



## Empowering Students' Global Communication Skills through English for Global Communication Workshop at Politeknik Bisnis Indonesia

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**Abstract:** This community service program, entitled English for Global Communication: Strengthening Intercultural Competence among Polytechnic Students, was led by Doris Yolanda Saragih, S.Pd., M.Pd., in collaboration with Clementine and Josh, guest lecturers from the United Kingdom. The activity took place at Politeknik Bisnis Indonesia on September 1, 2025, involving 60 students across two interactive learning sessions. The program aimed to enhance students' ability to communicate effectively in global settings by integrating language proficiency, cultural awareness, and practical communication strategies. The learning process applied a communicative and experiential approach, featuring discussions, simulations, and task-based learning to develop students' speaking fluency, cross-cultural sensitivity, and confidence. The participation of native English speakers provided authentic exposure to international discourse and cultural perspectives, which enriched the overall learning experience. Evaluation results indicated a significant improvement in students' oral communication skills, vocabulary use, and intercultural understanding. Furthermore, participants demonstrated higher motivation and readiness to apply English in academic and professional contexts. Overall, this community engagement initiative effectively contributed to enhancing global communication competence and supported the institution's mission to cultivate globally competitive and culturally aware graduates.

## 1. INTRODUCTION

In today's era of global interconnection, English functions as the universal medium for communication across borders, industries, and disciplines. It has evolved from a colonial inheritance into the lingua franca of business, academia, and digital communication, facilitating the exchange of knowledge and collaboration among individuals from different linguistic and cultural backgrounds (Rose & McKinley, 2025). The emergence of Global Englishes and English as a Lingua Franca (ELF) underscores the dynamic and pluralistic nature of English, highlighting its adaptability in multicultural environments (Low, 2025). This transformation demands that English language education shift its focus from native-speaker norms to global intelligibility, intercultural sensitivity, and communicative competence.

For students in vocational and polytechnic institutions, English proficiency is no longer an optional academic pursuit but an essential professional competency. Global industries increasingly require employees who can communicate effectively across linguistic and cultural boundaries, particularly in business, technology, and entrepreneurship (Erkir et al., 2025; Roshid & Kankaanranta, 2025a). However, research indicates that many learners still face difficulties in transferring classroom-acquired English skills to real-world professional contexts. These include challenges in applying appropriate vocabulary, managing intercultural interactions, and understanding the pragmatic norms of international communication (Dou et al., 2023; Mebitil, 2023). Such gaps demonstrate that traditional grammar-based instruction alone is insufficient to prepare students for the complexities of global communication.

At Politeknik Bisnis Indonesia, English instruction aims to bridge this gap by aligning language training with the realities of professional communication. Courses such as English for Business and English for Global Communication are designed to strengthen students' confidence and intercultural competence through contextualized learning. Yet, many students continue to encounter barriers in fluency, self-expression, and cultural adaptability when engaging in English mediated situations. These issues mirror a broader pedagogical concern in higher education, where the emphasis on language accuracy often overshadows communicative effectiveness (Alfaifi et al., 2022; García-Sánchez & Gimeno-Sanz, 2022). To address this, educators and institutions are called to integrate English for Specific Purposes (ESP) and Intercultural Communication frameworks into language programs that reflect global realities (Dou et al., 2023; Savski & Prabjandee, 2022).

In response to these educational needs, a Community Service Program (PKM) titled English for Global Communication: Strengthening Intercultural Competence among Polytechnic Students was conducted at Politeknik Bisnis Indonesia on September 1, 2025. The program, led by Doris Yolanda Saragih, S.Pd., M.Pd., in collaboration with Clementine and Josh, guest lecturers from the United Kingdom, involved 60 students across two interactive sessions. This initiative sought to enhance students' linguistic competence, intercultural awareness, and communicative confidence through a production-oriented and communicative learning model. The program emphasized experiential learning through simulations, group discussions, and role-plays, exposing students to authentic global communication scenarios. The participation of native English speakers further enriched the pedagogical experience by providing real-time interaction and feedback reflective of global communication norms.

This PKM initiative represents a progressive step toward internationalizing the curriculum and strengthening collaboration between local and global educators. It also aligns

with current innovations in English Language Teaching (ELT), emphasizing the development of intercultural communicative competence as a core component of employability and global citizenship (Low, 2025; Rose & McKinley, 2025). By fostering an environment where students can practice and internalize the sociocultural dimensions of language use, this project contributes not only to the students' academic development but also to their readiness to engage effectively in the global workforce.

In sum, this community service project underscores the need for sustainable pedagogical transformation in English teaching at the vocational level. It demonstrates that combining linguistic proficiency with intercultural competence through experiential and collaborative learning can significantly enhance students' ability to function confidently in global communication settings. The outcomes of this program reaffirm the importance of cross-cultural exposure and international collaboration in shaping future-ready graduates equipped to navigate the linguistic diversity and cultural complexity of the modern world.

## **2. METHODS**

The implementation of this community service project was structured to emphasize collaborative engagement, active learning participation, and international partnership in the enhancement of English communication competence. Each component of the project was systematically designed to align with the institutional mission of Politeknik Bisnis Indonesia in fostering globally competent graduates and advancing vocational education through intercultural exposure.

### **Location and Target Participants**

The program was conducted at Politeknik Bisnis Indonesia, Pematangsiantar, on September 1, 2025, focusing on the theme English for Global Communication. The primary objective was to strengthen students' ability to use English confidently in multicultural and professional settings. A total of 60 students participated, drawn from the Business Administration and Banking and Finance study programs.

Participant selection was based on three main considerations:

- a. Students' motivation to improve English skills,
- b. Prior knowledge and learning readiness, and
- c. Potential for professional communication development.

The choice of Politeknik Bisnis Indonesia as the venue was deliberate, reflecting its commitment to internationalization, employability-based learning, and digital transformation. This initiative also aligned with Indonesia's national vision for vocational education, which

encourages global collaboration and the development of 21st-century skills among graduates (Erkir et al., 2025; Roshid & Kankaanranta, 2025b).

### **Collaboration and Partners**

The project was led by Doris Yolanda Saragih, S.Pd., M.Pd., and implemented in collaboration with Clementine and Josh, guest from the United Kingdom. The partnership served as the cornerstone of the project's international component, aiming to expose students to authentic English communication and intercultural interaction (Low, 2025; Rose & McKinley, 2025).

This collaboration combined local pedagogical insight with international best practices, creating a cross-border learning ecosystem that mirrored real-world communication scenarios. Native English speakers provided direct exposure to pronunciation, cultural pragmatics, and discourse patterns, which enriched the overall learning experience. The synergy between local and foreign instructors reflected the principles of English as a Lingua Franca (ELF) and World Englishes (WE), that effective communication depends not on accent conformity but on global intelligibility and cultural understanding (Dou et al., 2023; Mebitil, 2023).

### **Implementation Stages**

To ensure systematic execution and measurable outcomes, the project was carried out in three interconnected stages:

#### **a. Preparation Stage**

The preparatory phase focused on identifying learners' needs through questionnaires and short interviews. Coordination meetings were held with both international partners to design learning materials that followed the English for Specific Purposes (ESP) approach. The content covered modules on speaking, writing, negotiation, and cross-cultural etiquette, using authentic business case studies to bridge academic theory with practical communication demands (Damanik et al., 2025; Dou et al., 2023; García-Sánchez & Gimeno-Sanz, 2022). The instructional design emphasized contextual learning, ensuring that materials were aligned with the students' vocational background and global industry expectations.

#### **b. Training and Mentoring Stage**

The main training activities applied a production-oriented and task-based learning model, promoting active participation through role-plays, mock meetings, debates, and simulated business negotiations. This stage was guided by communicative language teaching principles that positioned students as active agents in constructing

knowledge (Damanik et al., 2025; Xie, 2021).

Technology enhanced learning tools were integrated, including multimedia slides, video demonstrations, and online feedback platforms, to enhance digital literacy and facilitate blended learning. Mentoring sessions were conducted both face-to-face and virtually to provide ongoing feedback and individualized support. The interactive nature of these sessions helped improve students' linguistic fluency, intercultural sensitivity, and self-confidence in global communication contexts (Rose & McKinley, 2025; Savski & Prabjandee, 2022).

c. Evaluation and Follow-Up Stage

Evaluation focused on both performance outcomes and reflective learning. Students were assessed through oral presentations, written reports, and peer evaluations that captured linguistic accuracy, fluency, and pragmatic competence. The post-program evaluation revealed notable improvements in pronunciation, vocabulary mastery, and overall confidence in speaking English during intercultural exchanges.

To ensure sustainability, a follow-up plan was implemented through virtual mentoring and online discussion series with the international lecturers. These post-program interactions provided continuity, allowing students to maintain engagement and apply acquired skills in ongoing academic and professional activities (Dou et al., 2023; Mebitil, 2023).

d. Implementation Approach

This PKM adopted a participatory and collaborative learning approach, ensuring that students were involved in every phase, from planning and implementation to reflection and evaluation. This inclusive model promoted a sense of ownership, autonomy, and motivation among participants, which are essential attributes of sustainable learning environments (Stradiotová & Štefančík, 2021).

The pedagogical approach combined experiential learning, intercultural awareness, and digital pedagogy to connect classroom learning with global professional practices. By integrating authentic exposure, collaborative activities, and technology-based learning, the program successfully achieved its mission: to equip polytechnic students with communicative competence, intercultural understanding, and employability readiness for participation in the global workforce (Low, 2025; Rose &

McKinley, 2025).

### **3. RESULT**

The implementation of the community service project titled English for Global Communication: Strengthening Intercultural Competence among Polytechnic Students produced substantial academic and pedagogical outcomes, demonstrating the project's effectiveness in improving participants' linguistic proficiency, intercultural awareness, and professional communication competence. The results presented below are organized according to the project's systematic phases preparation, training, and evaluation and are analyzed to highlight their alignment with the objectives of higher vocational education and global employability.

#### **Improvement of English Communication Proficiency**

Pre- and post-assessment findings showed a significant improvement in students' performance across key communication competencies speaking, writing, listening, and professional interaction. During the initial stage, many participants displayed hesitation in expressing ideas in formal or multicultural contexts. However, after two structured sessions and guided mentoring, more than 85% of students demonstrated measurable progress in fluency, pronunciation accuracy, and confidence, supported by evaluation rubrics and facilitator observation notes.

Practical learning activities such as mock business meetings, cross-cultural dialogues, negotiation role-plays, and business email drafting enabled students to use English meaningfully and purposefully. These methods reflected the Production-Oriented Approach (POA) and Task-Based Learning (TBL) frameworks, which emphasize language production as both process and goal (Erikson Damanik et al., 2025; Xie, 2021). As a result, students were able to internalize grammatical and lexical knowledge through contextual application rather than rote memorization (Komal More, 2024; Stradiotová & Štefančík, 2021).

Furthermore, the focus on professional communication tasks fostered functional fluency, allowing students to communicate naturally and appropriately in workplace-related contexts, a crucial skill for polytechnic graduates in global industries (Dou et al., 2023; Rose & McKinley, 2025).

#### **Enhancement of Intercultural and Professional Communication Skills**

Collaboration with international lecturers, Clementine and Josh, from the United Kingdom, was instrumental in exposing students to real intercultural communication dynamics. Through live interactions, discussions, and simulation activities, students learned to adapt tone,

vocabulary, and body language according to the cultural and situational context of conversation.

The exposure to native and near-native English speakers encouraged students to engage in authentic dialogue, enhancing their pragmatic competence and intercultural empathy (Mebitil, 2023; Nickerson, 2018). Observations revealed that participants became increasingly attentive to aspects such as turn-taking, politeness strategies, and non-verbal communication skills that are vital in professional and cross-cultural encounters (Cheung & Thadani, 2012; Saragih & Simarmata, 2019, 2020; Saragih & Togatorop, 2024).

Students' post-training reflections confirmed that they not only improved their English proficiency but also developed cultural awareness and adaptability, attributes essential for success in global work environments (Roshid & Kankaanranta, 2025b). The project thus achieved a twofold impact: it enhanced both linguistic performance and intercultural intelligence, reinforcing the institutional goal of preparing globally competitive graduates (Alharbi, 2022; Low, 2025).

### **Increased Motivation and Learning Autonomy**

A significant intangible outcome of this program was the noticeable growth in students' motivation, confidence, and self-directed learning habits. Prior to the training, students tended to rely on teacher-centered instruction and textbook-based exercises. After participating in the interactive and communicative sessions, students began taking more initiative actively volunteering for simulations, collaborating in peer evaluations, and engaging in English conversations outside class hours.

This behavioral shift aligns with existing research emphasizing that participatory and peer-based learning models effectively increase learner engagement and self-efficacy (Chen et al., 2021). The integration of digital tools including online discussion platforms, recorded speaking practices, and collaborative presentation design helped students develop technological confidence and fostered continuous learning beyond the classroom.

As a result, participants not only enhanced their English competence but also cultivated learning resilience and intrinsic motivation, two critical dimensions of sustainable language education.

### **Practical Outcomes and Student Deliverables**

The tangible results of the project reflect both academic output and vocational relevance. Participants produced various communication-based deliverables that showcased practical application of the skills acquired. These included:

Professional business presentation decks on topics such as Global Entrepreneurship,

Digital Marketing Strategies, and Sustainable Business Practices; Formal email and business correspondence drafts, following international business communication standards; and Simulation-based negotiation reports and intercultural reflection essays summarizing communication insights and personal growth.

These outputs served as performance-based evidence of learning, aligning with the English for Specific Purposes (ESP) and Competency-Based Education (CBE) paradigms (García-Sánchez & Gimeno-Sanz, 2022; Komal More, 2024). The production of these deliverables demonstrated students' readiness to apply English effectively in workplace communication and professional networking contexts.

### **Supporting and Inhibiting Factors**

Several factors contributed to the overall success of the project. The institutional support from Politeknik Bisnis Indonesia and the enthusiastic participation of students were key enablers. The integration of interactive learning materials, visual media, and intercultural collaboration fostered a stimulating environment conducive to learning engagement (Liu & Deng, 2022; Stradiotová & Štefančík, 2021). The presence of international trainers provided authentic input, enhancing both the linguistic and cultural dimensions of the learning process. Furthermore, the institutional focus on global employability reinforced the project's long-term relevance.

However, some challenges were identified, such as limited session duration, variations in student proficiency levels, and constraints in classroom technological infrastructure. Despite these minor limitations, the project outcomes confirmed that experiential, participatory, and intercultural learning approaches are effective in improving English competence in vocational education settings (Dou et al., 2023; Xin, 2021).

## **4. DISCUSSION**

The overall results confirm that the implementation of production-oriented, participatory, and collaborative learning models effectively bridged the gap between theoretical English instruction and practical global communication skills. The findings reinforce that English for Global Communication training, when combined with international exposure and intercultural collaboration, significantly enhances students' confidence, adaptability, and professional competence in multilingual workplaces (Low, 2025; Rose & McKinley, 2025).

Aligned with the objectives of community service, this program not only benefited students' individual learning outcomes but also strengthened institutional capacity for international collaboration and global academic engagement. The project outcomes provide a

sustainable and replicable model for future university industry international partnerships that promote applied linguistics, global competence, and cross-border learning. Moreover, the experience demonstrates how vocational higher education institutions can play a transformative role in preparing human resources who are capable of communicating across cultures, managing professional negotiations, and contributing effectively to the global economy (Erkir et al., 2025; Roshid & Kankaanranta, 2025b).

The discussions and reflections highlight how this PKM initiative successfully connected theoretical knowledge of English with its practical application in intercultural contexts. The integration of communicative, experiential, and task-based learning approaches proved highly effective in addressing the linguistic and cultural challenges often faced by polytechnic students. Participants not only improved their speaking and writing proficiency but also developed the ability to express ideas with confidence, clarity, and professional etiquette. These outcomes validate the argument that experiential and task-based learning methods foster authentic language use and encourage deeper learner engagement (Xie, 2021).

The international collaboration component was particularly impactful. The participation of Clementine and Josh, guest lecturers from the United Kingdom, provided students with direct exposure to authentic intercultural communication, including professional discourse styles, tone variation, and negotiation etiquette. Their involvement during the sessions enhanced the realism and authenticity of the learning environment, giving students insights into Western communication norms and pragmatic strategies (Dou et al., 2023; Nickerson, 2018). These interactions cultivated global awareness, empathy, and intercultural sensitivity competencies that are increasingly vital for employability in international markets (Alharbi, 2022; Mebitil, 2023).

Furthermore, the integration of digital and multimodal learning tools including online discussion forums, collaborative slides, and interactive case analyses supported students' independent learning and reflective thinking. Participants were encouraged to manage their progress, exchange peer feedback, and work collaboratively in project-based activities. This aligns with findings that technology-assisted learning improves motivation, autonomy, and learner-centered engagement in ESP contexts (Chen et al., 2021; Liu & Deng, 2022).

Overall, this community service project demonstrates that internationalized service learning can serve as a strategic instrument for educational innovation, curriculum enrichment, and institutional networking. The collaboration between local lecturers and international partners created a holistic model of community engagement that enhances not only student competencies but also the academic visibility and global reputation of Politeknik Bisnis

Indonesia. By uniting local implementation with global collaboration, this PKM initiative established a scalable model for sustainable vocational education, equipping students with 21st-century skills to participate confidently in the global professional landscape (Kocak Varol, 2023; Komal More, 2024).



**Figure 1.** Guest lecturers Ms. Clementine and Mr. Josh from the United Kingdom delivering the first English for Global Communication session with the first group of students at Politeknik Bisnis Indonesia.



**Figure 2.** Clementine and Josh conducting the second interactive session, guiding students through intercultural business simulations and collaborative language activities.



**Figure 3.** Group photo taken in front of class, featuring both international speakers, the program coordinator Doris Yolanda Saragih, and all participating students at the conclusion of the training.

## 5. CONCLUSION

This Community Service (PKM) program, titled “English for Global Communication: Strengthening Intercultural Competence among Polytechnic Students,” was successfully implemented and achieved its intended objectives. The activity took place at Politeknik Bisnis Indonesia, Pematangsiantar, on September 1, 2025, involving 60 students from the Business Administration and Banking & Finance study programs. Through collaboration with Clementine and Josh, guest lecturers from the United Kingdom, this program provided authentic exposure to international communication practices and significantly improved participants’ English proficiency, intercultural awareness, and confidence in global interactions.

The program’s impact can be summarized in three primary dimensions. First, it strengthened the linguistic dimension by enhancing students’ fluency, pronunciation, vocabulary, and ability to express ideas clearly in English within academic and professional contexts. Participants demonstrated improved performance in speaking and writing, as measured by post-training assessments and observation rubrics. Second, it developed the intercultural dimension, fostering cross-cultural understanding, empathy, and adaptability through interaction with foreign lecturers and real-world communication simulations. Students gained firsthand experience in managing tone, politeness, and body language when communicating across cultures, aligning with global communication ethics and etiquette. Third, it reinforced the professional dimension by linking theoretical English learning with practical business applications such as meetings, negotiations, and presentation tasks, preparing students for real workplace scenarios at international standards.

For sustainability and broader impact, several recommendations are proposed. It is important for Politeknik Bisnis Indonesia to continue this international collaboration by integrating English for Global Communication modules into its regular curriculum and community service agenda. Future programs may expand their scope by including online workshops, digital communication labs, and collaborative projects with other international partners. Establishing continuous partnerships with global institutions, professional organizations, and embassies will further enrich students’ exposure to cross-cultural communication and international best practices. Moreover, providing follow-up mentoring sessions—both offline and virtual will ensure continuity of learning outcomes and help participants maintain their communicative competence.

In conclusion, this PKM program demonstrates that internationalized community service can serve as a powerful vehicle for educational innovation and global partnership. By

combining participatory, production-oriented, and intercultural learning models, the initiative has successfully transformed English learning into a dynamic, experience-based process that supports both academic and employability goals. The collaboration between local educators and foreign lecturers established a replicable model for vocational education, positioning Politeknik Bisnis Indonesia as a forward-looking institution committed to nurturing globally competent graduates ready to contribute to the international community with professionalism, empathy, and confidence.

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