EFFECTIVENESS OF COMMUNITY SERVICE LEARNING APPROACH ON SOCIAL RESPONSIBILITY OF STUDENTS OF THE UNIVERSITY OF DANANG - UNIVERSITY OF FOREIGN LANGUAGE STUDIES

HIỆU QUẢ ỨNG DỤNG PHƯƠNG PHÁP HỌC TẬP PHỤC VỤ CỘNG ĐỒNG ĐỐI VỚI TRÁCH NHIỆM XÃ HỘI CỦA SINH VIÊN TRƯỜNG ĐẠI HỌC NGOẠI NGỮ - ĐẠI HỌC ĐÀ NẴNG

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Abstract - The paper employs quantitative analysis techniques on primary survey data from 173 students of The University of Danang (UD) - University of Foreign Language Studies (UFLS). These survey respondents participated in English Interpreting courses having integrated with the Community Service Learning (CSL) pproach. In these courses, students were required to complete a CSL project at famous tourist destinations in Da Nang city for one academic semester of 15 weeks. The findings indicate that the CSL experience at tourist, cultural, and historical destinations helped improve students' attitudes towards themselves and perception of social responsibility towards the community. Accordingly, a number of feasible solutions have been proposed to enhance the effectiveness of integrating CSL approach in all undergraduate training programs at UFLS, other member universities and affiliated units of The UD.

Key words - Community Service Learning (CSL); Attitude toward onself; Perception of Social responsibility; The University of Danang - University of Foreign Language Studies; Specialized Interpreting.

Tóm tắt - Bài viết sử dụng kỹ thuật phân tích định lượng đối với dữ liệu điều tra sơ cấp từ 173 sinh viên Trường Đại học Ngoại ngữ - Đại học Đà Nẵng. Những sinh viên này đã tham gia các học phần Phiên dịch tiếng Anh có tích hợp cách tiếp cận Học tập phục vụ cộng đồng (CSL). Theo đó, sinh viên được yêu cầu thực hiện dự án CSL tại các điểm đến du lịch trên địa bàn thành phố Đà Nẵng trong một học kỳ (15 tuần). Kết quả phân tích cho thấy, quá trình trải nghiệm CSL tại các điểm đến du lịch, văn hoá, lịch sử đã cải thiện thái độ đối với bản thân và thái độ trách nhiệm xã hội đối với cộng đồng của sinh viên. Từ đó, bài viết đề xuất một số giải pháp có tính khả thi nhằm triển khai hiệu quả cách tiếp cận CSL cho tất cả các chương trình đào tạo bậc cử nhân tại Trường Đại học Ngoại ngữ và các đơn vị thành viên Đại học Đà Nẵng.

Từ khóa - Học tập phục vụ cộng đồng (CSL); Thái độ đối với bản thân; Thái độ trách nhiệm xã hội; Trường Đại học Ngoại ngữ - Đại học Đà Nẵng; Phiên dịch chuyên ngành.

1. Introduction

The philosophical foundations of Community Service Learning (CSL) approach were first mentioned in the works "Democracy and Education" [1] and later developed in "Experience and Education", with the viewpoint that genuine learning activities should be closely linked to direct experience (learning by doing) [2]. This approach has since been developed and applied at many universities worldwide due to its myirads of benefits for learners, communities, and educational institutions. In practice, CSL experiences have significantly improved learners' self-efficacy and sense of social responsibility to the community. For example, a study at Colorado State University (USA) showed that CSL experiences greatly enhanced students' social responsibility compared to those who did not participate in CSL-integrated activities [3]; research at the University of Hawaii at Manoa (USA) indicated that CSL experiences help improve students' civic awareness and social responsibility attitudes [4]; findings from the University of Medellin (Colombia) demonstrated that CSL promotes students' capacity for action, particularly their will to act [5]. Furthermore, a review by GardoquiI et al. [6] of 32 CSL applications at universities worldwide showed that CSL experiences

improve students' self-efficacy, awareness and action.

In Vietnam, the CSL approach has been acknowledged and integrated into undergraduate training programs through regulations promulgated by Ministry of Education and Training, aiming to train students with "adaptability to the working environment, entrepreneurial spirit, and a sense of serving the people" [7]. In practice, several universities in Vietnam have integrated CSL approach into their training programs. Research at Can Tho University [8] showed that CSL strongly improves students' self-efficacy (self-confidence, self-awareness), while promoting social responsibility and global citizenship. Additionally, other universities such as Vietnam National University, Hanoi, and Vietnam National University, Ho Chi Minh City [9] have gradually adopted CSL in teaching and learning activities, though it has not yet become widespread.

In this context, a few lecturers at UD-UFLS have gradually implemented CSL piloting in extracurricular activities, graduation internships, and certain specialized courses since academic year 2022–2023. In CSL-integrated courses, students are required to engage in practical activities at tourist destinations. The tangible products of

students' CSL experiences are promotional video clips for those destinations including solutions to enhance tourist attraction, raise environmental awareness, or preserve traditional culture, etc. These videos are posted on media channels and social networks. After three years of integrating CSL into English-Vietnamese and Vietnamese-English Interpreting courses at UD-UFLS, it is necessary to conduct studies to evaluate the effectiveness of this approach in improving students' knowledge, skills and attitudes. Accordingly, this study utilizes primary survey data to evaluate the impact of CSL on students' self-efficacy and social responsibility. The results will provide reliable empirical evidence for stakeholders to expand CSL application and further enhance the effectiveness of CSL experiences for university students, especially in the fields of Social Sciences and Humanities education.

2. Theoretical background

2.1. CSL models

"Community Service Learning is a credit-based, course-related educational experience in which students participate in organized activities to meet community needs, while reflecting on those experiences to deepen their understanding of the course content, broaden their specialized knowledge, and enhance civic responsibility" [10].

Based on Dewey's CSL approach [1], various CSL models have been developed and applied in universities worldwide. In terms of implementation, the CSL approach mainly includes extracurricular activities and professional practice. In terms of the curriculum, CSL encompasses both compulsory and elective courses. In terms of objectives and training focus, CSL includes volunteer models, general community models, and volunteer activities [11].

Building on this, Kerrissa Heffernan's study classifies CSL approach into six models: Pure Service Learning; Discipline-Based Service Learning; Problem-Based Service Learning; Capstone Courses; Service Internships; and Undergraduate Community-Based Action Research [12].

All these classifications share the common goal of combining theoretical knowledge with practical experiential activities, enhancing flexible application according to training program objectives, and improving skills, academic knowledge, personal awareness, and social responsibility of learners.

2.2. Impact of CSL on Students' Attitudes

Based on the Psychosocial Development Theory [13]; the Altruism and Value Development Model [14]; and the Social Learning Theory (Self-Efficacy) [15], it is shown that CSL experiences affect students' self-efficacy and their social responsibility to the community.

- Self-efficacy is "the belief in one's capabilities to organize and execute the actions required to achieve success in a specific situation" [16]. Participating in CSL activities provides learners with opportunities to engage in meaningful community activities and apply acquired knowledge in practice. The outcomes, products, and solutions supporting the community, recognized and encouraged by lecturers and applied in the community, gradually lead learners to positively change their self-perception and increase self-value through growing self-confidence [17]; [18]. Students' self-efficacy after CSL experience is measured by five component question items (coded SEA1–SEA5) [19] - [22].

- Social responsibility is "the awareness of the role of oneself or an organization in protecting, caring for, and contributing to the development of the community as a citizen" [23]. Participating in CSL offers learners direct involvement in organized, goal-oriented activities to address practical community issues. CSL experiences help transform personal awareness into responsible actions, voluntary participation, community group leadership, or initiation of social initiatives within the community [24]. Social responsibility attitudes after CSL experience are measured by five component question items (coded SRA1–SRA5) [20]; [22].

3. Research procedure

This study employs a quantitative method using online surveys distributed to UD-UFLS students who participated in one of three CSL-integrated Interpreting courses over two semesters in the academic year 2024–2025. These courses include two compulsory courses (Interpreting 3 and Advanced Translation–Interpreting) for juniors and seniors at Faculty of English for Specific Purposes (FESP), and one compulsory course (Specialized Interpreting) for juniors at Faculty of International Studies (FIS). Each course lasts for one semester (15 weeks). After two piloted semesters, nearly 200 students participated in CSL-integrated Interpreting courses.

On the first session of the course, students were communicated with course learning outcomes, grading criteria, and instructions for the CSL-integrated midterm project, which lasted for 10 weeks. Students then worked in groups of four to select a destination from a list of famous tourist sites in Da Nang. After researching the chosen destination, students discussed project ideas with their lecturers. These ideas were diverse, ranging from solutions to improve tourist attraction to raising environmental awareness at the destination, etc. Once their proposals were approved, students conducted activities at the destination, such as interviewing/consulting local residents, businesses, and tourists, interpreting and translating relevant documents from Vietnamese to English and vice versa, etc. Then, each group submitted a video script about their proposed idea for lecturers to advise on to ensure alignment with course learning outcomes, student's safety, and community needs. After that, students completed the CSL project by posting the videos on the Faculty's social media channels (i.e. Facebook fanpage). One grading criterion is the number of likes and comments on these videos through which students received feedback from the community.

The research process began with designing a questionnaire with reference to previous studies [19] - [22]. The structured questionnaire consists of three main sections: Section 1: Overview of the CSL approach; Section 2: Questions on the impact of CSL on self-efficacy and social responsibility; Section 3: Respondent's information. The final questionnaire includes 28 questions

and was sent to over 200 FESP and FIS students who participated in CSL-integrated Interpreting courses in the 2024–2025 academic year.

4. Research findings

4.1. Research sample

The core data in this study is the primary survey results from 173 UD-UFLS students who experienced CSL through three Interpreting courses at FESP and FIS faculties. By gender, there were 23 male students (accounting for 13.3%) and 150 female students (86.7%), reflecting the current gender ratio at UD-UFLS, where female students account for 90% of the total student body. Regarding English proficiency, half of the respondents were at B2 (CEFR)/IELTS 5.5–6.5 level (91 respondents, 52.6%); B1/IELTS 4.5–5.0 level (65 respondents, 37.6%), consistent with the practical English proficiency levels of students. Since students from FIS (majoring in International Studies and Oriental Studies) do not have English as their major, but rather as a supporting tool for professional development, the proportion of students at B1 and B2 levels is high. In terms of participation in CSL-integrated courses, 58 students participated for the first time (33.5%); 90 students participated in 1–2 courses (52%); 19 students participated in 3–4 courses (11%); and 6 students participated in more than 4 courses (3.5%). As CSL approach is currently only

experimentally integrated into a few Interpreting courses and not widely applied, this participation structure aligns with the practical situation at UD-UFLS.

Table 1. *Research sample data*

Variables		No. of respondents (people)	Percentage (%)
Gender	Male	23	13.3
	Female	150	86.7
English proficiency level	B1/IELTS 4.5-5.0	65	37.6
	B2/IELTS 5.5-6.5	91	52.6
	C1/IELTS 7.0-8.0	16	9.2
	Over C1/IELTS >8.0	1	0.6
CSL experience courses	Never	58	33.5
	1-2 (courses)	90	52.0
	3-4 (courses)	19	11.0
	Over 4 (courses)	6	3.5
Total		**173**	**100**

4.2. Student Participation in CSL Experiential Activities

To assess the level of activity participation during CSL experiences, lecturers introduced a list of 15 activities (Table 2) to students in the first session to ensure students understand practical activities required in the community experience. Depending on a certain topic, each student group participated at different levels in these activities.

Table 2. *Levels of participation in CSL activities of students of UD-UFLS*

Code	Content		Never	Rarely	Occasionally	Frequently	Always
LF1	Acquire and develop English vocabulary related to designated destinations (historical sites, scenic spots, museums, traditional craft villages, etc.)	(Person)	0	8	54	65	46
		(%)	0	4.6	31.2	37.6	26.6
LF2	Develop specialized knowledge about culture, history, economics, marketing, etc., for scriptwriting about the destination	(Person)	0	6	49	71	47
		(%)	0	3.5	28.3	41.0	27.2
LF3	Acquire and update new information related to the destination	(Person)	0	10	42	67	54
		(%)	0	5.8	24.3	38.7	31.2
LF4	Research information about the destination on the internet	(Person)	0	8	39	61	65
		(%)	0	4.6	22.5	35.3	37.6
LF5	Experience the destination firsthand/Paying visits	(Person)	1	12	47	62	51
		(%)	0.6	6.9	27.2	35.8	29.5
LF6	Consult with local residents to understand the current state of the destination	(Person)	2	15	58	65	33
		(%)	1.2	8.7	33.5	37.6	19.1
LF7	Interview local residents to identify challenges and difficulties of the destination	(Person)	3	26	67	48	29
		(%)	1.7	15.0	38.7	27.7	16.8
LF8	Interview tourists at the destination to seek solutions for attracting visitors	(Person)	6	23	61	49	34
		(%)	3.4	13.3	35.3	28.3	19.7
LF9	Discuss with team members to propose solutions for attracting tourists	(Person)	2	7	37	58	69
		(%)	1.2	4.0	21.4	33.5	39.9
LF10	Develop, review, and adjust the script of the video	(Person)	0	7	40	54	72
		(%)	0	4.0	23.1	31.2	41.6
LF11	Develop, review, and adjust the format and content of the video	(Person)	0	3	41	61	68
		(%)	0	1.7	23.7	35.3	39.3
LF12	Translate the script and video content from Vietnamese to English (and vice versa)	(Person)	0	5	36	61	71
		(%)	0	2.9	20.8	35.3	41.0
LF13	Develop soft skills (communication, teamwork, problem-solving, critical thinking, etc.)	(Person)	0	9	33	62	69
		(%)	0	5.2	19.1	35.8	39.9
LF14	Self-study and research in the university library	(Person)	5	20	58	50	40
		(%)	2.9	11.6	33.5	28.9	23.1
LF15	Exchange information with class lecturer	(Person)	1	13	55	59	45
		(%)	0.6	7.5	31.8	34.1	26.0

Survey results show that the level of practical participation by UD-UFLS students at destinations is as follows (Table 2): Participation at the level of "Frequently–

Always" for LF1 was 111 students (64.2%); LF2 was 118 students (68.2%); LF3 was 121 students (69.9%); LF4 was 126 students (72.9%); LF5 was 113 students (65.3%); LF6

was 98 students (56.7%); LF7 was 77 students (44.5%); LF8 was 83 students (48%); LF9 was 127 students (73.4%); LF10 was 126 students (72.8%); LF11 was 129 students (74.6%); LF12 was 132 students (76.3%); LF13 was 131 students (75.7%); LF14 was 131 students (75.7%); LF15 was 104 students (60.1%). These results indicate that student participation in CSL activities is diverse across the listed activities, with no significant disparities.

4.3. Effectiveness of Attitude Improvement After CSL Experience

4.3.1. Self-efficacy

The factor loading values range from 0.80 to 0.87; Cronbach's Alpha is 0.89; composite reliability (CR) is 0.92 (all greater than 0.7), and average variance extracted (AVE) is 0.69 (greater than 0.5), so the five component question items (SEA1–SEA5) are reliable [25] for measuring the factor of students' self-efficacy after CSL experiences.

The mean values of the component indicators (SEA1–SEA5) are as follows:

SEA1 value is 4.11, indicating that CSL helped students better understand themselves. Contributing to this result are experiential activities at destinations such as Cham Sculpture Museum, Dong Dinh Museum, Da Nang Museum, etc., where students could observe how visitors are guided, providing opportunities to develop students' communication skills, enrich cultural knowledge, and recognize personal strengths and weaknesses in communicating cultural messages to tourists.

SEA2 value is 4.13, showing that CSL improved creativity and initiative in students' activity design. Students must engage in practical activities for tourists in Da Nang to recommend different activities suitable for different tourist groups, thereby developing their organizational skills. This enhanced students' idea generation, organizational skills, and creativity.

SEA3 value is 4.00, indicating that CSL helped students become more proactive in learning, reducing passivity in receiving knowledge from lecturers. Experiences at destinations such as Nam O Fish Sauce Village, Non Nuoc Stone Village, Phong Nam Ancient Village, etc. provided opportunities to seek information from various sources and actively seek lecturer's advice to develop solutions for promoting these destinations. This activity thus contributed to improving students' self-study abilities.

SEA4 value is 4.02, showing that CSL enhanced social responsibility, creating opportunities for students to apply knowledge in practice to contribute to local community development. This resulted from participating in ecosystem protection programs at Son Tra Peninsula, beach clean-ups, etc., and designing media clips to raise environmental awareness at destinations in foreign languages.

SEA5 value is 4.12, indicating that CSL improved students' ability to apply knowledge in practice, a result of the "learning by doing" training method in local communities.

Table 3. *The level of improvement in students' self-efficacy after the CSL experience*

N0	Code	Content	Mean	Mode	Loading value
1	SEA1	I gained a clearer understanding of my own strengths and weaknesses.	4.11	4	0.80
2	SEA2	I had the freedom to develop and implement my own ideas.	4.13	4	0.87
3	SEA3	I became more proactive in my own learning activities.	4.00	4	0.83
4	SEA4	I became more proactive in seeking solutions to help the community develop.	4.02	4	0.82
5	SEA5	I could use acquired knowledge and skills from class to address community issues.	4.12	4	0.81
Mean General			4.08	4	-
Cronbach's Alpha			0.89		
Composite Reliability (CV)			0.92		
Average Variance Extracted (AVE)			0.69		

With an overall mean of 4.08 and mode of 4, UD-UFLS students perceive a high level of self-efficacy development after CSL experiences. Throughout CSL experience, students encounter diverse, complicated issues different from what they have been taught, so participating in activities (LF6, LF7, LF8, LF9, LF10, LF11, LF13) in the community helped improve thinking skills, creativity, and solution decision-making for practical community problems. Additionally, lecturer's supervision and local residents' cooperation made students' solutions and products more practical and useful for the community. This increased students' confidence in their knowledge, skills, and problem-solving abilities. Students recognized their roles in social relationships, leading to greater confidence and boldness in decision-making to address community and personal issues [10]; [17].

4.3.2. Perception of Social Responsibility Towards the Community

Factor loading values range from 0.76 to 0.86, Cronbach's Alpha is 0.88, and composite reliability (CR) is 0.91 (all greater than 0.7), and average variance extracted (AVE) is 0.67 (greater than 0.5). Therefore, the five component question items (SRA1–SRA5) are reliable [25] for measuring the factor of students' social responsibility attitudes after CSL experiences.

The mean values of the component indicators (SRA1–SRA5) are all very high (on a 5-point scale), indicating:

SRA1 (4.15) is the highest, showing that CSL contributed to enhancing students' awareness and sense of social responsibility.

SRA2 (4.05) and SRA3 (4.12) show that CSL improved students' empathy and understanding of community difficulties. Activity LF7 required students to conduct interviews at destinations, providing opportunities to interact with tourists and business households in traditional craft villages such as Non Nuoc Stone Village, Nam O Fish Sauce Village, etc. Through these interactions, students

gained insight into daily struggles of local residents, combining this understanding with specialized knowledge of tourism, commerce, culture, history, etc., to propose feasible, practical solutions. This activity also increased students' empathy and social responsibility towards the community after participating in the CSL project.

Table 4. The level of improvement in students' perception of social responsibility after the CSL experience

N0	Code	Content	Mean	Mode	Loading value
1	SRA1	My sense of social responsibility improved.	4.15	4	0.80
2	SRA2	I became more empathetic towards the issues faced by local people.	4.05	4	0.85
3	SRA3	I became more aware of the difficulties faced by the local community.	4.12	4	0.86
4	SRA4	I believe that the solutions/research results of my group's Midterm Project have met the needs of the community/local people.	4.01	4	0.76
5	SRA5	I believe that the results of my group's Midterm Project will make a difference and contribute to promoting the local community.	3.99	4	0.82
Mean General			4.06	4	-
Cronbach's Alpha			0.88		
Composite Reliability (CV)			0.91		
Average Variance Extracted (AVE)			0.67		

SRA4 (4.01) and SRA5 (3.99) show that CSL enhanced self-confidence in supporting and promoting community development. Activities LF8, LF9, LF10, LF11, LF12 implemented at destinations such as the Cham Sculpture Museum, Da Nang Museum, Linh Ung Pagoda, Non Nuoc Stone Village, Nam O Fish Sauce Village, etc. were not only products for course assessment but were also used to promote destinations, local specialty brands, and foster local development.

With an overall mean of 4.06 and mode of 4, with the lowest value (SRA5) at 3.99, UD-UFLS students perceived a high improvement in social responsibility attitudes after CSL experiences. Positive comments on Facebook fanpages of FIS and FESP about CSL video clips increased students' self-efficacy and sense of value to the community [17]. Additionally, CSL experiences provided students with opportunities for practical exposure, fostering their empathy and understanding with the communities, encouraging students to become more virtuous and recognize their social responsibilies more than solely theoretical learning on campus [24].

5. Conclusion

The research results show that the overall mean values for self-efficacy (4.08) and social responsibility attitude towards the community (4.06) are very high. These results indicate that CSL experiences have contributed to improving both self-efficacy and social responsibility

among UD-UFLS students. This finding is a reliable basis for the authors to propose expanding and further enhancing CSL integration in more courses and training programs at UFLS, as well as other member universities of The University of Danang.

- Enhance lecturers' capacity and train support staff in CSL, e.g., workshops on lesson design methods, CSL-based assessment methods, sharing experiences, knowledge, teaching resources on CSL approaches. Recognize CSL integration in training programs as an innovation in the annual staff's performance evaluation and reward to motivate and promote CSL application in teaching activities.

- Expand partnerships with local communities, tourist destinations, craft villages, and businesses to identify community needs for regular topics or event-based projects. This will facilitate lecturers and students in implementing CSL projects more effectively and in line with local community needs.

- Organize workshops to orient and train students before participating in CSL-integrated courses. Develop more specific, quantifiable CSL-related criteria for student assessment and soft skill outcomes. Promote and acknowledge student products with practical community applications after CSL experiences. Award CSL project completion certificates to benefit students' job application and scholarship applications for higher education. This will motivate and encourage students to participate in CSL experiences more actively.

- Develop integrated, interdisciplinary courses between faculties and member universities to further enhance the value chain of CSL experiential products, leveraging the strengths of The University of Danang member universities from ideation, design, implementation, to commercialization, to address urgent emerging community needs and strengthen university-community partnership.

- Apply information technology and artificial intelligence more extensively in ideation, activity content development, CSL implementation, and teaching resource sharing among lecturers and training units. This will facilitate organization and implementation for future practitioners and increase success rates.

- Organize research, seminars, and scientific workshops to more accurately assess the effectiveness of CSL-integrated training activities. This is an important basis for policy consensus in developing training programs and program learning outcomes for CSL-integrated programs, thereby elevating the status of CSL approaches and facilitating their widespread implementation at UFLS and other University of Danang member universities.

Despite some achievements, this study only experimentally integrated CSL in English Interpreting courses, and the research data covers just 173 students, without surveying stakeholders such as experts, local residents, and businesses. Future research should expand to different courses, languages (Chinese, Japanese, Korean, etc.), and survey more students and stakeholders, including experts, local residents, and businesses, to provide a more

multidimensional perspective and more reliable proposed solutions.

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