Workshop on Service-Learning in CATESOL

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Brief Background of Service-Learning in TESOL:

Service-learning is defined as “structured activities designed to engage students with real world situations beyond campus that may enhance students’ academic learning” (Elwell & Bean, 2001). Project-based service-learning combines project-based learning and service-learning and varies according to:

- expressed needs and available resources,
- the capacity for supervision,
- characteristics and learning objectives of the academic course,
- the skill and knowledge base of students,
- the participation of faculty and/or center of community service
- and the structure of the syllabus (Hugg & Wurdinger, 2007)

Both service-learning and second language acquisition scholars have continued to refine the central theories framing their work. John Dewey’s notion of experience might have been considered the central focus of the original theory. The Current Generation of SL in TESOL scholarship* accepts multilingualism and multiculturalism as the norm and views the teaching and learning space as dynamic, contested, and interconnected.

A thorough interpretation of the how SL best practices may be structured in TESOL is available through a review of “Principles of Good Practice for Combining Service and Learning” by Honnet and Poulsen (1989). Additional best practice examples from TESOL include emphasizing local knowledge and expertise as well as further developing second language education standards.

Service-learning in TESOL gives English Language Learners (ELLs) insight on culture, provides authentic communication, enhances literacy, and facilitates retention (Perren & Wurr, 2015; Wurr, 2013; Wurr & Hellebrandt, 2007). In TESOL teacher education programs, service-learning enhances pre-service teachers’ understanding of ELLs, language learning theories and practices, and local communities. Service-learning scholarship in TESOL has increased our collective understanding of engaged teaching and learning in diverse settings, and demonstrates increased theoretical maturity by systematically applying empirical methods to examine a range of assorted research phenomenon.

References:


**Resources**


