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Practice-Based English Language Learning in the Context of English for Legal Services: A Case Study at the Badung District Prosecutor's Office

I Wayan Ana[1]*, A. A. I. Mas Trisnamayuni[2]

[1,2] Faculty of Letters, Universitas Warmadewa, Denpasar, Bali 80239, Indonesia

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ABSTRACT

Foreign interactions demand practical English, yet government training often prioritizes grammar over professional needs. This study aims to describe participants' responses and motivation toward practice-based English learning, compare their engagement with practice-based and grammar-focused instruction, and examine the implementation of English for Legal Services in nonformal education. Using a descriptive qualitative approach with a case study design, the study involved 25 prosecutors and employees of the Badung District Prosecutor's Office who participated in 22 English training sessions organized by Warmadewa University. Data were collected through participant observation, feedback, and document analysis, then analyzed thematically using data reduction, data display, and conclusion drawing. The findings indicate stronger engagement and motivation during task simulations, role-play interactions with foreign nationals, and case-based activities relevant to participants' professional responsibilities. In contrast, explicit grammar instruction, reading materials, and exercises disconnected from practical communication generally received less favorable responses. However, grammar was not rejected; participants responded more positively when grammatical elements were integrated into meaningful communicative activities. These findings highlight learning relevance and practical applicability as important factors influencing adult learners' motivation in professional training. The study concludes that practice-based learning is an appropriate pedagogical approach to English for Legal Services in nonformal education. It recommends designing training around authentic workplace tasks, integrating grammar into communicative practice, and positioning instructors as facilitators who connect learning activities with professional experiences. This approach supports workplace-oriented English communication competence among law enforcement officials.

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* Corresponding Author: ana.wayan@gemail.com
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1. Introduction

Various global dynamics, including globalization, tourism growth, foreign investment, and international cooperation, have increased the mobility of foreign nationals to Indonesia, requiring public service institutions to possess adequate English communication skills. In legal services, English serves not only as a means of communication but also as a strategic instrument for ensuring legal certainty, service transparency, and the protection of foreign nationals' human rights. Limited English proficiency among government officials may undermine public service quality and increase the risk of legal misunderstandings (Hu & McKay, 2012; Kirkpatrick & Lixun, 2020). Accordingly, English language training for law enforcement officials has become an increasingly urgent necessity.

The prosecution service plays a key role in providing professional, accountable, and public-oriented legal services, including services for foreign nationals. In areas with high international tourist arrivals, such as Badung Regency, Bali, interactions between prosecutors and foreign nationals frequently occur in criminal and civil cases and legal consultations. However, English training for prosecutors generally emphasizes explicit grammar instruction rather than actual professional communication needs (Basturkmen, 2019). This condition highlights the need for contextualized and functional English learning aligned with prosecutors' professional responsibilities.

English training for prosecutors falls within nonformal education, known in Indonesia as Pendidikan Luar Sekolah (PLS), which differs from formal education. Participants are generally adult learners with professional experience and specific learning objectives who require practical and applicable instruction. Andragogical principles suggest that adults are more motivated by experiential learning, problem-solving, and authentic tasks than by abstract theoretical materials, such as grammar instruction detached from practical contexts (Knowles et al., 2020). Therefore, English learning approaches that neglect andragogical principles may reduce motivation and training effectiveness.

In response to the need for English language learning oriented toward specific purposes and professional contexts, the English for Specific Purposes (ESP) approach has developed with an emphasis on designing learning materials, methods, and assessment based on learners' actual needs rather than solely on linguistic structures (Anthony, 2018). Within the domain of legal services, *English for Legal Services* requires communicative, situational, and task-based language skills, such as explaining legal procedures, communicating information to foreign clients, and clarifying matters related to a case (Coulthard et al., 2017; Finegan & Lee, 2020; Perkins, 2018; Sumaljag, 2018). Recent studies have demonstrated that practice-based learning approaches, such as role-play, case simulations, and task-based learning, are more effective in enhancing the communicative competence and self-confidence of ESP learners than traditional grammar-focused instruction (East, 2017; Long, 2014).

Several studies have also suggested that adult learners' motivation in ESP contexts is strongly influenced by the relevance of learning materials to their professional responsibilities. Nguyen (2022) found that ESP trainees tended to demonstrate more active participation and higher levels of satisfaction when instruction was designed around authentic workplace practices. Similar findings were reported by (Mudinillah et al., 2024), who emphasized that task-based English language learning can enhance the cognitive and affective engagement of government officials. Nevertheless, most of these studies have been conducted in formal educational or corporate training contexts. Consequently, research

specifically examining the responses and motivation of law enforcement officials within the framework of nonformal education remains relatively limited.

Although research on English for Specific Purposes (ESP) and practice-based English language learning has expanded considerably, several research gaps remain relevant to the focus of this study. First, studies specifically examining English for Legal Services within prosecution institutions, particularly in Indonesia, remain very limited. Second, most ESP research has relied predominantly on quantitative approaches based on test results or questionnaires, whereas qualitative studies that explore trainees' responses, experiences, and motivation in depth remain relatively scarce (Hyland, 2019). Third, the role of instructors who simultaneously serve as insider researchers in law enforcement training has received limited scholarly attention, despite the potential of this position to provide a more comprehensive contextual understanding of the dynamics and processes underlying the learning that takes place.

Building on these research gaps, this study considers it important to examine practice-based English language learning by incorporating the perspectives of both participants and instructors within the context of nonformal education. A descriptive qualitative approach was adopted to capture participants' learning experiences, responses, and motivation comprehensively. By positioning the researcher simultaneously as the instructor, this study seeks to provide a more authentic account of the effectiveness of practice-based learning compared with explicit grammar instruction. This methodological choice is consistent with Creswell and Poth (2018), who argue that qualitative research enables researchers to explore meaning, interaction, and learning processes within particular social contexts in greater depth.

From the perspective of nonformal education, this study has strong practical significance because it provides empirical evidence on the design of English language learning that is aligned with the characteristics of adult learners in workplace settings. The findings are expected to serve as a reference for training providers in developing English language programs that are more contextualized, participatory, and oriented toward improving the quality of public services (Khan et al., 2023). In addition, this study contributes to the development of ESP scholarship in Indonesia by introducing a legal-services perspective, a domain that has received relatively limited attention in the nonformal education (PLS) literature (Kanoksilapatham, 2013).

Based on the foregoing discussion, this study aims to (1) describe participants' responses and motivation toward practice-based English language learning, (2) analyze participants' perceptions of the effectiveness of the practice-based approach compared with grammar-focused instruction, and (3) examine the implementation of English for Legal Services within the context of PLS at the Badung District Prosecutor's Office. Theoretically, this study is expected to enrich the body of scholarship on ESP and andragogy within the field of nonformal education (PLS). Practically, the findings are expected to serve as a reference for instructors, training providers, and policymakers in designing English language training programs that are more effective, relevant, and responsive to the actual needs of law enforcement officials.

2. Method

This study employed a descriptive qualitative approach with a case study design to examine in depth participants' responses and motivation toward practice-based English language learning in the context of English for Legal Services (Yin, 2017). This approach was selected because it enables a comprehensive exploration of learning phenomena within a

nonformal educational setting that occurs naturally and is embedded in a rich social and institutional context (Creswell & Poth, 2018; Merriam & Tisdell, 2016).

The research participants comprised prosecutors and employees of the Badung District Prosecutor's Office who participated in an English language training program organized by Warmadewa University. During the training, the researcher assumed a dual role as both instructor and researcher (insider researcher), thereby engaging directly in the learning process and interactions among participants. This position provided an opportunity to gain a deeper and more contextual understanding of the dynamics of the learning process while maintaining reflexive awareness as an essential principle of qualitative research (Dwyer & Buckle, 2009; Peters-Mazibuko, 2026).

A total of 25 training participants took part in 22 training sessions. Participants were selected using purposive sampling, with the inclusion criteria being active participation throughout the training and involvement in legal service duties requiring direct interaction with foreign nationals. This sampling technique is commonly used in qualitative research because it enables researchers to obtain relevant, focused, and purpose-specific data aligned with the objectives of the study (Etikan et al., 2016).

Data were collected using multiple methods, including participant observation, participant feedback obtained from the evaluation section at the end of each training session, instructor reflection, and document analysis. Participant observation was conducted to monitor participants' levels of engagement, responses, and motivation throughout the implementation of practice-based learning. Participant feedback was used to identify learning materials that participants considered engaging or less relevant, while instructor reflection served to document the researcher's experiences and interpretations of the learning process. The documentation included lesson plans, teaching modules, activity schedules, and training implementation records. The use of multiple data collection techniques was intended to enrich the depth of the information obtained while strengthening source triangulation (Bowen, 2009).

Data were analyzed using a descriptive qualitative approach based on the interactive model of data analysis, which comprises data reduction, data display, and conclusion drawing (Miles et al., 2018). The data were analyzed thematically to identify patterns in participants' responses and motivation toward practice-based English language learning and to compare these patterns with those associated with grammar-focused learning. No inferential statistical analysis was employed because the primary focus of the study was to develop an in-depth understanding of the phenomenon under investigation. Data trustworthiness was maintained through systematic documentation, ongoing reflection, and the use of multiple complementary data sources (Ahmed, 2024; Enworo, 2023; Lincoln & Guba, 1985).

3. Results

This section presents the research findings obtained through participant observation, participant feedback, instructor reflection, and document analysis conducted throughout the implementation of practice-based English language training at the Badung District Prosecutor's Office. The findings focus on participants' responses and motivation, their level of engagement in various learning activities, a comparison of their responses to practice-based learning and grammar-focused instruction, and participants' reflections as documented in their feedback. The data presented are representative and reflect the general patterns emerging from the overall findings of the study.

a. Participants' Responses and Motivation toward Practice-Based Learning

The observation findings indicate that participants responded predominantly positively to the implementation of practice-based English language learning. During activities such as legal service simulations, including role-play interactions with foreign nationals, and task-based language games, participants appeared to be actively engaged in the learning process. This engagement was reflected in voluntary participation, participants' initiative in asking questions, and their willingness to repeat and further develop the communication practices undertaken (Al-Murtadha, 2019).

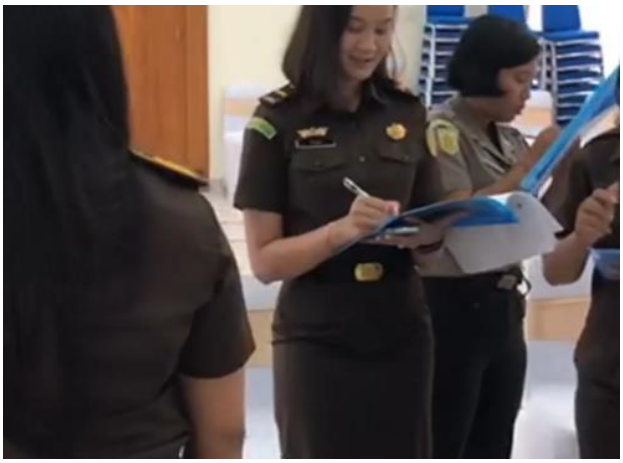


Figure 1. Participants engage in Direct Speaking Practice

Based on the participant feedback data, all 25 training participants indicated that the most appealing learning material was "English language practice directly related to their daily duties" in response to the question regarding the most interesting training material. Conversely, when asked about the least appealing materials, 17 participants identified theory and grammar, explaining that such materials were easily forgotten. In the suggestions section, 15 participants proposed that the training should place greater emphasis on direct English language practice in their daily work contexts, such as answering telephone calls from foreign nationals seeking information, assisting with the pickup and return of detainees, receiving the transfer of cases involving foreign-national defendants, and performing other routine activities.

The instructor's reflections further reinforced these findings, noting that the majority of participants demonstrated increased learning motivation when the instructional materials were directly connected to the duties and workplace situations they encountered. In addition, participants tended to show greater interest in collaborative learning activities than in individual activities that emphasized theoretical aspects. Several participants even explicitly requested additional time for practice and simulations, indicating a high level of interest in the practice-based learning approach.

b. Participants' Engagement in Learning Activities

The participant observation findings also revealed variations in participants' levels of engagement across different types of learning activities. Practice-oriented activities demonstrated higher levels of participation than explicit grammar instruction. A summary of the findings regarding participants' engagement in various learning activities is presented in Table 1.

Table 1. Participants' Level of Engagement in Various Learning Activities

Type of Learning Activity	Level of Participant Engagement	Description of Participants' Responses
Simulation of legal service tasks	High	Active participation, intensive discussion, and enthusiasm
Role-play interaction with foreign nationals	High	Voluntary participation and two-way communication
Task-based language games	High	Positive responses and an interactive learning atmosphere
Case-based discussion	Moderate	Selective participation depending on the complexity of the case
Explicit grammar instruction	Low	Passive responses and declining attention
Reading and answering questions in a legal context	Low	Passive responses and limited attention; participants tended to talk with peers or use their mobile phones
Completing exercises related to the grammar being practiced	Low	Passive responses and limited attention; many participants asked for permission to leave the room

Table 1 indicates that participants demonstrated higher levels of engagement in practice-based and interactive learning activities, particularly simulations of legal service tasks, role-play interactions with foreign nationals, and task-based language games. These activities encouraged active participation, two-way communication, and enthusiasm, suggesting that contextualized language practice can create a more engaging learning environment for English for Legal Services. The use of realistic workplace scenarios also allowed participants to connect learning materials with their professional responsibilities. Furthermore, direct interaction provided opportunities to practice appropriate expressions, respond to communicative situations, and develop confidence in using English. In contrast, explicit grammar instruction, reading activities, and isolated grammar exercises generated lower engagement, as reflected in passive responses and declining attention. Case-based discussions produced moderate engagement, indicating that participation may depend on the complexity of the materials presented. Nevertheless, these activities remain relevant when adapted to participants' occupational needs and supported by interactive learning strategies. These findings suggest that English language instruction for legal service personnel should prioritize practical simulations and authentic communication tasks while integrating grammar and reading activities into relevant professional contexts. However, since the data primarily reflect participants' engagement, further evidence is needed to determine whether these activities directly improve English proficiency and professional communication skills.

c. Participants' Responses to Grammar-Focused Instruction

Based on the observations and instructor reflections, explicitly delivered grammar instruction tended to be less effective in capturing participants' attention. During sessions focused on explaining sentence structures and grammatical rules, some participants appeared passive and demonstrated limited engagement in the discussions. Some participated merely as listeners, without taking the initiative to ask questions or actively engage in the exercises.



Figure 2. Participants learn grammar

Conversely, when grammatical elements were incorporated implicitly into practice-based activities, participants responded more positively. Participants found it easier to understand and apply language structures when grammar was presented as part of their communicative needs during task simulations (Nassaji, 2017). This finding indicates that participants were more receptive to grammar when it was treated as a means of supporting communication rather than as the primary objective of learning.

d. General Patterns in Participants' Responses to the Learning Approach

An analysis of the overall data revealed a consistent pattern: training participants demonstrated higher motivation and greater engagement in learning activities that were contextualized, practical, and relevant to their professional responsibilities. Practice-based learning enabled participants to directly connect their work experiences with the use of English. This pattern was observed consistently throughout the 22 training sessions and was reflected in increased interaction, greater self-confidence, and more active participation during the learning activities.

4. Discussion

This discussion section aims to interpret the research findings by relating them to the research questions formulated in the introduction, while situating the findings within the theoretical frameworks of andragogy, English for Specific Purposes (ESP), and nonformal education. The discussion not only presents what was found but also interprets the meaning of the findings, their implications for professional training practices, and their contribution to the further development of ESP scholarship.

a. Participants' Responses and Motivation from an Andragogical Perspective

The findings indicate that participants in the English for Legal Services training program, comprising prosecutors and prosecution service personnel, demonstrated high levels of response and motivation toward practice-based English language learning. This finding reinforces a central principle of andragogy, which holds that adult learners tend to be oriented toward problem-solving and learning that is relevant to their professional needs (Knowles et al., 2020). In this context, the practice-based approach enabled participants to recognize the immediate relevance of English language learning to their professional duties.

The increase in participants' motivation during simulations, role-play activities, and task-based games indicates that their prior work experience served as a significant learning resource. This finding is consistent with Bierema et al. (2025), who emphasize that adult learners tend to be more motivated when instruction recognizes and utilizes their experiences as primary sources of learning. Thus, the findings reinforce the argument that English language learning for government officials should be grounded in workplace realities rather than in the mastery of decontextualized language structures.

Furthermore, the findings extend the andragogical perspective by demonstrating that participants' motivation was influenced not only by the relevance of the learning materials but also by the design of collaborative and interactive activities. These findings indicate that, within the context of nonformal education, adult learners' motivation is dynamic and shaped by the social interactions that occur throughout the learning process, rather than solely by individual learning objectives.

b. Effectiveness of the Practice-Based Approach Compared with Grammar-Focused Instruction

The findings reveal a clear difference between participants' responses to practice-based learning and explicitly delivered grammar instruction. Grammar-focused instruction tended to result in lower levels of engagement, whereas practice-based learning encouraged higher levels of participation. This finding is consistent with Sato and Loewen (2019), who argue that task-based language learning is more effective in enhancing communicative competence than traditional structural approaches.

Nevertheless, this study does not diminish the role of grammar in English language learning. Rather, the findings demonstrate that grammar becomes more meaningful when implicitly integrated into practice-based activities. This finding supports Ellis' (2016) view that focus on form is more effective when it arises naturally within communicative contexts. In other words, this study proposes a paradigm shift from "grammar instruction" toward "using grammar as a communicative resource (grammar in use)."

In the context of training for government officials, this approach has significant implications. English language learning does not need to eliminate grammatical instruction; instead, the way grammar is presented should be adapted to align with participants' communicative needs. The practice-based approach implemented in this study can be viewed as an adaptation of task-based language teaching that is more contextualized and applicable to nonformal workplace environments.

c. Implementation of English for Legal Services in the Context of PLS

The findings indicate that English for Legal Services can be effectively implemented through a practice-based learning approach within the context of nonformal education. Activities such as legal service simulations, role-play interactions with foreign nationals, and case-based discussions enabled participants to develop language competencies aligned with their professional demands. This finding is consistent with Anthony (2018) and Basturkmen (2015), who emphasize that ESP should be oriented toward learners' specific needs and the contexts in which language is used.

However, this study also demonstrates that the implementation of ESP in professional training has characteristics that differ from those of ESP in formal education. In nonformal settings, learning outcomes are influenced more strongly by methodological flexibility, contextual relevance, and the instructor's role as a learning facilitator rather than as an

instructor focused on a standardized curriculum. This finding contributes to ESP scholarship by positioning nonformal education as a strategic setting for the development of work-oriented language learning.

Theoretically, this study contributes to strengthening the conceptualization of ESP as an approach that is not only adaptable to specific professional domains but also responsive to the characteristics of adult learners and nonformal learning contexts. Thus, ESP should not be narrowly understood as merely "language for a specific profession"; rather, it should be viewed as a pedagogical approach that requires flexibility in instructional design and sensitivity to context.

d. The Researcher's Position as an Insider Researcher and Methodological Implications

The researcher's dual role as both instructor and researcher (insider researcher) enabled an in-depth understanding of the learning process and participant dynamics. The findings indicate that instructor reflection can serve as a rich source of data for understanding participants' responses and motivation within the training context. This finding is consistent with Dwyer and Buckle (2009), who argue that insider research, when conducted reflexively, can enhance the depth of analysis and contextual validity in qualitative research.

Nevertheless, this study also acknowledges the potential subjectivity inherent in the insider position. Therefore, ongoing reflection and the use of multiple data sources were important strategies for maintaining the trustworthiness of the findings. Within the context of nonformal education, this approach is particularly relevant because training programs often involve practitioners who simultaneously serve as learning facilitators

Theoretically, this study reinforces and further refines the understanding of English language learning for adult learners by emphasizing the importance of integrating andragogy, ESP, and practice-based approaches. The findings demonstrate that the effectiveness of language learning in nonformal contexts is determined not only by the content being taught but also by how it is delivered and how closely it is connected to participants' work experiences.

From a practical perspective, the findings have implications for providers of education and training for government officials, as well as English language instructors, in designing programs that are more contextualized and oriented toward authentic workplace tasks. English language training for law enforcement officials should place communicative practice at the core of instruction, while grammar should function as an integrated supporting component. Furthermore, this study opens opportunities for future research to explore the implementation of ESP in other public service institutions using diverse methodological approaches

5. Conclusion

This study was motivated by the low level of adult learners' interest in grammar-focused instruction within English language training for prosecutors, despite the fact that the instructional materials had been developed based on a needs analysis. Based on the findings and discussion presented above, it can be concluded that a practice-based English language learning approach plays a significant role in enhancing participants' responses and learning motivation, particularly in the context of training for law enforcement officials within the domain of nonformal education.

The findings demonstrate that participants in the English for Legal Services training program, comprising prosecutors and prosecution service personnel, exhibited higher levels

of engagement when learning was delivered through task simulations, role-play interactions with foreign nationals, and real-world case-based activities relevant to their professional duties (Nguyen & Oanh, 2025). In contrast, grammar instruction, reading materials, and exercises delivered explicitly and separately from the context of language use tended to elicit lower levels of response. These findings indicate that for adult learners, particularly government officials, the relevance and meaningfulness of learning have a greater influence on learning motivation than the comprehensiveness of language-structure instruction alone.

Nevertheless, the study also found that grammar was not entirely rejected by participants. Rather, grammar was more readily accepted and understood when presented implicitly and integrated into communicative practice activities. Therefore, the principal conclusion of this study is not to eliminate the role of grammar but to position it as a supporting component of communication rather than as the primary objective of learning. This finding reinforces the view that English language learning for adult learners should emphasize the function of language as a means of acting within social and professional contexts.

Within the framework of English for Specific Purposes, this study emphasizes that English for Legal Services cannot be taught generically or in the same manner as General English. ESP instruction in the prosecution service context should be designed around specific workplace needs, contextualized, and directly applicable to the provision of legal services to foreign nationals. Thus, this study provides empirical contributions to the development of ESP beyond formal education, particularly in professional education and training settings and nonformal education (AF et al., 2022).

From the perspective of nonformal education, this study demonstrates that English language training for prosecutors constitutes a complex and highly contextualized form of adult learning. The success of the training is determined not only by the content of the instructional materials but also by the pedagogical approach, the design of learning activities, and the instructor's role as a facilitator. The researcher's position as both instructor and researcher (insider researcher) enabled a deeper understanding of the dynamics of the learning process and strengthened the contextual validity of the research findings.

Overall, this study concludes that practice-based English language learning is a more effective and relevant approach for prosecutors in the context of public services and nonformal education. This approach not only enhances participants' motivation and engagement but also supports the development of communicative competence aligned with their professional demands.

Based on the conclusions of the study, several recommendations can be proposed. First, for providers of education and training for government officials, English language training should be designed with communicative practice at its core. Grammar instruction does not need to be presented separately or allowed to dominate training sessions; rather, it should be integrated contextually into activities based on authentic workplace tasks. In addition, training providers should provide instructors with greater flexibility to adapt instructional materials to classroom dynamics and participants' needs.

Second, for English language instructors working in nonformal education contexts, this study recommends a shift in role from instructor to learning facilitator. Instructors are expected to design activities that are participatory, collaborative, and relevant to participants' work experiences. Participants' professional experiences should also be optimally utilized as learning resources to make the learning process more meaningful and dialogic.

In conclusion, this study emphasizes that English language learning for law enforcement officials cannot be separated from the workplace context, the characteristics of adult learners, and the objectives of public service. A practice-based learning approach in the context of English for Legal Services is not merely a methodological alternative but a relevant and pressing pedagogical necessity for developing nonformal education that is responsive to global demands.

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Conflict of Interest
The authors declare that they have no conflicts of interest of any kind or from any party in relation to the selection of the research project, research design, data collection, analysis or interpretation of the data, preparation of the manuscript, or the decision to publish these findings.

Authors' Contribution
I Wayan Ana: Conceptualization, Data curation, Formal analysis, Funding acquisition, Methodology, Validation Writing – original draft, Writing – review & editing**.**
A. A. I. Mas Trisnamayuni: Formal analysis, Funding acquisition, Investigation, Methodology, Writing – review & editing

Statement of the use of AI
The authors declare that in writing this article they used generative AI to refine the grammar, readability, and language; however, all research outputs and content were reviewed and verified by the authors.

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