




Chapter in Book

Community Service-Learning: 12 English Tenses Module

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Abstract: *There is a growing consensus that service-learning among undergraduates is beneficial. As an experiential education approach, learning from the service activity benefits both the providers and recipients (Sigmon, 1979). Hence, more educators are engaging in service activity to reinforce learning. Yet, without a proper module, the engagement in service learning will not gain its fullest benefits. This innovation is developed to aid service-learning activity that focuses on English tenses. The construction of the module is fundamentally based on Schmidt's Noticing Hypothesis. Schmidt (2001) states that noticing as a cognitive process entails paying attention to the input, which is invariably a conscious process and is crucial for second language acquisition. Thus, the module was developed primarily to focus on grammatical form, particularly the 12 English tenses. The module consists of grammatical information on form and structure with the example of sentences for all the 12 English tenses. The module also includes worksheets and links to online games on English tenses. This innovation offers directed learning experiences that benefit both providers and recipient of service-learning. The module aims to help learners understand and recall the concept of the 12 English tenses well in a most engaging way that caters to students' language learning strategies. This innovation serves as a complete resource for English service-learning activities particularly in the teaching and learning of English tenses and has the potential to be commercialise for schools and higher learning institutions.*

Keywords: service-learning; English tenses; Schmidt's Noticing Hypothesis; attention and awareness; English as a Second Language



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1. INTRODUCTION

The capital goal of learning grammar is to develop grammatical skills as the essential components of speech skills (listening, reading, writing, and speaking). This allows people to communicate effectively with one another. At any point in the learning process, the importance of proper grammar cannot be overstated. Indeed, understanding English verb tenses is critical for effective communication. Students must become fluent in the twelve fundamental English tenses if they are to develop good communication skills (Babu & Kumar, 2017). As noted, tense is crucial to learning

English, hence student tense incompetency must be handled seriously. In many occasions it is found that ESL students are not able to employ tenses effectively (Shaukat, et.al., 2021).

Accordingly, tense-aspect plays a significant part in English as a Second Language (ESL) teaching and learning materials. Schmidt (1990) asserts that learning a second language requires being aware of the way information is organised at the "noticing" level (SLA). The conscious regulated processing of English tenses assists English language learners in accelerating language control. The amount of noticing depends on how well a person can remember and pay attention, as well as how much attention is needed for educational activities. So, learning a second language comes from being aware at the "noticing" level of how information is organised (Schmidt, 1990). Schmidt (2001) also acknowledges the idea that attention and awareness are intertwined, therefore "noticing" necessitates both.

A language learning environment such as service-learning for students is becoming more accepted today. Ryan and Callahan (2002), as quoted in Hildenbrand and Schultz (2015), define service-learning as providing learning opportunities relevant to the content knowledge of the practised discipline. As a form of experiential education, learning from doing service is good for both the givers and the receivers (Sigmon, 1979). So, more teachers are doing community service to help students learn. The Community Service Learning: 12 English Tenses (CSL: 12ET) module gives students the possibility to relate their academic learning to a practical community activity. This is accomplished through engagement in learning the 12 English tenses in class and conducting initiatives to share knowledge on the 12 English tenses with community partners.

With clear objectives and a complete module both learners and community partners will obtain satisfaction in the community service activity. It is hoped that the 12 English tenses module enhance knowledge in English tenses among learners and the community partners. Another important aspect of Service Learning is the interaction between the community partners, instructor and students. The module presents the instructor's guide in every beginning of each section so the learners have a clear idea on how they should facilitate the session.

The program participants are given the opportunity to use critical thinking to analyse their experiences, attitudes, and beliefs and how the activity affected them. As after each session covered in the CSL: 12ET module, students answer short questions to reflect on their experience in facilitating the session. This critical reflection of service providers/learners helps them to notice or be conscious of their learning experience. Figure 1 illustrates how this CSL module connects the key components of a service learning program.

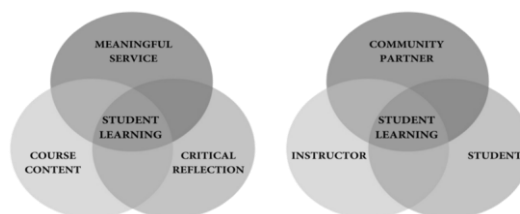


Figure 1. The components of service-learning (Ash & Clayton, 2009a).

As the objective of the module is to help students thoroughly comprehend and recall the English tenses, the interaction between the key components of service learning become vital. These key components are classified in two groups, one is the content of the service learning and the other is the partners involved. The essence of student learning comes from the interaction between the course content (12 English tenses), the critical reflection carried out after every learning/facilitating session and the meaningful service that are provided to the community. The integration of these contents create a

meaningful learning experience for the student. The presence of the three partners namely student, instructor and community creates a platform for a service learning activity to take place.

2. METHOD & MATERIAL

A module has been developed in order to master the English tenses through community service learning. The module's premise is based on Schmidt's Noticing Hypothesis (Schmidt, 2001), which asserts that paying attention to the input is a vital component of cognitive activity and is required for learning a second language. In other words, the module contains grammatical knowledge on form and structure, as well as examples of all 12 English tenses. The module includes worksheets and connections to online games about English tenses. This arrangement gives participants in service-learning with learning opportunities that are mutually beneficial for the service providers and recipients (Sigmon, 1979).

This module's objective is to assist students in understanding and remembering the 12 English tenses in an engaging manner that complements their language learning strategies. This is achieved by employing Rubin's (1987) cognitive learning strategies, which directly contribute to the development of the language system of the learner. Classification or verification; guessing or inductive reasoning; deductive reasoning; practise; memorisation; and monitoring are the six key cognitive learning processes incorporated in the module that contribute directly to language learning (Rubin, 1987). All these strategies are incorporated in the discussion of the tenses and also the practices.

The CSL: 12 ET module is designed to engage students in learning English tenses in a three to four-hour session, with language learners serving as facilitators for school pupils. In the first stages preceding the service-learning session, the instructor may cover tense lessons in class. In the service-learning session, language learners share their knowledge on English tenses with the service recipients by following the module's guidelines. After completing each topic, service providers are given the opportunity to reflect on their learning experience. This allows the language learner (service providers) to pay attention and to be aware of their comprehension of English tenses, which scaffolds their learning (Schmidt, 2001).

Language learners who are less confident in their language skills can gain confidence when providing service because the module provides them with guidelines on how to assist service recipients. Thus, the module's ease of use increases students' direct engagement in learning the 12 English tenses. Table 1 displays the content of the module with a repetitive pattern such as guide, practice and reflection appearing for every type of tense.

Table 1. The content of the module.

Guide		
Types and categories of tenses		
Timeline in tenses		
Reflection		
Guide	Guide	Guide
Simple present	Simple past	Simple future
Practice	Practice	Practice
Reflection	Reflection	Reflection
Guide	Guide	Guide
Present continuous	Past continuous	Future continuous
Practice	Practice	Practice
Reflection	Reflection	Reflection

Guide	Guide	Guide
Present perfect	Past perfect	Future perfect
Practice	Practice	Practice
Reflection	Reflection	Reflection
Guide	Guide	Guide
Present perfect continuous	Past perfect continuous	Future perfect continuous
Practice	Practice	Practice
Reflection	Reflection	Reflection

3. FINDINGS

The CSL: 12 English Tense module was adopted last semester at Universiti Teknologi Mara Sabah to supplement the first semester English course for first-year students. It has been used in a course in which students participated in a community service learning programme. The attitudes of a group of students about the usage of CSL: 12 English Tenses were explored through interviews. The majority of students that used the module found it engaging, and they were able to recollect the taught tenses. In addition to giving the forms and structures of the 12 English tenses, the module also includes grammar games for practise which engaged both the service providers and recipients.

3.1 Novelty

The CSL: 12ET module is unique in that studying tenses may be engaging since it is utilised for community service. The module's most essential component is that students get to converse in the target language and employ the tenses that they have learnt to help school pupils acquire English tenses. This offers language learners a feeling of purpose in understanding and remembering the English tenses. Furthermore, the CSL: 12 ET module is distinctive in that it enables learners to reflect on their learning experience while facilitating the learning of school pupils. The module's primary goal is to get students to engage in studying English tenses via community service learning activity. The creation of the product will aid English language learners in accelerating language mastery and serve as a catalyst for other innovations in ESL teaching and learning.

4. CONCLUSION

It is critical that engaging steps be made to increase students' understanding of the 12 English tenses in order to improve their capacity to execute all other communication skills. The CSL: 12ET module helps the students grasp and retain English tenses. They would be better prepared to speak and express themselves successfully if they had a better comprehension of the English tenses.

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