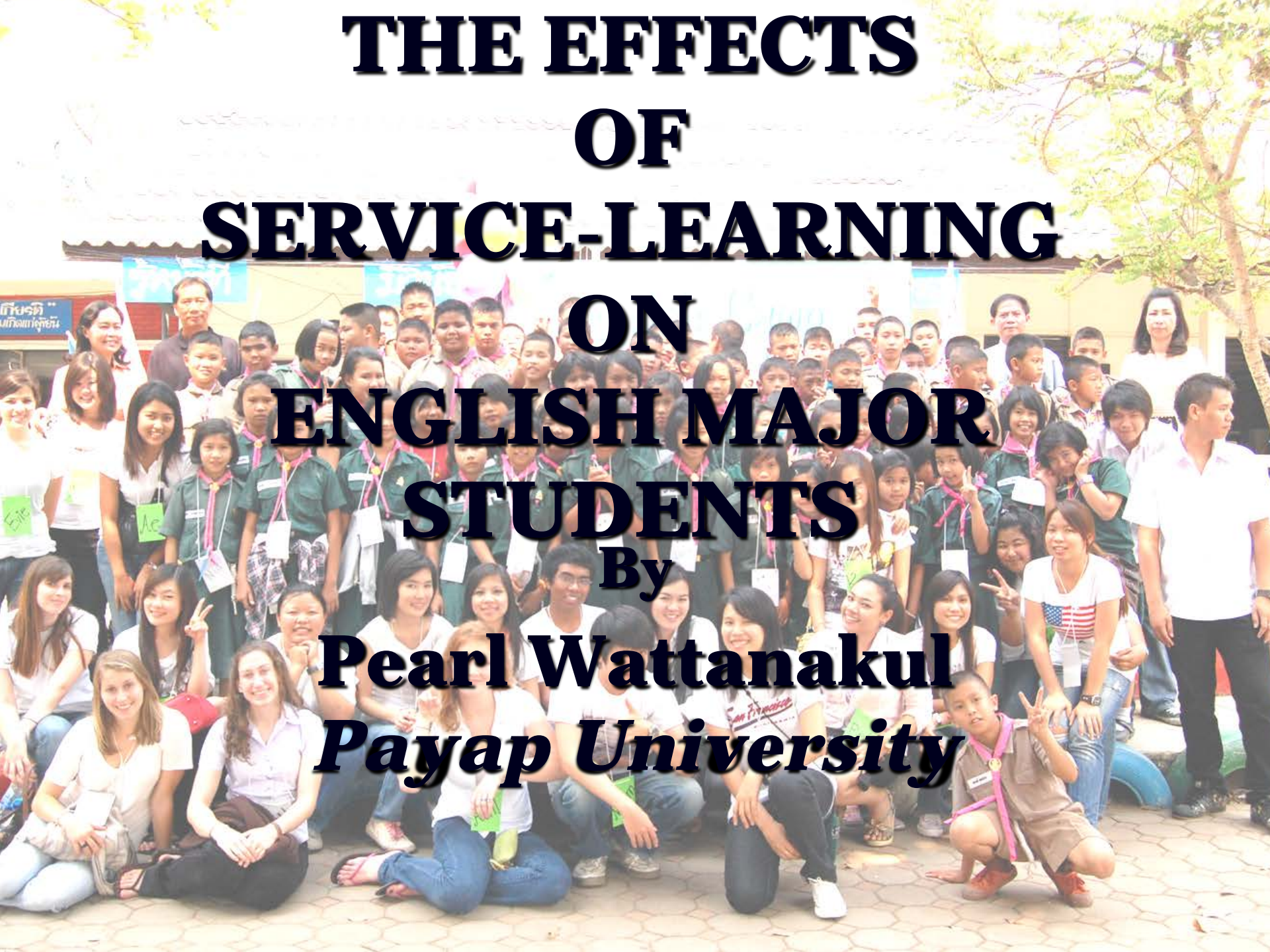


# **THE EFFECTS OF SERVICE-LEARNING ON ENGLISH MAJOR STUDENTS**

By

**Pearl Wattanakul**  
***Payap University***





# **Rationale and Background of the Study**

- **Nation Educational Act of BE 2524**
- **Lifelong learning**
- **Learner autonomy**
- **PYU's motto of *Truth and Service***

# **Basic Components of the English Department's Service Learning Program: The Triangle Model by Florence E. McCarthy (2004)**



# Research Design

- **Objective of the study**

**To investigate the effects of service-learning on student learning autonomy, academic skills and social skills.**



# Subjects

- **PYU students who participated in service-learning projects as requirements for the courses AE 451, AE 452 and AE 371 in the first and second semesters of the 2007 academic year.**



# Location

- **Five small under-privileged local schools,**
- **Five small local enterprises,**
- **Two non-profit organizations.**



# **Instruments**

- **1) Instructional instruments  
(treatment)**
- **2) Instrument used for  
data collection:  
A questionnaire (Likert scale)**



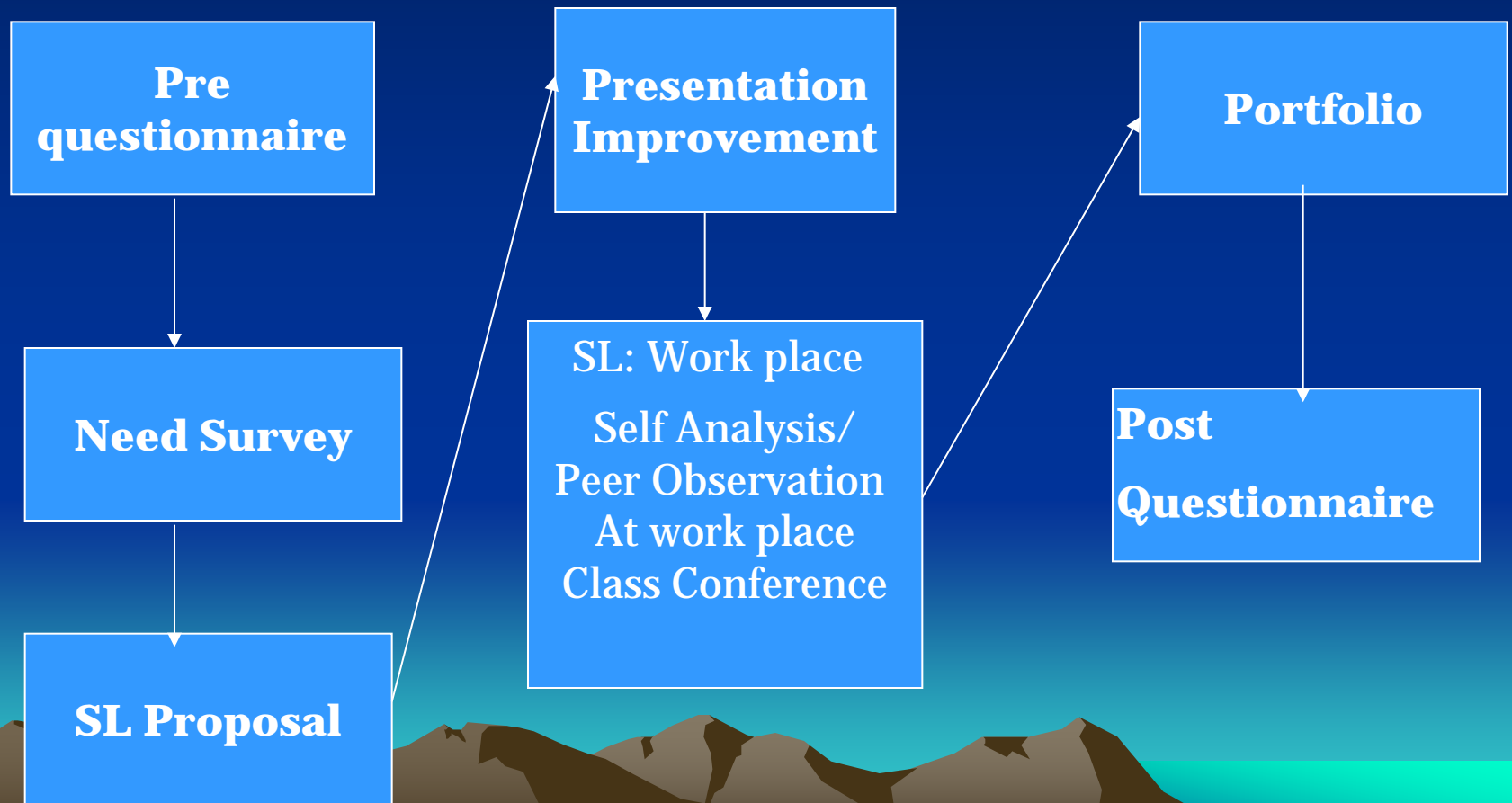
# **Treatment**

- 1) Service-Learning Approach based on 'The Triangle Model' by Florence E. McCarthy (2004)**
- 2) Self-Evaluation/ analysis**
- 3) Peer Critique/Reflection/Journal**
- 4) Class Conference**
- 5) Portfolio**





# Procedure



# Results

Skills	N	Pre-SL Mean	SD	Post SL Mean	SD	t-value	Sig (2tailed)	Improvement
A. Autonomy								
1. Learning Strategies								
a) Planning	45	3.34	0.64	4.32	0.59	-7.86	0	0.97
b) Monitoring	45	3.32	0.63	4.17	0.65	-6.53	0	0.85
c) Evaluation	45	3.20	0.70	4.07	0.67	-6.68	0	0.87
<i>Total of Learning Strategy</i>		3.28		4.19				0.90
2. Self-Awareness	45	3.29	0.62	4.14	0.59	-7.09	0	0.84
3. Self-Directed Learning	45	3.35	0.70	4.32	0.62	-7.39	0	0.96
4. Critical Thinking	45	3.26	0.62	4.19	0.62	-6.25	0	0.92
5. Problem Solving Skill	45	3.17	0.69	4.05	0.71	-6.52	0	0.88
Total of Autonomy	45	3.27		4.18				0.90

# Academic Skills

<b>Skills</b>	<b>N</b>	<b>Pre-SL Mean</b>	<b>SD</b>	<b>Post SL Mean</b>	<b>SD</b>	<b>t</b>	<b>Sig (2-tai le d)</b>	<b>Improve - ment</b>
<b>B.Academic skills</b>	45	3.24	.67	4.08	.63	-6.88	.000	.84

# Academic Skills

<i>Academic Learning</i>	<i>N</i>	<i>Mean Pre</i>	<i>SD</i>	<i>Mean Post</i>	<i>SD</i>
<b>17. I can write the project and work through it.</b>	<b>45</b>	<b>3.11</b>	<b>.74</b>	<b>3.91</b>	<b>.79</b>
<b>29. I have ability in speaking.</b>	<b>45</b>	<b>3.40</b>	<b>.80</b>	<b>4.17</b>	<b>.71</b>
<b>30. I have ability in listening.</b>	<b>45</b>	<b>3.35</b>	<b>.85</b>	<b>4.11</b>	<b>.77</b>
<b>31. I have ability in reading.</b>	<b>45</b>	<b>3.42</b>	<b>.83</b>	<b>4.26</b>	<b>.80</b>
<b>32. I have ability in writing.</b>	<b>45</b>	<b>3.22</b>	<b>.92</b>	<b>4.06</b>	<b>.75</b>
<b>34. I can speak English fluently.</b>	<b>43</b>	<b>2.93</b>	<b>.82</b>	<b>3.95</b>	<b>.70</b>
<b>35. I can apply the theory and put it into the practice.</b>	<b>45</b>	<b>3.24</b>	<b>.83</b>	<b>4.11</b>	<b>.91</b>
<b><i>Total</i></b>		<b><i>3.24</i></b>	<b><i>.67</i></b>	<b><i>4.08</i></b>	<b><i>.63</i></b>

# Social Skills

Skills	N	Pre-SL Mean	SD	Post SL Mean	SD	t	Sig (2-tailed)	Improve- ment
<b>C. Social skills</b>								
<b>a) Interpersonal skill</b>	<b>45</b>	<b>3.33</b>	<b>.63</b>	<b>4.14</b>	<b>.72</b>	<b>-5.90</b>	<b>.000</b>	<b>.81</b>
<b>b) Community Engagement</b>	<b>45</b>	<b>3.53</b>	<b>.69</b>	<b>4.31</b>	<b>.79</b>	<b>-5.63</b>	<b>.000</b>	<b>.77</b>
<b>c) Future Career Preparation</b>	<b>45</b>	<b>3.46</b>	<b>.81</b>	<b>4.42</b>	<b>.75</b>	<b>-6.41</b>	<b>.000</b>	<b>.95</b>
<b>d) Working Skill</b>	<b>45</b>	<b>3.36</b>	<b>.55</b>	<b>4.21</b>	<b>.59</b>	<b>-7.08</b>	<b>.000</b>	<b>.88</b>





# **Discussion**

## ***The Effects of Service-Learning on English Major Students***

### **Positive Effects**

- 1) Students experienced a significant improvement in (i) learner autonomy, (ii) academic skills and (iii) social skills over the course of the semester as a result of completing the service-learning projects



**2) The service-learning projects in the English Department at PYU are of one or two semesters duration**

**3) The activities implemented in the classroom (self-analysis, reflection, class conferencing and portfolio) fostered and nurtured the students in developing strategies and skills.**

**4) The service-learning process enhances students' learning by combining theory with practice.**



**5) Service-learning helped students realize whether their chosen career path was what they really want to pursue.**

**6) The students had many opportunities to use English and to apply their classroom knowledge in real life situations.**



# **Negative Effects**

## **The Impact on students**

- **Some students complained of time constraints because as well as their service learning, they still had to complete a normal course load for that semester at university.**



- 2) Another problem was financial support. Many local organizations were very small, newly established and could not support themselves financially. The students had to use their own money in order to accomplish their service-learning goals.**
- 3) Misunderstandings regarding the concept of service-learning resulted in some communities exploiting students for their own purposes.**





# The Impact on Instructors

- 1) Supervising, facilitating and coordinating service-learning projects is a burden on the instructors because of increased student needs in terms of consultation hours, paper and assignment grading, observation and evaluation sessions, and discussions.**
- 2) Many service-learning projects were proposed and approved, sharing the budget amongst all the projects was challenging. Searching for additional sources of funds for service learning was even more difficult.**

**3) Instructors who were inspired by the impressive results of service-learning and wanted to incorporate it into their own courses, lacked sufficient knowledge and preparation to actually implement projects right away**

**4) Cooperation and sharing between departments and offices in relation to service-learning is rather minimal.**



# **The Impact on the Community**

- 1) Communities and workplaces can become networks in which students obtain knowledge about the real world.**
- 2) Students can potentially cause a lot of damage in the workplace or community where they are placed if they are not disciplined or responsible.**
- 3) Discontinuity of the projects initiated by students can affect the community. The community is left with the burden of finding someone to carry on the project.**



A photograph of a man in a white shirt showing a book to two children in a cluttered room. The man is in the foreground, holding a book open. Two children are behind him, also looking at a book. The room is filled with various items, including plates on the wall and a large curved object on the left.

**Thank you  
for your attention.**

**Do you have any questions?**