

**INCORPORATING SERVICE LEARNING WITH EFL ACADEMIC WRITING:
TRANSFER OF EXPERIENCE FOR TOPIC INVENTION**

Yichun Liu

ABSTRACT

An increasing number of teachers are incorporating service learning (SL) to search for alternative methods in teaching and improving the quality of students' learning. Although SL has an important impact on learning and teaching writing, research about the incorporation of SL with writing is scarce. This study attempts to investigate the impact of SL on Taiwanese students' English academic writing in terms of the transfer of experience. A qualitative study was conducted, and multiple data were collected including teacher's teaching logs, a survey, reflection journals (x2) and a text-based interview. Through data triangulation, the students' transfer of experience is categorized into four types: disconnection, connection, negotiation and innovation. Further analysis and teaching implications are also discussed.

Key Words: L2 writing, transfer, invention, service learning

INTRODUCTION

Service learning (SL), which is rooted in experiential learning and is in kinship with situated learning, is defined by Seifer (1998) as "a structured learning experience that combines community service with explicit learning objectives, preparation and reflection" (p. 274). The SL method has been reported to be able to improve students' understanding of course content (Astin, Vogelgesang, Ikeda, & Yee, 2000; Bringle & Hatcher, 1995; Bringle & Hatcher, 1999; Eyler & Giles, 1999; Heuser, 1999; Markus, Howard, & King, 1993), to enhance learning motivation (Bryant & Hunton, 2000; Eyler & Giles, 1999; Howard, 1998) and to promote higher-order thinking skills (Batchelder & Root, 1994; Deans, 2000; Eyler & Giles 1999; Hesser, 1995). SL is also reported to facilitate "deeper understanding and application of knowledge" (Eyler & Giles,

1999, p. 59) because the information acquired through hands-on experience is believed to be able to connect with the complex cognitive network more easily (Eyler & Giles, 1999) than that learned in traditional classrooms.

Regarding SL applications in writing, Bacon (1997) indicated the positive impact of the alliance of SL with academic writing because (1) SL students could acquire knowledge about the service community through their SL writing projects, (2) SL writing projects could encourage collaboration between the school and the community, (3) students seemed to take pride in their writing work, (4) SL project could allow student writers to bring in their observations and insights on social issues, and (5) student writers could be motivated by the incorporation of writing and SL. Furthermore, two salient outcomes of SL on student writers are their capacity to see problems as systemic and ability to examine things from diverse perspectives (Eyler, Giles, & Braxton, 1997).

Although social cognitive researchers and experientialists have strived to investigate the nature of learning (Adams, 2007; Blaxton, 1989; Cont & Willmott, 2003; Foertsch, 1995; Gagne & White, 1978; James, 2008; King, 1994; Kolb, Boyatzis, & Mainemelis, 2000; Kolb & Kolb, 2005; Perkins & Salomon, 1992; Reber, 1989), and SL shares the theoretical base with cooperative learning, student-centered learning, autonomous learning, and situated learning, SL has not yet been thoroughly researched in TESOL. Many questions, such as, what kind of the higher-order thinking skills SL can promote, and how SL experience can be transferred to facilitate the “deeper understanding” that Eyler and Giles (1999, p. 59) referred still remain unclear. Lacking in adequate research; however, SL has been widely applied in higher education globally. An increasing number of teachers are incorporating SL to search alternative approaches for teaching and improving the quality of students’ learning. Service learning practices and programs have been mushrooming worldwide, especially in Asia, such as China, Japan, Singapore, Hong Kong, the Philippines, and Korea (Kraft, 2002). The Ministry of Education (MOE) in Taiwan has officially encouraged SL since 2008. According to MOE, a three-year plan carried out to promote the implementation of SL in universities aimed to raise the SL adoption rate to over 50% in 2008, 60% in 2009 and 70% in 2010 (MOE, 2008). As various SL programs have been encouraged in higher education in Taiwan, 98 universities proposed 533 projects for service learning in 2011, and more than 7,960 college students have participated in related activities

(MOE, 2011). The fast development of service learning programs with increasing numbers of teachers and students involved reveal that service learning has been adopted as a part of formal learning in university systems in Taiwan. This educational shift in Asian countries has resulted in a pressing demand for SL studies in EFL contexts. However, as abovementioned, research into SL is insufficient, and research about the incorporation of SL with writing is even scarcer (Adler-Kassner, Crooks, & Watters, 1997). Besides, most of the studies of SL in TESOL are conducted in contexts where English is the first or the second language. Little research has been done on SL in EFL contexts.

To fill in the gaps of exploring SL on cognitive transfer, enhancing SL research in an EFL context, and connecting SL with L2 writing research, this study attempts to investigate the impact of SL on Taiwanese students' English academic writing by focusing on students' experience transfer for invention.

LITERATURE REVIEW

Service Learning and Transfer

To most educators, the aim of education is not merely to teach students new knowledge but to help students develop the ability to transfer the learned knowledge to solve new problems. Thus, how to facilitate students' transfer is one of the core issues demanding exploration. Transfer between experience and academic modules does not automatically take place as generally assumed. A number of researchers have reported that cognitive transfer is learning context specific (Belmont, Butterfield, & Ferretti, 1982) and is difficult to be evoked for activation (Carson, Carrell, Silberstein, Kroll, & Kuehn, 1990; James, 2006, 2009; Perkins & Martin, 1986). Eisterhold (1990) agreed with these findings of inactivity of learning transfer by suggesting that students need to cognitively "restructure" the received information to facilitate learning transfer (p. 97).

Of the various attempts to delineate transfer, Salomon and Perkins (1987) proposed the theory of high/ low road transfer. Low road transfer refers to reflexive performances which can be automatically triggered due to mastery through practice and contextual similarity (p.151). For example, one's knowledge of driving a car can be transferred to drive a

truck. In contrast to the automatic reflex involved in low road transfer, high road transfer involves mindful cognitive abstraction and a deliberate search for connections from one context to another. This transfer is conscious and effortful, and it is independent from contextual similarity. Activities of high road transfer, for example, are strategies of problem-solving or decision-making (p.152). Reflexive low road transfer requires a stimulus that triggers the similarities in the prior learning contexts, but high road transfer requires cognitive abstraction and the evocation of connections to link schemata.

James (2009) investigated ESL students' learning transfer in writing. He analyzed students' writing transfer by asking students to do a text-responsible task after they had done a few course writing tasks. Fifteen common learning outcomes of writing were adopted as the instrument for assessment of students' writing transfer. In line with most of the research findings, James found that only a few learning outcomes were transferred from the course to the task, such as classifying (content level), using cueing statements (organization level), avoiding sentence fragments and avoiding subject plus pronoun repetition (language level). He further suggested that the transfer of writing at the content and organizational level is more task-specific than that at the language level. Discussing this study based on the abovementioned theory of high/ low road transfer of Salomon and Perkins (1987), what James (2009) investigated was only students' low road transfer because he observed students' writing tasks that shared similar contexts (text-responsible tasks) and students' writing performances that were triggered based on the level of mastery. Writing outcomes involving higher-order thinking skills, such as idea generation, or critical thinking were not examined in this study. What James found from this study confirms that traditional education in general encourages only low road rather than high road transfer (Salomon & Perkins, 1987). Although writing pedagogies that can trigger high road transfer is in great demand, James in his study did not explore how to boost students' transfer at both the levels of high and low roads.

Transfer and Invention

Writing is an activity involving the transfer of mental representations. While composing, student writers are required not only to retrieve information, but also to transfer the retrieved information to integrate with

their prior knowledge to invent ideas, to explore alternatives, to frame arguments, to solve problems, to develop insights, to examine subjects or to construct meaning. In other words, writing can be regarded as a dynamic process of discovery –“transforming world views into argument” (Nature of Rhetorical Invention of the Speech Communication Association, from LeFevre, 1987, p.7). This process of discovery, in rhetorical composition study, is called “heuristics” or is termed as “invention” (Enos & Lauer, 1992; Harrington, 1948; Lauer, 2004; LeFevre, 1987). To understand L2 students’ writing process, Spack (1984) accommodated invention into her ESL writing classroom by adopting Cowan and Cowan’s (1980) six invention techniques: oral group brainstorming, list making, looping, dialogue writing, cubing and classical invention (p. 656). Students were allowed to use their native language during the process of invention. She noticed that students became more proficient at invention after practice. Therefore, Spack (1984) suggested that transfer for invention can be taught, and ability of invention is not produced by someone’s born talent or contingent inspiration. However, no specific transfer technique for invention was suggested by Spack; instead, she believed that no cognitive transfer skill should be imposed on students because every individual should develop their own transfer strategies of invention.

Theorists of experientialism and situated learning believe that the hands-on experience derived from social interaction can shape knowledge and affect proxy of knowledge (Kolb & Kolb, 2005; Lave & Wenger, 1991). Bringle and Hatcher (1999) noted that experience becomes educative only if it has been transformed into meaningful codes and connected with existing schemata through critical reflection. Embracing the two concepts, Mastrangelo and Tischio (2005) pointed out the reciprocal relationship between SL and academic modules. The experience of service learning, on the one hand, can facilitate the grounding of the abstract concepts of the academic modules; on the other hand, the academic modules can add contextualization to the experience of service learning. In a writing curriculum wedded with SL, community services can offer students “existential situations” (Deans, 2000, p. 42) for social interaction, and writing tasks can serve as the reflections that enhance the development of academic discourse and facilitate cognitive exercises to “restructure” the acquired new experience for meaning

making (Deans, 2000). Since learning takes place when one immerses oneself in, acquires, maintains and transfers knowledge through the process of social interaction (Contu & Willmott, 2003), the information learned through the situated learning in volunteer service can be more easily connected with the complex memory network to create schematic cues to facilitate the retrieval of information (Eyler & Giles, 1999, p. 65-66). Therefore, writing connected to SL may encourage a process of cognitive transfer.

However, little research has explored how service learning facilitates transfer in writing, or how service experience can be transferred for invention.

The purpose of this study is to explore the impact of service learning on SL writers' cognitive transfer for topic invention.

METHOD

Setting and Participants

A qualitative study was conducted in a national university in Taiwan¹ where four credit hours of community service, a total of 36 working hours, is compulsory for all undergraduate students. Participants in the present study (N=26) were students taking an English writing course which incorporated service learning. It was an elective writing course available to all undergraduate students from different disciplines. Most of the participants were sophomore and junior students from the schools of Social Sciences, Education, and Humanities. Those who fulfilled the course requirements could receive credits for both College English and community service (18 working hours). Participants could freely choose community volunteer services within or beyond the list of non-profit organizations provided by the school². They could either team up to work with peers or work individually. Besides doing community service after school, students learned academic English writing in the class. The

¹ It is competitive to enter a top-tier national university in Taiwan. Students who are accepted by such a university usually have an intermediate to high English proficiency.

² The list compiled by the school of the organizations to which students could apply to serve as volunteers for service learning can be found at:
<http://osa2.nccu.edu.tw/~activity/service-learning/certificate.html>

curriculum was designed based on Deans' (2000) rationale of "Writing about the Community." Students were required to complete three writing tasks in the semester, i.e., narration, comparison/contrast, and argumentation papers. Each writing project counted for 15% within the grading distribution. The students were requested to complete the three writing tasks according to their service-related experience, and no specific writing topic was assigned. Of the three writing tasks, narration focused on expressive discourse including personal reflection and lively renderings with emotional description; whereas the comparison/contrast and argumentation stressed critical analysis of social issues and implications of the experience. The writing instruction mainly covered the academic writing conventions and rhetorical strategies commonly used in the three writing tasks/modes, such as brainstorming, topic sentence, thesis statement, supporting points, transition, coherence, style, logic, voice, and organization. As the semester moved on, students were instructed more rhetorical strategies and textual analysis to cope with the common problems they encountered in writing. To help the students transfer their service experience to their writing ideas, I taught the tagmemic questions (Young & Becker, 1965) in class; moreover, I adopted the strategy of guided questioning suggested by King (1994). Through asking thought-provoking questions, such as "What would happen if...?" or "Why is ... important?" (King, 1994, p. 340), students are expected to be prompted to explain, infer, justify, speculate and evaluate ideas for invention.

Research Design and Data Collection

Multiple data were collected in this study including teacher's teaching logs, a survey, reflection journals (x2) and a text-based interview.

As a teacher researcher, I tried to fairly treat the engaged and unengaged SL participants in order to minimize possible interference. I kept a teaching log to jot down my observations about the interactions with the students to maintain my research sensitivity. A total of 15 diary entries were recorded informally in an interactive and dialogic form. I consider my status as a teacher researcher appropriate because the impact of service learning is intricate and impalpable, which can be affected by self-perception, the nature of the community service, the personalities of the participants, the quality of interaction and other

complex social pragmatic factors. The same service may lead to different effects on different individuals. Without close observation and interaction with participants in the same context, researchers would hardly be able to capture students' negotiations of invention process nor conduct in-depth analysis.

A survey (see Appendix 1) was designed by the teacher-researcher and conducted in the 7th week of the semester to inquire into the possible impact of the SL on the students' writing in general. In the survey, the students could choose the top four suitable answers to Questions 1 to 5 and only one answer for Questions 6 to 8.

All of the students were required to turn in two reflection journals in the mid and end of the semester respectively. At the end of the semester, a semi-structured and text-based interview was conducted with individual students in the teacher-researcher's office. The interview questions were designed to elicit the students' in-depth reflections upon the problems they had encountered during the process of their experience transfer for topic invention, their perception of the roles which they had played in the service sites and how they reflected themselves to the issues they explored.

Research Procedure

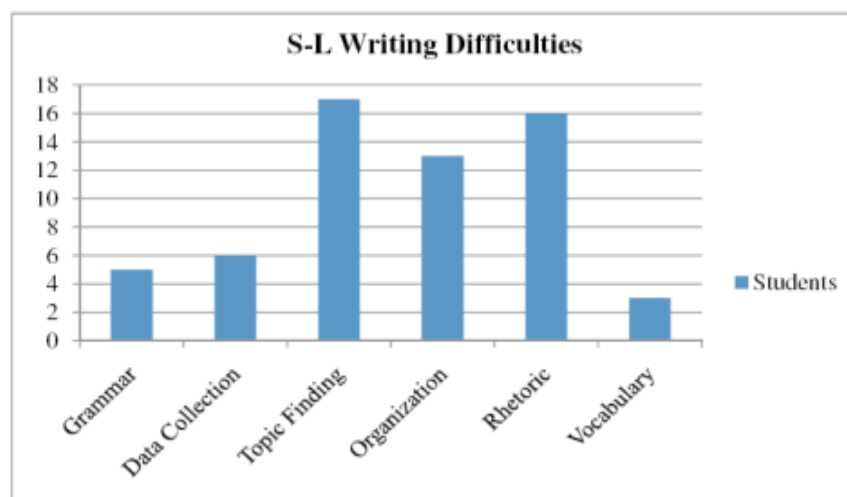
Most of the participant students' had difficulties in topic invention. Through the complaints made by students during in-class discussions and office hours, I recognized that cognitive transfer from service experience to writing for comparison/contrast or argumentation is not easy. To learn more about how students conceptualized their service experience and transferred it into ideas for writing, I scrutinized my teaching log, survey results, students' journals as well as interview data. First, based on the students' survey and my teaching logs, the types of experience transfer were identified and categorized inductively. Furthermore, I broke these types of transfer into more specific guiding questions to inquire into the students' underlying negotiation processes of transfer. These guiding questions were adopted as the fundamental query in students' interviews and journals to elicit conscious and subconscious insights about their cognitive transfer. For example, 'While composing for Tasks 2 and 3, how did you generate your topics, and what were the difficulties that you encountered in the topic invention?' (see Appendix 2). Two trained assistants helped analyze the students'

interview data and reflection journals in terms of invention and transfer. Triangulating these self-reporting data (interviews and reflections) with the survey results, the two assistants sorted all the data to categorize types of students' invention transfer. They discussed any incongruities with me to reach consensus; the inter-rater reliability is 92%.

Survey Results

The survey was designed to elicit students' reflections in regard to their inquiry, writing difficulties, SL impacts, and writing agency. Reports provided here are only on the results related to this study. The results of the survey showed the kinds of difficulties that students experienced in their writing and the impact of SL during their writing process. When asked about the difficulties that they encountered in writing their service experience, "finding topics based on service experience" was chosen by 17 students (65%) (see Figure 1). Eighty one percent of the students (N=21) agreed that the SL writing course helped them transfer their experience of daily life into knowledge through composing. When asked Question 4, "What is the impact of SL on my writing?," 77% of the students reported that they were prompted to transfer their daily life experience into writing ideas. These results suggested that cognitive transfer was difficult to these SL student writers, but once they had successfully transferred their experience for writing invention, they were aware of this experience of transfer and considered it as impact of this unique writing practice.

Figure. SL Students' Writing Difficulty



FINDING AND DISCUSSION

Although some students reported that service experience facilitated their topic finding and idea generation, many students (65%) reported difficulties in finding a topic. In other words, over half of the SL student writers encountered difficulties in conceptualizing their service experience and transferring it for invention, which echoes with the previous research finding that daily life experience can not be transferred into knowledge spontaneously. However, on the other hand, that almost half of the students who perceived SL as a writing resource which enhanced their idea generation suggests that writing based on service experience may either facilitate or constrain topic invention. The type of service and chances for social interaction affect students' topic invention. Most of the volunteer jobs offered by the communities are part-time and temporary chores, such as packing, distributing flyers, data entry, filing, or translation. The mechanical nature and the no-brainer tasks usually make transfer for writing and topic invention an esoteric challenge.

Through data triangulation, students' cognitive transfer for invention was categorized into four types: disconnection, connection, negotiation and innovation. Students are generically marked with letters of the alphabet for illustration and discussion.

Disconnection

Disconnection here refers to the cases that students failed to connect their service experience to their prior experience for cognitive transfer in order to invent their writing topics. Three out of 26 students fell into this category. The following is an example for illustration.

Student A, a junior student from the Department of Journalism, volunteered to work in the Taiwan Foundation of the Blind as a story reader. She completed her comparison and contrast paper by contrasting animal therapy and medical therapy. Her paper had little to do with her service experience. In an interview, Student A told me that she had very few chances to interact with the employees or the blind clients because she was assigned to pick storybooks from the library to read and record the stories at home. In her Journal 2, she admitted to difficulties in finding an appropriate topic for her paper, "...actually the paper was unrelated to what I did...it was hard for me to select a persuasive topic because I couldn't find anything to compare based on what I did in the Foundation" (Journal 2, Student A). Without chances to interact with the insiders of the service community, Student A had little knowledge to write but randomly picked a topic that was not connected to her service experience. Student A's case reveals that transferring life experience into conceptualized writing idea is not an automatic reflex for some students. Moreover, social interactions and domain-related knowledge seem to affect the depth and the flexibility of retrieval of the acquired information, hence they affect transfer of experience.

Connection

Students falling into this category were those who could connect their service experience to their prior experience for transfer with or without help. Their service experience offered direct cues for inventing topics with relatively less cognitive negotiation than the students categorized in the negotiation group. Thirteen out of 26 students were categorized in this group.

For example, Student B, who served in an animal shelter helping to take care of stray dogs and to assist adoption at animal adoption fairs, came to see me for help with the topic invention of her argumentation essay. The following is an excerpt of our conversation from my teaching log.

Student B: I have no idea what to write for my argumentation paper based on the animal adoption fairs that I've been involved in.

Teacher: What have you observed at the animal adoption fairs?

Student B: Many people stopped by to take pictures with the cute puppies, but only a few were adopted; not to mention the ugly old dogs.

Teacher: What do you think about this?

Student B: I don't know... I think...I think life is unfair. Some popular breeds of dog enjoy luxurious care and attention from their owners. But many mixed dogs with an unattractive appearance are abandoned or suffering from not finding a good home.

Teacher: Yeah, that's true. But, what do you think people can do to make changes?

Student B: Hmm... I think, I think... the government should make some policies to discourage people purchasing pure-bred dogs from the pet shops, and encourage those who want to have pets to adopt ones from the animal shelters instead.

Teacher: It's a good point for your argument essay (Teaching log, Entry 14).

Through discussion, Student B abstracted her situated observation into a concept of "life unfairness." This elicited conceptual attributes facilitated her transfer through connecting her prior knowledge to generate arguments about government policy on the control of stray animals. In her essay, she argued that though pet shops offer various choices of cute pets for customers, pure-bred pets, especially those inbreeding ones, are less healthy than the mixed ones. Moreover, lives should not be depreciated as products for making profits. She proposed that the government should impose a high tax on the pets sold in pet shops but provide accessible channels and tax-deductible bargains for the people who adopt animals from shelters.

Student C volunteered to be an English tutor in a church to help children who were disadvantaged. Though she did not come to discuss her topic with me during her composing process, she successfully argued for the imperative of home schooling. What she wrote was directly connected to what she had experienced from service. Student C reflected in her journal about her experience and writing in the following:

Service learning experience was more like an inspiration provider. Writing makes me to observe and be sensitive about slight things... My student wanted to have a tutor who could design a lesson which could follow his level of education. His complaint motivated me to research the topic– the home schooling... My service learning experience make my position more stable since I really can understand my student's needs. It made a big difference between "do then write" and "imagine then write." Besides, we were writing things that we did, therefore, we were familiar with more details than just read information from the books, so the position would be more certain (Journal 2, Student C).

Both Student B and Student C's service experience offered them direct cues to invent their writing topics. Service experience, in the case of Student B and C, served as writing sources and resources directly facilitating the transfer for invention, which is in accordance to the case found by the teachers at Arizona State University referred to by Deans (2000).

Negotiation

Students in this category were those who had invented certain ideas based on their service experience, but the original ideas were heavily shaped by and negotiated with various concerns or contextual restraints. Eventually, what they wrote was different from what they had invented. Eight students were in this group.

For example, Student D, a senior student from the Department of Japanese, worked in the National Youth Commission as a website translator. Due to his work, he was able to access considerable government information about traveling in Japan. Therefore, he wished to compare/contrast traveling policies of Taiwan and Japan. He came to

me for help because of difficulties in the research. The following is an excerpt of the conversation based on my teaching log.

Student D: ... While translating their website from Chinese to Japanese, I obtained a lot of government information about working holiday visas in Taiwan. I wanted to contrast it with Japanese government policies and promotion strategies, but it's difficult to find documents on working holidays from the Japanese government.

Teacher: Why are you interested in the topic of "working holidays?"

Student D: I love traveling, and I found traveling on a travel visa is very different from traveling on a working holiday visa.

Teacher: How about contrasting the differences between the two travel statuses rather than government policies?

Student D: Yes. Oh, thank you (Teaching log, Entry 5).

Student D, at first, was blocked by his service experience, in that he was able to access government documents of Taiwan. In other words, his service experience served as a negative transfer which limited his thoughts to within a narrow spectrum. Through discussion, he negotiated between "what he wanted to write about" and "what he could write about" with the resources available. With the teacher's help, finally he succeeded in his negotiation by adjusting his topic from contrasting the policies on working holiday visas in Taiwan and Japan to contrasting the differences between traveling on a travel visa and traveling with a working holiday visa. Student D's case suggested that prior experience sometimes can serve as a negative

Innovation

Students who fell into this category were those who deliberately strived hard to negotiate their experience of service with contextual constraints for topic invention. Their exercises in cognitive transfer accidentally provoked totally new ideas that went beyond what they had attempted to work on originally. Two students were identified in this category.

Student E was a junior student and volunteered as an English-Chinese translator at the World Vision where she helped in translating the English letters written by the children in the Third World into Chinese for the Taiwanese sponsored families.

During the interview, Student E shared her process of inventing a topic when writing her argumentation essay.

Student E: After reading and translating the letters, I wanted to follow up on the little boy's life in his country, Congo, and the ongoing civil war he mentioned in his letter. I searched very hard on the internet for news and related information, but I was very disappointed that I couldn't find anything in any of our media about Congo.

Teacher: So, what did you do?

Student E: I struggled so much and tried again by every means but still in vain. I went mad a bit, but I had no time to waste, so, I decided to argue whether or not our media and newspapers are internationalized enough. Should the media report only the news which is of high interest to our country? Should the media be profit-orientated? (Student E, Interview)

Suffering difficulties in inquiry, Student E tried many different approaches to solve her research problem. Though she still could not locate information about Congo through Taiwanese media as she had attempted to do, the process of the suffering inquiry itself served to prompt metacognitive reflection upon the issue of insufficiencies in the presentation of international news. The difficult inquiry process was recognized as something meaningful by Student E because her frustration aroused her alertness to the problem she was suffering. Student E, through this process of critical invention, successfully made the cognitive link to ground her arguments on her service experience and led her invention went beyond what she had planned to do.

Student A's failure to connect her service experience to her writing may result from her limited interactions with people in the service site and her lack of experience in recognizing meaningful representations generated from experience. However, Students B, C, D and E managed to conceptualize and transfer their service experience to fulfill the

writing requirements with or without assistance. They transferred their experience gained from service context to new contexts for different purposes. Writing incorporated with SL may impose students to cognitively recognize meaningful chunks of information obtained from daily life experience; moreover, it encourages the exercise of the cognitive transfer of information from chunks of episodic memory to composing for knowledge construction. Therefore, students can learn in their everyday practices, and students are empowered to construct knowledge through their transformation of experience (Kolb, 1984; Kolb & Kolb, 2005). SL writing also prompts students' high road transfer, which involves higher order thinking activities of conceptualizing life experience, inventing ideas through disarray of memory chunks, developing connections for cross context transfer, and cognitively negotiating the obtained information with contextual constraints to construct knowledge.

IMPLICATION AND CONCLUSIONS

L2 learning instruction in general emphasizes the practice of low road transfer (writing skills) but draws little attention to high road transfer, which involves the process of reasoning, idea generation, formulating arguments, and development of expertise (Bransford, Brown, & Cocking, 2000). Incorporating service learning into writing offers situated learning which requires the practice of high road transfer. Thus, writing can be raised from the level of language practice to a process of knowledge-making. Moreover, service learning and writing can be reciprocal. The service experience broadens the spectrum of topics and materials for student writers and enriches their perspectives on the one hand. On the other hand, writing requires writers to cognitively link their service experience to their existing knowledge, which helps the reformulation of information and the reconstruction of existing knowledge.

Transfer is crucial in education and learning theory. The use of questions to prompt ideas is effective in helping students to transfer experience. Extensive practice in asking/ answering critical questions that are topic- or context-related enhances transfer because it can evoke an automatized bundle of skills or connections with the stored information for new situations. Other similar activities, such as

self-reflection, group discussions, and brainstorming can also be beneficial for students' exercise of cognitive transfer.

According to Student B's case, it is confirmed that transfer depends on abstraction of the obtained information or observation. The ability to abstract the underlying concept from experience facilitates cognitive transfer. Student E's case suggests that in-depth reflection and mindfulness of what one is engaged in can prompt transfer. Accordingly, SL students should be encouraged to observe details and interact actively with people in their service communities. Active participation in the service community and identifying oneself as a member of the service community will allow a student writer to acquire topic-related information and develop deeper cognitive connections with their prior knowledge, which can facilitate the transfer of experience.

Writing instruction wedded with service learning has an impact on EFL writers' transfer of experience in various ways. Multiple strategies that encourage transfer should be taught to the students. However, related research is very scarce, which leaves many aspects of transfer and SL still opaque in TESOL, and thus it is crucial to further explore such questions as how students with insufficient transfer skills can improve in making effective transfer, how SL can be incorporated into different courses to facilitate the transfer of experience, and how the transfer of experience benefits learners' learning of different subject matters in different contexts.

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INCORPORATING SERVICE LEARNING WITH EFL WRITING

CORRESPONDENCE

*Yichun Liu, Foreign Language Center, National Chengchi University, Taiwan
E-mail address: liuyc77@mail2.nccu.tw*

APPENDIX

Appendix 1. S-L Survey: Incorporating Service Learning into Academic Writing

Name: _____

*本問卷調查純為個人研究興趣所需，學生的回答資料將僅限於學術研究所用，所有私人資料絕不公開，學生的問卷答覆也不影響學期成績，請放心誠懇作答。

*1-5 請選擇最恰當的答案並按程度排列 (Choose the most appropriate answers only and rank the answers by degree)

1. 根據服務的經驗寫作，我感到最困難的部分是 (When writing based on service learning, my major difficulties come from):
 - a. 文法 (grammar)
 - b. 根據服務經驗找寫作題目 (finding topics based on my service experience)
 - c. 組織 (organization)
 - d. 收集/查資料 (data collection/research)
 - e. 修辭 (rhetoric)
 - f. 字彙 (vocabulary)
2. 在寫作方面，我最有收穫的是 (Taking this writing course, I have benefited a lot from the teaching of)
 - a. 寫作概念 (topic sentence/thesis statement)
 - b. 找寫作靈感 (invention-free writing)
 - c. 組織 (organization)
 - d. 文法 (grammar)
 - e. 修辭 (rhetoric)
 - f. 邏輯 (logic)
 - g. 轉折連慣性 (transition & coherence)
 - h. 閱讀資料 (reading secondary sources)
 - i. 校稿 (peer-editing)
 - j. 字彙文法 (vocabulary & grammar)
 - k. 轉換服務經驗為寫作知識 (transferring service experience into knowledge for writing)

3. 為了寫作的需要, 我在志工服務時會如何蒐集相關資料 (To complete the writing tasks, when I was volunteering, I would collect data through):

- a. 上網收集資料 (research on the internet)
- b. 仔細觀察周遭 (observing carefully)
- c. 與服務對象或其他工作者交談 (communicating with the people at the service site)
- d. 做筆記 (taking notes)
- e. 寫日記 (keeping a journal)
- f. 與相關專業人士討論 (discussion with experts)
- g. 在義工服務處收集可用的資料 (collecting data at the service site)
- h. 其他 (others)_____

4. 結合志工的寫作課程, 對我在寫作上的影響是: (Service learning has had an impact on my writing in):

- a. 使我提高寫作興趣 (boosting my motivation for writing)
- b. 使我更有能力將日常生活經驗轉化成有系統的知識 (making me more capable of transferring daily life experience into knowledge)
- c. 使我感覺上屬於這個服務單位的一份子, 因而對議題產生更深刻的見解 (increasing my sense of community membership which helps generate insights for my writing)
- d. 使我可以收集到一手資料, 並且可以親身觀察體驗我感興趣的寫作議題 (enabling me to collect first-hand data and observe issues in person)
- e. 使我有多元(次)文化瞭解與包容力, 可以更客觀的看待問題 (enabling me to understand multi/sub-cultures);
- f. 使我有公民責任感 (enhancing my sense of citizenship)
- g. 使我產生寫作的靈感 (helping with invention in my writing)
- h. 使我更能應用寫作技巧並提升寫作的能力 (enabling me to better apply my writing skills and improve my writing ability)

5. 我是如何找出我的 CC (Comparison/contrast)寫作題目 (I found my topic for the CC writing)

- a. 透過討論 (through discussion)
- b. 透過大量閱讀 (through reading)
- c. 根據服務的觀察與經驗 (based on observation and experience gained from the service learning)
- d. 根據收集的資料 (according to the collected data)
- e. 根據一般普遍性的寫作題材 (according to popular topics for

writing)

f. 以前的個人經驗 (based on prior experience)

g. 個人興趣 (based on personal interest)

**6-8 以下為單選題 (Choose one answer only):

6. 查到的資料若有疑問，我會與服務單位有經驗的人士或服務對象確認資料正確性？

(If I had questions about the information that I collected at the service site, I would check it with the people there?). YES/NO

7. 在服務過程中，我對我的工作很投入，我感覺是屬於這個服務單位的一份子？

(I felt engaged in my volunteer service and felt like I was a member of the service community?) YES/NO

8. 透過服務寫作，我更有能力將日常生活經驗透過寫作轉化為有系統的知識

(Through service learning-based writing practice, I am more capable of transferring experience from daily life into knowledge?) YES/ NO

Appendix 2. Leading questions for journal reflection

Please reflect upon the following questions in your journal:

1. How did you come up with the topics for your writing?
(brainstorming strategies, personal prior-experience, research interest, service learning influence, etc.)
2. How did you collect data for your writing tasks? (personal observation, library or internet research, interaction with your subjects or people in your service site, note keeping, etc.)
3. What have you done to complete the writing tasks? (looking up words in dictionaries, library/internet research, reading samples, discussion, tutoring with peers/tutors/TAs, re-examining collected data with service site subjects or agents, drafting, etc.)
4. How did the service learning experience affect your first and second papers?
5. What were the difficulties that you encountered when writing the first and the second papers? (finding a topic, generating ideas, searching for information, expressing ideas using appropriate vocabulary, grammar, organization, introduction, thesis statement, topic sentence, transitions, logic, etc.)
6. Which class activities facilitated your writing? (free writing, peer review, instruction in features of narration, instruction in organization, transition, introduction, rhetorical style, logic, etc.)

服務學習之學術寫作：經驗轉移與寫作身分架構

劉怡君
政治大學

服務學習在台灣各大學開課數量與日俱增，許多老師結合服務學習與課程教學，然而結合服務學習課程的教學果效，其相關研究卻如鳳毛麟角。本研究是探討結合服務學習與英文學術寫作的課程效益，並特別著墨於在寫作時籌創過程的經驗移轉。筆者採用質性研究，透過教師日記、問卷調查、學生反思日記、面談等資料，歸納出學生在利用服務學習經驗於寫作時的可能轉換模式。

關鍵詞：服務學習、外語寫作、經驗移轉、籌創