

Students' and Teachers' Perceptions on the Impacts of Service-Learning in a Language Course

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ABSTRACT

Service-learning, also known as community-based learning, is considered a pedagogical tool in various disciplines at different levels, including tertiary education. It has proved its significant effects on social and academic aspects. Different institutions have incorporated service-learning in their language curricula in language education to create better exposure to the target language for learners. However, the research on the application of service-learning components in language learning has still been limited in Asia-Pacific countries, especially in Vietnam, where learners have fewer chances of serving a native community by using a target language like English. This paper reports on teachers' and students' perspectives on the impacts of a service-learning project incorporated in an English speaking course at a public university in Vietnam. The study used questionnaires for 117 second-year English-majored students, three focus-group discussions with 16 surveyed students, and semi-structured individual interviews with four subject teachers. The results reflect students' positive feedback on language competence, social awareness, personal traits and soft skills. The interviews with teachers reveal the progressive changes in students' presentation skills, self-confidence, and critical thinking skills. However, the main difficulties hindering the implementation of the project are the insufficient understanding of project procedures, the

passive way of thinking, lack of financial support, and the limited exposure to English in authentic environments. This paper also brings about some practical implications for language teachers and researchers in similar educational contexts.

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INTRODUCTION

Service-learning, known as community-based learning, is considered a pedagogical tool in a wide range of disciplines at different levels. This teaching strategy provides students with opportunities to apply their academic knowledge to serving a community. Since its first introduction in the United States in the 1960s, service-learning has proved its merit in making the subject more alive than what happens in a classroom setting (Brown & Purmensky, 2014). With its experiential, goal-oriented, communicative, and interpersonal nature, service-learning gives students hands-on experience and a chance to address community needs, beneficial to the community and important to them (Minor, 2001).

With its indispensable effects on bridging the theory and practice, service-learning has been incorporated in language curricula in many countries in the world, including the United States, Germany, Lybia (Suwaed, 2018), Ecuador (Brown & Purmensky, 2014), and Australia (Pazmino, 2017). It is more advantageous as, in language education, students can use their language as a tool to do the service. Therefore, they will have opportunities to read, speak about the topics, participate in discussions and write reflections using the target language (Minor, 2001). With a service component in the syllabus of a language course in their study, Brown and Purmensky (2014) found students' positive perceptions about the relationship between service-learning and the development in their linguistic and cultural competency. Service-learning

is also proved to enhance students' soft skills, promote their values and self-worth, and help orient their future career choices (Burgo, 2016; Jouët-Pastré & Braga, 2006; Suwaed, 2018).

In Vietnam, service-learning also receives profound attention with the development of service-learning organizations which engage volunteers in community-based activities. Moreover, in realizing of the great impact this learning strategy brings, some educational institutions have incorporated a service component in their curricula (Nguyen et al., 2012). However, most of these courses are non-linguistic, and thus studies on the relationship between service-learning and language education have hardly been found. Moreover, much of the current literature on service-learning pays particular attention to the benefits of this pedagogical tool from students who directly take part in the activity, not the teachers.

This study, therefore, aims at investigating the impact of a service component in a particular language course on primarily students' language development and, secondarily, their social awareness from both students' and teachers' perspectives. The research is conducted by incorporating a service-learning project in a speaking skill course at a public university with second-year English-majored students and the course lecturers. Thus, the study highlights teachers' and students' subjective perceptions on how service-learning project has benefited students' language learning and their social background knowledge.

Moreover, the findings are supposed to reveal some challenges during the implementation of the project and some suggestions from both teachers and students to maximize the efficiency of the project. Finally, the study seeks answers to the following questions to achieve these objectives:

Question 1. What are the linguistic and social benefits the service-learning project brings about?

Question 2. What difficulties do students and teachers encounter during the implementation of the project?

Question 3. What do teachers and students suggest to maximize the efficiency of the project implementation?

This paper is expected to contribute to the literature on the relationship between service-learning and linguistic as well as cultural competence in Vietnam. Furthermore, findings from this study help encourage practitioners and teachers to integrate service-learning activities in language curricula or language syllabi. An innovative teaching method can promote students' academic excellence and their sense of responsibility to the community to meet the requirements of global human resources in the 21st century.

LITERATURE REVIEW

Definitions of Service-Learning

A literature review on service-learning reflects numerous ideas on how different authors define the term. According to Jacoby (1996), service-learning is a form of experiential education that involves students in design activities that address

human and community needs and promote student learning and development. In other words, this is an opportunity for students to apply their academic knowledge in real life through a designed activity that allows them to reflect on their practical experience. This definition is close to those of Heuser (1999) and Minor (2001), who defines service-learning as the combination of community service and academic course work. It is to say that students will partake in some kinds of activities in their communities while applying their academic knowledge and skills to meet identified needs of those communities. Pazmino (2017) considers service-learning as the immersion in the community of the target language as a service process with the goal of learning, which, reversely, involves service.

In other words, service-learning is one approach to learning which allows learners to be exposed to the target language by serving the community. O'Connor (2012) provides different examples of service-learning projects, which include students serving as conversation partners, volunteering as interpreters at local hospitals, clinics, schools, or social service agencies; tutoring or mentoring Spanish-speaking children and adolescents; facilitating Spanish story hours and other cultural activities for children in libraries and community centers; assisting in after-school programs for children of all ages, elaborating publicity materials to raise funds for associations, and working in HIV prevention programs. To carry out those projects, students prepare for placements in class, participate in community activities,

and reflect on the experience and how it might have enhanced their language, cultural and social skills. These examples highlight the various contexts in which students can use their academic knowledge to contribute to the community in the form of service. However, it is not easy for English learners in Vietnam to find a community whose native language is English. Therefore, it would be more challenging to have exposure to the target language in an English-speaking community with specific needs to address. Thus, service-learning means that students are allowed to participate in a community service which to some extent requires them to use English during the implementation of a specific project.

Components of Service-Learning

As highlighted in the definition, despite having different shapes, service-learning, in general, has two components: some community service and related classroom instruction (Minor, 2001). It means the service that students participate in must be related to the academic knowledge or skills they learn in class. Warschauer and Cook (1999) also agree that service-learning consists of two parts, yet besides the participation in activities that both benefit the learners and the community (reciprocity), they mention reflection as an integral part which requires learners to reflect on the benefits occurring from collaborative discussion and on the experience. Thus, it coincides with the idea suggested by Heuser (1999) that participation in community and reflection on the participation and the

connection of that experience to class-based knowledge are the main components of a service-learning project. Munz et al. (2018) also emphasize reflection as one of ten best practices of integrating service-learning in the public speaking course. Accordingly, students' reflections can be combined with their assessments of any course assignment that incorporated the service. At least they should be assigned writing or speaking tasks to reflect on how the service component helps them achieve the course learning outcomes. Pazmino (2019) mentions the service-learning model that connects these components in five steps of (1) exploration, (2) clarification, (3) realization, (4) activation, and (5) internalization. The three first steps help students understand the nature of service-learning and guide them to the ideas of their service-learning project, while the two last focus on their experience and reflection on their participation in the project.

Benefits of Service-Learning

There has been widespread research into the benefits of service-learning for students, which generally supports the claim that this approach positively affects linguistic and cultural skills (Brown & Purmensky, 2014; Burgo, 2016; Heuser, 1999; Jouët-Pastré & Braga, 2006; Pazmino, 2017). Furthermore, service-learning projects also create great opportunities for students to promote their values, self-worth, confidence, and motivation in using the target language, develop new perspectives, improve the relationship with the community (Burgo,

2016; Minor, 2001; O'Connor, 2012; Pazmino, 2017; Suwaed, 2018). This innovative approach, moreover, has been claimed to raise students' awareness of social problems, increase content knowledge about social issues, encourage active learning and creativity, develop communication skills, high-order thinking skills, teamwork and help reevaluate their career plans (Beckman, 1997; Jouët-Pastré & Braga, 2006; O'Connor, 2012; Pazmino, 2017; Suwaed, 2018; Warschauer & Cook, 1999).

Challenges in Service-Learning

Suwaed (2018) and Pazmino (2017) mention timing as the first challenge to implementing a service-learning component in a course. Most service-learning projects are carried out in a limited time, which should be extended to maximize the efficacy of the activities. Suwaed (2018) stresses students' lack of confidence in teaching in a children's teaching project. In contrast, Pazmino (2017) emphasizes the lack of stimulants for the conversations between participants groups and the excessive number of participants in the project to help members of a Latin American community expand their knowledge of English language and enable them to connect with Australian people and culture. Heuser (1999) raises an ethical issue on how those short-termed activities can be performed in a manner that is not patronizing or disrespectful and carried out to promote content and language learning. In a word, more time and support are needed due to both linguistic and cultural challenges. However, these challenges

arise in language courses where students communicate in the target language in an authentic setting with native speakers. Moreover, the fact is that service-learning projects usually involve non-native English-speaking students performing service when they study abroad (Brown & Purmensky, 2014). This research on service-learning was carried in Vietnam, where authentic settings with native speakers are not always available for participants. Therefore, there may be other difficulties that arise in this different context.

METHODS

Setting and Participants

The study was carried out at a public university in Vietnam. The course under investigation is the third among five English-majored students speaking courses, designed based on the CDIO approach to meet social needs. Accordingly, the course is designed with three learning outcomes, two of which can give a presentation and develop arguments relatively effectively. The service-learning project is part of the assessment in this course which aims to achieve those outcomes. Specifically, the project was carried out from week 2 to week 12 of the 15-week course. Students were required to work in groups and develop a project to apply English to benefit the community. The project procedures were explained on the first day of the course. All the project documents were then sent to students. Two weeks after the procedures of the project were introduced, students were required to submit their project plan, which

outlines the community's problem and the possible solutions. Every three weeks, students had to send a written report to teachers for feedback and support. Finally, in week 13, students presented their project in class following the project requirements for the presentation. This study, therefore, was carried out after they finished the course.

The participants were 117 second-year English-majored students and all four teachers of the investigated speaking course at a public university in Hanoi, Vietnam.

Data Collection Instruments

The study employed quantitative and qualitative methods through survey questionnaires, focus-group discussions with students, and semi-structured interviews with teachers.

Survey Questionnaires. The questionnaire includes 12 questions which are categorized into three parts. The first part (questions 1–6) explores students' experience and understanding of service-learning activities. The second part (questions 8–11) focuses on the project's benefits to students. The last part (question 12) uncovers the difficulties they encountered during the project.

Focus-group Discussions. The discussions, guided by five questions, aim to acquire additional information on how students view the project's impacts on their learning and other social or cultural aspects, clarify the difficulties they mentioned in the survey, and

elicit their suggestions for further project implementation.

Semi-structured Interviews. The interviews with subject teachers are based on six questions which can be classified into four main points. The first question centers around the impacts of the service-learning project on students' academic performance, language skills, personal traits and other possible aspects. The second and the third questions aim at exploring the obstacles hindering both teachers and students during the implementation of the project. The two next questions, namely questions four and five, focus on what the four teachers did to support their students during the project and things students consulted about. The last question addresses teachers' suggestions for better improvement of the project in the upcoming semesters.

Data Collection and Analysis Procedures

The survey questionnaires were first delivered online to collect data to 175 second-year English-majored students one week after finishing the course. The time limit for completing the questionnaires was two weeks since the delivery. After two weeks, 117 students responded to the questionnaires. The data were then collected for analysis. After the survey, the focus group discussions were carried out with 16 students who provided their contact details for further study in their questionnaires. These students were divided into two groups

of 5 and one group of 6 for each discussion. At the same time, four subject teachers were interviewed to collect more data. Each teacher interview and student focus-group discussion were conducted within 45–60 minutes in places convenient to participants. Each student taking part in the in-depth interviews was coded from S1 to S16 and each teacher from T1 to T4 to ensure the confidentiality of the research.

The data collected were then coded and analyzed in three themes: the understanding of participants about service-learning activity, the benefits it brings about, and the difficulties participants encountered during the implementation of the project.

RESULTS

Students' Understanding of and Experience with Service-Learning before Implementing the Project

The first part of the questionnaire consists of six questions to examine students' understanding and experience with service-learning before carrying out the project. These questions aim to determine whether or not students have participated in activities that benefit the community whether or not they have used knowledge or skills, especially English learned in school, to benefit the community. Other questions are to explore their understanding of the size and scope of a community. The answers to these questions may show how their understanding and experience with service-learning affect how they implement the project.

The first two questions revealed a different understanding of the size of a community and what it is. The answers were varied, yet most of them viewed a community comprising at least three people who do the same activity (26.7%) or live in the same local area (25.9%). A small number thought that these are people who study in the same class (15.5%), befriends (13.8%), or colleagues (6.9%). It means that students can locate the community that they may work within the project. Regarding the experience with community service, half of the students reported they participated in some of these activities. While 60.3% confirmed their knowledge and skills learned at school benefit people in the community before carrying out the service-learning project, 58.1% said they never used English to benefit people in their community. It is to say that they had experience with using their target language in community service. When asked about the types of activities that can benefit the community, most chose to volunteer (60.3%). Others fell for recycling, charity, and tutoring at low rates (18.1%, 10.3%, and 8.6%, respectively). These answers show that students may have more experience with voluntary activities in which they used their knowledge, skills, and English to support the community.

Students' Perspectives on the Impacts of the Project

Benefits of the Service-Learning Project.

The second part of the questionnaire is to determine whether or not and to what

extent the service-learning project has any positive or negative impact on students' academic and social or cultural awareness. As shown in Figure 1, it is noted that 56.9% of students confirmed that the experience

in doing this project had a very positive or positive effect on their study, 35.3% chose neutral, and the percentages for negative and very negative are minimal.

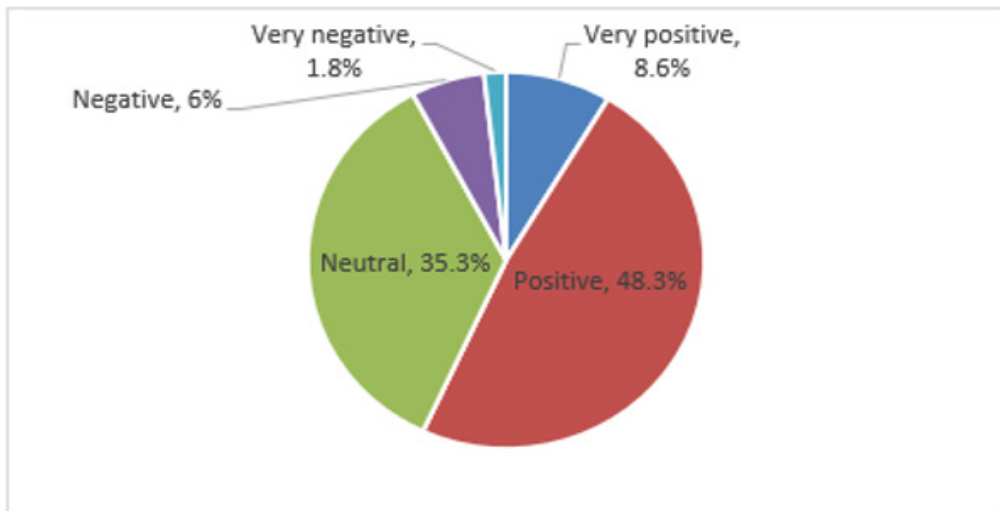


Figure 1. Students' general view of the impacts of the project

The next question focuses on the impact of the service-learning project on participants' academic performance. Again, a high percentage of 91.1% felt an improvement of academic knowledge and skills while the rest was for gains in their subject grades. Students in the focus group discussion back it up. In particular, all interviewed students mentioned a considerable enhancement in vocabulary due to their exposure to many reading materials they worked on for the project. One student (S8 in group 2) even emphasized that her lexis level increased, and she got to know higher-level vocabulary thanks to her readings:

“As our teacher encouraged us to use more vocabulary at B2 level, I now know more words at this level which I did not pay attention before the project. In order to find the solutions to the problem of the community, we had to read a lot, so we came across many interesting words and phrases. Our group shared vocabulary about environment and learnt interesting structures to describe the process of making a thing.”

Besides academic performance, students also confirmed the positive changes in personality traits due to their participation in

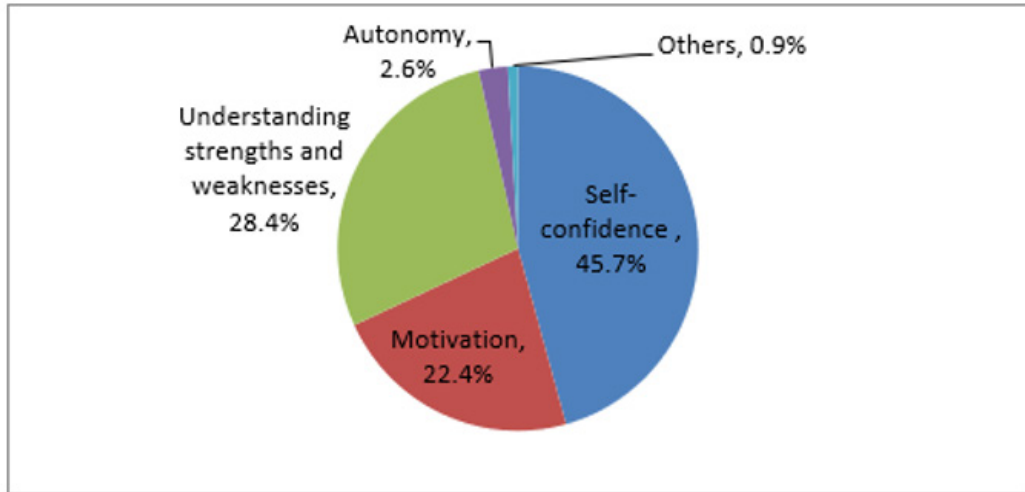


Figure 2. Students' views of the impacts on personal traits

the project. Figure 2 indicates that nearly half of the participants said their self-confidence improved (45.7%). Understanding personal strengths and weaknesses and enhancing motivation in learning English comes next with 28.4% and 22.4%, respectively.

The next question explores the impacts of the service-learning project on students' skills which are shown in the following Table 1.

Table 1

Students' views of the impacts on skills

Skills	Percentage (%)
Life skills (e.g., communication, negotiation, problem solving, critical thinking....)	40.9
Ability to work and learn in groups	33.9
Occupational skills (e.g. searching for information, synthesizing, translating, presenting)	22.6
IT skills	2.6

The results show life skills such as communication, negotiation, problem-solving, and critical thinking as the most improved (40.9%). The ability to work and learn in groups comes next with 33.9%.

In the focus group discussions, some students admitted that as they had to work in groups to complete the project, they had to collaborate and cooperate with others despite their different personalities. As a result,

their teammates' understanding improved, and their relationships strengthened. For example, S14 from group 3 comments:

“Sometimes our opinions contradicted and we argued for the solution. And finally, we tried to understand the other's ideas and agreed on a common solution.”

Besides, 22.6% agreed that there was an improvement in occupational skills, including searching for information, synthesizing, translating, and presenting. Data from the discussions showed that students were more aware of making a more effective presentation through group discussions about presenting their project on the presentation day in the most compelling way. S5 cited this advantage in group 1:

“While we were discussing how to present our project, we showed each other what and how to talk about each part of the presentation. When one mentioned a new word or even a new idea, we asked for clarification which means we could learn from each other. Besides, we also taught each other about pronunciation and how to show confidence while speaking.”

Other students also asserted that the appropriate preparation time for the project and their active rehearsal before the presentation day improved their presentation skills. In addition, it is noticeable that among students' skills shown in Table 1, IT skills

were reported with the lowest improvement (2.6%).

Concerning the changes to social and professional aspects, in their answers to question 11, 35.3 % confirmed more awareness of social issues, 25.9% reported an expansion of their social network, 15.5% said their sense of social responsibility to the public was increased. In addition, others reported more understanding of social/cultural differences (14.7%).

Difficulties Encountered during the Implementation of The Service-Learning Project. The last question focuses on the obstacles hindering the implementation of the project. The answers were varied, yet the most selected in the questionnaires was insufficient understanding of the steps to carry out the project and the difficulty in finding the possible solutions to the identified community's problems (18.3% and 17.4%, respectively). Also, in focus group discussions, students admitted that instead of consulting their teachers, they asked some other members in their class. Thus, they continued to carry out the project in the way they thought it should be conducted, which caused misunderstanding and affected their project's progress. In addition, other students added an obstacle related to the scope of the solution for their identified community's problem.

As the problem they chose to address was littering, and the proposed solution was recycling, they could not identify the focus of the solution and decided to make a wide range of recycled products which

caused them a heavy workload in some first weeks of the project. In addition, 12.2% reported that they lacked financial support, which caused different views among group members to deploy the next steps for their project. One respondent in focus group 3 highlighted the need for budget spending on making the products impressive with color-printed posters and buying materials and some equipment needed to make the final products such as stationaries or decorations. More interestingly, the focus-group discussions revealed trouble in the use of English. In particular, students S10, S12 from group 3 commented that their group had trouble in making the most use of English during the project process as they did not have excessive exposure to English:

“We were encouraged to make the most use of English in every stage of the project so that we could have more exposure to English. The community we chose were not native speakers, therefore we ourselves had to create our own opportunities to use English during the whole project, not only in the presentation.”

Teachers' Perspectives on the Impacts of the Project

Four subject teachers were invited to the semi-structured interviews to explore how the service-learning project impacted their students' learning and other possible aspects such as social or cultural understandings. The interviews also revealed teachers' assistance towards students and addressed

the difficulties they and their students encountered during the project and their suggestions for better implementation.

In terms of the benefits, all four teachers commented that their students showed better confidence and presentation skills on the showcase day compared to how they did in other class activities, as teacher T1 explained below:

“My students got more confident on the showcase day. Moreover, the way they presented was easier to follow and more attractive. This is rewarding as normally many of them were quite shy in class activities.”

They also confirmed a wider range of words used in the regular reports and the presentations. The closer relationship between teacher and students resulting from the frequent consultancy and feedback and good cooperation among group members shown in the reports and presentations were also mentioned by teachers T1 and T3.

Teacher T2, in addition, mentioned a significant change in students' way of thinking. Through consultancy and feedback, her students showed greater autonomy, adaptation, and improved critical thinking skills, which was demonstrated in teacher T2's comments:

“As students received my feedback, they became more autonomous, active in finding other direction for their project. They even knew how to self-evaluate their work, ask appropriate

questions and report the results of their work.”

With regard to the difficulties, teachers T2, T3, and T4 emphasized the issue of making students more critical about their work. Many students showed passive thinking through their reports and vague answers to teachers’ guiding questions. They revealed their weaknesses in processing, selecting, and evaluating information needed for their project. Therefore, the ideas of the community’s problems and the possible solutions were vague or general, and they got stuck in figuring out what to do in the following steps. It could explain why all four subject teachers admitted that students consulted them the most about the issues happening in the community and relevant solutions to them.

As a result, the four interviewed teachers also emphasized their strong support during the project to assist students in overcoming the barriers. All teachers frequently gave very detailed and precise feedback to each group based on students’ group reports. The common problems in doing the project, such as report writing, group work distribution, were synthesized and explained by the teachers in front of the class. Another challenge was related to the assessment of the project. Teachers T2 and T4 found it challenging to individualize the assessment. As the project was the result of the whole process with an individual contribution to group work, it was challenging to make a fair assessment based on their efforts

during the ten weeks of the project and each student’s contribution.

To limit the difficulties for the subsequent implementation of the service-learning project, teachers suggested making clear for students how specific their project should be and how critical they should be about the project process. A model sample of the project well-completed by former students was suggested to be introduced on the first day of the course. This sample would also be analyzed and commented on to figure out the strengths and weaknesses of current students’ better projects. In terms of the assessment, it was recommended that after the completion of the project, each student needs to write a reflection in which they would report about what they did, learned, and how much they contributed as the project progressed, which would then be the reference for the final assessment. Besides, teachers’ strong support during the project’s implementation should be maintained. The written reports are suggested to change into oral reports in class to create more opportunities for students to speak English.

DISCUSSION

It was clear from the results that the service-learning project had considerably positive effects on students’ academic performance, personal traits, soft skills, and social awareness. These findings partly match Chiva-Bartoll et al. (2020), whose research affirmed that the application of a service-learning program had a positive impact on prosocial behavior and perceived academic

learning of students with a reciprocal relationship. Furthermore, it was shown in the survey, focus-group discussions, and interviews that students had gained English language knowledge (mainly vocabulary) and skills since they had to work with various materials and discuss to get ideas for their projects. Besides, life skills, such as communication, negotiation, problem-solving, and critical thinking skills, were improved due to the project. Students' thinking became critical, and they tended to be more flexible to reach the solutions as the project progressed, thanks to teachers' comments and guidance. Moreover, the students' occupational skills such as translating, synthesizing, presenting have changed positively.

Since students had to search for the information and do readings, they had to translate, synthesize and decide how to present the information in the most effective way for their project in the showcase. In terms of the personal traits, confidence and motivation in learning English were on top due to their active engagement in making the way out and considerable efforts for rehearsing their presentations. Therefore, the more they indulged in English, the more interesting they found it is. Furthermore, the more they practiced, the more confidently they presented. Finally, many students confirmed in the survey that they became more aware of social issues and had more relationships upon completing the project. These results align with Capella-Peris et al. (2020), who found out that applying

a service-learning program stimulates academic learning and many social aspects.

Regarding this impact, teachers revealed that most groups chose to deal with the problems of littering or disposal of plastic bags/bottles—things related to environmental protection. Therefore, students might better understand environmental issues or other social aspects by identifying the community's problems. It aligns with students' understanding of the nature of a community and community-benefited activities raised in the first part of the survey. Many students defined community as people doing the same activity or living in the same local area and mostly chose to volunteer as a beneficial activity. They may prefer things like environmental problems in local areas rather than other fields such as education or business.

As shown in the survey and focus-group discussions, most students encountered difficulty understanding the project steps, especially when they came to the stage of finding feasible solutions to the identified community's problems. Teachers also confirmed that students were not critical enough to figure out their teachers' comments and feedback. It seemed hard for them to think out of the box and redirect their projects without teachers' guidance. The lack of communication, negotiation and teamwork might significantly hinder the project process. Another interesting fact revealed was the limited exposure to English in its authentic environment.

Commonly, service-learning activities are undertaken in a target language community. However, this project was implemented in an environment where English native speakers are mainly tourists or foreigners working in companies that are hard to contact. It is a noted point that has not been widely mentioned in previous studies on service-learning. Therefore, the non-target language environments should be taken into consideration as the project commences. In addition, insufficient financial resources were another concern. Due to the expenses on materials, equipment, or decorations needed to complete the final products, students had to reconsider how they continued their project. As for teachers, it was challenging to individualize the assessment, which shows students' efforts during the whole process.

IMPLICATIONS

The study revealed positive perceptions of students and teachers about the impacts of service-learning projects on students' learning and social awareness. However, in order to ensure better implementation of the service-learning project, some following issues should be taken into considerations. Firstly, before students start to do their own project, a model sample of a complete project describing each step in details, from the identification of the community's problem to the feasible solutions for it, should be introduced and analyzed to students to make sure they have thorough understanding of what they are expected to do. Secondly, during the process of the project, as teachers

give comments and feedback based on students' regular reports, they should guide them in a way that can promote their critical thinking and cognition, making them more active, evaluative, and flexible in later stages of the project so that the project they do is still meaningful, cost-effective and encourages students themselves to create their opportunities to English exposure in many non-target language environments as in Vietnam. Furthermore, developing critical thinking should not be limited to the project in this speaking course but any language learning activity. Thirdly, to ensure a more precise individual assessment, it is suggested that each student should write a reflection on the whole project process describing what they did, how they contributed, and what they learned. It will then be served as the reference together with other criteria to assess the results for each student.

CONCLUSION

This study attempted to investigate the impacts of a service-learning project perceived by teachers and students in a speaking course. Based on students' survey questionnaire, focus group discussions, and teachers' semi-structured interviews, the findings showed that the service-learning project positively influenced students' academic performance, personal traits, soft skills and social awareness. The advantages they got due to the completion of project such as the boost in confidence and motivation, the enhancement of vocabulary level, communication, negotiation, presentation, and especially critical thinking skills are

not only beneficial in learning English speaking but also in other language skills. The changes in social awareness are also essential to students in the era of integration and globalization. Finally, the implications on the clarity of project procedures, teachers' comments and feedback promoting students' critical thinking, and students' reflections will hopefully improve the subsequent implementation of the service-learning project.

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