

Bridging the Gap Between Hospitality Education and Workplace Communication: A Mixed-Methods Needs Analysis for English for Food and Beverage Service in Bali

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Abstract: This study examines English communication needs in the Food and Beverage (F&B) hospitality sector in Bali, Indonesia. Using a sequential explanatory mixed-methods design, data were gathered from 80 students, three ESP lecturers, and five industry supervisors through a Likert-scale questionnaire, semi-structured interviews, and workplace observations, and analyzed using descriptive statistics and thematic analysis. Results show complaint handling, cross-cultural interaction, and menu recommendation as top priorities. However, students report the lowest competence and highest anxiety in these areas, with the largest competence-expectation gaps occurring here. The study concludes that ESP curricula must shift toward task-based instruction emphasizing pragmatic and intercultural competence.

Keywords: English for Specific Purposes; Food and Beverage Service; Task-Based Instruction; Pragmatic Competence; Curriculum Development.

1. Introduction

Tourism's accelerating globalization has transformed English from a classroom subject into an indispensable professional instrument, particularly in multilingual hospitality settings where it serves as the principal lingua franca (ELF) for service delivery, guest satisfaction, and institutional reputation (Bocanegra-Valle & Basturkmen, 2019; Kankaanranta, 2019). This transformation is especially pronounced in Food and Beverage (F&B) service, where employees must navigate demanding real-time communicative exchanges such as greeting guests, recommending menu items, managing orders, resolving complaints, and responding sensitively to culturally diverse interaction styles, often simultaneously and under considerable time pressure.

However, the communicative demands of these interactions extend well beyond grammatical correctness. Effective hospitality communication requires pragmatic competence, intercultural awareness, and the strategic deployment of accommodation and repair strategies (Blue & Harun, 2003; Kankaanranta, 2019). In Bali, one of the world's most internationally oriented tourism destinations, employers expect hospitality graduates to perform competently in authentic, unpredictable service encounters rather than the scripted dialogues that classroom instruction typically rehearses. However, empirical evidence across hospitality education contexts consistently reveals a persistent and consequential mismatch between English for Specific Purposes (ESP) curricula and actual workplace communication demands (Basturkmen, 2019; Prachanant, 2012). Instructional materials continue to favor structured role-play and textbook-based exchanges, which

poorly reflect the affective complexity and interactional spontaneity of real restaurant environments, leaving graduates underprepared for the situations they are most likely to encounter on the job.

Addressing this mismatch requires a principled, evidence-based approach. Needs analysis has long been recognized as the methodological cornerstone of effective ESP curriculum development (Basturkmen, 2019; Huhta et al., 2013; Long, 2005), encompassing target needs (what workplace contexts demand), present situation (what learners can currently do), and learning needs (how learners prefer to develop). Recent scholarship argues strongly for multi-stakeholder, mixed-methods designs that triangulate learner self-reports, educator perspectives, employer expectations, and direct workplace observation, in order to capture these dimensions accurately and without perceptual bias (Huhta et al., 2013; Serafini et al., 2015). Despite Bali's prominence as a global tourism destination and the well-documented importance of English communication in the F&B sector, no study to date has systematically examined these needs through the kind of triangulated, multi-stakeholder analysis the literature calls for. This study addresses that gap directly, offering an empirically grounded analysis of English communication needs in Bali's F&B sector as the foundation for workplace-oriented ESP curriculum reform.

English for Specific Purposes (ESP) is fundamentally a needs-driven discipline: course design is grounded in the communicative practices of particular professional communities rather than generalized language instruction (Anthony, 2018), with scholarship moving decisively toward authentic workplace discourse as the primary reference point for curriculum development (Basturkmen, 2019). In multilingual hospitality environments, English typically functions as a *lingua franca* (ELF) rather than a native-speaker target; communicative effectiveness depends less on conformity to standard norms and more on intelligibility, mutual accommodation, and interactional cooperation across diverse linguistic backgrounds, with employees continuously negotiating meaning through repetition, paraphrasing, and responses to clarification requests (Jenkins et al., 2011; Kankaanranta, 2019). Hospitality communication is also fundamentally relational: service encounters require employees to convey information and manage interpersonal relationships simultaneously, deploying emotional labor, politeness management, and rapport-building strategies that directly shape how guests perceive service quality (Kankaanranta, 2019). Communication is itself a core service tool rather than merely a vehicle for delivering it (Blue & Harun, 2003), particularly in high-risk events such as service failures and complaint exchanges, where sensitivity and tonal precision are functional necessities rather than optional refinements. Research shows employees frequently struggle with indirectness strategies and culturally calibrated responses when handling guest dissatisfaction (Zhang & Hsu, 2026), and intercultural communicative competence has been identified as a professional necessity in tourism-dependent regions where daily interaction with culturally diverse guests is a defining feature of the work (Wang et al., 2015). Strategic competence represents a further critical dimension, drawing on confirmation checks, paraphrasing, and nonverbal cues to navigate comprehension difficulties in real time (Taguchi & Ishihara, 2018). These strands converge on a shared pedagogical conclusion: task-based learning, workplace simulations, and discourse-based approaches improve learners' communicative confidence and professional readiness by reducing the transition gap between classroom preparation and workplace performance (Gilmore, 2019). Within Indonesia, local research echoes these international findings: hospitality graduates typically display adequate grammatical knowledge alongside limited communicative confidence in spontaneous interaction, with breakdown points concentrated in complaint handling, menu explanation, and responses to unexpected requests (Astawa et al., 2019).

Needs analysis is the methodological cornerstone of ESP curriculum design, traditionally organized around necessities (what the workplace demands), lacks (what learners cannot yet do), and wants (what learners themselves perceive as priorities) (Basturkmen, 2019; Huhta et al., 2013). Contemporary scholarship argues that valid needs analysis must integrate multiple data sources, including workplace observation, employer consultation, and substantive learner input, as no single informant can supply the full picture (Huhta et al., 2013), and that mixed-methods designs combining quantitative survey data with qualitative discourse analysis guard against the perception bias that distorts single-source accounts of professional communication (Serafini et al., 2015). This multi-stakeholder orientation is borne out empirically: a recent tourism-education study found significant discrepancies between student self-perceptions and employer expectations, with employers prioritizing interactional flexibility and intercultural awareness. In contrast, students framed their needs primarily in terms of grammatical correctness (Liu et al., 2022). Across needs-analysis studies in hospitality settings, spoken interaction consistently emerges as the most critical and most underserved skill area, requiring the integration of linguistic and interpersonal competence that traditional language instruction rarely develops together (Fujita, 2019). Indonesian research adds important local texture: hospitality students display a pattern of communicative anxiety that suppresses interactional effectiveness even among learners with adequate linguistic knowledge (Tsai et al., 2017), and tourism employees frequently struggle to understand diverse international accents and respond appropriately in spontaneous, unscripted interactions (Laba & Narlianti, 2025). Taken together, these strands point toward the necessity of present situation analysis as a complement to target situation and learning needs analysis, systematically evaluating what learners can currently do so that educators can design targeted instructional interventions rather than generic language courses (Widodo, 2017).

Within F&B service specifically, complaint handling functions as an especially high-stakes discourse event: effective resolution requires a precise combination of mitigation strategies, solution-oriented language, and calibrated emotional tone deployed rapidly under interpersonal tension (Zhang & Hsu, 2026), and when these competences are absent, service failures are compounded rather than resolved, with direct consequences for customer loyalty and institutional reputation. Cross-cultural variation in directness, politeness conventions, and service expectations is a routine feature of international hospitality environments rather than a marginal edge case, since it is cultural framing that governs how requests are made. Dissatisfaction is expressed (Wang et al., 2015). Listening comprehension constitutes a distinct and frequently underestimated challenge: exposure to a wide range of international accents, not simply the prestige varieties typically modeled in classroom instruction, significantly affects employees' ability to understand guest requests accurately, requiring deliberate clarification strategies when comprehension breaks down (Taguchi & Ishihara, 2018). Workplace observation studies confirm that authentic hospitality communication is characterized by unpredictability and interactional improvisation rather than scripted exchange, patterns that conventional ESP materials, with their reliance on fixed dialogues, systematically fail to reproduce (Basturkmen, 2019). Indonesian research provides further support for workplace-anchored instruction: experiential learning, industry internships, and workplace simulations in Bali hospitality institutions produce measurable gains in communicative competence and confidence that classroom-only instruction does not consistently replicate (Laba & Narlianti, 2025; Widodo, 2017). Taken together, the literature converges on a clear set of priorities for F&B ESP instruction: authentic communicative tasks, intercultural competence, complaint management, strategic listening, and real-time interactional flexibility must be addressed in an integrated fashion and

grounded in systematic, multi-stakeholder needs analysis rather than instructional intuition, a gap this study is designed to fill.

To address this gap, this study investigates: (1) What are the target communication needs of hospitality students in F&B service contexts? (2) What are their learning needs? (3) What gaps exist between student competence and industry expectations? (4) How should ESP curriculum design respond to these needs?

2. Method

This study adopted a sequential explanatory mixed-methods design (Creswell & Clark, 2017), in which quantitative and qualitative phases were conducted in sequence, each building on and deepening the insights of the previous one. In the first phase, a Likert-scale questionnaire established the scale and pattern of students' communication needs and self-assessed competence across key F&B service tasks. In the second phase, semi-structured interviews and non-participant workplace observations contextualized these statistical patterns within authentic service interactions, exploring the conditions, pressures, and communicative choices that numerical data alone cannot capture. This two-phase structure follows methodological recommendations in contemporary ESP needs-analysis scholarship, which emphasizes that curriculum-relevant research requires both the breadth of quantitative stakeholder data and the contextual depth that only qualitative methods can supply (Huhta et al., 2013; Serafini et al., 2015).

The study was conducted at a private vocational higher education institution in Bali offering a Hospitality Management program, where students undertake ESP courses alongside mandatory industry internships at international hotels and restaurants. This context was selected because it combines formal language instruction with direct exposure to authentic workplace communication, making it well suited to a needs analysis grounded in both learner experience and professional demands. Data collection took place over six months, between January and June 2026. Participants were purposively selected to represent three key stakeholder groups: 80 hospitality students enrolled in Semesters 4–6, all of whom had completed at least one industry internship; three ESP lecturers with direct experience of the program's curriculum and learner population; and five restaurant supervisors from four- and five-star hotels, representing industry expectations and workplace realities. A 20-item Likert-scale questionnaire administered to students measured target needs, present situation (self-assessed competence), and learning preferences. Content validity was established prior to administration, and internal consistency reliability was assessed through a pilot test involving eight expert respondents to assess the reliability of the questionnaire. The instrument consisted of 20 items measured using a five-point Likert scale. The collected data were analyzed using Cronbach's Alpha in SPSS. The reliability analysis yielded a Cronbach's Alpha coefficient of 0.804 for the 20 items. Based on established reliability criteria, a coefficient above 0.70 indicates acceptable internal consistency, while a coefficient above 0.80 indicates good reliability. Therefore, the questionnaire demonstrated good internal consistency and was deemed suitable for use in the main study. Semi-structured interviews with lecturers and supervisors explored perceived competence gaps, high-risk service interactions, and recommendations for curriculum improvement. To enable direct quantitative comparison with student ratings, supervisors were also asked to assign a numerical importance rating, on the same 1–5 scale used in the student questionnaire, to each communicative task during the semi-structured interview. Non-participant workplace observations were conducted in four partner hotel restaurants to document authentic communicative events, complaint-handling strategies, and interaction patterns as they naturally

occurred, providing an ecologically valid reference point against which learner self-reports and educator perceptions could be triangulated.

Quantitative data were subjected to descriptive statistical analysis (means and percentages) to identify patterns in self-assessed competence. They perceived task importance, which was then examined through priority categorization and gap analysis comparing students' self-reported competence against supervisor expectations. Qualitative data from interviews and workplace observations were analyzed using Braun and Clarke's (2019) six-step thematic-analysis framework, organized around four thematic areas that emerged as central to effective F&B service communication: complaint management, cross-cultural interaction, strategic competence, and communication breakdown and repair. Triangulation across the quantitative and qualitative strands, and across the three participant groups and the observational data, enhanced the validity, credibility, and interpretive depth of the overall findings.

3. Result

Target Communication Needs

The questionnaire data revealed a clear and consistent hierarchy of target communication needs among the 80 student participants, summarized in Table 1.

Table 1. Mean Importance Ratings of Target Communication Needs (Student Questionnaire, n = 80)

Communicative Task	Mean Importance (Students)	SD
Complaint handling and service recovery	4.71	0.42
Cross-cultural guest interaction	4.68	0.51
Explaining and recommending menu items	4.63	0.48
Confirming orders/clarification and repair	4.58	0.53
Written correspondence (e.g., emails, written complaints)	3.12–3.45	—

Across the 20 communicative task items surveyed, students assigned the highest importance ratings to spoken interaction tasks directly embedded in the service encounter. In contrast, written communication tasks were consistently rated lower priorities, reflecting students' awareness that F&B service is primarily an oral, interactional domain. Industry supervisors' interviews strongly reinforced this prioritization: all five identified complaint handling as the single most critical competency, emphasizing that employees must demonstrate empathy and propose solutions, not merely acknowledge dissatisfaction. Supervisors additionally highlighted two target needs not prominent in student ratings: describing dishes using sensory, culturally appropriate language (particularly for guests with dietary restrictions), and adjusting communication register rapidly across culturally diverse guests within the same shift, both of which were confirmed and elaborated through workplace observation, which documented effective employees routinely switching between formal and informal registers and directness levels.

Present Situation Analysis: Student Communicative Competence

Students' self-assessed competence followed a markedly different profile from their target-needs ratings. Based on the analysis, the findings are presented in Table 2 below.

Table 2. Mean Self-Assessed Communicative Competence (Student Questionnaire, n = 80)

Communicative Task	Mean Self-Competence	SD
Greeting and welcoming guests	3.89	0.61
Taking food and beverage orders	3.74	0.67
Explaining menu items and making recommendations	3.31	0.72
Spontaneous communication repair strategies	2.52	0.79

Complaint handling and service recovery	2.48	0.81
Cross-cultural interaction management	2.39	0.77
Listening comprehension across international accents	2.33	0.84

The highest competence scores were reported for scripted, predictable tasks such as greeting and welcoming guests and taking orders, which are consistently practiced in classroom role-play. Competence declined progressively as task complexity and unpredictability increased, falling substantially below the scale midpoint for complaint handling, cross-cultural interaction management, and spontaneous communication repair: precisely the tasks students simultaneously rated as most important. Listening comprehension across international accents was an area of particular weakness, with 67.5% of students ($n = 54$) reporting frequent difficulty understanding guest speech, especially in noisy environments or when guests spoke quickly, and 58.75% ($n = 47$) reporting high or very high communicative anxiety. Lecturer interviews corroborated this profile, describing students as possessing adequate grammatical knowledge for routine transactions but consistently underperforming in spontaneous, unscripted interaction; pragmatic competence was identified as the dimension most poorly developed by current instruction. As one lecturer put it, existing materials “focus almost entirely on what to say, not on how to say it or how to recover when things go wrong.”

Gap Analysis: Competence versus Industry Expectations

Gap scores, calculated by subtracting mean student competence from mean supervisor importance for each task, confirmed substantial and consistent gaps across the highest-priority communicative task areas, as presented in Table 3.

Table 3. Gap Analysis: Industry Importance versus Student Competence

Communicative Task	Supervisor Importance (M)	Student Competence (M)	Gap Score
Cross-cultural interaction management	4.68	2.39	2.29
Listening comprehension across accents	4.58	2.33	2.25
Complaint handling and service recovery	4.71	2.48	2.23
Order-taking procedures	4.62	3.74	0.88
Greeting and welcoming guests	4.63	3.89	0.74

The three largest gaps were recorded for cross-cultural interaction management (2.29), listening comprehension across accents (2.25), and complaint handling and service recovery (2.23), confirming that the tasks most heavily weighted by supervisors are precisely those in which students report the greatest deficit. The smallest gaps were found for greeting and welcoming (0.74) and order-taking (0.88), suggesting classroom instruction has been comparatively effective for scripted, predictable interactions; however, supervisors contextualized even these smaller gaps, noting that graduates often struggle to maintain warmth and relational appropriateness once interactions are complicated by guest indecision or special requests. A notable framing mismatch also emerged: when asked to rank the most important communicative skills, students placed grammatical accuracy third overall, whereas no supervisor ranked it among their top five priorities, instead consistently foregrounding interactional flexibility, cultural sensitivity, and composure under pressure.

Qualitative Findings: Thematic Analysis

Thematic analysis of interview transcripts and workplace observation notes generated four overarching themes.

1. Complaint handling as a high-stakes communicative event. Complaint handling emerged across all data sources as the single most communicatively demanding aspect of F&B service. Supervisors described such interactions as moments requiring simultaneous management of

emotional tone, pragmatic appropriateness, and service-recovery strategy within a short interactional window ("When a guest is upset, they do not just want a solution. They want to feel heard and respected."). Observations documented junior employees reverting to formulaic responses ("I am sorry for that, sir") without engaging the complaint's substance, and students described feeling "frozen" or "blank" when complaints arose unexpectedly, consistent with complaint handling returning the lowest mean self-competence score of all task items.

2. Cross-cultural interaction and the limits of scripted knowledge. Supervisors described the typical Bali F&B shift as involving guests from four to eight distinct cultural backgrounds, each bringing different expectations around directness and formality ("You cannot just have one script."). Observations confirmed that students and junior staff frequently applied identical communicative approaches regardless of guest nationality. Supervisors characterized this approach as cautious yet unengaging, while lecturers noted that intercultural communication is currently addressed through declarative knowledge rather than interactional practice.
3. Strategic competence and communication breakdown repair. Experienced staff managed comprehension failures smoothly through confirmation checks, face-saving restatement requests, and non-verbal engagement cues. In contrast, less experienced staff, including student interns, often paused without any repair strategy or proceeded as if they had understood. One student described the experience as "my mind just goes empty, and I smile, even though I have not understood anything." Lecturers confirmed that repair strategies are not systematically taught in the current program.
4. The curriculum-workplace gap and learning needs. All three data sources converged on a shared diagnosis: current instruction develops a narrow band of routine, grammatically correct competences while leaving pragmatic, intercultural, and strategic competences largely unaddressed. Students expressed a strong preference for realistic scenario-based instruction: 82.5% (n = 66) favored role-play based on real complaint situations, 78.75% (n = 63) wanted exposure to varied international accents, and 75% (n = 60) identified workplace simulation as their most preferred mode of learning, preferences that supervisors and lecturers likewise endorsed as the most productive direction for curriculum development.

4. Discussion

The primacy of spoken interaction in students' target-needs ratings with complaint handling, cross-cultural interaction, and menu recommendation clustered at the top of the hierarchy is consistent with the broader ESP hospitality literature identifying oral communication as the dominant mode of professional language use in service environments (Blue & Harun, 2003; Liu et al., 2022). Students in this study thus display a relatively accurate meta-awareness of professional demands. However, this awareness has not translated into instructional practice: the large gap scores indicate that recognition of communicative priority and development of the associated competence are proceeding on separate tracks. A key explanatory factor is the current curriculum's reliance on scripted dialogue as the primary vehicle for spoken practice. Workplace observation data demonstrate that authentic F&B communication is characterized by unpredictability that scripted rehearsal cannot prepare students for, corroborating Blue and Harun's (2003) characterization of hospitality communication as professional practice that cannot be reduced to procedural scripts, and extending Basturkmen's (2019) critique of textbook dialogues as creating a false impression of communicative competence.

These patterns broadly align with needs-analysis findings from other tourism contexts, even as the specifics differ. In Thailand, Prachanant (2012) similarly found that speaking and listening

were rated as the most critical skills among tourism employees, with difficulty understanding foreign-accented speech and limited vocabulary identified as primary sources of communication breakdown a pattern that closely echoes the listening-comprehension gap identified here, where two-thirds of Bali students reported frequent difficulty understanding guest speech. The recurrence of this accent-comprehension problem across distinct national and institutional contexts suggests it may be a structural weakness of conventional ESP instruction generally, rather than a site-specific limitation of the present curriculum, reinforcing the case made above for listening practice built around authentic international accents rather than prestige-variety models. The stakeholder-divergence finding also has cross-context resonance: in a large-scale study of hospitality stakeholders across 13 universities and 21 hotels in China, Liu et al. (2022) likewise found that faculty, students, and industry professionals diverged in which dimensions of intercultural competence they prioritized, suggesting that the framing mismatch identified between Bali students and supervisors is not an isolated artefact of this sample but a recurring feature of how different stakeholder groups in hospitality ESP conceptualize communicative competence. At the same time, the magnitude of the competence gaps reported here, particularly for complaint handling, appears comparatively large relative to these other contexts, which may reflect Bali's distinctively high guest-cultural diversity within a single shift and the specific pressures of a developing-economy tourism destination that has received little prior attention in the needs-analysis literature.

The communicative-anxiety findings add a further dimension: the 58.75% of students reporting high anxiety extends prior evidence that affective factors suppress communicative performance even among learners with adequate linguistic knowledge (Astawa et al., 2019). Anxiety here is not merely a motivational issue but a performance problem with direct operational consequences, illustrated by the observed link between anxious freezing and order errors or guest dissatisfaction.

The thematic findings identify three instructional priorities. Complaint handling is a composite competence requiring simultaneous emotional regulation, pragmatic precision, and solution-oriented framing that cannot be developed through simplified service scenarios alone. It appears more severe in its observed expression here than international literature might suggest (Zhang & Hsu, 2026). Cross-cultural interaction findings specify the particular mechanisms through which cultural difference creates communicative difficulty; e.g differences in directness, formality, and proximity extend the general claim that intercultural competence is a professional necessity in tourism contexts (Wang et al., 2015) into concrete, real-time perceptual and behavioral flexibility. The strategic competence findings are arguably the most theoretically significant: experienced employees do not simply possess more language than novices but a qualitatively different communicative capability organized around monitoring, breakdown detection, and repair.

Taken together, these findings generate four priority directions for curriculum redesign. First, authentic task-based instruction should replace or substantially supplement scripted dialogue as the primary mode of spoken-language practice, a direction strongly supported by learner preference data and by the wider case for authenticity in ESP materials (Gilmore, 2019). Second, complaint management should become a dedicated instructional strand rather than a peripheral politeness topic. This involves explicit teaching of its discourse structure, which includes acknowledgement, empathy, mitigation, and resolution, by utilizing authentic complaint interaction data from Bali's hotel and restaurant sector. Third, strategic communicative competence, particularly breakdown detection and repair, should become an explicit curricular objective, paired with listening practice across a range of authentic international accents rather than prestige-variety models (Taguchi & Caprario, 2025). Fourth, intercultural communicative competence should be developed through

interactional practice role-plays built around documented cultural variation, video analysis of authentic service encounters, and guided reflection on internship experiences rather than through declarative cultural knowledge alone (Wang et al., 2015).

5. Conclusion

This study set out to address a clearly identified gap in the ESP needs-analysis literature: the absence of systematic, multi-stakeholder, empirically grounded evidence regarding English communication needs in Bali's F&B service sector. The evidence shows that spoken interactional tasks, including complaint handling, cross-cultural interaction, and menu recommendation, dominate the professional communicative landscape. However, students report their lowest competence and highest anxiety in precisely these domains. Gap analysis confirmed that the largest discrepancies between competence and expectation occur at these same high-priority tasks, alongside a framing mismatch in which students prioritize grammatical accuracy. At the same time, supervisors emphasize interactional flexibility and cultural sensitivity. The four qualitative themes of complaint handling as a high-stakes discourse genre, cross-cultural interaction requiring real-time adaptability, strategic competence in communication repair, and a curriculum misaligned with workplace demands corroborate and deepen these quantitative patterns.

Theoretically, the study extends the necessities-lacks-wants needs-analysis framework to F&B service in a developing-economy tourism destination, showing that its three dimensions are structurally interrelated rather than merely additive; grounds ELF theory in concrete, observed workplace practice; and demonstrates that multi-stakeholder triangulation reveals discrepancies such as the grammar-priority framing mismatch that would remain invisible to any single data source. Practically, the findings recommend that curriculum designers reorient ESP instruction around authentic task performance, explicitly naming complaint management, intercultural adaptability, and communication repair as measurable competence targets; that classroom practitioners increase unscripted spoken-interaction practice and attend explicitly to learners' affective readiness; and that institutional administrators establish structured, ongoing consultation with industry partners and institutionalize periodic, multi-stakeholder needs analysis every three to five years.

The central argument is straightforward, though its implications are significant: the English communication needs of hospitality graduates entering Bali's F&B sector differ from the competences current ESP instruction prioritizes and develops, creating a gap of kind, not degree. The workplace demands complex, adaptive, pragmatically and culturally calibrated spoken interaction; the curriculum offers grammatical accuracy and scripted transactional exchange. Closing this gap requires a principled reorientation of the curriculum's underlying conception of communicative competence away from linguistic correctness and toward interactional effectiveness, pragmatic flexibility, and strategic resourcefulness under real-world service conditions grounded in the systematic empirical evidence this study provides.

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