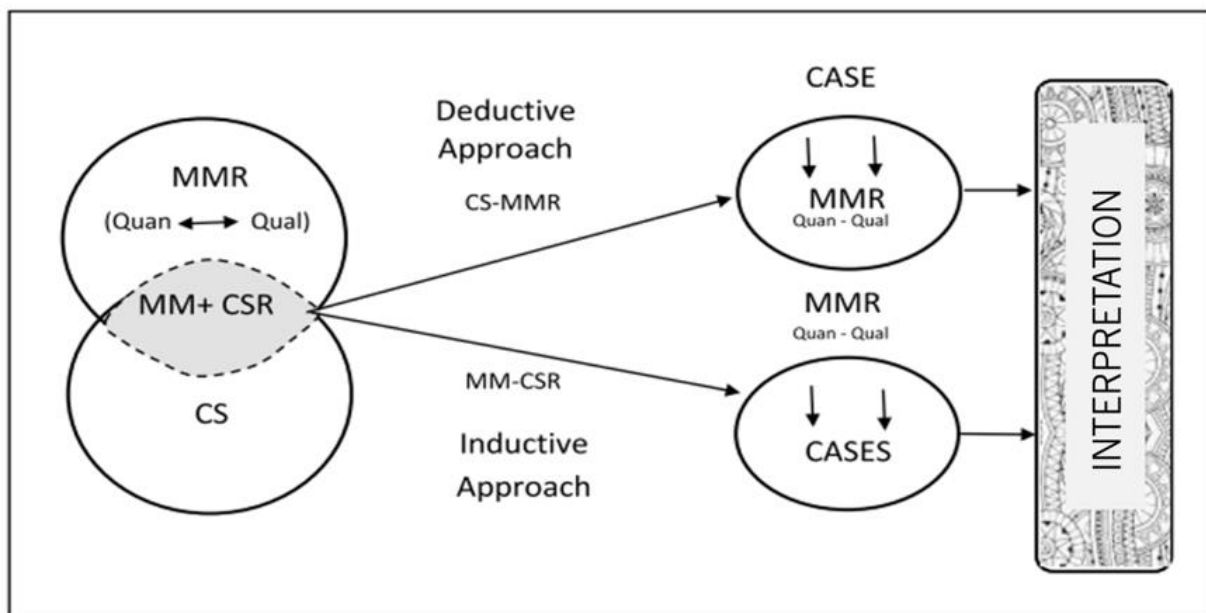


Figure 4. Mixed methods case study framework (Cook & Kamalodeen, 2020, p. 58)

When CSR is employed at the start of a research project or study, the first technique is deductive, and subsequently, a mixed methods design is embedded. A second strategy is inductive, in which the researcher conducts a mixed methods study and then develops cases based on quantitative data collection and analysis. These two techniques correspond to two different mixed method case study designs. The deductive approach is known as case study-mixed methods research (CS-MMR), whereas the inductive approach is known as mixed methods-case study research (MM-CSR) (Guetterman & Fetters, 2018).

In summary, a case study-mixed method is used to design, collect, analyse, and integrate quantitative and qualitative data to provide in-depth evidence for a case or generate cases for comparative analysis (Guetterman & Fetters, 2018). According to Creswell & Clark (2017), when there is an interest in comprehending complicated problems, CS-MM has grown increasingly prominent in health, education, and policymaking research. Since neither quantitative nor

qualitative approaches can fully capture the patterns and specifics of a situation on their own, combining both forms of data within a single study is justifiable. When employed in tandem, quantitative and qualitative approaches complement one another and enable more robust analysis by exploiting one another's strengths (Greene, 2006).

3.1.4 Case study-mix methods adopted in this thesis

In this thesis, I conducted a case study in an English for customer service (CS) class of an English for business and tourism major in a public university in Indonesia. The class was chosen since, from the beginning of 2021, the Applied English program has used the S-L approach to facilitate learning. Thus, it is essential to determine whether the S-L approach already implemented by the Applied English program is successful in developing students' ESP communicative competence. In this study, the research questions required different data types to address each question effectively. Quantitative data from pre- and post-tests was used to analyse the role of the S-L approach in developing students' ESP communicative competence (RQ1). RQ2 explored participants' views and perceptions of the S-L approach for enhancing ESP communicative competence. RQ 3 focused on conducting an in-depth analysis of the kinds of mediation and their effects on students' ESP communicative competence development during the S-L process.

The study involves a single phase in which qualitative and quantitative data were collected, analysed, and integrated typically to compare or relate results from the two forms of data to create a comprehensive analysis and discussion. By using this method, I was able to obtain a more detailed knowledge of the research problem and support my findings across both data sources. Therefore, I adopted a convergent design.

To address RQ1, pre- and post-testing was implemented to objectively ascertain the impact of the S-L approach on students' development, rather than relying solely on self-reported perceptions. RQ2 and RQ3 required qualitative data to capture the mediation processes and the participants' perceptions. Therefore, mixed-method research was necessary to comprehensively answer all the research questions in this study.

For RQ1, according to Allen (2017), a one-group pre-test and post-test research design are mostly implemented by social scientists to evaluate the effectiveness of educational programs as an alternative to self-reports which can be problematic because students may report learning gains which might not necessarily hold in reality (Steinke & Buresh, 2002, p. 8). While more objective measures such as tests allow us to gain a sense of the potential benefits that S-L might offer in terms of ESP development, the very nature and complexity of S-L requires a more nuanced investigative effort. For example, there is inconclusive support for the claim that S-L promotes improved learning from the course materials as such over alternative assignments (see section [2.1](#)).

RQ2 addresses the necessity to understand participants' views and perceptions of S-L for developing ESP communicative competence as part of reflection, a key component of this type of programme. Bringle & Hatcher (1999, p. 179) state that "reflection activities are a critical component of effective S-L because they connect the service activities to the course content, extending the educational agenda beyond rote learning". In this study, both quantitative data and qualitative data were used as a means to gather participants' reflections on S-L. As a first step, all participants were asked to answer Likert scale questionnaires. The participants were also asked to participate in interviews and focus groups to gather more in-depth insights into their views and perspectives. Congruent with the analytical process of mixed methods sequential designs, the quantitative findings of the questionnaire was used to inform the focus group guide (Creswell &

Clark, 2017). For this study, the linking of quantitative and qualitative data occurred at the design-level, where results from the first phase were used to build the second phase of research design, at the method-level through connecting, building and merging the databases and at the interpretation and reporting level through the continuous approach (Fetters et al., 2013).

RQ3 which aimed to examine the specifics of mediation, e.g., what kinds of mediation and mediational mechanisms were implemented during the S-L approach and how did they help (or otherwise) students to develop their ESP communicative competence? What kinds of mediation and mediational mechanisms could be further improved and fined tuned to better support ESP communicative competence development? To answer RQ3, my study relies on qualitative data to investigate mediation as a SCT concept in order to identify the effective types of mediation during the S-L approach and helps me explore the mechanisms of those mediators in helping students achieve their ESP communicative competence development. I used observations, focus groups, interviews, and document analyses to gather qualitative data. As discussed in the literature review (see [section 2.1](#)), according to SCT, language acquisition is a socially situated and jointly co-constructed activity that takes into account all interactions during the process of language knowledge building (Donato, 2016; Lantolf & Thorne, 2006; Ohta, 2000). Thus, a detailed analysis of mediation in interaction for language learning is needed.

Given that my project includes a case study (as mentioned above) and a combination of quantitative and qualitative data collection and analysis methodologies, my project is referred to as a Case Study-Mixed Methods design (CS-MMR). The S-L approach in English for customer service class was observed as a case study. Within the case study, I integrated qualitative data (observation results, interview, focus group, and document analysis) and quantitative data (pre-test, post-test, and questionnaire) to understand the mediation that happened during the S-L

approach. This case study was considered as an embedded single-case design because the data came from a single classroom but contained more than one sub-unit of analysis: students, lecturers, community partners, and teaching syllabus and materials. Applying a mixed method design clarified the case study methods and how the researchers integrated the data sources for a complete understanding.

To conclude, S-L is an approach to teaching and learning that integrates community service with academic study in order to enrich the learning process, teach civic responsibility, and strengthen the community. As the review of S-L research conducted by Trujillo et al., (2021) suggests, a mixed method approach to research design is needed since studying a phenomenon as complex as S-L requires a series of complementary tools and research strategies. The service becomes meaningful when the learning experience achieved while performing community service is perceived as truly useful within and outside the classroom; at the same time, apart from its educational advantages, S-L has positive repercussions on the social community. I trust that by employing a CS-MM approach to address the research questions, this study can offer a more robust and accurate account of the role of S-L in mediating the development of ESP communicative competence.

3.1.5 Researcher positionality

Understanding researcher positionality is crucial for a comprehensive analysis of the research context, as it provides insight into how the researcher's roles and perspectives may influence the research process and outcomes. By acknowledging and reflecting on their positionality, researchers can enhance the validity of their findings and ensure a more nuanced and accurate interpretation of the data (Bukamal, 2022; Lincoln et al., 2011). This reflective practice clarifies

the researcher's stance and helps address potential biases, contributing to a more rigorous and transparent research process.

In this case study, my position as a researcher encompasses both insider and outsider perspectives, which are essential for understanding the dynamics of the research context. Theories of insider and outsider status, particularly the concepts of *etic* (outsider) and *emic* (insider) viewpoints, help to frame my role in this study (Dwyer & Buckle, 2009; Hammersley & Atkinson, 2019). As an insider, I have been a permanent lecturer at the university since 2018, where I conducted my case study and collected data. During my time as an active lecturer, I implemented the S-L approach. However, I was not initially aware that this method was formally termed S-L when it was first promoted at the university. Additionally, I have experience with the modules being taught, such as English for tour guiding, which served as my pilot study (see Section 3.2.3), and English for customer service, which is the focus of my main study. This insider status gives me a significant understanding of the institution, learning environment, and general student dynamics (Mertens, 2023). Furthermore, my connections with module lecturers and the head of the Applied English program can enhance rapport and trust during the data collection process (Bloor et al., 2010).

Conversely, I also identify as an outsider due to my leave from the university at the end of 2021 to pursue my PhD studies in the UK. This absence has led to my unfamiliarity with the current curriculum and syllabus, creating a distance between me as the researcher and the new developments in the program. According to Towler et al. (2011), researcher unfamiliarity with the current curriculum and syllabus can be beneficial as it provides objectivity, a fresh perspective, and neutrality, which may enhance the critical analysis and rigour of the research. This distance

allows researchers to approach the study without preconceived biases and question established norms that insiders might overlook.

Additionally, I do not have any personal relationships with the students who participated in the study, as they are from the class of 2022. This distance ensures a degree of neutrality between me and the students, which is crucial for minimising bias in the research process, mainly since this research aims to understand the natural mediation process experienced by the students during their S-L approach. According to Creswell & Creswell (2017), maintaining such neutrality helps reduce potential biases arising from personal relationships or prior knowledge, thereby enhancing the validity of the research findings. Lincoln et al. (2011) emphasise the need for researcher neutrality in qualitative research, stating that separating oneself from participants helps reduce the possibility of subjective influences that could bias the results. This impartial stance allows for a more objective and balanced data analysis, ensuring that the findings reflect the participants' experiences rather than being shaped by researcher biases.

Similarly, my outsider status extends to the community partners involved in this study. The selection of community partners was made entirely by the students during the S-L approach, ensuring that there was no prior relationship or influence on my part. This separation further reinforces the objectivity of my research, as the participants and community partners are engaged based on their own choices and needs rather than any pre-existing connections I may have had.

In conclusion, my dual role as an insider and an outsider offers a unique advantage for this study. As an insider, my extensive experience and connections within the university enable me to navigate and interpret the educational context with greater insight. Conversely, my outsider status provides a valuable level of objectivity and neutrality. It helps me mitigate biases, ensuring a more balanced and rigorous examination of the mediation process in the S-L approach. This study

benefits from a comprehensive analysis by integrating insider knowledge and outsider perspective, offering a holistic understanding of the research context and findings.

3.2 Pilot study

I started my PhD journey at the University of Essex as an integrated PhD student. During the integrated PhD program, one of the requirements for the progression to the second year of the program is a 20.000-word dissertation equal to an MRes dissertation. Therefore, I used the opportunity to conduct a pilot study for my main PhD research under the same research designs. This preliminary study aimed to determine the feasibility of the study, identify logistical challenges, and refine the data collection and data analysis methods.

3.2.1 Participants

The study program that became the case study for the pilot was the same Applied English study program focusing on English for business tourism under vocational school faculty in a public university in Indonesia, which was used for the main study (see [Section 3.3](#)). However, the participants were coming from different module and year of study. For this study, I followed an English for tour guiding class that implemented the S-L approach as their project. Details of the participants were as follows:

- 59 students from English for tour guiding module
- one lecturer as the module coordinator
- ten community partners (tourism practitioners) who have a role as supervisors of the S-L programme.

Details of the students are described in table 1.

Table 1. Details of the students in the pilot study

Total participants	59
Age	21 - 22
Gender	Male = 9 Female = 50
Year of study	3 rd year (5 th semester)
CEFR level	B2
L1	Bahasa Indonesia

3.2.2 Research objectives and research questions for the pilot study

This pilot study aimed to understand how and to what extent the implementation of the Service-Learning (S-L) approach in an English for Specific Purposes (ESP) class at the university level in Indonesia helped students develop and improve their ESP communicative competence. Additionally, it sought to address the question of what mediation activities might have occurred during S-L activities, the impacts of these mediation mechanisms on the development of ESP communicative competence, and the views and perceptions of participants and other stakeholders regarding S-L for communicative competence development. In line with these aims, the research questions for the study were:

In the context of ESP,

1. does Service-Learning mediate the development of communicative competence?
2. if so, how does Service-Learning mediate the development of communicative competence?

3. what are the students', lecturer's, and community partners' views and perceptions regarding Service-Learning for the development of ESP communicative competence?

3.2.3 Pilot study methodology

This pilot study used a case study mix method (CS-MM) as the research design, using four data collection methods: pre-test and post-test, observation, document analysis, and questionnaire. Pre-test and post-test were administered to students to answer RQ1 by having an adapted test from a previously developed and verified test, the Oral Situation Test. This test was developed by (Raffaldini, 1988) (see the [Section 3.4.1](#) for a detailed explanation). The assessment included ten different stimulus settings (see Appendix 1). To fit the ESP context, in this case, English for tour guiding, the test was slightly modified from *Standard Kompetensi Kerja Nasional Indonesia (SKKNI)* or the Indonesian National Competency Standard (INCS) for tour guiding. Data analysis used to answer the RQ1 was paired sample t-test to analyse the pre-test and post-test results after the S-L approach activity. The pre-and post-test mean scores and standard deviations for each category were calculated, and statistical tests were conducted. The pre-test and post-test scores were compared using a paired sample t-test.

In order to answer RQ2, observations, document analysis, and questionnaires were used as the data collection instruments. Since the classroom projects were still conducted online due to the COVID-19 pandemic regulation in Indonesia, the observation was done using a similar online platform used in their classroom activity, Microsoft Team. The activity was documented using a screen recording from Microsoft Teams, and the researcher took the observation notes for the researcher's data purposes. Although the observation was conducted online, it is still considered a direct observation since the observer was looking at the events happening in front of his/her eyes

at the moment they occurred (Holmes et al., 2013). Regarding schedule, the observations followed the classroom schedule and did not require extra time from the participants. In this S-L project, the schedule of the observation could be differentiated into two categories: tour guiding classroom when students meet the lecturer and other class members to present their progress, and S-L project time outside of the classroom schedule when participants did their project with their group members and community partners.

In this pilot study, the documents analysed were the syllabus of the class being observed (see Appendix 3). The syllabus document analysis was completed to 1) construct relevant test and questionnaire items and 2) understand the level of communicative competence being targeted. Another function of document analysis was to provide supplementary data for the AT analysis. Meanwhile, three different questionnaires were used in this research: a questionnaire for students, a questionnaire for community partners, and a questionnaire for the module lecturer. All the questionnaires consisted of close-ended and open-ended questions (as described below and in Appendix 4, 5, and 6). Since the questionnaires were also being used for the main study, details of the questionnaire can be seen in [Section 3.4.4](#).

Data from the results of observation, document analysis, and questionnaires from the students, module lecturer, and community partners involved were then analysed thematically using Braun Clark's six phases of thematic analysis: familiarisation with the data, coding, searching for themes, reviewing themes, defining and naming themes, and writing up (Braun & Clarke (2006). As a final analysis phase, Activity Theory (AT) served as a theoretical and analytical framework to contextualise the overall findings (see [Section 3.5.4](#) for a detailed explanation of AT).

To answer the RQ3, views and perceptions of all the stakeholders involved in this research were discussed as the S-L reflections. Quantitative data collected via an online Likert scale

questionnaire were analysed using descriptive statistics to get the mean and standard deviation (SD). In addition, thematic analysis results from the open-ended questionnaire were taken and used as qualitative data to support the quantitative findings.

3.2.4 Results of the pilot study that informed changes to the main study

The first issue the pilot study addressed was whether S-L mediated the development of ESP communicative competence. The original study only had the pre-and post-test as the instruments used to analyse the development. Findings on the statistical analysis showed that all three components of communicative competence showed a statistically significant difference ($p < .01$), with all three aspects of ESP communicative competence developed.

Table 2. Results of paired sample t-test (pilot study)

	N	Paired Differences		t	Sig. (2-tailed)
		Mean	Std. Deviation		
Pair 1 Pre-test and post-test Discourse	59	-2,15254	2,33278	-7,088	,000
Pair 2 Pre-test and post-test Sociolinguistic	59	-1,93220	1,93751	-7,660	,000
Pair 3 Pre-test and post-test Linguistic	59	-3,23729	2,15230	-11,553	,000

According to the table above, there were slight differences in each aspect with the linguistic component being the most improved among all aspects ($M = -3,23$; $SD = 2,15$), compared to the others such as discourse ($M = -2,15$; $SD = 2,33$), and sociolinguistic competence ($M = -1,93$; $SD = 1,9$). However, I needed help seeing the real example of the students' pre- and post-test development. Therefore, for the main study, I decided to have a linguistic analysis to compare

students' pre- and post-answers to gain detailed insights into language development, language use, and linguistic patterns (see [section 3.4.1](#) to have details of the linguistics analysis for the main study). I also decided to change the RQ to "To what extent does S-L mediate the development of ESP communicative competence?" to avoid any forced situation where the RQ1 needs a "yes" answer before it could continue to RQ2.

The following limitation of the pilot study was related to the online observation as the data collection. Even though the observations were conducted as direct observations using online meeting platforms, I, as the researcher, could not see the whole interaction of the participants since they could only invite me when they had online interaction. For example, Group 2 had a small local business owner as part of their community partners, and they needed to make the interaction face-to-face as requested by the CP as it was so hard for them to get the signal. Therefore, I decided to go back to Indonesia for the whole data collection process to ensure that I could reach all interactions between all participants to achieve the holistic data of mediational activity during the S-L approach.

Another issue of having the data collection online was related to the limitation in seeing the participants' mimics, gestures, and other non-verbal expressions, which are considered necessary in language interactions (Kałuska, 2013; Stam & McCafferty, 2009). Most students preferred to turn off their cameras during group and classroom discussions. According to Vygotsky (1978), gesture is also considered important in Sociocultural theory mediation since gesture is an indivisible part of language, thinking, and meaning-making. In addition, the gesture is viewed for its affordances for making meaning created by first and second-language English speakers. Compared to studying speech alone, examining gestures in second language learning provides a more studied view of communication, a clearer image of proficiency, and evidence of development

in the L2 (Stam & McCafferty, 2009; Vygotsky, 2012). For the main study, since Indonesia had already been declared to be safe from COVID-19 and had face-to-face learning, I had a chance to collect the data in Indonesia for six months of data collection. All the observations were conducted face-to-face along with other data collection processes (see Figure 5 for the data collection timeline).

In addition to the limitation of data collection, although open-ended questionnaires were conducted, some questions and answers could only provide limited knowledge about the situation. Therefore, in-depth questioning was conducted for the main study by having focus groups and interviews to comprehensively explain participants' views and perceptions of S-L in mediating the development of ESP communicative competence. For instance, I aimed to have a deeper understanding of the values and challenges of S-L in mediating ESP communicative competence. The focus group and the interview were also used as supporting observation data. For instance, to understand why some groups preferred using specific tools such as social media to do their S-L approach.

3.2.5 Conclusions of pilot study

The pilot study aimed to test and assess the research design so improvements could be made to the main study. The pilot study aimed to determine if S-L mediated the development of ESP communicative competence, initially assessed only through pre-and post-tests. Statistical analysis revealed significant improvements across all three components—discourse, sociolinguistic, and linguistic—with the linguistic component showing the most significant improvement. However, the study highlighted the need for a detailed linguistic analysis of pre-and post-test answers to gain deeper insights into language development, refining the research question to focus on the extent

of S-L's mediation. Several challenges in data collection were identified, including limited interaction visibility due to online meeting constraints and difficulty in observing non-verbal communication, which is crucial for language interactions, as most students turned off their cameras. Data collection was conducted in Indonesia to address these issues, ensuring comprehensive observation of interactions during a six-month period. Additionally, the main study incorporated in-depth questioning through focus groups and interviews to gain a deeper understanding of participants' views, challenges, and the impact of S-L on ESP competence, as well as to support the understanding of observation data such as explained tool preferences like social media in the S-L approach.

Main study

3.3 Participants

The classes used as the case study for the present research was two Applied English study program classes focusing on English for business and tourism under Vocational School faculty in a public university in Indonesia. Even though two classes were being used, the classes would be seen as one case study since they were taught by the same module lecturer using the same teaching materials and classroom activities. The participants were:

- 59 students from English for customer service classes that implement the S-L approach
- one lecturer as the module coordinator
- twelve community partners (business and tourism practitioners) who have a role as supervisors of the S-L programme.

Details of the students are described in table 3.

Table 3. Details of the students.

Total participants	59
Age	20 - 21
Gender	Male = 11 Female = 48
Year of study	2 nd year (3 rd semester)
CEFR level	B1
L1	Bahasa Indonesia

3.3.1 Participants background related to S-L approach

The students who participated in this research had no prior experience with S-L approach. This was their first module that incorporated the S-L approach for the module project. The module lecturer was familiar with the S-L approach and had been implementing it in various modules since 2021. However, the lecturer had not conducted any evaluations or reflections on the effectiveness of the S-L approach prior to this study.

3.4 Data collection

The previous section has discussed the research design and participants in this research. This research used a case study-mix methods (CS-MM) design to explore the mediation happening in S-L approach in developing students' ESP communicative competence at an Applied English program in Indonesia, employing six data collection tools: pre-test and post-test, observation, document analysis, questionnaire, focus group, and interview. All data were collected face-to-face. The data were collected six months following the university academic calendar 2023/ 2024. The timeline for the data collection plan is presented in the following figure.

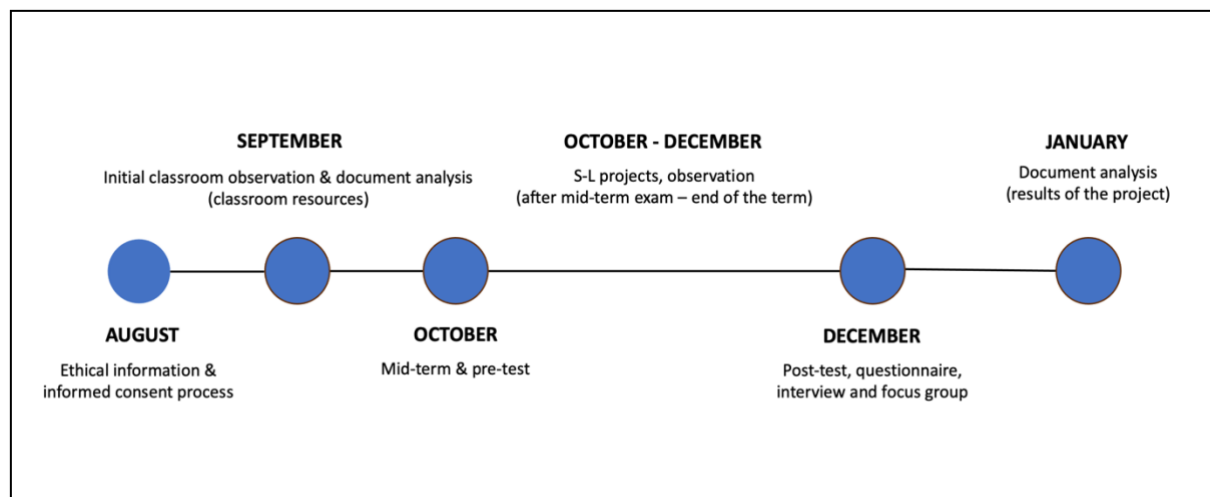


Figure 5. Timeline of data collection

This study used problem-based service-learning as an S-L approach type commonly used in educational study (Heffernan, 2001). As discussed previously in the literature review (see [Section 2.2](#)), under this concept of S-L, students or teams of students similarly respond to the community as "consultants" serving a "client." Students collaborated with community partners to solve a specific community issue or needs.

Table 4. Data collection overview

Research question	Key elements	Data collection methods	Data sources	Analysis methods
RQ1 To what extent does S-L mediate the development of ESP communicative competence?	Communicative competence development	Pre-test and post-test	59 students	- Descriptive Statistics (Mean, Median, Mode) - Linguistics analysis

<p>RQ 2</p> <p>What are the students', lecturer's, and community partners' views and perceptions of Service-Learning for the development of ESP communicative competence?</p>	Views and perceptions of S-L	Questionnaire	- 59 students - 1 module lecturer - 12 community partners	- Descriptive statistics
	Reflections and insights	Focus group	59 students	Thematic analysis
	Reflections and feedback	Interview	- 1 module lecturer - 12 community partners	Thematic analysis
<p>RQ 3</p> <p>How does S-L mediate the development of ESP communicative competence?</p>	Teaching materials, student engagement, and interaction	Document analysis	- Syllabus of the module - teaching materials - students' worksheets	- Thematic analysis - Activity theory
	Observations of interactions and engagement	Observation	- 59 students - module lecturer - 12 community partners	- Thematic analysis - Activity theory
	Student reflections	Focus group	59 students	- Thematic analysis - Activity theory
	Instructor and partner reflections	Interview	- 1 module lecturer - 12 community partners	- Thematic analysis - Activity theory

A detailed explanation of each data collection method will be explained following the sequence of the research questions (see [Section 3.4](#)).

3.4.1 Pre-test and post-test

This study used pre-test and post-test to measure students' development in ESP communicative competence before and after the S-L approach. According to Allen (2017) one-group pre-test and post-test research design is mostly implemented by social scientists to evaluate the effectiveness of educational programs. It is sometimes argued that the use of one-group pre and post-test research design can mask confounding variables that may threaten the internal validity of the study in question and it is thus seen as potentially weak compared to full experimental designs. However, according to Allen (2017), the single-group pre- and post-testing can be beneficial when creating a control group is unethical. In this study, creating a control group would have been unethical since the S-L approach as the object of this study was used as a learning approach by the module lecturer from a university in Indonesia. Therefore, in line with the value of case study research, a natural and real-life context were needed to ensure that the students did not receive different treatment and that the object being researched was naturalistic.

The tests aimed to measure ESP communicative competence adopted a previously developed test by Raffaldini (1988), namely the Oral Situation Test (OST). The test assesses students' ability to produce sociolinguistically acceptable, structurally and lexically correct, and functionally relevant language in response to situational constraints and compensatory strategies for adapting their language to the situational context. The test was designed to reflect the social and conversational circumstances in which the study's participants were expected to perform, aligning with view that language assessments should mirror authentic language use in context. Leung (2005) argues that traditional language tests often isolate linguistic skills without considering the social realities in which language is naturally used. By focusing on real-world

interactional contexts, assessments can more accurately gauge participants' communicative competence in relevant social settings.

Further, according to Leung (2014), effective language assessment should be rooted in the "situated communicative practices" that participants will encounter, as the social demands of specific contexts inherently shape language use. This test, therefore, aims to measure not only participants' knowledge of language forms but also their ability to navigate social and conversational situations they are likely to face. Leung's work supports this approach by highlighting the importance of "sociocultural realities" in language use, arguing that communicative competence must include the ability to adapt language to the social norms and expectations of real-world environments. Adopting the test with these principles ensures it assesses the skills participants need to succeed in genuine interactional scenarios, enhancing its validity as an evaluation tool for practical language ability.

The test was composed of 10 situations written in English (See Appendix 1). The stimuli were in the form of situations related to the specific purposes being studied. The test was designed to reflect the social and conversational circumstances in which the study's participants were expected to perform. For the original test, the situations focused on the types of contexts learners are likely to encounter frequently during study abroad programs. The situations required the learners to imagine that they were American university students studying in France interacting with native speaker interlocutors. Test instructions directed learners to read each situation silently and then to record, in three or four sentences, what they would say in French if they found themselves in such a situation. They were asked to respond as if they were addressing the imagined interlocutor.

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To fit the ESP context, in this case, English for customer service, the situations as the test questions were modified. The modification was taken from *Standard Kompetensi Kerja Nasional Indonesia (SKKNI)* or the Indonesian National Competency Standard (INCS) in the field of Customer Relationship Management (see Appendix 7). INCS is a nationally recognised competency standard developed by industry, government, and other interested parties. They address the minimal knowledge, skills and attitudes required of an individual to perform a job at the required level. The test consists of ten questions and the students can answer in six to eight sentences. The test items were written in English, and the students are also required to respond to the situations in English.

The test (see Appendix 1) was modified because there needs to be compatibility between professional certification programs and education so that when students enter the world of work, the students as ESP graduates could become relevant. According to Grapin et al., (2019) and Paltridge & Starfield (2012), Language for Specific Purposes (LSP) testing arose out of the need to make a variety of decisions about individuals' abilities to perform specific tasks in academic and professional settings. Douglas et al., (2000) explained that communicative language testing in LSP involves an examination of a particular purpose for the target language to ensure that the test is accurate and reflects the intended circumstance. It enables interaction between the test taker's

linguistic competence and understanding of specific purpose content on the one hand and the test tasks on the other. The pre-test was held before the S-L project began; the post-test was held after participants completed the S-L project. The tests were administered in a language laboratory with a proper audio recording facility. See Figure 6 for the illustration of students doing their pre-test in a language laboratory.



Figure 6. Students during pre-test in a language laboratory

I, as the researcher then directing learners to read each situation silently and then audio-record their answers about what they would say if they found themselves in such situation. They

were asked to respond as if they were addressing an imagined interlocutor. The test rubric was then divided into three categories: discourse category, sociolinguistic category, and linguistic category.

1. The discourse category evaluates learners' discourse competence and examines the communicative value of the response and propositional context. The function aspect measures the effectiveness with which the required function is fulfilled. It scores four discourse competencies: function, message, cohesion, and coherence. A response scores higher when the function is explicitly fulfilled (3 points). Lower scores indicate either an inferred function (2 points) or an unfulfilled function with only a vague message conveyed (1 point). The message aspect assesses how the response conveys the necessary information with the scores range from 4, where the message reflects the situation, to 1, where there is no apparent connection between the message and the situation. The cohesion subcategory evaluates errors in lexical or structural forms that disrupt the logical flow of the response, with scores ranging from 5 (no errors) to 0 (five or more errors). Finally, coherence assesses the logical progression of ideas, with responses scoring higher when they are clear and well-structured and lower when errors or inconsistencies disrupt coherence.
2. The sociolinguistic category evaluates how well the learner adheres to social and cultural communication norms. It scores four sociolinguistics competencies: overall appropriateness, tone, the cohesion of appropriateness, and coherence of appropriateness. The overall appropriateness subcategory measures the suitability of language forms and functions for the context. A perfect score (5) is given when all forms and functions are appropriate, while lower scores indicate increasing inappropriateness or errors. Tone assesses whether the desired attitude or politeness is conveyed throughout the

response, with scores ranging from 3 (desired attitude fully conveyed) to 1 (not conveyed at all). Cohesion of appropriateness evaluates consistency in language forms and supporting functions, with scores decreasing as inconsistencies increase. Similarly, coherence of appropriateness measures errors that render the function inappropriate, with higher scores reflecting better alignment of language use to the intended meaning.

3. The linguistic category assesses grammatical accuracy, lexical precision, and overall fluency. The structure subcategory evaluates morphological and syntactical accuracy, with scores ranging from 9 (no errors) to 0 (severe issues making the response almost incomprehensible). The vocabulary aspect examines lexical accuracy and precision, awarding higher scores to responses with appropriate and varied word choices and lower scores when errors render the response vague or unintelligible. Finally, fluency measures the overall naturalness and continuity of the response. A fluent response with no unnatural pauses scores 6, while responses with increasing hesitation, stumbling, or incomplete thoughts receive progressively lower scores, down to 0 for halting, fragmented speech. Details of the score rubrics can be seen in Appendix 2.

3.4.1.1 Test validity

A content validation process was carried out to ensure the validity of the research instruments. Content validation involves experts evaluating test items to determine their relevance, clarity, and appropriateness in measuring the intended competencies (Drost, 2011). In this study, the content validation was conducted by the module lecturer (validator 1) and an independent lecturer from the same program (validator 2), who did not participate in the research. Their feedback was

instrumental in verifying that the test items were appropriately challenging and aligned with the student's competency levels. This process helped ensure that the assessment tools accurately reflected the learning outcomes, thereby enhancing the reliability and validity of the study.

After the validators validated the test items, a pilot test was conducted with six students from the previous year who had already experienced the S-L approach and learned about the materials but were not participants in the main study. The pilot test was performed to identify any potential issues with the test items, such as ambiguity, difficulty level, or technical problems, and to ensure that the test functions as intended by the aim of the test, which was to measure English for customer service communicative competence. This step also allowed me to refine the test items further based on the feedback and performance of the pilot group, ultimately improving the reliability and validity of the final assessment tools used in the study. According to Van Teijlingen & Hundley (2002) piloting the test items is crucial because it helps identify and address any unforeseen issues before the main research, ensuring the final assessment is effective and efficient.

Results from the content validity and pilot tests revealed that the test items were relevant to the student's level of competency and effectively assessed the primary objective of evaluating customer service communicative competence. Additionally, the test items comprehensively covered all the material included in the module. However, some adjustments were needed due to ambiguous wording identified during the validation process. Therefore, the test items were revised to ensure clarity, eliminate ambiguity, and accurately measure the intended competencies without causing confusion for the students. Below is an example of the revised test items:

Test Item Number 4

- Original Statement: You need to follow the customer service basic steps in finishing the call.

- Revised Statement: You are at the end of a phone call and need to follow the customer service basic steps in finishing the call.

Notes from the Validators:

Validator 1:

The instruction ("You need to follow the customer service basic steps in finishing the call") lacks specific situational context. Test-takers may struggle to visualize the scenario and determine the appropriate actions without a clear starting point.

Validator 2:

While the statement mentions the need to follow the basic steps, it needs to be more precise about the situation or timing. This ambiguity might lead to confusion regarding which part of the customer service interaction the students should focus on. The requirement for students to interpret the situation before responding could detract from their ability to accurately demonstrate their communicative competence.

Therefore, "You are at the end of a phone call" was added to provide more explicit, specific, and contextually relevant instructions that align with realistic CS scenarios. This clarity and focus make it easier for participants to understand and respond appropriately and ensure that the test more effectively measures the intended communicative competencies.

3.4.2 Document analysis

Document analysis is a type of qualitative research in which the researcher analyses documents in order to give voice and meaning to a topic being analysed (Bowen, 2009). Bowen (2009) defined five distinct document analysis functions. First, documents provide context information that aids researchers in understanding specific issues and identifies the conditions that influence the examined phenomena. Second, the material in the documents can suggest some questions to ask and scenarios to observe as part of the investigation. Third, the information included inside the document might be used to enhance research data, such as document analysis, in preparation for an interview. Fourth, documents can be used by the researcher to compare and detect changes and developments in a project and evidence from other sources. Fifth, documents can be analysed to verify findings or support evidence from other sources.

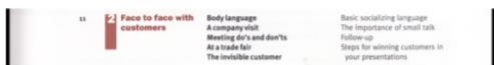
The documents being analysed were the syllabus of the class being observed (see Appendix 9) and other classroom materials such as the teaching materials and students' worksheets. In this study, the document analysis on syllabus and classroom materials underpinned the construction of the pre and post-test, understanding the level of communicative competence being targeted, and being an important source of data and information to conduct analyses based on Activity Theory as the theoretical framework (see [Section 2.1.5](#) and [3.5.4](#)). Here is an example of the document analysis being conducted.

Document analysis B – Face to face with the customers

Meeting 2 syllabus

1 Meeting	2 Instructional Objectives	3 Topic	4 Learning Method	5 Time	6 Learning Activities	7 Assessment Criteria & Indicator
2	Students are able to apply (C3) and carry out (A3) as well as demonstrate (P3) the knowledge of having face to face interaction with the customers	1. A company visit 2. Meeting do's and don'ts 3. At a trade fair 4. The invisible customer	- Small Group Discussion - Role play - Project based learning	2X50	- Carry out the tasks on basic socializing language and the importance of small talk - Practicum on follow-up and steps for winning customers in your presentations	- The accuracy of the cross-cultural understanding s' materials. - Ability to do role-play as the simulation on those topics.

Materials covered (textbook)




Notes: all materials in syllabus covered

Example of tasks (Thursday, 31 August 2023)

8 Look at these pairs of sentences. Which one would be more effective in a meeting? Refer to the do's and don'ts in exercise 2.

- OK, let's get started. Unfortunately, I've got another appointment in an hour.
Thanks for coming today. I'm glad to help you review your business needs.
- As I understand it, you'd like to discuss...
This is what we're going to talk about...
- So, that was my suggestion. Is that suitable for you? I'd like to get your feedback.
So, that's the right service for you. I don't think we need to discuss this any more.
- OK, we'd better stop now. I really must go to my next meeting.
Let's go over our action points once more. I want to be sure we agree...
- I've done some research into your company. It seems you... is that right?
So, can you tell me something about your company?
- I don't think we can do that. We never offer that kind of discount.
I'll see what I can do.

Example of students answer



Notes: task from the book – individual (in the classroom)

- Unit 2, page 15, exercise 7 – Basic socializing – Fill in the missing do's and don'ts.
Example of the question: prepare for your meeting.
- Unit 2 page 15, exercise 8 – Basic socializing – Which one is more effective.
Example: in the picture.
- Unit , page 17, exercise 12 – Sales rep and potential customer – Rewrite the sentences to make them polite and effective.
Example of the question: 'Who are you?'
- Unit 2 page 17, exercise 13 – Sales rep and potential customer – Match questions and responses.
Example: in the picture.

NOTES FROM STUDENTS' ANSWERS:

- Exercise 12 includes a customer focus section under the questions to assist students, but only 37 students refer to it.

Figure 7. An example of document analysis form for this study

The figure above illustrates an example of the document analysis form used for the second meeting. This form is comprehensive, encompassing a complete syllabus for the second meeting, classroom task documentation, examples of student responses, textbook coverage analysis, and student answer analysis. The form begins with a detailed syllabus outline, including the specific topics to be covered, learning objectives, teaching knowledge targets, grade levels, materials used, and assessment methods. This syllabus provides a clear structure for the session, ensuring that all planned content aligns with the educational goals.

The form then documents the tasks assigned during the class, focusing on written exercises. These tasks are directly linked to the learning objectives and are designed to reinforce the material covered in the session. While this form captures the written tasks, spoken activities such as role-play would be documented separately in the observation field notes. The form also includes

examples of student answers to the written tasks. It serves as a practical illustration of how students engage with the material and provides insight into their understanding and application of the concepts taught.

Another essential feature of the document is the analysis of whether the textbook fully covers all the materials outlined in the syllabus. It ensures that the resources used are comprehensive and aligned with the learning objectives. Finally, the form contains an analysis of the students' answers to the written tasks. During the data collection process, this section was crucial for evaluating students' performance, which was necessary for analysing their competencies before implementing the S-L approach, as well as for understanding the level of competencies needed to create the pre- and post-tests.

3.4.3 Observation and video recording

Observation as a data collection tool enabled the researcher to gather data across perspectives, time, and the phenomenon's natural setting (Cowie, 2009; Patton, 2002). The purpose of observing the S-L project was to investigate the mediation processes and mechanisms during the S-L activity and how those processes can potentially mediate students' English for business tourism communicative competence improvement. In highlighting the nature of this study, it is essential to note that research on mediational activity should be natural rather than experimental. Therefore, the S-L practice in this case study adhered to the design proposed by the module lecturer.

Following classification of Heffernan's three types of S-L—pure-based S-L, problem-based S-L, and Community-Based S-L (CBSL)—the approach in this study was categorised as problem-based S-L (Heffernan, 2001). According to Heffernan (2001), in problem-based S-L, individual students or teams acted similarly to "consultants" serving a "client," collaborating with community

partners to understand specific community issues or needs. It was assumed that students would possess sufficient information to offer recommendations or propose solutions to the community.

The type of observation conducted in this study can be described as non-participant observation because I, as the researcher, observed S-L from an English for customer service classroom project without interacting with the research participants. Non-participant observation can be overt or covert. This study used overt observations to refer to research subjects know that researchers are present and being open about their intentions in the field but do not interact with each other (Holmes et al., 2013). This research also used an unstructured observation in which the researcher enters the field with general ideas of what might be salient but not what specifically needs to be observed. Therefore, observation is holistic, unstructured, and unfocused, with the investigator attempting to document as much as possible about the setting and its participants to discover themes of interest. Checklists and coding schemes do not constrain unstructured observation; rather, the researcher reports in a narrative style about relevant observations to the research questions (Given, 2008). Sessions of the observation could be divided into three sections: classroom session before the S-L approach, during the S-L approach, and classroom session during the S-L approach.

1. Classroom session before the S-L approach

Classroom sessions before the approach were done from week one until week six in two English for customer service class. The purpose of this observation was to observe the materials covered in the class, the interaction among students, the process of group formation for the S-L approach, and the module lecturer's detailed instruction for the S-L approach. The classroom session schedule followed the class schedule from the department once per week. Table 5 below shows the example

of the observation schedule during the CS classroom session before the S-L approach for 43 hours.

Details of the whole classroom observation schedule can be seen in Appendix 10.

Table 5. Example of classroom observation schedule before S-L approach

Date	Activity	Total Hours	Data collected
14 Aug 2023	Final discussion with module lecturer and head of program	1	- permission letter - field notes
22 Aug 2023	Ethical information and informed consent process	1	Filled and signed consent forms
24 Aug 2023	Pilot testing data collection instrument	2	- Recording - Field notes
25-28 Aug 2023	Document analysis (syllabus, lesson plan, teaching materials)	3	- document analysis sheet
30 Aug 2023 (A) 31 Aug 2023 (B)	Classroom observation 1 Unit title: Face to Face with The Customers Topic: body language, a company visit, meeting do's and don'ts Classroom activity: listening, speaking (peer-role play)	4	- recording - field notes

These sessions were video-recorded to capture the activity fully; field notes were also taken. I used the field notes to write memos or keywords during the observation as prompts for detailed field notes completed immediately after each data collection period. The example of how the key points field notes during the observation supported the video recording could be seen in Appendix 11 when I needed to capture the whole role-play done by the students during the class. I noted which students in which minutes of their role-play contained grammatical or register errors.

2. During the S-L approach

The S-L approach was followed from week eight until week 15. During the S-L approach, the students worked with the community partner in a group of 5 students. The S-L task was to help

the community partner make an English for customer service materials that implements what they previously learned in their English for the customer service class. The customer service materials chosen by the students followed the community partner's needs who, in this study, were any industry in business and tourism sectors. The students had a chance to choose their community partner and work independently at their convenient times. Therefore, the observation time followed the schedule of each group.

During the S-L approach, the students also had the autonomy to choose whether to meet online or face-to-face. The researcher observed the activity in both online and face-to-face situations. Online situations included online meetings and online interactions. In observing online interactions, the researcher joined the students' group chat only when the students were permitted to do so. For the face-to-face situations, the researcher observed students' face-to-face group interactions and face-to-face meetings with the community partner from the beginning to find the community partner until the end of the S-L approach in total of 101.5 hours. Table 6 below shows an example of the researcher's schedule during S-L observation. The whole details of the observation report can be seen in Appendix 11.

Table 6. Example of observation schedule during S-L approach

Group	Dates	Activity	Hour	Total Hours	Data collected
1	1. 22 Nov 2023 2. 1 Des 2023 3. 1 Des 2023 4. 15 Des 2023 5. 16 Des 2023 6. 18 Des 2023	1. Group meeting 3 (Accepted by Bandeng Juana; finalising proposal) 2. Meeting with CP (Proposal agreement; need analysis) 3. Meeting with CP 2 (Need analysis interview) 4. Group meeting 4 (Product development) 5. Meeting with CP 3 (Product submission) 6. Meeting with CP 4 (Final evaluation)	1. 2 hours 2. 2 hours 3. 2 hours 4. 2 hours 5. 1 hour 6. 1 hour	10	- recording - field notes
2	1. 30 Nov 2023 2. 2 Dec 2023 3. 7 Dec 2023 4. 9 Dec 2023 5. 12 Dec 2023 6. 19 Dec 2023	1. Meeting with potential CP (Telkom) 2. Meeting with accepted CP (<i>Ranggawarsita Museum</i> ; need analysis and administrations) 3. Product development supervised by the CP 4. Group meeting (product development) 5. Meeting with CP (product evaluation) 6. Meeting with CP (Product submission)	1. 1 hour 2. 2 hours 3. 2 hours 4. 2 hours 5. 1.5 hours 6. 1 hour	9.5	

To support the S-L observation, the researcher took handwritten notes as a field notes to record what was said and done by all the participants. Field notes are the researcher's documentation of events, conversations and behaviours observed in the field and the researcher's reflections on them (Tenzek, 2022).

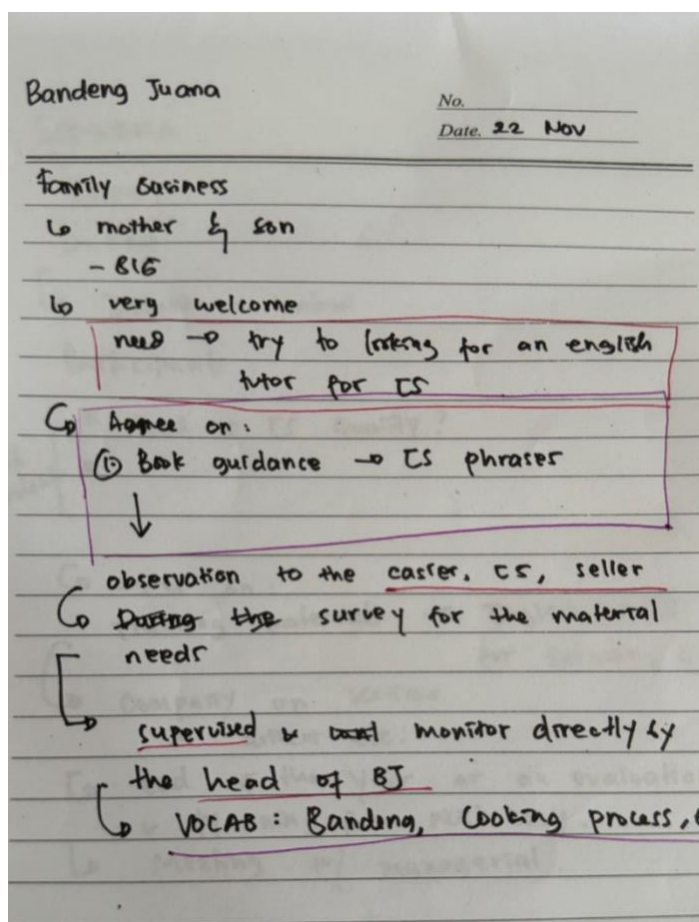


Figure 8. An example of field notes during S-L approach observation

I also took notes using video or audio recording, but only when necessary. For example, as seen in Excerpt twelve from [Section 4.2.2](#), a voice recording was done during the discussion of the English for CS need analysis between students in group 8 and their CP. The audio recording was considered necessary since I, as the researcher needed to capture all the information from the context of the discussion to the details, such as the language used by the students during the negotiation process. Not all observation data were recorded using video or audio because there were many participants with many interactions. Thus, there would be too much data being recorded.

3. Classroom sessions during the S-L approach

From week eight until week 15, when the students participated in the S-L approach, students must also report to the class once per week following the schedule of their English for customer service module to report their progress and ask questions to the lecturer and classmates. Each session lasted a maximum of 90 minutes, but sometimes sessions finished earlier if no further discussions were needed. Similar to the observation during the S-L approach, the handwritten notes were used as field notes for the observation. Video and audio recordings were only used when necessary.

3.4.4 Questionnaire

Three different questionnaires were used in this research. They were a questionnaire for students, a questionnaire for community partners, and a questionnaire for the module lecturer. All the participants completed the questionnaire at the end of the S-L project. The purpose of the questionnaire as one of the research instruments was to analyse participants' experiences during the S-L approach.

1. Questionnaire for students

The questionnaire for the students was adapted from the previous questionnaire by (Bakar et al., 2019). It consists of 20 Likert scale items on the learners' perceptions of the benefits of project-based learning in their English language. Baker and his colleagues piloted all instruments before they were used to ensure their content validity. Given that project-based learning and problem-based S-L share many characteristics, this study adapted Baker's questionnaire with some adjustment on the questionnaire items. The examples of the adjustment was the changing of the

statement from “I understand English conversations that I hear now more than I did before” into “I have a better understanding of English for customer service context” following the object of the study. The questionnaire that was used in this study included 20 items on a five-point Likert scale separated into four categories: language competence improvement (items 1-5), soft skill development (items 6-10), motivation and attitudes (11-15), and learning opportunities during S-L (16-20). The complete questionnaires can be seen in the Appendix 12.

Table 7. Example of Students' questionnaire

No	<i>Please indicate your level of agreement with the following statements.</i>	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
	As a result of participating in the S-L approach, I could feel that ...					
1	I am a better English language learner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I have a better understanding of English for customer service context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	As a result of participating in the S-L approach, I were able to ...					
6	think more creatively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	manage my work according to my plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	During the S-L approach, I could feel that ...					
11	I am always excited about the project I am doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	I appreciate the feedback received about my project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	During the S-L approach, I had many opportunities to ...					
16	speak in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	correct my mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The questionnaire was given to the students in English, as they were English students. The sentences used in the questionnaire were simple. During the data collection process, no students asked for clarification on any questionnaire items, indicating that the questions were clear and easily understood. The questionnaire was administered to the students on the same day when they did their post-test in the language laboratory.

2. Questionnaire for community partners

The questionnaire for community partners was adapted from Cowan (2008), who developed the original questionnaire by Gelmon et al. (1998). Cowan used the questionnaire for a study on a client-based assessment tool for the S-L project. The survey was designed to be comprehensive and covers various topics of interest to the client. The most significant inquiries are those that question the client's motives for participating in S-L and how the S-L experience influenced them.

Initially, Gelmon et al had six sections for the questionnaire: a) personal information, b) personal perspective about service-learning courses, c) attitude towards community involvement, d) personal reflections on the service-learning experience, e) satisfaction with roles and responsibilities and f) participation process. However, some adjustments were made for this study because only some points are relevant. From those six sections explained previously, the current study only gave the community partners two sections: personal perspective about the S-L and attitudes towards the community involvement section. It was chosen since it has already covered the community partners' understanding of what they knew about S-L and their reasons for engaging in S-L. Since not all community partners can use English, the questionnaire was given to the community partners in Bahasa Indonesia. The complete questionnaire can be seen in appendix 13.

I administrated questionnaires for the community partners on the final day of the S-L approach as part of their reflection after the students submitted their S-L products.

Table 8. Example of community partners' questionnaire

No	<i>Please indicate your level of agreement with the following statements.</i>	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1	Service-Learning helps students to prepare for their future careers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Service-learning should be implemented in more courses at the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	During Service-Learning project, students were able to work collaboratively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Questionnaire for module lecturer

The questionnaire for the module lecturer in English for Customer Service class was also adapted from Cowan (2008), who developed the original questionnaire by Gelmon et al. (1998). Similar to the questionnaire for the community partners, some adjustments were made for the module lecturer in this study. There were six sections of the questionnaire which were used in Cowan's study: a) personal information, b) personal perspective about service-learning courses, c) attitude towards community involvement, d) personal reflections on the service-learning experience, e) satisfaction with roles and responsibilities and f) participation process.

The module lecturer only had section A dan E from those six sections as her questionnaire. Those sections provide a perspective on the S-L course section and satisfaction with roles and responsibilities. It was chosen since the module lecturer was not involved directly in the field during the S-L approach. Therefore, she could not provide any information related to her attitude towards community involvement, S-L experiences, and the process of participation. Table 9 below provides examples of the module lecturer's questionnaire, with the complete questionnaire in the appendix 14.

Table 9. Example of module lecturer's questionnaire

No	<i>Please indicate your level of agreement with the following statements.</i>	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1	Service-Learning helps students to prepare for their future careers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Service-Learning helps students to develop their ESP communicative competence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	<i>Please indicate how satisfied you were with your opportunities to have the following roles and responsibilities:</i>	Strongly Dissatisfied	Dissatisfied	Neutral	Satisfied	Strongly Satisfied
4	Evaluating students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Designing a curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For the module lecturer, the questionnaire was given simultaneously when the students had their questionnaires. All the questionnaires were distributed at the end of the S-L approach to then be analysed and used as supplementary materials in focus group interviews (for the students) and interviews (for the module lecturer and community partners).

3.4.5 Focus group interview

The main purpose of focus group research is to draw upon respondents' attitudes, feelings, beliefs, experiences and reactions. Responses in a focus group are open-ended, broad, and qualitative. They provide more depth and get closer to what people think and feel.

According to Morgan (1997), the use of a focus group as a qualitative data collection method may be used in three different ways: as self-contained method; as supplementary source of data; and to be use in multi-method studies. For this study, specifically to answer RQs 2 and 3, the focus group employed the third form: use in multi-method studies in which the focus group results confirmed the findings of other data collection methods. Five questions for this study's focus group were adapted from Dorfman et al. (2003). The questions elicited information regarding the value and challenges of the S-L experience and experiences working with the community was taken from Dorfman et al. (2003).

Questions for this study's focus group:

1. What was the main value of the service-learning (S-L) experience for you?
2. How did S-L enhance what you learned in class (e.g., CS in general, English for CS)?
3. What were the main challenges of the S-L experience?
4. How did you meet community needs?

5. Would you recommend S-L for other modules or to other students? Why or why not?

Apart from the five questions mentioned before, during the focus group some follow up questions from the questionnaire were also being asked to the students to better elaborate on specific points of the questionnaire's answers. One example was the questionnaire question related to students' excitement during the S-L project. As the questionnaire results were more than 20% neutral response, the follow up question were given to the students during focus group to provide room for further discussion.

Related to the group formation for the focus group, like other qualitative techniques, the focus group members are not selected randomly. Instead, a purposive sampling is usually used since it helps the researcher find the information-rich cases which may best produce the required data. (Morgan, 1997; Patton, 2002). For this study, the group composition method used is the existing lists. The lists used for the focus group was the list of the S-L groups. It was chosen since it helped the students to share their reflections as they could discuss the same experiences and challenges with the other group members. Therefore, this study had twelve different focus groups, following the S-L approach groups.

The focus group was conducted after the completion of the S-L approach. During the focus group, the researcher became a moderator for the research group. The focus group discussions were conducted in *Bahasa Indonesia* as the students' mother tongue). In this study, the focus group were conducted within one hour. To enhance the data analysis, the focus group was audio-recorded to capture the discussion accurately. Supplementary information, such as paralinguistic information, group dynamics, etc., was also recorded through note-taking.

3.4.6 Interview

The interview aimed to pursue in-depth information on participants' experiences in the S-L approach. In this study, the interviews for the community and module lecturer were in a semi-structured interview. A semi-structured interview was used to limit challenges. According to (Cohen et al., 2017), the semi-structured interview has particular benefits. First, questions can be prepared before the interview. Second, it allows participants to express their opinion on their terms. Third, semi-structured interviews can provide reliable, comparable qualitative data. Cohen et al. (2017) explained that interview questions are standardised under semi-structured interviews. Therefore, comparison and analysis of the data are easier to conduct.

The procedures for conducting the interview included twelve community partners and one module lecturer being interviewed on a one-to-one basis after completing the S-L approach. The face-to-face interview was last 30-45 minutes. Similar to the students' focus group interview, the interview also was done in *Bahasa Indonesia* as the participants' mother tongue. I audio-recorded the interview and took notes during the interview. For community partners, the interview questions followed Dorfman et al. (2003). There are seven questions provided without any adjustments. Some examples of the interview questions are provided below, while the complete list of interview questions is available in Appendix 15.

Interview questions for community partner:

1. Was the matching of students and community partners appropriate, or would you suggest another way?
2. What did you particularly like, and what did you dislike about this project?
3. What do you think you contributed to the student you were working with?

Meanwhile, the module lecturer had four questions during their interview. The questions were taken from the Indiana University Bloomington's Center for Innovative Teaching and Learning Service-Learning Program Resources for Instructors, ACEs, & Community Partners. A few examples of the interview questions are shown below, while the full list of the module lecturer's interview questions can be found in Appendix 16.

Interview questions for module lecturer:

1. How does the service experience relate to class material?
2. Did the experience contradict or reinforce class material?

Similar to the students' focus group, apart from the questions mentioned before, during the interview, some follow-up questions from the questionnaire were also asked of the community partner. For the twelve community partners, since the results of the questionnaires indicated all agreements only, the researcher decided to also use the questionnaire items as additional questions for the interview to provide more room for the community partners to elaborate on their answers.

3.5 Data analysis

Similar to the previous section, this section consists of five subsections describing data analysis procedures for each data collection tool.

3.5.1 Pre-test and post-test scoring and analysis

To address RQ1, I transcribed the students' pre- and post-test responses and then scored the answers using the rubric score of the Oral Situation Test (OST) Raffaldini (1988), as can be found

in Appendix 8. The scoring system comprises three categories that assess sociolinguistic, discourse, and grammatical competence separately. The students were given points in each category for each answer. For each test, the maximum possible score is 17 in the discourse category, 18 in the sociolinguistic category, and 24 in the linguistic category. Therefore, the maximum score that can be obtained is 59. Figure 9 below provides an example of the scoring system (see Appendix 8 for the detailed rubric). In this study, I conducted the scoring of students' pre- and post-test answers.

- I. Discourse category (evaluates discourse competence of learners; examines communicative value of the response and propositional content)
 - A. Function (assesses the effectiveness with which the function asked for in the situation is expressed)
 - 3. function is fulfilled explicitly
 - 2. function is not fulfilled explicitly, but interlocutor can infer function from the message
 - 1. function is not fulfilled, although a message is conveyed
 - B. Message (assesses how well the response conveys the factual information needed for the successful carrying out of the function)
 - 4. message reflects the situation clearly
 - 3. lexical or syntactical errors require interpretation, but necessary information is conveyed
 - 2. lexical or structural errors and errors of cohesion or coherence make it difficult to connect message with situation
 - 1. no clear connection between message and situation
 - C. Cohesion (counts as errors each structural and lexical form that violates the cohesion of the response)
 - 5. no errors in cohesion
 - 4. one error in cohesion
 - 3. two errors in cohesion
 - 2. three errors in cohesion
 - 1. four errors in cohesion
 - 0. five or more errors in cohesion
 - D. Coherence (counts as errors each utterance that violates the coherence of the response)
 - 5. no errors in coherence
 - 4. one error in coherence
 - 3. two errors in coherence
 - 2. three errors in coherence
 - 1. four errors in coherence
 - 0. five or more errors in coherence

Figure 9. Example of the scoring process guided by OST rating system (Raffaldini, 1988)

Using a detailed rubric enhances consistency across evaluations by providing clear criteria for scoring each component of the assessment. Studies such as those by (Jonsson & Svingby, 2007) emphasize that rubrics standardize the scoring process, thereby improving inter-rater reliability, particularly when multiple assessors are involved. Additionally, rubrics are crucial for maintaining objectivity, as they minimize the influence of subjective judgments on scoring. Brookhart (2018) highlights that rubrics help limit evaluator bias by offering explicit guidelines, directing the evaluator's attention to specific criteria rather than allowing general impressions to influence the scoring.

To illustrate how the rubric was used to score students' pre- and post-tests, two students' pre-test responses (Excerpt 1 and Excerpt 2) were presented. These examples were followed by Table 10, which demonstrates how each response was analysed according to the OST (Oral Situation Test) rating system. The inclusion of two different examples highlights the differences in student performance and the application of the rubric to assess varying levels of discourse, sociolinguistic, and linguistic competence.

Excerpt 1 (student 1 Pre-test)

- 01 Good morning sir (..) welcome to PT Jaya Jaya Jaya?
- 02 my name is Ghanim as a sales marketing here
- 03 how can I assist you today sir? (.)
- 04 well if you have anything to discuss, please feel free to let me know

Excerpt 2 (student 38 pre-test)

- 01 Halo good morning welcome to our company
- 02 you must be miss Cinta right? nice to meet you?

Table 10. Example of students' pre-test scoring

CATEGORY	STUDENT 1	STUDENT 38
<i>Discourse category</i>		
1. Function	The function of greeting and offering assistance is explicitly fulfilled. The student appropriately greets the customer, introduces themselves, and offers assistance. Score: 3	The greeting and initial identification are fulfilled, but the offer of assistance is missing, making the function somewhat implicit. Score: 2
2. Message	The message reflects the situation clearly with only minor issues. The content is relevant, and the customer can understand the purpose of the interaction. Score: 4	The message is clear but lacks completeness due to the omission of an offer of assistance. It only partially reflects the situation. Score: 3
3. Cohesion	There is one cohesion error: "my name is Ghanim as a sales marketing here" could be phrased better as "I am Ghanim, a sales representative here." The use of "sales marketing" is awkward and impacts the flow. Score: 4	There is one cohesion error in the form of a slightly awkward transition from greeting to identifying the customer. Score: 4
4. Coherence	The coherence is generally strong, with one minor issue in the same phrase mentioned above, but overall, the dialogue makes sense. Score: 4	The coherence is maintained, though the abruptness in transition affects the flow slightly. Score: 4
SUBTOTAL	15	13
<i>Sociolinguistics category</i>		
1. Overall appropriateness	The language forms and functions are mostly appropriate, though the phrasing in line 2 could be more polished. However, it doesn't cause confusion or offense. Score: 4	The language forms are generally appropriate, though the greeting could be more formal, and the interaction is somewhat informal for a business setting. Score: 3
2. Tone	The tone is polite and professional throughout, appropriate for a customer service interaction. Score: 3	The tone is friendly and polite, but it might be a bit too casual given the business context. Score: 2
3. Cohesion of Appropriateness	There is one error in cohesion related to the slightly awkward phrasing in line 2. Score: 4	The response has a minor inconsistency in the casual tone compared to the expected business formality. Score: 4
4. Coherence of Appropriateness	The response is coherent, with appropriate function and language use throughout. Score: 5	The response has a minor inconsistency in the casual tone compared to the expected business formality. Score: 4
SUBTOTAL	16	13
<i>Linguistic category</i>		

1. Structure	There are two minor errors: "sales marketing" instead of "sales representative" and the lack of a proper conjunction or phrase in "my name is Ghanim as a sales marketing here." Score: 8	There is one major structural issue: "you must be miss Cinta right?" could be better phrased as "Are you Miss Cinta?" or "You must be Miss Cinta, correct?" The current phrasing is slightly informal and lacks clarity. Score: 7
2. Vocabulary	There is one major error with the use of "sales marketing," which could be confusing. Score: 7	The vocabulary is mostly correct, with one minor error in "miss" which should be "Miss" in a formal context. Score: 8
3. Fluency	The speech appears to be mostly natural and continuous, with no significant unnatural pauses. Score: 6	The speech seems natural and continuous, with no significant unnatural pauses. Score: 6
SUBTOTAL	21	21
TOTAL SCORE	52	47

After scoring each question, the total scores for each question were calculated, and the average was taken. Once the averages were collected for each student, a paired sample t-test was used to analyse the differences in pre-test and post-test scores before and after the S-L approach activity. The mean scores and standard deviations for each category in the pre-test and post-test were calculated, and statistical tests were conducted. The T-test compares two sets of scores to determine whether the average score of the first set is significantly higher/lower than the second set. According to Dornyei (2007), Paired sample t-test is a type of t-test often used to compare the test results taken from the same participants. After carrying out the paired sample t-test using SPSS, the next step in analysing the data is to interpret and report the results from this test.

To provide an in-depth analysis of the students' ESP communicative competence development after the implementation of the S-L approach, the recording of the students' pre- and post-tests was analysed linguistically using ELAN. ELAN is developed at the Max Planck Institute for Psycholinguistics in Nijmegen, Netherlands. Its name is an abbreviation for EUDICO Linguistic Annotator (where EUDICO stands for European Distributed Corpora Project).

The analysis process involves annotating and transcribing students' recording. The student responses were transcribed using the transcription procedure described by Levinson (1983, pp. 369–370), with a few minor adjustments made (Williamson, 1995) to enhance the precision and utility of the transcription conventions, address specific details and providing clearer guidance for transcription practices. For example, in Levinson's original, micropause (comparable perhaps to an average syllable duration) <0.5 sec. Meanwhile, Williamson's adjustment may include a more precise definition or additional notation to specify the exact duration range of micropause, e.g., “(.): micropause approximately <0.3–0.5 sec, used for very brief pauses between words or phrases.”

Table 11. Transcription conventions

Main Conventions:	
(.)	micropause (comparable perhaps to an average syllable duration) <0.5 sec
(..)	brief pause >0.5 s <1.0 s
(...)	pause >1.0 s <1.5 s
(2.0)	longer pause in seconds
::	lengthened syllables or speech sounds
?	not a punctuation mark but a rising intonation contour
()	uncertain passages of transcript

Excerpt 1 from the example of pre-test analysis was re-provided to give an example of transcription conventions are used in this study.

Excerpt 1 (student 1 Pre-test)

01 Good morning sir (..) welcome to PT Jaya Jaya Jaya?

02 my name is Ghanim as a sales marketing here

03 how can I assist you today sir? (.)

04 well if you have anything to discuss, please feel free to let me know

Each line of transcription represents spoken language as segmented into intonation units. In English, an intonation unit typically consists of four to five words and expresses one new idea unit. Intonation units are likely to begin with a brief pause and end in a clause-final intonation contour; they often match grammatical clauses. Each idea unit typically contains a subject, or given information, and a predicate, or new information; this flow from given to new information is characteristic of spoken language (Chafe, 1996). Arranging each intonation unit on a separate line displays the frequency of intonation units beginning with and thus highlights the more significant fragmentation inherent in spoken language.

3.5.2 Transcription for observation, focus group, and interview data

Different from the transcription processes used for the analysis of students' pre- and post-test answers, which made specific use of transcription conventions (see Table 6), the data from the participant interactions that were observed were translated and/or interpreted using "denaturalized" transcription, or "verbatim," in which every word is recorded, including utterances, mistakes, repetitions, and grammatical errors (Bucholtz, 2000, p. 1461), but without the use of specific conventions symbols. Verbatim transcription was chosen since it needed to cover details of the participants' interactions for analysis according to the purpose of each funding section, while the manner of speaking or the emotional context is as important as the content itself.

Meanwhile, data from other data collection instruments, such as focus groups and interviews, were transcribed from audio into written text by using "naturalised" transcription (or "intelligent verbatim"), which adapts the oral to written norms (Bucholtz, 2000, p. 1461). A "cleaned-up" transcript of what was spoken is called an intelligent verbatim transcript. This method

adapts the spoken content into a format more suitable for written text by eliminating redundant sounds, filler words, and nonverbal elements. Additionally, grammatical errors are corrected, and speech may be paraphrased or condensed to improve clarity. Using intelligent verbatim transcription aims to produce a clean, accurate representation of the spoken content that prioritizes clarity and substance over the exact manner of speaking. It makes focusing on the main ideas and themes easier without being distracted by nonessential details.

3.5.3 Thematic analysis

The qualitative analytical framework used to investigate the observation results, document analysis, focus group, and interview is thematic analysis. Clarke & Braun (2013) define *thematic analysis* as a strategy for detecting and analysing patterns in qualitative data research. They point out that theme analysis is conceptually flexible since it may be utilised within a theoretical framework for people, experiences, or activities. Such analysis can be either inductive (whereby themes, codes and categories are derived from the data) or deductive (whereby themes, codes and categories are chosen a priori, before the analysis starts). This research used deductive analysis, driven by the activity theory (AT) model and pre-existing literature, to analyse the data. Deductive thematic analysis (Clarke & Braun, 2013) presents the key themes and subthemes as identified under each node of the AT model: subject, object, outcome, rules, community, division of labour and tools (see [Section 3.5.4](#)). The analysis followed the following six stages by (Braun & Clarke, 2006). Complete examples of the thematic analysis process can be found in appendix 8.

Phase 1 Familiarization

This phase started with transcription, as the researcher transcribed all the recordings of focus group recordings, interviews, and observations (see [Section 3.5.2](#) for details of the transcriptions). All additional data from the field notes were also gathered during these steps. The next step was to put the transcription and field note data into twelve columns, following the total number of the S-L groups. In this study, there were two different data sets. One set for the results of the observation and one set for the results of the focus group and interview. The separation was done since RQ3 only used the focus group and interview results.

Phase 2 Coding

In this study, manual coding was carried out across all data sets using different colours to represent various codes. For example, as illustrated in Figure 10, the colour blue was used to code students' interactions with the community partner.

GROUP 1 (Juana – Local gift shop and restaurant)	GROUP 2 (Ranggawarsita museum)	GROUP 3 (Aragon transport)	GROUP 4 (Istana Brilian – Local gift shop)	GROUP 5 (Moaci Gemini – Local gift shop)
1. Directly accepted (emailing the company) 2. Group discussion: in person meeting and via WhatsApp 3. On site 1: discussing need analysis with the owner (staffs are using “tarsanic”)	1. Tried to come to a company – the company asked them to create a proposal 2. Group discussion: in person meeting and via WhatsApp Proposal rejected 3. Revised proposal and send it to other companies	1. Observe some companies website 2. Make official letter from uni and visit the site 3. Accepted but need to do interview with the manager of the project site. 4. Group discussion: in person meeting and via WhatsApp 5. On site 1:	1. Tried to come directly to a company – the company asked them to create a proposal – rejected 2. Tried to come directly again to a different company, but this time practicing what kind of service that they want to offer to the company	1. Emailing some potential companies; make a proposal 2. Group discussion: in person meeting and via WhatsApp 3. On site 1a: called by manager of a company (a travel agent) – discussion *unique point: the manager

Figure 10. An example of the coding process in thematic analysis

Phase 3 Searching for themes

The next step was to group the data according to the same colours and assign them to a theme. Deductive thematic analysis was used to categorise the data themes under the seven nodes of the activity theory model. Details on Activity Theory (AT) are discussed in the next section. For example, following the coding phase discussed in Phase 2, all words highlighted in blue, which indicated the code for students' interactions with the CP, were classified under the theme "CP mediation," one of the seven nodes in AT. Here are the results of the coding:

The company asked them to create a proposal
 Make official letter from uni
 The museum asked for official letter from uni to have a further interview
 the official letter and proposal
 the manager explain that the staffs actually need their help but didn't get the permission from
 the head office because the students need to have a long work with customer experience team.
 Rejected by the CP (not in line with their needs)
 Students changed strategy – make a product first
 Emailing other potential companies, while attaching their product
 rejected twice
 Tried to email some companies
 After a while, no answer
 Tried to come directly to some companies and email – rejected 12 times

Figure 11. Results of the coding

Phase 4 Reviewing themes

Phase 4 involved determining whether a theme name could clearly describe the data it represents. For example, in this phase, the theme "CP mediation" was elaborated as "Human mediation – CP mediation" to clarify that CP mediation is a subset of human mediation, in line with the nodes of AT. This distinction is based on (Vygotsky, 1978) types of mediation, which classify CP mediation as a part of human mediation.

Phase 5 Defining and naming themes

In this phase, I built the descriptive thematic analysis table and put all the themes into the AT model triangle based on the nodes. Here is an example of the descriptive thematic analysis for this study.

3. Defining and names
Nodes from Activity Theory framework

No	Node	Theme	Code	Sub-code
1	Mediation	Material tools mediation	Digital platform	Interaction through digital platform
2				S-L completion through digital platform
3			Teaching materials	Textbook
4				Classroom activity (roleplay)
5		Human mediation	Psychological tools mediation	L1 (Bahasa Indonesia)
6				L2 (English)
7			Peer interaction	Peer collaboration
8				Learning from their friends
9			Community Partners	Collaboration
10				Working as a client
11			Module lecturer	S-L supervisor

Figure 12. An example of the descriptive thematic analysis table

Phase 6 The report created the findings chapter.

The last step in this thematic analysis is producing the report. This step is based on a complete set of worked-out themes, at which point researchers need to complete the final analysis and write up the report.

3.5.4 Activity Theory

As an overarching analytical phase, Activity Theory (AT) (see Leontiev, 1978; Vygotsky, 1978) served as a theoretical and analytical framework to contextualise the overall findings. AT thus supported the investigation of interrelations between different elements of the students' activity systems in a holistic, unified account of S-L for the development of communicative competence (see Babapour et al., 2021). Engeström's triangle is often used without reference to the rich

understanding of the underlying work of Vygotsky, Leontiev and others, but it does offer researchers and practitioners a holistic interpretation of a real-world situation that is comprehensive and clear (Hasan & Kazlauskas, 2014).

Until the last decade, there were three known generations of Activity Theory theorists (Engeström, 1999). The first generation emerged from the work of Vygotsky and his colleagues, and the understanding of object-oriented action mediated by cultural tools and signs Vygotsky (1978). Vygotsky represented the first generation model of human activity as a simple triangle. Vygotsky's model illustrates his theory that human beings do not interact directly with their environment; instead, they use tools. Subject, tool, and object are the three analytical components that comprise the activity. The subject is the person being researched, the object is the planned activity, and the tool is the mediating mechanism through which the action is carried out (Hasan et al., 1998).

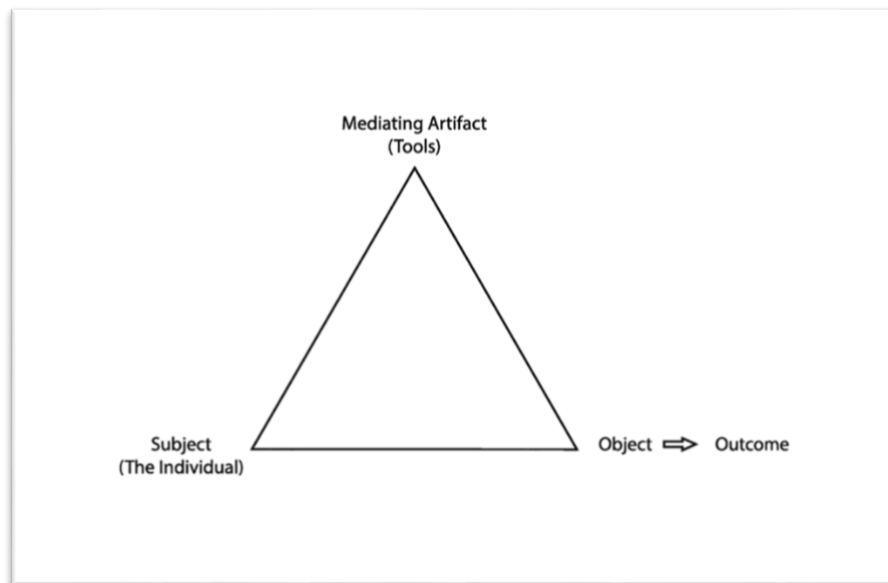


Figure 13. First Generation of Activity Theory by Vygotsky.
Source: Adapted from Engeström (2002)

The second generation of AT was proposed by Leont'ev (1978). The novelty of his conceptualisation associated activity with the new elements of the division of labour and cooperation and showed that activities motivated by objects are formed in a collective, rather than individual dimension. Engestrom (1987/2015, p. 63) then developed a systemic model of human activity based on the earlier generations.

Engeström (1999) further developed the framework by making an important contribution to AT as he established it as a paradigm for analysing activity systems as such. The first version (or generation) of AT by Vygotsky was modified by Engeström (1999) to include the following components: subjects (individuals or groups of individuals that engage in the action of mediating tools), objects (the implicit incentives that drive people to engage in a certain activity), outcomes (goal or target of the activity), instruments (tools, artefacts, or notions that operate as mediation tools to help the subjects complete the activity), and rules (laws) (how the work in the activity is divided among participants in the activity).

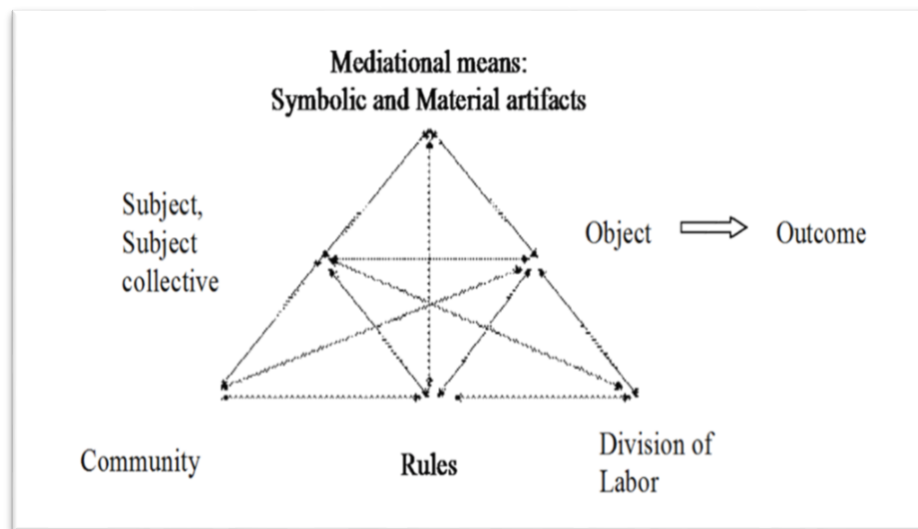


Figure 14. Engeström's Activity Theory model (1987, 1999)

The third generation of the AT diagram aims to present the process of social transformation. It aims to provide tools and concepts that enable us to understand and explore multiple viewpoints, value systems and 'networks of interacting activity systems (Daniels et al., 2010). In other words, two intersecting activity systems have an identifiable object, becoming transformed as they work together on a joint project. The outcome is object three as the result of intersecting activity systems.

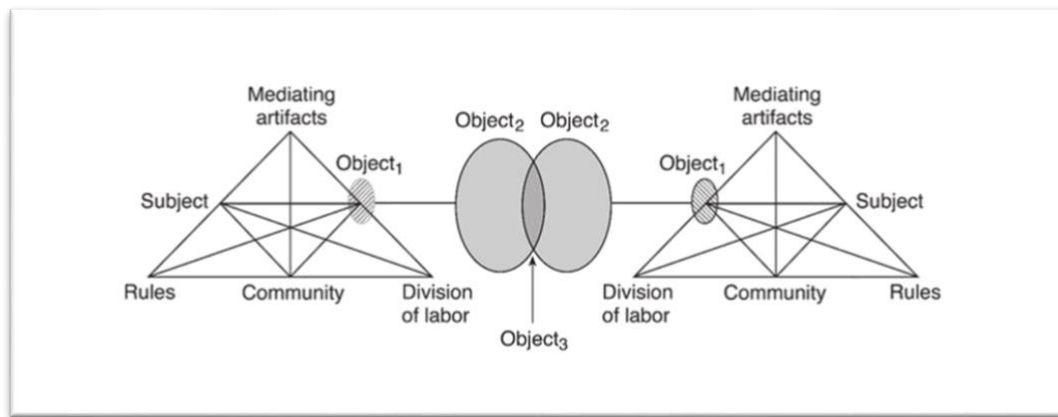


Figure 15. Third generation of Activity Theory
(www.edu.helsinki.fi/activity/pages/chatanddwr/activitysystem)

In the third generation, each AT element is related to the subject, affecting and being affected by the rules, division of labour, instruments, communities, and outcome. The motive (object and outcome) of the activity remains fixed like in the second generation, but it is a process and a result of the subject, instruments, division of labour, and community actions within the activity (Engeström et al., 1999). To Engeström, a fixed object does not mean it cannot change. In the third generation, if there is a change in the object, there is the birth of a new activity. Considering that an object is what guides the activity, Engeström (2001) and several

contemporary scholars discuss the emergence of ‘runaway objects’, that is, non-intentionally created objects that may start through one activity but have results that affect several others.

3.5.4.1 Contradictions analysis

AT not only can be a framework to help us see the successful mediation that might happen during the S-L approach, but AT could also be used as an analytical framework to investigate problems that might happen by using contradiction analysis. These contradictions are central elements of activity systems that appear as obstacles, tensions and conflicts within or between activity systems (Kuutti, 1996). Engeström (1987) established contradictions as a fundamental principle of AT, facilitating the identification of tensions and conflicts that develop in learning environment systems. Contradictions are also known as structural tensions that have emerged over time. These inconsistencies can cause tensions, interruptions, and clashes; however, through conflict resolution, they can also be viewed as sources of change or development.

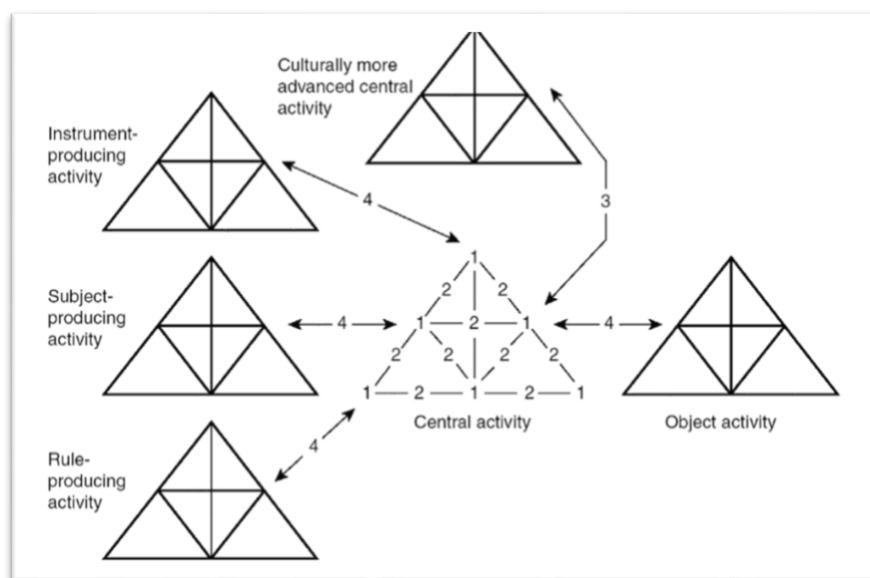


Figure 16. Four levels of contradictions in a network of human activity systems (Engeström, 1987, p. 103)

Contradictions are defined as "a misfit within elements, between them, between different activities, or between different developmental phases of a single activity" (Kuutti, 1996, p. 34).

Engeström (1987, p. 103) proposes four levels of contradictions:

- *Primary contradictions* occur within one element of the system.
- *Secondary contradictions* occur between elements of the system.
- *Tertiary contradictions* occur between systems and the attempt to apply a new model.
- *Quaternary contradictions* occur between neighbouring activity systems.

The identification of contradictions is essential as they are forces for motivation of a change and development (Engeström, 2001).

3.5.4.2 Activity Theory in the present study

In this study, the thematic analysis results from the observations, document analysis, focus group, and interview (see [Section 3.5.3](#)) were analysed through the lens of the second version of the AT analytical framework (see Figure 14). Among those three AT generations being discussed, this study implemented the second generation of AT (Engeström, 1987). It was chosen as the theoretical framework in this study since it illustrates how cognitive change happens within a collective context. The second generation of AT clarified the distinction between individual action and collective activity. Although the first generation of AT centres on Vygotsky's notion of mediation (see figure 13), this notion is still located at the level of the individual's actions only. The distinction between individual action and collective activity is implied but not articulated in Vygotsky's first version of AT.

Meanwhile, the third version (see figure 15) focuses more on the 'boundary' between two activity systems and the potential of the 'boundary crossing space' as a site for learning. This

version of AT is most to be used to analyse two separate but interrelated activity systems which does not have any correlation with current study. This analytical framework has been used particularly in investigating and developing multi-agency working (Daniels et al., 2010).

Following Hasan & Kazlauskas (2014), the analysis the data using the lens of Activity Theory in this research proceeded as follows:

Step 1. Identify the significant activities of the system to be investigated together with each activity's subject(s), object and purpose.

Step 2. Identify the actions and mediating tools of the activity or activities, where tools can be primary, secondary or tertiary.

Step 3. Identify the dynamics and tensions within and between the identified activities.

Using the second version of AT by following all those three steps mentioned above, these analysis results were used to answer how S-L mediate the development of ESP communicative competence. In more detail, it addresses the question of what activities of mediation taken from the concept of sociocultural theory might happen during the S-L activities and what the impact of those mediation mechanisms for ESP communicative competence development is.

3.5.5 Likert-scale questionnaire analysis

To gain insights into the views and perceptions of the students, module lecturer, and community partners after completing the service-learning (S-L) project, three Likert scale questionnaires were administered (see [Section 3.5.5](#)). These questionnaires were specifically designed to address RQ2, which focuses on the reflections of S-L in developing ESP. The data collected from the Likert scale questionnaires were analysed quantitatively using descriptive analysis, as recommended by (De Vaus, 2016). This approach allowed me to identify and understand the patterns and trends in

the responses from the different groups of participants. Descriptive analysis involves summarizing the data to highlight the central tendencies, variations, and overall distribution of responses across the Likert scale items. For instance, I examined the frequency of responses in each category (e.g., strongly agree, agree, neutral, disagree, strongly disagree) to determine the overall sentiment and levels of agreement or disagreement among the participants regarding the S-L approach.

The results of the Likert scale questionnaire provided a clear, quantifiable measure of participants' attitudes and perceptions. These results were then integrated with the findings from the focus group discussions and the thematic analysis of interviews ([see Section 3.5.3](#)) to answer RQ2 comprehensively. By combining quantitative data from the Likert scale analysis with qualitative insights from the focus groups and interviews, I was able to triangulate the data, thereby enhancing the robustness and validity of the research findings.

The Likert scale data revealed key trends and patterns in how students, module lecturers, and community partners perceived the S-L approach's impact on ESP communicative competence. For instance, patterns of strong agreement or consistent positive responses among participants could indicate a generally favourable perception of S-L's effectiveness in enhancing communicative skills in real-world contexts. On the contrary, any patterns of disagreement or neutral responses suggest areas where the S-L approach could be improved or where participants experienced challenges. These insights were crucial in forming a well-rounded understanding of the participants' views, which, when combined with qualitative data, provided a holistic picture of the S-L project's outcomes and effectiveness.

3.6 Ethical considerations

According to Hamilton & Corbett-Whittier (2013) ethical principles are fundamental in every research. Based on Resnik & Elliott (2016), ethics are "norms of conduct" that distinguish between acceptable and inappropriate behaviour. The British Educational Research Association, the American Educational Research Association, and the Scottish Educational Research Association are three research organisations that base their research on two guiding ideas. Those are respecting the person(s) involved in the research and being responsible to participants, sponsors, and the educational research community (British Educational Research Association, 2004).

For this research and as noted in [Section 3.6](#), an information letter and consent form were given to the head of the program for his/ her institutional consent for the participation of the lecturer and students in undertaking the observation, questionnaire, and interview process. All the participants' information sheets and consent forms, along with the information form, were also be given to the participants involved to give detailed information related to the data collection process in this research and obtain their signatures. All participants were reminded that participation would be voluntary, and they were free to withdraw at any time without providing a reason. They also knew that withdrawal from the study would not result in sanctions or adverse consequences. Their decision would not influence their relationship with the researcher, the department, or the university.

3.7 Conclusion

In this chapter, I have outlined and justified the methodologies used in conducting this research. I described the case study mix-method (CS-MM) research design and the participants involved in this research. Data gathering tools and data analysis were also discussed in this chapter following

the sequence of the data collection instruments. Towards the end of this chapter, I discussed the ethical considerations that included how data would be disseminated and secured to ensure confidentiality and safekeeping of all data relating to the participants. Finally, I have detailed the methodological procedures and analytical frameworks underlying the research design in this chapter. As discussed above, Activity Theory is fundamental to this study since this theoretical and analytical framework allows for the overarching contextualisation of the findings. The subsequent chapter highlights the findings from the data analysis in line with each data collection instrument and research question. The next chapter explores the findings in further detail, led by the data collection procedures and research questions.

CHAPTER 4

THE OVERVIEW OF S-L APPROACH PROCESS

This chapter presents the key observations from the study on the Service-Learning (S-L) approach, focusing on three distinct implementation phases. First, it outlines the pre-S-L stage findings, including an overview of the English for Customer Service (CS) module and initial classroom observations. Next, it examines the implementation of the S-L approach, highlighting the experiences and challenges faced by students as they engaged in the project. Finally, the chapter presents the outcomes after the S-L approach, including an analysis of the S-L products. These findings comprehensively detail the journey of the S-L approach, providing clear context for each step of the process.

4.1 Initial classroom observation

The English for Customer Service (CS) module is an integral part of the English for Specific Purposes (ESP) curriculum, designed to prepare students for communication in professional customer service settings. The module provides students with both language skills and practical knowledge relevant to the customer service industry. It combines linguistic components, such as customer service-specific vocabulary and phrases, with practical guidance on delivering effective customer service. For a more detailed discussion on the role of English in CS within the context of ESP, refer to [Section 2.3.1.1](#). Classroom observations of the English for CS module revealed a traditional instructional setting, with the lecturer positioned at the front of the class and students seated in rows facing the instructor. The teaching materials primarily came from textbooks, supplemented by multimedia presentations, including PowerPoint slides. This conventional

classroom setup was intended to foster student engagement with the presented material but did not yet incorporate interactive or experiential learning elements.

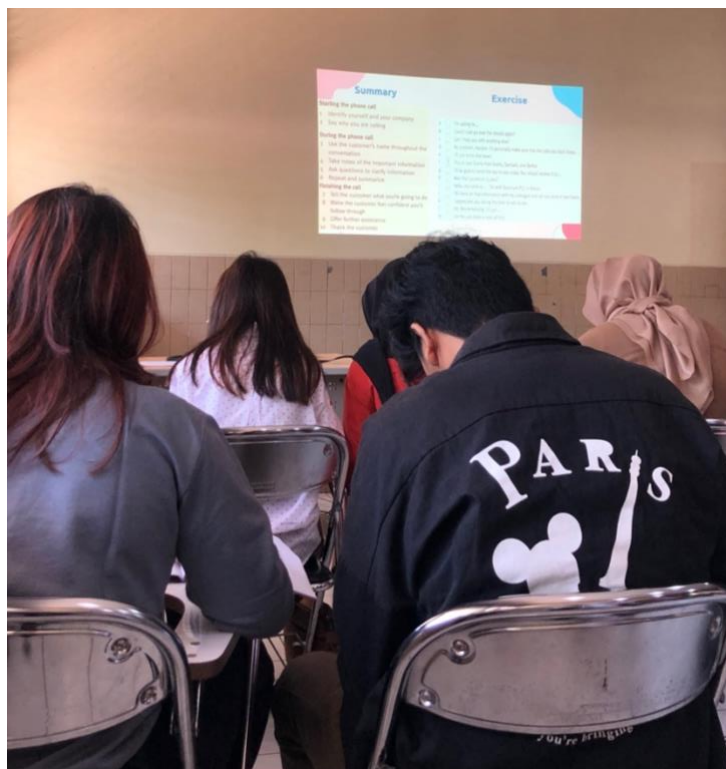


Figure 17. Module lecturer's PowerPoint slides in the classroom

The lecturer used an interactive teaching style, posing questions to students during discussions. Students typically responded together, creating an informal and dynamic classroom interaction. For assignments, students were free to discuss and collaborate with their peers, and they often adjusted their seating to facilitate group discussions. Group assignments were a regular component of the class structure, with students being asked to work in groups thrice during the observed classes. Students rearranged their seating into circles or face-to-face configurations for these activities to facilitate group interaction and discussion. In addition to group assignments, pair work was also a frequent feature, especially at the end of each unit from the textbook. These pair

activities typically involved students engaging in conversations and role plays that simulated customer service scenarios.

4.1.1. *Classroom interaction*

In the first week's meeting, the lecturer explained the module overview to the students. It included the teaching materials, the classroom activities, the S-L project, and the assessment of the module. What must be highlighted from the explanation was that the module lecturer mentioned students' potential to gain extra credit for class participation. Every active participation was worth 10 per cent extra credit for the module. Quoted from the module lecturer, there would be a task to make a conversation in certain situations. In every chapter of the textbook, students were required to participate in role-plays based on their conversations, providing them with an opportunity to be active and earn 10 percent extra credit.

Although the extra credit is not the focus of my research, the observation results showed that every time the module lecturer gave the students a chance to do a role play, more than 50% of the students in both classes would raise their hands. For example, Figure 18 below shows the example of students in class A during their second-week meeting after the module lecturer asked who wanted to perform their role-play in front of the class for the first time. A similar situation also happened in class B, where 18 out of 30 students raised their hands in their second-week meeting to voluntarily perform their role-play. As noted in my observation notes from classroom weeks 2, 3, and 4, similar findings were found in which more than 15 students raised their hands to perform their role-play voluntarily.



Figure 18. Students raised their hands after the module lecturer asked who wants to perform their role play in front of the class

Students' active participation did not only happen when the students needed to perform their role-play in front of the class to get the extra credit. The textbook facilitated the learning process and was used as the lecturer's main source. The textbook being used is *Express Series: English for Customer Care (Oxford Business English)* by Rosemary Richey (Richey, 2015). The lecturer used the textbook to make interaction with the students. In every meeting, the module lecturer asked the students to brainstorm in their first five to ten minutes related to the topic of the chapter being discussed and to answer some short questions from the textbook. For these sessions, all students in the classroom actively shouted their answers from their chairs. Excerpt 1 below showed the example of classroom brainstorming in class A. This was their second meeting under

the topic of face-to-face interaction with Ss indicated the students and L indicated the module lecturer.

Excerpt 1

- 01 L: Look at your book page 11. (*Reading the instruction*) what makes the most impact in
 02 face-to-face encounters in customer care? Choose the three most important aspects for
 03 you and compare your answer with a partner. Emmm how about we do it together?
 04 Ss: Yes
 05 L: Ya? It's easy right? Ok, to save the time let us do it together. Are you ready?
 06 Ss: Yes miss.
 07 L: Okay, let me read the statement and you answer it with yes or no. It is okay to have
 08 different opinion because we will check right after this by reading the following text.
 09 Clear speaking voice?
 10 Ss: Yes
 11 L: Good vocabulary?
 12 Ss: Yes
 13 Ss: No
 14 L: Hahahaha yes, or no?
 15 Ss: YES (*shouting*)
 16 Ss: NO (*shouting*)
 17 L: Hahahaha, okay okay lets us continue first, then we will discuss about it later.

In Excerpt 1, we observe a lively example of student engagement during face-to-face interactions in customer care class. The lecturer guides the students to consider what makes a strong impact during customer encounters and asks them to complete the activity as a group to save time and encourage collective participation. This decision reflects a flexible teaching style emphasising group dynamics and open interaction.

From the start, the students respond eagerly and synchronously, as signalled by their enthusiastic "Yes" in line 4. The lecturer continues by asking simple yes-or-no questions about key aspects of customer service (e.g., clear speaking voice, vocabulary), and the students vocally respond from their seats, resulting in a chorus of overlapping answers (lines 10-16). Some students shout "Yes" while others shout "No," creating a humorous back-and-forth exchange, which the lecturer handles with good humour, laughing and acknowledging the diversity of opinions in the room.

The transcript highlights the spontaneous and sometimes chaotic nature of brainstorming, with students feeling comfortable enough to express differing views, even jokingly contradicting each other. The lecturer maintains a lighthearted tone, laughing with the students and encouraging them to stay engaged with the evidence in her comment in line 17: "Hahahaha, okay okay, let's continue first, then we will discuss it later." This interaction illustrates an open, interactive classroom atmosphere where students feel free to voice their thoughts without fear of being wrong, knowing that disagreements will be addressed and clarified in later discussions.

As shown below, the brainstorming session from week two was chosen for analysis as it demonstrates how students actively participated and were unafraid to express differing opinions with their peers. Lines 12 and 13 show how students voiced differing opinions during the brainstorming session, opening up a discussion that was later resolved by reading a follow-up text about tips from an American customer care website. In other sessions, brainstorming was similarly used as a starter activity, allowing students to freely share their ideas. The lecturer then reviewed and summarised these contributions during the follow-up discussions. Regarding peer interaction before the S-L approach, classroom observations revealed that aside from the role-play, meeting

one was used for introductions and meeting six for a quiz. During meetings two to five, the lecturer asked students to work in pairs or groups for textbook exercises.

The classroom was arranged in a traditional lecture setup, with rows of fixed seating (see Figure 18). Students faced the instructor with their backs to one another. However, when working in pairs or groups, students could rearrange their seating into pods or pairs (see Figure 19), using rectangular, circular, or trapezoidal tables or individual desks to facilitate group work.



Figure 19. Students working in pairs

Moreover, the observation showed that peer interaction also happened when the students did not understand or were left behind when the lecturer explained something. Before raising their hand to ask the module lecturer directly, data from the observations showed that students from

both classrooms preferred to ask their friends first for clarification, as usually happened when they needed help understanding the lecturer's instructions. Excerpt 2 below shows an example of students' conversations discussing the instruction of their role-play task recorded during one of the classroom meetings. The original conversation was in Bahasa Indonesia, then translated to English.

Excerpt 2

- 01 S1: What does it mean by use the information in the partner files to role-play a
 02 conversation? Does it mean that we have to use all the phrases to make our own
 03 role-play dialogue?
 04 S2: No. It says that use the information in the partner files. Do you think? Where is the
 05 partner files anyway? I am confused.
 06 S1: Let's ask another group.
 07 S2: (*Called someone sitting in front of them*). What does the instruction mean?
 08 S3: We are asked to make a dialogue based on partner A and B. Partner A and B is on
 09 page 58 and 60. Look at this small letters. This is the additional information for the
 10 partner files. Partner A is an assistant manager from ah I forget the name of the
 11 company, partner B is from Sunshine something.
 12 S1: (*Found the partner files pages*) this one?
 13 S3: Yes.
 14 S1: Thank you.

As we can see from the above excerpt, the students first tried to discuss the instructions with their peers. When both of them could not understand the instruction, as presented in line 07, they decided to ask another friend from another group rather than directly ask the module lecturer. Data from the observation found that from 29 pairs of students (one group consisted of 3 students as there were 59 students in total), only four groups raised their hands and asked directly to the module lecturer, but still after trying to discuss with their peers.

Another key observation from the classroom observation was that students consistently demonstrated consistent focus and adherence to task expectations. All 59 students displayed focus and responsibility throughout the course. Observing from the back of the class, I noted that the learning environment remained orderly and conducive to learning from the beginning to the end of each session. Additionally, students met task deadlines, submitting their work on time as required by the module lecturer.

4.1.2 Students' learning attitudes

The observations during the role-play activity in week six, which focused on the 'Call Centre/Dealing with Phone' chapter, revealed a pattern of positive learning attitudes among the students. These behaviours were consistently demonstrated and are noteworthy as part of the findings. For example, the class started, students were seen actively preparing for their role-play sessions, practising with their peers to ensure they were ready for the activity. This pre-class engagement indicated a proactive approach to the task, suggesting that students were committed to participating fully and were motivated to perform well. Such preparatory actions highlighted their willingness to engage with the material beyond the formal classroom setting.

During the role-play performances, the lecturer provided general guidelines, such as assigning scenarios and encouraging creativity, but did not specify the use of props. Observation showed that 19 out of the 29 student pairs independently chose to incorporate their cell phones as props, enhancing the authenticity of their scenarios (see Figure 20). This unprompted use of personal devices demonstrated their resourcefulness and initiative as they adapted readily available tools to meet the task's demands. By going beyond the lecturer's instructions, the students displayed

deeper engagement and a proactive attitude toward learning, highlighting their commitment to making the activity meaningful.



Figure 20. A pair of students used cell phones as a property for their role-play

Additionally, the observation noted that one student volunteered to perform the role-play twice to assist a classmate who lacked a partner, ensuring the activity proceeded smoothly. This self-initiated act of support highlighted a cooperative learning environment where students focused on their performance, fostering inclusivity and ensuring all class members could participate effectively. These observations illustrate a consistent pattern of positive learning attitudes characterized by preparation, resourcefulness, and peer support. These behaviours were evident across multiple students and reflected a level of engagement that contributed to a collaborative and dynamic learning environment during the observed sessions.


4.1.3 Students' English proficiency

In order to support our understanding of students' ESP communicative competence development (see [Section 5.1](#)), results of students' English proficiency observation are presented. To provide a background, during the study, the students were still in their third semester or early second year of study. Based on the evaluation document from the previous semester, their average English proficiency was at the B1 Intermediate level on the CEFR scale. Based on the observations, some English problems still occurred during the classroom meetings. The first problem was that the students needed help understanding the English instructions in their textbooks when doing an assignment. An example of English instruction that happened to make confusion was when the students needed to put back one formal and one informal email version that had been mixed up for their task 5 and continued to find phrases in the two emails to complete a table for their task 6 as being shown by Figure 21 below.

5 Two versions of the same email – one formal and one informal – have been mixed up. Put them back in order.

Dear Mr Varley
b

Dear Mike



a In the meantime, if you have any other questions, please don't hesitate to contact me. I look forward to seeing you next week.

b In regard to your phone call this morning, I am writing to let you know about the latest developments.

c I'm glad to tell you that we've found two new customers for you. It'd be great if we could set up a meeting at the end of next week to discuss this. Would you like me to email you the customer information today? You can review it before we meet.

d Kind regards
J Hargreaves

e Thanks for your phone call this morning. Just a quick email to let you know about the latest developments.

f I am delighted to inform you that we have found two new customers for you. I would appreciate it if we could set up a meeting at the end of next week to discuss this. Would you like me to email you the customer information today? You can review it before we meet.

g All the best
John

h In the meantime, let me know if you need any other help. Looking forward to seeing you next week.

6 Now find phrases in the two emails to complete the table below.

FORMAL	INFORMAL
Connecting with the reader In reference to your letter/email of ... 1	Re your letter/email of ... 2
Further to our recent meeting ...	I hope everything is going well.
Reason for writing We are writing to confirm ... 3	I'm just writing to tell you ... I'd like to let you know ... 4
I would like to inform you ...	
Giving good news We are pleased to say ... 5	I'm happy to tell you ... 6
Requests We would be grateful if we could ... 7	Could you ... ? 8
Taking action I will phone you/contact you ... We would be delighted/pleased to assist you.	I'll get in touch with/get back to you ... I'd be glad to help out.
Concluding Please feel free to contact me/us if you have any further questions. 9	Let me know if you need anything else. 11
We look forward to hearing from/meeting you soon. 10	Looking forward to your reply/to hearing from you. 12

Figure 21. Tasks 5 and 6, which caused confusion among students

Results of the document analysis on students' works showed that there were 36 students who had problem in understanding the instruction, making them created their own phrases for task 6, leading them to create their own phrases instead of completing the task as instructed. It indicates that over half of the class struggled with interpreting English directions, particularly when differentiating between formal and informal language, as required in the assignment. Furthermore, only eight students made no grammar errors and registered on the quiz, and just ten achieved this on the mid-term test. These figures reveal that the majority of the students face significant challenges in mastering grammatical accuracy and appropriate registers. The numbers highlight

specific areas where students need additional language support to improve comprehension and linguistic competence.

Regarding linguistic competence, from 59 students, only eight students made no errors in both grammar and registers for their quiz, and only ten students made no errors in both grammar and register for the mid-term test. In order to provide the context, Figure 21 is shown first to provide context for students' tasks for the role-play they had to carry out.

Unit 3, Exercise 12		File 3	Week of 5 May
Phone call 1 Today is Friday 2 May. Your colleague – Gillian Browne – is not in the office today. But she has given you her diary and asked you to make appointments for her.			Monday 4 p.m. dept meeting
			Tuesday 8 a.m. breakfast meeting (until 10?) Meet Zak at 5 p.m.
			Wednesday John & Paulo – 10.30 (+ lunch?) p.m. Work on presentation (no calls)
			Thursday Annual meeting, Stockholm flight 8.30 a.m.
			Friday return flight 5.15 p.m.

Figure 22. Scenario for students' quiz

I observed and recorded students' roleplay quizzes during classroom sessions to conduct an analysis grounded in Business English as a Lingua Franca (BELF) principle (see [Section 2.3.1.1](#) on English for English for customer service communicative competence). My focus was on how grammatical errors in the roleplay excerpts and additional examples affected the clarity and overall professionalism of the communication. BELF prioritises intelligibility and the smooth flow of communication over strict grammatical accuracy, especially in interactions involving speakers from diverse linguistic and cultural backgrounds. While grammar is not the primary focus of

BELF, it is essential when errors disrupt understanding, cause ambiguity, or undermine the professional tone necessary in customer service contexts.

I meticulously recorded the students' performance during the observation as they engaged in their roleplay exercises. Following the observation, I analysed the recorded quizzes, identifying and annotating grammatical errors within the dialogues. Each error was categorised based on its type, and I examined how these mistakes influenced the effectiveness of the communication, determining whether they interfered with the intended message or clarity. Excerpt 3, presented below, illustrates a conversation between students from one such roleplay. The grammatical errors made by the students are underlined, with the specific types of errors identified in brackets following each sentence.

Through this analysis, I aimed to identify the impact of the errors on the fluidity of the interactions, which is critical for customer service contexts. Maintaining a clear, polite, and professional tone in these settings is essential for fostering positive customer experiences and achieving successful outcomes.

Excerpt 3

- 01 S1: Good afternoon. SVT group here. May I help you?
- 02 S2: Good afternoon. May I speak to Gilliane Browne please?
- 03 S1: Oh, I am sorry, but Ms. Gilliane is not in office today. (Article error)
- 04 S2: I see. So, I am Renata. I met Ms. Gilliane at a trade fair, and she is interested with
- 05 my product. So, could you help me to set a meeting with Ms Julian? (Preposition error)
- 06 S1: Yes, I think I can.
- 07 S2: Are Ms. Gilliane available on Tuesday at 2 pm? (Subject-verb agreement error)
- 08 S1: Tuesday? Let me check my diary. Oh, at Tuesday Ms. Gilliane will not in London. (Preposition error, missing auxiliary verb)

- 09 She has flight to Stockholm and will return at Friday evening. How about Monday
- 10 morning Ms. Renata? (Preposition error, missing article)
- 11 S2: Oh, I am sorry. I have full schedule on Monday. How about Wednesday? (missing article)
- 12 Ms. Gilliane meet someone at Wednesday. (Tenses error, preposition error)
- 13 S1: Oh, I see. How about Thursday at 1 pm?
- 14 S2: Sounds good. Ms. Gilliane has free time at 1 pm before meet the client. (Tenses error)
- 15 S1: Ah thank you, so we'll see each other, Thursday at 1 pm in Ms. Gilliane office.
(Preposition and possession error)
- 16 S1: Yes Ms. Renata. Could I have your email address please?
- 17 S2: Sure its qrt1717@gmail.com
- 18 S3: Okay, so it's crt1717@gmail. I'll make sure the details on your email. Bye.
(Preposition error)

Here are some other examples of the students' sentences containing grammar errors taken from students' quizzes and mid-term test observations:

Table 12. Examples of students' grammar error during role-plays

No	Sentences	Types of errors
1.	He out of office now.	Missing auxiliary verb
2.	Are Ms. Sulian in the office now?	Subject-verb agreement.
3.	Is there any someone ?	Redundancy.
4.	..., but her giving me her...	Pronoun case error
5.	Would you like give me	Missing auxiliary verb.

The students' roleplay analysis results in Excerpt 3 show that some students can construct English sentences correctly and meaningfully. These errors, such as articles, prepositions, subject-verb agreement, tense, and possessives, highlight challenges common among non-native speakers of Business English as a Lingua Franca (BELF). Since BELF prioritises clear and effective communication over strict grammatical accuracy (Tan, 2024), these mistakes may not impede understanding in international business contexts. However, addressing them is needed for

developing more precise and professional communication skills, which is crucial in a business environment where English is the shared working language. Some other types of grammatical errors produced by the students, as shown in Table 12 above, were related to missing auxiliary verbs, redundancy, and pronoun case errors.

The following is an analysis of each grammatical error outlined above (Excerpt 3 and Table 10) and its relevance to BELF.

1. Article Errors

Excerpt 3:

S1: Oh, I am sorry, but Ms. Gilliane is not in office today. (Article error)

S2: Oh, I am sorry. I have full schedule on Monday. (Missing article)

Analysis: The omission of articles like "*the*" and "*a*" can make sentences sound incomplete and cause ambiguity. For example, "not in *the* office" is more precise and expected in professional communication. While BELF allows some flexibility, articles provide essential specificity that aids comprehension, particularly for non-native speakers. In customer service, clear and accurate details—like the location or schedule—are crucial for avoiding misunderstandings.

2. Preposition Errors

Excerpt 3:

S2: ... she is interested with my product. (Preposition error)

S1: ... at Tuesday Ms. Gilliane will not in London. (Preposition error, missing auxiliary verb)

S9: She has flight to Stockholm... (Preposition error)

S15: ... Thursday at 1 pm in Ms. Gilliane office. (Preposition and possession error)

Analysis: Prepositions are critical for indicating relationships between different elements of a sentence, such as time, place, and direction. Errors in preposition usage can cause confusion and misinterpretation. Although BELF focuses on the overall flow of communication, these errors can disrupt clarity in customer interactions where precision is key. For instance, "at Tuesday" and "in office" might confuse listeners who rely on accurate phrasing to understand scheduling and locations.

3. Subject-Verb Agreement Errors

Excerpt 3:

S2: Are Ms. Gilliane available on Tuesday at 2 pm? (Subject-verb agreement error)

Analysis: Subject-verb agreement is fundamental to grammatical accuracy and clarity. Errors in this area can disrupt the flow of conversation and lead to confusion about who or what is being discussed. While BELF allows some grammatical flexibility, such errors can momentarily distract the listener and affect the speaker's credibility. In customer service, maintaining a professional tone is critical for building trust and rapport with clients.

4. Tense Errors

Excerpt 3:

S12: Ms. Gilliane meet someone at Wednesday. (Tense error, preposition error)

S14: ... before meet the client. (Tense error)

Analysis: Tense errors affect the temporal accuracy of communication. Misuse of tenses can lead to misunderstandings about when something will happen, which can be particularly problematic in customer service scenarios where precise timing is often essential. BELF values intelligibility,

but tense errors can interfere with understanding when key details are involved, particularly in time-sensitive conversations.

5. Possessive Errors

Excerpt 3:

S15: ... Thursday at 1 pm in Ms. Gilliane office. (Possession error)

Analysis: Possessive forms are important for indicating ownership or association. In spoken communication, this type of possession error—omitting the apostrophe and "s" to form "Ms Gilliane's office"—does not significantly disrupt the flow of conversation, provided that both interlocutors understand that "Ms Gilliane" refers to a person and not the name of a location. In a BELF (Business English as a Lingua Franca) context, intelligibility and mutual understanding are prioritised over grammatical precision. Here, the meaning remains clear, as the key information—time, day, and location—is effectively conveyed.

However, in professional or formal interactions, particularly in written communication, such errors can impact perceptions of professionalism and attention to detail. Correct possessive forms, such as "Ms. Gilliane's office," contribute to polished and precise communication, enhancing credibility and ensuring clarity across diverse linguistic backgrounds. Addressing this error would be beneficial for customer service, where maintaining professionalism is critical, especially in contexts where written follow-up is required.

6. Missing Auxiliary Verbs

Table 10:

He out of office now. (Missing auxiliary verb)

*Would you like give me (Missing auxiliary verb)

Analysis: Auxiliary verbs are necessary for forming questions, negatives, and certain tenses. Their absence can make sentences grammatically incorrect and harder to understand. Omitting auxiliary verbs can make the communication sound abrupt or incomplete. In customer service, where politeness and clarity are paramount, such errors could affect how the message is received and perceived by clients.

7. Redundancy

Table 10:

Is there any someone? (Redundancy)

Analysis: Redundancy, such as using "any someone" instead of simply "someone," adds unnecessary complexity to communication. Clear and concise language is a hallmark of effective customer service. While BELF permits variations, avoiding redundancy helps streamline communication, making it more efficient and professional.

8. Pronoun Case Errors

Table 10:

..., but her giving me her... (Pronoun case error)

Analysis: Errors in pronoun usage, like "her" instead of "she" or "hers," can confuse the listener about who is performing the action. Correct pronoun case ensures clarity and avoids misunderstandings regarding roles and responsibilities. In customer service, where precision and professionalism are vital, accurate pronoun use helps maintain a polished and credible tone.

The analysis above highlights the impact of grammatical errors on communication within the framework of BELF. While BELF prioritises clarity and mutual understanding over strict grammatical accuracy, errors such as incorrect articles, prepositions, subject-verb agreement, and tense usage can still disrupt effective communication, particularly in customer service contexts where precision, professionalism, and politeness are key.

Some errors, like possessive omissions or minor redundancies, may not significantly disrupt spoken exchanges as long as the meaning remains clear, and interlocutors share contextual understanding. However, these issues can undermine credibility in formal or written interactions. Grammatical accuracy helps ensure that messages are delivered concisely, unambiguously, and with a polished tone, essential for fostering trust and maintaining positive customer relationships.

Addressing these grammatical challenges, even within the flexible framework of BELF, can enhance communicative competence in customer service. By improving clarity, reducing ambiguity, and demonstrating attention to detail, professionals can more effectively meet the linguistic demands of globalised interactions, contributing to successful and productive communication. The importance of grammatical competence for English in customer service purposes is further discussed in [Section 7.1.1](#).

In addition to grammar errors, as mentioned previously, the students also made register errors during their quizzes and mid-term tests. Another excerpt is provided to illustrate an example of a register error made by a pair of students during their roleplay as customer service representatives in a quiz. Excerpt 4 focuses solely on register errors and does not address grammatical errors.

Excerpt 4

01 S1: Yes, this is Alex speaking from Head and Co company. What can I help you?

- 02 S2: Yes. We would like to make an appointment for Ms. Gillian Brown. We met in a trade
 03 event. Our company is interested to your company's product.
- 04 S1: Aaa, so your company is interested to our product. Yes, yes. So, Ms. Gillian is not at
 05 the office today. What can I help for you?
- 06 S2: Emm, can you make an appointment for Ms. Gillian Brown?
- 07 S1: What else? I mean, what do you mean? We in the London today.
- 08 S2: Alright
- 09 S1: Until Wednesday next week
- 10 S2: Alright. Does she leave diary or some notes?
- 11 S1: Oh, you mean for her schedule? Do you want to ask about her schedule?
- 12 S2: Yes. Is Tuesday, okay?
- 13 S1: Oh, for Tuesday she is unavailable because she is really really busy, you know. How
 14 about Thursday? She is free at 20.30.
- 15 S2: Okay, our company is free at 8.30 pm.
- 16 S1: Okay, can I get your number please?
- 17 S2: Okay. 085701
- 18 S1: Sorry, your sound bit noisy.
- 19 S2: Okay. 085701242343
- 20 S1: Okay, so I got your contact number. I will contact you later.
- 21 S2: Please send my message to Ms. Gillian
- 22 S1: Okay. Later
- 23 S2: See you later.

Some other examples of sentences produced orally taken from students' conversations in their role-plays for their quiz and mid-term test are provided on the list below:

1. What is your purpose to be here?
2. What is your name?
3. Oh, give me your number then.
4. Can you meet her on Monday?

Based on the full role-play transcription in Excerpt 4 and the list of some sentences taken from other students, we can see a pattern of register errors, which should benefit from improvements in formality to enhance professionalism in CS interactions. For example, when addressing clients, as shown in Excerpt 4, lines 04, 07, 11, 22 and the four items from the list. Cited from the textbook used in the class, some formal phrases for customer service are provided in the 'Customer Service Extra' in every unit of the book. Here is an example of the formulation of the phrase taken from page 16 of the textbook.

CUSTOMER FOCUS EXTRA

Follow-up is your most important tool for success for any face-to-face encounter. Be sure to be specific about what you will do for your customer, and when you will do it.

Use *I'll* + infinitive to tell the customer of your next action:

I'll write you a quick email next week.
I'll send you the latest brochure tomorrow.
 NOT: ~~*I write you .../I send you ...*~~

Use *would you mind if* + the past simple, *do you mind* + the present simple or *may* + infinitive (without *to*) to ask if something is acceptable or not.

Would you mind if I phoned you on Monday?
Do you mind if I ask you some questions about your company?
May I stop by your office next week?

Remember, good customer care means taking action to support your words. This builds trust into your customer relationships.

Figure 23. Example of customer focus extra from the textbook.

Therefore, according to the list of students' sentences above, the students still use informal registers in their sentences, which is not being suggested for professional purposes such as customer service (CS) (see [Section 7.1.1](#) for further discussions).

4.1.4 Document analysis: classroom materials

This section provides a detailed analysis of the results of the document analysis conducted on various teaching materials used in the English for CS module. The materials analysed include the syllabus, textbook, and supporting instructional resources.

4.1.4.1 English for CS syllabus

The English for CS module was delivered as part of English for Occupational Purposes (EOP), emphasizing the practical use of English in professional customer service contexts. The course content focused on language skills and professional CS practices for performing effectively in CS roles.

The first document to be discussed here is the syllabus for the English for CS module, which was used by the module lecturer during the data collection period. At this university, the syllabi are created by the module lecturers and subsequently reviewed and approved by the head of the program. The syllabus serves as a guiding document for the lecturer throughout the semester, providing general information such as the module name, code, credit hours, semester details, lecturer's name, course objectives, course description, and references. Additionally, the syllabus outlines the structure of all 16 sessions, specifying instructional objectives, session topics, learning methods, schedules, learning activities, and the assessment criteria and indicators. Figure 23 below displays the first page of the syllabus, while full details can be found in Appendix 9.

		SYLLABUS							
		Study Program: Applied Foreign Language (Applied English)			Faculty: Vocational College				
Module:		English for Costumer Service		Code:	LVBT6 026	Credit:	2	Sem:	3
Module Lecturer:									
Course Objectives:		Students are able to apply (C3) and carry out (A3) as well as demonstrate (P3) customer service in English							
Course Description:		The English for Customer Service course is a compulsory course that studies service delivery in English. The main point targeted is the application of customer service theory both in general and specifically in English							
1	2	3	4	5	6	7			
Me et ing	Instructional Objectives	Topic	Learning Method	Time	Learning Activities	Assessment			
						Criteria & Indicator	(%)		
1	Students are able to understand (C2) and replicate (P1) and respond (A2) the scope of customer service.	1. Customer care success 2. Customer care businesses and jobs 3. Surprising facts about customer care	- Presentation - Small Group Discussion	2X50"	- Skills and qualities for good customer care - Making suggestion	- The accuracy of the use of definitions. - Accuracy in explaining the scope of customer service - Student activity in discussions - Ability to summarize study material			
2	Students are able to apply (C3) and carry out (A3) as well as demonstrate (P3) the knowledge of having	1. A company visit 2. Meeting do's and don'ts	- Small Group Discussion - Role play - Project based learning	2X50"	- Carry out the tasks on basic socializing language and	- The accuracy of the cross-cultural understandings' materials.	5%		

Figure 24. Syllabus for the module being researched

The syllabus was used to assess whether the teaching materials aligned with the module's aims. It also served as one of the reference points in designing the pre-and post-tests. An important aspect of the syllabus is the learning outcome that 'Students can apply and carry out as well as demonstrate customer service in English.' This learning aim aligns with other findings from the document analysis of classroom materials, suggesting a consistent approach to the course design.

4.1.4.2 English for CS textbook

The module lecturer primarily relied on a single textbook throughout the semester: Express Series: English for Customer Care (Oxford Business English) by Rosemary (Richey, 2015). This textbook comprises six comprehensive units, including topics such as Introduction to Customer Care, Face-

to-Face with Customers, Dealing with Customers on the Phone, Call Centre Success, Delivering Customer Care through Writing, and Dealing with Problems and Complaints. Each unit includes English language tips and strategies relevant to customer care settings. The table of contents from the textbook is shown below.

Contents			
PAGE	UNIT TITLE	TOPICS	LANGUAGE TIPS AND STRATEGIES
5	1 Introduction to customer care	Customer care success Customer care businesses and jobs Surprising facts about customer care	Skills and qualities for good customer care Making suggestions
11	2 Face to face with customers	Body language A company visit Meeting do's and don'ts At a trade fair The invisible customer	Basic socializing language The importance of small talk Follow-up Steps for winning customers in your presentations
21	3 Dealing with customers on the phone	General telephoning The 'customer care' phone call What the customers really hear	Being courteous on the phone Making sure you understand Making arrangements
30	4 Call centre success	Taking an order Hotline (Troubleshooting) Customer-centred call centres	The first impression Clarifying and explaining Checking comprehension
38	5 Delivering customer care through writing	Effective letters and emails Formal and informal writing styles The five Cs of customer care writing A case study	Salutations and closes Standard phrases for handling customers (connecting with the reader, taking action, etc.) Enclosures and attachments
47	6 Dealing with problems and complaints	Complaint strategies and policies The letter of apology Explaining company policy Some opinions about complaints and apologies	Softening bad news and apologizing Problem-solving steps
PAGE	APPENDIX		
56	Test yourself!		
58	Partner Files: Partner A		
60	Partner Files: Partner B		
62	Answer key		
68	Transcripts		
72	A-Z word list		
76	Useful phrases and vocabulary		

Figure 25. Table of contents from the textbook

In alignment with the syllabus, the module lecturer used the unit titles and topics from the textbook as the meeting topics specified in the syllabus. Within the textbook, each unit begins with a "Starter" section featuring introductory exercises, brainstorming activities, or quizzes. It is followed by dialogues, authentic texts, documents, and various exercises that enhance learning

vocabulary and expressions in relevant contexts. Learners are also directed to the "Partner Files" section, which contains role-play and interactive activities to facilitate the practical application of language skills in realistic scenarios. Each unit concludes with a reading passage that relates to the topic and prompts discussion. Upon completing all units, students can evaluate their understanding through a crossword puzzle that revisits the vocabulary learned.

The accompanying Multi-ROM provides all the listening extracts found in the textbook, which are accessible via a computer or standard CD player, allowing learners to review critical language skills and continue practicing in various settings, such as during commuting. In addition, the material is supported by resources in the Appendix of *English for Customer Care*, which includes an answer key for self-assessment, the Partner Files, transcripts of the listening extracts, an A-Z word list, and a compilation of useful phrases and vocabulary. Together, these resources enhance the learning experience by offering opportunities for both interactive self-study and professional reference.

The textbook's units include practical exercises and cultural tips, providing a structured approach to learning both the language and contextual aspects of customer care. The content aims to equip students with practical skills and knowledge that align with the expectations of the customer service industry. It fits with an S-L approach since the idea of S-L is to make students have a chance to implement their knowledge that they gained in the classroom to be adapted as a service to help their relevant industries.

4.2 Activities during S-L approach

This section presents the findings from the observations conducted throughout the Service-Learning (S-L) process, which were categorized into three distinct themes: finding the Community Partner (CP), working with the CP, and completing the S-L product.

4.2.1 Process of finding the CP

As part of the S-L approach, students were tasked with identifying and securing their community partners (CPs), which added an element of autonomy and practical application to their learning process. To support this, eight student groups turned to the textbook as a key resource, using it to develop detailed proposals and verbal pitches that they presented to potential CPs. These proposals were designed to demonstrate how the students could contribute value to the CPs, ensuring that the projects aligned with both the students' skills and the needs of the CPs.

For example, Group 5's proposal, as shown in Table 11, outlines a service programme that they tailored to the specific needs of their targeted CP. The list of service programmes offered by Group 5 closely mirrors the topics covered in their classroom textbook (as detailed in [Section 4.1.4.1](#)), illustrating how students applied theoretical knowledge to real-world challenges. This example is particularly significant because it highlights how students effectively adapted their approach, ensuring that their proposals addressed the practical needs of the CPs while showcasing the skills and knowledge they had gained in the classroom. Moreover, this example reflects students' understanding of the importance of aligning their services with both the theoretical content from the textbook and the real-world demands of the CPs. It demonstrates how students leveraged their learning and recognised the need for flexibility and adaptation in the S-L approach, reinforcing the mutual benefit that the S-L process brings to both students and community partners.

Table 11. Example of Service Program Proposal by Group 5 for Targeted Community Partner

Original text in Bahasa Indonesia	English translation
<p>II. ISI</p> <p>A. Program Jasa yang Ditawarkan</p> <ol style="list-style-type: none"> 1. Video yang berisi materi <i>Customer Service</i> 2. <i>Guidebook</i> 3. <i>E-Brochure</i> <p>Dalam jasa tersebut berisi materi mengenai <i>customer service</i> seperti:</p> <ol style="list-style-type: none"> a. <i>Face to face with customers</i> Menjelaskan mengenai bagaimana cara menghadapi <i>customer</i> secara langsung mulai dari <i>body language</i>, sikap saat kunjungan perusahaan, dan hal yang sebaiknya dilakukan dan tidak dilakukan saat <i>meeting</i>. b. <i>Dealing with customers on the phone</i> Menjelaskan bagaimana cara melayani <i>customer</i> melalui telepon dengan baik. c. <i>Call center success</i> Menjelaskan bagaimana cara mengambil pesanan dan melayani pelanggan yang meminta bantuan dengan baik. d. <i>Delivering customer care through writing</i> Menjelaskan mengenai bagaimana cara melayani pelanggan melalui surat dan email dengan baik, sopan, dan efektif. e. <i>Dealing with problems and complaints</i> Menjelaskan mengenai bagaimana cara menghadapi komplain pelanggan dengan baik dan benar. <p>Namun, jasa tersebut dapat disesuaikan kembali dengan kebutuhan perusahaan.</p>	<p>II. CONTENTS</p> <p>A. Service Programs Offered</p> <ol style="list-style-type: none"> 1. <i>Videos containing Customer Service material</i> 2. <i>Guidebook</i> 3. <i>E-Brochure</i> <p>This service contains material regarding customer service such as:</p> <ol style="list-style-type: none"> a. <i>Face to face with customers</i> Explain how to deal with customers directly from body language, attitude during company visits, and what should be done what is done and what is not done during meetings. b. <i>Dealing with customers on the phone</i> Explain how to serve customers over the telephone well. c. <i>Call center success</i> Explains how to take orders and serve customers ask for help nicely. d. <i>Delivering customer care through writing</i> Explains how to serve customers via letters and emails well, politely and effectively. e. <i>Dealing with problems and complaints</i> Explains how to deal with customer complaints well and true. <p>However, these services can be adjusted to suit the company's needs.</p>

During the process of finding their CPs, not all groups were able to immediately match their services with the needs of the CPs. Out of 12 groups, only two successfully secured a CP on their first attempt. The remaining groups experienced multiple rejections, with Group 11 facing the highest number, totalling 12 rejections. The primary reason for these rejections was the mismatch between the services offered by the students and the specific needs of the targeted

industries. For example, Group 6 was unsuccessful in conducting S-L with the regional government office of the Youth, Sport, and Tourism Department. Despite operating in the tourism sector, the department's needs analysis indicated that their required English training was outside the scope of Customer Service (CS). They already had a dedicated unit for CS training and instead suggested an S-L approach focused on English for promotional media, aligning with their core function of promoting regional tourism. Since this fell outside the students' module requirements, which were to make English/ bilingual CS materials, they were unable to proceed.

Throughout the S-L approach, all groups used WhatsApp as their primary communication platform, starting from the initial phase of finding their CPs. I, as the researcher was included in these groups, and all recorded conversations, conducted with the students' permission, were translated from Bahasa Indonesia to English. These two sources of data, both in-person and via WhatsApp, allowed me to understand student interactions comprehensively. During the observation, I observed that although 11 of the 12 groups held face-to-face discussions, WhatsApp remained an active channel for continuous group communication. Students frequently used the group chat to share updates or inquire about the status of the project. For instance, Group 12 used WhatsApp to discuss potential CPs, as illustrated in the excerpt below, which captures their rapid interaction over just a few seconds. In terms of learning, this interaction highlights the immediacy and efficiency of digital communication, allowing for quick decision-making and collaborative problem-solving. It also reflects how students relied on these platforms to facilitate real-time engagement and maintain momentum in their group work.

Excerpt 8

[09:35, 11/29/2023] S1: Hi guys, any updates? I have a plan to go to *Sukajaya*, Indonesian coffee and culinary delights.

- [10:03, 11/29/2023] S1: now waiting for the CSO letter to be published.
- [10:05, 11/29/2023] S2: Okaaay
- [10:06, 11/29/2023] S2: Keep updating, ok?
- [10:08, 11/29/2023] S3: Did anyone go to *Angkasa Pura* yesterday?
- [10:08, 11/29/2023] S3: The bureaucracy to get the permission must be so complicated.
- [10:12, 11/29/2023] S1: Yes
- [10:12, 11/29/2023] S1: In fact, another group was rejected, guys.
- [10:12, 11/29/2023] S1: The other group said that they met the head of CS in person, still rejected because they said that their resources from the center are already complete.
- [10:12, 11/29/2023] S4: 😊
- [10:13, 11/29/2023] S1: I think our strategy is good. To go to the ones that aren't too big.
- [10:14, 11/29/2023] S5: I was asking for a cafe at the airport guys, I was discussing with the head bar.
- [10:15, 11/29/2023] S5: They said if they need to have permission from the *Angkasa Pura*, you know as the airport administration.
- [10:36, 11/29/2023] S2: Cheer up!
- [10:36, 11/29/2023] S5: huaaaa 😞😭
- [10:37, 11/29/2023] S1: Don't worry. I think it is a good idea to just go straight to the café. So, then they are the one who will go to the administrative office.
- [10:42, 11/29/2023] S3: customerservice@srland.id. Let me keep this here. Let me try to email them. Another potential.
- [10:44, 11/29/2023] S1: okay
- [10:51, 11/29/2023] S2: Guys anyways, I heard that there is a group that went to *Blenduk* church. But they canceled because they got one at a *batik* exhibition. I'll try to make the proposal.

Students used WhatsApp groups not only as a medium for communication but also as a space for storing essential project-related files. Each group saved documents such as permission letters, proposals, and S-L products in their respective WhatsApp groups. The platform was also used to share relevant materials like photos from site surveys, links to reference products, and locations of potential companies to visit, ensuring that all members had easy access to necessary resources.

4.2.2 Working with the CP

From the beginning of the S-L activity, participants worked collaboratively with community partners in every aspect, from analysing needs through interviews and surveys to co-developing solutions. The students approached their CPs as clients throughout the S-L process. For instance, Group 1 was supervised by the secretary-manager of a store during their S-L project. Group 1 held three different meetings: the first with the store owner and managing director to discuss the need analysis and determine how the students could assist. The managing director expressed concern that many tourists visited the store, but staff members were unable to communicate fluently in English, especially when explaining the products.



Figure 26. An initial meeting between group 2 and the CP

The second meeting involved the store's customer service team, chef, and waitress, who shared similar concerns about the challenges of using English, particularly regarding complex vocabulary. As a result of these discussions, the students and the CP decided to develop an English customer service guidance book tailored to the store's product details. This guide would serve as training material for all staff members who might interact with customers. The results of the second meeting were that the staff also had similar concerns, in which they felt it necessary to talk in English. However, there were too many challenging vocabulary words that the staff could not understand. Therefore, during those two meetings, the students and the CP decided to create an English CS guidance book, which included the store's product details and would serve as both CS training material and a guidebook for the customer service team, waitstaff, chef, and all staff members who might interact directly with customers. Through these meetings, the students gained valuable insight into the challenges the store's staff faced, particularly regarding complex English vocabulary. This reflective process fostered empathy and understanding, key aspects of the S-L approach, as the students learned to adapt their solutions to meet their partner's needs.

Similar to Group 1, all student groups conducted initial meetings with their CPs to discuss a needs analysis. This analysis aimed to ensure that the outputs of the S-L projects would be valuable for the CPs and align with the students' competencies and task objectives. Excerpt 12 below provides an example from Group 7's discussion with their S-L supervisor, a gallery assistant, about the need analysis. The example demonstrates the benefits of the S-L approach, including aligning projects with community needs through a needs analysis, enhancing students' skills through practical application, fostering collaboration and communication with stakeholders, encouraging reflective learning, and ensuring project outcomes are valuable for both students and

community partners. This process bridges academic learning with real-world impact, making S-L a mutually beneficial approach.

Excerpt 12

Note: GA = gallery assistant

- 01 S1: Could we know the biggest concern for this gallery related to using English for the CS
miss?
- 02 GA: A lot, actually. Of all the staff working here, only I could speak English and was not
03 fluent. I can understand, but it is so hard for me to answer their questions. However,
04 there are many tourists who come all the time and usually ask about different things.
- 05 S1: Could we know some examples of the questions the tourists often ask?
- 06 GA: Materials such as the kinds of fabric being used, the meaning of its batik
07 symbol, and price, of course. They usually also want to know specific information
08 about the product. For example, where does it come from, and what is the difference
09 between one type and another type of batik? Something like that.
- 10 S1: We could provide specific vocabulary in the video and the guidance book to help miss.
- 11 GA: Could you guys do some training for us? It would be so valuable.
- 12 S2: I am so sorry, miss, but unfortunately, we could not. We only could provide the
13 materials for the training. For example, as you explained, a video tutorial with some
14 examples of the conversation and a pocket guidebook for every staff member for their
15 individual learning. What do you think about it, miss?
- 16 GA: Oh, thank you. It would be helpful too, but please make the video as easy as
17 possible because they are all beginners.

Once the needs of the CP were agreed upon, the next step was to design the S-L product and begin its development. During this phase, the CPs provided relevant documents such as product catalogues, booklets, pamphlets, and website links to help the students contextualize their

work. An example of a relevant document provided by a CP can be seen in Figure 27, showcasing a batik product catalogue from a CS.



Figure 27. An example of batik product catalogue from a CS

Throughout the S-L approach, each group had a CP representative acting as a field supervisor, as shown in Table 15. These supervisors served as liaisons between the students and the companies they were assisting, providing feedback and evaluating the S-L products. Below are examples of feedback from supervisors of Groups 10 and 9:

Notes from CP 10: Please use more straightforward language and less formal or shorter sentences. Please refer to our target.

Notes from CP 9: Please provide Bahasa Indonesia subtitle in the training video so we can understand the meaning of every word being said.

These pieces of feedback played a critical role in shaping the direction and refinement of the projects. For example, the feedback from CP 10 emphasized the importance of adapting communication to suit the audience's needs. At the same time, CP 9's request highlighted the necessity of inclusivity and accessibility in the materials produced. Such feedback was also characteristic of the input received by other groups, as many CPs provided practical, actionable suggestions to ensure the outputs' relevance and usability. It underscores the collaborative nature of the S-L process, where continuous input from CPs helped students refine their work to meet real-world needs better.

The final observations related to students' interactions with their CPs highlighted the significant opportunities students had to function as real customer service representatives, directly applying their classroom knowledge during the S-L approach. Notably, students from Group 4 were able to engage with international tourists while conducting a video shoot in a souvenir store. During this encounter, the students stepped into the role of CS representatives, assisting tourists when no store employees could speak English. This spontaneous engagement allowed students not only to practice their language skills but also to experience real-world customer service interactions. Furthermore, the students took the initiative to involve the tourists in their video, which was intended to serve as training material for the store's customer service staff. The extract

below shows the kinds of interaction between the students and the tourists, illustrated in Excerpt 10, where T represents the tourist and CS represents the store's customer service.

Excerpt 10

- 01 CS: (*In Bahasa Indonesia*) Would you please help me? I need to use Google Translate.
 02 S1: Oh, can I help you? Sorry, I am not the customer service of this store, but my friends
 03 and I are working on our project about English for customer service. If you don't mind,
 04 we can help you with anything.
 05 T: Oh yeah, sure, thanks a lot. I want to buy some local or traditional snacks and foods.
 (*Walking around and pointing at some of the products*)
 06 T: What is this?
 07 S1: Oh, this is *paru*. Emm, the organ of a cow? Guys, help me, please.
 08 S2: Lung!
 09 S1: Yeah, lung of the cow.
 10 S3: Lung cracker? Lung chips?
 11 T: Ah, I see. Okay, it is unique. I want it.

Similarly, Group 11 had a direct opportunity to use English professionally, although under different circumstances. However, this was not the case for all groups; some had different experiences. For example, Group 4 unexpectedly encountered international tourists. At the same time, Group 11 was tasked explicitly by their CP—the international office of their university—to engage with their primary stakeholders, including customer service staff and international students. These experiences provided valuable, authentic opportunities for students to apply their classroom learning in real-world settings, enhancing their understanding of customer service practices. The interactions also underscored the importance of adaptability and communication skills, demonstrating how students could navigate different cultural and linguistic contexts effectively. However, the varied nature of these engagements also highlights a need for more

structured guidance to ensure that students can maximize their learning outcomes from such spontaneous and planned interactions.

To sum up, the collaborative engagement with the CPs not only allowed the students to apply their learning in real-world contexts but also ensured that the S-L products were tailored to meet the specific needs of the community partners, enhancing the practical relevance and impact of the students' work. Key themes include the importance of needs analysis to align projects with student competencies and CP objectives and the adaptability and communication skills students developed in diverse situations. In addition, feedback from CPs played a vital role in refining the work, ensuring the solutions were transparent, inclusive, and impactful, thus bridging academic learning with real-world application.

4.2.2.1 S-L product completion

This section explores the completing the S-L products themes. The findings are divided into three main areas: how students worked in groups, the various strategies they employed during the product completion process, and the consultation process between the students and the module lecturer.

4.2.2.1.1 Work in a group

During the S-L approach, participants worked collaboratively in groups, and 49 out of 59 participants acknowledged that the experience significantly improved their collaboration skills. During the phase, I continued to conduct observations and also began to conduct focus group discussions which is the data I now draw from the following discussions.

Groups 1, 7, and 12 consistently worked together within the groups throughout the project, from the initial discussions to the finalization of their products. They chose to meet in person, working at the same location and time to ensure a cohesive output. Groups 4, 5, and 9 adopted a different strategy by working within the groups, but dividing roles among members, assigning positions such as writer, talent, editor, and customer service liaison who would work directly with the industry. At the end of the process, these groups would come together to evaluate and finalize the results collaboratively. Groups 2, 3, 10, and 11 divided their tasks based on the specific S-L products rather than individual roles. Each subgroup was responsible for a particular product from design to completion. However, they still worked together during the evaluation and finishing stages to ensure quality and coherence across the final outputs.

An example of task division can be seen in Group 11, which used a spinning wheel to ensure fair task distribution. During the S-L project, Group 11 worked with the international office at their university to create a customer service (CS) guidance book for each university division that needed to provide good customer service to students, including international students. As described in the focus group, this strategy helped them manage their workload equitably. The group divided their tasks as follows:

1. Guideline for the receptionist: S1
2. Guideline for the librarian: S2
3. Guideline for the driver: S3
4. Guideline for the security: S4

Excerpt 11

[09:57, 12/19/2023] S2: afternoon guys, permission to remind you, we agreed to finish the draft of the docs tonight so that we can edit the booklet straight away considering that tomorrow is the

deadline. This is the link of the online documents. Let's do it together. Checking each other work.

[09:58, 12/19/2023] S4: yes, mine is almost there

[09:59, 12/19/2023] S2: okay, let's just execute the edits, sorry but I please don't be too late because we have the other projects.

[09:59, 12/19/2023] S4: noted

[10:04, 12/19/2023] S1: okay

[10:07, 12/19/2023] S3: yes sis, thank you

[14:11, 12/19/2023] S4: okay guys, some notes from our evaluation: everything is alright. suggestion: make the library section like the other sections. English and Indonesian (top-bottom). to make it easier and similar to the others.

[14:13, 12/19/2023] S3: that's my section. Thank you for helping me guys, now all done!

The excerpt illustrates how Group 11 managed their tasks during the S-L product completion phase. Initially, the group divided their work individually, assigning specific sections to each member. Despite working separately, the group maintained a collaborative spirit throughout the process, as demonstrated by their interactions in the WhatsApp group chat.

In the chat, S2 initiates the discussion by reminding everyone of the approaching deadline and encouraging the group to finish their drafts and review the online document together. This message emphasizes their collective responsibility to ensure the final product meets their standards, even though they are working on different sections individually. As seen in the chat, each member responds promptly with updates on their progress, showing accountability and teamwork. S4 later provides feedback on S3's section, suggesting a consistent formatting style that matches the other sections. This exchange highlights that, despite the initial task division, the group members are willing to help each other, provide constructive feedback, and make adjustments as needed to enhance the overall quality of the final product.

4.2.2.2 Students' S-L products

Table 13 illustrates the range of S-L products created by students, tailored to meet the needs of their CPs. The products fall into three main categories: CS guidance books, CS training videos, and other diverse materials beyond these two forms. Students developed these products collaboratively, leveraging the knowledge they gained throughout the course. Creating these products involved several stages, from initial brainstorming sessions with their group and research on CS concepts to creating and refining content. During these stages, students worked closely with their CPs to ensure the products were aligned with real-world needs. The module lecturer played an integral role in guiding students, providing feedback on drafts, and facilitating discussions that helped shape the direction of the work.

As the researcher, my role in this process was purely observational. I closely observed how students engaged with the task, utilised feedback from the teacher, and how their work evolved in response to the needs of their CPs. It allowed me to witness the application of the S-L approach in action and how it fostered both academic development and social responsibility among the students.

Table 13. S-L products

No	Types of product	Group number
1	CS guidance book	1, 2, 3,7,9,10,11
2	CS training videos	2,3,5,7,9,10, 12
3	Others	
	1. Bilingual museum collection barcode	2
	2. English frequently QnA	2, 6
	3. Bilingual promotional video	4
	4. Bilingual WhatsApp Bot to help CS	8
	5. English website	8
	6. Bilingual product booklet	8

The students' S-L products analysis revealed that all groups developing CS guidance books followed a similar structure. They organised content around the topics their CPs required, providing relevant English phrases in a bilingual format. The students structured the guidebook to offer practical applications of CS steps, with phrases drawn directly from the course textbook. For example, in a bilingual CS guidance book created by Group 11, the phrase "May I help you with anything else?" (from the textbook) emphasised politeness and professionalism during customer interactions. It demonstrates how students directly applied textbook content to design their products, ensuring linguistic accuracy and relevance to their CPs' needs. Figure 25 shows an example of a bilingual CS guidance book from Group 11.

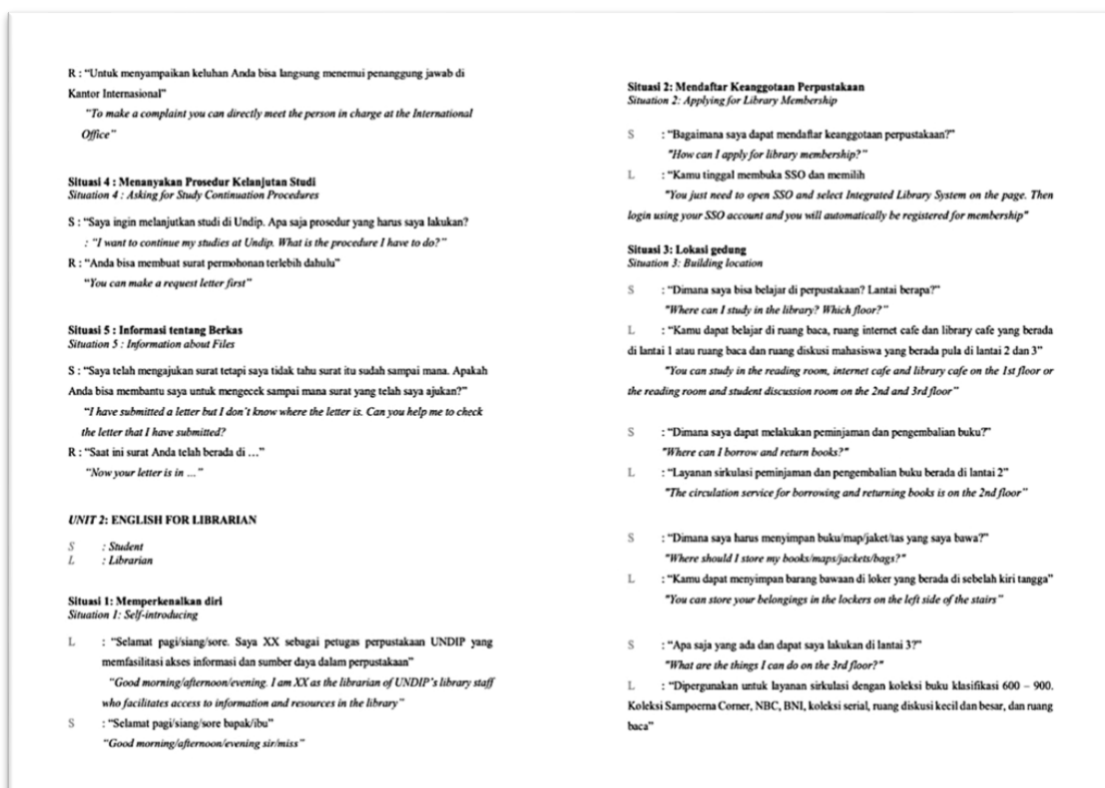


Figure 28. Example of bilingual CS guidance book from group 11

Similarly, the training videos also incorporated phrases cited from the textbook. Document analysis showed that students frequently referred to the textbook when designing their products to meet CP needs. Critical sections from the book provided a foundation for creating video scripts and guidebook content. All groups adapted the textbook content to suit their CPs' requirements in producing their S-L products. This is what would be expected in an S-L approach, as students are encouraged to apply theoretical knowledge to real-world challenges. For instance, the analysis of the S-L product video from Group 7 is detailed in Table 14.

Table 14. Application of CS standards from the classroom materials in S-L products

No	Customer care phone call steps	CS phrases from the textbook	S-L products
	Starting the phone call		
1		Identify yourself and your company	- This is (name) from Semarang Creative Industry Gallery. - Good (morning/ afternoon/ evening) I am (name) from Semarang Creative Industry Gallery.
2		Say why you are calling	I am calling to ...
	During the phone call		
3		Use the customer's name throughout the conversation	- May I have your name please? - What can I help you, Mr. Rio? - Ok Mrs. Fanya, I'll just ...
4		Take notes of the important information	- I'll just write that down. - Let me just make a note of that.
5		Ask questions to clarify information	- Let's go over it again to be sure of the details.

			- Could I just go over the details again?
6		Repeat and summarize	- So, your order are ... - Let me repeat the order.
	Finishing the call		
7		Tell the customer what you are going to do and make the customer feel confident you will follow through	- I'll be glad to send this out to you today. - I'll check on that product availability and call you back in 30 minutes. - I'll get back to you at about 10.00 tomorrow morning. Is that okay?
8		Offer further assistance	- Can I help you with anything else? - Could I take care of anything else for you?

The analysis of students' products identified three critical textbook sections that served as references for completing their S-L approach. These materials were produced as the culmination of students' work with their CPs and in the classroom, reflecting the integration of academic learning with practical application. The process highlighted how students could identify specific sections of their textbook that were most relevant to the needs of their CPs. By carefully selecting these materials, students demonstrated their ability to adapt theoretical content to real-world scenarios. This approach exemplifies how students utilized their learning not only to meet the academic goals of the course but also to provide tangible solutions in professional settings, as targeted by the S-L approach.

1. **Useful Phrases:** Provided relevant sentences and words related to CS for each topic discussed.

2. **Customer Focus Extra:** Offered helpful tips in CS for specific topics.
3. **Terminology Word Lists:** Contained common words and phrases often used in CS settings.

Another aspect of the textbook that supported students during the S-L approach was the learning activities facilitated in class, which were also guided by the textbook. In one of the face-to-face group meetings, I observed some groups discussed their product development, which was creating video training for CS using a roleplay format. In that discussion, they stated that they got the inspiration of making the video in role-play format from their classroom activity provided in their textbook. An example of Group 9 discussing the format of their CS video training is provided in the excerpt below.

Excerpt 9

- 01 S1: The CP requested a video so that she could learn anywhere and anytime. What should
02 we do? A short clip?
- 03 S2: Emmmm, something fun to watch.
- 04 S1: Yeah, assuming she will repeat it again and again.
- 05 S3: Why don't we make a roleplay? Like what we did in the class.
- 06 S4: What do you mean?
- 07 S3: It was fun for us to make it, so hopefully, it will be fun for her (the CP) to watch it, too.
- 09 S1: Agree.
- 10 S5: Wait, wait, I am confused.
- 11 S6: In short, we give the materials by creating a roleplay. One person acts as the customer
12 service, and other acts as the customer. Exactly like what we did in the classroom,
13 like emmm our quizzes?
- 14 S5: Ah, I see. Ya ya ya, it will be good.

All four groups used roleplay as their CS video training format, creating scenarios involving conversations between customer service staff and customers. As mentioned in [Section 4.1](#), which discusses the initial classroom observation results, the students had prior experience creating roleplay scenarios, as the module lecturer used roleplays for quizzes and assignments. The conversation below shows the script from Group 9 for their S-L video product, which was also provided to the gallery assistant as a guidebook. The students included Bahasa Indonesia explanations (written in italics inside the brackets) to help the gallery assistant understand how to respond to specific phrases, as responses could vary depending on the situation. It demonstrates that the students were not simply creating materials for their own learning but were designing training resources aimed at improving the customer service skills of the gallery assistant and colleagues. These materials trained the gallery staff in handling everyday customer interactions, ensuring they were equipped to communicate effectively with international visitors.

Tourist	: This gallery seems cool. What's the story behind the art here?
Gallery assistant:	Absolutely! This gallery focuses on local artists. Each piece reflects the essence of our community. The painting over there, for example, (<i>menjelaskan salah satu karya</i>). Anything specific you're curious about?
Tourist	: I like the personal touch. What about that sculpture?
Gallery assistant:	That sculpture is by a local artist who draws inspiration from (.....). It represents (<i>deskripsi singkat karya</i>). Small galleries like ours aim to celebrate the unique narratives within our community. Any particular type of art you're drawn to?
Tourist	: I appreciate the local flavour. Show me more of these community-inspired pieces!

4.2.2.2.1 Use of technology

In addition to consulting their textbooks, students utilized the internet and social media platforms to inspire their S-L projects. They turned to resources such as Google, YouTube, Instagram, and TikTok for ideas and guidance. For instance, Group 3 used TikTok to create a video tailored to their CP request for a simple, accessible training tool. The video, formatted in TikTok's 1:1 or 9:16 aspect ratio, was designed to be engaging yet informative. It covers four key topics: general handling of complaints, face-to-face complaint handling, handling complaints by phone, and customer service dos and don'ts. The video's format and content were chosen to ensure it was user-friendly for CS staff.



Figure 29. Example of S-L video product that had TikTok (social media) as their product inspiration

Furthermore, students employed various digital tools to enhance their work. Out of the 12 groups, three used proofreading tools, four used computer-assisted translation (CAT) tools, and five used both types of tools. These digital resources were crucial in refining their S-L products, ensuring accuracy in translation and proofreading. For example, Group 1 focused on translating terminologies related to fish types, ingredients, and cooking procedures for a food souvenir store. This careful attention to detail was essential for providing clear and accurate information to

customers about food ingredients, cooking methods, and additional details such as allergy information and spice levels.




EXPLAIN THE TYPE OF BANDENG		
TYPE OF MILKFISH		
	Otak - Otak Milkfish	"Besides Original Milkfish, we have <i>Otak-otak</i> Milkfish which contains minced milkfish meat and then mixed with <i>otak-otak</i> seasoning. This creates a dish with rich, savory, and aromatic flavor and it's one of customer favorites. The spices add a kick of heat and a depth of taste to the mild and tender milkfish. It keeps for 3 days at room temperature and 1 month in the refrigerator".
	Dalam Sangkar Milkfish	"If you like something more savory and crispy. We have <i>Dalam Sangkar</i> Milkfish refers/means to a dish where milkfish is wrapped with egg and offering a flavorful and textured experience. It keeps for 2 days at room temperature".
	Pepes Milkfish	"If you like spicy food, I recommend you to buy <i>Pepes</i> Milkfish. <i>Pepes</i> Milkfish is a flavorful Indonesian dish that highlights the use of traditional spices and the <i>pepes</i> cooking method, resulting in a moist and aromatic milkfish preparation. It just keeps for one day in the temperature room".

Figure 30. Example of S-L product that had digital writing tools as their mediation

From the groups' observations, I identified the diverse strategies and resources employed by students during the S-L process, highlighting their adaptability and the role of technology in enhancing their project outcomes. The students demonstrated flexibility in how they approached

their tasks, incorporating various techniques to meet their community partners' specific needs. This adaptability was complemented by technological tools, which played a crucial role in refining their products and making them more effective. Whether through the creation of training videos, roleplays, or digital guides, technology allowed students to present their solutions in a more engaging and accessible format, ensuring that their outcomes were practical and tailored to the real-world context of their CPs.

4.2.2.2.2 Consultation with the module lecturer

Throughout the S-L process, the module lecturer held weekly meetings with the students to monitor progress and offer guidance on their S-L products. Although students primarily sought answers directly from their community partners when faced with questions or challenges, observations indicated that they also consulted the module lecturer for clarification on specific aspects of the S-L approach.

Based on the observation, students occasionally felt uncertain about meeting the project's requirements. In total, eight groups requested clarifications during seven of the weekly classroom meetings held throughout the S-L period. An example of such a clarification is provided in the excerpt from the ninth week, which was the initial week of the S-L approach.

Excerpt 13

- 01 S1: Miss, can we change the S-L product?
- 02 L: What do you mean?
- 03 S1: It still uses English, but not specifically English for CS, like general English.
- 04 Because it is so hard to find a CP who needs English for CS, some request English for
- 05 promotional purposes or just general English training materials for all staff. Could we
- 06 do that?

- 07 L: I am sorry, guys, but no. The products should relate to English for CS as this is a CS
08 module.
- 09 S2: So, we cannot miss?
- 10 L: You could make that kind of product as an additional product, but the main product
11 should still be English for CS. That is one of the tasks, right?
- 12 S2: Yes, miss, thanks a lot, miss. We will try to find another CP.

Throughout the S-L process, I observed that the module lecturer played a key role in supporting the students by offering guidance and clarifications during weekly meetings. Although students primarily consulted their community partners for answers, they also sought the lecturer's input when they encountered uncertainties, particularly regarding the alignment of their products with the project's requirements. I observed that eight groups requested clarifications during seven of the weekly meetings, underscoring the importance of the module lecturer's guidance in ensuring the students remained focused on the course's objectives.

For instance, in the excerpt from week nine, a student group inquired about adjusting their product to include more general English content rather than focusing specifically on English for customer service, to which the lecturer clarified the need to stay within the scope of the course requirements. This example highlights the students' ongoing need for reassurance and alignment with the project goals. Overall, these interactions show that the guidance from the lecturer was essential for maintaining the focus of the students' work, ensuring their outputs stayed relevant to the course and their community partners' needs. This reflection of support and clarification ultimately helped keep the projects on track, reinforcing the importance of regular consultation for the successful execution of the S-L approach.

4.3 Activities after S-L approach

During the S-L approach (details of the S-L practice in this study and timeline in [Section 3.4](#)), 59 students in two customer service classes with the same module lecturer and the same teaching materials from a public university in Indonesia were divided into twelve groups. The task given by the module lecturer was that the students need to help the Community Partner (CP) to make English or bilingual CS materials that implement what they have learned previously in the class. The students could choose their community partner and work independently at their convenience. The table below summarises the S-L approach related to the materials being produced by the students while working with the community partner (CP) during S-L approach (called as S-L product).

Table 15. Overview of the S-L approach process

Group	Community Partner	Specific request from Community Partner	Product	Supervisor	Number of students in the group
1	Bandeng Juana (Food souvenirs store)	Request for directly using specific vocabularies from the daily CS conversation	CS guidance book	Secretary manager	5
2	Ranggawarsita Museum	1. Bilingual museum collection barcode 2. English frequently QnA 3. CS pocket book 4. CS SOP video	1. Bilingual museum collection barcode 2. English QnA 3. CS pocket book 4. CS SOP video.	Customer Service staff	5
3	Aragon Transport	English products glossary (pocketbook) - CS SOP video	1. Video for CS training 2. CS guidance book for: general cs and driver	Human Resources	5
4	Istana Berlian Semarang (food souvenirs store)	Promotional video	1. CS video training 2. Bilingual promotional video	Purchasing manager	5

5	Moaci Gemini (food souvenirs store)	Roleplay video about customer service and how to tal about price in English	CS roleplay video	Owner and Personal Assistant	5
6	Mandala Bhakti Pertiwi Museum	Translation of frequently QnA for the website	English frequently QnA	Museum staff	5
7	Semarang Creative Industry Gallery	Carried out the video shooting in the gallery so that it can be used as a promotional media.	1. English for CS training video 2. CS guidance book	Gallery assistant	5
8	Laksmi Art Batik Boutique	1. Bilingual WhatsApp Bot 2. English promotional media	1. Bilingual WhatsApp Bot to help CS 2. English website 3. English booklet	Boutique owner	5
9	De Warisan Art Curio (Art Gallery)	Video and guidebook for serving guests at the art gallery (dealing with customer)	1. English for CS video 2. English guidebook for CS	Guide of the art gallery	5
10	PT Samudra Indonesia	1. English for CS training materials for security and receptionist 2. English for CS training materials for security and receptionist	1. English for CS video and handbook for security 2. English for CS video and handbook for receptionist	Head quality control	5
11	International Office of Universitas Diponegoro	Bilingual Pocket Book of English for Diponegoro University's service staff	Bilingual Pocket Book of English for Diponegoro University's service staff	Student Mobility Manager	4
12	Tentang Dirimu airport café	Small talk video	English small talk video for barista	Head of barista	5

The table above presents a detailed overview of the S-L approach, which involves collaboration with various community partners to improve customer service through tailored resources and training. The table outlines the specific requests made by each community partner, the products provided by the students in response, the supervisory roles responsible for overseeing the implementation, and the number of students involved in each group.

The table also illustrates the diverse range of tasks that the students would need to work on in the S-L approach, showcasing how tailored resources such as training videos, guidebooks, and

bilingual materials were developed to support effective customer service across different sectors. Each group needed to learn to work on the specific requests and resulting products that cater to enhancing customer service skills and professionalism in their respective contexts.

4.4 Conclusion

In conclusion, this chapter has detailed the comprehensive process of the Service-Learning (S-L) approach, spanning from the initial classroom observations to the implementation and evaluation phases. The pre-S-L stage established a foundation through the English for Customer Service (CS) module, which combined linguistic preparation with practical guidance in CS facilitated by the textbook. The implementation phase showcased students' active engagement with community partners, highlighting their adaptability and the importance of aligning projects with partner needs through careful needs analysis. The post-S-L outcomes demonstrated the practical impact of the tailored resources and training students developed, effectively bridging academic learning with real-world application. Collectively, these insights underline the transformative potential of the S-L approach in fostering professional competencies and meaningful community impact. As the journey of implementing S-L comes to a close, the next chapter delves deeper into its impact, focusing on how S-L influences English for Specific Purposes (ESP) communicative competence. By examining measurable outcomes and stakeholder perceptions, Chapter 5 provides a detailed exploration of the S-L approach's role in fostering communicative competence development.

CHAPTER 5

FINDINGS ON IMPACT AND PERCEPTIONS OF S-L ON ESP COMMUNICATIVE COMPETENCE

Chapter 5 explores the findings related to the impact and perceptions of the Service-Learning (S-L) approach in developing English for Specific Purposes (ESP) communicative competence. The chapter addresses two key research questions. First, it examines RQ1: To what extent does Service-Learning enhance the development of ESP communicative competence? by analysing pre- and post-test data and conducting linguistic analyses. It provides objective insights into the measurable impact of the S-L approach on students' communicative skills. Second, it addresses RQ2: What are the students', lecturer's, and community partners' views and perceptions of Service-Learning for the development of ESP communicative competence? by presenting reflections from students on their S-L experiences, as well as the perspectives of community partners and the module lecturer.

5.1 RQ1: To what extent does Service-Learning enhance the development of ESP communicative competence?

As discussed in the methodology chapter, the pre-test and post-test conducted before and after the students engaged with the S-L approach, to help to answer the first research question. The pre-test provided a baseline measure of students' initial knowledge, skills, and attitudes related to customer service. This assessment helped identify their starting level of proficiency, highlighting specific areas of strength and areas needing improvement prior to the intervention.

After implementing the S-L approach in the field, when the students practised their knowledge by assisting their CP in creating English for CS material, the post-test was administered. This subsequent assessment aimed to capture any changes or improvements in students' ESP communicative competence, in this case, English for CS, as a result of their participation in the S-L approach. By comparing the pre- and post-test results, I was able to evaluate the effectiveness of the S-L approach in enhancing students' communicative competence. This analysis provided insights into whether the S-L approach led to measurable improvements in students' competencies and how effectively it addressed the initial gaps identified in the pre-test. Ultimately, these assessments offered a clear indication of the impact of the S-L approach on students' development and informed the effectiveness of S-L as a pedagogical approach.

The test used for the pre and post-test was the oral situation test (OST) by Raffaldini (1988), which was slightly modified to fit the ESP context, in this case, English for customer service. The test items were modified from *Standard Kompetensi Kerja Nasional Indonesia (SKKNI)* or the Indonesian National Competency Standard (INCS). The test consisted of 10 situations, prompting learners to silently read each scenario and then record their responses in English, composing three or four sentences as if addressing an imagined interlocutor in such situations.

Below is an example of a test item used in the pre-and post-test, when students were stimulated to make small talk to address the competency of managing customer meetings, as outlined in the SKKNI.

1. Competency: Managing customer meetings

Stimulus : You need to make small talk with your customer at the beginning of a meeting.

You say : [Student response recorded here].

Raffaldini (1988) also created a rating system that separately assessed the learners' communicative competence: sociolinguistic, discourse, and linguistic competence. Details of the test, scoring system and rating scale for the oral situation test can be found in [Section 3.5.1](#) and Appendix 7 and 8.

In order to provide a detailed understanding of students' development after using the S-L approach, the descriptive statistics of the pre- and post-tests were complemented by a linguistic analysis of students' pre- and post-test responses. This analysis was based on the transcription of the recordings of students' pre- and post-test answers, which had been used for scoring their tests. The samples were transcribed following the transcription conventions outlined by Levinson (1983, pp. 369–370), with some minor modifications (Williamson, 1995). The conventions were then analysed, and the findings were presented according to their categories, following the test rubric: discourse, sociolinguistics, and linguistics. Patterns identified in the analysis were then presented in the following sub-chapter, along with examples from the analysis of some students' answers.

5.1.1 Results of pre and post-test

A paired-sample t-test was conducted to compare students' pre- and post-tests in three different categories following the rubric from (Raffaldini, 1988). Those categories are discourse, sociolinguistics, and linguistics.

Table 16. Results of paired sample t-test

Paired Samples Test							
Paired Differences							
		Mean	Std. Deviation	Std. Error Means	t	df	Sig. (2-tailed)
Pair 1	Pre-test and post-test Discourse	-1.37288	2.91192	0.37910	-3.621	58	0.001
Pair 2	Pre-test and post-test Sociolinguistics	-0.94915	2.61576	0.34054	-2.787	58	0.007
Pair 3	Pre-test and post-test Linguistics	-1.76271	3.87449	0.50442	-3.495	58	0.001

The results show that there was a significant difference in each category ($p < 0.01$) in which linguistics has the most significant improvement, proven by the highest means difference between pre-and post-test ($M = -1.76$), with a standard deviation (SD) of 3.87 and followed by discourse competence ($M = -1.37$), with $SD = 2.91$, and lastly, the improvement of sociolinguistics competence ($M = -0.93$), with $SD = 2.61$).

5.1.2 Linguistic analysis of the pre- and post- test answers

After identifying the statistical differences between students' pre-and post-test results, the next step was to conduct more detailed linguistics analysis for students' pre- and post-test. It involved annotating the relevant recordings for a more in-depth examination by using ELAN - a computer program for annotating sound or video files. This annotation process involves defining linguistic types and tiers, selecting time intervals, and entering annotations. The transcription conventions from Levinson (1983, pp. 369–370), with a few minor adjustments made (Williamson, 1995) being re-displayed to make the process of reading and understanding the analysis of Excerpt 5, 6, and 7. Details explanation of the transcription conventions, please refer to the methodology section [3.4.2](#).

Table 17. Transcription conventions

Main Conventions:	
(.)	micropause (comparable perhaps to an average syllable duration) <0.5 sec
(..)	brief pause >0.5 s <1.0 s
(...)	pause >1.0 s <1.5 s
(2.0)	longer pause in seconds
::	lengthened syllables or speech sounds
?	not a punctuation mark but a rising intonation contour
()	uncertain passages of transcript

Given that the research objective was to examine the extent to which the S-L approach mediated this development, it was crucial to focus on those students who exemplified this process. Furthermore, understanding the nature of the student's development is essential before exploring the mediational mechanisms underpinning this progress.

The analysis reveals consistent patterns in developing students' ESP communicative competence across the class, focusing on discourse, sociolinguistic, and linguistic categories. Regarding discourse competence, pre-tests often highlighted challenges with structuring responses cohesively and maintaining the flow of information. Many students struggled with transitions, summarising information, and creating opportunities for customer engagement. However, post-tests demonstrated a class-wide improvement, with students providing more precise, more organised responses. They successfully clarified the following steps, reinforced understanding, and incorporated interactive elements to enhance communication, reflecting a shared growth in managing discourse effectively.

Sociolinguistic competence also showed notable development across the group. Initially, students used informal or hesitant language that lacked the politeness and professionalism expected in customer service contexts. It was a common feature in pre-tests, where many responses failed to demonstrate cultural sensitivity or adapt to formal registers. By the post-tests, students across the class exhibited a more customer-focused approach, employing polite expressions, encouraging customer interaction, and improving their tone with rising intonation to signal engagement. These changes suggest a broad recognition of aligning language use with professional norms.

While improving more modestly, linguistic competence displayed a similar pattern across the class. Pre-tests often revealed grammatical errors, disjointed sentences, and disruptions caused by hesitations and fillers, impacting overall fluency. Post-tests, however, showed a general trend of reduced errors and smoother delivery among students. Many participants demonstrated greater sentence accuracy and vocabulary control, though minor grammatical mistakes persisted. Fluency improvements were evident as students became more confident in their delivery, reducing pauses and hesitations, reflecting a collective shift towards more effective communication.

Overall, the findings indicate that the class made significant progress, particularly in discourse and sociolinguistic competence, with more gradual linguistic improvements. This widespread pattern highlights the effectiveness of the S-L approach in fostering professional, context-appropriate communication skills in English for customer service scenarios. Nevertheless, the analysis suggests that continued practice is needed to refine grammar, enhance fluency, and ensure consistently dynamic and engaging interactions across all students.

According to the patterns described above, the following analysis highlights the performance of three students whose progress most effectively represents the observed trends

across the class. These students were selected as they exemplify the common developmental patterns in discourse, sociolinguistic, and linguistic competence, showcasing the strengths and areas for improvement identified in the broader class analysis.

Excerpt 5 (student 05)

Situation: You are at the end of a phone call and need to follow the customer service basic steps in finishing the call. You say:

Pre-test

- 01 ok ms Girin (..)
- 02 so, you will see Ms Denada at 7 pm on Ms Denada office
- 03 I will make sure to send you a quick email about the meeting
- 04 thank you

Post-test

- 05 so Mr Boo
- 06 our technician will come to check the problem at 3 pm
- 07 please let me know if you are free at that time
- 08 and could I have your email address for make a summary from your Wi-Fi trouble?
- 09 its crt261402@gmail.com
- 10 thank you I will send the summary to you
- 11 goodbye and have a nice day?

According to the Business English in Lingua Franca (BELF) in the context of Customer Service, Effective communication in the customer service context involves following a structured set of steps to ensure a smooth and professional interaction, especially when ending a call (W.

Baker, 2015; Pitzl, 2010). These steps typically include summarising the conversation, clarifying the following actions, offering the customer an opportunity to provide additional input, and closing the conversation with polite final phrases.

In the pre-test (lines 01–04), the student made an effort to summarise the call by restating the appointment details, but the phrasing was somewhat unclear, particularly in line 02. The sentence structure in "so, you will see Ms Denada at 7 pm at Ms Denada's office" is awkward and lacks clarity. Additionally, while the student did clarify the next step in line 03, stating that she would send an email, the interaction remained minimal, with little elaboration on the specific actions to follow or any confirmation from the customer. This lack of expansion indicates a gap in the student's ability to facilitate a more interactive conversation, which is crucial in customer service discourse. A key element missing here is room for customer input. There was no opportunity for the customer to respond or ask further questions, which is essential in ensuring customer satisfaction and clarity in the communication process.

In contrast, the student's post-test performance (lines 05–11) demonstrates significant improvement in following the basic steps of customer service discourse. By summarising the conversation clearly and concisely (lines 06 and 10), the student confirmed the following action—the technician's visit—and reiterated it to reinforce understanding. In line 08, the student clarifies the next step by asking for the customer's email to send a summary, a clear and proactive approach to ensuring further communication. The inclusion of line 07, where the student asks, "Please let me know if you are free at that time," shows a marked improvement in creating space for customer input, a critical aspect of customer service communication that was missing in the pre-test. This addition demonstrates the student's growing awareness of the need for two-way interaction to resolve customer issues (Bone et al., 2015).

Furthermore, the post-test includes courteous closing phrases characteristic of professional customer service communication. Lines 10 and 11, with phrases like "thank you, I will send the summary to you" and "Goodbye and have a nice day," reflect a polite and customer-oriented approach. These phrases are essential for maintaining professionalism and ensuring that the customer feels valued and their concerns have been adequately addressed.

Overall, comparing the pre-and post-test performances illustrates the students' development in communicative competence, as evidenced by their more adept handling of customer service discourse. In the post-test, the student demonstrated a clearer understanding of the context by employing more appropriate strategies to effectively manage and conclude customer interactions. This progress is visible in the use of structured steps and the student's ability to create opportunities for customer engagement and ensure that the conversation flows smoothly, which is crucial in customer service settings. The student's performance now reflects a better grasp of the balance between professional formality and the need for customer involvement, which are key aspects of communicative competence in this context. By delivering clear summaries, inviting customer feedback, and using polite and practical closing remarks, the student has shown improvement in both the technical execution of customer service steps and the nuanced understanding of communicating within the service context.

The following analysis focuses on the sociolinguistics category, which examines how language is used in social contexts. Using the same extract as in the previous discourse analysis, this section explores the appropriateness of the student's language in a CS scenario. It includes their ability to adjust language based on social roles and relationships, such as using formal or polite expressions when addressing customers. It also considers their awareness of power dynamics between a service provider and customer and their responsiveness to cultural norms that

may influence communication styles (P. Brown & Levinson, 1987; Fan et al., 2023; Ladhari et al., 2011).

Sociolinguistic competence also examines the students' awareness of register—whether they can adapt their language to suit a professional customer service environment, including using formal vocabulary and appropriate tone. This category helps assess how well the student can navigate the social nuances of customer service communication, ensuring that their language reflects professionalism, politeness, and cultural sensitivity.

The development observed in the student's response represents a broader trend across the class, where appropriateness in communication was gradually enhanced. For example, she gave more chances for the customer to respond by asking more questions and clarification, as we could see in lines 07 and 08, and the effort to repeat the email to ensure it was the correct email address (line 09). Another critical aspect of the excerpt on the sociolinguistics point is the improvement of the tone used by the student as customer service, as it shows the desired attitude towards the interlocutor. Lines 08 and 09 showed the student's rising intonation at the end of the sentences, indicating an uptalk as a perlocutionary politeness for the customer (Jeong, 2018; Warren, 2016). Meanwhile, there was no rising intonation in her pre-test response.

Unlike her progress in discourse and sociolinguistic competence, Student 05's linguistic competence remained relatively consistent between the pre-test and post-test. While she continued to make minor grammatical errors, such as in her use of prepositions (lines 02 and 08), these errors did not obstruct the interlocutor's understanding or communication flow. The criteria used to assess this stability were the accuracy and clarity of sentence construction, with particular attention to whether the grammatical mistakes affected comprehension. Although the errors persisted in the post-test, they were not significant enough to disrupt the overall clarity of the communication,

indicating that the student maintained a steady level of linguistic competence throughout the tests. This stability contrasts with the noticeable improvements in her discourse and sociolinguistic skills, which were more evident in the post-test.

In comparison, student 16 showed more noticeable changes in both his pre- and post-test performances regarding linguistic competence, especially when responding to a situation that required small talk at the beginning of a meeting which can be linked to the principles of BELF. In the pre-test, his grammatical errors were more significant, particularly when responding to a situation that required small talk at the beginning of a meeting. It reflects a common challenge in BELF contexts, where communication is often focused on mutual understanding and functionality rather than strict adherence to native-speaker norms. However, this student's performance improved through the S-L approach, likely due to the practical application of language in real-world customer service settings, which aligns with the flexible, communicative goals emphasized in BELF.

Excerpt 6 (student 16)

Situation: You need to make small talk with your customer at the beginning of a meeting. You say:

Pre-test

- 01 uh::m (2.0) how was your day?
- 02 the network is alright? (2.0) where was network
- 03 we'll help you

Post-test

- 04 hi sir, it's so sunny today (.) everything is good?
- 05 (..) what do you love about this city?

For example, the sentence "the network is all right? Where was network" (line 02) is grammatically flawed and difficult to follow, making the communication unclear. However, in the post-test, Student 16 demonstrated clear improvements, producing more grammatically accurate and contextually appropriate sentences. His small talk in lines 04 and 05 ("Hi sir, it's so sunny today. Everything is good?" and "What do you love about this city?") showed a better grasp of both grammar and conversational flow, reflecting his growth in linguistic competence. Further analysis of student 16 will be discussed under Excerpt six.

From the sociolinguistics category, the student's development could be seen from the appropriateness of the response. As being shown in Excerpt 6, even though student 16 only produced simple sentences in his recording, it was still hard to understand his sentences. He started the sentence by making correct small talk, asking about the customer's day (line 01). Unfortunately, he seemed confused, as shown by his long pauses when he tried to continue the small talk, as seen in line 02, followed by some disconnected sentences in lines 02 and 03. Therefore, for the discourse category, there were lexical and structural errors of cohesion and coherence, which made it difficult to connect the message with the situation being asked.

The discourse cohesion and coherence problems also made the student unable to give the appropriate sociolinguistics response to the situation being given, as we could see in lines 01 and 02, in which the student was taking long pauses and needed clarification. As small talk is often thought of as a neutral, non-task-oriented conversation about safe topics, where no specific goals need to be achieved (Schneider, 2008), the desired attitude of the student as someone who is comfortable starting small talk then could not be conveyed.

Even if the student's response in his post-test was relatively shorter, we could see from lines 04 and 05 that the structure of the sentences was more accurate linguistically than during the

pre-test. The accuracy of sentences fulfilled the function explicitly. The student also became more fluent, as we could see from the pauses and rising intonation and was in the right place. Therefore, it could make them naturally fulfil the idea of small talk. Small talk, particularly in customer service, can be surprisingly challenging because it requires engaging in light yet contextually appropriate conversation without a clear goal or task. According to Holmes (2013), the success of small talk hinges on fluency, cultural sensitivity, and the ability to read social cues, which makes it a complex aspect of communication. In this case, the student's improved fluency and natural phrasing in the post-test suggest a better understanding of handling the unpredictability and fluidity that small talk often demands. By navigating these conversational variations more smoothly, the student demonstrated significant development in engaging customers genuinely and comfortably, an essential skill in customer service contexts.

The changes in student 16's performance between the pre- and post-test suggest that learning has taken place. While the pre-test showed hesitation, disjointed sentences, and difficulty in sustaining the flow of small talk, the post-test indicated significant improvement in linguistic structure, fluency, and the ability to produce more appropriate sociolinguistic responses. The student's ability to provide clearer, more connected sentences with better fluency reflects progress in their language use, particularly in a CS setting.

The goal of language learning, especially in a targeted context like CS, is not only to improve grammatical accuracy but also to enhance fluency and the ability to engage in context-appropriate communication. The post-test results show that student 16 made meaningful progress, particularly in areas where they previously struggled. While the response is still simple, it now demonstrates a better grasp of small talk, improved sentence cohesion, and more effective use of

sociolinguistic strategies. This reflects the desired outcome of the learning process: enhanced communicative competence in the context of English for CS.

The last excerpt is from student 31, who received a relatively higher score than students 05 and 16, the two previous examples of students being analysed (see the score in Table 10). Even though the result of his pre-test was considered good, he successfully improved in all categories being assessed (discourse, sociolinguistics, linguistics) in his post-test. A complete analysis is given under his pre-test and post-test excerpt below.

Excerpt 7 (student 31)

Situation: You are a sales representative of your company and need to make a first greetings and introduction to a potential customer. You say:

Pre-test

- 01 halo sir good morning (.) I am Novita Nisrina from nft insurance
- 02 uh:: (..) I am here as a sales representative want to introduce our
- 03 insurance package for your family or your company
- 04 uh::m (..) so if you want to know may I introduce our package sir?

Post-test

- 05 halo good morning sir thank you for reaching out us today?
- 06 my name is Novita Nisrina (.) a sales representative from nft corporation?
- 07 I am here to assist you and may I help you today?

In the discourse category, the student's response in the post-test is more structured and aligned with the expectations of the situation. She introduced herself by mentioning her name and where she is from. She also directly mentioned her purpose for introducing herself and asked the

interlocutor, in this case, her customer, if she/ he wanted to know more about her company's products. All that information was based on the steps of customer service introduction.

In the sociolinguistics category, there are areas where the student can enhance her language use to better align with the expectations of social factors like power dynamics, cultural norms, and the overall context of the interaction, aiming to maintain a positive customer experience. For instance, in line 04, the phrase "so if you want to know" lacks the appropriate formality and politeness typically required in customer service interactions. This choice of words could suggest that the student is willing to assist only if the customer expresses a desire for information rather than conveying a proactive willingness to help simply because the customer is present.

The student might consider using a more inviting and courteous phrase to improve her response. For example, she could say, "I would be happy to provide any information you need," or "Please let me know how I can assist you today." These alternatives demonstrate a more positive and service-oriented attitude, making it clear that she is eager to help regardless of whether the customer explicitly asks for assistance. This language shift aligns better with the formal register expected in CS and fosters a more welcoming atmosphere for the customer (Bargiela-Chiappini & Harris, 2006; Lievens et al., 1999). By adopting such phrasing, the student can improve her sociolinguistic competence and ensure that her communication is appropriate and effective in CS.

In the linguistics category, the student's performance could have benefited from reducing fillers and minimizing long pauses, which is particularly evident in lines 02 and 03. These hesitations disrupt the flow of conversation and can create an impression of uncertainty or lack of preparation. A smoother delivery would improve overall fluency and convey confidence to the customer, making them feel more at ease.

Moreover, the student's relatively flat intonation, with only one instance of rising intonation at the end of the conversation, detracts from the engagement level of the interaction. Intonation is crucial in conveying enthusiasm and warmth, especially in a customer service context where first greetings and introductions are pivotal. The student could create a more dynamic and inviting atmosphere by incorporating varied intonation patterns, such as rising intonation when asking questions or emphasizing key points. This improvement in intonation, combined with a more fluent delivery free from excessive fillers, would foster a sense of confidence and assurance that encourages the customer to continue the conversation comfortably.

Despite the problems in the sociolinguistics and linguistics categories, the student improved her post-test. She used the modal *may* when asking for permission (line 07). Another improvement was from the overall lines; she managed to make only necessary pauses, as shown in line 06 as a transition of introducing herself and mentioning the name of the company she is working on. We could also see how she did some rising intonation at the end of the sentences, indicating an uptalk as perlocutionary politeness after her greeting (line 05), introducing herself (line 06), and offering help (line 07).

After discovering that the S-L approach effectively mediated the development of ESP communicative competence and examining the linguistic analyses of student progress, we gain valuable insights into areas of improvement across three categories: discourse, sociolinguistics, and linguistics. This foundational understanding lays the groundwork for the next phase of my research, which involves a deeper exploration of the specific types of mediation that took place within this context.

5.2 RQ2: What are the students', lecturer's, and community partners' views and perceptions of Service-Learning for the development of ESP communicative competence?

This section discusses the findings of the views and perceptions of all the stakeholders involved in this research. Data were collected via an online Likert scale questionnaire, a student focus group, and an interview with the module lecturer and the CP. All the qualitative data from the focus and interview were analysed thematically and used to explain the findings for RQ2. Details of the thematic analysis process are in [Section 3.5.3](#) and Appendix 17. The questionnaire findings are discussed in three sections: students' views and perceptions, community partners' views and perceptions, and module lecturer's views and perceptions.

5.2.1 Students' views and perceptions






Data about the student's views and perceptions were collected via an online questionnaire, followed by a focus group given in the last week of the semester after they finished their S-L approach as their reflections. The questionnaire was administered as an online survey. While responses were kept anonymous when reporting the results, students were required to provide a student number to ensure that only one response was received from each student. A response rate of 85% was achieved, with 50 valid responses from 59 students. Four different themes with a total of 20 questions were posed as statements which required a response on a Likert Scale of 1 strongly disagree to 5 strongly agree. The focus group was done after the students submitted their questionnaire to follow up on the questionnaire's data. In this section, the questionnaire and focus group findings will be served together to support each other.

The aim of the focus group interviews was to understand participants' perspectives on key areas related to the S-L experience, including its main value, how it enhanced learning, the

challenges faced, and how community needs were met. The focus group interviews were conducted with the same groups of students who had worked together on their S-L projects. During focus group, additional questions were asked to explore the participants' responses more thoroughly in relation to those key areas. These interviews took place after the students had completed and submitted their S-L projects to their respective CPs. This timing allowed students to reflect on their experiences as a group, discuss their collaborative processes, and provide insights into their overall S-L journey after seeing the final impact of their work on the community partners.

5.2.1.1 Language competence development

Table 18. Results of students' questionnaire on language competence development

<i>Statistic</i>	<i>Response Distribution</i>		<i>Count</i>	<i>Percent</i>	
As a result of participating in the S-L approach, I could feel that ...					
1. I am a better English language learner.					
Mean Response:	4,12	5 Strongly Agree	15	30%	
Median Response:	4	4 Agree	27	54%	
Standard Deviation:	0,72	3 Neither	7	14%	
No. Valid Response:	50	2 Disagree	1	2%	
		1 Strongly Disagree	0	0%	
2. I have a better understanding of English for customer service context.					
Mean Response:	4,16	5 Strongly Agree	16	32%	
Median Response:	4	4 Agree	28	56%	
Standard Deviation:	0,74	3 Neither	4	8%	
No. Valid Response:	50	2 Disagree	2	4%	
		1 Strongly Disagree	0	0%	
3. I know more English words specifically related to English for business and professional communication.					
Mean Response:	4,18	5 Strongly Agree	20	40%	
Median Response:	4	4 Agree	21	42%	
Standard Deviation:	0,83	3 Neither	7	14%	
No. Valid Response:	50	2 Disagree	2	4%	
		1 Strongly Disagree	0	0%	
4. I improved my knowledge of the English for business and professional communication.					
Mean Response:	4,4	5 Strongly Agree	27	54%	
Median Response:	5	4 Agree	19	38%	
Standard Deviation:	0,83	3 Neither	2	4%	
No. Valid Response:	50	2 Disagree	1	2%	
		1 Strongly Disagree	1	2%	
5. I became more confident and competent when communicating in a business, corporate or organisational context.					
Mean Response:	4,02	5 Strongly Agree	15	30%	
Median Response:	4	4 Agree	21	42%	
Standard Deviation:	0,77	3 Neither	14	28%	
No. Valid Response:	50	2 Disagree	0	0%	
		1 Strongly Disagree	0	0%	

Results of the students' questionnaire on language competence development showed that over 80% agreed or strongly agreed with the first three statements which were about how S-L help them to be a better English learner, improve their understanding of English for customer service, and help them understand English words for business and professional contexts more. Additionally, the median response of 4 and low standard deviation of 0.72 - 0.83 indicate a relatively consistent agreement among the respondents. As shown in Table 18, the students agreed ($M=4.12$; $SD=0.72$) that they were better English language learners than before. They also agreed ($M=4.16$; $SD=0.74$) that they better understood English for customer service context than before and know more English words specifically related to English for business and professional communication ($M=4.18$; $SD=0.83$). Interestingly, the students showed the strongest agreement, with over 90% agreeing and strongly agreeing ($M=4.4$; $SD=0.83$) that they improved their knowledge of English for business and professional communication. However, for item number 5, although 72% of students indicated their agreement ($M=4.02$; $SD=0.77$), there are 27% relatively neutral response patterns for becoming more confident and competent when communicating in a business, corporate or organisational context.

Supporting the findings from the questionnaire, in the follow up interview, the students mentioned various improved skills after using the S-L approach in the follow up focus group discussions. Related to the knowledge of English for business and professional communication improvement that got the highest agreement among others, during focus group, 11 of 12 groups mentioned that working directly with industry gave them new knowledge they had never received in the class. Since this was their first time working with the industry, students from group 10 particularly emphasized how they focused intently on every instruction provided by the CP. This shows that the real-world setting created a heightened sense of attention and engagement, as they

understood the importance of following industry-specific instructions closely. Additionally, during the survey and data collection on the S-L site, the students observed and learned in detail to ensure they understood the use of English in the outsourcing service industry. This was a key finding, as it illustrates how students connected language learning to specific industry practices. During the survey and data collection on the S-L site, they also learned and observed in detail to ensure they understood English use in the outsourcing service industry. Here is the excerpt of the group 10 discussion during the focus group:

Excerpt 13

- 01 S1: We had three meetings with the CP. The first one was the online meeting with the head
02 office in Jakarta.
- 03 S2: Meeting with the head of quality control, manager, and manager of the branch office.
- 04 S1: Yes, yes. Then we discussed the need for English in the company. They had a
05 training division, so they asked us to help them there to create teaching materials for
06 the CS. Then the second meeting? Emmmm.
- 07 S3: I remember! The second meeting was us doing the observation. We met the
08 manager's branch office. She explained a lot about how English is usually used there.
09 We then followed her, learned, and observed in the field to see an actual CS practice.
- 10 S4: We found that there were a lot of different things that we learned about CS in
11 the textbook and the field. They still use formal registers, but everything is simpler
12 since they should do all the processes quickly and effectively. For example, greetings
13 and offering help. It would be formal but so quick.
- 14 S3: The last meeting was during the evaluation. We had another online meeting
15 with our field supervisor. He is the head of the quality control. One of the feedback
16 items was that we had to make the product using a formal register, but it was simpler
17 and more casuals. So, we learned a lot from those three meetings.
- 18 S5: And because we also need to correspond with them all the time, we also learned
19 about the appropriate written and spoken English words to use when talking to a
20 professional.

During the S-L process, students addressed the needs of their CPs through a thorough needs analysis, while the CPs supported the students by providing relevant materials and contextual resources. As discussed earlier in [Section 4.2.2](#), each group conducted a needs analysis to identify the needs of their CPs within the field of CS. This needs analysis was crucial in ensuring that the outcomes of the S-L approach would be valuable for the CPs and that the activities carried out would align with the students' competencies and project objectives.

Five of the twelve groups highlighted that they were able to comprehend how different industries might require English for varying purposes. For instance, a student from Group 11, who collaborated with an international office at a university, gained insight into the distinct English needs of each CS professional after completing the S-L approach. Further detailed explanations of why needs analysis is crucial for ESP students will be discussed in the subsequent discussion chapter. However, it is important to note here that this real-world exposure allowed students to understand better the specific language requirements of different sectors, which is a key component of tailoring ESP training to meet the precise demands of diverse professional contexts. This awareness is essential in ensuring that ESP courses are relevant and aligned with the professional needs of their target audiences. The following excerpt from a focus group discussion illustrates this understanding:

- 01 We just realized that even in one institution like a university, it has a
- 02 specifically different language needed by every CS. For example, English
- 03 for a receptionist will be completely different from English for a driver. As
- 04 a CS, the driver will need more skills in making small talk. Meanwhile, the
- 05 receptionist should be more polite and structured as a CS. They have to make
- 06 correct gestures, greetings, and body language, and they are so different.

(S30)

Beyond the needs analysis, focus group interviews revealed that students effectively addressed their CPs' needs by leveraging the context provided by the CPs. The CPs contributed essential resources, such as product catalogues, booklets, pamphlets, and websites, which enriched the students' understanding of the specific contexts in which the S-L products would be applied. The following student quotations underscore the importance of these contributions:

01 Our CP provides materials in Bahasa Indonesia to give us more context, such
02 as a catalogue and pictures of the products. It is important because it helped
03 us describe their product for our bilingual vocabulary pocketbook for CS in
04 more detail.

(S1)

05 During our day three on-site, we took some data such as pictures, CS SOP
06 documents, and products from previous S-L there to ensure that we
07 translated the language correctly and provided the appropriate context for
08 our S-L products that the CS would use.

(S14)

Additionally, students utilized technology to tailor their outputs to meet the specific needs of their CPs. For instance, a student from Group 29 used Computer-Assisted Translation (CAT) tools to achieve accurate translations of highly specialized vocabulary. The extract below shows how another student from Group 14 utilized social media platforms, such as TikTok and Instagram Reels, to create engaging and simplified content in line with their CP's requests.

01 After getting the materials from our CP, we created and translated them
02 ourselves. However, for some words we did not know, for example, related
03 to specific vocabulary for milkfish, we translated them first as best as we could, then
04 used the help of CAT tools. We have then checked it using proofreading tools.
05 Finally, we checked everything together again.

(S29)

- 06 We tried to find examples of video tutorials about anything on social media such as
 07 TikTok and Instagram reels, to make it more uncomplicated and fun.

(S14)

The collaborative efforts between students and their CPs, supported by a thorough needs analysis, the provision of contextual materials, and the use of technology, were crucial in ensuring that the S-L projects were effectively aligned with the specific needs of the CPs. These elements—needs analysis, contextual relevance, and technological tools—were essential in allowing students to apply their skills effectively. This approach addressed the varying professional requirements of the CPs but also enhanced the overall impact and relevance of the student's work across different contexts.

The second table, Table 19, presents the students' questionnaire on soft skills development results from participating in the S-L approach. This table illustrates students' responses across various soft skills, such as creativity, work management, idea expression, collaboration, and group work. The findings indicate a generally positive outcome, with most students reporting improvements in these essential soft skills. These results underscore the S-L approach's effectiveness in promoting personal and professional growth. The following sections provide a more detailed analysis of these outcomes.

5.2.1.2 Soft skills development

Table 19. Results of students' questionnaire on soft skills development

<i>Statistic</i>		<i>Response Distribution</i>	<i>Count</i>	<i>Percent</i>	
As a result of participating in the S-L approach, I was able to ...					
6. Think more creatively.					
Mean Response:	4,36	5 Strongly Agree	22	44%	
Median Response:	4	4 Agree	26	52%	
Standard Deviation:	0,72	3 Neither	1	2%	
No. Valid Response:	50	2 Disagree	0	0%	
		1 Strongly Disagree	1	2%	
7. Manage my work according to my plan.					
Mean Response:	4,22	5 Strongly Agree	18	36%	
Median Response:	4	4 Agree	28	56%	
Standard Deviation:	0,76	3 Neither	1	2%	
No. Valid Response:	50	2 Disagree	3	6%	
		1 Strongly Disagree	0	0%	
8. Express my ideas more freely.					
Mean Response:	4,3	5 Strongly Agree	22	44%	
Median Response:	4	4 Agree	22	44%	
Standard Deviation:	0,74	3 Neither	5	10%	
No. Valid Response:	50	2 Disagree	1	2%	
		1 Strongly Disagree	0	0%	
9. Improve my collaborative skills.					
Mean Response:	4,42	5 Strongly Agree	24	48%	
Median Response:	4	4 Agree	24	48%	
Standard Deviation:	0,64	3 Neither	1	2%	
No. Valid Response:	50	2 Disagree	1	2%	
		1 Strongly Disagree	0	0%	
10. Manage my work according to the group plan.					
Mean Response:	4,28	5 Strongly Agree	20	40%	
Median Response:	4	4 Agree	24	48%	
Standard Deviation:	0,67	3 Neither	6	12%	
No. Valid Response:	50	2 Disagree	0	0%	
		1 Strongly Disagree	0	0%	

It is apparent from Table 19 that the overall mean value for the perceived development of soft skills is reasonably high, with two statements receiving more than 95% points of agreement with all median response of 4 and low standard deviation indicate a relatively consistent agreement among

the respondents. The highest mean value is for Item 9; the students felt that their collaborative skills had improved due to implementing the S-L approach ($M=4.42$; $SD=0.64$). It is followed by Item 6, which stated that they could think more creatively ($M=4.36$; $SD=0.72$). The students also agreed ($M=4.3$; $SD: 0.74$) that they could express their ideas more freely. Related to their chance to manage their work, the results showed that students felt that after S-L, students were able to manage their work according to their plan ($M=4.22$; $SD=0.76$) and were able to manage their work according to the group plan ($M=4.28$; $SD=0.67$).

Like the questionnaire, soft skill development emerged as one of the most frequently mentioned outcomes during the thematic analysis. Every student from every group mentioned soft skills as their most improved skill after the S-L approach. The fact that the students frequently mentioned these skills suggests that the S-L approach played a significant role in their development. By working on real-world projects and engaging with professionals, students likely had opportunities to enhance these soft skills in practical, context-driven scenarios. This finding underscores the holistic nature of the S-L approach, as it not only focuses on academic knowledge but also prepares students with the critical interpersonal and professional skills necessary for success in the workplace. Furthermore, these skills are transferable across different fields and sectors, increasing students' employability and ability to contribute meaningfully to society.

Another key point I identified from the focus group is that the students gained some soft skills development as the outcome of the S-L activity, which supported their professional development. Those are leadership, time management, communication abilities, social skills, problem-solving, teamwork and networking.

- 01 It initially felt so hard, but after using the S-L approach, I got an illustration
- 02 of our future works. I improved some of my professional skills, such as

03 negotiating, collaborating with the industry, and working in a professional
 04 setting.

(S39)






05 I improved my professional skills, especially related to CS, such as being
 06 polite, having good public speaking, and being humble to the customer.

(S33)

The following table (Table 20) focuses on the students' motivation and attitudes while participating in the S-L approach. This section examines how engaged and motivated students felt about the project, their openness to feedback, their confidence in communicating in English, and their overall enjoyment and collaboration during the project. The results offer insights into how the S-L approach impacts student motivation and attitudes, critical for successful learning and skill development.

5.2.1.3 Motivation and attitudes

Table 20. Results of students' questionnaire on motivation and attitudes

<i>Statistic</i>	<i>Response Distribution</i>		<i>Count</i>	<i>Percent</i>	
During the S-L approach, I could feel that ...					
11. I am always excited about the project I am doing.					
Mean Response:	3,98	5 Strongly Agree	14	28%	
Median Response:	4	4 Agree	23	46%	
Standard Deviation:	0,84	3 Neither	12	24%	
No. Valid Response:	50	2 Disagree	0	0%	
		1 Strongly Disagree	1	2%	
12. I appreciate the feedback received about my project.					
Mean Response:	4,6	5 Strongly Agree	33	66%	
Median Response:	5	4 Agree	16	32%	
Standard Deviation:	0,70	3 Neither	0	0%	
No. Valid Response:	50	2 Disagree	0	0%	
		1 Strongly Disagree	1	2%	
13. I communicate in English confidently during the project.					
Mean Response:	3,96	5 Strongly Agree	12	24%	
Median Response:	4	4 Agree	26	52%	
Standard Deviation:	0,78	3 Neither	10	20%	
No. Valid Response:	50	2 Disagree	2	4%	
		1 Strongly Disagree	0	0%	
14. I enjoy the activities during the project.					
Mean Response:	4,24	5 Strongly Agree	22	44%	
Median Response:	4	4 Agree	20	40%	
Standard Deviation:	0,82	3 Neither	6	12%	
No. Valid Response:	50	2 Disagree	2	4%	
		1 Strongly Disagree	0	0%	
15. I work better in groups.					
Mean Response:	3,94	5 Strongly Agree	14	28%	
Median Response:	4	4 Agree	21	42%	
Standard Deviation:	0,84	3 Neither	13	26%	
No. Valid Response:	50	2 Disagree	2	4%	
		1 Strongly Disagree	0	0%	

It can be seen from Table 20 that Item 12 had 98% of students who agreed that they appreciated feedback given to them about their project with all median response of 4 and low standard deviation indicate a relatively consistent agreement among the respondents. Therefore,

the highest mean value was devoted to Item 12 ($M=4.6$; $SD=0.70$). This is followed by Item 14 ($M=4.24$; $SD=0.82$), which shows that they enjoyed the activities during S-L. Meanwhile, the students agreed ($M=3.98$; $SD=0.84$) that they always felt excited about the project that they were doing, that they communicated confidently during the project ($M=3.96$; $SD=0.78$), and that they worked better in groups during S-L project ($M=3.94$; $SD=0.84$). Even though students' reflection on the motivation and attitude category was still considered satisfactory for the students, this category received the highest number of students' relatively neutral response patterns, shown by Item numbers 11, 13 and 15, who had above 20% neutral responses.

During focus group, 85% of the students were mentioned additional self-motivation when working with the community partner. They have personal reasons related to how their personal feelings motivated them to do the S-L approach. In the focus group discussions, 85% of students reported experiencing additional self-motivation when working with their community partners, highlighting how personal connections and the real-world nature of the S-L approach drove their determination to succeed. The quotes selected underscore how students were personally invested in their projects and saw them as more than academic exercises. For instance, Student 8 expressed a sense of satisfaction in seeing the home industry benefit from their work on a technology like WhatsApp Bot, which, while common for the students, was a game changer for the partner. This quote illustrates how students felt personally fulfilled by the positive impact their work had on their partners. The following is a quote from the student's focus groups described using the pseudonym of (S) identified student and the number of participants:

01 I am so happy we had a chance to help the home industry understand a technology
 02 like WhatsApp Bot. It might be a common thing for us, but it was a game changer
 03 for them. They could have a professional customer service chat automation in
 04 bilingual. They looked so happy, so I am happy too.

(S8)

Similarly, Student 3 described how the pressure of working with an actual client motivated them, drawing a sense of responsibility from representing their university and striving to be professional. It emphasises the significance of authentic, real-world tasks in driving student engagement. On the other hand, Student 21's reflection revealed a shift in perspective regarding the importance of theoretical knowledge. Initially, they believed theory was secondary to practical application, but through the S-L experience, they realised that theory forms the necessary foundation for implementing practical knowledge. Finally, Student 42 spoke about how having clear, purposeful goals such as helping others motivated them to work more seriously and diligently. These quotes demonstrate that self-motivation in S-L is not just about academic achievement. It was more of a sense of personal involvement, real-world impact, and a clearer understanding of the relationship between theory and practice drives it.

05 For me, it was a full working pressure, but at the same time, it made me motivated.
 06 It was like, oh, I have an actual client now. I represent our university. Then, we are
 07 remaining with each other to do as best as we can. Let us be professional. This is a
 08 real work for me.

(S3)

09 I have always thought we don't need to understand everything in class as long as we
 10 can implement the knowledge. Theories will not be 100% useful. However, because
 11 of S-L, I now know that we still need the theory as the basis for the real
 12 implementation of the knowledge.

(S21)

13 We worked more seriously because now we had clear purposes such as helping
 14 others, helping the company, and helping the museum.

(S42)

In addition to these quotations from some students, some students also mentioned some other central values of S-L for them. These were the feeling of being appreciated when the community partner (CP) accepted them to do their S-L in the company and, in the end, said that they would use their S-L products, the feeling of becoming a real vocational student when they had a chance to working directly with the industry, the feeling of finally seeing how the theories could be implemented and using it to help others to find a solution from a real problem, lastly the feeling of understanding their future carrier opportunity.

Besides the motivation, the above 20% neutral response items in this category aligned with the focus group findings. For item number 11, related to being excited about the project, some students mentioned that they could not feel excited at the beginning of the project. They mentioned that they found it difficult to find their CP. They experienced rejections that made them feel demotivated. However, after finding their CP and working with them, the students felt excited. They found motivation from helping the CP and learning from the new environment. Here are two statements from the focus group from some students coming from two different groups. These two statements have been chosen because they reflect distinct yet significant aspects of students' experiences with the S-L approach: challenges faced during the initial stages and the eventual sense of accomplishment and motivation derived from working with professionals.

- 01 I think we need some recommendations on places for the next S-L approach.
- 02 It is because it was time-consuming and made us feel so stressed. That was
- 03 my only concern. Other than that, I was so happy to have the S-L approach
- 04 again in the future. I love to work with the professionals.

(S7)

- 01 We almost gave up during the first two weeks. We saw the other groups
- 02 finally find their places, yet we have not. However, after being accepted by

03 our CP, we felt excited to do the project. Especially after knowing that they
04 need our help.

(S44)

However, at the end of S-L approach, two problems were identified from the participants' focus group interview answers. The first problem was related to the rules from the university that gave the duration of S-L. The second problem was related to the community partner, which mean they had to deal with a lot of bureaucracy to get permission to do the S-L with the company. Some comments from the students related to the complicated bureaucracy, which made them have a limited time to do the project as the main challenge of this S-L approach, are shown below:

01 The main challenge during the S-L approach was to deal with the short duration. This
02 is because we still need to work on other projects and assignments. My suggestion is
03 to give us some CP potential so that we can cut off the bureaucracy-long process by
04 providing letters and proposals.

(S2)

05 We need a longer duration since our first thing to do was find our own CP. It means
06 that we must deal with a long bureaucracy every time we promote our service, such
07 as a permission letter from the university requested by the CP, and it takes a long
08 time to process. Before starting the S-L approach, we should also take some steps,
09 such as pitching presentations, conducting interviews, or providing product samples.

(S13)

10 Working with the industry means we should follow their procedures, for instance,
11 five working days to wait for their answer or feedback. That is why we could work
12 on the S-L products better with more time.

(S48)






In conclusion, the eight-week timeline allocated for the S-L activity was insufficient to accommodate the additional delays caused by bureaucratic processes when working with

community partners. Some groups experienced 1-2 weeks delays in obtaining the necessary permissions and formalities, which meant they had even less time to complete their projects. This discrepancy between university regulations and industry rules posed challenges for the students, as it shortened the time available to effectively fulfil the objectives of the S-L activity.

Despite the challenges posed by the limited timeline and delays, the S-L approach still provided valuable learning opportunities for students. The following table (Table 21) presents the results of the students' questionnaire regarding the learning opportunities provided during the S-L approach. This section highlights the various opportunities students had to engage in different aspects of learning, such as speaking in English, correcting their mistakes, coaching peers, participating in real-life communication situations, and having the freedom to determine their own learning paths. The responses shed light on the extent to which these opportunities contributed to students' overall learning experience.

5.2.1.4 Learning opportunities

Table 21. Results of students' questionnaire on learning opportunities

<i>Statistic</i>		<i>Response Distribution</i>	<i>Count</i>	<i>Percent</i>	
During the S-L approach, I had many opportunities to ...					
16. speak in English.					
Mean Response:	4,32	5 Strongly Agree	27	54%	
Median Response:	5	4 Agree	14	28%	
Standard Deviation:	0,87	3 Neither	7	14%	
No. Valid Response:	50	2 Disagree	2	4%	
		1 Strongly Disagree	0	0%	
17. correct my mistake.					
Mean Response:	4,3	5 Strongly Agree	20	40%	
Median Response:	4	4 Agree	26	52%	
Standard Deviation:	0,68	3 Neither	3	6%	
No. Valid Response:	50	2 Disagree	1	2%	
		1 Strongly Disagree	0	0%	
18. coach my friends.					
Mean Response:	3,86	5 Strongly Agree	11	22%	
Median Response:	4	4 Agree	23	46%	
Standard Deviation:	0,81	3 Neither	14	28%	
No. Valid Response:	50	2 Disagree	2	4%	
		1 Strongly Disagree	0	0%	
19. be involved in real-life communication situations.					
Mean Response:	4,36	5 Strongly Agree	23	46%	
Median Response:	4	4 Agree	23	46%	
Standard Deviation:	0,69	3 Neither	3	6%	
No. Valid Response:	50	2 Disagree	1	2%	
		1 Strongly Disagree	0	0%	
20. have the freedom to determine how I learn.					
Mean Response:	4,3	5 Strongly Agree	20	40%	
Median Response:	4	4 Agree	26	52%	
Standard Deviation:	0,68	3 Neither	3	6%	
No. Valid Response:	50	2 Disagree	1	2%	
		1 Strongly Disagree	0	0%	

The students, as a whole, agreed that S-L provided many learning opportunities through its activities. The students' agreement above 85% shows students' agreement on every item with

median response of 4 and low standard deviation indicate a relatively consistent agreement among the respondents. Item 19, related to opportunities to be involved in real-life communication situations, had the highest mean value ($M=4.36$; $SD=0.69$) in the questionnaire. The students also agreed that they had many opportunities to speak in English ($M=4.32$; $SD=0.87$), to have the freedom to determine how they learn ($M=4.3$; $SD=0.68$) and to determine their learning ($M=4.3$; $SD=0.68$). Meanwhile, students' reflections on involvement in opportunities to coach their friends had the lowest mean ($M=3.86$; $SD=0.81$), with 28% giving a relatively neutral response.

The very interesting findings of students' answers for this category are related to how S-L provides the opportunities to speak in English and received high agreement from the students. It is because according to the observation results, the students did not have an opportunity to use English to communicate with their CP. However, after following up in the focus group, it was found that the students felt they had a chance to use English more when creating their products. The excerpt below is an example of group 5 discussions during the focus group.

Excerpt 14

- 01 S1: When we created the video for the training materials, we needed to speak carefully,
- 02 slowly, and well-articulated. That is why we practised so many times.
- 03 S2: And practice our pronunciation as well.
- 04 S3: Yes, hahaha. We love to try to pronounce so many different things. Just to try. Just to
- 05 make us get used to it.
- 06 S1: Hahaha, yes. We also try to understand the specific terminology for our video, such as
- 07 size and ingredients. After we understood, we tried to use that for our practice.
- 08 S4: Also, use English in formal speaking, then use it in role play.
- 09 S1: We need to do it well since we will take the video in the store so that every CS will see
- 10 us directly. We have to give a good example, hahaha.

Excerpt 14 shows how students engaged in extensive practice to improve their English language skills, particularly for a specific project. The dialogue reveals that students actively worked on their pronunciation, articulation, and understanding of specific terminology related to the task, such as "size" and "ingredients." The group was also focused on using English in a formal context, as evidenced by their role-playing exercises. This exchange illustrates how the students took a proactive approach to language learning by practising repeatedly, ensuring they would present a clear and professional video for CS training. It highlights the students' commitment to improving their communication skills for real-world applications.

To follow-up questions related to the challenges identified by students, I explored further how S-L impacted their learning experiences through the focus group discussion. As discussed in [Section 4.2.2.1.1](#), eight groups divided their tasks inside their groups. Therefore, some students were only being responsible for one kind of task. A student with editing roles both for the video and guidebook learned English for CS materials and improved their ESP communicative competence indirectly from the repeated video being played or re-reading their guidebook several times during editing. As they had to work with the final product, they were responsible for making sure that the video or the book was perfect in terms of visuals and context, including the language used. As one of the examples, students from group 10 stated that he gained a stronger understanding of materials from the book and class since he had to edit seven different videos from 7 different themes.

- 01 You could test me again, miss. I am confident I will get a higher score
- 02 because I used to edit seven different videos under seven different themes,
- 03 made voice offers and checked and re-checked everything. You could ask
- 04 me anything about English for CS from the classroom materials. I could
- 05 answer you correctly.

(S8)

The two students who acted in the video for the S-L product explained that their roles in the group directly mediated their learning. To effectively portray their characters, they had to memorise their lines, understand the script, and rehearse multiple times. They also shared that if they made a mistake during filming, they had to repeat the conversation, which helped reinforce their understanding of English for customer service phrases. Beyond the specific CS phrases, the students noted that their roles also allowed them to learn new vocabulary and improve pronunciation. For instance, they had initially mispronounced the word “intrigues” as /ɪnˈtrɪɡ/, but after checking the dictionary, they realised it was pronounced /ɪnˈtriːɡ/. Acting in the video deepened their knowledge of CS terminology and motivated them to deliver the content professionally, knowing that the product would serve as a teaching resource for the real customer service staff at their community partner. As one of the students explained:

- 01 I understand that we had to act like a professional CS, better than them, while
- 02 they were better than us with their whole experiences. So, we tried to be a
- 03 real CS. As talent, we used CS tone professionally, along with the body
- 04 language, and of course, tried to remember the whole script with the
- 05 appropriate gestures.

(S7)

Students working as script writers mentioned that as they were the foundation of the product as they should make sure that their script was correct and accommodated the needs of the CP. As one example, the script writer from group 5 mentioned that the biggest challenge of working as the script writer was to ensure that all material requested by the CP was covered and written with correct grammar and translation. Since sometimes they could not find the materials

from the textbook, they mentioned that they must look for the specific vocabulary or phrases from the internet.

Despite all groups working collaboratively in different ways, as described in the previous section, the group discussion showed that twelve students from seven different groups mentioned learning from their friends as one of the ways of learning English during the S-L approach. Two quotes below are examples of students' stories during focus groups related to learning from their friends highlighting the significant role peer learning played in the students' English development during the S-L approach. The first quote illustrates how students learned from formal instruction and absorbed knowledge indirectly by observing and interacting with their peers. The student in the first quote observed a peer applying the customer service steps they had learned in class, reinforcing their learning. The second quote emphasises collaboration and peer support, showing that students relied on each other to improve their skills especially in tasks like translation, where accuracy was key.

01 When she used English to help the tourists and implemented the CS steps
02 that we had learned in class, I felt like I was indirectly learning, too.

(S28)

03 ...and I am not working alone. At that time, she helped me. Since she is the
04 smartest among us, she helped check my translation results and correct some
05 mistakes.

(S5)

06 We tried to give accurate information by keeping all necessary information
07 exactly as the original document and try to not make any wrong translation
08 or error.

(S18)

Overall, these insights underline that the S-L approach facilitated diverse learning experiences, allowing students to enhance their skills through direct engagement with their tasks and collaboration and peer support. As students worked on their projects, they applied the theoretical knowledge from their coursework to real-world situations, deepening their understanding of customer service concepts. Moreover, the peer-based learning environment provided opportunities for students to learn from one another, strengthening their problem-solving abilities and boosting their confidence in using English for customer service. This combination of individual effort and collaborative support enabled students to develop practical and interpersonal skills, demonstrating the multifaceted nature of learning within the S-L approach.

5.2.2 Community partners' views and perceptions

The community partnership is a key piece of S-L and serves as the key contact for faculty and students. As discussed previously, the CP's unique role is to help create a real-world experience for students. Thus, we asked for the community partners' views and perceptions on this S-L approach. The data from the CPs was analysed using descriptive statistics and this that all community partners had good impressions of the S-L activity done by the students ($M=4.67$; $SD = 0.47$). The interview was conducted after the participants submitted their questionnaire to probe and clarify participants' responses, leading to a deeper understanding of the research topic.

Following up the questionnaire, an interview with the CPs were conducted after S-L approach. The primary aim of the interviews with community partners (CPs) and the module lecturer was to gain a comprehensive understanding of their perspectives on the S-L approach. There was one time interview with the CPs and one time interview with the module lecturer at the end of S-L approach. The interviews sought to assess the effectiveness of the student-community

partner match, the overall execution of the project, and the alignment of the S-L experience with the academic material.

The interviews with the community partners were designed to determine whether the pairing of students with community partners was effective or if alternative approaches could improve the process, to gather feedback on what aspects of the S-L project were particularly successful and what aspects were less satisfactory from the community partners' perspective, as well as to understand the perceived contributions made by the community partners to the students' learning experience and project outcomes.

Overall, all CPs mentioned that they were happy and felt that the pairing of them and the students during S-L were effective and that the S-L products were relevant to their needs. Below is an excerpt example from CP Group 1 highlighted their satisfaction.

01 I am so happy with the S-L project and its product. We need to train our staff
 02 but do not know where to start. After a long discussion with the students, we
 03 found that training them in a role-play activity would be less boring and
 04 faster. That is why the students created the guidebook completely in our
 05 store context. We definitely would use that as the training materials.

(CP 1)

The results of the interview with the CPs also demonstrated that the S-L approach not only benefited the students but also effectively aligned with the needs of the targeted industry, which in this case was business tourism. The feedback from the CPs supported the view that the S-L experience contributed significantly to enhancing the students' professional competence. Below are some direct excerpts from the CPs during the interview conducted after the completion of the S-L approach.

01 This activity is really good for students' portfolios. They already have
 02 experience working within our company.

(CP10)

03 Vocational students must collaborate with the industry as in this activity. It
 04 helps them to understand their working perspectives after they graduate. It
 05 also helps them develop their English and general CS skills professionally.

(CP5)

While all 12 community partners (CPs) expressed satisfaction with the S-L approach, 7 out of the 12 indicated that the duration of the S-L project was insufficient. For instance, CP 3 suggested that an extended timeframe would be beneficial. With more time, the students' S-L products could have a testing phase, allowing for further refinement and adjustments. This additional period would enable the community partners to assess the effectiveness of the products in real-world scenarios, make necessary improvements, and re-evaluate the outcomes. Such an extended duration would enhance the overall quality and applicability of the S-L products, ensuring they are better aligned with the practical needs of the community partners.

01 While we are very pleased with the results of the service-learning project,
 02 I believe that extending the duration would be highly beneficial. With more
 03 time, we could thoroughly test the students' products in our real-world
 04 environment and make any necessary improvements. This additional period
 05 would allow us to refine the products further and ensure they are fully
 06 aligned with our needs. It would also provide a chance for the students to
 07 address any issues that arise during the testing phase, making their final
 08 deliverables even more valuable to our business tourism sector.

(CP3)

Related to the compatibility of S-L with existing problems, the interview results found that 10 CPs found S-L useful and helped them improve their CS skills. It is because 10 of 12 S-L groups created teaching materials for the CS. A sample of the CP quote related to how S-L benefit them is shown below:

- 01 The project is beneficial because it can provide suitable training materials
- 02 and an example of good bilingual service for our CS so that they could serve
- 03 the customers who come to shop better.

(CP1)

The other point that must be highlighted is the suggestion from the community partners on time allocation for the projects.

- 01 What I like is that students are active and follow our directions, and what I
- 02 don't like is that the project time only takes a short time and requires
- 03 additional time.

(CP3)

Overall, while all CPs expressed satisfaction with the S-L approach and recognized its relevance and positive impact on their operations, several critical insights emerged. The S-L projects effectively addressed the CPs' needs, providing practical solutions tailored to specific industry contexts, as demonstrated by the high level of engagement and satisfaction reported. CPs appreciated the professional growth observed in students and the alignment of S-L activities with real-world business demands, particularly in the tourism sector. However, feedback from multiple CPs also highlighted a significant limitation: the insufficient duration of the projects. Many CPs suggested that an extended timeframe would enhance the effectiveness of the S-L products by

allowing for a thorough testing phase, iterative adjustments, and better alignment with practical needs. This critical feedback underscores the need to refine the S-L approach by considering longer engagement periods, which would provide both students and CPs the opportunity to enhance the quality, applicability, and impact of the collaborative outputs. As discussed in section 4.5.4 about the contradiction in this S-L activity, eight community partners mentioned that the eight weeks of S-L activity were insufficient. Therefore, they suggested a more extended S-L duration period.

5.2.3 Module lecturer's views and perceptions

The next perception was from the module lecturer for this S-L activity. The questionnaire results indicated that the module lecturer supported S-L implementation without hesitation. The overall perceptions of the module lecturer were five on a 5-point scale. At the same time, the interviews with the module lecturer was aimed to evaluate the relationship between the S-L experience and the academic content, focusing on how the S-L projects integrated with and impacted the students' learning.

During interview, she explained her opinion of S-L in the interview by saying that S-L mediated the ESP communicative competence by giving students a chance to practice the course material in overcoming the problem at the company where they give the service. In general, the module lecturer's perception is similar to students' perceptions of S-L, specifically on the role of service in S-L, in that it offers students an opportunity to explore the connections between the theoretical realm of the classroom and the practical needs of the community. The module lecturer specifically answered the interview question on the benefit of S-L by saying that S-L improved both students' academic skills, such as public speaking for CS skill, and soft skills, such as negotiation skills and teamwork.

The findings of participants' views and perceptions highlighted positive reflections as a common outcome of the S-L approach. Especially for the students, these reflections were frequently mentioned as a critical aspect of the overall experience, showcasing how students internalised and made meaning of their learning journey.

While the lecturer's perception of S-L was generally positive and aligned with the students' views, particularly regarding the service component of S-L, her feedback also pointed to her involvement and the overall structure of the approach. In the excerpt below, the lecturer explained that her minimal direct presence in the field during the S-L project reflected her usual approach, as she intentionally provides students with autonomy to collaborate directly with CP.

- 01 I wasn't really in the field during the S-L project. I gave the students the
02 freedom to work collaboratively with the CP on their own.

Upon evaluating the students' reports and S-L products, the lecturer observed that the S-L approach effectively helped students grasp the real-world application of CS practices. She emphasized that the S-L experience was directly relevant to the academic content taught in class, aligning well with the aims of the module: to provide general knowledge of CS and develop the English skills needed for varying industry contexts. The lecturer acknowledged that through S-L, students were able to see firsthand how different industries specific CS needs have, thus making the theoretical aspects of the course more tangible and relevant.

The role of positive reflections in enhancing the S-L experience and their connection to various forms of mediation will be explored further in [Chapter 7](#). This discussion will provide deeper insights into how reflective practices contribute to personal and professional growth during S-L activities.

5.3 Conclusion

This chapter provides the details of the data analysis results that followed two research questions (RQ1 and RQ2). For the first RQ: *To what extent does S-L mediate the development of ESP communicative competence?* there is a significant finding. As the first key finding of this study, S-L enhanced the development of ESP communicative competence, as evidenced by the increase in students' pre- and post-test scores. Improvements were made in the discourse, sociolinguistic, and linguistic categories, which were examined through the use of transcription conventions.

For the second RQ: *What are the participants' views and perceptions of the S-L approach in mediating the development of ESP communicative competence?* all questionnaires indicated positive views of the S-L approach. Specifically, students reflected positively on all assessed aspects: language competence improvement, soft skill development, motivation and attitudes, and learning opportunities during S-L. Suggestions for a longer duration were provided by both students and community partners during focus groups and interviews to further enhance the S-L approach in mediating ESP communicative competence.

The next chapter will address the third research question: *What are the mechanisms through which Service-Learning mediates the development of ESP communicative competence, and how do these mechanisms impact students' ESP communicative competence?* A deeper layer of understanding will be achieved by examining the findings through the lens of Activity Theory (AT). The AT model provided a structured and systematic approach to exploring the dynamics of the S-L approach and its role in mediating the development of ESP communicative competence among students.

CHAPTER 6

FINDINGS ON THE MECHANISMS OF S-L IN MEDIATING ESP COMMUNICATIVE COMPETENCE: AN ACTIVITY THEORY-BASED ANALYSIS

This section summarises all the analytical components in the context of Activity Theory (AT). The thematic analysis findings from document analysis, observations, and focus group interviews were then examined as a whole using the second version of the AT analytical framework developed by (Engeström, 1999) (see [Section 3.5.4](#)). The AT model provided a structured approach for exploring the dynamics of the S-L approach and how it mediated the development of ESP communicative competence among students. Through its framework, AT helped identify the themes, codes, and sub-codes that emerged from the data, which was analysed thematically. The application of AT provides an in-depth exploration of how various elements interact to support or hinder learning outcomes, offering a holistic perspective on integrating academic and real-world experiences. This analytical approach identifies specific processes underpinning effective learning and demonstrates the value of collective and sociocultural contexts in fostering students' ESP competence.

RQ 3: What are the mechanisms through which Service-Learning mediates the development of ESP communicative competence, and how do these mechanisms impact students' ESP communicative competence?

6.1 Analytical summary of AT framework in the S-L approach

To provide a comprehensive overview of the key findings derived from the analysis, Table 22 presents the distribution of nodes across key themes, including 'Mediation,' 'Motivation,' and 'Outcome.' These themes are further detailed through sub-codes such as 'Digital platform,' 'Peer interaction,' 'Community Partners,' and the various outcomes of the S-L approach. These represent the main findings generated from my analysis.

Table 22. Nodes from Activity Theory framework

No	Node	Theme	Code	Sub-code
1	Mediation	Material tools mediation	Digital platform	Interaction through digital platform
2				S-L completion through digital platform
3			Teaching materials	Textbook
4				Classroom activity (roleplay)
5		Human mediation	Psychological tools mediation	L1 (Bahasa Indonesia)
6				L2 (English)
7			Peer interaction	Peer collaboration
8				Learning from their friends
9			Community Partners	Collaboration
10				Working as a client
11	Motivation	S-L outcome	Module lecturer	S-L supervisor
12				Service in Service-Learning
13	Outcome	S-L outcome	S-L main values	Working with the industry
14				Real vocational students
15	Contradiction	S-L outcome	Theory and practice	ESP Communicative competence development
16				ESP understanding development
17	Contradiction	S-L outcome	Main outcome	Professional activity competence
18				Various roles of group members
19	Contradiction	S-L outcome	Additional outcome	Limited duration
20				Contradiction between Rules and division of labour
21	Contradiction	S-L outcome	Contradiction between Rules and community	Contradiction between Rules and division of labour
22				Contradiction between Rules and community

Engeström's framework builds upon Vygotsky's original concept of AT, expanding it to include key components such as subjects, tools, objects, rules, community, and the division of labour as elements that are central to SCT. AT was selected as an analytical framework because of its capability to yield a rich description of learning activities (Barahona, 2015), that can increase our understanding of human activity in a collective context (Yamagata-Lynch, 2010, p. 1).

The diagram represented by Figure 30 below presents a graphical representation summarising the key themes for all elements of the AT model. This model illustrates how each element of AT—subject, tools, object, rules, community, and division of labour—interacted within the S-L context to influence learning outcomes. In this analysis, I systematically map the students' activities into the AT framework, with each component representing distinct aspects of their engagement in the S-L project. For instance, 'tools' encompassed digital platforms and peer interactions, while 'object' represented their shared goals in developing solutions for Community Partners. By mapping the students' work onto the AT model, this study revealed patterns of interaction, highlighted how different elements supported or obstructed the development of ESP communicative competence, and identified areas of tension or contradiction within the activity system.

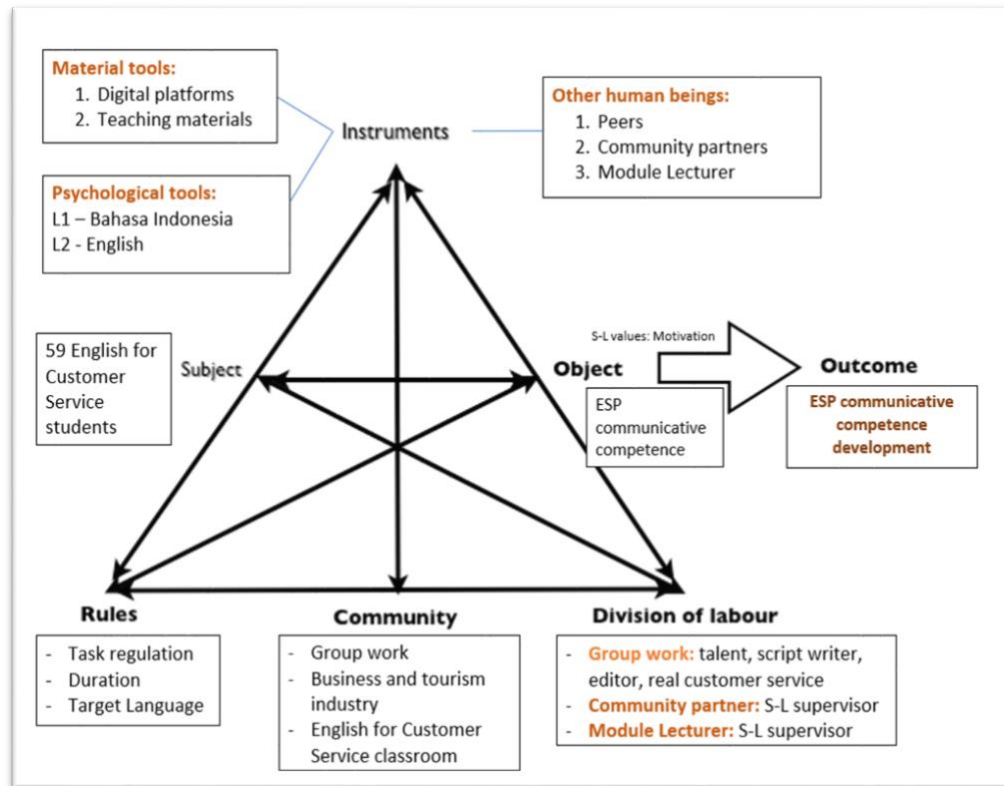


Figure 31. Summary of the key themes for all nodes of the activity theory model

From the diagram I show that at the centre of this activity are the 59 English for Customer Service students, who serve as the subject of the activity. Their primary goal, or object, is to improve their ability to use English effectively, more specifically, the development of ESP communicative competence. The outcome of this activity is the successful development of ESP communicative competence, enabling students to apply their English language skills in real-world professional settings, particularly within the business and tourism industries.

The achievement of this outcome is mediated through various instruments, which include material tools, psychological tools, and interactions with other human beings, often referred to as 'mediation' (Vygotsky, 1978). The material tools consist of digital platforms and teaching materials that facilitate learning by providing students with the necessary resources to practice and enhance their language skills. Additionally, psychological tools play a significant role as the students draw

upon their first language (L1), Bahasa Indonesia, and their second language (L2), English, to navigate between languages and build proficiency. Furthermore, interactions with peers, community partners, and the module lecturer mediate the learning process, helping students apply their knowledge in collaborative tasks, receive feedback, and gain insight from real CS scenarios.

In addition to these mediating tools, the motivation in the diagram indicated as "S-L Values: Motivation" refers to the values inherent in S-L that drive the development of ESP communicative competence. According to thematic analysis of students' motivation during S-L approach, these S-L values include real-world application, collaboration, social responsibility, and active engagement, collectively motivating students to participate meaningfully in their learning process. By engaging in authentic CS scenarios with the guidance of community partners and peers, students are more motivated to develop their language skills because the learning is relevant and connected to real-world outcomes. The community partnerships expose students to the demands of the business and tourism industries, further enhancing their motivation by providing a clear, tangible connection between classroom learning and future professional roles.

The S-L supervisor (whether a community partner or the module lecturer) supports students in maintaining this motivation by ensuring that the tasks and group work remain aligned with real CS experiences, giving students a sense of purpose and responsibility. It aligns with the idea that the object of developing ESP communicative competence is not just a theoretical goal but one with real, practical implications that students can immediately relate to, which fuels their intrinsic and extrinsic motivation. S-L values act as a motivating force by bridging the gap between academic learning and practical application, making the students' efforts to improve their language competence more meaningful and contextually relevant.

The framework also emphasizes the importance of community, rules, and the division of labour, all interconnected in shaping the learning experience. The community includes the classroom environment where English for CS is taught and the broader context of the business and tourism industry. Group work is a fundamental community component, encouraging collaboration and simulating real-life team dynamics within the industry. The rules guiding this activity ensure structure and clarity in the learning process by specifying task regulations, including the duration of tasks and the target language to be used, ensuring students remain focused on their ESP communicative competence development.

The division of labour defines the roles and responsibilities within the learning process. Students participate in group work, having roles such as talent, scriptwriter, editor, and participants in real CS scenarios. The community partners act as S-L supervisors, ensuring that students are exposed to authentic customer service situations. At the same time, the module lecturer serves as another S-L supervisor, guiding the students through the academic aspects of their work.

In conclusion, the application of AT in this analysis has demonstrated how various elements interact to influence the development of students' ESP communicative competence. Specifically, the model helped to illustrate the gains made by students in areas such as effective communication with CP, the use of digital tools for collaboration, and the development of autonomy in problem-solving. By mapping students' activities onto the AT framework, it becomes evident how interactions within the activity system such as peer collaboration, community involvement, and the tools used contributed to these gains, offering a clear understanding of how the model explains the students' progress in their ESP competence.

6.2 Contradictions

The second set of findings from the AT analytical framework concerns contradictions. As discussed in [Section 3.5.4.1](#), AT not only helps identify successful mediation in the S-L approach but also serves as a tool for examining problems through contradiction analysis. Contradictions are key elements of activity systems, manifesting as obstacles, tensions, or conflicts within or between systems (Kuutti, 1996). Engeström (1987) identified contradictions as a fundamental principle of AT, enabling the recognition of tensions and conflicts that arise in learning environments. These structural tensions, emerging over time, can cause disruptions but also present opportunities for change or development through conflict resolution.

Contradictions are defined as "a misfit within elements, between them, between different activities, or between different developmental phases of a single activity" (Kuutti, 1996, p. 34). Engeström (1987, p. 103) describes four levels of contradictions:

- Primary contradictions: occur within one element of the system.
- Secondary contradictions: occur between elements of the system.
- Tertiary contradictions: occur between systems when trying to implement a new model.
- Quaternary contradictions: occur between neighbouring activity systems.

6.2.1 Resolved contradiction in the S-L approach: managing roles and rules

The first contradiction identified in the AT analytical framework was the second type of contradiction, illustrated in Figure 31 by the red line between the division of labour and rules in achieving the object of their study. Nine out of twelve groups faced similar problems during the S-L approach, primarily related to the challenges of coordinating tasks and meeting the expectations of their CPs within the constraints of time and resources. Observation revealed that

students were assigned various tasks throughout the S-L process, such as acting as talent, scriptwriters, or editors. Alongside these divisions of labour, several rules guided their activities. These included identifying and engaging with CPs, understanding and addressing CPs' needs, working within an eight-week timeframe, and producing a professional-quality final product in English or a bilingual format to meet CPs' requirements.

Despite the constraints, students successfully resolved the contradiction between the division of labour and the established rules by introducing a new mediator: dividing group work into distinct roles. This adjustment allowed for more effective coordination and management of tasks, enabling students to align their efforts with the rules and expectations of the project. By the end of the S-L approach, students' reflections highlighted how each role contributed to their individual and collective development of ESP communicative competence.

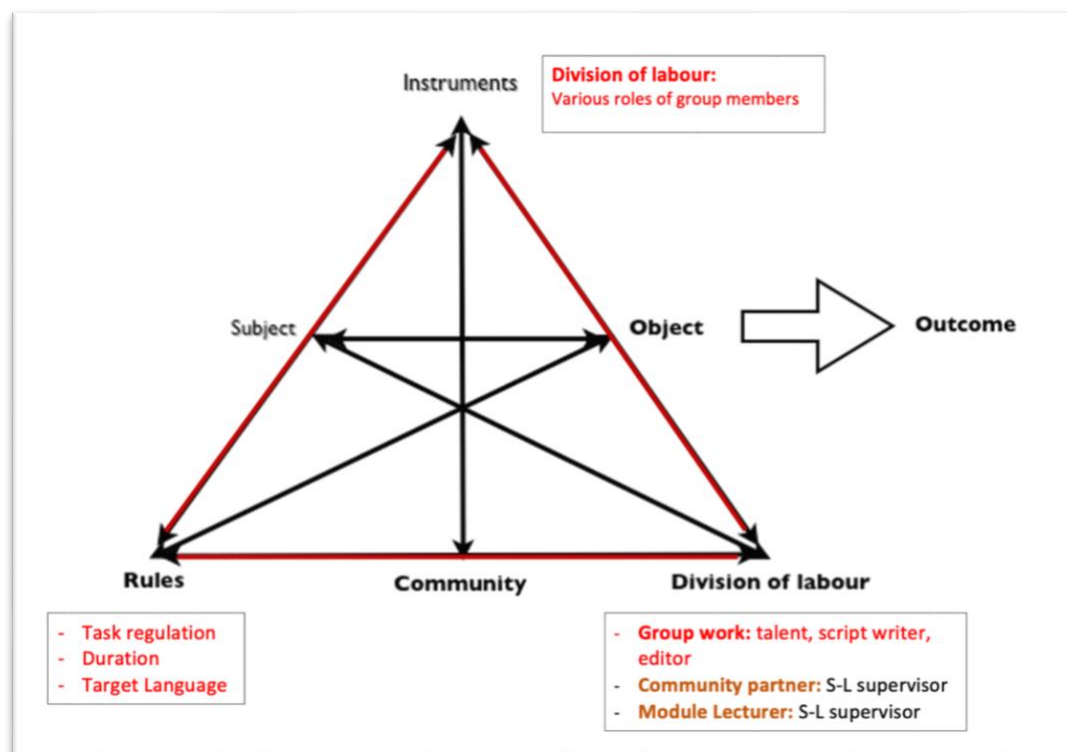


Figure 32. Resolved contradiction between division of labour and rules

As shown in Figure 31, eight groups distributed their tasks based on specific roles, which ensured that each member focused on responsibilities. For instance, a student tasked with editing both the video and guidebook reported improving their ESP communicative competence by repeatedly interacting with English materials during the editing process, such as re-reading the guidebook or replaying the video.

By reconceptualizing the division of labour as a mediating factor, students overcame the contradiction between their roles and the constraints of time and resources. This approach not only enabled them to meet the expectations of their tasks but also fostered collaborative contributions to their groups. The varied responsibilities allowed each member to gain unique learning opportunities, demonstrating the flexibility and effectiveness of the S-L approach in enhancing their learning experiences. These findings underscore the potential of the S-L approach to facilitate meaningful learning and skill development, with further discussion provided in Chapter 7, [Section 7.2.](#)

6.2.2 Unsolved contradiction: a contradiction between rules and community

Even though students solved the problems of their workload, as shown in the division of labour by dividing the work throughout the group, there was still a problem that had yet to be resolved until the end of the S-L project. In this research, the second contradiction between the rules and community of activity is the students and community partners mentioned that the duration of the S-L project was insufficient. In response to the focus group and interview questions on what they did not enjoy about the S-L activity, the community partners noted that limited time to complete the S-L project was felt to make students do the S-L approach in a rush. In similar questions on the main challenges of S-L, 10 groups mentioned that limited time to do the projects also made

them unable to fully engage with the S-L project. This unresolved issue is visually represented in Figure 32 below, as indicated by the red arrow.

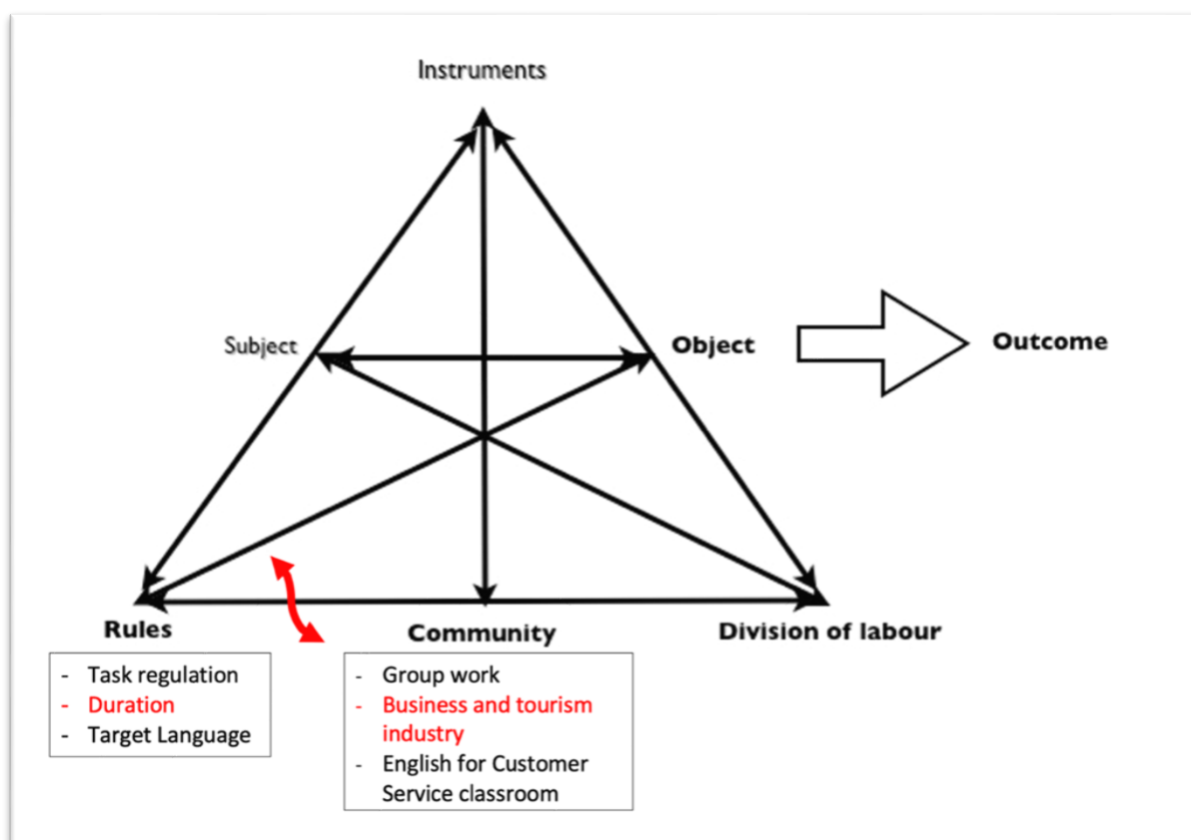


Figure 33. Unresolved contradiction between rules and community

The red arrow in Figure 32 illustrates how the rules from the university could not align with or meet the rules from the industry as the community partner, creating a conflict between the competing needs and objectives of both parties. It was because the bureaucracy could take 1-2 weeks. In comparison, students only had eight weeks to complete the S-L activity, including finding their community partner and getting permission to work with them. As shown in the

diagram, no other elements (like instruments, the subject, or the division of labour) directly connect to the rules and community in a way that could help address or resolve this contradiction. This lack of mediation leaves a gap between academic bureaucracy and industry demands. As a result, the contradiction remains unresolved, affecting the activity's efficiency and the ability to meet its goals.

6.3 Additional outcomes

Various inter-relationship between activities, actions, operations and artefacts that have been discussed earlier, supported by the additional self-motivation being discussed in the Section then created some additional outcomes for the students. Throughout the statistical results of the test and the thematic analysis on the reflections, the students were able to achieve their ESP communicative competence development as their primary outcome and two additional outcomes (See [Section 5.1](#) for the statistical analysis, and [Section 5.2.1](#) for the reflections), namely ESP knowledge development and professional activity development.

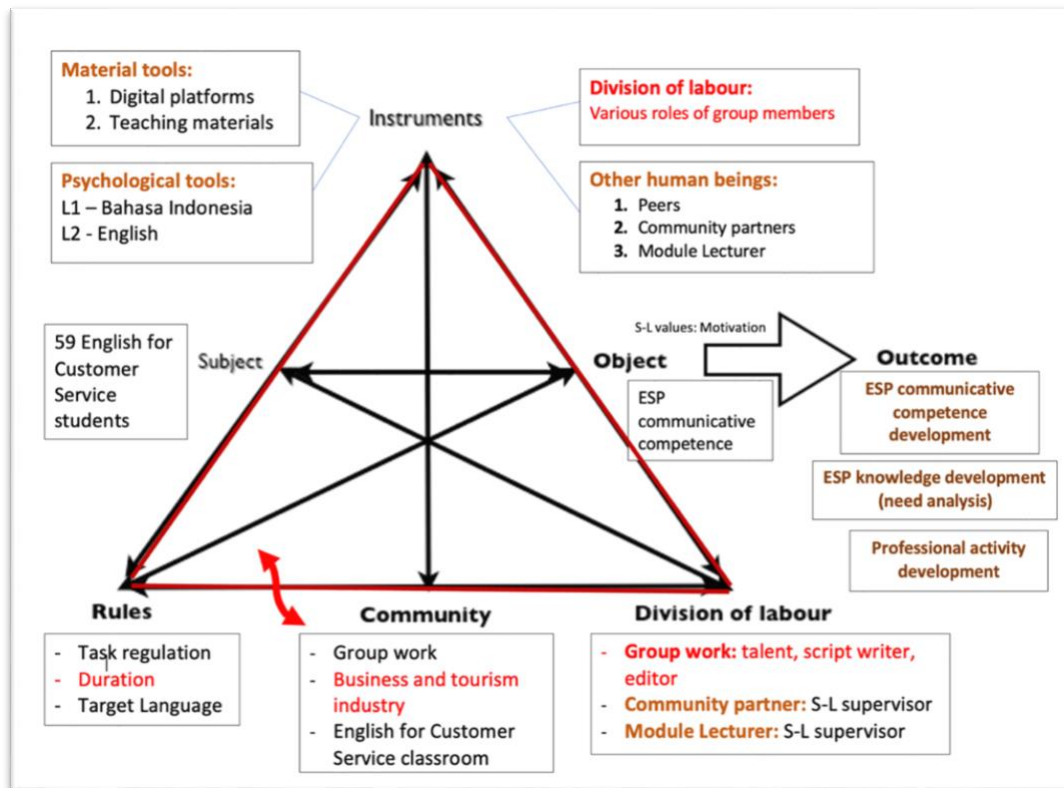


Figure 34. Overall AT findings of current study along with the two additional outcomes

In addition to facilitating the development of students' ESP communicative competence, the S-L activity also played a significant role in nurturing two other key competencies, identified as additional outcomes within the Activity Theory (AT) framework. These two competencies are professional activity development, and ESP needs analysis competence. Students highlighted the valuable opportunity to conduct needs analyses during their S-L experiences, allowing them to apply theoretical knowledge in real-world contexts. Through these analyses, students could utilize the appropriate English register tailored to their CP's specific needs and expectations. By completing a needs analysis, they created a product that directly addressed the CP's requirements.

Moreover, students emphasized how the S-L activity helped them enhance essential professional skills. These included networking, problem-solving, leadership, time management,

communication, and social skills, all vital in the professional world. The opportunity to practice and refine these competencies in a real-world setting gave them a deeper understanding of how these skills contribute to their overall professional growth. The significance of these additional skills for ESP students and their impact on future career prospects is explored in greater detail in Chapter 7, [Section 7.1.2](#). This further discussion highlights how the S-L activity contributes to the holistic development of ESP students, equipping them with a diverse set of tools necessary for success in their future professional roles.

6.4 Conclusion

Summarising the key findings of the AT analysis shown in Figure 33, the analysis highlighted several themes, including the roles of mediation, motivation, and outcomes. The S-L approach motivated students by linking classroom learning with real-world applications, fostering a sense of social responsibility and engagement. Additionally, the AT analysis identified the essential mediating tools—material, psychological, and social interactions—that enhanced students' ESP skills.

While students successfully navigated some challenges through effective division of labour, unresolved contradictions, such as time constraints imposed by university rules, challenged their engagement and the quality of projects. Furthermore, the S-L approach also contributed to broader competencies, including professional skills and the ability to conduct needs analysis, underscoring its comprehensive impact on students' development. Overall, the application of AT provided a nuanced understanding of the S-L approach, revealing how a structured integration of academic and practical experiences can effectively enhance students' ESP communicative competence and prepare them for future professional roles.

CHAPTER 7

DISCUSSIONS

This chapter presents a comprehensive discussion of the study's overall findings, integrating insights from all data collection and analysis processes outlined in previous chapters in alignment with the research questions. The discussion begins by examining how the Service-Learning (S-L) approach enhances the development of English for Specific Purposes (ESP) communicative competence, highlighting its role in fostering linguistic, discourse, and sociolinguistic proficiency. It then explores the significance of students' positive reflections, illustrating how their experiences and perceived progress contribute to motivation, which plays a crucial role in their language learning journey. Lastly, the chapter delves into the key mechanisms through which S-L mediates ESP communicative competence development, framed within sociocultural theory as the theoretical foundation of this research. The findings are critically analysed throughout the discussion based on existing literature, providing a detailed understanding of S-L's impact and positioning the study within the broader academic discourse.

7.1 S-L and development of ESP competences

As this study aims to understand how and to what extent the implementation of S-L in an ESP class at the university level in Indonesia helps students develop and improve their ESP communicative competence, the first step is to examine whether S-L benefits ESP learning in general. This will be followed by an exploration of the mechanisms of various mediations in

facilitating the development of ESP communicative competence. Key findings regarding the development of ESP communicative competence and broader competencies will underpin this discussion section. Specifically, these findings are that S-L is a positive contributor to the development of ESP communicative competence, which is the primary focus of this study, and that S-L also facilitates the development of other competencies that ESP learners need, such as needs analysis competence and professional activity competence.

7.1.1 ESP communicative competence development

In order to understand whether S-L mediates the development of ESP communicative competence, pre- and post-test were used to complement the survey and provide objective measures to analyse students' targeted competence. The pre- and post-test results reveal significant development across three categories: discourse, sociolinguistic, and linguistic competence. Additionally, the test recordings are being analysed linguistically, as detailed in [Section 5.1.2](#). In this section, the results of students' ESP communicative competence development are discussed, supported by the importance of its development for the students as ESP learners, specifically in English for the customer service (CS) domain.

As previously discussed in the methodology chapter (see [Section 3.5.1](#)), to fit the ESP context, in this case, English for CS, the situations as the test questions were modified following *Standard Kompetensi Kerja Nasional Indonesia (SKKNI)* or the Indonesian National Competency Standard (INCS) in the field of Customer Relationship Management. INCS is a nationally recognised competency standard developed by industry, government, and other interested parties. They address the minimal knowledge, skills and attitudes required of an individual to perform a job at the required level. Thus, students' improvements could be seen as a good indicator of

students' readiness to professionally perform the CS standard skills required by the targeted industry in Indonesia.

The statistical analysis found that the linguistic category, which evaluates learners' grammatical competence, has the most significant improvement. It assesses structure, vocabulary, and fluency (details of the rubric see Appendix 8). From examples provided in the analysis of students' answers represent the pattern being found, fluency and minor grammatical errors became the most appeared problems during students' pre-test and improved during their post-test. Since the beginning of the class, the initial classroom observation results found that many students made grammar and register errors in spoken form. Even though the grammatical error were minor and did not impede the interlocutor's understanding, Edda (2017) explained that sometimes the receiver may not completely perceive the intended meaning of the language used by the transmitter. It may happen if the transmitter is foreign to the receiver. The communication process may also have language issues if the message carries technical information, and the receiver needs to become more familiar with the technical word or phrase used.

As mentioned by Debata (2013) grammar is essential in bringing someone's ability to a higher level. In order to communicate expertly with a varied range of structures, a greater depth of grammatical understanding is necessary. Likewise, grammatical knowledge helps the speaker to manage and express the idea of their mind and, thus, improves their fluency (Hinkel & Fotos, 2001). Subasini & Kokilayani (2013) explained that language with grammar errors often slows down communication and conversations. Therefore, when the students could improve their grammatical competence, their fluency also improved and facilitated the success of their entire communication. As reported in the findings (see [Section 5.1.2](#)), the students improved their

grammar and fluency, indicating the improvement of unnecessary long pauses and fillers, which made the overall sentences easier to understand and more natural.

For the sociolinguistics category that had tone as one of the elements assesses how well the response conveys the desire attitude toward the interlocutor became the most improved aspect in the post-test. Students were able to use the correct rising intonation, indicating uptake at the right place. Intonation indicating uptake plays a critical role in conversational skills because it often serves as a key rapport-building tool. It involves using vocal patterns to signal active engagement, empathy, or alignment with the speaker, fostering a sense of connection and mutual understanding. Generating specific perlocutionary effects, such as affirming the speaker's perspective or encouraging continued dialogue, helps maintain interaction flow and social cohesion (Jeong & Potts, 2016).

However, these intonational patterns can sometimes be stigmatised, as they are associated with particular social identities or stereotypes (Levon, 2016; Podesva & Callier, 2015); these uses are commonly referred to as 'uptalks' (a rising intonation at the end of statements often perceived as questioning or uncertain) (Warren, 2016). Strong initial rapport-building is necessary to develop trustworthy partnerships (Manning & Roessler, 2014). Building relationships is a skill that a CS needs since developing successful client collaboration and communication requires highly functioning, reliable relationships and places a strong emphasis on interpersonal communication, including the capacity to establish rapport and demonstrate empathy (Blocker et al., 2012; Borg & Johnston, 2013; Haas et al., 2012; Hohenschwert & Geiger, 2015).

Meanwhile, from the discourse aspect, there are several problems that the students successfully improved during their post-test. Examples of students' sample analysis answers indicated that initially, the students had problems responding the situations effectively, so the

specific information needed by their imagined customer could not be successfully transferred. From the examples provided (see [Section 5.1.2](#)), all students finally could improve their discourse competence by showing their ability to follow specific steps in dealing with the customer; for instance, student 5 (see excerpt 5 from chapter 5) showed how the student fulfilled all customer service steps in ending the call following the Customer Service-Standard Operating Procedures (SOP) as asked in their test situation.

Discourse competence is essential for CS since according to Chung & Pennebaker (2011), besides reflecting information about the people, organizations, or the society that created it, language also impacts the attitudes, behaviour, and choices of the audience that consume it. Language can affect the public's attitudes, actions, and decisions since it reflects the essence of a company. Additionally, language can affect the recipients, affecting customer attitudes, subsequent purchases, and feedback regarding the interaction (Packard & Berger, 2021). As an ESP student specifically under EOP, understanding and following SOP from their targeted occupation is important since everyone in an institution is responsible for the quality of its products and services. An institution can best achieve its business objectives by establishing and managing robust quality systems with their integral quality documents including standard operating procedures (SOPs) (Manghani, 2011).

In summary, the observed improvements in discourse competence during the post-test were evident across the group, demonstrating significant progress in navigating CS scenarios effectively. By adhering to the CS SOPs as illustrated in student 5's response (see Excerpt 5 in Chapter 4), all students showcased their ability to transfer critical information and handle interactions professionally. This group-wide achievement underscores the importance of discourse competence, which reflects the essence of an organisation and influences customer attitudes,

behaviours, and decisions (Chung & Pennebaker, 2011; Packard & Berger, 2021)). As ESP students preparing for roles in the professional workplace, mastering such competencies aligns with the broader goal of meeting industry expectations and ensuring institutional quality. These findings highlight how deliberate focus on SOP adherence and discourse strategies can elevate the group's readiness for their target occupation.

7.1.2 Other ESP competences development

In addition to developing ESP communicative competence in the area of Customer Service, the students achieved two additional outcomes as found in the AT framework (see figure 34), namely need analysis competency development and professional activity development. The first ESP development that all students experienced during S-L is conducting a need analysis. ESP and need analysis are two things that cannot be separated. According to (Dudley-Evans & St John, 1998, p. 122) "needs analysis is the cornerstone of ESP and leads to a very focused course".

In the beginning of their S-L, students had a chance to work together with their CP to conduct need analysis before designing their S-L products. This process aims to ensure that the S-L products are relevant to the CP's needs and benefit the CP. However, the idea of need analysis is still the same: identifying and analysing the target communicative situation(s). By conducting a need analysis with the CP as a professional in the ESP field, the students also practice their need analysis for their ESP learning. The students then understand what kind of language competence they should master to match the needs of the industry represented by their CP. According to (Dudley-Evans, 1997, p. 5), any vocationally oriented course must be based on "what learners need to do with English".

Even though ESP teachers usually conduct need analysis for their ESP learners, Holec (1996) proposes a self-directed learning approach to learner needs. This approach is based on the principle that "to teach the learner to learn is to enable him to carry out the various steps which make up the learning process. This autonomy of the learner enables appropriate solutions to be found for the problems of differences in the needs. Under S-L approach the learner has the autonomy to determine the level of knowledge he wants to achieve, the communicative behaviour he believes he will need, the level of competence he wishes to reach, or the objectives he wants to accomplish.

In terms of needs analysis, after experiencing S-L, the students mentioned that they understand how, under the same purposes (English for CS), every company might have different English needs. As an example, one group of students had to make their S-L product in a formal register but in a more casual way, as requested by the CP since the company believes that speaking formally but casually will make the CS interaction process more effective and efficient (see excerpt 13 from chapter 4). While the classroom instruction focused on formal and informal registers, the questionnaire results revealed that the students gained additional knowledge of English for business and professional communication through their S-L approach with the relevant industry. It was further supported by follow-up focus group discussions, where 11 groups highlighted that working directly with industry professionals provided them with practical knowledge they had not encountered in class.

Receiving authentic knowledge that complements what they have learned in class is relevant to the primary aim of both ESP and S-L. Ultimately, all ESP programs aim to help learners become more adept in using language aligned to their specific disciplines or professional lives. At the same time, S-L as a form of teaching connects theory and practice by allowing students both

to participate in an organised service activity that meets community needs and to reflect on the experience in class in order to gain a deeper understanding of the course content and an enhanced sense of civic engagement (Bringle et al., 2006a).

Another outcome of S-L for the students is professional activity competence, as in soft skills development such as creativity, critical thinking, and interpersonal skills. These other additional outcomes after the S-L activity can benefit ESP learners in their future professional ability. (Bringle et al., 2006a) explained that the current working model has changed due to task-oriented projects, a focus on teamwork, intense competition with other organisations, staff mobility, outsourcing of services, and rising expectations for potential co-workers. As a result, acquiring a set of soft skills is one of the most significant needs, second only to professional experience that can improve the efficacy and quality of realised undertakings. Further, a survey by Teydovska (2015) related to the integration of soft skills in higher education and EFL classrooms found that most participants mentioned finding a job as an essential advantage of having soft skills development in higher education. Students could become more aware of potential issues they may encounter and be better equipped to handle obstacles in the future by developing skills at the university level before beginning their professional careers.

As mentioned above, findings on the professional outcomes of S-L activity potentially supported the learners' ESP competence. For the additional academic outcomes, the opportunity for learners to practice their specific purposes in the field is relevant to one of the ESP characteristics stated by Carver (1983) regarding purpose-related orientation. Purpose-related orientation refers to the simulation of communicative tasks required by the target situation. This study has shown that S-L mediated the ESP characteristics on purpose-related orientation by allowing the students to simulate their future job responsibilities in the business tourism industry.

As discussed previously in the literature review, Luka (2009) explained that ESP competence is defined as the capacity to utilise the English language effectively in both receptive and productive ways in business communication, interaction, and professional work. ESP competence has three components: communicative competence, intercultural competence, and professional competence. All the components are interconnected and influence one another. ESP basic theory by Hans_ & Hans_ (2015) supported this perspective by stating that the distinction between ESP and EFL is in the learners and their goals for learning English. ESP students are adults who are already familiar with English and are learning the language to communicate professional skills and perform particular job-related functions. The CPs of current study also supported the benefit of S-L for students' future career by saying that S-L could benefit in improving students' portfolio, building a real collaboration with the industry as an important element in vocational education, and helping students to develop their English and CS skills professionally that will be help them to understand their working perspectives after they graduate.

7.2 Positive reflections and motivation

Before discussing participants' reflections on the S-L approach, the role of reflection in S-L is reviewed as a reminder of its importance. Reflection is a critical component of S-L described as "thoughtful self-examination" (Ball & Schilling, 2006, p. 279) or "introspective and probing self-assessment" (Ball & Schilling, 2006, p. 279); in fact, reflection is the link between the service and the learning experiences in a S-L approach (Ball, 2008, p. 73). In line with that, Riddle (2003) and Swords & Kiely (2010) stated that reflection is the key differentiator between S-L and other types of experiential learning (e.g., internships, practica, volunteerism). In this study, S-L reflections were conducted after the end of the S-L activity by using questionnaires and focus groups.

Results from the questionnaire (see [Section 5.2.1](#)) indicated that all four measured categories: language competence improvement, soft skill development, motivation and attitudes, and learning opportunities during S-L. All categories received positive student reflections. It suggests that the students believed the S-L approach benefited their learning of English for CS. Additionally, findings from the focus groups revealed that students' experiences—such as feeling appreciated by the CPs, having the opportunity to contribute to society, and witnessing the practical application of theories to solve real-world problems—were key values of the S-L approach. These experiences motivated students to provide the best service to their CPs during S-L. They derived joy from helping CPs with impactful solutions, such as introducing new technologies like WhatsApp Bot, which had a transformative impact on their partners' operations, as noted by (S8) (see [Section 4.2.2.2.1](#)).

The real-world experience of working with actual clients fostered a heightened sense of professionalism and responsibility, motivating students to excel. Moreover, the S-L approach underscored the importance of theoretical knowledge as a foundation for practical application, helping students appreciate its value. The clear sense of purpose, such as aiding CPs and supporting community projects, also motivated students to work more diligently. Becker (2000) mentioned that the thing that separates S-L from other field-based and experiential forms of learning is the service, the giving to others, and students seem aware of this particular value.

In relation to aligning students with their content materials and future work, as we could see in [Section 5.2.1.3](#), the students mentioned that practising their specific purposes in the field as their motivation in doing the S-L approach, such as the feeling of becoming a real vocational student when they had a chance to working directly with the industry, the feeling of finally seeing how the theories could be implemented and using it to help others to find a solution from a real

problem; lastly the feeling of understanding their future career opportunity also becoming their motivation in doing S-L approach in a better way. Furthermore, the recognition from CPs and the chance to engage directly with industry professionals provided valuable insights into future career opportunities. Feedback from CPs (see [Section 5.2.2](#)) noted that the activity was beneficial for students' portfolios, offered practical experience, and helped them understand industry perspectives and develop essential skills.

The opportunity to practice specific purposes in the field is relevant to the ESP learners' needs. As Ellis (2005) has outlined, the opportunity to interact in the L2 is central to developing L2 proficiency. By carrying out such projects when learners indirectly develop qualities of confidence, initiative and responsibility through interacting with experts and practitioners in the professional field, students will no longer merely do a simulation or roleplay but 'real play' or work-embedded activities that arise out of the learner's overall training to be an influential member of the target community (Al-Arishi, 1994). Hyland (2002) supported this by saying that learners need to acquire a specific literacy competence with the knowledge and tradecraft of their professions, so subject knowledge becomes the context for learning a language. The profession's topics, content, and practices thus act as vehicles for teaching particular discourses and communicative skills. Therefore, ESP teachers must often work in tandem with specialists in those fields it seeks to describe, explain, and teach. English teachers bring expertise in communicative practices to the subject skills and knowledge of those working in particular target areas.

Those findings both in relation to service in S-L and essence of professionalism in ESP are relevant to the principle of ESP students as adult learners. According to the research on adult development and learning, adult learners bring a richness of existing knowledge and talents gained via job and interpersonal relationships. Adult students are more likely to take the initiative, prefer

to learn by applying information, and are driven by the understanding that their efforts have a purpose outside the classroom (MacKeracher, 2004). Adult students may also benefit from S-L because they may require actual tasks to use and develop their abilities in collaboration with a community organisation (Reed & Marienau, 2008). Scholars have traditionally characterised adult learners as mainly concerned with applying learning to their professional and personal lives and prefer learning from real-world settings (MacKeracher, 2004). These researchers suggested that practitioners provide courses focusing on real-world problems to allow adults to verify their theories and assumptions (Zull, 2012).

From the perspective of SCT, Kim & Kim (2021) explained that the definition of L2 motivation needs to be sensitive to the interdependence between internal and external factors surrounding L2 learners. Ushioda, 2003 (p. 90) conceptualises L2 motivation as "a socially mediated phenomenon." It implies that the genesis of L2 motivation is not from within the individual but from the broader society. In addition, (Negueruela-Azarola, 2011), mainly concerning classroom L2 learning settings, mentions that L2 motivation is not a cause of learning the L2 but is an orienting meaning that may become significant for the learner as a result of participating in properly organised instructional activity. It can be realised in inner or social speech and must be continually accompanied by learning goals and relevant participation in various L2 communities. According to Kim (2006) and Swain (2000), learners can be motivated as they realise that they have invested their learning time and efforts in the object of the activity or the goal(s) of the action.

In my study, students' participation in S- L not only made them realise that their service could achieve their goals in helping the CP but also demonstrated how this approach facilitates the integration of content materials with future professional applications—in this case, English for CS.

These findings underscore the value of adopting an S-L approach, highlighting its role in fostering meaningful learning and real-world applicability, as evidenced by its impact on my study. In summary, the feeling of having a chance to contribute and be closer to the real world provides values that motivate students to work collaboratively with different communities and use various tools. This experience further creates opportunities for diverse forms of mediation, which play a critical role in helping students develop their ESP communicative competence.

7.3 S-L in mediating the development of students' ESP communicative competence

From the discussion so far, I have shown how S-L mediated the development of ESP communicative competence. It is also important that I now move to a discussion of positive reflections indicated students' motivation to work collaboratively and using multiple tools, it is now the time to understand the mechanisms of S-L in mediating the development of ESP communicative competence. The mediation construct is central to Vygotsky's sociocultural theory (SCT) (Vygotsky, 1978). The foundational principle of SCT is that all higher forms of human mental (cognitive and emotional) activity, including learning a language, are mediated by tools such as language itself, signs and symbols (Karpov & Haywood, 1998).

The results of my data collection showed that various tools played a key role in helping students mediate their ESP communicative competence through the S-L project. By collecting and analysing the data, I found that these tools facilitated the students' engagement and development, demonstrating the impact of the S-L approach on their learning outcomes. Those different tools were analysed in this research on three kinds of mediation following Vygotsky (1978): material tools, psychological tools, and human mediation. The mediation construct is central to Vygotsky's sociocultural theory (SCT) Vygotsky (1978). The foundational principle of SCT is that all higher

forms of human mental (cognitive and emotional) activity, including learning a language, are mediated by tools such as language itself, signs and symbols (Karpov & Haywood, 1998).

In the context of L2 learning, Swain & Watanabe (2013) and Van Compernelle (2015) emphasised the importance of interaction, both peer to peer and expert (e.g. teacher) to novice (e.g. student) for mediation. Considering the situations in which language learners acquire the language, sociocultural perspectives on language learning define the language and social interaction between people are inextricably linked. In a sociocultural theoretical perspective, Thoms (2012) summarised that the major characteristics of language are linked and generated by the strategies by which people connect with others in diverse communicative settings.

In the context of my research, the findings highlight how the S-L approach, through the use of various tools, actively mediated the development of students' ESP communicative competence. By analysing the data, it became evident that the interplay between material tools, psychological tools, and human mediation was crucial in facilitating their learning process. These results underscore the relevance of Vygotsky's sociocultural theory, as they show how the students' interactions with peers and instructors were instrumental in their language development. The integration of these mediation mechanisms in the S-L project not only demonstrated their impact on students' engagement but also provided valuable insights into how real-world applications and collaborative experiences can enrich language learning. Ultimately, this research reinforces the significance of adopting a sociocultural perspective in ESP instruction, illustrating how such an approach can foster more profound, meaningful language development.

7.3.1 Material tools mediation

Tool mediation was first proposed by (Vygotsky, 1978). In other words, when people encounter a stimulus in their environment, they do not respond to it directly; instead, they act on it using different tools. Link to AT, "Anything that mediates subjects' action upon an object" is how these tools are defined (Russell, 2013, p. 70). According to Engeström (1987) under the AT framework, humans utilise tools to operate in their environment individually and collectively and use them to learn.

My analysis showed that three rules guided students throughout the completion of their S-L tasks given by the module lecturer (See Figure 34 from Chapter 6). According to Farber & Bishop (2018) and (Kolb, 2014), S-L is part of student-centred learning (SCL). Many terms have been linked with student-centred learning, such as flexible learning, experiential learning, and self-directed learning (Burnard, 1991; Morris et al., 2023; Taylor, 2000). S-L is a pedagogical approach situated within and informed by experiential learning theory where students can manage their time and find a way to finish their tasks. Reflected from the principle of SCL, the rules in this S-L approach were only related to the target of language, the deadline of the project, and task instruction. However, there were no specific rules on how students should process their activity. Thus, different groups of students in this study are also being mediated by different materials and tools mediation: digital platforms and teaching materials. Thus, in the following section, I will discuss how different groups of students in this study are mediated by various materials and tools, specifically focusing on digital platforms and teaching materials. These different forms of mediation played distinct roles in shaping students' learning experiences and development of their ESP communicative competence.

7.3.1.1 Digital platforms

Apart from face-to-face interactions during S-L, student group interactions were mediated by a social communication media platform named WhatsApp Group. As we can see in [Section 4.2.2.2.1](#), WhatsApp Groups mediated students' communication with their group members whenever they had something to discuss. Students also utilized WhatsApp Group for online storage, sharing files like permission documents, proposals, and S-L products. They also shared project development materials like survey pictures, product references, and potential company locations. Thus, in this study, the WhatsApp Group worked not only as a room for a chat but also as a virtual office that provides multiple peer interactions, helping students create a familiar and comfortable place to make their interactions still effective while not interrupting other times to work on other assignments.

A non-digital version of this space might have included scheduled group meetings, printed documents, and physical collaboration tools such as whiteboards or bulletin boards. However, these methods would likely have been less flexible and efficient compared to the digital version, which allowed students to interact anytime and anywhere, fostering a more dynamic and continuous exchange of ideas. Furthermore, the WhatsApp Group's ability to serve as both a communication platform and a repository for materials enabled students to collaborate asynchronously, which would have been difficult to replicate in a non-digital context. Thus, while non-digital alternatives could have supported communication, the WhatsApp Group added significant value by enhancing convenience, accessibility, and the overall efficiency of collaboration.

Findings from students' focus groups found that students had problems managing their time for doing S-L projects since they also had other assignments and projects from the other modules.

Some students also mentioned that they still have extracurricular and organisational activities apart from their S-L projects and other modules' projects. Even if findings of AT found that the limited duration of S-L still became an unsolved contradiction until the end of S-L, WhatsApp groups mediated students' interactions so that they did not need specific times and places to discuss. Therefore, they could maintain their communication and interaction effectively.

The use of WhatsApp in this context not only streamlined the workflow but also highlighted the distinctive advantages of the S-L approach over traditional methods. Unlike traditional, more rigid learning structures that often require scheduled meetings and face-to-face interactions, the S-L approach facilitated a dynamic, flexible learning environment where students could engage in ongoing, asynchronous discussions. This flexibility enabled students to address challenges and share ideas more efficiently, fostering deeper collaboration and problem-solving. In this way, the S-L approach, coupled with digital tools, supported a more interactive and responsive learning experience that might have been difficult to achieve through more conventional methods that lack such continuous, mediated communication.

During S-L approach, students also used digital platform to assist them in finding product references as well as a digital writing tool. Similar to the previous discussions on communication media, some social media such as YouTube, TikTok, and Instagram were being used by the students to find inspiration for their S-L products. When finalizing their products, some groups used computer-assisted translation (CAT) tools and proofreading tools to help them with proofreading and translation.

Though recent research [Bockarova \(2014\)](#) shows that the use of digital tools in the classroom can facilitate the involvement of a more knowledgeable other in one's learning process. The use of digital tools and technologies in the classroom illustrates how the necessity of

communication in learning enhances the pedagogical aspect. Further, Bockarova's research finds that using various digital tools in learning offers alternative ways of communication and collaboration between the learner and the teacher or the learner and her/his peers.

It is supported by the study from Ünlüsoy et al. (2022) on rethinking sociocultural ideas of education in the digital age by recognising the advantages of online communities to explore the benefits of networked platforms in the digital era. They found that social media platforms have transformed how we interact, providing increased visibility, access to diverse perspectives, and global connections. These platforms enable collaborative learning by providing scalable online communities for individuals to share knowledge and resources. The persistence of digital content on these platforms allows for personal archives, reflection, and revisiting of past interactions. The editability and replicability of content also offer opportunities for further engagement.

In summary, the findings indicate that learning is a socially mediated process since it is mediated not only through the developing use and control of psychological tools (e.g. language) and material tools (e.g. technology), but also through human interaction and shared processes (e.g. discussion) (R. Mitchell & Myles, 2004). It is important to note that socially mediated processes encompass both individual and social dimensions, which S-L supports by viewing students as active learners who learn to regulate the use of various tools, such as language and digital mediation, and then interact and co-create experiences with others.

7.3.1.2 Teaching materials

As discussed in [Section 4.1.4.2](#), the module lecturer only used one textbook as the teaching material. However, it has a significant role in mediating students' S-L and mastering their ESP communicative competence, as evidenced by all twelve groups that used the textbook during their S-L projects. The textbook emerged as one of the primary sources for S-L product development,

as highlighted in their focus group discussions. This textbook mediated student's learning in two ways. First, the content is used as students' reference when completing their S-L approach. Second, role play, as the classroom activity facilitated by the textbook, inspired students to create their S-L products, such as role play format for the CS training videos. In short, the textbook played a significant role in mediating students' ideas and guiding their work. Students actively applied concepts from the textbook, using it as a reference when developing the context for their S-L products, such as videos and guidebooks. For example, they incorporated activities from the textbook, like roleplay, when creating their video. Detailed findings on this are discussed in [Section 4.2.2.2](#).

Even though students still need additional support for the authentic ESP context, as discussed in [Section 4.2.2.2](#), the textbook has a significant role in mediating students' ESP communicative competence by providing CS primary language and discourse under three sections in each unit of the book. Those sections are Useful Phrases, which provide some groups of sentences and words in English related to CS under every topic being discussed; Customer Focus Extra, which is some helpful tips in CS under specific topics being discussed; and Terminology Word Lists, which gives the most common words and phrases and its context that often being used in CS settings.

A single textbook used by the module lecturer as the primary teaching material significantly mediated students' S-L experience and their mastery of ESP communicative competence. All twelve student groups reported that the textbook was one of the main sources for developing their S-L products, with focus group discussions highlighting its importance in guiding their work. The textbook mediated students' learning in two primary ways: it was a reference for completing S-L tasks. It provided roleplay activities, such as CS training videos, that inspired

students to create S-L products. Specifically, activities like roleplay were used directly in producing videos and other materials, reinforcing the textbook's influence on the students' ideas and creativity (Vygotsky, 1978).

The importance of these tools in facilitating learning aligns with sociocultural theory, which highlights how tools, language, and interaction mediate cognitive and communicative development. According to Vygotsky (1978), tools such as textbooks act as mediating artefacts that support higher mental functions by providing learners with frameworks for activity. Similarly, Karpov & Haywood (1998) argue that language, symbols, and tools significantly shape the learning process, which is evident in how the students in this study used the textbook to scaffold their work.

Additionally, despite the need for further support in authentic ESP contexts, the textbook contributed significantly to students' ESP communicative competence by offering essential language and discourse relevant to CS. Specifically, the textbook sections, including *Useful Phrases*, *Customer Focus Extra*, and *Terminology Word Lists*, provided students with practical language tools, helpful tips, and industry-specific terminology. As defined by sociocultural theory, these sections acted as psychological tools, helping students internalise concepts and apply them in real-world tasks (Van Compernelle, 2015). These findings demonstrate how the textbook mediated students' understanding of CS language and its applications (Swain & Watanabe, 2013).

7.3.2 Psychological tools

According to Vygotsky (1978), the second sort of mediation is using psychological tools. As stated by Kozulin (2003), psychological tools are those symbolic artefacts, such as signs, symbols, texts, equations, and graphic organisers, that when internalised assist people manage their own "natural"

psychological processes of perception, memory, and attention. Specifically for the L1, findings of this study showed that Bahasa Indonesia mediated the participants in two ways. The first is Bahasa Indonesia serves as a means of communication with their community partners (CP), such as those who cannot speak English. The second is as a medium for conversation with other group members. As their S-L project aims to help the CPs improve their English, all CPs who worked with the students used Bahasa Indonesia as the communication medium.

Although the use of L1 in SLA has always been a controversial topic in earlier research (e.g. Auerbach, 1993) which considered L1 use as a "problem" to be avoided in language learning classrooms, findings of this study found that Bahasa Indonesia as the L1 functioned as a tool to overcome learning difficulties during S-L approach. To socioculturalists (e.g. Thorne & Lantolf, 2007), L1 is a crucial and often indispensable semiotic resource that mediates the learning process. L1 guided learners through their Zone of Proximal Development (ZPD) and performed a strategic cognitive role in scaffolding (Antón & DiCamilla, 1999). Morahan (2010) and Wells (1999) agreed that adopting L1 allows students to operate within their ZPD, as advised by Vygotsky. Morahan, (2010) went on to say that combining L1 and L2 in pair and group work may assist students cognitively understand a problem at a higher level than just utilising the target language.

From this study, I observed that students' L1 did not impede their L2 development. Instead, it mediated their learning process. I also identified a process called translanguaging, where students demonstrated the ability to move between different named languages. García (2009 p. 140) conceptualizes translanguaging as "the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential". A fuller definition in García et al. (2014) points to three connections between translanguaging and sociocultural theory. Both see language as a socially

constructed symbolic artefact which individuals use in the process of cognitive transformation and that of interaction with and within the world and both treat language as an activity. In particular, translanguaging entails dynamic bilingualism, in which language learners choose features from a single array of disaggregated features that is always active and has a concern in multidisciplinary.

7.3.3 Human mediation

The third type of mediation, according to SCT, is human mediation. Learning is regarded as a socially mediated process since it is mediated not only through the development of use and control of digital and psychological tools, as previously described, but also through interaction and shared processes (e.g. discussion) (Mitchell & Myles, 2004). It is noteworthy that socially mediated processes involve individual and social aspects, which also play an essential role in S-L, as evidenced in this study. This study has three different kinds of human mediations which three of them has its different roles during S-L approach: peer, module lecturer, and community partner mediation.

7.3.3.1 *Peer interaction mediation*

The first human mediation is peer mediation. In this study, the students were mediated by peer interaction in two ways. During the S-L approach, the participants worked in a group. Therefore, the first peer interaction mediated students in doing their S-L approach is through collaboration skills among peers. Meanwhile, the second peer interaction is related to learning from their peers. As we can see in [Section 4.2.2.1.1](#), all groups worked collaboratively under different strategies. Groups 1, 7, and 12 decided to sit together and work at the same place and time. Meanwhile, the other groups divided their jobs according to some roles, products, and tasks before finally working

together to finalize the products. Peer learning emerged as a significant aspect of the S-L approach, with students frequently learning from one another in both direct and indirect ways. During focus group discussions, twelve students from seven different groups highlighted how observing and interacting with their peers enhanced their English skills. For example, one student (S28) noted that they indirectly learned by watching a group member use English to assist tourists, applying customer service steps learned in class. Another student (S5) mentioned receiving guidance from a more proficient peer who helped correct their translation errors, thereby improving their own skills. These examples underscore the importance of students working in groups, as this dynamic creates peer and collaborative learning opportunities. According to Vygotsky (1978) sociocultural theory, learning is a socially mediated process where interactions with others—particularly more capable peers—can enhance cognitive development. Similarly, Johnson & Johnson (2013) emphasize that group learning environments foster interpersonal skills, critical thinking, and deeper engagement with the subject matter.

The findings also highlight how the S-L approach provided a structured environment for students to collaborate within groups and benefit from various forms of human mediation, particularly peer mediation. Peer mediation, as Topping (1996) described, involves students supporting one another by sharing knowledge, offering feedback, and co-constructing understanding. This form of mediation enables students to bridge gaps in their knowledge by leveraging the skills and perspectives of their peers.

Moreover, peer mediation extends beyond task completion to include developing soft skills such as negotiation, conflict resolution, and interpersonal communication. For instance, Topping (1996) argues that through peer mediation, learners gain cognitive benefits and cultivate social and emotional competencies that are critical for lifelong learning. In the context of the S-L approach,

these processes are amplified as students engage in real-world tasks requiring them to adapt theoretical knowledge into practice, enhancing both individual and group outcomes.

Collaboration within groups facilitated ongoing peer learning. As illustrated by Group 11's interactions, although tasks were initially divided among members, the group maintained a collaborative spirit, frequently checking each other's work, providing feedback, and making adjustments to improve their outputs. In a WhatsApp conversation, (S2) reminded the group about the deadline, emphasizing the need for collective responsibility in finalizing the document. Other members promptly updated on their progress, and (S4) provided constructive feedback to enhance consistency in formatting, demonstrating their willingness to support and learn from each other.

These peer interactions fostered a supportive learning environment where students could share knowledge, provide mutual assistance, and collectively enhance their skills. This process is particularly unique to the opportunities created by adopting an S-L approach, as it intentionally integrates real-world tasks with collaborative learning. The S-L approach strengthens academic and interpersonal skills by encouraging students to engage with authentic challenges and take shared responsibility. It empowers students to mediate their learning experiences in ways that might not emerge in traditional classroom settings.

Even though having different strategies to solve their S-L approach, the idea is to work collaboratively with their groups and ensure that everyone contributes to the group. It is relevant to the idea when experiential learning is combined with collaborative learning, students are more likely to collaborate and reach effective group decisions. Students have an in-depth knowledge of the challenges involved in "meeting a common goal" through this (Wei et al., 2023). Collaborative learning allows students to participate in small-group activities by working towards a common goal, including analysis, exchanging ideas, and discussions. Each group member is responsible for

their role, and after evaluation, feedback is given to each member and group to identify those who may need additional support (Cooper & Burford, 2010; Falcione et al., 2019; Laal et al., 2013; Trongtorsak et al., 2021).

Collaboration has become a 21st-century trend due to society's increasing need to think and work together on critical issues, so the emphasis has shifted from individual effort to group work (Laal et al., 2013). Collaborative learning represents a significant shift from the typical teacher-centred or lecture-centred approach in the classroom, as group members work alongside each other, conversing and working towards the same goals or completing tasks. It helps construct knowledge through mutual interaction and support in everyday situations (Majid & Chitra, 2013), and reflects how respectful interactions with others are managed. It also highlights group members' abilities and successes, responsibilities, and an appreciation of others' viewpoints. Collaborative learning is based on consensus building through group members' unanimous consent (Laal et al., 2013).

Trongtorsak et al. (2021) supported the importance of collaborative learning in relation to soft skills and psychological development, which are beneficial for students' ESP communicative competence. They mentioned that students can develop skills in building peer relationships and trust in friends. Teamwork can lead to a positive outcome and facilitate quality analysis and creative skill development, where students create and achieve their own goals. It is considered a way of finding the factors, overcoming the obstacles to success, and learning psychology principles to encourage and enhance professional skills.

The second type of peer interaction that was identified as being important in this study is learning from their peers. The students acknowledged that they learned from their peers directly and indirectly (see Chapter 5, [Section 5.2.1](#) for a detailed explanation). Direct learning from peers

in S-L occurs through explicit knowledge sharing and collaborative problem-solving. Students often engage in joint tasks that directly exchange information, clarify doubts, and construct knowledge together. Studies have shown that this direct interaction enhances academic content comprehension and retention (Smith et al., 2005).

Meanwhile, indirect learning happens when students observe and emulate their peers' behaviours, attitudes, and skills. This form of learning is particularly significant in S-L settings, where students are exposed to diverse perspectives and approaches to problem-solving. Research by Ginsburg-Block et al.(2006) and Schunk_& DiBenedetto_(2020) demonstrated that students often internalize strategies and attitudes observed in their peers, leading to improved learning outcomes. In addition, this study highlights how the S-L approach facilitated opportunities for students to learn indirectly while simultaneously reinforcing their own knowledge by assisting peers. This aligns with findings by Rusu_(2016) and O'Brien et al. (2014), which suggest that peer tutoring in S-L environments benefits both the tutees and the tutors. While tutees gain support in mastering the subject matter, tutors enhance their own understanding and confidence, creating a reciprocal learning process that amplifies the educational value of S-L experiences. It is not only beneficial for the students who learn from their friends, but it also allows students to reinforce their own knowledge while assisting peers. highlighted that peer tutoring in S-L environments benefits the tutees and enhances the tutors' understanding and confidence in the subject matter.

Since this class used problem based S-L (see [Section 2.2.3](#)) the connection between S-L and problem-based learning anticipates that students are deeply involved in the analysis of problems important to the community, explore the real goal of their professional context, take on and overcome the challenges that arise in it. According to Aker et al. (2022) it should be

emphasized that problem-based service-learning has great benefits not only for learners, but also for the community with the members of which the students collaborate.

Reflecting back to SCT as the underpinning of this study, the idea of peer learning in collaborative activity is grounded in social constructivist theories, which believe that learning is a socially mediated process. Vygotsky's concept of the Zone of Proximal Development (ZPD) emphasizes the importance of social interaction in learning, suggesting that students can achieve higher levels of understanding with the help of their peers (Vygotsky, 1978). Bandura's social learning theory also underlines the significance of observational learning, where students learn behaviours, skills, and attitudes by watching and imitating others (Bandura & Walters, 1977). It was particularly evident in this study as students engaged in the S-L approach, observing their peers' application of English in real-world contexts, such as assisting tourists or correcting translation errors, and subsequently incorporating these strategies into their practices. These theoretical frameworks reinforce the idea that the peer learning interactions documented in this study are not incidental but are integral to the socially mediated processes that drive effective learning within the S-L environment.

7.3.3.2 Community partner mediation

Besides the peers, another type of human being mediation that had a significant role in this S-L approach is the community partner. Since the beginning of the S-L activity, the participants worked collaboratively with community partners in every aspect since analysing the need by doing the interview and survey results of the CP. Therefore, the students put their CP as the client during the S-L approach. From the students' point of view, the results of the focus group showed that 11 groups answered how they met community needs by saying that they were working together with

community partners from the initial discussions on the need for English for CS improvement for the company until the finalisation of the S-L product. However, one group could not experience working with their CP (see [Section 4.2.2](#)). For the other groups in this study, the students received mediation activity from their interactions with the CP by having their CP act as their clients and collaborate with them in three ways: 1) Discussing need analysis, 2) Providing context and information, and 3) Supervising.

However, one group could not fully experience working collaboratively with their CP. The CP entrusted everything to the students, believing that the students were more knowledgeable and capable of handling the tasks. The CP only shared their challenges and allowed the students to proceed independently without providing further guidance or involvement. As a result, there were no evaluations or discussions about the final S-L product, which limited opportunities for feedback and reflection as a key component of the learning process in the S-L approach.

Despite this, the students still benefited from the CP's input during the initial stages, particularly in conducting the needs analysis. This step allowed students to identify and understand the challenges faced by the CP, which informed their subsequent tasks. However, the absence of other types of CP mediation—such as ongoing support, feedback, and co-creation of solutions—meant that the students missed out on richer collaborative experiences. These interactions, as evidenced in this study, are crucial for fostering critical thinking, enhancing problem-solving skills, and reinforcing the practical application of theoretical knowledge. This case highlights the variability in CP engagement and its impact on the overall learning experience in the S-L approach.

As stated in [Furco \(2001\)](#), in contrast to volunteerism or "pure service," S-L assures that (a) both students and community partners profit mutually from the experience; (b) students give services in settings or places that are purposely relevant to the content of the course; and (c) the

educational experience is designed in such a way that frequent bridges between coursework and fieldwork are established. These extra factors supplement the benefits obtained from students' direct connections in the community; however, the time students spend assisting others in their communities is frequently an independent stimulus for changes in their values, beliefs, and academic outcomes (Vogelgesang & Astin, 2000).

Through the S-L approach, students are encouraged to take ownership of their learning, engaging directly with real-world problems and tailoring their language use to meet the specific demands of their assigned projects. It empowers students to become experts in the language relevant to their context and ensures that the learning process extends beyond the classroom and into authentic environments. By immersing students in practical, community-driven projects, the S-L approach makes learning more dynamic, adaptable, and realistic.

Rather than expecting teachers to master the intricacies of every ESP domain, the S-L approach leverages the students' active engagement and problem-solving abilities. It ensures that language learning becomes deeply contextualized, with students gaining hands-on experience while the teacher is a facilitator rather than a content specialist. Even though the results of the focus group found that all groups of students were using the textbook as their sources during the S-L approach, this study underscores the importance of creating a space where students can use textbooks and engage with a broader range of materials. The textbook, while foundational, can never fully encompass the breadth of knowledge needed for specialised fields. What the S-L approach offers, however, is the opportunity to extend learning beyond the textbook, encouraging students to explore real-life examples and scenarios that may not be captured in traditional educational resources.

For example, the students used materials from their CP to provide specific context following the need of the relevant industry (for the example, see [Section 4.2.2](#)). Apart from the target language (i.e., English), the students also needed to ensure that they accommodated the community partners' needs, which became one of the rules in this S-L project. As discussed in the literature review, [Luka \(2009\)](#) explained that ESP competence is defined as the capacity to utilise the English language effectively in both receptive and productive ways in business communication, interaction, and professional work. ESP competence has three components: communicative competence, intercultural competence, and professional competence. All the components are interconnected and influence one another. Since the participants were doing ESP tasks, in this case, English for CS, students' ability to integrate their English competence with their subject knowledge is considered necessary to help them achieve their ESP communicative competence.

Therefore, S-L provides the chance for the students to work directly with the CP and to collaborate basic materials from their classroom with authenticity, such as authentic materials provided by other mediators outside of their classroom. Many language teachers ([Gilmore, 2007](#); [Maria, 2021](#); [Van Lier, 2014, etc.](#)) believe that authenticity has proven its beneficial role in language teaching. Various authors have pointed to authenticity as a relevant feature in ESP methodology ([Benavent & Peñamaría, 2011](#); [Kun, 2010](#); [Safont & Esteve, 2004](#); [Tymbay, 2022](#)) and thus, authentic materials constitute an aspect traditionally emphasised in the ESP literature.

It is relevant to ([House, 2008](#)), who explained that for learning such as ESP, authentic materials should be taken from the real world rather than primarily created for pedagogical reasons. Such materials are essential for communicative purposes since they reproduce an immersion environment and provide a realistic context for tasks that relate to learner's needs. One essential

way to facilitate ESP learners with authentic materials is by providing a learner-centred approach experience, such as the S-L approach. By doing S-L that has CP act as a client, students and teachers can use the help of the CP to create authentic experiences for the students to link the formal and, to some extent, artificial environment of the classroom with the real world in which the students will eventually be using the language they are learning.

7.3.3.2 module lecturer mediation

According to the findings, the teaching materials given by the module lecturer during the class before the S-L approach had significant roles in helping the students during the S-L approach. However, the module lecturer did not have a significant role during the activity. Students asked the community partner directly when they had questions or found any difficulties. S-L outlines the teacher's tasks and responsibilities in classes that use student-centred pedagogies, such as various iterations of constructivist and inquiry-based learning, as part of a student-centred classroom. According to Moustafa et al. (2013, pp. 418–419), teachers' roles in constructivist classes are to encourage and respect student autonomy and to provide a comfortable environment for student expression, functioning as guides for their students. Constructivist teachers differ significantly from traditional teachers, who dominate the classroom and provide direct instruction on content knowledge development.

Tamim & Grant (2013) identified four roles of teachers in activity-based learning classes: reinforcer, extender, initiator, and navigator. Thus, teachers in different types of student-centred classes take on the roles of facilitators and instructional managers (Ginsburg-Block et al., 2006; Schunk & DiBenedetto, 2020). Studies reveal that less dominant instructors can substantially improve student autonomy and engagement. For example, Weimer (2013) discovered that students

showed better levels of responsibility and participation in their learning when lecturers carried on as facilitators rather than as authoritative individuals. It benefits service learning, as it requires students to overcome real-life challenges and reflect on their experiences.

During S-L, the role of the module lecturer in mediating students' ESP communicative competence by providing a chance for the students to have freedom in solving their task is relevant to a problem-posing model which is used in place of the conventional "banking" paradigm in a dialogical approach to education, which was first proposed by Paulo Freire in 1970 (Freire, 1970). With this method, lecturers take on the role of facilitators rather than authoritative figures, encouraging learners to think critically and participate actively. In S-L settings, student autonomy and collaborative learning are essential components that Freire's ideology emphasises.

7.4 Division of labour as a new mediation

Another notable finding from the analysis of this study was that by transforming the division of labour into a tool for mediation, students not only managed to overcome the contradictions between the division of labour and the rules (see Figure 32 in [Section 6.2.1](#)) but also collaboratively contributed to their groups by distributing different tasks to each member. The findings indicated that students needed to employ strategies to complete different tasks within a limited time frame and under specific rules during the S-L approach. This necessity was compounded by their other priorities, such as projects from other modules and organisational activities.

Related to the SCT principle, as sociocultural views problem-solving as a dynamic process that is deeply influenced by social interactions, cultural tools, and collaborative efforts, students' success in solving the contradictions by changing their division of labour into mediation highlights the importance of the social environment and cultural context in shaping how individuals'

approach and resolve problems. According to Lantolf & Thorne (2006), by distributing tasks and responsibilities among participants, it is proven that SCT-based approaches facilitate the internalisation of knowledge and the progression from guided assistance to independent problem-solving.

Building on this, the sociocultural perspective further emphasises the role of tasks as mediational artefacts for learning through interaction. Specifically in sociocultural theory, a 'task' as always interpreted by the participants so that what the task is intended to achieve (i.e. the task-as-work plan) may not match what the task achieves when it is performed (i.e. the task-as-process). Like the cognitive-interactionist perspective, the sociocultural perspective views tasks in terms of the interactions they give rise to, emphasising the importance of the collaborative nature of the interaction for 'learning' (defined as other-regulation) and for 'development' (defined as self-regulation) (Ellis et al., 2019). The findings of this study where a specific task was assigned by the module lecturer during S-L—helping a tourism business create CS materials and implementing what they had learned in class as a group— with specific rules (to work in a group) and a limited time frame reinforce the importance of these dynamics, showcasing how tasks serve not just as activities but as mediational tools integral to learning and development.

What should be highlighted in students' success in solving their contradictions is that S-L mediated student learning by providing a chance for the students to learn using different styles following students' skills and interests. There are no specific ways for the students to develop ESP communicative competence. Findings of current study found that even though the students worked under various divisions of labour, every different task from the division of labour could give them a chance to learn. For example, students with interest and skills in editing were mediated by the editing roles as a task. They internalised their ESP communicative competence indirectly from the

repeated video being played or re-reading their guidebook several times during editing. As they had to work with the final product, they were responsible for ensuring that the video or the book was perfect in terms of visuals and context, including the language used.

To provide another example, students with the interest and ability to become someone in front of the camera were acting as a CS for the training video they made as their S-L product. The students internalised the language/ knowledge and in turn helps to develop their ESP communicative competence by reading the script and trying to remember every line repeatedly. Therefore, while there were contradictions between the division of labour and rules, rather than attempting to resolve every issue related to the division of labour, the students decided to use it to divide their tasks according to their interests and abilities.

According to Hidi (2006), individual interest is a stable and enduring factor in learning over an extended period. It develops into actualised interest, which is characterised by competence, personal control, autonomy, self-determination, and a positive emotional state. It can sometimes be characterised by "flow", a concept described by Csikszentmihalyi (2013) as a deeply immersive and optimal experience where a person's skills are perfectly matched with the challenge at hand, leading to intense focus and intrinsic enjoyment. When the person and object coincide, an interactive view of interest suggests that while the potential for interest resides in the person, the environment and content define the direction of interest and contribute to its development. This content-specific nature differentiates interest from other motivational variables focusing on more general learning aspects, such as achievement goals. Research has shown the positive effects of interest-based learning on academic achievement, impacting students' attention, goals, and level of learning (Asgari et al., 2019; Harackiewicz et al., 2016; Robertson & Padesky, 2020; Rotgans & Schmidt, 2012). In this study, the contradiction between the division of labour and the rules

emerged as an opportunity for students to divide the task into parts, allowing them to work on it according to their interests. This shift exemplifies Csikszentmihalyi's concept of flow, where the challenges faced by the students transformed into motivation and enjoyment. This process allowed the contradiction to be resolved and became a mediation, turning a potential obstacle into a productive and engaging learning experience.

In relation to learning as an individual, S-L created the chance for the students to still be in the group while still being able to determine their own learning strategy and individually facilitated by different mediation, which ultimately helped them reach their self-regulated learning. Vygotsky's (1978) view on self-regulation is based on his general ideas of cultural- historical nature of human development. For Vygotsky, self-regulation is not a single trait or even a combination of traits but rather a critical development signalling emergence of uniquely human set of competencies "higher mental functions". While not using the word "self-regulation" to describe higher mental functions, Vygotsky described them though as deliberate, intentional, or volitional behaviours, as something that human have control of Acquiring higher mental functions (Vygotsky, 1978).

For the student-centred potential to be fully realised, students must shift to their new role as active learners and develop self-regulated learning skills. Self-regulated learning refers to the extent to which learners are metacognitive, motivationally, and behaviourally active in their learning process (Schunk & Zimmerman, 2012). During the S-L approach, students were mediated by various tools, which, according to Vygotsky's Sociocultural Theory (1978), facilitated the development of higher-level cognitive functions such as problem-solving and self-regulation. By using these tools within the social system, the S-L approach enhanced opportunities for students to engage in self-regulated learning, including the coordination of mental processes such as

memory, planning, synthesis, and evaluation. This approach not only supported students in taking control of their learning but also increased the likelihood of them becoming more self-regulated learning.

Students' chance to learn autonomously with and within their groups while still having the service experience as part of the learning is similar to the previous literature review by (Lenkauskaitė, 2020). According to Lenkauskaitė (2020), S-L allows students to collaborate autonomously to resolve issues by reasoning critically. In such an environment, learners actively generate new ideas based on prior knowledge, selecting, modifying, and processing information by structuring evidence, making decisions, creating meaning, and systematising practices and experiences. These aspects of autonomous learning in S-L also resonate with Vygotsky (1978) perspective, which underscores the importance of social interaction and cultural tools in cognitive development. From a sociocultural viewpoint, learning as taking place through interaction, negotiation, and collaboration in solving authentic problems while emphasising learning from experience and discourse. In this study, similar dynamic were observed, where students not only engaged in critical thinking and collaborative problem-solving but also benefited from the opportunity to apply their learning in real-world contexts as an individual, enhancing both cognitive and metacognitive skills.

These dynamics, observed in the current study, provide valuable insights into how S-L contributes to the development of ESP communicative competence. The study also explores the mechanisms by which S-L mediates this development, addressing the research questions: 1) To what extent does Service-Learning enhance the development of ESP communicative competence? 2) What are the perceptions of students, lecturers, and community partners regarding the role of Service-Learning in developing ESP communicative competence? 3) What are the specific

mechanisms through which Service-Learning mediates the development of ESP communicative competence, and how do these mechanisms impact students' skills?

7.5 Conclusion

In this chapter, I analysed the study's findings about other empirical research. First, I discussed the impact of the Service-Learning (S-L) approach on enhancing English for Specific Purposes (ESP) communicative competence among 59 English CS students in Indonesia. The findings reveal significant improvements in students' linguistic, discourse, and sociolinguistic competencies, as demonstrated by pre- and post-test score comparisons. The S-L approach, which integrates academic learning with real-world tasks, fostered deeper engagement and enhanced language proficiency in grammar, vocabulary, fluency, and sociolinguistic skills such as tone and intonation in customer service contexts. Additionally, students developed essential professional skills—including leadership, time management, and teamwork—aligning with industry standards. Surveys and focus groups indicate that over 80% of students perceived improvements in their English, particularly in customer service scenarios, along with enhanced collaboration and communication skills. The collaborative nature of S-L projects boosted motivation, with many students expressing fulfilment in applying classroom knowledge to real-world situations. However, some students and community partners suggested extending project durations for greater effectiveness.

The study also examines students' reflections and participants' perceptions of their S-L experiences, linking them to the motivational factors that mediate ESP competence development. It identifies key mechanisms mediating ESP communicative competence, including material tools (digital platforms and textbooks), psychological tools (L1 and L2), and human mediation (peers, community partners, and lecturers). These mechanisms foster collaboration, critical thinking, and

autonomy, aligning with sociocultural theory by promoting collaborative and independent learning in authentic problem-solving contexts. S-L encouraged self-regulation, personalised learning, and excellent student agency, enriching their educational experience. Chapter 8 will conclude the study by discussing its strengths, limitations, and implications.

CHAPTER 8

CONCLUSION

This concluding chapter begins with a summary of the research. It then discusses some limitations in light of these findings. It also discusses some study contributions and implications and, in accordance, identifies some future research directions. Lastly, a closing remark is given to end this thesis, reflecting on this study's journey of exploration and discovery.

8.1 A Concluding discussion

This study is a case study-mix methods design (CS-MM) with the data collected from an Applied English study program at a university in Indonesia for six months (one semester). Participants in this study consist of 59 second-year students in English for a customer service class, a module lecture, and twelve community partners. The participants were chosen since the program has already implemented the S-L approach as part of Student-Centered Learning (SCL) by asking the students to work in a group and work directly with the community and therefore provides an excellent opportunity to study the process of learning in action and to evaluate its merits. Overall, this study is underpinned by the following research questions (RQs):

In the context of ESP:

1. To what extent does Service-Learning enhance the development of communicative competence?
2. What are the students', lecturer's, and community partners' views and perceptions of Service-Learning to develop ESP communicative competence?

3. What are the mechanisms through which Service-Learning mediates the development of ESP communicative competence, and how do these mechanisms impact students' ESP communicative competence?

The First RQ of this study examined the development of students' ESP communicative competence using a pre-test and post-test design before and after employing the S-L approach. The research used the Oral Situation Test (OST) by Raffaldini (1988), modified for the ESP context of customer service, using situations based on the Indonesian National Competency Standard (INCS) for Customer Relationship Management. This design aimed to ensure that the test accurately reflected the communicative requirements of professional settings and enhanced the relevance of ESP education to the workplace.

The test involved ten scenarios requiring students to respond in English, reflecting real-life social and conversational circumstances. Students were assessed in a language lab with audio recording facilities. Their responses were evaluated on three rubrics: Discourse Competence (function, message, cohesion, and coherence); Sociolinguistic Competence (overall appropriateness, tone, cohesion of appropriateness, and coherence of appropriateness); Linguistic Competence (structure, vocabulary, and fluency). To support the analysis of students' ESP communicative competence development after implementing the S-L approach, their pre- and post-test recordings were linguistically analysed based on Levinson (1983) transcription procedure, with minor adjustments from (Williamson, 1995).

The findings indicated significant improvements in all assessed areas, with the most substantial gains in linguistic competence (grammar, vocabulary, fluency), followed by discourse competence (function, message, cohesion, and coherence) and sociolinguistic competence (overall

appropriateness, tone, cohesion of appropriateness, and coherence of appropriateness). For linguistic competence, students' improvement in grammatical skills led to better fluency and natural conversations. Sociolinguistic competence was enhanced through better use of tone and intonation, crucial for customer service (CS) interactions. Students also improved their ability to follow standard operating procedures in CS scenarios, demonstrating readiness for professional roles and showing students' improvement in discourse competence.

RQ2 investigated the views and perceptions of participants and stakeholders regarding S-L. Reflection is a crucial aspect of S-L, involving thoughtful self-examination and introspective self-assessment. It links service and learning experiences, distinguishing S-L from other experiential learning methods (Ball & Schilling, 2006; Becker, 2000; Riddle, 2003; Swords & Kiely, 2010). Data capturing the participants' reflections were collected via an online Likert scale questionnaire, student focus groups, and interviews with the module lecturer and the CP. Analysis of the Likert scale questionnaire was then discussed, supported by all the qualitative data from the focus group and interview, which were analysed thematically. The discussions revealed that over 80% of students reflected that they had improved their English and CS skills. Students reported that the S-L approach enhanced soft skills (collaboration, creativity, idea expression) and high motivation towards S-L projects. They appreciated the opportunity to apply classroom knowledge to real-world contexts, enhancing their motivation and ESP competence. The lecturer and CPs also highlighted the benefits of real-world vocational experiences for students. Overall, S-L motivated students by providing a sense of contribution, real-world engagement, and the application of learning to professional and personal lives, proofing the importance of service for learning (Bringle & Hatcher, 1995).

The third RQ explored the mechanisms through which S-L mediates ESP communicative competence. This RQ involves a deeper analysis of how the S-L approach facilitated this development, using data from document analysis, observations, and focus groups. Audio recordings from the data collection were transcribed and coded using thematic analysis following Clarke & Braun (2013) following node of the second version of the Activity Theory (AT) analytical framework by Engeström (1999) which includes subjects, tools, objects, rules, community, and division of labour. This framework was chosen for its ability to provide a detailed description of learning activities and enhance understanding of human activity in a collective context (Engeström 1999). The findings regarding this research question revealed that the S-L approach facilitated various forms of mediation.

The first mediation is material tools mediation. Digital platforms such as WhatsApp and social media fostered effective peer interaction and collaboration. At the same time, textbooks played a significant role in providing content and inspiring S-L projects. Psychological tools, namely Bahasa Indonesia and English, served distinct purposes: Bahasa Indonesia mediated communication with community partners (CPs) and among group members, while English facilitated learning activities.

The second mediation is human mediation. The students mediated by human mediation through peer interactions, CP mediation, and guidance from the module lecturer. Students engaged directly and indirectly with their peers by learning collaboratively. CPs acted as clients, offering real-world contexts and supervision, mediating student learning experiences. The module lecturer was a facilitator, promoting student autonomy and critical thinking. Furthermore, the S-L approach transformed the division of labour from a contradiction into a mediation tool, fostering self-regulated learning and enabling personalised tasks aligned with students' interests and skills.

However, one unsolved contradiction was found during the analysis of this case study. The students and community partners mentioned that the duration of the S-L project was insufficient. In response to the focus group and interview questions on what they did not enjoy about the S-L activity, the community partners noted that limited time to complete the S-L project was felt to make students doing their S-L approach activities in a rush. In similar questions on the main challenges of S-L, ten groups mentioned that limited time to do the projects also made them unable to do the S-L project maximally.

Other significant findings from the AT analysis revealed that the S-L approach yielded two additional outcomes besides enhancing ESP communicative competence. First, S-L developed students' general ESP competence by providing opportunities to conduct needs analysis, a crucial element in ESP to tailor learning to specific professional requirements. Second, S-L enhanced students' soft skills essential for professional competence, such as leadership, time management, communication, social skills, problem-solving, teamwork, and networking. These findings were made possible by the added layer of AT analysis, which provided a comprehensive view of how the S-L approach fosters both language and professional skills within authentic contexts.

The AT framework allowed for a more nuanced understanding of the relationship between the learning process and the development of key competencies. While communicative competence was the primary focus of this study, the analysis revealed that students' overall ESP development extends beyond this to include critical professional and intercultural competencies, as outlined by (Luka, 2009). By applying AT analysis, it became evident that S-L not only enhances students' linguistic abilities but also plays a significant role in their growth in areas such as professional skills (leadership, time management, teamwork, etc.) and intercultural competence, which are essential in navigating real-world, diverse work environments. This multi-dimensional view

underscores the effectiveness of S-L in supporting a holistic approach to ESP education, equipping students with the language skills and professional capabilities necessary for success in globalized, industry-specific contexts.

Lastly, the results of both the pilot and main studies for this research indicated that the S-L approach effectively mediated the development of ESP communicative competence, even though the case studies were conducted in two different classrooms with distinct specific purposes: one focused on English for tour guiding and the other on English for customer service. The findings highlight the flexibility of the S-L approach in fostering ESP communicative competence and other relevant skills according to specific objectives. This adaptability is crucial for ESP learning, as different purposes necessitate tailored approaches to meet diverse needs. For instance, Hutchinson & Waters (1987) emphasise that a deep understanding of both target and learning needs enhances the relevance and effectiveness of ESP courses. They advocate for a balanced approach that integrates what learners will do with the language and how they will learn it, ensuring that the courses are tailored to meet specific professional or academic contexts (Basturkmen, 2010). Therefore, integrating S-L more extensively into ESP education could significantly enhance the relevance and impact of these courses, better preparing students for the demands of their future professions.

8.2 Limitations

Drawing on the mediation analysis of the S-L approach, the process and impact of mediational practices in this ESP classroom are revealed. This analysis highlights how various forms of mediation, including material tools, human interaction, and psychological tools, contributed to the

development of ESP communicative competence. However, it is important to recognise the limitations of the present study to ensure that its findings are adequately evaluated.

First, concerning this study's research design, this study adopts a single case study approach to the S-L approach from an ESP class in a public university in Indonesia. The case study design of the research guarantees the in-depth analysis of the complex and dynamic classroom interaction (Cohen et al., 2017; Yin, 1994). As mentioned previously in the methodological chapter, see [Section 3.5.1](#) in this study, creating a control group would have been unethical since the S-L approach as the object of this study was used as a learning approach by the module lecturer from a university in Indonesia.

Therefore, in line with the value of case study research, a natural and real-life context was needed to ensure that the students did not receive different treatment and that the object being researched was naturalistic (Flyvbjerg, 2011; Stake, 2011; Yin, 1994). Research on mediational activity needs to be natural rather than experimental. It means that the researcher needs to have a real classroom that uses the S-L approach before a similar case study on mediational activity for S-L for another ESP could be conducted. However, requiring a class that has already implemented an untested approach can pose a significant challenge. It is acknowledged that researchers and practitioners often prefer to validate the effectiveness of their chosen approach through experimental methods before applying it in a classroom. It creates a dilemma: practitioners may need research evidence before they feel confident implementing a new approach. However, for this kind of case study on the S-L approach, researchers need it to be implemented in real classroom settings before they can adequately test and study its effectiveness. This paradox highlights the tension between the desire for prior validation and the necessity of practical application for conducting meaningful research. The uniqueness of this context lies in the integration of real-world

tasks and collaboration with community partners, which is difficult to replicate without proper infrastructure and support. Thus, while the S-L approach is not easy to set up, it holds great potential for enhancing ESP teaching, though its implementation may vary depending on the specific context and resources available.

Furthermore, this study's reliance on a single case study design may limit the generalizability of its findings. While the in-depth nature of a case study provides rich qualitative data and insights into the specific context of the classroom, it also means that the results may not be applicable to other settings or populations. As Merriam & Tisdell (2015) points out, the transferability of case study findings to other contexts relies on the reader's ability to determine the similarities between the case study context and their situation. Consequently, readers should exercise caution when applying these findings beyond the studied classroom. Additionally, the study's focus on an ESP class in a public university in Indonesia presents a context-specific perspective that may not reflect the experiences and practices in other educational settings, such as private universities or institutions in different countries. Educational cultures, institutional policies, and student demographics can vary significantly, which might influence the implementation and outcomes of the S-L approach.

Despite these limitations, the findings of this study offer valuable insights into the process and impact of mediational practices within the S-L approach in an ESP context. They contribute to the growing body of literature on S-L and provide a foundation for future research (Bringle et al. (2006); Hatcher et al. (2004); Barreneche & College (2011); Anderson et al. (2001) and many more. Similar to those previous studies, this research highlights the positive impact of service learning on students' language and professional skills, such as communicative competence and soft skills development. These consistent results across studies suggest a broader pattern that supports

the efficacy of S-L as an educational strategy, particularly in enhancing students' engagement, motivation, and ability to apply learning in real-world contexts. This alignment with earlier research strengthens the argument that S-L is a valuable ESP education tool, contributing to academic and professional development.

Therefore, the findings add to the growing body of literature on S-L and reinforce the importance of integrating real-life, experiential tasks into language learning. These patterns indicate that S-L could be a practical, adaptable approach in various educational contexts, offering significant benefits for students and their future professional roles. However, to build on this study, researchers could consider employing mixed-methods approaches, expanding the scope to include multiple case studies, and conducting longitudinal research to provide a more comprehensive understanding of the S-L approach's efficacy and applicability across diverse educational settings.

Second, due to practical constraints, this study observed and recorded twelve groups working at their convenient times. During the data collection process, sometimes some groups had exact meeting times. It was then hard to choose which group should be followed. With AT as the theoretical framework guiding the analysis, capturing every detail of the interactions was essential. AT proposes that human activity is inherently complex, involving multiple components: subject, object, mediating artefacts, rules, community, and division of labour. Therefore, detailed interaction data is crucial for capturing this complexity and understanding how these elements interact and influence each other (Engeström, 2001). Nardi (1996) highlights that the context in which activities occur is fundamental to AT. Detailed interaction data provides the contextual richness necessary for analysing activities within their natural settings. It includes understanding the sociocultural and historical background that shapes the activity (Cole & Engeström, 1993).

To solve the overlapping meeting times, I usually asked the groups I could not observe directly to record their meetings. However, this was only sometimes feasible, as some groups were too busy recording their interactions while focusing on their tasks. Therefore, it was crucial to balance comprehensive data gathering through direct observation and practical feasibility.

8.3 Contribution to research

While there are limitations, this study has significant theoretical, methodological, and pedagogical implications for investigating mediational activity from SCT within the S-L approach, a subset of experiential learning. It provides valuable insights into ESP communicative competence and general ELT. In this section, I detail this thesis's contributions to applied linguistics, demonstrating how this doctoral thesis introduces new knowledge, evidence, and innovations to the discipline.

8.3.1 Theoretical contribution

8.3.1.1 Integration of Sociocultural Theory and Experiential Learning in the S-L Approach to Enhance ESP Communicative Competence

The analysis and discussions of this study highlighted that S-L approach integrating theories of sociocultural, experiential learning, and ESP communicative competence. The findings of this study emphasize the effectiveness of the S-L approach in facilitating various types of interactions in alignment with SCT. According to SCT, social interactions are crucial for cognitive development, enabling learners to internalize and process new knowledge through interactions with others (Vygotsky, 1978). In the context of this study, these interactions manifested through multiple forms of mediation, including material tools, psychological tools, and human mediation. Material tools, such as digital platforms and teaching materials, provided essential resources for

learning and collaboration, supporting the students' engagement with the curriculum and their community partners (Wertsch, 2013). Psychological tools, including the strategic use of L1 and L2, facilitated effective communication and comprehension in diverse contexts, demonstrating the practical application of language skills (Lantolf & Thorne, 2006). In addition, human mediation involved interactions with peers, community partners, and lecturers, which enriched the learning experience by providing feedback, guidance, and context-specific insights (Vygotsky, 1978). The cumulative effect of these forms of mediation was a significant enhancement in students' ESP communicative competence, as evidenced by notable improvements in their pre-test and post-test scores.

Building on activities and real-world experiences serve as mediating tools for learning; the S-L approach also reinforces Kolb's experiential learning theory, highlighting the crucial role of engaging with and reflecting on experiences to generate knowledge. Kolb et al. (2001) argues that for learning to be effective, it must involve a cyclical process where concrete experiences are followed by reflection, conceptualization, and experimentation. This study's use of the S-L approach exemplifies this process by integrating real-world tasks with structured reflection and iterative practice. As students engaged in authentic scenarios and reflected on their experiences, they applied theoretical concepts and generated new insights and strategies, reinforcing Kolb's experiential learning model. This connection between practical application and theoretical understanding emphasizes the holistic nature of the S-L approach, bridging the gap between experiential learning and effective communicative competence development.

In this study, the S-L approach exemplifies Kolb's cyclical process of concrete experience, reflective observation, abstract conceptualization, and active experimentation by having the 59 second-year Applied English students engaged in real-world tasks, such as conducting surveys,

developing educational materials, and leading community workshops, which provided them with valuable hands-on experiences in CS contexts. Following these activities, students participated in reflection sessions through focus groups and interviews. These sessions allowed them to discuss challenges and evaluate the effectiveness of their language use in real customer service situations. Such reflective observation was crucial for understanding how their communication impacted their interactions and identifying areas for improvement. By linking their practical experiences with theoretical knowledge, students conceptualized new strategies for enhancing their communicative competence, such as recognizing the need for effective and more polite language in customer interactions. Equipped with these new strategies, students actively experimented by applying and testing their revised approaches in subsequent S-L activities. They implemented improved scenarios, such as updated community workshops and refined CS materials.

The practical application of learning through the S-L approach significantly enhanced students' language skills by immersing them in authentic, real-world contexts. In these settings, students were required to apply their English abilities in practical scenarios, such as conducting surveys, developing educational materials, and leading community workshops. This immersion in real-life tasks necessitated the effective use of language, enabling students to develop and refine their skills meaningfully. Studies have shown that experiential learning activities, like those employed in S-L projects, promote deeper language acquisition and practical application (Eyler & Giles Jr, 1999; Kolb, 1984).

Having the benefits of various mediations, as highlighted by SCT, and concrete experiences, as highlighted by experiential learning theory, the S-L approach strengthened students' overall communicative competence in ESP. By engaging with specific tasks related to CS and interacting with CPs, students learned to navigate and address the linguistic and cultural

needs pertinent to their field. Applying language skills in context is crucial for ESP, where the focus is on meeting the specific communication requirements of particular professional or academic domains (Basturkmen & Elder, 2004; Hyland, 2002; Johns, 2013). Such targeted practice helps students become more adept at using language appropriately and effectively in various professional settings.

In summary, this study highlights the significant impact of the S-L approach on enhancing students' communicative competence in ESP. By integrating SCT and experiential learning theory, the S-L approach facilitated a rich, interactive learning environment where students engaged in authentic, real-world tasks and reflected on their experiences. The diverse forms of mediation—material, psychological, and human- provided essential support for learning, leading to marked improvements in language skills and overall ESP competence. This holistic approach refined students' language abilities and addressed specific linguistic and cultural needs pertinent to their field, demonstrating the effectiveness of experiential learning in bridging theoretical knowledge with practical application. Consequently, the findings underscore the value of incorporating S-L strategies into ESP curricula to foster academic and professional growth.

8.3.1.2 The changing of division of labour into mediation within the S-L approach

The second theoretical contribution of this study lies in demonstrating how the division of labour within the S-L approach, aligned with Vygotsky's Zone of Proximal Development (ZPD), enhances ESP communicative competence by allowing students to work according to their strengths and interests. As discussed previously, the Activity Theory (AT) analysis revealed that the division of labour initially created a contradiction for students due to the multitude of tasks within various rules and communities. However, the flexibility of the S-L approach enabled

students to transform this contradiction into a mediational tool by adapting their tasks according to their interests and potential. In S-L activities, group roles such as talent, scriptwriter, and editor were assigned based on individual strengths and preferences. This division of labour served as a mediational tool, linking students to their community, addressing all task-related rules, and ultimately achieving the study's primary objective: developing ESP communicative competence. Figure 34 is re-provided to illustrate this discussion more clearly.

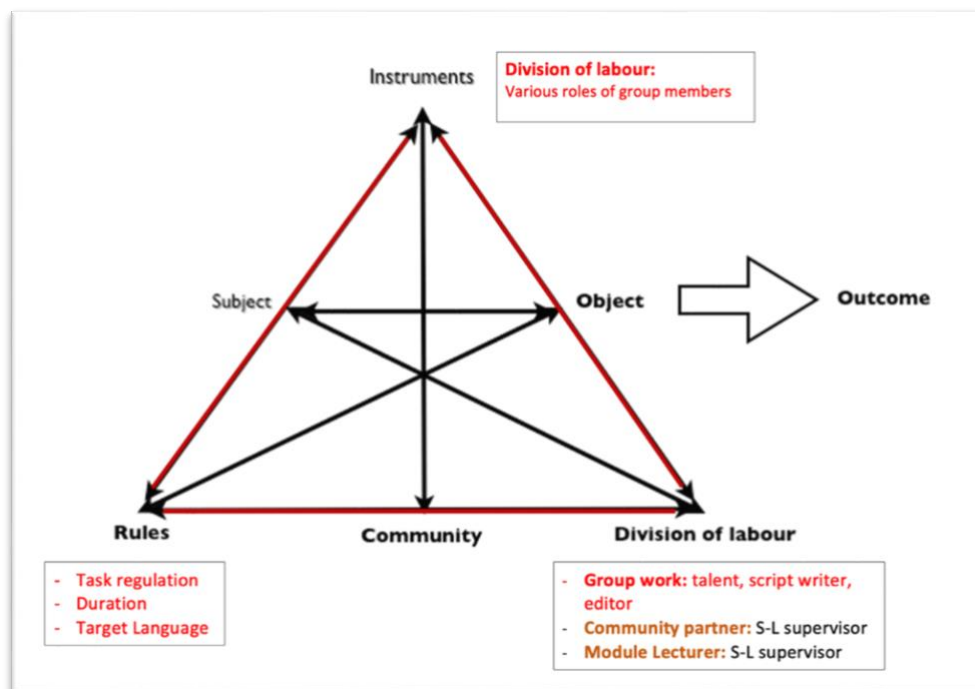


Figure 35. Resolved contradiction on division of labour

Working according to their interests and potentials is relevant to Vygotsky's ZPD theory (Vygotsky, 1978). The S-L approach mediated students' learning by facilitating their ZPD, helping them achieve optimal results (Vygotsky, 1978). Additionally, this approach allowed students to work collaboratively within a group while enabling self-regulated learning linked to the internalisation of knowledge.

The S-L approach supported a dynamic and personalised learning environment by providing opportunities for students to take on roles that match their interests and capabilities. This personalised engagement is crucial for fostering more profound learning and skill development, as students are more motivated and effective when they can align their tasks with their strengths and interests. This adaptability is crucial for ESP learning, as different purposes necessitate tailored approaches to meet diverse needs (Dudley-Evans, 1997; Hutchinson & Waters, 1987).

In summary, the division of labour within the S-L approach promoted collaborative learning, aligning with Vygotsky's individual Zone of Proximal Development (ZPD), which enabled students to reach higher levels of competence and autonomy in their ESP skills. This approach reinforces the importance of adaptive and interest-based learning environments in achieving educational objectives. Given its proven effectiveness in enhancing language and professional skills, the S-L approach should be widely adopted in ESP teaching. Integrating sociocultural theory and experiential learning facilitates authentic, real-world tasks that engage students, promote reflection, and ultimately foster their communicative competence. Consequently, incorporating the S-L approach into ESP curricula could significantly contribute to academic and professional growth, preparing students for the specific communicative demands of their chosen fields.

8.3.2 Methodological contribution

The first methodological contribution of this study is the implementation of both pre-tests and post-tests, providing objective measures for analysing students' competency development. A literature review on S-L in language classrooms has revealed a critical gap: while existing research often emphasises participants' subjective perspectives and self-reported gains, it lacks objective

measures to substantiate these findings. Although students frequently report cognitive and personal development from S-L experiences, these self-reports do not consistently translate into measurable improvements in course performance or civic responsibility. By incorporating pre-tests and post-tests, this study addresses this gap and offers a more concrete understanding of the impact of the S-L approach on students' development. Hébert & Hauf (2015) found that students' learning gains in civic responsibility and course concepts did not hold for course grades. Steinke & Buresh (2002, p. 8) argued that using self-reports can be problematic because students may report learning gains. However, objective measures have provided inconclusive support for the claim that S-L promotes improved course material learning over alternative assignments.

To address this gap, the study incorporates pre-tests and post-tests with surveys. The pre- and post-tests offer objective data on students' competencies, while the surveys capture subjective insights and self-reflection. The pre- and post-tests aim to provide a more comprehensive assessment of the impact of S-L on targeted competencies and overall learning outcomes. Social scientists commonly employ pre-test and post-test research designs to evaluate the effectiveness of educational programs (T. D. Cook & Campbell, 1979). The pre- and post-tests helped identify specific areas of improvement, such as grammar, fluency, and sociolinguistic skills, further supported by self-reported gains in the surveys.

The comparison between the two sets of data allowed for a more comprehensive assessment of the approach's effectiveness. Using objective measures, in conjunction with subjective reflections, thus filled a gap in the existing literature on S-L in language learning. While many studies focus on participants' perceptions, combining pre-tests, post-tests, and surveys offers a more balanced and robust assessment of the S-L approach's impact. This methodological

approach contributes significantly by providing both qualitative and quantitative data to support claims about the effectiveness of the S-L approach in enhancing ESP communicative competence.

Additionally, the pre-test and post-test design facilitated the evaluation of the intervention's impact while maintaining ethical considerations, as creating a control group would have been impractical in this context. This further underscores the importance of integrating pre-post testing into research on educational programs when alternative control methods are not feasible. Allen (2017) asserts that such a design can be valuable when creating a control group is unethical. In this study, forming a control group was deemed unethical because the S-L approach was already embedded in the curriculum by the module lecturer at a university in Indonesia.

Consequently, the study adhered to the case study research principles, ensuring a naturalistic and real-life context where students received uniform treatment, and the research remained authentic. However, the pilot study indicated that pre-tests and post-tests alone were insufficient for fully understanding students' development. In order to gain a more nuanced perspective, the main study incorporated a linguistic analysis to compare students' pre- and post-test answers before and after the S-L experience. This analysis provided detailed insights into language development, language use, and linguistic patterns (see section 3.4.1 for details on the linguistic analysis in the main study).

In this study, tests and surveys were integrated separately in different RQs. The reason for the separation was due to the importance of the survey in the S-L approach. Surveys are crucial as they capture all participants' perspectives and reflections, integral to the S-L approach that emphasises reflective learning. Reflections provide meaningful insights into participants' thinking and cognitive shifts (Hea & Shah, 2016). The second methodological contribution, therefore, involves moving the survey method to address a separate research question (RQ) focused on

understanding the reflections and perspectives of all S-L stakeholders. This adjustment allows for a deeper analysis of S-L implementation. It opens opportunities for additional data collection methods, such as interviews and focus groups, to further explore and understand every stakeholder reflection more comprehensively.

In conclusion, this study makes a significant methodological contribution by combining pre-tests, post-tests, and linguistic analysis to assess students' competency development within the Service-Learning (S-L) framework. By integrating these tools, I better understood how S-L influences measurable learning outcomes and personal growth. The pre-and post-tests provided precise, objective data that allowed me to quantify the improvements in students' competencies, such as their linguistic, discourse, and sociolinguistic skills. It not only demonstrated the effectiveness of the S-L approach but also validated students' cognitive development in a way that subjective assessments alone could not.

The addition of linguistic analysis further enriched the findings by revealing patterns in language usage and providing a more detailed view of how students applied their language skills in real-world contexts. It offered insights into the specific areas of language development, such as grammar, fluency, and sociolinguistic competence, impacted by the S-L approach. This combination of objective testing and detailed linguistic analysis allowed me to capture both the broader outcomes and the nuanced, context-specific language improvements resulting from the experiential learning opportunities S-L provides.

Integrating these methodologies enhanced the study's reliability and validity, offering a well-rounded and robust assessment of S-L's impact. This comprehensive approach confirmed the effectiveness of the S-L approach. It highlighted its role in fostering academic and personal growth, essential for preparing students for professional communication in ESP contexts.

Furthermore, the study highlights the crucial role of surveys in capturing the participants' perspectives and reflections. Having a survey as a separate RQ enriches the analysis of S-L implementation. It introduces a methodological innovation that enhances the depth of insights obtained from the S-L experience. By incorporating surveys, the research also gains a more understanding of the participants' reflections. Additionally, this focus on surveys paves the way for integrating other data collection methods, such as interviews and focus groups, which can further complement and expand the analysis. By integrating objective measures with subjective self-reports, the research effectively addresses a critical gap identified in the literature, offering a more robust evaluation of S-L's impact on language learning.

8.3.3 Pedagogical contribution

The most significant contribution of this thesis is perhaps the research on ESP and the S-L approach, providing practical examples of how the S-L approach can mediate the development of ESP communicative competence. Besides development, understanding detailed mediational activity within a learning approach is essential since it allows educators to see how specific instructional strategies and real-world applications interact to enhance language learning. This detailed understanding helps identify which elements of the S-L approach are most effective in fostering ESP communicative competence and how these elements can be optimised and integrated into the curriculum.

Through S-L for ESP class, students can directly practice their communicative competence and skills needed by their target workplace. According to Basturkmen & Elder (2004), ESP communicative competence is connected to the communication requirements of second-language speakers in a specific professional, academic, or workplace context. Linguistic knowledge and

background information relevant to the communication context in which learners must work are examples of these communicative needs and requirements.

In addition, this research revealed that S-L benefited students in developing ESP communicative competence and other competencies needed by ESP learners, such as intercultural and professional competencies (Luka, 2009). Students had improved additional skills, such as cognitive competence, to implement their ESP customer care theory and other practical knowledge in the field. Some soft skills development, such as critical thinking, interpersonal skills, and creativity, are also reported by the students as the principal value of the S-L approach.

Related to S-L in general, S-L might be appropriate for adult students as they may demand tangible projects to apply and practice their skills in collaboration with a community organisation (Reed & Marienau, 2008). Scholars have long characterised adult learners as mainly concerned with applying learning to their professional and personal lives and preferring to learn from real-world situations (MacKeracher, 2004). This study has shown that both the module lecturer and students view S-L as an approach that motivates students as adult students by involving their feeling that their knowledge is needed and can be helpful for their surroundings.

Since S-L is designed to be integrated into and enhance the academic curriculum, adult participation in S-L as part of a college course has been found to benefit students more positively than participating in typical volunteer community service (Vogelgesang & Astin, 2000). However, the same approach could be adapted for younger learners, though it may require modifications to match their developmental needs and learning preferences. As McComas & Abraham (2004) suggest, the appropriateness of educational strategies must be aligned with the learners' developmental stage to ensure the instruction's effectiveness. Therefore, while S-L could be

adapted for younger learners, carefully considering their cognitive and emotional development would be essential for its successful implementation.

By integrating S-L into ESP, students can apply their language skills in authentic contexts relevant to their future careers. It enhances their communicative competence and provides invaluable insights into professional practices and expectations. The relationship between S-L and ESP ensures that language learning is not isolated from real-world applications, making learning more dynamic and effective (Anderson et al., 2001; Hatcher et al., 2004). Moreover, this collaborative approach helps students develop a deeper understanding of their role as professionals within a community, reinforcing their field's social and ethical dimensions (Eyler & Giles Jr, 1999; Hatcher et al., 2004). This integration of theory and practice challenges the criticisms of ESP, which often emphasize its narrow focus on language skills without addressing broader societal contexts (Basturkmen, 2010). By bridging academic knowledge with real-world application, S-L enriches the ESP approach, making it more holistic and relevant to students' future careers. It also encourages the development of soft skills such as teamwork, problem-solving, and intercultural communication, which are essential for success in any professional setting.

To conclude, the findings of this thesis emphasise the importance of integrating S-L with ESP to create a holistic educational experience that prepares students for both professional and civic engagement. This integration not only meets the educational objectives of ESP but also fulfils the community-oriented goals of the S-L approach, resulting in a mutually beneficial relationship between students, educational institutions, and community partners.

8.4 Implications

Besides its contributions, this thesis also provides several direct implications for its potential audiences. These implications are categorized into three groups: for lecturers, for faculty and university, and for practitioners. Each group can derive specific benefits and insights from the findings and recommendations presented in this research.

8.4.1 For Lecturers

For ESP lecturers specifically, and other types of lecturers in general, this research offers valuable insights by analysing the mediational activities involved in S-L projects. By shedding light on the cognitive processes and social interactions that occur during these projects, the findings can inform the design of future S-L approaches and ESP courses, ensuring they are more engaging and relevant to students' professional needs (Hea & Shah, 2016). Understanding the cognitive and social dynamics of S-L projects enables lecturers to design activities that more effectively simulate real-world tasks and challenges, making learning more relevant and practical (Bringle & Hatcher, 1999). The findings also help lecturers create ESP courses that are more engaging by aligning course content with students' career goals and professional needs (Paltridge & Starfield, 2012). Engaging students in S-L projects with real-world relevance can increase their motivation and investment in the learning process, leading to better educational outcomes (Bringle et al., 2006b).

The thesis also delves into the role of reflection in S-L, demonstrating how reflective practices can significantly deepen students' understanding and retention of language skills. Incorporating reflection allows students to integrate their experiential learning with theoretical knowledge, fostering a more comprehensive grasp of the material (Belcher, 2017). Lecturers can implement reflective journals, discussions, and other reflective activities to enhance learning

outcomes. In this study, the module lecturer implemented individual reflection to enhance the learning outcomes. By accommodating pre-tests, post-tests, and reflective assessments, lecturers can obtain a holistic view of students' competency development (Furco, 1996).

As explained in the contribution section (see [Section 8.3.3](#)), this research can also serve as a set of assessment examples for lecturers to evaluate students' competency development effectively. The practice of S-L as an approach aligns with Leung's (2014) insights on situated communicative practices, reinforcing the idea that assessments should mirror real-world, context-specific interactions. Experiential learning through S-L immerses students in authentic environments where they apply language and professional skills in meaningful contexts, fostering deeper, practical competence. By providing concrete methods for assessing language proficiency and professional skills gained through S-L, this study offers lecturers practical tools to measure and enhance student outcomes, ensuring that students develop adaptable, real-world communicative abilities essential in ESP contexts.

To sum up, the insights from this research can be used to help lecturers design more effective and relevant ESP courses, improve their assessment strategies, and better support students in their professional and linguistic development. By incorporating the cognitive and social insights from S-L projects and emphasizing reflective practices, lecturers can create a richer, more engaging learning experience that prepares students for their future careers.

8.4.2 For faculty and university

The findings highlight the importance of collaboration between educational institutions and community partners in creating meaningful S-L experiences. This collaboration provides students with authentic language practice and benefits the community, creating a reciprocal relationship

that enhances the learning experience. It aligns with the principles of the S-L approach and ESP as they are correlated. The S-L approach emphasises the principle of service in S-L, where students engage in activities that address community needs, fostering a sense of civic responsibility and practical application of their skills (Bringle et al., 2006b, p. 12). Meanwhile, ESP emphasises the need for practice in natural working environments, allowing students to experience targeted learning atmospheres and gain professional experiences aligned with their specific purposes (Belcher, 2009; Paltridge & Starfield, 2012).

For faculty and universities, these findings highlight the need to build and maintain strong partnerships with community organisations and industry stakeholders. Such partnerships can facilitate the development of S-L projects relevant to students' fields of study, providing them with opportunities to apply their language skills in practical and professional contexts. Additionally, these collaborations can enhance the institution's role in the community, demonstrating its commitment to social responsibility and civic engagement. Fostering collaboration between educational institutions and community partners is crucial for creating compelling S-L experiences that benefit both students and the community. By aligning S-L projects with the goals of ESP, faculty and universities can enhance their educational programs, better-preparing students for their future careers while simultaneously addressing community needs.

In Indonesia, the opportunity for universities to enhance their relationship with the community aligns precisely with the 'Merdeka Belajar Kampus Merdeka' (Emancipated Learning) initiative. This government policy encourages educational institutions to provide more flexible and diverse learning experiences beyond traditional classroom settings. Integrating S-L into university curricula supports the goals of the Emancipated Learning initiative by providing students with diverse and flexible learning experiences. This approach aligns with the policy's emphasis on

student autonomy and developing skills relevant to the modern workforce. However, this study highlights the limitations of adopting global educational models without considering the local context. While international educational trends like Service-Learning (S-L) are often hailed as best practices, they may not always translate seamlessly across different cultural and institutional environments. Kachru (1992) on model of World Englishes and Phillipson (1992) on critiques on linguistic imperialism emphasize the importance of localizing educational practices to fit specific socio-cultural and economic contexts. Therefore, while global methodologies have value, the successful implementation of such approaches must account for the unique needs and values of local communities and educational systems.

In conclusion, integrating S-L into the curriculum offers a strategic approach for Indonesian universities to enhance their educational offerings and strengthen community engagement. By aligning with the "Merdeka Belajar Kampus Merdeka" initiative, universities can provide students with meaningful learning experiences that improve their academic and professional skills and contribute to societal development. This holistic approach to education prepares students for the complexities of the modern world while fostering a sense of civic duty and social responsibility.

8.4.3 For professionals

This study highlights the potential for professionals in various business sectors to benefit from collaborations with universities through S-L projects. As community partners, businesses, particularly those in international industries where English proficiency is essential, can gain valuable support through S-L projects (Bringle & Hatcher, 1995). The mediational activities observed in the S-L approach within this research illustrate how professionals can receive

substantial benefits from such collaborations. For example, businesses, especially those operating in international markets, require employees with strong English language skills and cultural competence (Paltridge & Starfield, 2012). By collaborating with universities on S-L projects, professionals can engage with students to develop these skills, potentially leading to improved communication and collaboration within the industry. As Eyler & Giles Jr (1999) mentioned, students involved in S-L projects often bring fresh perspectives and innovative solutions to real-world challenges faced by businesses. Professionals can leverage these new ideas to enhance their strategies and operations. In this study, the example was related to how group 2 made a CS training video in a TikTok format, corresponding to 1:1 or 9:16 aspect ratios, the default portrait size for nearly every smartphone, to ensure their content is handy, short, fun, and informative. The interaction with students can also foster a culture of continuous learning and innovation within the organization.

Another mutual benefit is that the S-L approach provides a unique opportunity for businesses to identify and nurture future talent. Engaging with students early in their academic careers allows companies to mentor and develop potential future employees who are already familiar with the industry's needs and expectations (Furco, 1996). On the other hand, professionals who mentor or work alongside students in S-L projects can experience their professional growth. These interactions can enhance their teaching and leadership skills, expand their network, and provide them with a sense of fulfilment from contributing to the education and development of future professionals (Ash & Clayton, 2009).

In the end, by integrating knowledge and experiences, professionals can benefit from applying students' academic knowledge to real-world problems. This collaboration can lead to developing practical solutions informed by the latest academic research and theories (Hea & Shah,

2016). Therefore, these collaborations not only support the professional development of students but also provide businesses with valuable resources, fresh insights, and strengthened community relationships. By engaging in such collaborative efforts, professionals can enhance their skills, contribute to workforce development, and financially support their organization's goals (Bringle et al., 2006b).

8.5 Future research

This research found that students worked with different types of CP, which raises the question of whether these varying CPs contribute differently to the students' learning. If so, how do different CPs mediate students' development of ESP communicative competence? For instance, some student groups worked with community partners like souvenir store owners and local society members who were not fluent in English, while other groups had professional companies with customer service professionals who were knowledgeable, experienced, and fluent in English. It is essential since, according to Furco (1996), one of the different natures of pure service or volunteerism to S- L is that both students and community partners mutually benefit from the experience.

As another suggestion, reflecting on the unresolved contradictions from the AT analysis in this study and based on the suggestions from all participants, implementing a long-term S-L approach would be of significant interest. A shift towards a more flexible, long-term implementation of the S-L approach could better accommodate the evolving needs of students and allow for a deeper integration of real-world tasks into the curriculum. This adjustment would enable students to continuously build on their competencies and better measure their skill development. This approach would also provide a more holistic view of learning, emphasizing the

ongoing nature of skill acquisition and professional growth. The continuity of the S-L approach could also provide a means to measure students' skill development over time.

Additionally, it could offer a solution for integrating various modules in alignment with students' developmental levels. For example, in the Applied English program where this thesis collected data, the S-L approach used in the "English for customer service" module could be extended to "English for Public Relations" or "English for business communication skills" in subsequent semesters. This integration would ensure a cohesive learning experience that builds on prior knowledge and skills.

8.6 Closing remarks

Finally, I come to the very end of this doctoral thesis. Throughout this journey, I have immersed myself in numerous new areas of knowledge, theories, and concepts from Sociocultural Theory (SCT), experiential learning—particularly Service-Learning (S-L)—English for Specific Purposes (ESP), and many other related fields. Engaging with extensive literature and participating in numerous discussions, I have come to realize that this thesis is not merely about contributing the findings on mediational activities in S-L approach for the development of ESP communicative competence to the world. It is equally about embracing the incredible learning experiences that come with a PhD. As someone once told me, a Doctor of Philosophy is not just about academic growth; it is about the development of one's philosophy of life.

The data collection phase was the most remarkable part of my journey. I observed how the students participating in my study faced numerous rejections and hurdles. Yet, despite these challenges, they demonstrated resilience and a strong commitment to their learning, continuously striving to overcome obstacles and grow from the experience. As mentioned earlier in this thesis,

one group experienced 12 rejections. I saw how the students felt anxious, almost gave up, doubted themselves, and thought that this S-L project was impossible to complete. However, they persevered. It was immensely gratifying to see each group finally accepted by their community partners (CPs). The experience of facing rejections and hurdles helped students develop several crucial skills. They built resilience by persevering through setbacks, learning to maintain emotional strength and keep going despite adversity. Self-efficacy grew as they confronted doubts and fears, boosting their confidence in overcoming challenges. They also honed their problem-solving and adaptability, finding creative ways to navigate difficulties and adjust to changing circumstances. The process fostered strong collaboration and teamwork skills as students supported each other through the challenges. Their ability to stay focused on long-term goals developed perseverance and grit, essential for achieving success in the face of obstacles. Lastly, the emotional challenges they encountered enhanced their emotional intelligence, helping them regulate their emotions, empathize with others, and improve their social awareness, skills crucial for both personal and professional relationships.

After conducting needs analyses with their CPs, their initial stress transformed into tremendous motivation. They felt that they could finally contribute something meaningful to society. In their reflections, the students mentioned that providing service to those in need made them feel happy and content. Many students also noted that their initial dislike for the project transformed into a deep appreciation for the S-L approach, mainly because it provided them with highly unique experiences. They had the opportunity to use the knowledge they had gained in class to directly help others, witnessing firsthand how their academic learning could be applied to solve real-world problems. This experience not only demonstrated the practical value of their studies but also gave them a sense of what it feels like to work professionally, contributing to their personal

and professional growth. The direct connection between classroom knowledge and its application in meaningful community work made this experience truly unique and impactful for the students.

As I move forward, I am inspired to continue exploring new frontiers of knowledge, driven by the desire to contribute to the academic community and society at large. There is so much more to discover, understand, and share. By embracing the philosophy of continuous learning and service to others, I hope to make meaningful contributions that extend beyond the confines of this thesis, benefiting both the academic world and the broader community.

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Appendices

Appendix 1. Original items for Oral Situation Test

Tone: polite; *Stimulus:* The family with which you are living is hosting a small dinner party for some of their friends. A man has just said that universities are much easier today and that students no longer have to study very much. You disagree with him. You say:

Tone: neutral; *Stimulus:* The Portuguese class that you are currently enrolled in is much too difficult for you and you don't know what to do. You would like to transfer to another class but don't know how to go about it. You go to see the Director of the Year Abroad program to ask. You say:

Tone: supportive; *Stimulus:* Your roommate is upset because he/she has failed the first test in an important course. You sympathize with your roommate and want to get him/her to see the bright side of things. You say:

Tone: persuasive; *Stimulus:* You will be leaving France in a few weeks and all the students in the program would like to get together for a final party. The only place big enough is the house where you are living. You ask the parents if you can have the party there. You say:

Tone: excited; *Stimulus:* You had found out that a friend of yours received a prestigious scholarship to study in Africa. Soon after you see her in a cafe. You are very happy for her and you go over to congratulate her. You say:

Tone: annoyed; *Stimulus:* The parents of the family with whom you are living have gone away for the day and left you in charge of their little boy. He went out to play and disappeared for quite a while. You went out looking for him but couldn't find him. When he finally returns you are upset at what he has done and tell him not to do it again. You say:

Appendix 2. Pilot study modified test (English for tour guiding module)

Instruction: Read each situation silently and then record your answers in three or four sentences.

1. **Stimulus:** Tourists are welcomed in a way that can create positive feelings/impressions towards tour guides, companies, and Indonesia in general. You say:
2. **Stimulus:** Travelers are provided with appropriate and adequate information and advice in detailed transfer procedures. You say:
3. **Stimulus:** Travelers are provided with appropriate and adequate information about Indonesia in general. You say:
4. **Stimulus:** Travelers are provided with appropriate and adequate information about the destination area for their entire trip. You say:
5. **Stimulus:** Travelers are provided with appropriate and adequate information about plan future tours in detail. You say:
6. **Stimulus:** Travelers are provided with appropriate and adequate information about local time. You say:
7. **Stimulus:** Travelers are provided with appropriate and adequate information about exchange rates and multi-currency facilities. You say:
8. **Stimulus:** Travelers are provided with appropriate and adequate information about accommodation facilities and tipping. You say:
9. **Stimulus:** Travelers are provided with appropriate and adequate information about geographical location of the hotel and the surrounding area. You say:
10. **Stimulus:** Travelers are provided with appropriate and adequate information about traveler check in. You say:

Appendix 3. Syllabus for the pilot study (English for Tour Guiding)

SYLLABUS							
Study Program: Applied Foreign Language (Applied English)		Faculty: Vocational School					
Module:	English for Costumer Service	Code:	LVBT6 026	Credit:	2	Sem:	3
Module Lecturer:							
Course Objectives:	Students are able to apply (C3) and carry out (A3) as well as demonstrate (P3) customer service in English						
Course Description:	The English for Customer Service course is a compulsory course that studies service delivery in English. The main point targeted is the application of customer service theory both in general and specifically in English						
1	2	3	4	5	6	7	
Mee ting	Instructional Objectives	Topic	Learning Method	Time	Learning Activities	Assessment	
						Criteria & Indicator	(%)
1	Students are able to understand (C2) and replicate (P1) and respond (A2) the scope of customer service.	1. Customer care success 2. Customer care businesses and jobs 3. Surprising facts about customer care	- Presentation - Small Group Discussion	2X50"	- Skills and qualities for good customer care - Making suggestion	- The accuracy of the use of definitions. - Accuracy in explaining the scope of customer service - Student activity in discussions - Ability to summarize study material	
2	Students are able to apply (C3) and carry out (A3) as well as demonstrate (P3) the knowledge of having	1. A company visit 2. Meeting do's and don'ts	- Small Group Discussion - Role play - Project based learning	2X50"	- Carry out the tasks on basic socializing language and	- The accuracy of the cross-cultural understandings' materials. - Ability to do role-play as the	5%

	face to face interaction with the customers	3. At a trade fair 4. The invisible customer			the importance of small talk - Practicum on follow-up and steps for winning customers in your presentations	simulation on those topics.	
3	Students are able to apply (C3) and carry out (A3) as well as demonstrate (P3) dealing with customers on the phone.	1. General telephoning 2. The 'customer care' phone call 3. What the customers really hear	- Small Group Discussion - Role play - Project based learning	2X50"	- Doing the task and simulation on: 1. Being courteous on the phone 2. Making sure you understand 3. Making arrangement	- The accuracy of using the theory of customer service on the telephone - Ability to do role play as the simulation for those topics.	5%
4	Students are able to apply (C3) and carry out (A3) as well as demonstrate (P3) customer service techniques in English and Bahasa Indonesia.	Understanding techniques of business presentation	- Small Group Discussion - Role play - Project based learning	2X50"	- Doing the task on business presentation techniques - Practicum on business presentation techniques	- The accuracy of using the theory of business presentation techniques. - Ability to do role play as part for the simulation on those topics.	5%

5	Students are able to apply (C3) and carry out (A3) as well as demonstrate (P3) techniques on call centre success.	Understanding techniques of taking an order Hotline (Troubleshooting) Customer-centred call centres	<ul style="list-style-type: none"> - Small Group Discussion - Role play - Project based learning 	2X50'''	<ul style="list-style-type: none"> - Doing the task and simulation on: - The first impression - Clarifying and explaining - Checking comprehension 	<ul style="list-style-type: none"> - The accuracy of using the theory of call centre techniques. - Ability to do role play as part for the simulation on those topics. 	5%
6	Students are able to apply (C3) and carry out (A3) as well as demonstrate (P3) techniques on dealing with problems and complaints.	Complaint strategies and policies	<ul style="list-style-type: none"> - Small Group Discussion - Role play - Project based learning 	2X50''	Doing the task and simulation on softening bad news and apologizing	<ul style="list-style-type: none"> - The accuracy of using the theory of oral handling complaint techniques - Ability to do role play as part for the simulation on those topics. 	5%
7	Students are able to apply (C3) and carry out (A3) as well as demonstrate (P3) techniques on dealing with problems and complaints.	1. Explaining company policy 2. Some opinions about complaints and apologies	<ul style="list-style-type: none"> - Small Group Discussion - Role play - Project based learning 	2X50''	Doing the task and simulation on apologizing and problem-solving steps	<ul style="list-style-type: none"> - The accuracy of using the theory of oral handling complaint techniques - Ability to do role play as part for the simulation on those topics. 	5%
8		Mid Term Test	Practicum Exam	75''	- Doing the mid-semester practicum exam	Accuracy in doing the mid-semester practicum exam	10%

9-15	Students are able to apply (C3) and carry out (A3) as well as demonstrate (P3) the previous materials of customer service through the process of Service-Learning as Problem-based learning.	Service-Learning project	Problem based Service-Learning	-	- Doing the Service-Learning with in group, with the community partner as the client, under the supervision of the module lecturer.	(1) knowledge (2) skills (3) attitudes (4) professional performance	50%
16	Students are able to apply (C3) and carry out (A3) as well as demonstrate (P3) various customer service techniques in Bahasa Indonesia and English	Final examination	Practicum Exam	75"	- Doing the final semester practicum exam	Accuracy in doing the final practicum exam	10%
8. References:		1. Richey, R. (2015). <i>Express Series English for Customer Care</i> . Oxford University Press. 2. Walker, R., & Harding, K. (2009). <i>Oxford English for Careers: Tourism 3: Student's Book</i> . Oxford university press. 3. Holloway, J. C., & Humphreys, C. (2022). <i>The business of tourism</i> . Sage.					

Appendix 4. Pilot study questionnaire (for student)

<i>Please indicate your level of agreement with the following statements.</i>	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I am a better English language learner than I was before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand English for tourism context than I did before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to express my ideas more freely now than I was before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My knowledge of the course content has improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know more English words specifically related to English for tourism now than I did before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The activities improve my collaborative skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The activities improve my research skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think more creatively than before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to manage my work according to my plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I work better in groups now than I did before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Please indicate your level of agreement with the following statements.</i>	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I enjoy the activities during the lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am always excited about the project I am doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I appreciate feedback received about my project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I communicate in English confidently during the lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I no longer feel anxious to communicate in English specifically related to English for tourism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have many opportunities to speak in English specifically in English for tourism context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have many opportunities to correct my mistake.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have many opportunities to coach my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have many opportunities to involve in real life communication situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have the freedom to determine how I learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 5. Pilot study questionnaire (for community partner)

<i>Please indicate your level of agreement with the following statements.</i>	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Service learning helps prepare design students for their careers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service learning should be implemented in more courses at the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My knowledge of the course content has improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The services that the students would provide were clearly articulated to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall student expertise was sufficient to fulfill the requirements of the service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We benefited from the activities of the service learning students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in this project had economic benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in this project had valuable social benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I see myself as a mentor to the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In general, the benefits of working with service learning students outweighed any burdens it may have added to the work required to be completed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I anticipate that the relationship developed with this University will continue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 6. Pilot study questionnaire (for module lecturer)

Appendix 7. Pilot study questionnaire (for module lecturer)

<i>Please indicate your level of agreement with the following statements.</i>	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
How would you define service learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service learning helps prepare design students for their careers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service learning helps students to develop their ESP communicative competence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service learning should be implemented in more courses at the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Please indicate how satisfied you were with your opportunities to have the following roles and responsibilities:</i>	Strongly Dissatisfied	Dissatisfied	Neutral	Satisfied	Strongly Satisfied
Evaluating students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Designing curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitating student reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation beyond the site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other please specify					

Appendix 7. Standard Kompetensi Kerja Nasional Indonesia (Indonesian National Competency Standard) for Customer Service* and the modified test for the main study (*translated to English)

UNIT CODE : M.702093.011.01

UNIT TITLE : Serving Information Needs for Customers

UNIT DESCRIPTION : This competency includes the knowledge, skills and work attitudes needed to serve the information needs of customers.

COMPETENCY ELEMENTS PERFORMANCE CRITERIA

1. Classify customer needs	1.1 Customer needs are identified in detail. 1.2 Customer needs are classified according to requirements. 1.3 Details of customer requirements are documented in a specified format.
2. Following up on customer needs	2.1 Customer requirements are collected accurately and professionally. 2.2 Suggestions and information related to customer needs are communicated to customers. 2.3 Feedback on suggestions and information related to customer needs is evaluated based on applicable provisions.

VARIABLE LIMITATIONS

Context of variables:

This unit applies to classifying customer needs and following up on customer needs as a form of information service for customers.

Norms and standards

- Norm
- Code of ethics applicable in the company 4.2 Standards
- Standard operating procedures (SOP)

UNIT CODE: M.702093.012.01

UNIT TITLE: Handling Customer Complaints

UNIT DESCRIPTION: This competency includes the knowledge, skills and work attitudes needed in handling customer complaints.

COMPETENCY ELEMENTS PERFORMANCE CRITERIA

1. Responding to customer complaints	1.1 Customer complaints are processed in accordance with applicable procedures and regulations. 1.2 Customer complaints are reported and discussed with management for response. 1.3 Responses to complaints are conveyed to customers.
--------------------------------------	---

2. Follow up on customer complaints	2.1 Customer complaints requiring referral to other personnel or external agencies are identified. 2.2 Complaints requiring referral to other personnel or external bodies are followed up according to their responsibilities. 2.3 All complaints and responses are documented in a report in a specified format. 2.4 Customer satisfaction or dissatisfaction with the response to their complaints is monitored in accordance with procedures.
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VARIABLE LIMITATIONS

Context of variables:

This unit applies to responding to customer complaints and following up on customer complaints.

Norms and standards

- Norm
- Code of ethics applicable in the company 4.2 Standards
- Standard operating procedures (SOP)

MODIFIED TEST

Questions for the pre-test and post-test

1. Competency: Managing customer meetings

Stimulus: You need to make small talk with your customer at the beginning of a meeting.

You say:

2. Competency: Managing customer meetings

Stimulus: You are a sales representative of your company and need to make a first greetings and introduction to a potential customer. You say:

3. Competency: Developing customer meeting plans

Stimulus: You are on the phone and need to arrange an appointment with your potential customer. You say:

4. Competency: Developing customer meeting plans

Stimulus: You need to follow the customer service basic steps in finishing the call. You say:

5. Competency: Promoting products

Stimulus: You need to present promotional information to your clients. You say:

6. Competency: Promoting products

Stimulus: You need to present your company's unique selling points (USPs) in a business pitch. You say:

7. Competency: Serving the information needs for customers

Stimulus: The customer requests a product, feature, or service that you don't have. You say:

8. Competency: Serving the information needs for customers

Stimulus: The customer needs to be transferred to another rep. You say:

9. Competency: Handling complaint

Stimulus: You have an angry customer, but the issue is on the client's side. You say:

10. Competency: Follow up on customer complaints

Stimulus: The customer wants to speak to a manager. You say:

Appendix 8. Oral Situation Test rubric

- I. Discourse category (evaluates discourse competence of learners; examines communicative value of the response and propositional content)
 - A. Function (assesses the effectiveness with which the function asked for in the situation is expressed)
 3. function is fulfilled explicitly
 2. function is not fulfilled explicitly, but interlocutor can infer function from the message
 1. function is not fulfilled, although a message is conveyed
 - B. Message (assesses how well the response conveys the factual information needed for the successful carrying out of the function)
 4. message reflects the situation clearly
 3. lexical or syntactical errors require interpretation, but necessary information is conveyed
 2. lexical or structural errors and errors of cohesion or coherence make it difficult to connect message with situation
 1. no clear connection between message and situation
 - C. Cohesion (counts as errors each structural and lexical form that violates the cohesion of the response)
 5. no errors in cohesion
 4. one error in cohesion
 3. two errors in cohesion
 2. three errors in cohesion
 1. four errors in cohesion
 0. five or more errors in cohesion
 - D. Coherence (counts as errors each utterance that violates the coherence of the response)
 5. no errors in coherence
 4. one error in coherence
 3. two errors in coherence
 2. three errors in coherence
 1. four errors in coherence
 0. five or more errors in coherence
- II. Sociolinguistic category (evaluates sociolinguistic competence of learners)
 - A. Overall appropriateness (assesses the appropriateness of the response; examines supporting functions and language forms used)
 5. all language forms and functions appropriate
 4. lexical or syntactic errors produce some language forms which, although not equivalent to native speaker forms, are transparent and do not give offense OR use of a single inappropriate form

3. mixing of inappropriate and appropriate language forms OR use of inappropriate supporting functions
 2. inappropriate language forms but appropriate functions
 1. inappropriate language forms AND inappropriate functions
 - B. Tone (assesses how well the response conveys the desired attitude toward the interlocutor)
 3. desired attitude is conveyed throughout the response
 2. desired attitude is conveyed in part of the response
 1. desired attitude is not conveyed
 - C. Cohesion of appropriateness (counts as errors each language form that is inconsistent relative to the appropriateness of other language forms used in the response)
 5. no errors in cohesion
 4. one error in cohesion
 3. two errors in cohesion
 2. three errors in cohesion
 1. four errors in cohesion
 0. five or more errors in cohesion
 - D. Coherence of appropriateness (counts as errors each utterance that expresses an inappropriate function)
 5. no errors in coherence
 4. one error in coherence
 3. two errors in coherence
 2. three errors in coherence
 1. four errors in coherence
 0. five or more errors in coherence
- III. Linguistic category (evaluates grammatical competence of learners)
- A. Structure (assesses morphological and structural accuracy)
 9. no errors
 8. one or two minor errors (may be due to mispronunciation)
 7. one major error
 6. two major errors OR major error plus some minor ones
 5. three major errors
 4. four major errors
 3. many major and minor errors, but response is interpretable
 2. severe structural problems make response difficult to interpret
 1. response is almost completely structurally inaccurate and uninterpretable
 - B. Vocabulary (assesses lexical precision)
 9. no errors
 8. one or two minor errors (may be due to mispronunciation)
 7. one major error
 6. two major errors OR major error plus some minor ones
 5. three major errors
 4. four major errors
 3. much inaccurate lexical usage, but paraphrases and circumlocutions used make response interpretable
 2. response difficult to interpret because of missing items and inaccurate usage
 1. response almost completely lexically inaccurate and uninterpretable
 - C. Fluency (assesses the overall fluency of the response)
 6. speech natural and continuous; no unnatural pauses
 5. only slight stumbling or unnatural pauses
 4. some definite stumbling
 3. speech hesitant and jerky; some utterances uncompleted
 2. speech very slow and uneven
 1. speech halting and fragmentary; message left uncompleted

Appendix 9. Syllabus of the main study (English for CS)

SYLLABUS							
Study Program: Applied Foreign Language (Applied English)				Faculty: Vocational School			
Module:	English for Costumer Service	Code:	LVBT6 026	Credit:	2	Sem:	3
Module Lecturer:							
Course Objectives:	Students are able to apply (C3) and carry out (A3) as well as demonstrate (P3) customer service in English						
Course Description:	The English for Customer Service course is a compulsory course that studies service delivery in English. The main point targeted is the application of customer service theory both in general and specifically in English						
1	2	3	4	5	6	7	
Meeting	Instructional Objectives	Topic	Learning Method	Time	Learning Activities	Assessment	
						Criteria & Indicator	(%)
1	Students are able to understand (C2) and replicate (P1) and respond (A2) the scope of customer service.	1. Customer care success 2. Customer care businesses and jobs 3. Surprising facts about customer care	- Presentation - Small Group Discussion	2X50"	- Skills and qualities for good customer care - Making suggestion	- The accuracy of the use of definitions. - Accuracy in explaining the scope of customer service - Student activity in discussions	

						- Ability to summarize study material	
2	Students are able to apply (C3) and carry out (A3) as well as demonstrate (P3) the knowledge of having face to face interaction with the customers	1. A company visit 2. Meeting do's and don'ts 3. At a trade fair 4. The invisible customer	- Small Group Discussion - Role play - Project based learning	2X50''	- Carry out the tasks on basic socializing language and the importance of small talk - Practicum on follow-up and steps for winning customers in your presentations	- The accuracy of the cross-cultural understandings' materials. - Ability to do role-play as the simulation on those topics.	5%
3	Students are able to apply (C3) and carry out (A3) as well as demonstrate (P3) dealing with customers on the phone.	1. General telephoning 2. The 'customer care' phone call 3. What the customers really hear	- Small Group Discussion - Role play - Project based learning	2X50''	- Doing the task and simulation on: 1. Being courteous on the phone 2. Making sure you understand 3. Making arrangement	- The accuracy of using the theory of customer service on the telephone - Ability to do role play as the simulation for those topics.	5%
4	Students are able to apply (C3) and carry out (A3) as well as demonstrate (P3) customer service	Understanding techniques of business presentation	- Small Group Discussion - Role play - Project based learning	2X50''	- Doing the task on business presentation techniques - Practicum on business	- The accuracy of using the theory of business presentation techniques.	5%

	techniques in English and Bahasa Indonesia.				presentation techniques	- Ability to do role play as part for the simulation on those topics.	
5	Students are able to apply (C3) and carry out (A3) as well as demonstrate (P3) techniques on call centre success.	Understanding techniques of taking an order Hotline (Troubleshooting) Customer-centred call centres	- Small Group Discussion - Role play - Project based learning	2X50''''	- Doing the task and simulation on: - The first impression - Clarifying and explaining - Checking comprehension	- The accuracy of using the theory of call centre techniques. - Ability to do role play as part for the simulation on those topics.	5%
6	Students are able to apply (C3) and carry out (A3) as well as demonstrate (P3) techniques on dealing with problems and complaints.	Complaint strategies and policies	- Small Group Discussion - Role play - Project based learning	2X50''	Doing the task and simulation on softening bad news and apologizing	- The accuracy of using the theory of oral handling complaint techniques - Ability to do role play as part for the simulation on those topics.	5%
7	Students are able to apply (C3) and carry out (A3) as well as demonstrate (P3) techniques on dealing with problems and complaints.	1. Explaining company policy 2. Some opinions about complaints and apologies	- Small Group Discussion - Role play - Project based learning	2X50''	Doing the task and simulation on apologizing and problem-solving steps	- The accuracy of using the theory of oral handling complaint techniques - Ability to do role play as part for the simulation on those topics.	5%

8		Mid Term Test	Practicum Exam	75"	- Doing the mid-semester practicum exam	Accuracy in doing the mid-semester practicum exam	100%
9-15	Students are able to apply (C3) and carry out (A3) as well as demonstrate (P3) the previous materials of customer service through the process of Service-Learning as Problem-based learning.	Service-Learning project	Problem based Service-Learning	-	- Doing the Service-Learning with in group, with the community partner as the client, under the supervision of the module lecturer.	(1) knowledge (2) skills (3) attitudes (4) professional performance	50%
16	Students are able to apply (C3) and carry out (A3) as well as demonstrate (P3) various customer service techniques in Bahasa Indonesia and English	Final examination	Practicum Exam	75"	- Doing the final semester practicum exam	Accuracy in doing the final practicum exam	100%
8. References:		1. Richey, R. (2015). <i>Express Series English for Customer Care</i> . Oxford University Press. 2. Walker, R., & Harding, K. (2009). <i>Oxford English for Careers: Tourism 3: Student's Book</i> . Oxford university press. 3. Holloway, J. C., & Humphreys, C. (2022). <i>The business of tourism</i> . Sage.					

Appendix 10. S-L observation schedule

1. Before S-L approach

Date	Activity	Total Hours	Data collected
14 Aug 2023	Final discussion with module lecturer and head of program	1	- permission letter - field notes
22 Aug 2023	Ethical information and informed consent process	1	Filled and signed consent forms
24 Aug 2023	Pilot testing data collection instrument	2	- Recording - Field notes
25-28 Aug 2023	Document analysis (syllabus, lesson plan, teaching materials)	3	- document analysis sheet
30 Aug 2023 (A) 31 Aug 2023 (B)	Classroom observation 1 Unit title: Face to Face with The Customers Topic: body language, a company visit, meeting do's and don'ts Classroom activity: listening, speaking (peer-role play)	4	- recording - field notes
6 Aug 2023 (A) 7 Aug 2023 (B)	Classroom observation 2 Unit title: Face to Face with The Customers Topic: at a trade fair, the invisible customer Classroom activity: independent practicum (writing (answering exercises, making conversation))	4	- recording - field notes
13 Sep 2023 (A)	Classroom observation 3	4	- recording

14 Sep 2023 (B)	Unit title: Dealing with Customers on The Phone Topic: general telephoning, the 'customer care' phone call, what the customer really hear Classroom activity: listening, speaking (peer-role play)		- field notes
20 Sep 2023 (A) 21 Sep 2023 (B)	Classroom observation 4 Unit title: Call Centre Success Topic: taking an order, hotline (troubleshooting), customer-centred call centres Classroom activity: listening, speaking (peer-role play)	4	- recording - field notes
27 Sep 2023 (A) 28 Sep 2023 (B)	Classroom observation 5 Classroom activity: quiz (peer role-play)	4	- recording - field notes
4 Oct 2023 (A) 5 Oct 2023 (B)	Classroom observation 6 Unit title: Delivering Customer Care through Writing Topic: effective letters and emails, formal and informal writing style, the five Cs of customer care writing Classroom activity: reading, writing	4	- recording - field notes
11 Oct 2023 (A) 12 Oct 2023 (B)	Pre-test	4	- recording - test results
25 Oct 2023 (A) 26 Oct 2023 (B)	S-L approach observation (explanation from module lecturer)	4	- recording - field notes

	Note: 59 students divided into 12 groups for S-L approach activity.		
1 Nov (A) 2 Nov (B)	S-L approach observation (students' planning report)	4	- recording - field notes
Total hours		43 hours	

1. Observation during S-L approach

Group	Dates	Activity	Hour	Total Hours	Data collected
1	1. 22 Nov 2023 2. 1 Des 2023 3. 1 Des 2023 4. 15 Des 2023 5. 16 Des 2023 6. 18 Des 2023	1. Group meeting 3 (Accepted by Bandeng Juana; finalising proposal) 2. Meeting with CP (Proposal agreement; need analysis) 3. Meeting with CP 2 (Need analysis interview) 4. Group meeting 4 (Product development) 5. Meeting with CP 3 (Product submission) 6. Meeting with CP 4 (Final evaluation)	1. 2 hours 2. 2 hours 3. 2 hours 4. 2 hours 5. 1 hour 6. 1 hour	10	- Recording - Field notes
2	1. 30 Nov 2023 2. 2 Dec 2023 3. 7 Dec 2023 4. 9 Dec 2023 5. 12 Dec 2023 6. 19 Dec 2023	1. Meeting with potential CP (Telkom) 2. Meeting with accepted CP (<i>Ranggawarsita Museum</i> ; need analysis and administrations) 3. Product development supervised by the CP 4. Group meeting (product development) 5. Meeting with CP (product evaluation) 6. Meeting with CP (Product submission)	1. 1 hour 2. 2 hours 3. 2 hours 4. 2 hours 5. 1.5 hours 6. 1 hour	9.5	
3	1. 16 Nov 2023 2. 21 Nov 2023 3. 23 Nov 2023 4. 28 Nov 2023 5. 30 Nov 2023 6. 11 Dec 2023 7. 18 Dec 2023	1. Meeting with potential CP (Aragon transport) - accepted 2. Meeting with CP – administrative 3. Meeting with CP – need analysis interview 4. Data collection supervised by CP 5. Group meeting – product development 6. Meeting with module lecturer 7. Product submission	1. 1 hour 2. 1 hour 3. 2 hours 4. 2 hours 5. 2 hours 6. 1 hour 7. 1 hour	10	
4	1. 27 Nov 2023 2. 6 Dec 2023 3. 14 Dec 2023 4. 16 Dec 2023 5. 21 Dec 2023	1. Sending proposal to potential CP (Indonesian Postal Service & <i>Istana Brilian</i>) 2. Product development supervised by the CP 3. Product development supervised by the CP 4. Group meeting (product development) 5. Meeting with CP (product submission)	1. 2 hours 2. 3 hours 3. 2 hours 4. 2.5 hours 5. 30 minutes	10	

5	1. 16 Nov 2023 2. 20 Nov 2023 3. 24 Nov 2023 4. 30 Nov 2023 5. 12 Dec 2023	1. Group meeting (proposal development) 2. Meeting with potential CP (Nusantara tour and Travel) – rejected 3. Group meeting (product development) 4. Meeting with module lecturer 5. Meeting with CP (Moaci Gemini) – product development supervised by CP	1. 2 hours 2. 2 hours 3. 1.5 hours 4. 30 minutes 5. 2 hours	8	
6	1. 12 Nov 2023 2. 15 Nov 2023 3. 25 Nov 2023 4. 18 Dec 2023	1. Meeting with potential CP – proposal presentation (Central Java Department of Youth, Sport, and Tourism) – rejected 2. Group meeting (proposal development) 3. Meeting with module lecturer 4. Meeting with CP (<i>Mandala Bhakti</i> Museum (need analysis interview))	1. 2 hours 2. 1 hour 3. 1 hour 4. 2 hours	6	
7	1. 20 Nov 2023 2. 21 Nov 2023 3. 7 Dec 2023 4. 10 Dec 2023	1. Send proposals to potential CPs (Money changer Pandanaran, money changer Gadjah Mada) – rejected (Semarang Creative Industry Gallery) – accepted 2. Meeting with CP (need analysis) 3. Group meeting (product development) 4. Product development supervised by CP	1. 3 hours 2. 2 hours 3. 2 hours 4. 1 hour	8	
8	1. 15 Nov 2023 2. 21 Nov 2023 3. 22 Nov 2023 4. 24 Nov 2023 5. 30 Nov 2023 6. 16 Dec 2023 7. 19 Dec 2023	1. Send proposals to potential CPs (Ahmad Yani Airport, Garuda Indonesia airlines) - rejected 2. Visit another potential CP (Laksmi Art Batik Boutique) – accepted – need analysis 3. Meeting with module lecturer 4. Group meeting – divide the group work 5. Meeting with CP (Data collection supervised by CP) 6. Meeting with CP (Product development supervised by CP) 7. Meeting with CP (Product submission)	1. 2 hours 2. 1 hour 3. 1 hour 4. 2 hours 5. 2 hours 6. 2 hours 7. 1 hour	11	

9	1. 23 Nov 2023 2. 5 Dec 2023 3. 12 Dec 2023	1. Group meeting (product design) 2. Meeting with module lecturer 3. Group meeting (product evaluation) 4. Product submission and evaluation (Semarang Art Gallery)	1. 2 hours 2. 1 hour 3. 1 hour 4. 2.5 hours	6.5	
10	1. 22 Nov 2023 2. 1 Dec 2023 3. 9 Dec 2023 4. 15 Dec 2023	1. Meeting with potential CP (PT Samudra Indonesia) – accepted 2. Meeting with CP (need analysis) 3. Group meeting (product development) 4. Product submission and evaluation	1. 2 hour 2. 1.5 hours 3. 2 hours 4. 2 hours	7.5	
11	1. 16 Nov 2023 2. 30 Nov 2023 3. 7 Dec 2023	1. Send proposals to potential CPs (all rejected) - Mitsubishi - Yamaha - Sabila Shuttle - Semeru trans - Lumpia Cik Me Me - Oto klix - WingkoBabad Kereta Api 2. Meeting with potential CP – International Office, Diponegoro University – proposal presentation & need analysis (accepted) 3. Product development (Interview with university stuffs supervised by CP)	1. 3 hours 2. 2 hours 3. 3 hours	8	
12	1. 10 Nov 2023 2. 17 Nov 2023 3. 10 Nov 2023 4. 21 Dec 2023	1. Survey and meeting with potential CP (<i>Suara Merdeka</i> newspaper) 2. Meeting with module lecturer 3. Survey and meeting with potential CP (<i>Tentang Dirimu</i> café – <i>Ahmad Yani</i> airport) 4. Group meeting (product development)	1. 1 hour 2. 1 hour 3. 2 hours 4. 3 hours	7	
Total hours				101.5 hours	

Appendix 11. Example of observation fieldnotes

WIS
CLASS A

VIDEO 1

1. M. M. & R. R.
 ① L. * Purpose ✓
Phone number
Schedule X

CUT OF THE TASK [02:10]

2. B. B.
 ② Based on the tape -

3. W. W. & J. J. VIDEO 2
 ③ Is there any someone grammar
Not introducing themselves
[00:47] She's giving her story grammar

* Repeating themselves
* Gesture to help him remember
act

4. S. S. & H. H.
 ④ I've sent email ... him [00:58]

5. S. S. & A. A.
 ⑤ Connecting the phone number.
* po

6. N. N. & B. B.
 ⑥ Following the expression ✓
* Grammar & fluency ✓

7. A. A. & B. B.
 ⑦ Strong voice → standard ✓
Expression → number [1:20]

8. E. E. & A. A.
 ⑧ What else & what do you mean ???
[01:50] Lo es starting

9. S. S. & R. R.
 ⑨ Sorry, your connection / busy [02:00]
X

10. F. F. & A. A. [Vo customer service]
 ⑩ Classmate → college
Lo Task X CUT OF THE TASK X
Lo informal

11. H. H. & A. A.
 ⑪ [01:09] → explaining how
she met Mr. Gillian
Example of good grammar.
Lo if Friday, could you, em...
if Friday, yes. [02:38/57]

12. R. R. & S. S. VIDEO 3
 ⑫ [Task]
[Would you like ... phone]
I will make sure phone
number Mr. Gillian
Grammar X

13. A. A. & R. R.
 ⑬ Repeating (00:53)
Lo PHONE GESTURE. (Strategy)

14. M. M. & R. R.
 ⑭ Do you have any preference
date / time in mind [00:36]
GOOD EXPRESSION
- Please hold on ...
[00:55]
em ...
if you need ... [help]

Appendix 12. Questionnaire for student (main study)

No	<i>Please indicate your level of agreement with the following statements.</i>	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
	As a result of participating in the S-L approach, I could feel that ...					
1	I am a better English language learner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I have a better understanding of English for customer service context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I know more English words specifically related to English for business communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I improved my knowledge of the course content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I became more confident and competent when communicating in a business, corporate or organisational context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	As a result of participating in the S-L approach, I am now able to ...					
6	think more creatively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	manage my work according to my plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	express my ideas more freely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	improve my collaborative skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	manage my work according to plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	During the S-L approach, I could feel that ...					
11	I am always excited about the project I am doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	I appreciate the feedback received about my project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	I communicate in English confidently during the project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14	I enjoy the activities during the project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	I work better in groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	During the S-L approach, I have many opportunities to ...					
16	speak in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	correct my mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	coach my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	be involved in real-life communication situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	have the freedom to determine how I learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 13. Questionnaire for community partner (main study)

No	<i>Please indicate your level of agreement with the following statements.</i>	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1	Service-Learning helps students to prepare for their future careers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Service-learning should be implemented in more courses at the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	During Service-Learning project, students were able to work collaboratively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The services that the students provided during the Service-Learning approach were clearly articulated to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Overall, student expertise was sufficient to fulfil the requirements of the service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	We benefited from the activities of the Service-Learning students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Participation in this project had economic benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Participation in this project had valuable social benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	During Service-Learning, I see myself as a mentor to the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	After Service-Learning project, I anticipate that the relationship developed with this University will continue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 14. Questionnaire for module lecturer (main study)

No	<i>Please indicate your level of agreement with the following statements.</i>	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1	Service-Learning helps students to prepare for their future careers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Service-Learning helps students to develop their ESP communicative competence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Service-Learning should be implemented in more courses at the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	<i>Please indicate how satisfied you were with your opportunities to have the following roles and responsibilities:</i>	Strongly Dissatisfied	Dissatisfied	Neutral	Satisfied	Strongly Satisfied
4	Evaluating students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Designing a curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Facilitating student reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Participation beyond the site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Project design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Project management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Other please specify					

Appendix 15. Interview questions for CP (main study)

1. In your opinion, was the matching of students and residents appropriate, or would you suggest some other way?
2. What did you particularly like and what did you dislike about this project?
3. What do you think you contributed to the student with whom you were working? 4. What do you think the student with whom you were working contributed to you? 5. What do you think might be different?
6. Would you suggest continuing this project? Why or why not?
7. Do you have any suggestions for next time?

Appendix 16. Interview questions for community partner (main study)

1. How does the service experience relate to class material?
2. Did the experience contradict or reinforce class material?
3. How did course material help students overcome obstacles or dilemmas in the service experience?
4. What aspects of students language learning may have been improved due to service experience?

Appendix 17. Steps in doing thematic analysis

1. Transcribing + generating codes

(OBSERVATION)

GROUP 1 (Juana – Local gift shop and restaurant)	GROUP 2 (Ranggawarsita museum)	GROUP 3 (Aragon transport)	GROUP 4 (Istana Brilian – Local gift shop)	GROUP 5 (Moaci Gemini – Local gift shop)	GROUP 6 (Mandala Bhakti Museum)	GROUP 7 (Semarang Creative Industry Gallery)	GROUP 8 (Laksmi Art Batik Boutique)
1. Directly accepted (emailing the company) 2. Group discussion: in person meeting and via WhatsApp 3. On site 1: discussing need analysis with the owner (staffs are using “tarsanic” language to communicate with the tourist) 4. Agree on: book guidance for CS – include specific terminologies used by the shop	1. Tried to come to a company – the company asked them to create a proposal 2. Group discussion: in person meeting and via WhatsApp Proposal rejected 3. Revised proposal and send it to other companies (sources: internet, textbook (oxford ESP series)) 4. Accepted by a museum 5. The museum asked for official letter from uni to have a further interview	1. Observe some companies website 2. Make official letter from uni and visit the site 3. Accepted but need to do interview with the manager of the project site. 4. Group discussion: in person meeting and via WhatsApp 5. On site 1: interview the CS, discussing product design, document analysis (catalogue, rules) 6. Results of need analysis: English	1. Tried to come directly to a company – the company asked them to create a proposal – rejected 2. Tried to come directly again to a different company, but this time practicing what kind of service that they want to offer to the company (spoken practice) 3. Accepted but the company need the official letter and proposal 4. Group discussion: in person meeting	1. Emailing some potential companies; make a proposal 2. Group discussion: in person meeting and via WhatsApp 3. On site 1a: called by manager of a company (a travel agent) – discussion *unique point: the manager explain that the staffs actually need their help but didn’t get the permission from the head office because the students need to have a long work with customer	1. Tried to come directly to a company (tourism office) 2. On site 1: Interviewing the PR (students could not answer the questions, PR asked them to go back with ideas) 3. Students re-learned and consult to the module lecturer 4. Practicing the pitch 5. On site 2: Rejected by the CP (not in line with their needs) 6. *unique point: no activity 7. Group discussion: in	1. Tried to come directly to some companies (money changer etc) – rejected twice 2. Continued in the same day to visit Kota Lama Semarang (a heritage places – tourist centre) 3. On site 1: Interviewed the gallery assistant: Explaining their service; conducting need analysis; co-designing the project 4. Agreed on: English video	1. Tried to come directly to some companies (airport etc) – rejected three times 2. Practicing their product pitching from the textbook 3. Divided the group into two – come to two different places 4. On site 1: Two members of the group find a place, but could not explain well 5. Have a discussion via WhatsApp – scripting and preparing their talks

<p>5. Supervised by secretary manager of the store</p> <p>6. On site 2: Interview meeting with head of the store, CS, chef, waitress</p> <p>7. CS phrases in the real sentences</p> <p>8. English description for the products</p> <p>9. Group work: split into some parts, discussing together, finalize together</p> <p>10. CP provides materials in Bahasa Indonesia to give more context e.g., pictures, catalogue</p> <p>11. Have to wait for the official letter from uni to conduct interview and data collection</p>	<p>6. On site 1: meeting with the CS staff, discussing need analysis</p> <p>7. Students learned about potential divisions that need their help: CS, front office (ticketing), and tour guide.</p> <p>8. group job desk: - bilingual museum collection barcode to give visitor information</p> <p>- English frequently QnA</p> <p>- CS pocketbook</p> <p>- CS SOP video</p> <p>9. On site 2 and 3: - observation of museum daily activity</p> <p>- footage shot</p> <p>- document analysis: collection catalogue, website, QnA, SOP</p> <p>10. Group work: divided group based on the job</p>	<p>glossary pocketbook about their products for CS; video for CS guidance</p> <p>7. On site 2: Footage shot</p> <p>8. On site 3: Product submission and evaluation</p> <p>Notes: will be used not only in the branch office, but for all offices</p> <p>9. Group work: divided work into some roles – writer, talent, etc. Evaluate together using google doc and WhatsApp group.</p> <p>10. Consulting product design and final to the module lecturer</p> <p>11. Points of revision: 1. grammar 2. phrases</p>	<p>and via WhatsApp</p> <p>5. On site 1: Need analysis, schedule arrangement – with the human resources manager</p> <p>6. Product: CS booklet and CS video.</p> <p>7. Special request: promotional video</p> <p>8. On site 2: Footage shot at the shop – lead by the shop CS to understand the product</p> <p>9. *unique point: they met tourists during their shoot, no one can speak English, so the students help them. The tourists agree to be in frame while doing the transaction with the help of the students. Type of transaction: translating and describing product, helping</p>	<p>experience team.</p> <p>The manager gave them knowledge: 11 steps in CS.</p> <p>*unique point: asked the students to prepare a good presentation and bring them to present their products to Central Java Travel Agent Association meeting (students could not do it because of the duration and deadline from the module)</p> <p>4. Students changed strategy – make a product first</p> <p>5. Emailing other potential companies, while attaching their product</p> <p>6. Accepted by the company</p> <p>7. On site 2: interview – need analysis (CP agree to use the pocket book, but</p>	<p>person meeting and via WhatsApp</p> <p>8. One of the students asked in the group “what should we do next”</p> <p>9. Decided to ask their classmates for an idea – try museum also</p> <p>10. Visited a museum – accepted</p> <p>11. Request: Bilingual frequently QnA</p> <p>12. Consulting product to the module lecturer</p> <p>13. Made the product: get the access from the museum to directly learn and put the results from and into their website</p> <p>14. Consulting product design and final to module lecture. Revision: grammar</p>	<p>for CS training and CS guidance book</p> <p>5. Request: Carried out the video shooting in the Gallery so that it can be used as a promotional media</p> <p>6. The CP asked for the official letter (to send to the head of gallery)</p> <p>7. Group discussion: in person meeting and via WhatsApp</p> <p>8. Product design – booklet format, video content</p> <p>9. Work together directly – face to face meeting</p> <p>10. Google docs</p> <p>11. Make it as bilingual – Indonesian first, translated to English</p> <p>12. Designing the booklet while waiting for the</p>	<p>6. On site 2: Back to the place (all) – re-pitching, and did need analysis</p> <p>7. CP agreed and conducted need analysis together.</p> <p>8. Product: Bilingual WhatsApp Bot to help CS</p> <p>- English website</p> <p>- English booklet</p> <p>9. Product making: *unique point – drama – half of them didn’t work; no communication</p> <p>10. WhatsApp only even if at the same class</p> <p>11. Product making: consulting to the module lecturer and CP</p> <p>12. On site 3: take data (picture, document-catalogue); some products from previous S-L or students’ work</p> <p>13. On site 4: sending the</p>
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<p>12. Consulting product design and final to the module lecturer</p> <p>13. Revision: From module lecturer: grammar</p> <p>From CP: adjustment – it will be used for CS training</p>	<p>position: team video, team pocketbook, team QnA</p> <p>11. Each team was supervised by staff of each museum division</p> <p>12. Reporting to the module lecturer (not consulting the product)</p> <p>13. Evaluation (CP): request to add logo</p>		<p>the payment process</p> <p>10. Group work: divided task into some parts: scenario writing, booklet making, talent and voice officer, video editing and subtitling</p> <p>11. Module lecture: reporting only</p>	<p>also request a video (staffs are easier to learn from video)</p> <p>- discussion with the owner (store products; catalogue; pricing)</p> <p>8. Group work: divided roles - scenario writing, booklet making, talent and voice officer, video editing and subtitling</p> <p>9. On site 3: footage shoot - roleplay (wearing uniform)</p> <p>10. Consulting product design and final to the module lecturer; revision: BrE (abbreviation)</p>		<p>footage shot schedule</p> <p>13. Video shot – script (context – at a boutique (size, types of fabric))</p> <p>14. Video shot at the place</p> <p>15. Consulting the product to the module lecture</p> <p>16. Revision: grammar and vocab</p> <p>17. Sent it to the gallery assistant – no revision</p> <p>18. Visitors thought they are CS, they practice to be a real CS – had experience to be a professional CS</p> <p>18. Change difficult vocab to be more simple</p>	<p>product and discussing next potential collaboration</p>
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FOCUS GROUP

<p>GROUP 1 (Juana – Local gift shop and restaurant)</p> <p>1. MEDIATORS</p> <ul style="list-style-type: none"> - Textbook (useful tips – basic – context Bandeng Juana) - Google (example) - CP – results of the interview and observation (imagining that they are the CS) - Pictures from CP (help students get the context when translating) - Group works: Spinning ((FAIR)) (coordinator – topics) - Working together (checking grammar, 	<p>GROUP 2 (Ranggawarsita museum)</p> <p>1. Head of museum requested the group to make a FQnA barcode</p> <p>2. Improved skills from doing S-L approach:</p> <ul style="list-style-type: none"> - A: leadership (lead a team: schedule), tried new things: translating – corrected by other members; creativity (editing video) - B: Proofreading etc: using technology e.g., Grammarly, director - C: working professionally – divided works, 	<p>GROUP 3 (Aragon transport)</p> <p>1. Value:</p> <p>HAPPY - CP said that they will use the product and give it to all branches</p> <p>FEELING</p> <p>APPRECIATED</p> <p>2. Mediators:</p> <ol style="list-style-type: none"> 1. Group mates 2. CP Specific terminology – masa tuslah 3. Classroom materials (ESP series book): read all the time to find phrases, example 4. Internet – CS – YouTube, tiktok 3. Everyone has chance to learn 	<p>GROUP 4 (Istana Brilian – Local gift shop)</p> <p>1. IMPROVED</p> <ul style="list-style-type: none"> - English in general (tourists came – chance to practice) - English for CS know in Bahasa Indonesia, now know in English - Speaking confidence - Specific vocabs: Bandeng, paru, tempe bacem, usus ayam, batagor (trick to translate) <p>2. MEDIATORS</p> <ul style="list-style-type: none"> - Module/ textbook - Module lecturer - internet – tiktok, ig (socmed) – how they do CS 	<p>GROUP 5 (Moaci Gemini – Local gift shop)</p> <p>1. Understand the materials:</p> <p>Learned directly on field (some things not learned at class)</p> <ul style="list-style-type: none"> - learned from the rejections – they need to learn about the company to match the needs (collaboration), collaboration between classroom materials and real industry <p>2. get the knowledge about CS in real industry implementation (11 steps of CS)</p> <p>3. Mediators:</p>	<p>GROUP 6 (Mandala Bhakti Museum)</p> <p>1.</p> <p>CHALLENGE: Hard to find places, hard to explain the purposed services</p> <p>*unique points: asked the lecturer to change the product</p> <ul style="list-style-type: none"> - Confused with the instruction <p>2. Main value: Useful, help – only soldiers not really “tourism/ museum” staffs</p> <p>3. Mediators:</p> <p>1. Internet</p>	<p>GROUP 7 (Semarang Creative Industry Gallery)</p> <p>1. Reflection:</p> <ul style="list-style-type: none"> - new experience - come directly to the field, see the implementation of what they learned in the class <p>2. Value:</p> <ul style="list-style-type: none"> - Motivated after finding a client - Useful – giving new vocabs (answering the need of the gallery) - know the real implementation of the knowledge learned in the class - Different knowledge – classroom theory: 	<p>GROUP 8 (Laksmi Art Batik Boutique)</p> <p>1. Value:</p> <ul style="list-style-type: none"> - Happy to learn from the field and have a chance to contribute solving real issues - Make a connection with the industry, they are really welcome, feel appreciated - Have a chance to help home industry – technology like WhatsApp 	<p>GROUP 9 (De...)</p> <p>1.</p> <ul style="list-style-type: none"> - c... - ex... - s... - (fi... - S... - the... - by... - ga... - ha... - the... - p... - as... - de... - r... - ha... - pe... <p>2.</p> <p>1.</p> <p>scr...</p> <p>(ex...</p> <p>tex...</p> <p>cla...</p> <p>ma...</p>
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<p>spelling, proofreading)</p> <p>- Module lecturer to check the products</p> <p>2. S-L VALUE</p> <p>- CP need – helped them, following their request</p> <p>- Directly use the materials for CS training - proud</p> <p>- More serious – know that they will use it</p> <p>- Bring the name of uni</p> <p>- More professional (work ethics)</p> <p>- can explain well – directly accepted</p> <p>3. IMPROVED</p> <p>- How to talk to customer professionally (Both English and Indonesia) but not textbook – fluent, natural</p> <p>- How to negotiate with</p>	<p>talent: how to pronounce etc</p> <p>- D: Video shooting and editing – align with the need of the industry</p> <p>-- CLASSROOM CONTEXT:</p> <p>Only basic knowledges, face to face meeting (slightly helpful), see the differences between "theory" and real in the field. E.g.: greetings – gesture (hand) – they can't, need to be fast because there is a long queue (esp children).</p> <p>3. Mediators:</p> <p>- Textbook – to email the companies when they tried to find a place; phrases from textbooks; SOP; do's and don'ts</p>	<p>4. IMPROVED:</p> <p>1. English for CS</p> <p>Re-read the textbook, phrases</p> <p>2. CS in general</p> <p>SOP, both in Bahasa Indonesia and English</p> <p>3. Translation</p> <p>Not all English could be translated ((Human machine))</p> <p>- new skills: design, negotiation, professional skills, video editing, CS skills (polite, public speaking, humble)</p> <p>5. CHALLENGES</p> <p>Being interviewed with professional (afraid – formality), university image</p> <p>6. Value:</p>	<p>- Friends – looking at their friends when they are doing something</p> <p>- CS at site – SOP, professional CS</p> <p>3. VALUE:</p> <p>- Work ethics</p> <p>- Communicate professionally (written and oral)</p> <p>- More serious</p> <p>more careful (pressure) try to fulfill the expectation</p> <p>4. Feels like has a client</p> <p>5. Find an internship or job in the future</p> <p>4. MAIN CHALLENGE</p> <p>- Time allocation (other projects and assignments)</p> <p>- Find a S-L place</p> <p>5. Recommendation</p>	<p>- themselves – must willing to learn and make a commitment hour for projects</p> <p>- internet (YouTube: example on video references; google phrases references; dictionary: specific terminology)</p> <p>- module / textbook: useful phrases, expressions</p> <p>E.g., textbook – not really relevant with the targeted industry, try to find on google.</p> <p>- CP: help the context, not the language</p> <p>4. CP reason to accept: they try to expand their shop to airports and harbors</p> <p>5. Improved skills/ competence:</p>	<p>2. Textbook (useful phrases)</p> <p>3. Module lecturer (consulting places, consulting products)</p> <p>4. Technology: internet, translation apps</p> <p>5. Friends: helping each other</p>	<p>field; implementation, critical thinking</p> <p>find a solution from a real problem</p> <p>- Make them want to know more about their potential future work</p> <p>3. Mediators</p> <p>- textbook – improved to match with the need of CP</p> <p>- social media – ig, TikTok</p> <p>- google – phrases, vocabs</p> <p>- CP: need analysis, request</p> <p>4. Improved</p> <p>- CS professional skill</p> <p>- English phrases; polite</p> <p>- Booklet- bilingual- translating ((match with both English and Bahasa Indonesia)) –</p>	<p>2. Challenge:</p> <p>- Group work – not functioning well</p> <p>- Projects from other modules</p> <p>3. Mediators:</p> <p>- Textbook</p> <p>- Internet</p> <p>- CP – provided context</p> <p>- Module lecturer</p> <p>4. Improved</p> <p>- English in general</p> <p>- translation</p> <p>- English for CS</p>	<p>2. (co</p> <p>3. fri</p> <p>He</p> <p>the</p> <p>(pr</p> <p>3. - F</p> <p>ma</p> <p>pr</p> <p>- L</p> <p>to</p> <p>pr</p> <p>pr</p> <p>se</p> <p>- A</p> <p>ed</p> <p>- u</p> <p>re</p> <p>- T</p> <p>pr</p> <p>(no</p> <p>int</p> <p>- T</p> <p>Bu</p> <p>(S</p> <p>an</p> <p>vo</p> <p>pr</p> <p>- S</p> <p>vo</p> <p>fro</p> <p>sc</p> <p>Gr</p>
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<p>superior like head of</p> <ul style="list-style-type: none"> - Specific vocabs (bandeng, not all vocabs could be translated) - Translation ((pepes, dalam sangkar)) <p>4. Challenges:</p> <ul style="list-style-type: none"> - first experience to work directly with the industry , therefore need longer time <p>5. Recommendation</p> <ul style="list-style-type: none"> - CS need S-L: implement the knowledge to the skills - Add communicative competence a lot - Vocational (practice not only theory, ready to work) 	<ul style="list-style-type: none"> - Friends – help each other; correcting translation -- Head of CS: checked everything <p>4. Value:</p> <ul style="list-style-type: none"> - Happy because they only revised minor things, accepted, feeling helpful - Felt have a real client, <p>professional, more motivated</p> <ul style="list-style-type: none"> - Professional skills, have a real picture of a real work - Networking: offered them “internship” - Skills being useful – what they learned implemented in the class - Feeling contributed <p>5. Main challenges:</p>	<ul style="list-style-type: none"> - Pressure and motivation - giving the best – used in a large scale - Professional – design, content - Have a lot of chances to learn - Have a chance to prepare before they are going to internship/ work <p>7. Recommendation</p> <ul style="list-style-type: none"> - Tour guide (have a chance to talk to real tourists - English for CS need S-L approach 	<ul style="list-style-type: none"> - Yes, but 1 project per semester - Yes, direct practice – turns out book and field are different - place recommendation (time consuming) 	<ul style="list-style-type: none"> - pronunciation (video for training materials – need to speak slowly, articulated well more careful) - Specific terminology: size, ingredients - Formal speaking: roleplay (relate to the classroom’s task) <p>6. Valued from S-L</p> <ul style="list-style-type: none"> - working directly with professionals (get knowledge, insight about professional work, e.g., CS is also about “feeling” not only practical) - Leadership and teamwork (work ethics) - learn how to be more open (speaking skills – roleplay as professional – wearing uniform, customer asked her, so she had 	<p>need something to make it more simple. E.g., frowning – change into ...</p> <ul style="list-style-type: none"> - Talent: CS tone ((professional)); body language; remember the script <p>5. Challenge</p> <ul style="list-style-type: none"> - Workload - Video-edit, subtitling, translating and subtitling - Other projects and activity <p>6. Recommendation</p> <ul style="list-style-type: none"> - Future work need professional skills - English for hotel industry - Book – formal – company – casual (gallery) – practice to adapt with the industry - English for CS need S-L 	<p>ret ch - V vo me “a rec</p> <p>So - F</p> <p>4. CF - v tea - n sk pr - t ma</p> <p>5. Re - C (g - C bu un</p>
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	<p>- Afraid of being rejected</p> <p>- limited time</p> <p>6. Recommendation:</p> <ul style="list-style-type: none"> - real implementation (vocational) – more serious – have a purpose (help someone) - critical thinking and networking - need to get – feeling proud 			<p>chance to do a real work as CS).</p> <ul style="list-style-type: none"> - Communication skills in general - How to handle customer - real Vocational students <p>7. Challenges:</p> <ol style="list-style-type: none"> 1. Time – other modules have project too 2. Time to find company 3. Request from company 4. Working as a group – there are challenges, but they can handle 5. Nervous to talk to industry <p>8. Recommendation:</p> <ul style="list-style-type: none"> - next year students need to experience this - Hospitality management 				
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2. Combining codes into theme

Group discussion: in person meeting and via WhatsApp Group (all groups)

Internet – CS – YouTube, tiktok

internet – tiktok, ig (socmed) – how they do CS

Translation (Not all English could be translated ((Human machine))

internet (YouTube: example on video references; google phrases references; dictionary: specific terminology)

- not really relevant with the targeted industry, try to find on google.

Technology: internet, translation apps

- social media – ig, TikTok

- google – phrases, vocabs

. Technology: internet, translation apps

Making the script: google (example)

Technology: internet, translation apps

social media – ig, TikTok

- google – phrases, vocabs

Script writing: vocabularies: new from google e.g., sculpture: Grammar –

Proofreading etc: using technology e.g., Grammarly,

Group work: split into some parts, discussing together, finalize together

Group work: divided work into some roles – writer, talent, etc. Evaluate together using google doc and WhatsApp group.

Group work: divided group based on the job position: team video, team pocketbook, team QnA

10. Group work: divided task into some parts: scenario writing, booklet making, talent and voice officer, video editing and subtitling

Group work: divided roles - scenario writing, booklet making, talent and voice officer, video editing and subtitling

- Group works: Spinning ((FAIR)) (coordinator – topics)

Working together (checking grammar, spelling, proofreading)

: working professionally – divided works,

Everyone has chance to learn

looking at their friends when they are doing something

Friends: helping each other

not functioning well

Working with friends (group). Help friends if they don't know (pronounce)

- group works-lead by friends that can be a leader

group discussion

Have a discussion via WhatsApp – scripting and preparing their talks

Work together directly – face to face meeting

Divided the job desk equally: video editing, subtitling, talent, guidebook maker (make sure all members have a chance to master the materials)

Group work: divided into some job desc: subtitling, video editing, script writing, VO, booklet maker

Working face to face together:

Script writing, role play practice (pronounce words etc)

discussing need analysis

CP – results of the interview and observation (imagining that they are the CS)

- Pictures from CP (help students get the context when translating)

-- Head of CS: checked everything

Evaluation (CP): request to add logo

CP – results of the interview and observation (imagining that they are the CS)

- Pictures from CP (help students get the context when translating)

interview the CS, discussing product design, document analysis (catalogue, rules)

Interview meeting with head of the store, CS, chef, waitress

CS, front office (ticketing), and tour guide.

lead by the shop CS to understand the product

get the access from the museum to directly learn and put the results from and into their website

- IO – as a target (no example on google)

CP – Context

(librarian) – collaborating with classroom modules; e.g.,

Greetings, small talks, body language as a basic theory

Textbook (useful tips – basic – context)

Re-read the textbook, phrases

Textbook (useful phrases)

module / textbook: useful phrases.

textbook (oxford ESP series)

- textbook and classroom materials – to propose to the CP

textbook – improved to match with the need of CP

site – roleplay based – classroom materials

Consulting product design and final to the module lecturer

Reporting to the module lecturer (not consulting the product)

Module lecturer mediated the group by having a meeting with all of them and asked the progress

discussing need analysis

specific terminologies

English glossary pocketbook about their products for CS;

English frequently QnA

Type of transaction: translating and describing product, script (context – at a boutique (size, types of fabric)

. CP Specific terminology –

Specific vocabs:

Bandeng, paru, tempe bacem, usus ayam, batagor (trick to translate)

Specific terminology: size, ingredients

small talk at a café

. Change difficult vocab to be more simple

see the differences between "theory" and real in the field. E.g.: greetings – gesture (hand) – they can't, need to be fast because there is a long queue (esp children).

- learned from the rejections – they need to learn about the company to match the needs (collaboration), collaboration between classroom materials and real industry

CS skills (polite, public speaking, humble)

get the knowledge about CS in real industry implementation (11 steps of CS)

the company asked them to create a proposal

Make official letter from uni

The museum asked for official letter from uni to have a further interview

the official letter and proposal

the manager explain that the staffs actually need their help but didn't get the permission from the head office because the students need to have a long work with customer experience team.

Rejected by the CP (not in line with their needs)

Students changed strategy – make a product first

Emailing other potential companies, while attaching their product

rejected twice

Tried to email some companies

2. After a while, no answer

Tried to come directly to some companies and email – rejected 12 times

they met tourists during their shoot, no one can speak English, so the students help them. The tourists agree to be in frame while doing the transaction with the help of the students. (INITIATIVE)

must willing to learn and make a commitment hour for projects

Which things appropriate, topics, how to say – practicing the script

- own self – be creative bcs you cannot find the materials on the internet or from CP

- Audio and video editing: repeating – understand and remember

bilingual-translating ((match with both English and Bahasa Indonesia)) – need something to make it more simple. E.g., frowning – change into ...

- Talent: CS tone ((professional)); body language; remember the script

Edit 7 videos; VO

Group work: split into some parts, discussing together, finalize together

Group work: divided work into some roles – writer, talent, etc. Evaluate together using google doc and WhatsApp group.

Group work: divided group based on the job position: team video, team pocketbook, team QnA

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Working together (checking grammar, spelling, proofreading)

: working professionally – divided works.

Everyone has chance to learn

looking at their friends when they are doing something

Friends: helping each other

not functioning well

Working with friends (group). Help friends if they don't know (pronounce)

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Group work: divided into some job desc: subtitling, video editing, script writing, VO, booklet maker

Working face to face together:

Script writing, role play practice (pronounce words etc)

HAPPY - CP said that they will use the product and give it to all branches

FEELING APPRECIATED

CP need – helped them, following their request

- Directly use the materials for CS training - proud

- More serious – know that they will use it

- Bring the name of uni

- More professional (work ethics)

- can explain well – directly accepted

feeling helpful

- , professional, more motivated

Networking: offered them “internship”

- Skills being useful – what they learned implemented in the class

- Feeling contributed

Pressure and motivation

- giving the best – used in a large scale

Have a lot of chances to learn

More serious – more careful (pressure) try to fulfill the expectation

Useful, help – only soldiers not really “tourism/ museum” staffs

Motivated after finding a client

know the real implementation of the knowledge learned in the class

Different knowledge – classroom theory; field: implementation, critical thinking, find a solution from a real problem

Make them want to know more about their potential future work

Happy to learn from the field and have a chance to contribute solving real issues

Have a chance to help home industry – technology like WhatsApp Bot

challenging but exciting

- something new (first experience)

- Satisfied with the result – used by the gallery, the gallery assistant happy to receive the results

have client –

Has a chance to teach the staffs of the CP

understand the implementation of the CS classroom materials, but improved it according to the need of the industry

Help relate the materials to the professional

How to talk to customer professionally (Both English and Indonesia)

but not textbook – fluent, natural

- How to negotiate with superior like head of

Professional skills, have a real picture of a real work

Professional – design, content

Have a chance to prepare before they are going to internship/ work

Work ethics

- Communicate professionally (written and oral)

Find an internship or job in the future

working directly with professionals (get knowledge, insight about professional work, e.g., CS is also about “feeling” not only practical)

- Leadership and teamwork (work ethics)

chance to do a real work as CS).

- Make a connection with the industry, they are really welcome, feel appreciated

- At first felt its hard, after doing it – has a picturization on their future works

- Know the basic to negotiate, collaborating with the industry, working in a professional setting

- can be a portfolio

- Learned other skills such as negotiation; promoting their services

- Time is so important – working with industry

- More creative

- Understand the need of professional CS in the field – they want a training

- Every company has its own need in CS – different approach

Video shooting and editing – align with the need of the industry

Specific vocabs (bandeng, not all vocabs could be translated)

- Translation ((*pepes*, *dalam sangkar*))

English for CS

Re-read the textbook

English in general (tourists came – chance to practice)

- English for CS

know in Bahasa Indonesia, now know in English

- Speaking confidence

pronunciation (video for training materials – need to speak slowly, articulated well, more careful)

- Specific terminology: size, ingredients

- Formal speaking: roleplay (relate to the classroom’s task)

speaking skills – roleplay as professional – wearing uniform, customer asked her, so she had chance to do a real work as CS).

- Communication skills in general

- How to handle customer

English phrases; polite

- Booklet

Improved

- English in general

- translation

- English for CS

Script – security context – references (make it simple and short; not really match with what they learned in the class)

Language learned in the class is different from the need in the field (driver-too complicated)

- other projects

Speaking skills

PRODUCT EVALUATION

grammar

From CP: adjustment – it will be used for CS training

2. phrases

: BrE (abbreviation)

TOO FORMAL, TOO LONG, MAKE IT TO BE MORE SIMPLE

Revision: grammar

15. On site 3: Shows the product to the gallery. Revision: need translation as subtitle

3. Defining and names

Nodes from Activity Theory framework

No	Node	Theme	Code	Sub-code
1	Mediation	Material tools mediation	Digital platform	Interaction through digital platform
2				S-L completion through digital platform
3			Teaching materials	Textbook
				Classroom activity (roleplay)

4			Psychological tools mediation	L1 (Bahasa Indonesia)
				L2 (English)
5		Human mediation	Peer interaction	Peer collaboration
				Learning from their friends
6			Community Partners	Collaboration
				Working as a client
	Module lecturer	S-L supervisor		
7	Motivation		S-L main values	Service in Service-Learning
				Working with the industry
				Real vocational students
				Theory and practice
8	Outcome	S-L outcome	Main outcome	ESP Communicative competence development
			Additional outcome	ESP understanding development
				Professional activity competence
9	Contradiction	Resolved contradiction	Contradiction between Rules and division of labour	Various roles of group members
10		Unresolved contradiction	Contradiction between Rules and community	Limited duration

