Service Learning (SL) in English language learning: The case of the Alternative Learning System (ALS) learners

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Abstract

This study is a descriptive and exploratory reflexivity paper that intended to explore the idea of *service learning (SL)* in the context of service learning and language courses. It also intended to link the application of service learning as a progressive means of *language learning*. With these intentions, the researchers, conducted a service learning program in an *alternative learning system(ALS)* classes in the Philippines where they explored the ideas of service learning vis-à-vis language learning. It was found out how service learning is not only a good way to hone sociability and genuine concern for others but also a means to authentically learn academic matters including language and communication. It was concluded that in the process of doing service learning, there must be breeding of service providers and that it should be introduced in the educational curriculum.

Keywords: alternative learning system (ALS), English language learning, reflections, service learning (SL)

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1. Introduction

The idea of service learning and its relation to language teaching and learning has not been well- expounded yet in the Philippine research literatures. In fact, the former may be a new concept in the local educational landscape. To make the idea clear, Lovat and Clement (2016), through their reviewed literature, defined *service learning* as a "pedagogy that combines community service with reflection on action." It is instrumental to the development of the young as service learning provides opportunities for learners to engage in the worlds of others and later allow them to participate in civic activities. It was further stressed that it is integral to values education, because it is helpful in developing empathy, responsibility, care, engagement and the like.

Looking at service learning in that perspective, the researchers found positive effects and outcomes postulated by various prior researches. Those effects were correlated to sociality and social intelligence. It was believed that such pedagogy improves personal, moral, social and civic development. By personal development, it was linked to the growth of awareness that extend to empathic understanding, the broadening of career aspirations and opportunities, the enhanced maturation, and the increased capacity for critical and transformational thinking among others. On the other hand, it brings moral development as may be seen to being responsible citizens and do what is ought to them as social beings. As to the social and civic development, positive outcomes include but not limited to: improved attitudes towards social responsibilities and civic engagements, formation of meaningful relationships with adults, involvement in service activities and civic leadership, deepened of civic responsibility, justice-oriented citizenship, understanding social issues, attitudinal change towards people of disability and the elderly, and breaking down cultural barriers to form positive relationships with people. It was also believed that service learning increases motivation in school work and thus improves academic performance and progresses academic achievement.

On the other hand, Richards, Sanderson, Celio, Grant, Choi, George, and Deane (2013) who tackled service-learning in early adolescence gave a general definition of it noting that it is "a way to engage students in the learning process by having them provide meaningful services to others, connect this experience with the students' academic curriculum, and, frequently, reflect on the process in some fashion. Benefits of doing service learning had been listed by the researchers and these can be associated with more effective learning of language aside from its social learning importance. Some of the benefits they mentioned are as follow:

- ➢ It increases the anticipated importance of community involvement that lead them to be more involved in the community as adults.

- ➢ It provides opportunities to exercise leadership skills.

- ➢ It has the potential to exposing youth to a variety of different people, situations and issues in the community.

- ➢ SL provides opportunities for students to engage in more sophisticated social relationship with peers including cooperation and teamwork.

- ➢ It can also affect academic success, connection to school, feelings about the self, and social behaviors.

- ➢ Students had talk more frequently to their parents, felt they are more effective at helping people, demonstrated greater concern about others, and showed increase academic motivation.

- ➢ Promotes positive effects on social perceptions and feelings.

All these can be traced to improving the learning of language as leadership needs effective communication and that can be learned through exposure with different kinds of people. Also as the exposure with people increases, learners are more likely to develop their speaking skills that will eventually improve their language skills. Their relationships with people they engaged with help them to be more strategic and socially aware which are competencies to be developed in communication. More so, there will be a more genuine learning of the language that defies the artificiality of the common pen and paper assessment and teacher-led teaching inside the language classrooms.

This service learning in language classes was demonstrated in the paper of Guo (2018) titled *A Study of English Service Learning under the Theory of Second Language Acquisition* that discusses service learning in English in an integrated English course and in a practice teaching course in English. These both look at how improvement can be achieved through doing service-based activities rather than by just sticking on the traditional ways especially that the English language in Chinese context is learning a foreign language.

In the Integrated English course, the participant made a real visit of Anshan streets and gather content on what impressions do foreigners have of Anshan. This was made random. The participants made use of the dialogue strategy which they learned in class. This was done individually by the students though they belong to one group. Afterwards they met together for presentation and oral presentations and they also reflected together. In the visit of foreigners, students interviewed them, made a deep exploration of various topics, including reflection on culture and after which they wrote the report as a team.

Firstly, in the process, the participants noted that *reflection is an important learning tool to participate in the process of language learning*. From the reflections, learners could discern that service-based learning can promote and establish mutually beneficial relationships with the communities. This process promotes multi-ability development among learners that include nonlinguistic aspects. Secondly, that *learning motivation and self-confidence had positively changed.* According to the participants their experiencing real situations and social service brought them great satisfaction. And finally, that *there was an increased in the level of self-identity.* Since they had deep conversations of people with different linguistic and cultural backgrounds, acquisition of these two, language and culture, had also been promoted. But in the process, the participants were given enlightenment of the richness of their own as a race and culture.

These experiences by them increased their enthusiasm for participation, lessened their difficulties in the implementation of the process they do, eliminated conflicts in language communication, and improved their cultural and cross-cultural awareness and skills. On matters of the practice teaching as a service, the reflection process was highlighted. As per their experience, reflection played an important role to improve their English levels and eventually formed their teaching abilities. In the process of service learning, through reflecting, the relations between English teaching theory and practical teaching, the students had formed a set of valuable service learning experiences. Furthermore, they felt that, through reflection, the factors influence their teaching including but not limited to classroom management, classroom instructions, teaching material processing, designing practice teaching, and English subject knowledge abilities like grammar. All these are concern as well in the traditional language classrooms.

Thus, this short paper basically intended to:

➢ explore service learning and its possible use for language learning,

➢ conduct a service learning in the context of a language class,

➢ present a reflexivity discussion on the service learning experience, and

➢ discuss relevance of service learning as a progressive means of language learning.

To achieve these intents, this paper revolved on an actual service learning project that provided a language

literacy classes among the out of school youth in a city in Metro Manila, Philippines. They are commonly called the alternative learning system (ALS) learners who are learners not able to attain formal education thus taking classes in order to learn basic life skills including reading and writing. The service learning project was conducted by language teacher researchers - Eli, Jo, and Tin, who conducted this study in their graduate studies service learning course and to which they reflected afterwards how the same activity, service learning, can be utilized in their language classrooms.

2. Methodology

This reflexivity paper is descriptive and exploratory in nature. This means that with the researchers' experiences, they intend to document it; make a narrative of it and try to connect its similarities with the existing literatures and highlight new events that are not well-emphasized in many of these literatures. As emphasized in many articles on service learning, this is defined as a model in education where the traditional approaches to teaching is combined with engagement in the community, thus, developing sociality for both the service learning provider and service learning recipient (Juncal-Carracelas, Bossaller, & Yaoyuneyong, 2009; Lovat & Clemente, 2016). The essential difference of this service learning as oppose to the commonly known outreaches and projects is that this is embedded in the actual curriculum and not only an endeavor that is separated from it. Furthermore, it reflectively discussed the connection of service learning as a progressive means to language learning in lieu of the strategies in the traditional language classrooms. As to the case of trying to incorporate service into a service learning course, they explored on many possibilities of making the endeavor works in the context of the chosen service learning and community. The methods that follow had greatly helped as they began the journey of embedding this service learning into their service learning class.

2.1 Service Learning Orientation

In the researchers' personal capacity, they had prior experiences on providing outreach programs to a selected community of beneficiaries. However, the idea of service learning as an integral part of a certain course was not common among them. They agreed to admit that they were all first timers in that sense. As to this, their professor's orientation of what the class is and how it will go further was guiding direction for all of them. As a preliminary stage of this journey, they were given background of what the course service learning is all about and how they will sail in the journey of learning the theories and putting them into practice. The orientation went on discussing brief overviews of deepening one's understanding of service learning: theoretical and conceptual foundations, the family literacy programs and parental involvements, the emergent and beginning literacy, the shadow teaching for learning English, the English language immersions, the service internship for pre-service language teachers, the integration of service learning in teaching and learning, the community-based or school-based action research, the design of a language and literature curriculum for service learning, and service learning design and implementation.

2.2 Service Learning Literature Review

As they went on this course, they had comprehensive reviews of existing literature in order to have a deeper understanding of the theoretical and conceptual foundations of the course. Furthermore, the literature review enlightened them in many aspects of service learning especially in the areas of designing and implementing it.

As part of the preparation for designing and implementing a service learning project, they went on individually reading and reviewing selected articles that may inform them good practices in the conduct of service learning. Of the many literature reviewed, they had emphasis on works like *Service Learning as Holistic Values Pedagogy* (Lovat & Clement, 2016), *Service Learning in Early Adolescence: Results of a School-based Curriculum* (Richards et al., 2013), *Service Learning: Implications for Empathy and Community Engagement in Elementary School Children* (Scott & Graham, 2015*), Integrating Service-Learning Pedagogy: A Faculty Reflective Process* (Juncal-Carracelas, Bossaller, & Yaoyuneyong, 2009), *Service-Learning and Philanthropy:*

Implications for Course Design (Hatcher & Studer, 2015), *A Spotlight on Preschool: The Influence of Familial Factors on Children's Early Literacy Skills* (Heath, S. et al., 2014), *and Emergent literacy and Early Writing Skills* (Pinto, Bigozzi, Gamannossi, & Vezzani, 2012) to name a few.

Many others as listed in the syllabus and of their own choice were part of the readings and reviews. All of which had deepen their knowledge and insights on service learning as a course, methodology, and as a practice. Moreover, by reviewing literatures where they found complementing and conflicting results, there had been more critical views formed among them in their take of factors affecting service learning and/or issues concerning it.

2.3 Sharing and Group Reflections

As they journeyed in studying this course, they spent time sharing and reflecting as a group. The sharing was facilitated through the individual presentation of their meta-cognitive reports. The meta-cognitive report was short papers on the selected readings in class. It consisted of the salient points the literature had which aimed at highlighting the take of the writers on the topic being tackled. This was to inform all of them how these people look at a particular concept, issue, or factor relating to the context of service learning. The report also involved a discussion of their schema that helped them process better the arguments of the writers. It also aided them of realizing what they were lacking cognitively or in practice about the matter. The learning as a subsection of the paper, on the other hand, presented their takeaway and reflections on the read materials. It was on this part that they dug deeper on the arguments and content presented by the authors. It was just that, in this part, they as readers made some connections on how the discussions be applied in their context as students of service learning and teachers of language. The meta-cognitive report was ended with a set of valuable questions that they want to pose which was geared towards discussions of matters that were not well-taken in the articles. This helped them further analyze and internalize the articles and other matters relating to it.

The sharing, aside from the actual paper, arose naturally as they related their previous experiences that were relevant to the crucial points raised during the presentations and discussions. With this sharing emerged their oral reflections on critical items brought out in the group. These they believed were helpful in understanding service learning and its application especially that in the early stage of this sharing and group reflections, they had not designed yet the service to be offered to their chosen community. Also, reflections were facilitated by some questions raised by the professor that each of them had to ponder. In that way, they were able to draw a collaborative insight pertaining to the questions being reflected upon. They ended these sessions by the professor synthesizing the discussions, the presentation, and the oral reflection.

2.4 Journal Writing and Personal Reflection

Part of deeper learning of the course was the journal log they kept. This was maintained in class and in the actual service learning. The journal contained critical points raised in the class while sharing and discussions occurred. Also, important events and situation during the service provided to their chosen community were noted in the journal. The points listed in the journal were then consolidated for the reflexivity paper which was important to trace their individual and personal learning in the process. More than the theoretical aspect, the journal helped in bringing out what had been internalized by each of the researchers as time progressed. The affective aspect was crucial as the service learning also intended to create among participants a long lasting desire to do the same and not only on the time is it being done. As mentioned in their group sharing and reflection, all of them, at a certain degree had improved in their desire to offer service for others and to the society at a larger scale.

2.5 Service Learning Design and Implementation

As they progressed, theoretically and conceptually, on service learning, they as a group designed their own service learning project. This was done by constant brainstorming and with the helped of their professor. The

literature and discussions they had in class played a great deal in the conceptualization of possible projects. In so doing, equipped with the theoretical and conceptual knowledge, they had these processes:

> *Looking for a community*. Several communities were considered to be the beneficiary of the language literacy program which they intended to do. One community was an urban poor area where they intended to train senior high school student residents to teach little children basic English language skills, so that they can use it as they enter schooling. Another community that they wanted to serve was a *barangay* hall staff which they wanted to provide training on basic communication skills in English and writing correspondences. Then they also thought of an informal education group in the city whom they can help in their literacy lesson, and lastly was a public school where they can adopt a section for their English class for several sessions.

In deciding for their community beneficiary, they set some criteria so that it will match the resources and preliminary objectives they set. First of the criteria was that, there should be at least an intermediary person known to any of them so that the bureaucratic and political considerations be lessened. Secondly, the number of participants should be within the capacity of the resources of the group. Thirdly, the time for the service must be amenable with them all. And finally, the community was the most in need of the service among the choices. Having these criteria, the informal education sector in the city was chosen.

> *Scanning the selected community*. They spent half of a day visiting the selected community. Aside from familiarizing themselves with the location, this time was devoted meeting with the in charge of this informal education sector called the ALS or alternative learning system. The plan was discussed with the teachers until agreeable terms were reached. Also, during this time, they had personal conversations with some learners of ALS and there they gathered information on their background- their educational level, their economic status, their familial situations and the like. These were all necessary in the preparation of suitable service for the community.

> *Preparing the Service Learning Program*. Based on the data gathered from the community, they prepared for the service to be delivered. This ended up with a literacy program that would accelerate ALS learners' reading skills in English which is also important in reading other content areas. However, such design was not so feasible considering several factors: the time to be allotted for the service, the varying levels of the learners (ALS learners are combined from elementary to high school and they are multi-grade level per class), and there was a most immediate need by them (the test-taking skills for they will be taking their promotion test in four months time). Because of this, the design of the program had to suit for that needs of the learners.

The service learning providers then designed a program for reading stories centering on plot and author's purposes for according to the needs analysis this was what the language aspect of the test centers on. Also, following direction was part of the lesson for many of them, according to their teachers in charge, had difficulties in understanding test directions (standardized and classroom activities). Considering these skills, they designed a program composed of lessons and workshops that was delivered in five whole day sessions.

> *Delivering the service learning*. The service learning which was called ALS *for* ALS (Accelerating Language Skills for Alternative Learning System Students) was delivered within 5 sessions. The first session was devoted to assessing the learners using a standardized questionnaire to know how well they can read in English. Another diagnostic method used was an actual taking of tests and activities focusing on how good they were in following directions.

After the diagnostics, four sessions were devoted to the actual teaching-learning process that included lectures, discussions, and activities. The last portion of the last session was devoted to reflecting among learners. Immediately, it was followed by a simple thanks giving program as a culminating activity.

> ➢ *Reporting the SL outcome*. After the completion of the whole service learning program, they reported the outcome both for peer-evaluation and for expert (professor) evaluation. Also, this session was used to reflect on the process that provided more insights in order to improve the process of service learning within a service learning course.

2.6 Constant Consultations

Since the service learning started, the group had constant consultation with the faculty in charge. This was intentionally done in order for the challenges to be discussed and eventually be resolved not only practically but theoretically. The constant consultation also allowed each of them to go on despite the difficulties as they were always reminded that in doing service learning is centered for a collective purpose.

3. Discussion and Reflections

The five sessions rendered as service time for the Alternative Learning System students of Brgy. Sta. Lucia in Quezon City, Philippines was a short but meaningful encounter to the people in the community. This included more than twenty learners who are currently attending the program and the two teachers in charge, Teacher Pura and Teacher Margie. The researchers/service learning providers feel privileged that with this community, they were able to share their knowledge in the area of language learning and hopefully had inspired the learners to become better citizens of their country.

In the literatures discussed in researchers' class, it was emphasized that in the conduct of a service learning program, there are two parties that are benefitted in the process. One is the receivers of the service program for they will reap the intended result of the service. Most of the time, the participant receivers get the tangible benefits as defined in the program goals, however, accompanying these tangible benefits are the internal factors that are developed among the participants. Commonly these cover the affective and cognitive development of the participants. On the other hand, the service providers do also benefit from the service they provide. Although the efforts and resources are from them, there are internal benefits that go with the service they provide. These two beneficiaries and how they gained from service learning are the ones this paper would like to focus into. In the context of the service learning delivered to the ALS learners, the researchers were the service providers and the learners were the service receivers.

3.1 The Service Receivers

The last day of the sessions was on learning to follow test directions. It was devoted for deep conversation with the learners. In the conversation which was also a form of oral reflection, the service providers tried to elicit from learners how did they perceive the experience having some outside volunteer teachers like the providers coming into their ALS program. It was good to ask because this was the first time a similar service was extended to the group.

On this session, the first discussion was centered on the learning the ALS learners had in the lesson. Though the service providers already know how they fared in the workshops for following directions, they wanted then to know if the service receivers feel they learned the necessary competency. Aside from learning to do what was said in the direction, other learning that was not part of the planned lesson was brought up. Among these were learning on spelling, correct pronunciation of some words, the importance of English in cross-cultural communication, and even antonyms and synonyms. In the discussions, these minor points were mentioned and due to learners' clamor for explanations and examples, these were discussed briefly to them.

The second item that was pondered together was the learners' feeling of having the providers as volunteers in their classes, and how do the service receivers/learners see them helpful to them. Three answers emerged in the sharing: happy, excited and thankful. As to the sharing, they expected that their presence in their school would provide them additional knowledge, learning, and additional insights in English language. These were

manifested during the sessions for majority always attend the sessions as opposed to the report of Teacher Margie that many of them usually got absent due to many factors such as work and financial considerations.

The bulk of the time for sharing was spent on talking about values formation. This centered on knowing that services can be provided freely by people and every one must render service for the benefit of the community. The service receivers were also asked to identify which values they think was emphasized, reiterated or put into use in the process of the service learning program. One of the common answers was the deepening motivation. To those who felt this, they had that sense of desire to continue because they learnt in the sessions that when there is perseverance you will at one point reach your intended destination. By being more motivated, they will have the courage to go on and reach that destination, which most in their case to pass the promotion exam, get higher education, and land a good job. Secondly, they felt that they become more hopeful and confident at the same time. The additional learning according to them increases their confidence especially in speaking the language and with the sharing of life which became an integral part of the sessions, they become more hopeful as they listened to the many stories that they can identify with. Lastly, the session had improved their views of the world. They attributed this to the inspiring statements from the service learning providers. They realized that if there are people who are selfless and ready to help others, the world therefore is a good place to live. As service receivers reflected on this, the service providers realized they were learning the same.

3.2 The Service Providers

As they journeyed in their service learning class where they were given opportunity to provide service as well, they had so many realizations that came to mind as they pondered on their service learning experience. Truly, these realizations are of value as they pursue to be providers of service for their community. In the journey, they learnt that the design of a service learning can be adaptive, that the process is vital to focus into, that in a service learning consultation keeps one going of the service, that service learning should be an opportunity to create more service providers, and that there should be intentionality in teaching and doing it even in the early grade curriculum.

These are the reasons why they arrived to such realization:

➢ *Adaptive is a design to consider in service learning*. Their training in the field of computational science, law and education (their educational preparations) molded them into persons that go with protocol and to do things as they were planned and designed. Most of the time, they keep things in order, thinking that when it is time to operate, the plan will just smoothly being followed. This is called in the field of computational science predictive approach- *We conceptualize. We plan. We set. We implement*. However, in service learning, though there are also best practices as provided in many literatures, the strict sense of a predictive approach will not always work. Though plans are needed, there will be times that what was planned, even the alternatives, will not work. The researchers realized that they can actually create a design that is more adaptive in nature. By adaptive it means that the design is open to many possibilities considering external factors that may affect the design and implementation. By being adaptive it means that when as planned didn't really materialize, the participants should be flexible enough to embrace redirections. It is just like following the old saying adjusting the sail to the direction of the wind.

➢ *Process is as important as results*. As individuals, the service providers are very result-oriented. They measure success based on what was delivered or what they delivered. This may be associated with what is expected of them as teachers too. With this reason, they and many other people would take results as the ultimate gauge of success. But, in their experience in class and in providing service as part of this service learning class, they had been neutralized with the thoughts that all that matter are results. In the case of service learning, the result of the service is as important as the process that provided that result. Though results promote satisfaction to the ones who produced or delivered, how

to get to that output counts. In providing service learning, the way it is implemented, as this is very much associated with people, is core in the program. The ultimate goal is not to deliver it alone but to create better relationships in the process, and to foster development of all involved in both the cognitive and the affective aspects. This can be best achieved if focus is given equally to the process and to the results defying the popular belief of centering on the end product.

➢ ***Consultation strengthens the support system***. Providing service is tiring especially if it is not innate among the providers. It is tedious when service is not yet embedded in the system of the one who provides. The service learning providers being new to the concept of service learning, there were really times that the fire of the desire among them was dying. Sometimes they questioned the pursuit, but this was just due to losing focus to the central goal of doing something for others. It is with this reason that they realized that constant consultation that they embraced in the project created a sense of support system that enabled the fire of the desire for service to be burning continuously. The constant consultation with the faculty in charge and with the team who were passionate of doing the service kept reminding them that in the process of giving themselves for others, it was them that benefitted the most. It was with this process that they were inculcated with the fact that the more they give of themselves, the more they receive. This was very evident on the learning they got from class and the relationships they found in the community they provided service for. More than this, they were also able to learn about life based from the experiences of their service receivers. With such encounters, they feel that they became stronger as human beings, and that they are more willing to sacrifice for others.

➢ ***Service learning should breed service providers***. Usually in class, a teacher imparts knowledge but seldom of the students would go to the teaching profession. Each of them later on will choose a field they want ranging from engineering, accountancy, architecture, law, and the like. Oftentimes, especially among core courses, the knowledge is not replicated, but this should never be the case in a service learning class and a service learning project. The intention should not only to provide the service, but also to breed the receivers of the service to be service providers as well. The researchers realized that if service learning should be in that direction where there is multiplicity of providers because the participants absorbed the value of providing service for others, then this world will be a better place to live in. There would be less chaos as there are more people who care. The researchers realized this as many of the learners in community they provided service for also were awaked of how they can give back in their own ways.

➢ ***Service must be an integral part of the curriculum in the early grades***. Though the researchers are exposed with communities in need, and that they, in their personal capacities do service for others, this was not part of their formal upbringing in school. Truly, the school teaches values and tries to concretize values formation, but most of the time it is very theoretical in nature. The researchers think that if they as adults have been moved with the experience on service learning and that if they are wanting to continue it, the integration of this in the basic education curriculum would not only create passion and interest to serve among the learners but it will develop , inherently, among them to do service for others. The training that can be provided at a young age will be carried unto adulthood and this will make the difference of servicing others as obligation as to servicing others as a life style.

These, upon reflection, can be instilled to others if everyone continues to put into action and intentionally shares genuine service to others, thus, bringing them as well to the practice of service learning.

3.3 SL in the 21st Century Language Classrooms

As English language teachers, the use of service learning as a strategy for language learning especially in the senior high school or collegiate level is effective. The approach is progressive in a sense, because service

learning promotes collective views among the learner participants. By being progressive it means, this is a kind of involvement that focuses more of the common good of the majority which defies the individualistic tendencies of people. The SL as an activity in the language classroom also defies the non-communicative approach that is promoted in the traditional language classrooms.

Like in the case of the Philippines where English is only a second language, when a well-planned program of activity is in place as part of the English classes, learners are not only learning language and communication in the four wall of the classrooms, rather it opens them opportunity to practice the learning they had in school and apply it in the social context while they are doing service in the community. In here, the service itself becomes the primary learning materials in their language learning. The community is their very own classroom. This communicative approach to language teaching is believed to be a revolutionary way to reverse the artificiality of many language learning strategies. Moreover, it is a way that molds learners into individuals who care not only of themselves, but of their community. This is what the world needs and this is the vital kind of education needed in this century.

4. Conclusion and Recommendation

In the many literatures concerning service learning, it was established that reflections are key instruments to strengthen the learning among participants. In fact, even Hatcher and Studer (2015) agreed that through reflections one gains further understanding of content, a broader appreciation of the discipline he is into, and an enhanced degree of good values and social responsibility. It is through reflections that one can internalize the intangibles accompanying a learning process and more so a service provided in the context of an academic endeavor. In the process where the researchers/service learning providers attended a service learning class and provided one for a chosen community, they felt more involved and a part of a collective community. They claim that through the short period where they were academically immersed into the theoretical and conceptual foundations of service learning, their concept of service and outreach programs had been concretized into its tangible form. With the exposure on the theoretical aspects as narrated in many articles in service learning, service learning has become a clear object and not only a concept open for many interpretations. This was even emphasized as they were part of a team that conceptualized one service, designed it accordingly, and later on was put into action in the community they chose to serve.

In view of this exploratory-reflexivity study, research endeavors can be done similar but not limited to the following:

> Integrate service learning in all teacher education language courses so that the theories of language education can be applied in a context of serving others. In this way, the idea of the teaching profession as a vocation is further upheld.

> Micro-service learning can be integrated in the language classes in the secondary schools, focusing the service in providing literacy service among out-of-school children.

> Deepen the use of self-reflection and group reflections as methods of evaluating service learning initiatives in the language classes.

> Look at the possibilities of incorporating service learning not just on individual classes, but instead in the entire curriculum.

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