



Castledown

 OPEN ACCESS

Intercultural Communication Education

ISSN 2209-1041

<https://www.castledown.com/journals/ice/>

Intercultural Communication Education, 8(1), 102676 (2025)

<https://doi.org/10.29140/ice.v8n1.102676>

Language, Sustainability, and Intercultural Citizenship: Implementing the GLOBE Model in a Disciplinary Learning Context



CLAUDIA ALEJANDRA BORGNIA^a

PEDRO LUIS LUCHINI^b

^aUniversidad Nacional del Centro del Provincia de Buenos Aires/Universidad Nacional de Mar del Plata

^bUniversidad Nacional de Mar del Plata

Abstract

This exploratory case study examined the implementation of the GLOBE pedagogical model in an English for Specific Purposes (ESP) course for veterinary medicine students, and assessed its impact on linguistic competence, interdisciplinary collaboration, sustainability awareness, and intercultural competence. Grounded in systemic functional linguistics, genre-based pedagogy, and interdisciplinary education, the model integrates language learning with sustainability and social engagement. The study was conducted with 51 undergraduate students from a private university in Argentina who were concurrently enrolled in two courses: *Sociology and Community Service* and *English for Specific Purposes (ESP)*. The participants engaged in collaborative work that integrated content and objectives from both courses. Through scaffolded instruction, students developed community service projects and delivered elevator pitches, in which they linked language use to real-world professional and societal challenges. A qualitative analysis of a focus group with three teachers revealed that the model fostered teamwork, interdisciplinary integration, and communicative competence. However, students struggled with linguistic accuracy, oral fluency, and shifting from animal-centered to human-centered sustainability projects. Findings align with research on task-based and interdisciplinary learning, and emphasize the need for structured support in writing, oral performance, and project conceptualization. The study underlines the potential of GLOBE for ESP instruction while identifying areas for refinement, such as increased practice opportunities, targeted feedback, and reflective assessments. Future research should explore its long-term effectiveness in fostering global communication skills and sustainability-oriented professional engagement.

Keywords: Professional language education, interdisciplinary collaboration, education for sustainable development, intercultural citizenship, task-supported learning

Copyright: © 2025 Claudia Alejandra Borgnia & Pedro Luis Luchini. This is an open access article distributed under the terms of the Creative Commons Attribution Non-Commercial 4.0 International License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

Data Availability Statement: All relevant data are within this paper.

Introduction

Higher education faces the challenge of preparing students to operate in multilingual and multicultural environments where linguistic proficiency alone may not suffice. Learners also need to develop intercultural awareness, critical thinking, and a sense of global responsibility. In this context, language education provides a space for fostering intercultural citizenship, where students reflect critically on cultural difference and act as informed, engaged citizens across diverse settings (Porto & Byram, 2015).

The GLOBE pedagogical model addresses these demands through five interrelated dimensions: *Global awareness*, *Linguistic and intercultural competence*, *Opportunities for meaningful interaction*, *Bridging languages and cultures*, and *Experiential learning*. This framework integrates language instruction with interdisciplinary collaboration and sustainability-related objectives. The model promotes communicative ability while also encouraging learners to pursue broader educational goals, in alignment with perspectives that link language education with social engagement and intercultural understanding (Byram, 2021; Deardorff, 2020). GLOBE relies on a genre-based pedagogical approach (Hyland, 2007), which helps students gain control over academic discourse. It also incorporates tasks that require reflection on linguistic diversity and intercultural communication (Kramsch, 2009). Peer collaboration, engagement with real-world problems, and structured opportunities for interaction contribute to students' ability to respond appropriately in diverse sociocultural contexts (Fantini, 2009).

In recent developments, the connection between intercultural communication and sustainability in educational contexts has gained attention. Aleksandrova et al. (2024) emphasize that intercultural communication constitutes a foundational condition for sustainable development, underscoring how cultural dialogue supports broader societal resilience. Nikiforova and Skvortsova (2021) similarly argue that integrating intercultural competence into Education for Sustainable Development (ESD) is essential for preparing students to navigate global challenges with empathy and critical awareness. These perspectives enrich the theoretical foundation of GLOBE by situating it within an emerging body of research advocating for language education that transcends instrumental proficiency to embrace sustainability and interculturality.

This exploratory case study examines the implementation of the GLOBE model in an English for Specific Purposes (ESP) course for veterinary medicine students at a private bilingual university in Argentina. It analyzes how students completed academic writing tasks, delivered oral presentations, and participated in interdisciplinary activities organized around sustainable development themes. The study explores the extent to which the model supports the development of linguistic competence, intercultural sensitivity, and interdisciplinary awareness. Findings from teacher evaluations and student performance inform a series of tentative recommendations for enhancing sustainability-driven, interdisciplinary ESP instruction.

Theoretical and Pedagogical Foundations

The GLOBE model for linguistic and intercultural competence (IC) is grounded in a genre-based approach to language teaching (Martin & Rose, 2008) within the framework of Systemic Functional Linguistics (SFL) (Halliday & Matthiessen, 2014). This framework conceptualizes language as a social semiotic resource, whereby linguistic competence extends beyond grammar acquisition to socially situated practices shaped by cultural and communicative interactions (Christie & Derewianka, 2008). SFL presents grammar as a network of meaning-making choices and enables speakers to fulfill communicative purposes through cohesion, organization, and context-sensitive language use (Schleppegrell, 2020).

Within GLOBE, students develop linguistic skills through structured input and task-based learning (TBL) focused on authentic, goal-oriented communication (Willis & Willis, 2007; Ellis, 2003). Genre-based pedagogy (Feez & Joyce, 1998) equips students to analyze and produce texts across academic, professional, and community contexts. This process promotes metalinguistic awareness and supports context-sensitive, flexible language use. Sequential instruction in genre conventions strengthens students' capacity to construct meaning across disciplines while reinforcing communicative competence and textual accuracy (Moyano, 2017).

The model adopts a comprehensive and interdisciplinary approach, integrating linguistics, education, sustainability, and veterinary science. Interdisciplinary education enhances cognitive flexibility, critical thinking, and real-world problem solving by encouraging students to synthesize and apply knowledge across domains (Repko & Szostak, 2021; Santaolalla et al., 2020). Research shows that this integration supports learners in addressing complex global challenges, appreciating diverse perspectives, and applying knowledge meaningfully (Klein, 2020; Mulder, 2012). GLOBE incorporates principles from Education for Sustainable Development (ESD) and seeks to develop core competencies for addressing global issues such as biodiversity loss, climate change, linguistic diversity, and ethical engagement (UNESCO, 2021b).

Recent scholarship highlights the importance of language education in preparing veterinary medicine students for the communicative demands of professional practice and international collaboration. Effective communication contributes to diagnostic accuracy, treatment adherence, the management of sensitive interactions with clients, and collaboration within interdisciplinary teams (Barrett et al., 2010; Frey, 2023; Gibbs, 2014). The ability to adjust register and terminology for diverse audiences—including both specialists and laypersons—has become essential. The internationalization of veterinary medicine increases the relevance of linguistic and IC. Under the One Health framework, veterinarians must work across cultures and disciplines to address issues such as zoonoses, climate change, and food security. This evolution compels veterinary education to foster IC alongside clinical expertise. Scholars emphasize that effective collaboration requires mutual understanding, which depends on training in both technical language and intercultural awareness (Vargas-Bello-Pérez & Hernández-Castellano, 2019).

Despite these goals, challenges remain. In many non-English-speaking contexts, a gap persists between English-medium instruction and local clinical practice. Students must translate specialized knowledge into locally meaningful discourse and manage diverse sociolinguistic realities. In multilingual settings, these gaps may hinder communication between professionals and clients, as well as across disciplines and institutions. Research from Hong Kong indicates that language barriers in veterinary consultations can compromise diagnostic outcomes and client satisfaction, reinforcing the need for pedagogically integrated communication training (Pun, 2021; Pun & Onder-Ozdemir, 2023).

Efforts to globalize veterinary education in Latin America increasingly emphasize IC as a core aspect of professional preparation. Vargas-Bello-Pérez and Hernández-Castellano (2019) advocate for culturally responsive pedagogy and international collaboration, while Maud et al. (2012) propose training veterinary students as global citizens, equipped to address health challenges through interdisciplinary cooperation. This vision echoes the principles of transformative education and reinforces the need to integrate linguistic and intercultural development into veterinary curricula. Communication, adaptability, and interdisciplinary collaboration have emerged as essential competencies for the 21st-century veterinary profession (National Research Council, 2013). These priorities support the use of pedagogical models such as GLOBE.

The GLOBE model includes the use of text models as exemplars for language production, grounded in SFL's concepts of register and discourse structure (Hyland, 2007). Learners analyze authentic multimodal texts to examine how language functions across genres to construct social meaning. This process emphasizes the sociocultural and ideological dimensions of discourse (Fairclough, 2010; Paltridge, 2013). Language education thus becomes a vehicle for civic participation, as students engage with texts addressing issues such as linguistic rights, sustainability, and gender violence.

Metacognitive strategies and critical thinking serve as essential components of the GLOBE model. Reflection tasks and guided feedback help students monitor progress, identify gaps, and revise strategies (Benson, 2011). These strategies encourage self-regulation and long-term autonomy (Zimmerman & Schunk, 2011). Inquiry-based tasks that integrate text analysis with real-world problem solving enable students to evaluate language in social contexts and develop ethical reasoning (Kuhn, 2019; Jonassen, 2011).

IC functions as a core principle within the GLOBE model and reflects contemporary thinking on language education as a catalyst for global engagement and mutual understanding (Byram, 2021). Learners may develop intercultural sensitivity through exposure to multimodal resources, case studies, industry-specific texts, and culturally diverse perspectives. Kramsch (2009) emphasizes that such experiences encourage cross-cultural awareness and communicative adaptability. Díaz and Moore (2019) advocate for critical reflection and dialogic interaction to transcend static views of culture. These principles are embedded in the GLOBE design. Dasli and Díaz (2017) further call for an intercultural pedagogy that views language education as a space for ethical inquiry and social justice.

Porto and Byram (2015) propose that language classrooms serve as spaces for developing intercultural citizenship. This perspective invites learners to reflect on cultural diversity and participate in democratic and civic life. GLOBE promotes this dimension by engaging students in community-based projects and global initiatives through purposeful language use. In this way, the model supports the principles of transformative education, positioning language learning as a means of contributing to social responsibility (Deardorff, 2020).

The GLOBE model also responds to the United Nations' Sustainable Development Goals (UNESCO, 2021a), embedding sustainability and civic engagement into language instruction. Project-based activities encourage students to create multilingual resources, lead awareness campaigns, and support initiatives related to biodiversity, health, and equity. GLOBE positions language as a tool for ethical global action (Burns & Richards, 2018), supporting linguistic development, intercultural understanding, and civic responsibility.

In this regard, recent scholarship has emphasized the growing connection between intercultural communication and sustainable development. Aleksandrova et al. (2024), for instance, argue that intercultural competence is a prerequisite for sustainability and highlight its role in promoting inclusive dialogue, mutual understanding, and ethical engagement in diverse societies. These findings reinforce the view that language education, when grounded in intercultural reflection and meaningful action, may serve as a catalyst for global responsibility and professional preparedness across disciplines.

Integrated Language Learning Framework of the Globe Model

Table 1 presents a tentative pedagogical sequence for the GLOBE model, organized into five stages that initiate with exposure to authentic input and global themes. Each subsequent stage builds on the previous one through collaborative problem-solving, reflection, refinement, and project-based production, all aimed at fostering linguistic competence and intercultural awareness.

Table 1 *Stages of the Globe Model*

Stage	Objective	Process
Stage 1: Comprehensible input	Expose students to authentic language use and sustainability themes.	– Engage with multimodal input (texts, videos, interviews, etc.) tied to UN sustainability goals, linguistic diversity, and citizenship. – Use model texts to highlight structure and linguistic features. – Focus on implicit understanding.
Stage 2: Problem-solving task	Encourage language use and critical thinking on sustainability and linguistic diversity.	– Solve real-world tasks in groups using existing knowledge. – Explore meaning, even if linguistic rules are ignored. – Reflect on multicultural and responsible citizenship perspectives.
Stage 3: Feedback & reflection	Identify gaps, develop metalinguistic awareness, and provide scaffolding.	– Present findings to peers and the teacher. – Receive feedback on language, content and sustainability issues. – Explicit instruction on linguistic structures, diversity, and citizenship principles. – Promote metalinguistic and cultural awareness.
Stage 4: Revision & refinement	Improve language accuracy and conceptual understanding.	– Revise based on feedback. – Assess understanding of linguistic and intercultural elements. – If needed, receive further instruction before moving to production.
Stage 5: Project-based production	Create structured oral or written texts integrating learned content.	– Follow the model text's structure. – Apply linguistic, intercultural, and metalinguistic insights. – Receive ongoing feedback and refine through drafts. – Demonstrate fluency and IC.

Note. Authors' own work.

This model ensures a balanced development of linguistic and IC, aligning with sustainability education and real-world communication needs. By guiding students through progressively complex tasks, from implicit comprehension to explicit production, it fosters meaningful engagement with language and culture while reinforcing responsible global citizenship.

Research Questions

The following research questions guided this exploratory case study:

- RQ1: How do teachers perceive the effectiveness of the GLOBE pedagogical model in supporting students' development of linguistic competence (both written and oral) in an ESP context?
- RQ2: What challenges do teachers identify in students' attempts to apply the GLOBE model to interdisciplinary, socially oriented projects, and what kinds of support do they consider necessary to address these challenges?
- RQ3: How do teachers perceive the contribution of the GLOBE model to students' intercultural competence, sustainability awareness, and collaborative problem-solving in a disciplinary-specific language learning environment?

Method

Research Design and Rationale

Methodologically, this study follows a qualitative exploratory case study design (Yin, 2018), as it seeks to understand in depth how the GLOBE model was implemented and perceived by instructors in a specific institutional and disciplinary context. A case study approach is particularly suitable for examining complex educational interventions in their natural setting, as it enables a holistic and context-sensitive exploration of how pedagogical models function in practice (Stake, 1995). In this case, the design allows the researchers to investigate how the GLOBE model shaped language instruction, interdisciplinary collaboration, and sustainability education within an ESP course for veterinary medicine students at a private university in Argentina. The study relies on interpretative analysis of teacher perceptions gathered through a focus group, aiming to identify emerging themes and pedagogical insights.

Context and Participants

This exploratory case study was conducted within the *Sociología y Servicio Comunitario* (Sociology and Community Service, SCS) course and an *English for Specific Purposes* (ESP) course. These courses are taught during the second semester of the first year of the veterinary medicine program at a private university in Argentina. Although each course has its own disciplinary objectives, they are taught simultaneously and follow an integrative approach, working collaboratively to develop content and skills related to linguistic competence, veterinary medicine fundamentals, and the broader social impact of veterinary practices. This approach extends beyond traditional disciplinary boundaries to address key societal issues such as sustainability, linguistic diversity, IC, and responsible citizenship.

The SCS course, which is taught in Spanish, meets three times a week for two-hour sessions, while the ESP course meets twice a week for two-hour sessions each. The ESP course is a multilevel class, as students enter with varying levels of English proficiency. Before enrolling in this course, students must first complete and pass a general English course taught in the first semester as an academic prerequisite. The required proficiency level for this prerequisite course is equivalent to A1 according to the Common European Framework of Reference for Languages (CEFR). Once they pass this general English course, students are eligible to enroll in the ESP course. In the ESP course, through integrative project-based work and sustained instruction throughout the semester, students are expected to gradually progress and reach an A2/B1 proficiency level, as defined by the CEFR. The study involved 51 university students (mean age: 18–23 years) enrolled in the second semester of the academic year.

Data Collection

Data for this qualitative exploratory case study were collected through a focus group interview with three teachers: one responsible for the SCS course, another for the ESP course, and the third, an English teacher and SDC member who is also a co-author of this study. The focus group aimed to explore their evaluation of the effectiveness of the GLOBE model for teaching ESP in this particular context. The semi-structured discussion, conducted by an experienced researcher, lasted approximately 45 minutes. The conversation was audio-recorded and later transcribed for qualitative analysis. All participants were informed about the purpose and scope of the study, and their voluntary participation was secured through signed informed consent forms.

The decision to collect data exclusively from teachers was based on two considerations. First, teachers were in a privileged position to observe students' performance across tasks and evaluate how linguistic, intercultural, and sustainability-related objectives were integrated in classroom practice. Their professional insights offered a comprehensive account of how the GLOBE model operated in

this setting. Second, given the exploratory nature of the study, the research design prioritized a focused and coherent dataset. Student perspectives would certainly enrich future studies, but this initial phase sought to capture the perceptions of those responsible for the model's implementation.

Data Analysis

The transcription of the focus group was processed using ATLAS.ti qualitative data analysis software (ATLAS.ti, 2023). The analysis followed a predominantly inductive approach, in line with thematic analysis procedures. Codes were generated directly from the data rather than imposed a priori, which allowed the categories to emerge from recurring patterns in the teachers' accounts. These categories captured their evaluations of the GLOBE model in terms of linguistic competence, intercultural development, sustainability awareness, and interdisciplinary collaboration.

At the same time, the process was not entirely inductive. The initial coding was guided by broad dimensions drawn from the research questions (e.g., "linguistic competence," "sustainability," "intercultural competence"), but the refinement and expansion of categories were driven by the data themselves. This combination of deductive framing and inductive coding ensured that the analysis remained both theoretically informed and open to emergent themes. Through ongoing comparison and refinement, the categories were consolidated into higher-order themes that informed the discussion of findings and pedagogical implications.

Integration of Sustainability and the GLOBE Framework

The *Sustainable Development Commission* (SDC), a department within the same school, aims to integrate a transversal approach to sustainable development by supporting teaching, research, extension, and management initiatives that respond to regional needs. One of the authors, as a member of the commission, collaborated with the VSAC course to implement GLOBE, aligning the course's community service component with sustainability-focused pedagogical practices.

Instructional Design and Assessment Structure

Throughout the course, students engaged in a scaffolded learning process and concluded with a term assessment in which they developed and presented a written community service project with a social impact. Their proposals addressed issues affecting underserved communities and expanded the traditional veterinary focus to encompass broader societal benefits while maintaining relevance to animal-related concerns.

The staged framework of the model structured individual and collaborative project development, while integrating conceptualization, academic writing, and oral communication. Students drafted initial proposals, later refining them in groups using a standardized model for social impact projects and developing elevator pitch presentations. Faculty provided continuous mentorship and guided students to define objectives, assess applicability, and ensure proposal specificity.

Linguistically, the process emphasized modal verbs for articulating project goals and feasibility assessments. Students also analyzed the SDGs, linking sustainability principles to the specific, current competences expected from veterinary medicine professionals.

Expert Involvement and Interdisciplinary Learning

To foster an interdisciplinary perspective, the SDC integrated expert talks from external professionals and faculty members. Thus, students were exposed to real-world applications of sustainability principles. Notably, an engineer -specialized in rural road infrastructure- presented a case study on a community

service project in which he connected rural areas to urban centers. Following this session, students analyzed how the project aligned with the United Nations SDGs and reflected on its implications for veterinary practices.

Final Presentation and Competition

Toward the end of the semester, students transitioned to the oral presentation stage, whereby they finalized their community service project proposals and delivered elevator pitches, a concise format used to *sell* their project ideas to potential sponsors or stakeholders. The final assessment involved a formal competition, in which student groups presented their projects to a jury comprising faculty members, academic authorities, and invited experts. The highest-scoring teams received awards, a fact that reinforced the professional and real-world relevance of the task.

The Instructional Process: Overview of Stages and Pedagogical Focus

To provide a clearer understanding of the instructional process, in the next section, we present a comprehensive description of each stage of the course, in which we outline the tasks students completed and their pedagogical focus.

Staged Task-Sequence Using the Globe

Comprehensible Input in Real-Life Cultural Contexts

The aim of this first stage is to expose students to a written community project proposal and a video elevator pitch at a B1/B2 level to ensure accessibility and comprehension. Input may relate to one or more of the following themes: language diversity, IC, responsible citizenship, and/or sustainability goals. At this stage, students focus only on meaning, without analyzing linguistic structures or text organization. This stage is described in Table 2:

Table 2 *Stage 1 Process Overview*

Step	Task	Focus
1. Exposure to the written proposal	Students read an authentic or adapted community service course proposal.	– Understand the purpose of the proposal. - Identify the target audience and the main goals. - Discuss the real-world relevance of the proposed course in connection to one or more of the themes.
2. Exposure to the elevator pitch video	Students watch a structured elevator pitch that presents a professional or academic project.	– Identify the main idea and persuasive elements. - Recognize the intended audience and purpose. - Observe how the speaker conveys ideas effectively in a short timeframe.
3. Guided comprehension activities	Students engage in structured activities before, during, and after reading/watching the input.	– Before reading/watching: Predict content based on titles, visuals, and key phrases. - During reading/listening: Answer meaning-focused questions (e.g., <i>What problem does this proposal/pitch address? Who benefits from it?</i>). - After reading/watching: Group discussion on how these formats (proposal & pitch) serve different communicative purposes.
4. Reflection task	Students write a short reflection to analyze their comprehension of the materials.	– What is the main message of the proposal and the pitch? - How do the written and spoken formats differ in conveying ideas? - How do these formats relate to professional or academic communication? - How does this proposal or pitch connect to one or more of the four themes (language diversity, IC, responsible citizenship).

Note. Authors' own work.

Problem-solving Task

The objective of this second stage is to encourage active language use and critical thinking as students collaboratively draft their own community service course proposal and develop a draft of an accompanying elevator pitch. The task may integrate one or more aspects of sustainability, linguistic diversity, IC, interdisciplinarity, and responsible citizenship. Table 3 provides an overview of this stage:

Table 3 *Stage 2 Process Overview*

Step	Task	Focus
1. Task introduction	Students are assigned the task of drafting an original community service course proposal, including an oral and written draft of an elevator pitch. The course should be relevant to the Veterinary Science field and beneficial to the community.	– Understand the purpose and audience of a community service course proposal. - Identify key challenges and solutions within their chosen topic. - Ensure alignment with at least one SDG, if applicable.
2. Course proposal development	Students work in groups to draft their proposal, including: - Problem statement - Proposed solution - Connection to SDGs (if applicable) - Target audience - Integration of Veterinary Science and sustainability	– Encourage active negotiation of meaning. - Use modal verbs to articulate obligations and possibilities (e.g., <i>must</i> , <i>should</i> , <i>could</i> , <i>might</i>). - Recognize potential infringements on sustainability regulations or linguistic norms.
3. Elevator pitch preparation (draft mode)	Students prepare both a written and oral draft of an elevator pitch to present their community service course proposal concisely and persuasively.	– Structure the pitch effectively (Introduction, Key Message, Call to Action). - Develop confidence in oral and written communication. - Experiment with persuasive (modalized) language, even if linguistic accuracy is not yet fully developed.
4. Presentation & teacher feedback	Groups present their draft of the community service course proposal and elevator pitch to the class and receive teacher and peer feedback.	– Discuss how different perspectives influenced their proposal. - Reflect on linguistic and conceptual challenges they encountered. - Identify gaps in language accuracy (e.g., modal verb misuse) for later refinement. - If necessary, the teacher provides further explanations of key rules/concepts based on observed difficulties.

Note. Authors' own work.

Peer and Teacher Feedback & Rule Clarification, Reflection, and Metalinguistic Awareness Development

The aim of the third stage, as shown in Table 4, is to develop students' reflection skills and metalinguistic awareness while providing linguistic and content-based scaffolding to address gaps in their solutions.

Table 4 *Stage 3 Process Overview*

Step	Task	Focus
1. Presentation & Peer Feedback	Students present their community service course proposal and elevator pitch to their peers.	– Engage in critical reflection on their own and others' ideas. - Identify strengths and areas for improvement. - Provide peer feedback based on clarity, persuasiveness, and coherence.

(Continued)

Step	Task	Focus
2. Teacher Feedback & Identification of Gaps	The teacher provides linguistic and content-based feedback on students' proposals and pitches.	– Highlight linguistic inaccuracies (e.g., modal verbs, coherence issues). - Address misconceptions about sustainability, IC, linguistic diversity, and responsible citizenship. - Guide students toward more accurate language use.
3. Explicit Instruction on Key Areas	The teacher delivers focused instruction on areas requiring clarification, based on students' production.	– Teach target linguistic forms (e.g., modal verbs in academic discourse). - Explain schematic structures of community service projects (genre analysis). - Clarify SDGs, intercultural considerations, and other relevant concepts. - Encourage critical engagement with cultural and linguistic diversity.
4. Metalinguistic and Conceptual Reflection	Students engage in guided reflection activities to consolidate their learning.	– Compare their initial drafts to the refined versions. - Reflect on how linguistic structures and conceptual clarity improve communication. - Discuss how awareness of IC, sustainability and linguistic diversity may influence their work.

Note. Authors' own work.

Reformulation and Refinement

The fourth stage, as described in depth in Table 5, aims to enhance language accuracy and conceptual understanding through guided revision and targeted reinforcement, while transitioning from written to oral production for persuasive, time-bound delivery.

Table 5 *Stage 4 Process Overview*

Step	Task	Focus
1. Final revision of written proposal (draft 2)	Students refine their community service course proposal based on teacher and peer feedback.	– Apply linguistic corrections (e.g., modal verbs, coherence, clarity). - Adjust content for greater alignment with sustainability, IC, and linguistic diversity principles. - Strengthen persuasiveness and clarity in writing.
2. Elevator pitch planning & self-assessment	Students convert their written proposal into a short persuasive speech.	– Structure the speech using models from Stage 1. - Practice timing the speech and self-assess the use of persuasive verbs and clarity of speech.
3. Peer assessment of practice pitches	Students deliver practice pitches in small groups and receive structured peer feedback.	– Evaluate clarity & engagement. - Assess time management. - Strengthen persuasiveness and argument strength.
4. Teacher assessment of internalization	Teacher evaluates students' level of internalization of linguistic and intercultural elements.	– Identify remaining language accuracy issues. - Assess depth of reflection on linguistic and conceptual elements. - Determine if students have achieved metalinguistic and cultural awareness at the required level.
5. Additional explanations & focused exercises (if needed)	If students show gaps in understanding, the teacher provides further targeted instruction and practice.	– Reinforce linguistic structures (e.g., modal verbs, genre conventions). - Use controlled exercises to solidify learning. - Provide additional input on sustainability, linguistic policies, and IC if conceptual gaps persist.
6. Approval for Final Production	If students demonstrate sufficient understanding, they move to the final production stage.	– Confirm readiness for polished final delivery. - Ensure integration of linguistic accuracy and conceptual depth. - Prepare students for formal presentation and final assessment.

Project-based Text Production & Final Presentation

The purpose of stage five is to enable students to develop and present collaboratively their written and oral community service course proposals, and in so doing integrate linguistic, IC, and sustainability-related competencies. For more information, see Table 6 below:

Table 6 *Stage 5 process overview*

Step	Task	Focus
1. Final submission of written proposal	Teams submit their polished community service course proposal.	– Ensure coherence, accuracy, and appropriate schematic structure. – Demonstrate use of linguistic target forms (e.g., modal verbs). – Reflect content-based insights from sustainability, linguistic diversity, and IC.
2. Elevator pitch competition	Each team delivers a timed pitch to a jury of faculty members, academic authorities, and invited experts.	– Apply persuasiveness and clarity in oral communication. – Demonstrate confidence and fluency in delivery. – Manage time effectively within the pitch format. – Show precise use of modal verbs and persuasive language.
3. Expert evaluation & proposal selection	Guest specialists and faculty assess students' presentations and community service course proposals.	– Provide expert feedback on feasibility and impact. – Evaluate linguistic accuracy, clarity, and alignment with real-world needs (see Tables 7 & 8 in Appendix A: assessment rubric). – Recognize top-performing teams with awards to highlight professional achievement.

Together, Tables 2 through 6 describe how each stage in the GLOBE model aligns with its corresponding pedagogical aim. The sequence begins with students' exposure to authentic multimodal input (Stage 1), followed by problem-solving tasks (Stage 2), metalinguistic reflection and feedback (Stage 3), revision and refinement (Stage 4), and concludes with the production and presentation of socially impactful projects (Stage 5). Each table offers a thorough overview of the instructional goals, activities, and intended outcomes at each phase of the process. This structure allows educators to plan instruction with clarity and supports students as they develop linguistic, intercultural, and sustainability-related competencies through a purposeful and coherent progression of tasks.

Findings

The main themes that emerged from the indo-deductive qualitative analysis included linguistic challenges in writing and speaking, oral performance and time constraints, teamwork and peer support, challenges in shifting focus from animals to social impact, understanding the real-world application of projects, and interdisciplinary collaboration and diversity awareness.

Linguistic Challenges in Writing and Speaking

The project provided students with valuable opportunities to refine their academic writing and public speaking skills in a meaningful, real-world context. Teachers noted that many students demonstrated creativity and critical thinking in developing their proposals and showed a strong commitment to their chosen topics. In this respect, the SCS teacher added, *"It was encouraging to see students engage deeply with their projects. Some displayed remarkable creativity in their proposals, and their passion for the topics was evident."* However, some students also faced significant difficulties in the written

component of the project, particularly in structuring their objectives clearly and adhering to academic conventions when drafting their community service proposals. They struggled with grammatical accuracy, spelling, punctuation, and writing complete and formally structured sentences. These difficulties were evident in their inability to consistently follow genre conventions and effectively express their ideas in written form. With regard to this, the teacher from the ESP course remarked, *“Students found it difficult to structure their objectives correctly and struggled with spelling and grammar. Writing in full sentences was a challenge for many.”* In the oral component, many students also encountered fluency and confidence issues. While some managed to deliver strong and well-structured presentations, others hesitated, struggled with nervousness, or had difficulty expressing their ideas clearly. A notable issue was that some students assumed very limited speaking roles, which prevented them from fully exhibiting their skills. According to the teacher from the ESP course, *“Some students exceeded expectations, delivering impressive elevator pitches with confidence. Others, however, struggled with fluency and needed more time to practice.”*

Oral Performance and Time Constraints

One linguistic aspect that stood out in the oral presentations was the use of modals for persuasion. Some students successfully incorporated expressions, such as *“we should consider,” “this could greatly benefit the community,”* and *“it must be addressed,”* which showed an awareness of how language can be used to strengthen arguments. However, others struggled to use modals effectively and relied instead on more general or less persuasive phrasing. The teacher of the course noted, *“Many students showed a good grasp of how modals can add weight to their arguments, but some had difficulty integrating them naturally into their speech.”* Another key concern raised in the discussion was the limited time available for students to practice their oral presentations. Several students mentioned that they needed more rehearsal opportunities to refine their delivery and build confidence when presenting their elevator pitches. While some students managed to communicate clearly and persuasively, others struggled with speech clarity and nervousness when speaking in front of an audience. The teacher from the ESP course noted, *“Some students really needed more time to practice. They said it themselves: if they had had a bit more preparation, they could have performed much better.”* Last, some students reported facing serious difficulty in adjusting to the form and function of the elevator pitch as they had never been exposed nor required to produce one before taking the course. As the ESP teacher expressed, *“although students were familiar with conventional academic presentations, most if not all found the new genre an additional source of challenge given the lack of familiarity with the form and conventions of the pitches.”*

Teamwork and Peer Support

Despite the individual difficulties some students faced, their ability to work collaboratively and support each other was a significant strength observed during the project. Students engaged in teamwork effectively. They helped their peers overcome nervousness during the oral presentation stage. When a speaker hesitated, their group members provided cues or assisted them in continuing their speech, which reinforced the collaborative nature of the task. The instructor from the SCS course highlighted this aspect, stating, *“Even when some students hesitated, their peers stepped in to help them continue, which showed excellent teamwork and collaboration.”*

Challenges in Shifting Focus from Animals to Social Impact

One of the greatest conceptual challenges students faced was shifting the focus of their projects from veterinary and animal-related concerns to broader social impact. Given that students in the veterinary medicine program are accustomed to centering their work on animals, it was difficult for them to design

projects that emphasize human-centered sustainability efforts. Both SCS and SDC teachers agreed that students initially struggled to detach themselves from their field's traditional focus and had difficulty conceptualizing initiatives that addressed social issues beyond direct animal care. The teacher from the SCS course highlighted, *"Shifting the focus to social impact was difficult for students. They are used to thinking about veterinary issues, so considering human-centered sustainability projects took some adjustment."*

Understanding the Real-World Application of their Projects

One positive aspect observed during the project was the students' ability to generate creative and ambitious ideas, which demonstrated engagement with the topics and a willingness to think beyond conventional approaches. Many students showed strong critical thinking skills when conceptualizing their projects, proposing innovative solutions to real-world problems. The SCS course teacher highlighted that, *"It was encouraging to see students thinking critically and creatively. Some of their ideas were truly insightful and showed a deep understanding of the issues they wanted to address."* However, a significant challenge was connecting these project objectives to tangible, real-world applications. While students successfully developed theoretical ideas, some struggled to formulate concrete, actionable steps that could realistically be implemented. Teachers noted that students often presented broad or abstract goals without detailing how they could be executed in practice. The instructor from the SDC emphasized this, stating, *"Students had trouble making their project goals realistic. They struggled to translate theoretical ideas into practical, real-world and local applications,"* which was surprising given that this issue had been explicitly discussed and addressed in previous feedback sessions.

Interdisciplinary Collaboration and Diversity Awareness

One of the strengths of the project was that it encouraged students to work with peers outside their usual social groups, a fact that contributed to foster interdisciplinary collaboration across different orientations within the veterinary medicine program. Through the project, students engaged with topics related to sustainability, IC, and community service, which expanded their understanding of their professional responsibilities in a diverse world. The teacher from the SCS noted that the experience pushed students to collaborate beyond their comfort zones, and stated, *"One of the goals was for students to work with different classmates, not just their close friends, and this really helped them develop a sense of teamwork and diversity awareness."*

The findings from the focus group discussion emphasize both the strengths and challenges of implementing the GLOBE model in an ESP context. While the model was effective in fostering teamwork, interdisciplinary collaboration, and real-world application of language skills, students faced some challenges in written accuracy, oral fluency, and conceptualizing projects with clear social impact. Teachers emphasized that additional support in academic writing, structured oral practice, and explicit guidance on interdisciplinary connections could enhance the model's effectiveness in future implementations.

Discussion

Drawing on teachers' perceptions, this case study evaluated the GLOBE pedagogical model in an ESP context in terms of its perceived impact on linguistic competence, interdisciplinary collaboration, sustainability awareness, and IC. The findings highlight the model's contributions and areas for refinement.

Teachers in this study perceived that GLOBE improved students' writing by reinforcing academic and professional genre conventions, aligning with research on explicit instruction in text structures (Hyland, 2007; Martin & Rose, 2008). Text modeling, scaffolding, and feedback helped students grasp disciplinary writing (Feez & Joyce, 1998; Benites & López, 2021). However, grammatical accuracy, formal register, and organization remained challenges, all aspects that indicated a need for more targeted feedback and peer review (Paltridge, 2013; Strelchonok & Golovatskaya, 2023).

In speaking, task-based instruction enhanced engagement in elevator pitch presentations and improved accuracy, particularly in the use of modality verbs. This finding aligns with studies that show that authentic communication enhances both fluency and accuracy (Ellis, 2003; Willis & Willis, 2007). Structured speaking tasks have also been found to reduce anxiety and promote fluency (MacIntyre & Gregersen, 2012; Sokolova & Petrova, 2021). Teachers observed, for example, that several students successfully incorporated modal verbs ("could," "should," "must") to strengthen the persuasiveness of their proposals, while others attempted to adapt their intonation and pacing to convey greater confidence. At the same time, they noted that a number of students remained hesitant, limiting their spoken contribution to brief segments or relying heavily on notes. Results from this case study indicated that fluency issues persisted due to limited practice time, a fact that reinforces research that suggests that sustained oral exposure strengthens proficiency (Derwing & Munro, 2015). Increasing structured rehearsals and incorporating reflective self-assessments could further support students' oral development.

The model also fostered interdisciplinary collaboration as it encouraged students to engage beyond their peer groups. Research confirms that interdisciplinary learning enhances cognitive flexibility and problem-solving skills (Repko & Szostak, 2021; Newell, 2018). Collaborative learning promotes engagement and synthesis of diverse knowledge (Klein, 2020; Fernández & García, 2022). However, teachers observed that translating theoretical knowledge into actionable projects was challenging. Students struggled to shift from animal to human-centered impact, and this reflected resistance in transitioning from discipline-specific to broader frameworks (Jonassen, 2011; Mezirow, 2000). Case studies and structured guidance on problem-solving could facilitate this shift.

Sustainability education was effectively embedded and aligned with frameworks that advocate real-world engagement (UNESCO, 2021a; Sterling, 2010). Students designed projects in which they integrated sustainability and professional practice, which reinforce research on applied sustainability education (Burns & Richards, 2018). Teachers noted, for example, that some groups connected veterinary issues with broader environmental themes, such as linking animal health to biodiversity loss or considering the impact of food production systems on climate change. Others emphasized responsible community practices, proposing outreach initiatives on waste management or zoonotic disease prevention. However, operationalizing sustainability concepts into concrete initiatives proved difficult, as several projects remained too abstract or general and lacked feasible steps for implementation. This challenge mirrors findings that structured frameworks help bridge theory and practice. Community-based learning and mentorship programs could enhance project viability.

The model strengthened IC by exposing students to diverse perspectives, consistent with research on experiential learning and critical reflection (Byram, 2021; Kramsch, 2009; Deardorff, 2020). Collaborative tasks fostered adaptability and negotiation skills essential for global communication. Teachers highlighted, for instance, that group work on sustainability projects encouraged students to consider viewpoints outside their own disciplinary focus, such as linking animal health to human and environmental concerns. They also noted that peer exchanges in elevator pitch rehearsals revealed different ways of framing arguments depending on cultural references and audience expectations. In addition, teachers pointed out that in some presentations students made explicit attempts to adapt their language

and tone depending on whether the audience was imagined as academic peers, professionals, or members of the broader community, which they interpreted as signs of emerging intercultural sensitivity. However, teachers also noted that the study lacked direct measures of students' perceptions of intercultural learning, which limited the scope of the conclusions. Reflection tasks and self-assessments could provide deeper insights and thus align with research that suggests that structured reflection enhances awareness of linguistic diversity and global issues (Fantini, 2009; Benites & López, 2021).

Furthermore, the findings reflect the work of Aleksandrova et al. (2024), who conceptualize intercultural competence as a prerequisite for sustainable development. This underlines the idea that IC is not only relevant to global communication but also essential for fostering inclusive dialogue, supporting ethical decision-making, and enabling long-term civic responsibility. In this regard, the integration of IC and sustainability within the GLOBE model gains both theoretical and practical relevance, as it corresponds with global educational frameworks that aim to prepare globally responsible professionals capable of addressing complex, transdisciplinary challenges through ethical responses.

By integrating structured feedback, interdisciplinary case studies, and sustainability-focused mentoring, the GLOBE model can further support ESP learners' academic, professional, and intercultural skills. This approach is aligned with Dasli and Díaz' (2017) call for a critical intercultural pedagogy that positions language education as a site of ethical inquiry and social transformation, moving beyond surface-level cultural awareness toward deeper reflective engagement. Similarly, Díaz and Moore (2019) emphasize the importance of dialogic engagement with cultural meanings in higher education, a perspective that enriches the GLOBE model's focus on IC and socially responsible citizenship. Future research should incorporate longitudinal assessments to evaluate its long-term impact and provide a more comprehensive analysis of students' progress over time. The use of pre- and post-test techniques could generate measurable data on skill development, facilitate the identification of specific areas for improvement, and determine the effectiveness of different instructional strategies. This approach could not only measure linguistic and IC growth but also assess the sustainability of learning outcomes beyond the course duration.

Implications and Recommendations for Future Implementation

The findings suggest several pedagogical implications for enhancing the effectiveness of the GLOBE model in ESP instruction. First, more explicit instruction in academic writing and oral presentation strategies is needed to address the linguistic challenges students encountered. Integrating genre-based writing workshops and providing structured feedback on oral performance could help students develop stronger communicative skills. Second, to facilitate the transition from theoretical project design to practical application, students could benefit from case studies of successful community engagement initiatives. This initiative would provide real-world examples to help them formulate more concrete, actionable objectives.

A complementary step would be to include a reflective phase at the end of the project cycle, aimed at deepening students' metacognitive awareness. This could encourage them to connect their language use to broader notions of social responsibility and strengthen their engagement with intercultural topics. To promote further awareness of IC and sustainability, future research should include student reflections or surveys to assess their understanding of global issues and diverse perspectives. Since collaborative learning emerged as a key strength, it would also be beneficial to introduce peer mentoring systems in which more experienced students guide newer cohorts through the project development process, fostering a community of practice and continuous learning. These recommendations resonate with Porto and Byram's (2015) conceptualization of language education as a vehicle for developing intercultural

citizenship, whereby learners not only acquire communicative and IC but also demonstrate an ethical disposition to contribute meaningfully to society through engaged and socially responsible action.

Conclusions

The GLOBE model proved to be an effective approach to ESP instruction, which integrated linguistic competence, interdisciplinary collaboration, sustainability awareness, responsible citizenship, and IC. Findings showed that the model enhanced students' teamwork, disciplinary integration, and engagement with real-world communication tasks, supporting research on genre-based pedagogy, task-based learning, and interdisciplinary education. The structured scaffolded approach helped students develop academic writing and oral presentation skills, while the incorporation of sustainability and intercultural themes fostered critical thinking and global awareness. This convergence of language development, intercultural sensitivity, and sustainability awareness underscores the potential of ESP instruction to serve as a transformative space where learners not only develop professional communication skills but also engage with broader global challenges from an ethically grounded perspective. Despite these strengths, challenges emerged in linguistic accuracy, oral fluency, and interdisciplinary project conceptualization that suggest the need for greater scaffolding in writing and speaking, structured guidance in project development, and explicit reflection on sustainability and intercultural engagement.

Future research should incorporate longitudinal studies, quantitative assessments and students' reflections to provide a more comprehensive evaluation of the model's impact. Strengthening practice opportunities, refining feedback mechanisms, and expanding interdisciplinary applications would further enhance its effectiveness. By addressing these areas, the GLOBE model may strengthen ESP education by fostering communication skills, IC, sustainability awareness, responsible citizenship, and openness to linguistic diversity for professional and societal engagement.

References

- Aleksandrova, O., Kolinko, M., Ishchuk, A., Kozlovets, M., Petryshyn, H., Hotsalyuk, A., & Taran, G. (2024). Understanding intercultural communication as a condition for sustainable development. *European Journal of Sustainable Development*, 13(2), 261. <https://doi.org/10.14207/ejsd.2024.v13n2p261>
- Barrett, D. C., Armitage-Chan, E., Dean, R. S., Kinnison, T., May, S. A., & Whiting, M. (2010). *Communication skills for veterinary professionals*. *Veterinary Record*, 167(15), 564–568. <https://doi.org/10.1136/vr.c5369>
- Benson, P. (2011). *Teaching and researching autonomy* (2nd ed.). Routledge.
- Burns, A., & Richards, J. C. (2018). *The Cambridge guide to learning English as a second language*. Cambridge University Press.
- Byram, M. (2021). *Teaching and assessing intercultural communicative competence* (3rd ed.). Multilingual Matters.
- Christie, F., & Derewianka, B. (2008). *School discourse: Learning to write across the years of schooling*. Continuum.
- Dasli, M., & Díaz, A. R. (Eds.). (2017). *The critical turn in language and intercultural communication pedagogy: Theory, research and practice*. Routledge. <https://doi.org/10.4324/9781315690662>
- Deardorff, D. K. (2020). *Manual for developing intercultural competencies: Story circles*. UNESCO.
- Derwing, T. M., & Munro, M. J. (2015). *Pronunciation fundamentals: Evidence-based perspectives for L2 teaching and research*. John Benjamins Publishing.
- Díaz, A. R., & Moore, P. J. (2019). Conceptualizing language, culture and intercultural communication in higher education languages programs. *Australian Review of Applied Linguistics*, 42(2), 192–213. <https://doi.org/10.1075/aral.18015.dia>

- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.
- Fairclough, N. (2010). *Critical discourse analysis: The critical study of language* (2nd ed.). Routledge.
- Fantini, A. (2009). Assessing intercultural competence: Issues and tools. In D. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 456–476). SAGE Publications.
- Feez, S., & Joyce, H. (1998). *Text-based syllabus design*. National Centre for English Language Teaching and Research.
- Frey, R. A. (2023). Veterinary communication: A vital clinical skill. In M. Yeates (Ed.), *Handbook of veterinary clinical communication* (pp. 1–18). Springer.
- Gibbs, C. (2014). Communication in veterinary medicine: Past, present, and future. *Journal of Veterinary Medical Education*, 41(4), 332–340. <https://doi.org/10.3138/jvme.1113-164R>
- Halliday, M. A. K., & Matthiessen, C. (2014). *An introduction to functional grammar* (4th ed.). Routledge.
- Hyland, K. (2007). *Genre and second language writing*. University of Michigan Press.
- Jonassen, D. H. (2011). *Learning to solve problems: A handbook for designing problem-solving learning environments*. Routledge.
- Klein, J. T. (2020). *Beyond interdisciplinarity: Boundary work, communication, and collaboration*. Oxford University Press.
- Kramsch, C. (2009). *The multilingual subject: What foreign language learners say about their experience and why it matters*. Oxford University Press.
- Kuhn, D. (2019). *Critical thinking: A developmental perspective*. Cambridge University Press.
- MacIntyre, P. D., & Gregersen, T. (2012). Emotions that facilitate language learning: The positive-broadening power of the imagination. *Studies in Second Language Learning and Teaching*, 2(2), 193–213.
- Martin, J. R., & Rose, D. (2008). *Genre relations: Mapping culture*. Equinox Publishing.
- Maud, J., Blum, N., Short, N., & Goode, N. (2012). *Veterinary students as global citizens: Exploring opportunities for embedding the global dimension in the undergraduate veterinary curriculum*. Royal Veterinary College and Development Education Research Centre, Institute of Education. <http://www.rvc.ac.uk/global>
- Mezirow, J. (2000). *Learning as transformation: Critical perspectives on a theory in progress*. Jossey-Bass.
- Moyano, E. I. (2017). Diseño e implementación de programas de lectura y escritura en el nivel universitario: Principios y estrategias. *Lenguas Modernas*, 50, 47–72. <https://lenguasmodernas.uchile.cl/index.php/LM/article/view/49251>
- Mulder, M. (2012) Interdisciplinarity and education: towards principles of pedagogical practice, *The Journal of Agricultural Education and Extension*, 18(5), 437–442, <https://doi.org/10.1080/1389224X.2012.710467>
- National Research Council. (2013). Workforce needs in veterinary medicine. The National Academies Press. <https://doi.org/10.17226/13413v>
- Newell, W. H. (2018). *Interdisciplinary studies: A connected learning approach*. Routledge.
- Nikiforova, M., & Skvortsova, I. (2021). Intercultural competence and intercultural communication in the context of education for sustainable development. *E3S Web of Conferences*, 296, 08026. <https://doi.org/10.1051/e3sconf/202129608026>
- Paltridge, B. (2013). *Discourse analysis: An introduction* (2nd ed.). Bloomsbury.
- Porto, M., & Byram, M. (2015). Developing intercultural citizenship education in the language classroom and beyond. *Argentinian Journal of Applied Linguistics*, 3(1), 9–29.
- Pun, J. K. H. (2021). Veterinary clinical communication in multilingual settings: Challenges and pedagogical implications. *English for Specific Purposes*, 62, 82–95. <https://doi.org/10.1016/j.esp.2020.12.003>
- Pun, J. K. H., & Onder-Ozdemir, N. (2023). Teaching communication in veterinary education: Lessons from multilingual clinical consultations. *Journal of English for Academic Purposes*, 63, 101154. <https://doi.org/10.1016/j.jeap.2023.101154>

- Repko, A. F., & Szostak, R. (2021). *Interdisciplinary research: Process and theory* (4th ed.). SAGE.
- Santaolalla, E., Urosa, B., Martín, O., Verde, A., & Díaz, T. (2020). Interdisciplinarity in Teacher Education: Evaluation of the Effectiveness of an Educational Innovation Project. *Sustainability*, 12(17), 6748. <https://doi.org/10.3390/su12176748>
- Schleppegrell, M. J. (2020). The knowledge base for language teaching: What is the English we teach? *Language Teaching*, 53(2), 1–14.
- Stake, R. E. (1995). *The art of case study research*. SAGE Publications.
- Sterling, S. (2010). *Sustainability education: Perspectives and practice across higher education*. Earthscan.
- UNESCO. (2021a). *Education for sustainable development: A roadmap*. UNESCO Publishing.
- UNESCO. (2021b). *Reimagining our futures together: A new social contract for education*. UNESCO Publishing.
- Vargas-Bello-Pérez, E., & Hernández-Castellano, L. E. (2019). The importance of international collaboration in veterinary science: A Latin American perspective. *Veterinary Record*, 185(9), 276–278. <https://doi.org/10.1136/vr.l5316>
- Willis, J., & Willis, D. (2007). *Doing task-based teaching*. Oxford University Press.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE Publications.
- Zimmerman, B. J., & Schunk, D. H. (2011). *Self-regulated learning and academic achievement: Theoretical perspectives*. Routledge.

Appendix A

Rubric for assessing the community service project proposal and the elevator pitch presentation

Table 7 *Assessment Criteria and Descriptors*

Criteria	Excellent	Very Good	Good	Needs Improvement	Poor
1. Linguistic Competence – Accuracy & Appropriateness (15%)	Wide range of target linguistic forms used accurately and appropriately in context. Language is precise, professional, and effective. (13–15)	Mostly correct use of target forms, with minor errors that do not significantly affect meaning. (10–12)	Some errors in the use of target forms, leading to occasional confusion or lack of clarity. (7–9)	Frequent errors in the use of target forms, affecting communication and effectiveness. (4–6)	Minimal or incorrect use of target forms, making communication unclear. (0–3)
2. Writing Skills & Schematic Structure (20%)	Writing is clear, cohesive, and grammatically accurate, with precise and field-specific vocabulary. The project follows the correct structure and is logically organized. (16–20)	Writing is well-structured but may have minor grammatical errors or slightly weaker cohesion. The project mostly follows the correct schematic structure. (12–15)	Writing is somewhat disorganized or contains frequent grammatical errors. The proposal lacks some structural components or is not well connected. (8–11)	Writing lacks coherence, has several grammar issues, and requires major revision. The project is missing key structural elements. (4–7)	Writing is unclear, lacks structure, and is difficult to follow. The project does not adhere to the required schematic format. (0–3)
3. Persuasive Communication – Elevator Pitch (15%)	Highly engaging, clear, and persuasive. Speaker maintains strong audience engagement, speaks fluently and confidently, and delivers within the time limit. (13–15)	Clear, well-structured, and persuasive, with minor timing issues. (10–12)	Somewhat engaging and persuasive, but fluency, confidence, or time management need improvement. (7–9)	Lacks confidence, fluency, and engagement; time management issues affect effectiveness. (4–6)	Unclear, unconvincing, poorly delivered, and fails to adhere to time limits. (0–3)
4. Alignment with Sustainability Goals (10%)	Strongly aligned with SDGs and demonstrates deep understanding of sustainability. (9–10)	Aligned with SDGs but could provide clearer connections. (7–8)	Mentions SDGs but does not clearly integrate them. (5–6)	Connection to SDGs is weak or only superficially mentioned. (3–4)	No clear connection to SDGs. (0–2)

(Continued)

Criteria	Excellent	Very Good	Good	Needs Improvement	Poor
5. Interdisciplinary Integration (10%)	Demonstrates clear and meaningful integration of disciplinary knowledge (e.g., veterinary science, sustainability, and language) to develop a coherent, feasible, and socially relevant proposal. (9–10)	Applies relevant disciplinary knowledge from at least two fields with moderate consistency and clarity, though some connections may lack depth or full articulation. (7–8)	Shows partial integration of disciplinary perspectives, but connections between fields remain underdeveloped or implicit. (5–6)	Includes disciplinary content but with weak or superficial links; integration appears fragmented or unbalanced. (3–4)	Does not demonstrate integration of disciplinary knowledge; proposal is limited to a single field or lacks conceptual coherence. (0–2)
6. Social Impact and Community Engagement (10%)	Proposes a socially relevant and well-justified initiative that addresses a clearly defined community need, with a feasible and sustainable implementation plan. Demonstrates strong awareness of the target population and potential impact. (9–10)	Identifies a relevant social issue and outlines a generally clear plan to address it, though the rationale or feasibility could be further developed. Shows consideration of community needs. (7–8)	Mentions a social or environmental issue and proposes a solution, but the connection to community needs is vague or insufficiently elaborated. (5–6)	The project references a social issue but lacks clarity, focus, or evidence of actual community relevance. Action plan is weak or unrealistic. (3–4)	Fails to address a meaningful social or community issue; proposal lacks relevance, justification, or practical viability. (0–2)

Note: Authors' own work.

Table 8 *Grade Conversion Scale*

Total Score (%)	Grade	Performance Level
85–100	Excellent	Outstanding project, meets all criteria at the highest level.
70–84	Very Good	Well-developed project, with some minor areas for improvement.
55–69	Good	Solid project but needs more refinement in multiple areas.
40–54	Needs Improvement	Project lacks depth and development in key areas.
Below 40	Poor	Incomplete or poorly structured project.

Note: Authors' own work.