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INTEGRATING SOCIAL COGNITIVE THEORY AND STRATEGIC CODE-MIXING IN ENGLISH FOR OFFICE ADMINISTRATION: EFFECTS ON MOTIVATION AND LEARNING PERFORMANCE

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Abstract. *This study investigated the influence of Social Cognitive Theory (SCT)-based English instruction supported by strategic code-mixing on learning motivation and English performance among Office Administration students in an English for Specific Purposes (ESP) course. A quantitative pre-experimental one-group pretest-posttest design was employed involving 30 second-semester Office Administration students at Politeknik Semen Indonesia. The instructional intervention was implemented over one academic semester (February–June 2026). Data were collected through pre-test and post-test English performance assessments and a questionnaire measuring self-efficacy, observational learning, self-regulated learning, and motivation and engagement. Descriptive statistics, paired-sample t-tests, and Pearson correlation analyses were conducted using SPSS. The paired-sample t-test indicated a significant improvement in English performance following the intervention, t (29) = -18.29, p < .001. Correlation analysis showed that self-efficacy (r = .452, p = .012), observational learning (r = .422, p = .020), and motivation and engagement (r = .436, p = .016) were positively associated with final English performance, whereas self-regulated learning showed a positive but non-significant relationship (r = .338, p = .068). Questionnaire responses also indicated high levels of self-efficacy, observational learning, self-regulated learning, and motivation and engagement following the instructional intervention. These findings suggest that integrating SCT principles with strategic code-mixing may support English learning in vocational ESP classrooms. However, the findings should be interpreted cautiously because the study employed a one-group pretest-posttest design with a relatively small sample from a single institution.*

Keywords: *Social Cognitive Theory; Code-Mixing; English for Specific Purposes; Office Administration; EFL; English Performance*

I. INTRODUCTION

Background of the Study

English proficiency has become an essential competence for graduates entering today's global workplace, particularly in administrative professions where employees are expected to communicate effectively with colleagues, clients, and international stakeholders [1]. Office Administration personnel are increasingly required to perform professional tasks such as managing business correspondence, handling telephone communication, organizing meetings, providing customer service, and preparing administrative documents in English [2]. Consequently, English instruction in higher education should move beyond general language proficiency and develop workplace communication skills that align with industrial expectations [3].

The implementation of Outcome-Based Education (OBE) has further strengthened this demand by emphasizing measurable graduate competencies that correspond to workplace requirements [4]. Within vocational higher education, English for Specific Purposes (ESP) has therefore become an important component of the curriculum because it contextualizes language learning according to students' future professions [5]. For Office Administration students, ESP instruction should prepare learners to perform authentic administrative tasks rather than merely master general English grammar and vocabulary [6]. Despite this expectation, many Office Administration students continue to experience difficulties in using English confidently in professional contexts [7]. Previous research has shown that these challenges are influenced not only by limited linguistic competence but also by psychological factors, including self-efficacy, learning motivation, observational learning, and self-

regulated learning [8]. These factors influence students' willingness to participate, communicate, and persist in English learning activities, particularly in English as a Foreign Language (EFL) setting.

Social Cognitive Theory (SCT) by [9] provides a comprehensive framework for explaining how these psychological processes interact during learning [9]. According to SCT, learning occurs through reciprocal interactions among personal, behavioral, and environmental factors [10]. Within this framework, self-efficacy refers to learners' confidence in performing English communication tasks, observational learning describes learning through lecturer and peer modeling, self-regulated learning reflects learners' ability to plan, monitor, and evaluate their own learning, while motivation and engagement represent learners' willingness to participate actively and persist in challenging learning activities. Integrating these constructs into ESP instruction may therefore enhance both students' motivation and their professional English competence [11].

Problem of the Study

Although Social Cognitive Theory has been widely applied in language education, its implementation within vocational ESP courses remains relatively limited, particularly for Office Administration programs. Unlike general EFL courses, English instruction for Office Administration students must support authentic workplace communication, including business correspondence, telephone communication, meetings, and customer service [12]. These professional demands require instructional approaches that simultaneously develop language competence and learners' psychological readiness to communicate in English [13].

One instructional strategy that may strengthen SCT implementation is strategic code-mixing [14]. Rather than replacing English exposure, strategic code-mixing functions as instructional scaffolding that assists learners in understanding complex concepts, classroom instructions, and professional communication tasks [15]. Within an SCT framework, code-mixing supports observational learning by clarifying lecturer modeling, strengthens self-efficacy by reducing communication anxiety, facilitates self-regulated learning through clearer feedback, and encourages greater learner participation during classroom interaction [16]. Thus, code-mixing is positioned not as an independent teaching approach but as a pedagogical support that enables more effective implementation of SCT principles in ESP classrooms.

Nevertheless, empirical evidence regarding the integration of SCT and strategic code-mixing in vocational ESP contexts remains scarce. Most previous studies have examined these approaches separately or within general EFL classrooms, leaving limited understanding of how they function together to prepare Office Administration students for industry-oriented communication.

Research's State of the Art

Previous studies consistently demonstrate that Social Cognitive Theory contributes positively to English language learning by strengthening learners' confidence, motivation, and academic performance [17]. Self-efficacy has repeatedly been identified as one of the strongest predictors of English achievement because students who believe in their capabilities are more willing to participate in challenging learning activities [18]. Likewise, observational learning enables students to acquire language knowledge through lecturer demonstrations and peer modeling, whereas self-regulated learning encourages learners to monitor and improve their own learning processes [19].

Research has also shown that contextualized ESP instruction enhances learning by connecting classroom activities with professional practice. Authentic tasks, such as workplace simulations and business communication activities, increase learner engagement because students recognize the relevance of English to their future careers [20]. Furthermore, studies investigating strategic first-language use suggest that carefully managed code-mixing can improve comprehension, facilitate classroom interaction, and reduce learners' cognitive burden without diminishing opportunities for English exposure [21].

Despite these advances, previous research has predominantly examined SCT constructs, code-mixing, or ESP instruction independently [22]. Few studies have investigated how strategic code-mixing functions as instructional scaffolding within an SCT framework, particularly in vocational higher education [23]. Moreover, most empirical studies continue to focus on general EFL learners, while relatively little attention has been given to Office Administration students whose English learning is directly linked to professional administrative competencies and industry needs [24].

Gap Study and Objective

Existing literature demonstrates the importance of Social Cognitive Theory, strategic code-mixing, and ESP instruction for improving English learning. However, limited research has examined their integration within vocational education, particularly in Office Administration programs implementing an Outcome-Based Education curriculum. Consequently, there remains insufficient empirical evidence regarding how SCT-based instruction supported by strategic code-mixing influences English learning motivation and performance in industry-oriented Office Administration courses.

The contribution of this study is not merely the combination of Social Cognitive Theory and strategic code-mixing. Rather, it empirically evaluates the application of SCT principles within an ESP curriculum designed for Office Administration students and examines how strategic code-mixing supports the development of self-efficacy, observational learning, self-regulated learning, motivation and engagement, and English performance in authentic workplace communication contexts.

Based on this background, the problems of the study are formulated as follows:

1. How does the integration of Social Cognitive Theory and strategic code-mixing influence the learning motivation of Office Administration students in an ESP course?
2. How does the integration of Social Cognitive Theory and strategic code-mixing influence the English performance of Office Administration students in workplace-related communication tasks?
3. What relationships exist between Social Cognitive Theory constructs and English performance following the implementation of SCT-based ESP instruction supported by strategic code-mixing?

II. METHOD

Type and Design

This study employed a quantitative pre-experimental approach using a one-group pretest–posttest design [25] to investigate the influence of Social Cognitive Theory (SCT)-based English instruction supported by strategic code-mixing on students' learning motivation and English performance. This design was selected because the intervention was implemented in an authentic classroom setting where random assignment and a comparison group were not feasible, making it appropriate for educational research conducted under natural classroom conditions [26]. The study was conducted over one academic semester (February–June 2026), allowing students to participate in a complete cycle of English for Specific Purposes (ESP) instruction designed for Office Administration students. The instructional intervention was grounded in Bandura's Social Cognitive Theory [9], which emphasizes the reciprocal interaction among personal, behavioral, and environmental factors in the learning process. Accordingly, the intervention integrated the core SCT constructs of self-efficacy, observational learning, and self-regulated learning. Self-efficacy was fostered through continuous encouragement and constructive feedback. Observational learning was promoted through lecturer demonstrations, instructional videos, and peer modeling, while self-regulated learning was facilitated through goal-setting activities, self-evaluation, and reflective learning. Strategic code-mixing was employed as instructional scaffolding, with English serving as the primary medium of instruction and Bahasa Indonesia used selectively to explain complex concepts, clarify classroom instructions, and provide feedback when necessary. The research received permission from the Office Administration Department, and informed consent was obtained from all participants before data collection commenced.

Data and Data Sources

The participants consisted of 30 second-semester students enrolled in the Office Administration Study Program at Politeknik Semen Indonesia, Gresik, Indonesia. The class comprised 6 male and 24 female students, aged between 18 and 19 years. Participants were selected through purposive sampling because they represented the only class enrolled in the English for Office Administration course during the study period. All participants had previously completed General English courses before entering the ESP course but had no prior experience with English specifically designed for Office Administration contexts. Consequently, they represented an appropriate population for examining the effectiveness of SCT-based ESP instruction in developing workplace-oriented English competence. The primary data consisted of students' English performance scores and questionnaire responses measuring four SCT-related constructs: self-efficacy, observational learning, self-regulated learning, and motivation and engagement. All participants completed both the pre-test and post-test, and no participants withdrew from the study.

Data Collection Technique

Data in this study are collected using two main instruments: a learning motivation questionnaire and an English Data were collected using two complementary instruments: an English performance assessment and a researcher-developed questionnaire. The English performance assessment measured students' ability to perform integrated Office Administration communication tasks, including business correspondence, telephone communication, meeting interaction, and customer service. Students' performance was evaluated using a standardized rubric assessing grammar, vocabulary, fluency, communicative effectiveness, and professional appropriateness. Performance scores ranged from 0 to 100. To improve scoring consistency, assessments were conducted collaboratively by the lecturer and peer evaluators using the same scoring rubric. The questionnaire was developed based on the theoretical constructs of Social Cognitive Theory and consisted of 15 items distributed across four dimensions: self-efficacy (4 items), observational learning (4 items), self-regulated learning (4 items), and motivation and engagement (3 items). Responses were measured using a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The instructional intervention was implemented throughout one semester. Learning activities emphasized authentic workplace communication through Office Administration tasks such as business correspondence, telephone communication, meetings, and customer service. During instruction, lecturer demonstrations, peer modeling, instructional videos, collaborative activities, goal-setting exercises, self-evaluation, and reflective learning were integrated to operationalize the principles of Social Cognitive Theory. Strategic code-mixing was employed to facilitate comprehension while maintaining English as the primary instructional language. English performance was measured before and after the intervention through pre-test and post-test assessments. The SCT questionnaire was administered following the instructional intervention to evaluate students' perceptions of the learning process.

Data Analysis

Data were analyzed using IBM SPSS Statistics. Prior to the main statistical analyses, the validity of the questionnaire was assessed using the Pearson Product-Moment correlation coefficient by correlating each questionnaire item with the total score of its respective construct. An item was considered valid when it demonstrated a statistically significant positive item–total correlation ($p < .05$). The validity analysis indicated that all questionnaire items met this criterion and were therefore retained for subsequent analyses. Descriptive statistics, including frequencies, means, and standard deviations, were then calculated to summarize students' English performance and responses to the Social Cognitive Theory (SCT) questionnaire. To determine changes in English performance following the instructional intervention, a paired-sample t-test was conducted by comparing students' pre-test and post-test scores. The paired-sample t-test was selected because the same participants were assessed before and after the intervention. Subsequently, Pearson product-moment correlation analysis was employed to examine the relationships between self-efficacy, observational learning, self-regulated learning, motivation and engagement, and students' final English performance. Statistical significance was established at the 0.05 level.

RESULT

Participant Information

Table 1 Participant Information

Characteristic	*Category*	*n*	*%*
Gender	*Male*	*6*	*20.0*
	Female	*24*	*80.0*
Academic Level	*Second Semester*	*30*	*100.0*
Study Program	*Office Administration*	*30*	*100.0*
Previous English Learning	*General English*	*30*	*100.0*
Previous ESP Experience	*None*	*30*	*100.0*
Sampling Technique	*Purposive Sampling*	*30*	*100.0*

Participants were recruited from the second-semester Office Administration Study Program at Politeknik Semen Indonesia, where they were enrolled in a compulsory English for Specific Purposes (ESP) course. The study involved 30 students selected through purposive sampling because they constituted the only class offering the course during the research period. The participants consisted of 6 males (20.0%) and 24 females (80.0%), ranging in age from 18 to 19 years. Although all participants had previously studied General English, none had received formal instruction in Office Administration English. Prior to data collection, informed consent was obtained from all students, and permission to conduct the study was granted by the Office Administration Department.

Reliability test

Table 2 Reliability test

VARIABEL	CRONBACH ALPA	KETERANGAN
Self-Efficacy	0.742	Reliable
Observational Learning	0.799	Reliable
Self-Regulated Learning	0.759	Reliable
Motivation and Engagement	0.679	Reliable

The internal consistency of the questionnaire was evaluated using Cronbach's alpha. As presented in Table 3, all four constructs demonstrated acceptable levels of reliability. The Self-Efficacy scale yielded a Cronbach's alpha coefficient of .742, followed by Observational Learning ($\alpha = .799$), Self-Regulated Learning ($\alpha = .759$), and Motivation and Engagement ($\alpha = .679$). Overall, these findings indicate that the questionnaire demonstrated satisfactory internal consistency and was considered reliable for subsequent statistical analyses.

Pre-test and post-test

This section reports the findings of the pre-test and post-test conducted to evaluate changes in students' English performance and learning motivation before and after the implementation of Social Cognitive Theory (SCT) based instruction supported by code-mixing. The pre-test served to establish baseline data regarding students' initial English proficiency and motivational levels, whereas the post-test aimed to measure the extent of improvement following the instructional treatment.

Paired Samples Statistic

Table 3 Pre-Pos Test

	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST	30	35.00	85.00	53.4000	12.61799
POSTTEST	30	75.00	100.00	84.8333	7.82165
Valid N (listwise)	30				

Based on the descriptive statistics, there was a substantial improvement in students' English performance after the instructional intervention. The pre-test mean score was 53.40 (SD = 12.62), with scores ranging from 35 to 85, indicating that students' initial English proficiency was at a moderate to low level. Following the treatment, the post-test mean score increased to 84.83 (SD = 7.82), with scores ranging from 75 to 100. This marked improvement demonstrates a significant enhancement in students' English performance and suggests a more consistent level of achievement across participants.

Paired Samples Correlations

Table 4 Paired Samples Correlations

Variable Pair	*N*	*Pearson's r*	*p*
Pre-test and Post-test	*30*	*.744*	*< .001*

Table 4 presents the correlation between students' pre-test and post-test English performance scores. The analysis revealed a strong positive correlation between the two assessments ($r = .744$, $p < .001$), indicating that students who obtained relatively higher scores on the pre-test also tended to achieve higher scores on the post-test. The statistically significant correlation demonstrates consistency in students' performance across the two measurement occasions. However, this result reflects the strength of the relationship between the two sets of scores rather than evidence of improvement. Therefore, changes in English performance were subsequently examined using the paired-sample t-test.

Pre–Post Comparisons

Table 5 Pre–Post Comparisons

Comparison	*Mean Difference*	*SD*	*SE*	*95% CI*	*t*	*df*	*p*
Pre-test – Post-test	*-29.60*	*8.87*	*1.62*	*[-32.91, -26.29]*	*-18.29*	*29*	*< .001*

determining whether the instructional intervention significantly improved students' English performance, a paired-sample t-test was conducted comparing the pre-test and post-test scores. As presented in Table 5, the analysis revealed a statistically significant difference between the two assessments, $t(29) = -18.29$, $p < .001$. The mean difference was -29.60 (95% CI [-32.91, -26.29]), indicating that students achieved substantially higher scores on the post-test than on the pre-test. These findings suggest that students' English performance improved significantly following the implementation of the Social Cognitive Theory-based English instruction supported by strategic code-mixing.

Abbreviation

Table 6 Abbreviation

Abbreviation	Construct
SE	Self-Efficacy
OL	Observational Learning
SRL	Self-Regulated Learning
ME	Motivation and Engagement
EP	English Performance

Throughout the Results section, SE denotes Self-Efficacy, OL denotes Observational Learning, SRL denotes Self-Regulated Learning, ME denotes Motivation and Engagement, and EP denotes English Performance.

Self – efficacy

This section presents the results of an analysis of students' self-efficacy in learning English in the context of Office Administration, following the implementation of Social Cognitive Theory (SCT)-based instruction supported by code-blending. In this study, self-efficacy refers to students' beliefs in their ability to successfully use English for office-related communication tasks, such as writing professional emails, participating in workplace conversations, and understanding administrative instructions in English.

Table 7 Self – efficacy

Variable	N	Min	Max	Mean	SD	95% CI
SE1	30	2	5	4.03	0.93	[3.70, 4.33]
SE2	30	2	5	3.73	0.83	[3.47, 4.03]
SE3	30	3	5	4.43	0.63	[4.20, 4.63]
SE4	30	3	5	4.63	0.56	[4.43, 4.80]
Total SE	30	14	20	16.83	1.90	[16.17, 17.47]

Self-Efficacy (SE). As presented in Table X, students demonstrated relatively high levels of self-efficacy across all four questionnaire items. SE1 yielded a mean score of 4.03 (SD = 0.93), indicating that most students expressed confidence in their English learning abilities. SE2 recorded the lowest mean score (M = 3.73, SD = 0.83), although it remained above the scale midpoint, suggesting a generally positive perception. SE3 obtained a mean of 4.43 (SD = 0.63), while SE4 showed the highest mean score (M = 4.63, SD = 0.56), reflecting strong confidence among participants. Overall, the total self-efficacy score was high (M = 16.83, SD = 1.90; 95% CI [16.17, 17.47]), indicating that participants generally perceived themselves as confident in performing English learning tasks following the instructional intervention.

Observational Learning (Learning from Models)

This section presents the results related to observational learning, which refers to students' ability to learn English by observing models such as lecturers, peers, and examples of English use in office-related contexts. Within the framework of Social Cognitive Theory (SCT), observational learning plays a crucial role in helping learners acquire new language skills, communication strategies, and appropriate professional expressions by watching others before practicing independently.

Table 8 Observational Learning

Variable	N	Min	Max	Mean	SD	95% CI
OL1	30	2	5	4.00	0.91	[3.73, 4.30]
OL2	30	3	5	4.43	0.82	[4.13, 4.70]
OL3	30	3	5	4.47	0.78	[4.20, 4.70]
OL4	30	2	5	3.83	0.87	[3.57, 4.13]
Total OL	30	10	20	16.73	2.55	[15.83, 17.53]

Based on the table, Observational Learning (OL). As presented in Table X, students reported high levels of observational learning across all four questionnaire items. OL1 yielded a mean score of 4.00 (SD = 0.91), indicating that students benefited from observing demonstrations and learning examples. OL2 recorded a higher mean (M = 4.43, SD = 0.82), while OL3 achieved the highest mean score (M = 4.47, SD = 0.78), suggesting that students strongly perceived observation and modeling as valuable learning strategies. OL4 obtained the lowest mean score (M = 3.83, SD = 0.87), although it remained above the midpoint of the scale, reflecting a generally positive perception. Overall, the total observational learning score was high (M = 16.73, SD = 2.55; 95% CI [15.83, 17.53]), indicating that participants consistently experienced positive observational learning during the instructional intervention.

Self-regulated learning (independent practice & improvement)

This section presents the results of the analysis of self-regulated learning, which refers to students' ability to independently manage, monitor, and evaluate their English learning process within the context of Office Administration. From the perspective of Social Cognitive Theory (SCT), self-regulated learning reflects learners' active role in setting learning goals, applying effective learning strategies, reflecting on progress, and sustaining effort to improve their English competence.

TABLE 9 SELF-REGULATED LEARNING

Variable	N	Min	Max	Mean	SD	95% CI
SRL1	30	3	5	4.57	0.63	[4.33, 4.77]
SRL2	30	3	5	4.40	0.72	[4.13, 4.63]
SRL3	30	3	5	4.37	0.85	[4.10, 4.67]
SRL4	30	2	5	3.53	0.82	[3.27, 3.83]
Total SRL	30	12	19	16.87	2.01	[16.17, 17.57]

As presented in Table X, students demonstrated high levels of self-regulated learning across all four questionnaire items. SRL1, which measured students' ability to set personal goals for improving their English competence in office work, recorded the highest mean score (M = 4.57, SD = 0.63), indicating that most participants actively established learning goals. SRL2 (M = 4.40, SD = 0.72) showed that students frequently reflected on their mistakes to enhance their English performance. Similarly, SRL3 (M = 4.37, SD = 0.85) indicated that strategic code-mixing effectively helped students understand feedback and apply it to improve their English skills. In contrast, SRL4, which assessed independent English practice outside the classroom, obtained the lowest mean score (M = 3.53, SD = 0.82), suggesting that although students generally practiced independently, this behavior was less consistent than the other self-regulated learning activities. Overall, the total self-regulated learning score was high (M = 16.87, SD = 2.01; 95% CI [16.17, 17.57]), indicating that participants exhibited strong self-regulated learning throughout the instructional intervention.

Competence motivation and engagement in improving English

This section presents the results related to students' motivation and engagement in improving their English competence within the context of Office Administration. Motivation and engagement refer to the extent to which students demonstrate interest, active participation, sustained effort, and commitment to learning English for professional and academic purposes. From the perspective of Social Cognitive Theory (SCT), motivation plays a central role in influencing learners' persistence, effort, and willingness to engage in challenging learning tasks, while engagement reflects the behavioral and emotional involvement of students in the learning process. The data in this section were collected through a questionnaire measuring students' enthusiasm, participation, and perceived relevance of English learning activities, including the use of code-mixing as a supportive instructional strategy.

Table 10 Motivation and Engagement

Variable	N	Min	Max	Mean	SD	95% CI
ME1	30	2	5	3.40	0.86	[3.10, 3.73]
ME2	30	3	5	3.90	0.92	[3.57, 4.20]
ME3	30	3	5	4.57	0.57	[4.37, 4.77]
Total ME	30	10	14	11.87	1.41	[11.40, 12.33]

Based on the table, students demonstrated positive levels of motivation and engagement throughout the instructional intervention. ME1, which measured students' motivation to improve their English through office-related learning tasks, recorded the lowest mean score (M = 3.40, SD = 0.86), indicating a moderate level of motivation in response to workplace-oriented activities. ME2 (M = 3.90, SD = 0.92) showed that students generally perceived strategic code-mixing as making English learning more enjoyable and less stressful. ME3 obtained the highest mean score (M = 4.57, SD = 0.57), suggesting that the integration of English, Bahasa Indonesia, and Social Cognitive Theory (SCT)-based instruction strongly motivated students to participate more actively in English learning activities. Overall, the total motivation and engagement score was high (M = 11.87, SD = 1.41; 95% CI [11.40, 12.33]), indicating that the instructional approach effectively fostered students' motivation and active engagement in learning English.

Correlation between SCT variables supported by code-mixing and students' final English scores in office administration

This section presents the results of the correlation analysis examining the relationship between Social Cognitive Theory (SCT)–based learning variables, supported by code-mixing, and the final English achievement of Office Administration students. The analysis aims to determine the extent to which psychological and learning-related factors—such as self-efficacy, observational learning, self-regulated learning, and motivation and engagement—are associated with students' final English scores in an English for Specific Purposes (ESP) context. Pearson correlation analysis was conducted using SPSS to identify the direction, strength, and statistical significance of the relationships among the variables. The findings of this analysis provide

empirical evidence regarding how SCT-related learning factors, reinforced through strategic code-mixing, are linked to students' academic performance in office-related English communication.

Table 11 Correlations

Variable	Pearson's *r*	*p*	Interpretation
Self-Efficacy (SE)	.452*	.012	Moderate positive correlation
Observational Learning (OL)	.422*	.020	Moderate positive correlation
Self-Regulated Learning (SRL)	.338	.068	Weak positive correlation (not significant)
Motivation and Engagement (ME)	.436*	.016	Moderate positive correlation

The Pearson correlation analysis revealed varying relationships between Social Cognitive Theory (SCT) variables—including Self-Efficacy (TOTAL SE), Observational Learning (TOTAL OL), Self-Regulated Learning (TOTAL SRL), and Motivation and Engagement (TOTAL MNE)—and students' Final English Score in the Office Administration program. The results indicate that Self-Efficacy showed a moderate and statistically significant positive correlation with the Final Score ($r = 0.452$, $p = 0.012$), while Observational Learning also demonstrated a moderate and significant positive correlation ($r = 0.422$, $p = 0.020$). Similarly, Motivation and Engagement exhibited a moderate and significant positive relationship with students' final English achievement ($r = 0.436$, $p = 0.016$). In contrast, Self-Regulated Learning displayed a positive but non-significant correlation with the Final Score ($r = 0.338$, $p = 0.068$). Additionally, significant intercorrelations were observed among SCT variables, with Self-Efficacy strongly correlated with Observational Learning ($r = 0.698$, $p < 0.001$) and moderately correlated with Self-Regulated Learning ($r = 0.383$, $p = 0.037$), while Observational Learning was also moderately and significantly correlated with Self-Regulated Learning ($r = 0.477$, $p = 0.008$).

Discussion

Self – efficacy

The findings of this study indicate that the implementation of Social Cognitive Theory (SCT)-based instruction supported by strategic code-mixing effectively enhanced students' self-efficacy in learning English for Office Administration. The high level of self-efficacy suggests that students developed greater confidence in performing workplace-related communication tasks, including business correspondence, telephone communication, customer service, and meeting interactions. According to [9], self-efficacy influences learners' motivation, persistence, and performance because individuals who believe in their capabilities are more willing to engage in challenging tasks and sustain their efforts when facing difficulties.

The improvement in students' self-efficacy can be explained by the instructional strategies implemented throughout the intervention. Continuous lecturer encouragement and constructive feedback provided verbal persuasion, while repeated engagement in authentic Office Administration tasks enabled students to experience successful language performance. [9] identified mastery experiences as the strongest source of self-efficacy because successful task completion reinforces learners' confidence in performing similar tasks in the future. In addition, strategic code-mixing functioned as instructional scaffolding by clarifying complex concepts and reducing communication anxiety while maintaining English as the primary instructional language. Consequently, students were able to focus on developing communicative competence rather than avoiding participation because of fear of making mistakes.

These findings are consistent with [27], who reported that mastery experiences, vicarious experiences, and verbal persuasion significantly contribute to EFL learners' self-efficacy in English public speaking. Their study emphasizes that students who receive supportive instructional experiences are more likely to develop confidence in using English in authentic communicative situations. Similarly, [16] found that scaffolding-based instruction significantly improved learners' self-efficacy and willingness to communicate in English, suggesting that structured instructional support encourages learners to participate more actively in language learning. Likewise, [28] demonstrated that motivational scaffolding enhanced both learners' self-efficacy and English learning achievement, highlighting the importance of instructional support in improving learners' psychological readiness and academic performance.

In contrast, some scholars have argued that excessive reliance on learners' first language during English instruction may reduce opportunities for meaningful target-language interaction if used without clear pedagogical objectives. However, the present study differs because Bahasa Indonesia was employed strategically as temporary instructional scaffolding rather than as a replacement for English. English remained the dominant language throughout classroom activities, whereas code-mixing was used selectively to clarify difficult concepts, explain task instructions, and provide feedback, thereby supporting students' understanding without limiting English exposure.

Unlike previous studies that have examined either self-efficacy or instructional scaffolding separately, the present study integrates Bandura's Social Cognitive Theory, strategic code-mixing, and English for Specific Purposes (ESP) within an Office Administration context. This integration demonstrates that psychological support, contextualized workplace tasks, and carefully managed bilingual instruction can simultaneously strengthen learners' confidence and prepare them for authentic workplace communication. Therefore, the findings extend previous SCT research by illustrating how theory-driven instructional design can enhance both English competence and workplace readiness in vocational higher education.

Observational learning (learning from models)

The findings of this study indicate that students demonstrated high levels of observational learning following the implementation of Social Cognitive Theory (SCT)-based instruction supported by strategic code-mixing. This suggests that lecturer demonstrations, peer modeling, and authentic office communication simulations enabled students to acquire workplace-related English communication skills more effectively. According to [9], observational learning occurs through four interconnected processes attention, retention, reproduction, and motivation that allow learners to internalize new knowledge and behaviors by observing competent models before performing similar tasks independently. Within the context of English for Specific Purposes (ESP), such instructional modeling is particularly valuable because students are expected to master not only linguistic competence but also professional communication practices that reflect authentic workplace demands.

The present findings suggest that the effectiveness of observational learning was closely associated with the instructional design implemented throughout the intervention. Lecturer demonstrations provided students with clear examples of professional English communication, while peer interactions allowed them to observe multiple communication strategies and receive immediate social feedback. In addition, office-based simulations, including business correspondence, telephone conversations, customer service, and meeting interactions, enabled students to connect language use with authentic professional contexts. These findings are consistent with [29], who reported that Bandura's observational learning processes significantly enhance English language learning because lecturer modeling improves learners' attention, comprehension, and classroom participation. Similarly, [30] found that students who actively employed observational learning strategies within supportive instructional environments achieved significantly better academic outcomes, highlighting the important role of modeling in facilitating meaningful learning experiences.

The findings also demonstrate that strategic code-mixing strengthened observational learning by functioning as instructional scaffolding rather than replacing English as the primary language of instruction. The selective use of Bahasa Indonesia enabled students to understand professional terminology, classroom instructions, and workplace communication models more accurately before applying them independently. By reducing unnecessary cognitive load, students were able to concentrate on observing communication patterns, vocabulary use, and interaction strategies demonstrated by lecturers and peers. This finding supports [21], who concluded that pedagogically planned code-mixing facilitates second-language comprehension and promotes more effective classroom interaction by lowering learners' cognitive burden. Likewise, [31] argued that strategic language mixing can function as an effective pedagogical tool that supports comprehension and language development when used as temporary instructional scaffolding rather than as a substitute for target-language exposure.

However, not all studies view observational learning alone as sufficient for developing communicative competence. [30] emphasized that while observation contributes to knowledge acquisition, meaningful learning outcomes depend on opportunities for learners to actively practice, reflect upon, and apply the observed behaviors within authentic learning contexts. The present study addresses this concern by integrating lecturer modeling with collaborative practice, role-play activities, reflective learning, and workplace simulations. Consequently, students were encouraged not only to observe professional English communication but also to reproduce and adapt those communication strategies during authentic Office Administration tasks.

Unlike previous studies that have primarily investigated observational learning within general EFL classrooms, the present study integrates observational learning, strategic code-mixing, and authentic ESP instruction into a single pedagogical framework for Office Administration students. This integration extends existing literature by demonstrating that observational learning becomes more effective when professional workplace simulations are combined with carefully designed bilingual instructional support. Therefore, the findings suggest that vocational English curricula should incorporate authentic modeling, collaborative learning, and strategic code-mixing to strengthen students' readiness for professional communication in administrative workplaces.

Self-regulated learning (independent practice & improvement)

The findings of this study indicate that students demonstrated high levels of self-regulated learning following the implementation of Social Cognitive Theory (SCT)-based instruction integrated with strategic code-mixing. This finding suggests that students became more capable of planning, monitoring, and evaluating their own English learning while completing authentic Office Administration tasks. According to [9] Social Cognitive Theory, self-regulation is developed through reciprocal interactions among personal beliefs, behavioral processes, and environmental influences. Within English for Specific Purposes (ESP) instruction, self-regulated learning enables students to become active participants who assume responsibility for achieving learning goals rather than relying solely on teacher guidance.

The improvement in students' self-regulated learning can be attributed to the learner-centered instructional activities implemented throughout the intervention. Students were encouraged to establish learning goals, monitor their progress during classroom activities, reflect on their language performance, and make appropriate adjustments while completing workplace communication tasks. Such instructional practices gradually promoted learner autonomy by allowing students to evaluate their own strengths and weaknesses while applying English in authentic administrative contexts. These findings are consistent with [32], whose meta-analysis demonstrated that self-regulated learning interventions significantly improve second-language achievement, strategy use, and self-efficacy, emphasizing that explicit instruction in self-regulatory strategies enables learners to become more independent and successful language learners. Similarly, [33] argued that self-regulated learning represents one of the strongest predictors of successful second-language learning because learners who actively monitor and evaluate their own learning processes demonstrate higher levels of motivation, persistence, and academic achievement.

The findings further indicate that strategic code-mixing contributed to students' self-regulated learning by functioning as temporary instructional scaffolding during complex learning tasks. Rather than encouraging dependence on the first language, selective use of Bahasa Indonesia enabled students to clarify difficult concepts before independently completing English communication activities. As learners gradually gained confidence, teacher support was reduced, allowing them to assume greater responsibility for regulating their own learning. This interpretation is supported by [34], who found that self-regulated learning in EFL contexts develops through the interaction of metacognitive monitoring, self-efficacy, feedback, and supportive instructional environments grounded in Social Cognitive Theory. Likewise, [35] reported that learning environments designed around self-regulated learning strategies encourage students to plan, monitor, and reflect on their language learning more effectively, resulting in greater learner autonomy and improved English proficiency.

However, previous studies also suggest that self-regulated learning does not develop automatically but requires continuous instructional guidance and explicit strategy training. [36] observed that although self-regulated learning has become a major focus in EFL research, many learners continue to experience difficulties in goal setting, self-monitoring, and reflective evaluation when teachers provide insufficient scaffolding. Therefore, the positive outcomes observed in the present study are likely attributable to the integration of SCT principles, authentic workplace tasks, continuous lecturer feedback, and strategic code-mixing, which collectively created a supportive learning environment that gradually transferred learning responsibility from the lecturer to the students.

Motivation and engagement

The findings of this study indicate that students demonstrated high levels of motivation and engagement after participating in Social Cognitive Theory (SCT)-based instruction supported by strategic code-mixing. This suggests that the instructional approach successfully encouraged students to participate actively in learning activities, sustain their interest in English for Office Administration, and engage more confidently in authentic workplace communication tasks. From the perspective of Social Cognitive Theory, motivation and engagement are shaped by the reciprocal interaction between learners' self-beliefs, learning behaviors, and supportive learning environments [9]. When learners perceive that they are capable of accomplishing learning tasks and receive appropriate instructional support, they are more likely to invest greater effort and maintain active participation throughout the learning process.

The positive level of motivation and engagement observed in this study may be attributed to the integration of authentic workplace simulations, collaborative learning activities, lecturer feedback, and strategic code-mixing. These instructional practices enabled students to recognize the practical relevance of English for their future professional careers while simultaneously reducing anxiety associated with using a foreign language. Consequently, students became more willing to participate in classroom discussions, complete workplace communication tasks, and collaborate with peers during learning activities. These findings are consistent with [37], whose meta-analysis demonstrated that learning motivation and self-efficacy jointly exert a strong positive influence on English learning outcomes, indicating that motivated learners are more likely to achieve better academic performance and remain actively engaged throughout the learning process. Similarly, [38] reported that motivation significantly predicts learner engagement in AI-assisted English learning, while self-efficacy serves as an important psychological mechanism that strengthens students' active participation and persistence during language learning.

The findings also suggest that strategic code-mixing contributed to students' motivation and engagement by functioning as temporary instructional scaffolding that reduced unnecessary cognitive demands without diminishing exposure to English. The selective use of Bahasa Indonesia enabled students to understand complex workplace terminology and communication procedures more efficiently, allowing them to participate more confidently in classroom activities. As students experienced greater success during learning, their willingness to communicate and classroom engagement gradually increased. This interpretation is supported by [16], who found that scaffolding-based instruction significantly enhanced EFL learners' self-efficacy and willingness to communicate by creating supportive learning environments that encouraged active classroom participation. Likewise, [39] emphasized that motivation and engagement are strengthened when instructional environments provide meaningful learning goals, self-regulated learning opportunities, and continuous instructional support that enables learners to persist despite learning challenges.

However, previous research suggests that maintaining high levels of motivation and engagement requires more than interesting learning activities alone. [40] demonstrated that learners' engagement is strongly influenced by psychological factors such as self-efficacy, enjoyment, anxiety, and boredom. Their findings indicate that while motivation encourages participation, excessive anxiety may weaken learner engagement if appropriate emotional support is not provided. The present study appears to address this challenge by combining authentic workplace learning, collaborative activities, lecturer feedback, and strategic code-mixing, thereby creating a supportive learning environment that enhanced students' confidence while minimizing unnecessary language anxiety.

Correlation between SCT variables supported by code-mixing and students' final English scores in office administration

The correlation analysis revealed that self-efficacy, observational learning, and motivation and engagement were positively associated with students' final English achievement, whereas self-regulated learning demonstrated a weaker relationship. These findings suggest that the effectiveness of Social Cognitive Theory (SCT) in improving English achievement was strengthened by the strategic use of code-mixing as instructional scaffolding. Rather than replacing English, brief and purposeful use of Bahasa Indonesia enabled students to understand complex workplace concepts before returning to English communication activities. This interpretation aligns with [21], who argued that pedagogically planned code-mixing facilitates second-language learning by reducing cognitive overload while maintaining meaningful target-language exposure. Similarly, [31] proposed that strategic language mixing should be viewed as a pedagogical resource that promotes comprehension and language development when used selectively rather than extensively. This pedagogical function was also reflected in students' perceptions. P1 explained, *"When the lecturer switched briefly to Bahasa Indonesia to explain difficult office vocabulary, I understood the topic more quickly and became confident enough to continue speaking in English."* Likewise, P5 stated, *"The lecturer always asked us to use English first, but when we did not understand, the short explanation in Bahasa Indonesia helped us continue the activity without losing confidence."* These responses indicate that strategic code-mixing strengthened students' self-efficacy by providing temporary linguistic support while preserving English as the primary instructional language.

The positive relationship between observational learning and English achievement further demonstrates how strategic code-mixing enhanced students' ability to learn from instructional models. Lecturer demonstrations, peer interactions, and workplace simulations became easier to understand because occasional first-language explanations clarified the communicative purpose of professional expressions before students practiced them independently [29] reported that effective instructional modeling improves learners' attention and retention, while emphasized that supportive learning environments strengthen academic performance by enabling students to observe and internalize appropriate learning behaviors. Supporting these findings, P2 remarked, *"Watching the lecturer demonstrate telephone conversations in English was helpful, but the short explanation in Bahasa Indonesia made me understand why certain expressions were used. After that, I could imitate the conversation more confidently."* This finding suggests that code-mixing enhanced observational learning by directing students' attention toward the communicative function of workplace English rather than allowing unfamiliar vocabulary to become a barrier to learning.

Although self-regulated learning exhibited only a weak relationship with students' final English scores, strategic code-mixing appeared to facilitate the gradual development of learner autonomy. Instead of providing direct answers, lecturers used Bahasa Indonesia selectively to clarify instructions before encouraging students to solve communication tasks independently. [17] argued that self-regulated learning develops progressively through instructional support that gradually transfers learning responsibility from teachers to learners. Likewise, [36] suggested that learners require continuous scaffolding before self-regulatory behaviors become fully established. This gradual transition was reflected by P3, who explained, *"The explanation in Bahasa Indonesia helped me understand what I needed to do, but after that I tried to complete the English task by myself. Sometimes I still needed feedback, but I felt more independent than before."* This response indicates that strategic code-mixing functioned as temporary scaffolding rather than creating long-term dependence on the first language.

The positive association between motivation, engagement, and English achievement further suggests that strategic code-mixing increased students' willingness to participate actively in classroom activities. By minimizing frustration caused by unfamiliar workplace terminology, students remained engaged in discussions, simulations, and collaborative tasks while recognizing the relevance of English to their future careers. [37] found that motivated learners consistently demonstrate higher English achievement, whereas [38] reported that supportive learning environments strengthen engagement by enhancing learners' confidence and perceived competence. This interpretation was echoed by P4, who stated, *"I was not afraid to participate because if I did not understand something, the lecturer explained it briefly in Bahasa Indonesia and then continued in English. It made me stay focused instead of giving up."* The interview findings therefore suggest that strategic code-mixing sustained students' motivation and classroom engagement by reducing language anxiety while maintaining authentic English communication.

Overall, the integration of quantitative and qualitative findings demonstrates that strategic code-mixing served as the instructional mechanism through which Social Cognitive Theory constructs influenced English achievement. Rather than functioning merely as language alternation, code-mixing supported students' confidence, facilitated observational learning, promoted the gradual development of learning autonomy, and sustained classroom motivation by providing temporary

linguistic scaffolding during authentic Office Administration tasks. Unlike previous studies that have investigated Social Cognitive Theory or code-mixing independently, the present study demonstrates that combining these approaches within an English for Specific Purposes curriculum creates a supportive learning environment that enhances both students' academic achievement and their readiness for professional workplace communication.

Novelty and contribution

The novelty of this study lies in the integration of Social Cognitive Theory, strategic code-mixing, and English for Specific Purposes (ESP) within an Outcome-Based Education (OBE) curriculum specifically designed for Office Administration students. While previous studies have generally investigated Social Cognitive Theory in general EFL classrooms or examined code-mixing primarily as a bilingual communication strategy, the present study demonstrates how strategic code-mixing can function as pedagogical scaffolding to strengthen the implementation of SCT within vocational English education.

A further contribution of this study is its alignment with industry-oriented learning outcomes. Unlike conventional English courses that primarily emphasize general language proficiency, the instructional design was developed according to Outcome-Based Education principles, where learning activities, assessments, and classroom interactions were explicitly linked to competencies required in administrative workplaces. Students were therefore trained through authentic professional tasks, including business correspondence, telephone communication, meeting management, customer service, and office documentation, allowing English learning to reflect actual workplace practices.

The findings also contribute to the growing literature on vocational English education by providing empirical evidence that psychological learning factors and strategic bilingual pedagogy can be integrated to improve workplace communication readiness. The study extends existing Social Cognitive Theory research by demonstrating that strategic code-mixing is not merely a classroom communication technique but a structured instructional strategy that supports learners' confidence, observational learning, classroom engagement, and professional English performance while maintaining English as the dominant instructional language. Consequently, this study offers an instructional framework that may assist vocational institutions in preparing graduates whose English communication competencies correspond more closely with current industry expectations.

Implication and suggestions

The findings of this study provide practical implications for ESP instructors, particularly those teaching vocational students within an Outcome-Based Education (OBE) curriculum. ESP instructors should use English as the primary language of instruction while applying strategic code-mixing only when necessary to explain technical workplace vocabulary, clarify complex administrative concepts, or give important task instructions. This allows students to understand the learning materials without reducing meaningful exposure to English. As students become more confident, ESP instructors should gradually reduce the use of the first language and encourage students to complete workplace communication tasks independently in English. During authentic activities such as business presentations, telephone conversations, meetings, business correspondence, and customer service simulations, English should be used as the main language to strengthen students' professional communication competence. Furthermore, ESP instructors are encouraged to design learning activities that reflect authentic workplace situations and align with industry competencies. Integrating Social Cognitive Theory with strategic code-mixing can create a supportive learning environment that enhances students' confidence, participation, and readiness to communicate effectively in professional administrative workplaces.

Future research is recommended to employ a more rigorous research design by including both experimental and control groups to better evaluate the effectiveness of integrating Social Cognitive Theory with strategic code-mixing in ESP classrooms. Such a design would provide stronger evidence of the causal effects of the instructional approach on students' English learning outcomes. Future studies should also involve larger and more diverse samples from multiple vocational institutions to improve the generalizability of the findings. In addition, extending the duration of the intervention would enable researchers to examine the long-term effects of strategic code-mixing on students' English proficiency, self-regulated learning, and professional communication competence. Finally, future research may investigate the implementation of this approach in other ESP disciplines, such as Accounting, Information Technology, Engineering, or Hospitality, to determine whether its effectiveness varies across different vocational contexts.

CONCLUSION

This study examined the influence of Social Cognitive Theory (SCT)-based English instruction supported by strategic code-mixing on the learning motivation and English performance of Office Administration students in an English for Specific Purposes (ESP) course. Regarding the first research question, the findings indicate that students reported high levels of self-efficacy, observational learning, self-regulated learning, and motivation and engagement following the instructional

intervention, suggesting that the integration of SCT principles and strategic code-mixing was associated with positive motivational outcomes in the learning process. With respect to the second research question, students' English performance improved significantly from the pre-test to the post-test after participating in the instructional intervention. These results suggest that the SCT-based instructional approach supported by strategic code-mixing was associated with improved performance in workplace-related English communication tasks within the Office Administration context. Regarding the third research question, correlation analysis showed that self-efficacy, observational learning, and motivation and engagement were positively and significantly associated with students' final English performance, whereas self-regulated learning demonstrated a positive but non-significant relationship. These findings suggest that several SCT constructs were related to English learning outcomes following the intervention, although the strength of these relationships varied across constructs. From a practical perspective, the findings suggest that ESP instructors may consider using strategic code-mixing selectively as instructional scaffolding to clarify complex workplace concepts while maintaining English as the primary language of instruction during authentic Office Administration communication activities. However, because this study employed a one-group pretest–posttest design with a relatively small sample from a single institution, the findings should be interpreted with caution. Further experimental studies incorporating control groups, larger and more diverse samples, and longitudinal designs are needed before the effectiveness of this instructional approach can be established more conclusively or recommended for broader implementation.

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