

# TURNING ENGLISH LANGUAGE TEACHING INTO SERVICE LEARNING: TRANSFORMATIVE EDUCATION FOR FOURTH INDUSTRIAL REVOLUTION

Kaniz Fatema<sup>1\*</sup>, Md Mozaffor Hossain<sup>2</sup>

<sup>1</sup>Pundra University of Science & Technology, Bogura, Bangladesh

<sup>2</sup>North Dakota State University, USA

kanizfatemabd32@gmail.com

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## ABSTRACT

This research article means to academically elaborate the imperativeness of establishing a pragmatic convergence between English Language Teaching (ELT) and Service Learning (SL) as a worthwhile way of ensuring Transformative Education (TE), which, eventually, has a rewarding prospect of buttressing the ensuing as well as the currently-functioning Fourth Industrial Revolution (4IR). The researchers delineate some feasible models for incorporating service-learning into ELT arrangements at the program offering entity and, thereby, illustrate how these SL and ELT combinations might result in TE and, somehow or other, instigate FIR.

Keywords: English Language Teaching, Fourth Industrial Revolution, Learning Models, Service Learning Models, Transformative Education

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## INTRODUCTION

To match the skill for future development and some real-world ability with bookish knowledge, a person needs real-life abilities to connect and progress. The greatest purpose of education is serving human beings, which is also called service learning or teaching (Banerjee, 2008; Hossain, 2017). Service Learning (SL) is a multi-purpose teaching and learning system where meaningful community service is instructed and acquired to enrich the overall educational values, i.e., morality, responsibility, community service, etc. (Banerjee, 2008; Hossain, 2017). Servant-Miklos and Noordegraaf-Eelens (2019) state that as a person is manufactured from birth to death in society while adapting, maintaining, and balancing all the social processes, they must implant the whole learning system from the social world. Therefore, distinctive education like self-taught or self-learned activities should be replaced by social instructions. The socially transformative theme of education can be described as the possibility of restructuring the dialectal form of linguistics. It is equally important to learn all the moral terms and actions along with the bookish knowledge students gather (Wong, 2020). The reconstructing relation of social groups toward the world while conveying the dialectal emergence can also be called transformative education (Servant-Miklos & Noordegraaf-Eelens, 2019).

In higher education, a person is expected to be well groomed in social and professional life, which will pave the road to success. Effectuating academic pursuits in such a real-life manner is also known as transformative education (Zarbaian et al., 2020). According to McWhinney & Markos (2003), today, humanity has created a situation that depicts the urgency of transformative processes. Zarbaian et al. (2020) argue that transformative education is rooted in the constructivist view that meaning is constructed and developed through personal experience and validated through interaction and communication. Boyd and Myers (1988) view transformative education as an awareness among the learners in promoting personal transformations headed toward serving others positively. It is an understanding of the learners' dynamics between their inner and outer world and an encouraging expansion of self-awareness to build and endorse authentic relationships to do good to society and humanity (Boyd and Myers, 1988).

The global economy is mostly driven by knowledge. Today's comparative advantages of countries come from technological innovation and the application of knowledge rather than, as in the past, from the availability of cheap labor or natural resources (Jung, 2019). English is the only common key to maintaining communication with the world. It is needless to describe the importance or value of English language teaching for communicative and developmental purposes. As evolution is catching up at the speed of a rocket, one must acquire new skills and knowledge to understand better and secure a position in the future workforce.

Language teaching cannot be limited within language boundaries; it needs expansion and a new direction called transformative education for future changes. Transformative learning enriches a person with new experiences that may not fit the existing knowledge or perspective. Still, it will enable that person to face the real world with real abilities (Mezirow, 1999). A transformative experience changes a person cognitively and individually within a short period or in the long run, which will bring out the wit and shifted personality of that person (Paul & Quiggin, 2020).

In preparation for the Fourth Industrial Revolution (4IR), many industrialized countries have made adjustments, and others are just beginning to do so regarding the education offered in learning and training institutions (Uleanya and Ke, 2019). It is upon us and will alter practically every area of human existence, including the value placed on quality and quality management (QM) in the workplace. The alternative catchphrases for the Fourth Industrial Revolution (4IR) are 'Industry 4.0', 'smart industry', 'intelligent industry', 'smart factory' or, in general, 'smart manufacturing' (Avis, 2008; Uleanya and Ke, 2019; Jung, 2019), which are, altogether, introducing developments in AI (artificial intelligence), the internet of things, society, and even education, which indicates a future paradigm shift in the teaching-learning environment (Jung, 2019; Uleanya & Ke, 2019). According to Avis (2018) and UBS (2016), the automaticity and the inseparable link between industry and society are substantially entertained in the fundamental notion of the 4IR, and it focuses on the upcoming world established on technological optimization, AI and smart production mechanisms.

Today, thanks to new technologies like Artificial Intelligence (AI), Big Data, robots, the Internet of Things (IoT), autonomous cars, 3-D printing, biotechnology, quantum computing,

and more, billions of people can be connected via mobile devices and have unrestricted access to knowledge. Smartphones now dominate the majority of industry commercial activities, turning Homo sapiens into "phono sapiens" (World Economic Forum, 2017; Hyun Park et al., 2017).

To establish a "Future Educational System," pedagogies must be in harmony with institutional "quality education" and changes in the structure of the undergraduate student intake (Whalley et al., 2021). Along with the adjustments and disruptions brought on by COVID-19, factors to be considered include how students from "non-traditional" backgrounds fit into current university systems and how procedures might accommodate these students (Lee, Moon & Kwon, 2019; Whalley et al., 2021). Globalization, the 4IR, a worldwide recession, and global mobility are some obstacles that educational institutions must overcome (Sorkos and Hajisoteriou, 2020). Therefore, They must embrace diversity to implement a long-lasting social transformation ideology. To achieve the multifaceted goals of the modern school, it is essential to resolve the tension between multicultural and inclusive education and open the way for a pedagogical approach that blends the two.

This combined paradigm, which emphasizes intergenerational sustainability in terms of inclusion, equality, and social justice, is what academicians refer to as "sustainable intercultural and inclusive education" to address the academic and interpersonal needs of all students (Uleanya and Ke, 2019; Sorkos and Hajisoteriou, 2020). Due to the anticipated implications of the 4IR on people, nations, and the global world, the world continues to prepare for it. This paradigm is being accomplished, among other things, through pragmatic strategies, the formulation of policies, rigorous debates, and, most significantly, the kind and caliber of education offered. If nations are taken off guard, the results are expected to be unfavorable (Uleanya and Ke, 2019).

English is seemingly this planet's only current and future communicative language (MacKenzie, 2012). Learning the language for mere academic purposes is never enough for a person if they cannot use it in real-life situations or work (Kaess, 2017). The aid of technologies in ELT will open the door of transformative education where one will learn critical thinking processes, a different perspective for seeing the social world, ethical values, experiences in different sectors of work and an attitude consisting of challenging perspectives because we are in the age of 4IR where a person is known by the knowledge he preserves. Teaching the English language should not be restricted to the four walls of classrooms; rather, it can be done in various methods that will offer the educational aspect of a new direction while incorporating some buttressing services to society. The right conditions, opportunities, and tools are there in Bangladesh for implementing transformation in ELT classrooms.

In recent years, many researchers have been interested and have worked to utilize service learning in education (Mohan, 1995; Chang, 2015; Hossain, 2017). This paper aims (1) to break the stereotypical monotonous belief from 'learning is for earning' to 'learning is for serving' (Smith, 2022). (2) To demonstrate how the English language can be taught through real serving situations or how English language learning can be used for real serving purposes, and (3) To reinforce why the form of English Language Learning needs to be changed as a transformative learning (TL) system for fourth industrial revolution (4IR).

In the impending 4IR period, this paper highlights the function of higher education. Although some think that the rapid advancement of technology will render traditional higher education obsolete and replace it with lifelong micro-learning and upskilling models, research demonstrates that these uniquely human traits are creative in problem-solving, critical thinking, cognitive flexibility, cultural agility, and emotional intelligence. They will empower future generations to thrive in the age of machines. The research suggests that a liberal arts education is essential for developing these soft "human" talents (Lee, Moon and Kwon, 2019). The researchers intend to go deeper to establish the relationship among English Language Learning (ELL) through serving learning (SL) with some possible theories and proven situations and transformative education (TE) for the coming future, which is going to be adorned with the features of 4IR.

## METHODS

The writer used the qualitative thematic-content analysis method. The principal methodological approach is the qualitative research method for this research. It is a flexible research method, and it helps attain an inclusive understanding of the "quality" of an issue through thorough, comprehensive, and enduring observation and experience (Xuehong, 2002). The ideas of SL, TE and 4IR jointly make the thematic framework of this paper. With these themes in mind, we perform content analyses. Combining all the approaches makes it a qualitative thematic-content analysis method (Parnham et al., 2022).

## RESULT AND DISCUSSION

### *Service-Learning (SL)*

SL is any activity that involves helping other people, organizations, institutions, the environment, and education (Torres, 2007; Bringle & Hatcher, 2007; Bartlett et al., 2019). Serving can be divided into direct, indirect, and advocacy. Direct services involve works related to physical labor or direct involvement in works, such as cleaning the university campus area, spreading free education activities, serving meals at a nursing home, helping street children and animals etc. (Mark & Mark, 2010; Furco, 1996). Indirect serving is more likely to serve with a veil. For example, organizing an event, collecting donations for tree plantation or any crucial patient, being a committee member of any servicing group, and so on (Resch et al., 2020). Traditional academic learning boundaries can be altered with service learning methods, which will help the learners acquire morality, social work, responsibilities, realities of the world and an ability to cope with the coming world (Leal Filho et al., 2018). To turn education (English language education) into a transformative one, researchers of this paper intend to show several feasible ways of teaching English Language through SL (Weintraub, 2018).

### *SL in ELT*

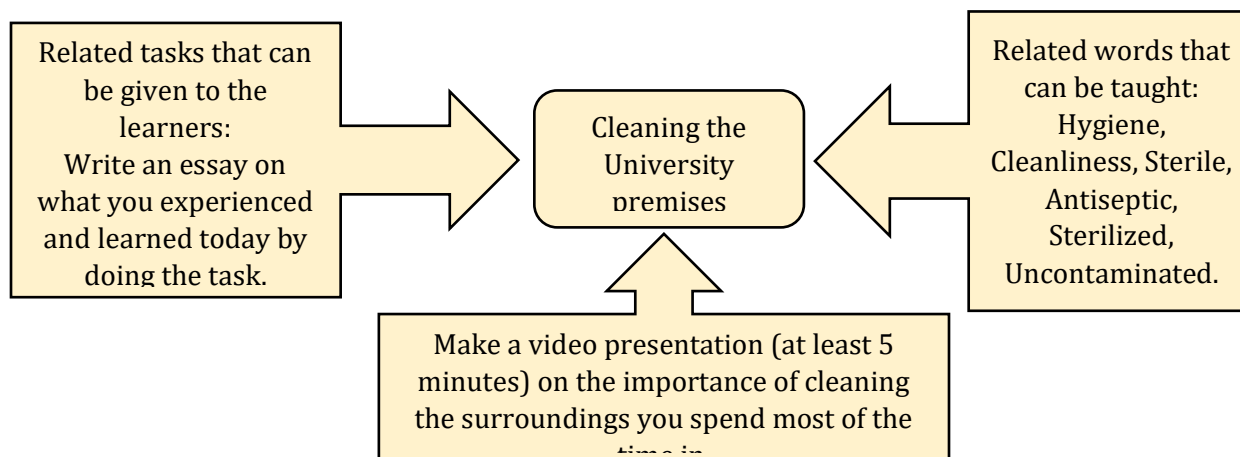
If intended to be made pragmatic to real life, English language lessons can be contextualized in peace education activities oriented to climate stability and environmental welfare (Arikan, 2009). Teachers can mold the lessons on English grammar, vocabulary, and speaking, reading and writing skills into historical and contemporary global issues, which

may help the learners have environmental awareness and better language through familiar elements (Arikan, 2009). ELT buttressed with SL may include reading and telling exemplary narratives involving humanity and environmental services, which incorporate community development, atmospheric retention, wildlife preservation, tree plantation and nurturing, moral and ethical exercises, adult literacy, nursing older people, showcasing music and art etc. (D'Rozario et al., 2012). Those who benefit from the collaboration of ELT and SL can be individuals or the collective community involving ecological elements, children, older people, ethnic groups, marginalized ones, gifted fellows, the environment as a whole, and all living creatures around us (D'Rozario et al., 2012). Jakubiak (2016) terms this innovation of ELT as English Language Voluntourism (ELV), where one person or group with English language skills teaches the same to another individual or group with no knowledge of the target language, together sharing the prospects the L2 attainment offers. ELV is feasible and holds the possibility to impart among people ideas of cultural diversities, perspectives, humanity, fraternity and collective goals (Jakubiak, 2016).

### ***Possible Models for Turning ELT into SL***

Barwani, Al-Mekhlafi and Nagaratnam (2013) stated that SL can bring considerable changes in educational sectors that can create better citizenship. Many Bangladeshi people are engaged with learning, teaching and related works that revolve around English language teaching (Hossain, 2017). Moreover, as it is a mandatory course in our country, we can find people related to the English Language in all educational stages. This finding ensures many possibilities for the students to be associated with community-serving tasks. The teaching of SL has been integrated into the EFL/ESL classrooms of many countries, like the USA (Steinke, 2007), Turkey (Celik, Aytin & Bayram, 2013), Iran (Azizinezhad, Darvishi & Hashemi, 2013). The number of people connected to English language teaching and learning is increasing daily, and it has become necessary to change the education sector. In Bangladesh, some existing organizations exist, like "BD Clean" which includes young people working for the environment, society, community and county. The country possesses a comprehensive setting for turning ELT into SL (Hossain, 2017), for which the researchers have suggested some possible modes that can enlighten new ways for SL. Here are some suggested methods for turning the teaching curriculum into social service volunteerism:

#### ***Model 01***

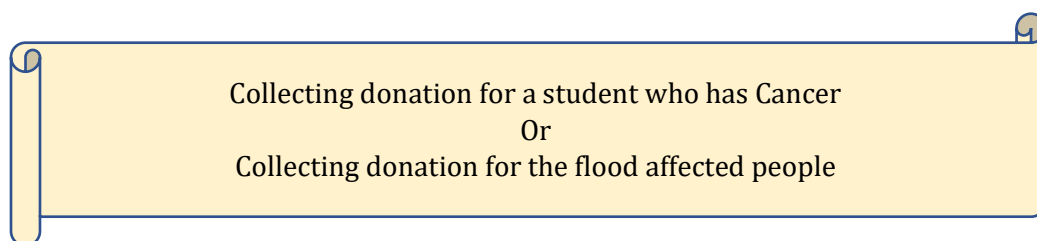




*Figure 1. Cleaning the University Premises*

As responsible citizens of Bangladesh, we must keep the environment clean and healthy. Mironesco (2021) stated that the connection between classroom-based studies and real-world environmental issues is established by SL, indicating numerous examples from different communities that tried to solve them. The main target of these problem-solving skills in this sector is to compel students to think of themselves as agents of diversity, though the long-term effects of these changes are hard to determine. The researchers chose this concept for the first model, in which students participate in a cleaning activity of their university premises. Students can learn a great deal of vocabulary regarding the topic and share their personal opinions as an essay, consisting of their consciousness, realization, and redemption. They will be able to realize their full duty, develop responsibility, and gain new experiences related to health and cleanliness issues. Though some students can find it irrelevant, dominating, or even a threat to their reputation, some may turn out to be great leaders in the future.

## *Model 02*



*Figure 2. Collecting Donations for People in Miseries.*

These kinds of social service situations can be seen in many educational institutions. Most of the time, some morally active learners do the collecting. However, the researchers have noticed that these services can be best used for teaching responsibilities toward human beings or society and English language learning. The educators can conduct some tasks related to the above banner.

**Task 01:** Organize a public speaking event where two student groups work.

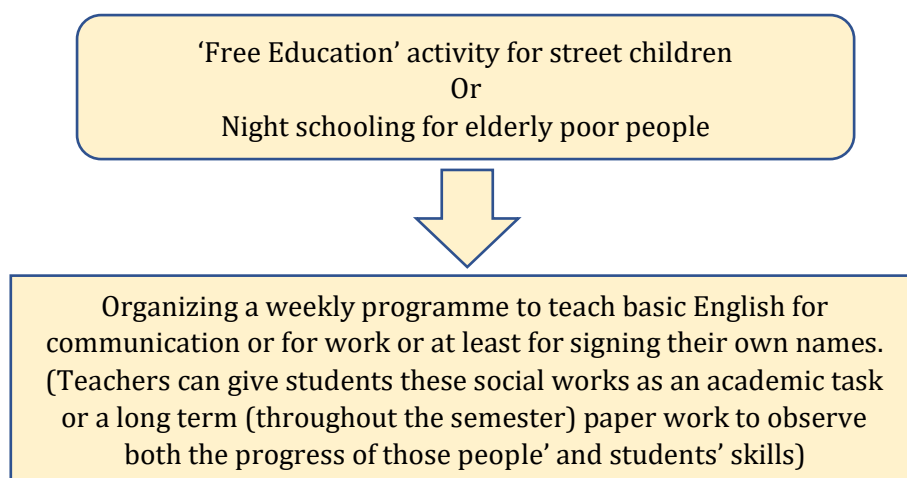
The first group will show the horrible situation of flood-affected people or the gradual harmful process of taking life due to cancer or inform people about the basics of cancer.

The second group will convince people to donate.

**Task 02:** Write a column for posting on online platforms or write a report for any local newspaper stating the situation of the flood.

As Putnam (2000) points out, much has been written recently about community loss and intimation between members of a civilized society. These mentioned tasks will help the students realize the value of people's livelihoods and the process of writing news reports. It will also help them develop their communication skills and group work. Some students can feel shy or uncomfortable while giving a public speech like that.

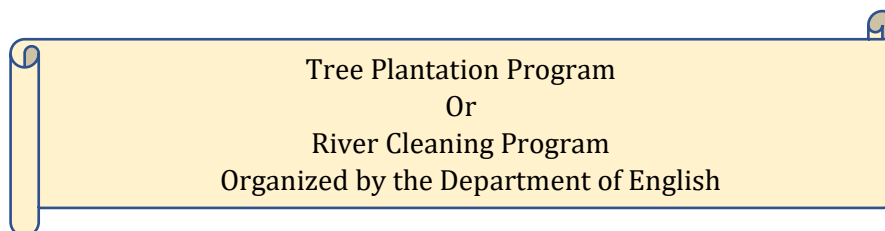
*Model 03:*



*Figure 3. Providing Free Education*

Community development is the process where people, in a systematic way, work for the development of a certain place (Wilkinson, 1991). To build a progressive country, the future holders must be trained with equality and responsibility; the researchers have tried to incorporate these invaluable themes into their models. According to Brophy & Shabecoff (2001), community development can be practiced in different ways, including economic development, education, housing, job training, etc. Banerjee (2008) stated that English department students can teach underprivileged children to help them write better compositions in English. By teaching them, the students will automatically develop teaching skills and understand the ups and downs of their living environment. The model can be implemented in both a long-term and a short-term process. It will also develop their leadership skills.

*Model 04:*

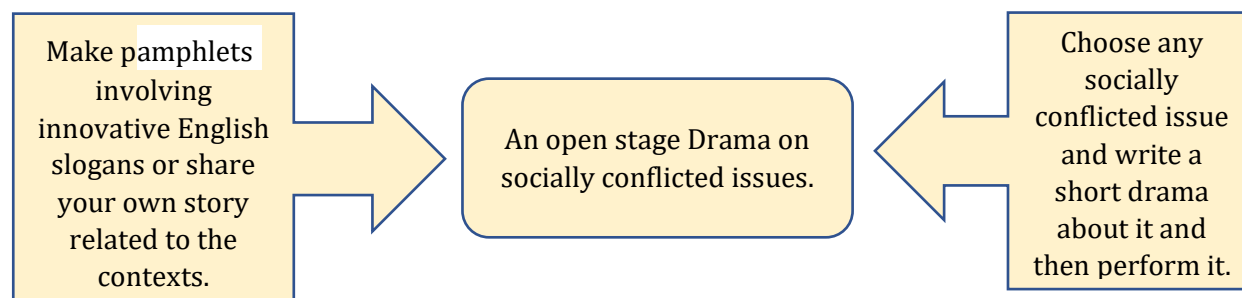


*Figure 4. Environmental Programs*

Alan and Selfa (2011) declared that social scientists have argued over the interaction between society and nature. Some social organizations are already arranging possible controllable developments of all the natural resources with society's help. As such, many institutions allocate property rights and insurance of trees, soil, water, wildlife, and minerals. Without balancing a solid bond with these natural elements, our lives will be nothing but a dream on earth. It is needless to describe the importance of these activities, which is why our next model is set up to make the students aware of their environment. Because rather than focusing on specific resources and their role in production, today, many analysts use the concept of *landscape* to highlight that communities and nature are linked in complex and multifaceted ways (Greider & Garkovich, 1994; Hinrichs, 1996; Petrzela, 2004; Walker & Fortmann, 2003). It is mostly accepted that the Middle school philosophy focuses on developing students' personal growth, social development, and academic learning, which is often mentioned as a result of developing students' self-worth, citizenship, and academic skills through service learning (Schukar, 1997).

The teachers can supervise an environmentally friendly program where students work individually or together. Following that, students may be assigned tasks such as presenting a slide show presentation on the environment as a pair work and speaking for at least 7 minutes in English. Both situations are common in Bangladesh because it is a remote country where many people are losing their depth and a growing population is cutting down trees for their needs. The youth can serve the country and save the future while learning English for their way ahead in life.

*Model 05:*



*Figure 5. Programs to Increase Social Awareness*

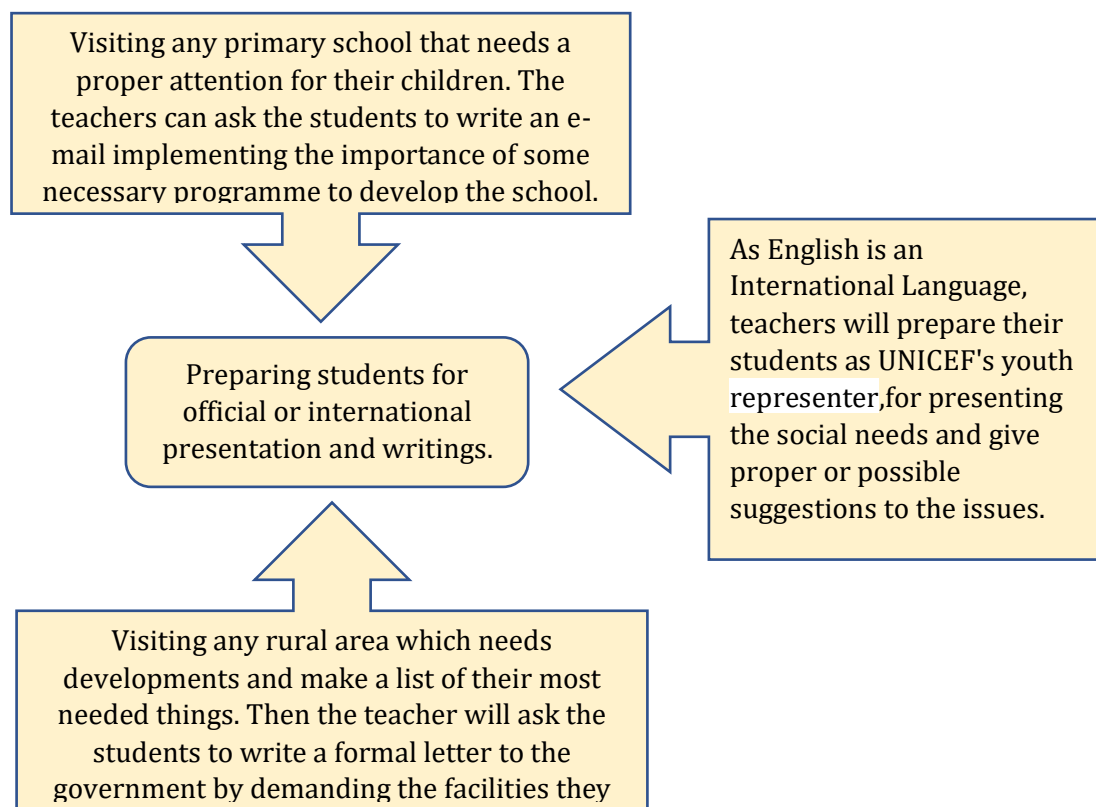
Robinson & Paul (2010) stated that community development is often seen as a normative science in favor of public participation and civic engagement. As a responsible citizen of Bangladesh, it is hard to deny the daily social hardships that follow us. In this model, students will have to think deeply, and they can also easily relate to many things. Some authors suggest that critical thinking is much more than just good thinking; it is thinking with logic or reasoning (Mulnix & Mulnix, 2010; Paul & Elder, 2019, 2020).

This model will develop their fluency, communication, pronunciation, expressions, critical thinking skills, and argumentative cognitive development. It will also make people aware, ring a bell to wake up their consciousness regarding social issues and make the students enthusiastic to fight against social injustices. However, some students may feel shy



or afraid to express their feelings in public; they can have stage fright or be traumatized while remembering something hurtful.

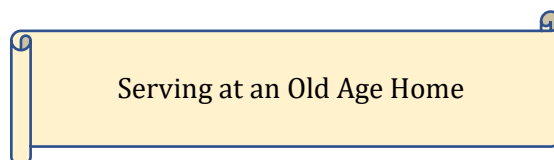
*Model 06:*



*Figure 6: Grooming Students for Career*

Sometimes, the need for awareness may depend upon individual perceptions, observations, and information about the environment in which people dwell. Bangladesh is full of natural resources and calamities; the model is designed from that perspective to make the student capable of handling such situations with proper education. It is also designed to assist in developing the quality of individuals and groups by making service learning accurate, effective, and conducive to further improvements. Jeffrey and William (2011) have given an example of a course titled "Poverty and Homelessness in America" to introduce students to service-learning in their local community, organized by Stanford University. People are getting serious about the value of service learning for the coming changes worldwide. For some valid reasons, Bangladesh has the proper environment, facilities, and human resources to practice it permanently.

*Model 07:*



*Figure 7: Nursing and Serving Elderly People*

For the benefit of any society, all the available resources within the community are considered to help build a strong, bonded region (Green & Haines, 2007). Modern education mostly focuses on artificial intelligence; morality, sincerity, caring, and respect are replaced by helplessness, rudeness, and inconsiderateness. This model will develop the student's communication skills while awakening their service senses toward their society. As Christenson (1989) stated, helping ourselves may work best in middle-class neighborhoods where people are familiar with such activities. Most Bangladeshi people are upper or lower-middle class, so it will be perfect to utilize the model in our country. Some tasks can be provided like:

Students will have to list nursing homes in their locality and visit there to spend quality time with them while doing an assignment. The assignments can be on the following;

- Write five life stories of different people from Old Age Home.
- Write ten phrases and make proper sentences from them related to older people.
- (Make some posters quoting Literary texts to encourage the people at Home.
- Interview with the owner of Old Age Home. Summarize their experience in your language.

## **CONCLUSION**

Academicians worldwide champion SL, for they find it beneficial to the learners and the people in the communities (St. Clair & Tschirhart, 2007). Moreover, pedagogy has been proven to be an effective approach for augmenting learners' academic, social and humanitarian learning across the globe (Chupp & Joseph, 2010). SL incorporated into ELT and vice-versa imparts the life-long applied lessons of responsible and dutiful citizenry among the learners and propels them inspiringly to realize their earned knowledge into both altruist and profitable social pursuits even before they enter their professional stage of life (D'Rozario et al., 2012). Education and development are frequently found together, as are illiteracy and poverty (Burton, 1969). Education promotes life-standard and economic development worldwide, proven empirically and phenomenologically (Burton, 1969; Haussman, 1975; Bacchus, 1981; Verger et al., 2014). Therefore, when ELT meets TE ventures like SL and the sort, the joint pursuit logically leads to multifaceted developments corresponding to the 4IR. Nevertheless, the SL models to be incorporated into ELT and the content exploration presented in this research are not conclusive and exhaustive.

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