The Path Less Taken: Incorporating Service-learning in the English Language Curricula

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Abstract

Although service-learning, as a language teaching strategy, is considered important for developing the college students' academic and soft skills, or personal attributes that people need in order to work with others, including communication skills, empathy, social skills, listening skills and attitudes, it is still a neglected area in the Libyan educational system. This study aims to investigate the trial of implementing service-learning in an English language course and carried out in the Department of English at Sabratha college of Arts. The findings of this study, based on students' reflection journals, focus groups and an open-ended questionnaire, show that service-learning enhanced the students' English language knowledge and skills. Also, students gained soft skills and confidence in using the English language in its context. Finally, the service-learning experience promoted the students' values and self-worth in terms of feeling important and contributing positively to the society.

Keywords: service-learning, EFL, academic skills, interpersonal skills, soft skills

Libya is currently undergoing dramatic transformation. New political, social, and economic realities are emerging, and educators are asked to revisit their pedagogies and policies. Consequently, issues such as citizenship and community engagement need to be addressed. Different countries have turned to educational reform when experiencing similar pressure. "Service-learning is one of the fastest growing reforms in higher education and is considered to be essential in developing citizenship for the 21st century" (Al Barwani., Al-Mekhlafi, & Nagaranam, 2013, p.110).

Attending solely to teaching the theoretical knowledge inherent in language instruction and learning is no longer considered to be sufficient. Service-learning opportunities allow students to connect with the community, develop values, enhance soft skills such as time management and communication skills which are needed to make a positive difference in students' learning experience (Sandaran, 2012). College teachers of English as a foreign language (EFL) in Libya try to apply different methods in their classes to enhance their students' English language proficiency. In the Libyan context, the service-learning concept could be an effective tool by bringing out a transformative change through using English language skills to serve community needs.

According to this approach, students are actively engaged in the classroom through pair work and group discussion and thus the interaction, collaboration and cooperation among students develop. Furthermore, service-learning is learning as well as giving. Students feel more engaged in the learning process when they apply their knowledge and skills to contribute to the society through service-learning (Albrwani & Almkekhlafi, 2014).

The purpose of the study is to heed Seilstad's (2014) call for more research in using service-learning in the Arab world. Its goal is to investigate the possible gains of incorporating service-learning in English language courses. Since service-learning is a new approach in Libya, and is not well understood by faculty members, a study that investigates the potential role and impact of service-learning was conducted to determine how English language teachers might be encouraged to use such a method. More importantly, as the country struggles to find stability, service-learning has been cited as an important and effective avenue (Seilstad, 2014; Al Barwani, Al-Mekhlaf & Nagaratnam, 2013).

Literature Review

Service-learning is a way for schools and universities to enhance learning and skill development by taking the student out of the classroom and into the community. Through service-learning, teachers can reinforce course principles in a real work setting, and students can gain perspective on their fields with positive community service. "Service-learning is a new educational method that is expanding the involvement of universities in their neighboring communities. It also tends to promote the civic and moral development of students", (Umpleby & Rakicevik, 2008, p. 2). According to Kaye (2004) "Service-learning is a form of experiential learning where students apply academic knowledge and critical thinking skills to address genuine community needs."

Furco and Billig (2002, p. 7–8) state that a service experience should be personally meaningful and beneficial to the community. In addition, there should be clearly identified learning objectives, student involvement in selecting or designing the service activity, a theoretical base, integration of the service experience with the academic curriculum and opportunities for student reflection.

The service-learning concept has been introduced in US universities in which students learn and develop their personal and academic skills through active participation in organized service. Consequently, more than a third of all American universities and colleges offers courses in service-learning (Student Horizons, Inc., 2008). In a service-learning project in a New Jersey school, a class was divided into small groups sharing similar interests about a social issue like environment. The groups had lessons on online research. Next, they were asked to search about the causes of environmental issues and develop lesson plans to deal with them (Rosevear, 2009). In this respect, service-learning is a bridge between the classroom and the community. It is also a process, which ensures learning through nonprofit teaching.

In Germany, service-learning is recently introduced as a teaching method. In one of the secondary schools in Bavaria, students were engaged s in different subjects in activities to preserve its culture. For example, the music class staged a concert to celebrate the 800th birthday of St. Elizabeth. The language class interviewed the citizens of the historic quarter and put together the interviews to create a book (Baltes & Seifert, 2010).

Eyler, Giles, Stenson, & Gray (2003, p. 15–19) have summarized the research on service-learning in higher education over the past few years. Among their findings are the following:

- Service-learning has a positive effect on student personal development such as a sense of personal efficacy, personal identity, and moral development.
- Service-learning has a positive effect on interpersonal development, the ability to work well with others, and leadership and communication skills.
- Service-learning has a positive effect on sense of social responsibility and citizenship skills.
- Students and faculty report that service-learning has a positive impact on students' academic learning.
- Students and faculty report that service-learning improves students' ability to apply what they have learned in the "real world."
- Service-learning participation has an impact on such academic outcomes as demonstrated complexity of understanding, problem analysis, critical thinking, and cognitive development.
- Faculty using service-learning report satisfaction with the quality of student learning. They report commitment to research and increasingly integrate service-learning into courses.

With regard to Teachers of English to Speakers of Other Languages (TESOL), service-learning fits well with the communicative approach which stresses the student-centered method. The communicative approach focuses on the importance of using the language in real life situations. A number of studies emphasize the implementation of service-learning in the TESOL classroom, including business English for ESL learners (Crossman & Kite, 2007), foreign language learning in universities and high schools (Gonsalves, 2011; Hellebrandt, 2008), *and international service-learning* (Perren, 2007).

With regard to research findings in EFL contexts, Rahman (2012), in his investigation of integrating service-learning in Bangladesh, mentioned that language learners were influenced positively by their engagement in service-learning. Steinke (2007) asserted that EFL learners who get involved in community service have more opportunities to practice the target

language. Similarly, Falasca's (2017) research findings showed that integrating service-learning connects language students to real life challenges in a significant way.

When used as a method of learning a second or foreign language, service-learning creates motivation for language learners. In addition to fostering students' personal growth, service-learning also enhances their self-confidence and provides meaningful contexts for language learning (Minor, 2006; Hale, 2006). Reyes (2009) also mentions that by adopting service-learning "as an approach to helping ESL students integrate classroom concepts with actual hands-on community experiences students are able to develop cultural competence, critical thinking, and reflectivity in their everyday lives" (p. 1). Furthermore, Hart and King's (2007) research findings showed a significant positive impact of the service-learning approach on students' learning over those educators who used other traditional approaches.

Service-learning is considered as a useful pedagogy to enhance language learners' skills and to provide opportunities for students to explore the connection between their learning of English language skills and society issues such as poverty and health care. As it is difficult to teach language skills in isolation from meaningful contexts. "Whenever possible, students should be placed in context-rich situations" (Latulippe, 1999, p. 4), and meaningful activities provide an "ideal learning opportunity for second language students to learn more information in a shorter time with less effort" (Christison, 1999, p. 4). According to Mathews (2017), the planning regarding the application of service-learning would first involve identifying the main challenges and concerns in the society. Then these challenges would have to be sorted out and rank ordered, first to last to solve them by priority.

However, incorporating service-learning in the teaching/learning process in the Arab world and mainly in Libya, the context of this study seems scarce and limited (Seilstad, 2014). Therefore, this study aims to accomplish two goals – provide insight into the implementation of a service-learning program at the college level in Libya where the English language is taught as a foreign language and to augment the developing literature regarding such programs in Arab nations. Two research questions guided the study.

Research Questions

To investigate the gains of integrating service-learning concept in English language courses, this study aims to explore the following research questions:

    a) Could service-learning be used as an effective tool to enhance English language learning?
    b) What are the possible gains for EFL learners when incorporating service-learning in the English language curricula?

Methodology

Participants
Upon obtaining permission from the head of the English language department in Sabratha College of Arts, the researcher met with all third-year English language students within the Department of English to inform them about the intention of the research. A total of 33 students agreed to participate. There were 28 females and 5 males among the participants. Their ages ranged from 20–23 years of age, and they were selected on voluntary basis.

Next, students were introduced to the "Yes we can" task, a common concept in service-learning and a motto of the researcher's university-based EFL classroom. The students are regularly encouraged to work harder in their own language learning process and to believe that they can help others, be responsible, be creative and work as a team. The university students were divided into three groups. Each group consisted of 11 students. The task was the same for the three groups: deliver English sessions for free to people in the community who were willing to learn the English language, but could not afford it.

The objective of these lessons was to motivate the university students and provide them with opportunities to use the English language in meaningful situations. The lessons had to meet the language needs of the learners. The English language lessons were planned, prepared and delivered by the three groups of students from the university. Each group discussed the task, selected the suitable material, designed activities and divided the roles and responsibilities. Students realized that the English language was to play a major role in this regard. They deliberated critically about what to teach and proceeded to consider how to develop the lesson plan, contemplating which examples and types of practice might work best within the community of learners they would be teaching.

Selection of Community-Based Learners

In order to generate interest in the free courses in EFL to be offered to members of the community, the three groups of university students made posters about the event and placed them throughout the college. They also posted information on their social media outlets such as Facebook. Interested persons registered and attended the free EFL sessions. During the day, the participants mostly included students from other departments within the university such as the Arabic Language Department, the French Department, and the Department of Tourism. In these departments, English is a compulsory course. Therefore, the free sessions offered a good opportunity for students to improve their English. In the evening sessions participants were mostly primary students from the neighboring area.

Research Design

A qualitative approach was selected to investigate the trial of incorporating service-learning in the English language curricula. Johnson & Christensen (2004) state that "qualitative research is often exploratory and is used when little is known about a certain topic" (p. 30). Data were gathered from a questionnaire, students' reflection journals, observation notes, and notes collected from focus group conversations.

When each lesson was presented, the community students were assigned to three groups with 10–15 learners in each group, and each group to a particular lesson. Each lesson was delivered and facilitated by a group of 11 university students who had prepared the lesson and divided the roles and responsibilities. The lessons lasted approximately two hours.

After delivering the sessions opportunities for contemplation and growth commenced. According to Reed & Marienau (2008) involving students in active reflection about their views might help them in thinking critically about what they did and their rationale for doing so.

Data Collection Process

Upon completion of the community EFL teaching task, a questionnaire was administrated. It was written in a simple and clear way. Before the students participated in the questionnaire, they were well informed about the process. To ensure anonymity, the participants were instructed not to write their names anywhere on the form. After explaining the aim of the questionnaire, the researcher left the class, and the students were given 45 minutes to finish the questionnaire and submit it to the assigned teacher assistant in the English department.

The open-ended questionnaire, created by the researcher, was used to collect data in this study because it would give more detailed data concerning the students' observations and interpretations of the project (Cohen, Manion, & Morrison, 2007). The 3 questions in the questionnaire were designed to get feedback from the students about their teaching and learning experiences. The first question was about the benefits (if any) of participating in the teaching experience. The second question pertained to the challenges that they faced in their teaching. The final question gave students the opportunity to offer their suggestions for improving the project. The questionnaire was validated by piloting it to a small group of students to check its clarity and reliability.

All of the university students were asked to regularly submit reflection journals in which they explained their choice of learners, materials and strategies and how their choices would serve to accomplish the objectives of the curriculum that was used to teach within the community. In order to write the journals, students had to think analytically about how their selections and actions were advancing the goals of the community based EFL course. The students were also asked to consider their participation in "Yes we can" and to include those reflections in their journals. According to Sandaran (2012, p. 383) journals are an important tool in integrating all areas of service-learning, describing them as "the hyphen in service-learning and viewed as the link that ties student experience in the community to academic learning".

The above-mentioned activities are considered valid and integral parts of English language learning and teaching. The three groups attempted to improve the quality of the free lectures and sought help from their friends and teachers. This activity involved them in creating a learning and teaching community outside of the usual classroom, providing numerous opportunities to work within the English language in authentic, meaningful ways.

Finally, an informal focus group (Cohen, Manion, & Morrrison, 2008, p. 231) discussion was held to discuss the benefits and the challenges of the experience and what might be done to improve it. Specifically, the focus group dialog was in the form of open-ended questions that were broadly based on three themes: the benefits that both the university students and the community-based students gained, the challenges that both groups faced and their suggestions for improving the task.

Data Analysis

All data sources were reviewed, coded, and analyzed using the constant comparative method (Lincoln & Guba, 1985), resulting in emergent themes about the gains of the service-learning experience, the challenges that students faced and the implications that may be apparent from the study. In order to triangulate the data (Merriam, 2002), the researcher kept observation notes about students in different stages of the task along with analyzing students' reflection journals to cross check and verify the emerging themes.

Findings

Benefits to Students
Could service-learning be used as an effective tool to enhance English language learning? Integrating service-learning was beneficial to the students who participated in this study and to the English language Department alike. Interestingly, it has been noted through the questionnaire and observations of students' work that the university students benefitted by having the opportunity to use their language skills in real-life situations through providing their service in teaching English in the community while at the same time facilitating a positive change in the community. Primarily, they learned they could realize their potential through gaining self-confidence in using the English language. In addition, students demonstrated increased motivation to attend lectures. This finding is in consonance with the findings of Wolff & Tinney (2006) which showed that students who were involved in service-learning experiences exhibited more academic participation and additional interaction with faculty members.

This task was a good opportunity for the university students to interact with students from other departments. Most importantly, this service-learning experience afforded them a practical opportunity to apply the theories of language learning and teaching in preparing and delivering the lessons.

What did the EFL learners gain from integrating service-learning in the English language curricula? Students who participated in this study commented that they considered the service-learning teaching experience to be valuable and offered a range of reasons explaining the nature of the benefits. The following excerpts are used as written in students' reflection journals and in response to questions on the questionnaire. To protect the university students' identity, the students' names have been hidden and numbers are used instead. Selected comments follow.

Academic Outcomes
According to the students' answers to the first question about what was good about their participation in the experience of teaching the English language to other non-specialized students, the preparation stage was beneficial. They specifically mentioned readings that had been provided in class which assisted them in choosing appropriate examples, texts, and activities to be used. More than 80% of the students mentioned that practicing the lessons and activities before the service-learning sessions improved their language skills and their self-confidence. S14 noted, "preparing the lesson and practicing how to teach it before the actual teaching took place was very useful. I was more confident in delivering my part and the content was familiar to me*".*

Also, one of the cited advantages was that this experience encouraged students to engage more with the material covered in the university course. They were encouraged to think about the course content in an active way rather than being receptive. For example, S12 wrote*,* "this task helped me not just to understand the information but to be critical about the material".

The involvement in the community also required the university students to draw upon their own experiences as EFL students. Additionally, writing the lesson plans and reflecting in written journals helped them to improve their academic writing skills. Besides planning and designing the lessons, the students were required to write advertisements about their lessons

and to write reports about the task, the steps that they followed, the goals of the lesson and the material used.

This finding is in consonance with the findings of Albrwani & Al-Mekhlafi (2014) in which it was mentioned that when investigating the impact of service-learning on Omani students, service-learning provided EFL students "with more opportunities to improve their language in writing and grammatical structure as well as reading comprehension". (p. 105)

Overall, the actual teaching sessions emphasized to the students how crucial the planning and preparation stages were to success. S23 wrote "It was a smooth process. We knew what to do, when to do it and how".

Personal Outcomes
More than 60% of the students emphasized specific skills that were improved as a result of their participation in the service-learning experience. The students developed useful soft skills from working in groups such as learning to express their ideas and how to analyze a learning episode in a critical manner. In the end, the university students serving as teachers had to agree unanimously on a topic to teach and, therefore, had to engage in a discussion regarding how to deal with all the issues related to their lesson. Students also showed improved abilities for group work and cooperation in the classroom. They mainly reported that their participation enhanced their communication skills such as how to ask the right question.

In addition, more than 70% of the students revealed that the service-learning experience improved their sense of self-efficacy. After the experience of teaching real learners in the community rather than explaining to their classmates, they felt more confident in their competence in the English language. S22 said, *"I can teach different groups of learners. I feel that I can"*. According to Hale (2006), service-learning as a teaching method enhances students' self-confidence and motivation to learn.

The teaching experience helped the students to overcome their apprehension about learning English and making mistakes. When they participated in the lesson, the researcher observed that they became less conscious about using English as they were immersed in the lessons and activities and having fun. The teaching experience seemed to have benefited not only the learners, but also the EFL university students who had learned much on their own from designing and facilitating the language lessons. Their own excitement about the task and enthusiasm in working with the learners was contagious. Two of the groups delivered the lesson even in the evening to primary school pupils in their neighborhood. The comments from the learners were positive, and they asked for more free lessons. According to Simonet (2008) service-learning improves students' attitudes and motivation because it creates a meaningful learning environment. Similarly, Minor (2006) stated that service-learning enhances the students' skills such as problem solving, interacting with others and achieving goals.

One student identified "encouragement" as being particularly important for the learners who were engaging in activities that were new to them. A student wrote, "it was good to notice that even the shy students completed some of the activities with encouragement".

Students' Values and Self-Worth

More than 50% of the university students who participated in this study stated that an important aspect of what they learned from service-learning was how to be more responsible and caring toward others. The task of teaching without the expectation of monetary compensation required students to take responsibility for their learning. Student 1 said: "I think the task increased the accountability of the university students. It also enhanced their ability to face challenges. We learned how to make brave choices". Additionally, S5 noted that, "taking part in this task did not only improve my writing ability. It also showed me how to be helpful and caring about others".

More than 42% of the students reported a realization of self-worth. They felt that they could contribute to the society by using their knowledge and skills. S19 stated, "I am grateful for this experience because it made me feel important". S6 added, "They always blame our generation and describe us as careless and spoilt. This experience helped us to say that we are responsible, and we can be good citizens and help others. We need just a chance".

Furthermore, the students also were happy and proud as their work was recognized and celebrated on the project presentation day which was well attended from the university administration, faculty members, civil society and local media. S 32 commented, "It was really an amazing experience because we interacted with other students, and they liked our way of explaining".

In addition to reading and preparing lesson plans of the learners' needs, the service-learning experience provided the students with a personal experience that afforded them a valuable opportunity to know themselves better. The participants of this study mentioned that the teaching experience helped them to have a sense of ownership of their learning. This helped the students to be more aware of how they learn and what they learn.

Some students indicated in their reflection journal that this experience changed their idea about the teaching profession. S5 said *"teaching is not just delivering information. You have to prepare, select appropriate material, prepare lesson plans, and check the pronunciation. I did not know that it is really hard job"*. S3 added *"after this experience, I felt that I love to be a teacher. There is nothing like the moment when the learners smile and got it"*.

From the students' views in their reflection journals and the discussion in the focus group, they asserted that service-learning has a tremendously positive impact on their learning, compared with the traditional classroom teaching. Students asked for more opportunities to engage in service-learning rather than just having lectures, tests and a focus on grades. Underlying such a call for service-learning is a significant shift from a traditional and teacher-centered teaching method to one that is student-centered and autonomous (Morrison, 2016). This robust service-learning experience could address students' need for an education that prepares them for their careers and for dealing with the challenges that the Libyan community faces.

The Challenges of Incorporating Service-Learning

In response to the question about the challenges that they faced in their service-learning experience, most students who participated in this study complained about the limited time which was assigned for the task. Students had other subjects to study, assignments to submit, and their schedules were busy. This is a common challenge that is mentioned frequently in the literature. "They are too busy to fit community-based learning into their crowded

schedules" (Holland & Robinson, 2008, p. 20). In addition, some students expressed their interest to work more on the task, but they thought the time expenditure might affect their grades in other subjects.

In a follow up question about what should be done to deal with the limited time issue, the students asked for time management training. Also, they wanted the department to fund and support their work and integrate service-learning in the course assignments and evaluation.

Another challenge that students mentioned was the lack of confidence at the beginning of the task. Most students mentioned that at the beginning they found the idea of having to teach a very frightening prospect. They did not have previous experience, and many were unsure about what to say. However, most of them developed their own way of conducting the lessons successfully.

In addition, the process of preparing the project, communicating with the college administration and preparing the logistics, guiding the three groups and giving them feedback about their lesson plans and selection of materials was time consuming for the university faculty who participated. Also, integrating service-learning with the academic goals of the writing course was not easy due to students' English proficiency levels and lack of experience in such tasks. From the students' writing, it was clear that some students needed more scaffolding for the type of writing required in reflective journals. Their writing was too brief and simple. A few did not connect the service-learning task with their own learning. Therefore, showing them samples of writing that integrates academic writing goals with service-learning was helpful.

Benefits to the Department of English

According to Simonet (2008) providing service-learning experiences that involve students, faculty members and staff helps to build an impressive network of student support. Encouraging the participation of undergraduate English as a foreign language learners in service-learning practice as observed in the current study may have facilitated several benefits. By involving the students, the Department of English Language had the opportunity to expand its mission to include service to society. Such experiences might increase the public's support for the department while encouraging its collaboration with civic and social organizations. Providing service-learning opportunities in the department can inspire the students to enhance their life skills and share their ideas for future projects in ways that assist community members.

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Discussion

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This study investigated the initial attempt of integrating service-learning in the Libyan EFL context. The data analysis pointed to three themes. First, service-learning enhanced the participants' English language knowledge and skills. Second, students gained soft skills and confidence in using the language in its context. Third, the service-learning experience promoted the students' values and self-worth in terms of feeling important and contributing positively to the society. These three themes support the literature related to incorporating service-learning in the educational courses.

Students' views about their experience were resoundingly positive. As the literature suggests, service-learning improved students' understanding of classroom materials. Students had a much clearer perspective on the lesson plan and delivering the material. Their

ideas about teaching and assessment were challenged and changed. In addition, students' self-confidence was also greatly enhanced, as also suggested by the literature. According to Eyler, Giles, Stenson, & Gray, (2003, p. 15–19) service-learning has a positive influence on students' interpersonal development such as the ability to work with others as well as personal development, including a sense of personal efficacy and personal identity.

Consequently, this service-learning opportunity taught students to be good citizens. Students felt empowered by their involvement and voiced their interest in participating in similar experiences in the future. In addition, the students were able to transfer their language knowledge to real life situations. Bechet, Refaei, & Skutar, (2012, p. 77) stated that "service-learning experiences are an additional source of data that deepens the understanding of academic courses".

In addition, for many students the service-learning experience influenced their career choice. According to Rahman (2012) service-learning projects should be incorporated in language courses in a way that it guarantees a benefit to the community while simultaneously benefitting the university EFL students through improving their language skills and enhancing their self-confidence.

Limitations

This study investigated incorporating service-learning in the English language curricula in Sabratha College of Arts. As this study was based on a small number, the research findings cannot be generalized to all EFL students in Libya. Also, the students represented only one group of EFL learners in Libya. There are several other groups, such as high school students, private college students and students attending an education college, and the findings of the study might have been different if the researcher had worked with those other groups.

Conclusion, Implications and Recommendations

The current situation in many Arab countries, including Libya, calls for an urgent involvement where youth are trained to use their knowledge and positive energies to serve their societies. The study points to the probability that service-learning is a necessary and effective method of learning, and that it could be a viable solution for the development of Libyan youth's skills and attitudes for citizenship and engagement in Libyan society. The findings of this study showed that students can develop their academic skills and soft skills of time management and communication by practicing them in real-life situations.

According to Billig (2004), service-learning is a beneficial approach to teaching and learning a language. It helps to develop citizenship and responsibility among learners. Therefore, incorporating service-learning in the curricula provided opportunities for students, teachers and administrators to use their skills in serving the society. Some believe this must diffuse every aspect of work in higher education (Boyte and Hollander, 1999).

However, there are several challenges faced while implementing service-learning. As a pilot project, there are some aspects that need fine-tuning and rethinking. For example, since this was a one-week event of English language free lessons, time was a constraining factor as students have prepared and delivered the lessons in a very limited time because they have other lectures to attend and assignments to submit. Also, in the college writing courses, the one-week time frame limited the extent of the discussion and preparation because the focus

was on making connections between practical service-learning tasks and the educational goals of an academic writing course.

Based on the findings of this study, the following recommendations can be made:

- This pilot study could be a model for other colleges in Libya and the Arab world due to the high need for support of educational reform at all levels. Beyond this specific context, English programs worldwide and even in other subject areas may find the task practical and effective for their purposes. Not only English language teachers but also educators across different disciplines should strive to use service-learning as a teaching tool to practice and promote learning.
- The participants in this study asked for additional opportunities for meaningful service-learning experiences. To create such opportunities, changes in the educational curricula and the teaching methods are needed.
- The service-learning concept should be incorporated within English language courses in a sense that it ensures a benefit to the community and university EFL students profit from the opportunities to develop their language proficiency and gain more self-confidence.
- To employ service-learning successfully, English language teachers need to have good understanding of its underpinning philosophy. Thus, in-service training courses should be provided for teachers mainly in the Libyan context where service-learning is still a new method of teaching and not yet familiar for most university teachers.
- To encourage college students to participate in service-learning activities, it is necessary for the college administration to provide support in the form of help with logistics, planning and communication with local partners such as the civic society.

Future Research
Reflecting on this pilot study, it is apparent that more research is needed regarding how students recognize, experience, and value their involvement in service-learning. For instance, the results of this study raise a number of questions that demand attention such as how service-learning significantly affects students' English language proficiency and how that growth may be assessed. Another consideration is to what extent incorporating service-learning might be influenced by particular specializations and contexts.

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