

LIVED EXPERIENCES OF SELECTED PAG-ASA SCHOLARS IN SERVICE-ORIENTED LANGUAGE TEACHING

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Abstract

This phenomenological study explored the lived experiences of selected PAG-ASA scholars in service-oriented language teaching. Specifically, it examined how scholars experienced English Language Teaching (ELT) as a form of service, how these experiences shaped their personal and professional growth, and how the PAG-ASA Scholarship Program prepared them for future teaching roles. Ten (10) English major scholars from Pasig Catholic College participated in semi-structured interviews, and the data were analyzed using Colaizzi's seven-step method. The findings revealed that the scholarship program provided financial support, academic motivation, and opportunities for meaningful community engagement. Despite challenges in language proficiency and teaching practice, the scholars demonstrated resilience, adaptability, and continuous improvement. Their experiences fostered values such as responsibility, empathy, discipline, and commitment to service while strengthening their professional identity as future educators. The study concluded that the PAG-ASA Scholarship Program significantly contributes to the development of competent, service-oriented, and socially responsible English language teachers by supporting both their academic journey and personal growth.

Keywords: *PAG-ASA Scholars, Service-Oriented Language Teaching, English Language Teaching (ELT), Lived Experiences, Colaizzi's Method, Teacher Identity Formation, Community Service*

INTRODUCTION

In contemporary global higher education and teacher preparation programs, there is an escalating paradigm shift toward service-learning, community engagement, and social responsibility in English Language Teaching (ELT). Language education is no longer conceptualized as an isolated academic discipline restricted to classroom syntax, grammatical drills, and formal linguistic analysis. Instead, language teaching is recognized as a transformative, service-oriented practice that connects academic learning with real-world community upliftment, social justice, and educational equity. Service-learning in language teaching creates a symbiotic bridge between university classrooms and local communities, enabling pre-service educators to apply theoretical pedagogical strategies directly in authentic social settings while serving underprivileged populations.

Within the Philippine educational landscape, municipal scholarship frameworks have emerged as vital mechanisms for promoting tertiary education accessibility among

financially vulnerable yet academically deserving youth. Programs such as the PAG-ASA Scholarship Program, spearheaded by the Pasig City Local Government Unit, provide essential financial aid covering tuition fees, academic allowances, and educational materials. Significantly, these municipal scholarship models embed civic service mandates, requiring scholarship recipients to participate in community outreach, local literacy programs, and municipal educational initiatives. When applied to pre-service English teachers, this requirement creates a unique educational synergy: municipal funds subsidize teacher candidates' tertiary education, while scholars deploy their developing pedagogical expertise to teach English to elementary, secondary, and adult learners in underserved local barangays.

This service-oriented paradigm shifts the conceptualization of English language teaching from a self-serving skill acquisition model to a community-centered public service. Candidate teachers learn to view English proficiency not merely as a ticket to personal career advancement or

international employment, but as an essential tool for community empowerment and social inclusion. By extending language instruction to marginalized learners who lack access to private tutoring or well-resourced schools, scholar-teachers embody the ethos of civic engagement. Understanding how candidate educators experience this dual role of municipal scholar and community language teacher is paramount for modern educational scholarship.

Furthermore, this educational movement aligns with international directives emphasizing inclusive and equitable quality education. Language acquisition serves as a key gateway to higher education, employment opportunities, and active socio-civic participation. When teacher education institutions incorporate service-oriented frameworks into their core curricula, pre-service language educators develop a holistic understanding of pedagogy that transcends traditional textbook instruction, viewing language learning as an empowering human right.

Despite the noble goals of service-oriented scholarship initiatives, pre-

service English teachers who function under municipal scholarship mandates encounter complex socio-emotional, pedagogical, and identity-related hurdles. Scholar-teachers operate under a high-stakes condition of dual accountability. On one side, they face intense academic pressure to maintain strict grade point averages (GPAs) required for scholarship retention, knowing that academic failure risks immediate financial forfeiture and termination of their tertiary studies. On the other side, they are thrust into community outreach environments where they must design lesson plans, manage chaotic classroom dynamics, and teach English to learners with vastly heterogeneous reading readiness levels.

Furthermore, pre-service language teachers frequently grapple with acute internal insecurities regarding their own English language proficiency, pedagogical readiness, and classroom authority. When deployed to resource-constrained community centers—lacking whiteboards, electricity, printed modules, and quiet spaces—candidate teachers must

navigate severe operational friction. They undergo a continuous negotiation between their identity as 'scholars' (university students who require guidance, study time, and academic support) and their identity as 'teachers' (knowledgeable, authoritative leaders expected to deliver high-quality instruction to community children).

This psychological balancing act often generates cognitive overload, fatigue, and role confusion. The competing demands of late-night academic studying and early-morning community lesson preparation can induce burnout if adequate institutional scaffolding is absent. Moreover, the socio-economic backgrounds of the scholars themselves add another layer of complexity; many scholars come from low-income families and relate deeply to the poverty experienced by their community students, making teaching an emotionally intense endeavor.

While prior literature extensively documents general scholarship impacts and macro-level service-learning, there remains a notable research gap regarding the qualitative, phenomenological depth of how

municipal scholar-teachers make sense of these overlapping realities. Without deep qualitative inquiry into their lived experiences, educational institutions and municipal policy makers risk viewing scholars merely as statistical beneficiaries, ignoring the complex emotional, ethical, and professional identity transformations occurring beneath the surface.

To address this empirical gap, this descriptive phenomenological study investigated the lived experiences of selected PAG-ASA scholars at Pasig Catholic College who actively engage in service-oriented English language teaching. Specifically, the inquiry sought to uncover the essential nature of their day-to-day teaching realities, analyze the qualitative mechanisms through which service teaching shapes their personal values and professional identity, and evaluate how municipal scholarship support prepares them for long-term careers as ethical educators and community leaders.

By focusing on the subjective, lived realities of candidate language teachers, the study aims to capture the essence of their transformation from financial aid

recipients into autonomous, community-engaged educators. The inquiry provides a platform for scholar-teachers to voice their struggles, pedagogical discoveries, and systemic recommendations.

The significance of this research spans multiple educational dimensions. For Teacher Education Institutions (TEIs) such as Pasig Catholic College, the findings provide empirical insights for refining pre-service teacher training, contextualizing field study experiences, and establishing holistic faculty mentorship programs. By understanding the specific hurdles encountered by scholar-teachers in community settings, teacher educators can design targeted micro-teaching modules and practical workshops that bridge academic theory and field application.

For local government units and municipal scholarship committees, the study yields qualitative feedback on how financial assistance can be paired with structured, supportive outreach frameworks that nurture teacher competence without causing academic burnout. Policy makers can utilize these

insights to refine community service mandates, ensuring that scholarship requirements serve as empowering professional development opportunities. Finally, for pre-service teachers worldwide, the study presents a compelling, grounded account of how community service cultivates pedagogical grit, communicative mastery, and a lifelong commitment to educational equity. It contributes to the broader scholarly literature on language teacher identity formation, service-learning pedagogy, and educational equity in developing nations.

OBJECTIVE OF THE STUDY

This study aimed to explore and systematically analyze the lived experiences of selected PAG-ASA scholars in service-oriented language teaching. Specifically, it addressed the following three central research questions:

- 1.** What are the lived experiences of PAG-ASA scholars in practicing English Language Teaching as a form of service?
- 2.** How do the PAG-ASA scholars make sense of their personal growth,

values, and identity as future English Language Teaching practitioners?

3. How does the scholarship program prepare them for their future professional roles and responsibilities in the community?

These three research questions served as the structural backbone for data collection, transcript analysis, and thematic synthesis. Together, they provided a comprehensive lens through which the multi-faceted realities of the scholar-teachers were investigated.

METHODOLOGY

This study adopted a qualitative descriptive phenomenological research design. Phenomenology is a rigorous qualitative methodology specifically constructed to examine, describe, and understand the core essence of human phenomena as lived directly by individuals in real-world contexts. Because this study sought to capture the psychological depth, affective transformations, value shifts, and professional identity formation of candidate English language teachers, a qualitative phenomenological design

was uniquely appropriate. Quantitative survey instruments would be inherently incapable of uncovering the intricate emotional realities, personal struggles, and subtle identity shifts experienced by scholar-teachers.

To ensure analytical rigor and thematic integrity, the research strictly followed Colaizzi's (1978) seven-step phenomenological framework. Colaizzi's approach is widely recognized in human science research for offering a clear, auditable, and systematic protocol that transforms rich, unstructured verbal descriptions into comprehensive thematic structures while preserving the authentic narrative voice of the participants.

By utilizing descriptive phenomenology, the researchers sought to bracket their own pre-understandings and assumptions (epoche), allowing the genuine experiences of the scholar-teachers to emerge directly from the qualitative data. This methodological stance ensured that the core essence of service-oriented language teaching was articulated strictly through the lived realities of the participants.

The research was conducted at Pasig Catholic College, Inc., located in Pasig City, Philippines. Pasig Catholic College is a premier Catholic higher education institution whose College Department offers accredited teacher education degree programs, specifically the Bachelor of Elementary Education (BEED) and Bachelor of Secondary Education (BSED) Major in English.

The target population consisted of undergraduate pre-service teacher-education students enrolled in English major programs who were active recipients of the local municipal PAG-ASA Scholarship Program. A purposive sampling technique was utilized to select ten (10) English major scholar participants. Purposive sampling was selected because phenomenological inquiry requires information-rich key informants who possess direct, firsthand experience with the central phenomenon under study. Inclusion criteria dictated that participants must be active PAG-ASA scholars, officially enrolled in English teacher education programs at Pasig Catholic College, and actively engaged in municipal or institutional service-oriented language

teaching and community literacy initiatives.

Selecting ten participants aligned with established qualitative research guidelines for phenomenological inquiries, which suggest that 6 to 12 participants are sufficient to achieve data saturation while maintaining depth of analysis. The sample size allowed for detailed individual transcript analysis while revealing cross-case thematic patterns.

Research Instrument, Validation, and Data Gathering Procedure

The primary data gathering instrument was a researcher-developed, semi-structured qualitative interview guide. The semi-structured format provided essential thematic structure aligned with the three SOPs while offering the flexibility to ask follow-up probing questions based on participants' spontaneous narratives.

To establish rigorous content validity, credibility, and ethical compliance, the interview guide underwent formal validation by three expert academic validators: Mrs. Draizelle Sexon, Ms. Kris Dianne Tuazon, and Mrs. Rabin Joy Fernandez. The validators

meticulously evaluated question alignment, linguistic clarity, cultural sensitivity, and phenomenological depth, and their constructive recommendations were incorporated into the final instrument.

Data collection commenced following formal institutional approval and informed consent procedures. In-depth semi-structured interviews were conducted individually in quiet, comfortable settings. Audio recordings were transcribed verbatim, and participant anonymity was strictly preserved through the assignment of participant codes (P1 through P10).

Data Analysis: Colaizzi’s Seven-Step Method

Qualitative data analysis strictly followed Colaizzi’s (1978) seven-step descriptive method to extract essential meanings and construct thematic structures:

Step 1: Familiarization: The researchers repeatedly read all ten verbatim interview transcripts to gain an immersive, holistic understanding of the scholars' lived experiences.

Step 2: Extracting Significant Statements: Phrases, sentences, and direct quotes directly illustrating the phenomenon of service-oriented ELT, personal growth, and scholarship preparation were systematically extracted.

Step 3: Formulating Meanings: Interpretive, contextual meanings were carefully formulated for each significant statement, bridging raw narrative data with pedagogical concepts while preserving original meaning.

Step 4: Clustering into Themes: Formulated meanings were organized into common thematic clusters and sub-themes, which were rigorously validated against the original transcript data.

Step 5: Developing an Exhaustive Description: The thematic clusters were integrated into a rich, comprehensive descriptive text depicting the phenomenon in its full depth and context.

Step 6: Producing the Fundamental Structure: The exhaustive description was condensed into a core statement

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capturing the essential, non-redundant structure of being a PAG-ASA scholar-teacher.

Step 7: Member Checking and Validation: The final thematic findings were shared with selected participants for member checking to confirm descriptive accuracy, authenticity, and resonance with their actual experiences.

P4	BSED Major in English	4th Year	Active PAG-ASA Scholar
P5	BEED Generalist / English	3rd Year	Active PAG-ASA Scholar
P6	BSED Major in English	3rd Year	Active PAG-ASA Scholar
P7	BSED Major in English	4th Year	Active PAG-ASA Scholar
P8	BEED Generalist / English	4th Year	Active PAG-ASA Scholar
P9	BSED Major in English	3rd Year	Active PAG-ASA Scholar
P10	BSED Major in English	4th Year	Active PAG-ASA Scholar

RESULTS AND DISCUSSION

The findings of this qualitative phenomenological study are organized around the three main Statement of the Problem (SOP) domains. Data gathered from the ten (10) PAG-ASA scholar participants yielded 15 overarching emergent themes that collectively illuminate the lived phenomenon of service-oriented language teaching.

Table 1. Demographic Profile of Research Participants (PAG-ASA Scholars)

Participant Code	Academic Program	Year Level	Scholarship Status
P1	BSED Major in English	3rd Year	Active PAG-ASA Scholar
P2	BSED Major in English	3rd Year	Active PAG-ASA Scholar
P3	BSED Major in English	4th Year	Active PAG-ASA Scholar

SOP 1: Lived Experiences of PAG-ASA Scholars in Practicing ELT as Service

The first SOP investigated how scholars experience English Language Teaching when conceptualized and practiced as an explicit form of community service. Five themes emerged from Colaizzi's analysis:

Theme 1: The Scholar's Journey: From Financial Support to Identity Formation. Participants unanimously acknowledged that the PAG-ASA scholarship entered their lives as an essential financial lifeline that relieved household tuition burdens and academic expenses. However, as scholars immersed

themselves in community teaching outreach programs, their perception underwent a fundamental qualitative shift. The scholarship evolved from a passive monetary subsidy into an emotional and professional springboard for identity formation. Scholars realized that receiving public municipal funds carried an implicit moral responsibility to give back to the Pasig City community. Teaching English to underprivileged children became their meaningful way of reciprocating municipal support. Consequently, their self-concept shifted from being dependent grant recipients to becoming active, service-oriented educational contributors.

This thematic progression demonstrates that financial support alone, while essential for tertiary access, attains its highest educational value when linked with active civic participation. Scholars described feeling a sense of dignity when stepping into community classrooms, knowing that their education was directly benefiting local youth. This psychological shift

laid the foundation for a deeply grounded professional teacher identity.

Theme 2: Navigating the Hurdles of the Scholar-Teacher Identity. Scholars detailed significant socio-emotional and logistical hurdles in balancing the dual roles of full-time academic scholar and community language teacher. Maintaining high Grade Point Averages (GPAs) required for scholarship retention created persistent academic anxiety, as scholars feared losing financial aid. Simultaneously, teaching in community environments presented severe operational challenges, including noisy surroundings, lack of basic teaching tools, and wide variations in student reading ability. Navigating these hurdles required scholars to cultivate exceptional time-management skills, emotional endurance, and pedagogical flexibility, learning to balance rigorous academic study with demanding community teaching.

The dual accountability of scholar and teacher created moments of acute stress, but also catalyzed rapid

problem-solving capabilities. Scholars learned to adapt lesson plans on the spot when expected instructional materials were unavailable in community centers, fostering resourcefulness and pedagogical resilience.

Theme 3: Influence of Scholarship on Motivation in English Studies. The scholarship program exerted a powerful dual influence on academic motivation. Extrinsically, strict retention grade requirements enforced disciplined study habits and academic focus. Intrinsically, community teaching experiences infused their English major courses with practical purpose. When scholars struggled to explain basic phonics, syntax, or reading strategies to community children, they returned to their university lectures with heightened attention. Abstract linguistics and literature courses were no longer viewed as isolated academic hurdles, but as essential tools needed to teach community learners effectively. This intrinsic alignment between academic coursework and

community teaching turned passive studying into active learning. Scholars actively sought out pedagogical advice from college professors to address specific reading difficulties encountered among their community students, demonstrating high self-directed learning.

Theme 4: Transformative Milestones and Fulfillment in Teaching and Learning. Scholars recounted deeply moving transformative milestones that provided rich emotional fulfillment. Moments such as helping a struggling non-reader sound out words independently, witnessing a hesitant child gain confidence in reading aloud, or receiving expressions of gratitude from community parents served as powerful affective rewards. These emotional milestones far surpassed financial incentives, reinforcing the scholars' sense of pedagogical efficacy and solidifying their vocational calling toward the teaching profession. These affective breakthroughs functioned as powerful motivators

during times of academic exhaustion. Scholars noted that seeing the tangible impact of their teaching gave them the emotional energy needed to persevere through demanding university coursework.

Theme 5: Progressive Language Mastery and the Shift Toward Communicative Clarity. A critical finding was the developmental trajectory of scholars' own English language mastery. Initially, many scholars experienced self-doubt regarding their oral English fluency, accent, and grammatical perfection. However, authentic community teaching served as an intensive practical laboratory. To teach young learners effectively, scholars were forced to simplify complex linguistic structures and prioritize communicative clarity over formal academic jargon. This continuous practice enhanced their spontaneous oral communication, boosting their linguistic confidence and instructional adaptability.

Teaching lower-level learners forced candidate teachers to master scaffolding strategies, code-switching

techniques, and clear instructional cueing. In doing so, scholars reduced their own communication apprehension and achieved greater natural fluency.

Synthesis of SOP 1: In synthesis, the lived experiences of PAG-ASA scholars under SOP 1 illustrate a trajectory of empowerment. Financial aid provides tertiary access, but service-oriented language teaching transforms scholar-students into resilient, highly motivated, and communicatively confident pre-service educators.

SOP 2: Sense-Making of Personal Growth, Values, and Identity Formation

SOP 2 evaluated how scholars introspectively process their personal development, core human values, and emerging professional identity as future ELT practitioners. Six themes defined this domain:

Theme 1: Goal Clarification and Service-Oriented Commitment. Prior to participating in community teaching outreach, several scholars viewed an English education degree primarily as a practical pathway

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toward general corporate employment or financial stability. Direct engagement in service-oriented teaching redefined their career ambitions. Witnessing literacy gaps and educational poverty among local youth provided sharp goal clarification. Scholars clarified their vocational goals, committing firmly to becoming public school educators and literacy advocates dedicated to serving marginalized communities.

This vocational clarification anchored their professional purpose. Scholars expressed a strong desire to take up teaching assignments in high-need public schools after graduation, viewing their career as a continuous form of social contribution.

Theme 2: Personal and Professional Growth of PAG-ASA Scholars. Scholars experienced multi-faceted personal and professional maturation. Personally, they developed self-regulation, emotional maturity, patience, and adaptability when managing restless or frustrated learners. Professionally, community teaching provided early exposure to

lesson plan adaptation, diagnostic reading assessment, classroom management, and differentiated instruction long before formal student teaching internships.

This dual maturation accelerated their readiness for the teaching profession. Scholars noted that managing real community learners gave them a level of practical confidence that micro-teaching sessions in university classrooms could never replicate.

Theme 3: Perceived Role of Future English Teachers in Community Service. Participants expanded their conceptualization of a language teacher's professional identity. They rejected the narrow definition of a teacher as an isolated instructor confined within classroom walls. Instead, scholars envisioned future English teachers as community leaders, literacy advocates, and agents of socio-economic empowerment who use language teaching to unlock opportunities for underprivileged youth.

This expanded role vision reflects a critical consciousness regarding the

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social dimensions of language education. Scholars recognized that language teachers play an active role in fostering social mobility and civic participation among marginalized learners.

Theme 4: Values Developed Through Teaching and Service Experiences. Service teaching functioned as an ethical forge for essential human values. Scholars highlighted the deep development of patience, empathy, discipline, humility, and social responsibility. Working directly with children from impoverished backgrounds cultivated profound empathetic understanding, replacing superficial pity with a determined commitment to social service.

These core values became guiding principles for their instructional practice. Scholars learned to approach struggling learners with deep patience and understanding, recognizing the external socioeconomic factors affecting student performance.

Theme 5: Self-Discovery of Strengths Among PAG-ASA Scholars. Through community immersion,

scholars uncovered latent personal and pedagogical strengths that traditional academic examinations could not measure. They discovered capabilities in creative problem-solving, improvisational storytelling, resource creation, public speaking, and establishing genuine rapport with hesitant learners.

Uncovering these strengths boosted scholars' self-efficacy and self-esteem. Scholars who previously considered themselves quiet or introverted realized they possessed powerful capacities for empathetic connection and classroom engagement.

Theme 6: Teacher Identity Formation through Service-Oriented Commitment. Professional teacher identity was solidified as scholars assumed full ownership of their community learners' progress. Shifting away from the mindset of passive college students completing a requirement, they began internalizing the professional authority, ethical standards, and nurturing care of genuine English educators.

This identity transformation represents a crucial milestone in pre-service teacher development. Scholars began taking pride in being called 'Teacher' by community learners, embracing the ethical responsibilities associated with the title.

Synthesis of SOP 2: In synthesis, SOP 2 demonstrates that service-oriented language teaching acts as a catalyst for value formation and professional identity integration. Scholars construct a grounded professional identity anchored in empathy, civic duty, and clear vocational purpose.

SOP 3 Scholarship Preparation for Future Professional Roles and Responsibilities

SOP 3 examined the extent to which the structural mechanisms of the PAG-ASA Scholarship Program and Pasig Catholic College prepare scholars for future professional teaching careers and community responsibilities. Four themes emerged:

Theme 1: Perceptions of Teaching English as a Form of Service.

Scholars recognized English language teaching as a vital public service that bridges social divides. In the Philippines, English proficiency is closely linked with higher education success and economic mobility. Scholars realized that providing free, quality English instruction to community children democratizes access to linguistic capital, empowering underprivileged youth to participate more fully in society.

Framing English teaching as service reframed their entire pedagogical outlook. Instruction was no longer seen as a routine task, but as an act of social empowerment that provides young learners with tools for lifelong growth.

Theme 2: Contribution of Academic and Outreach Experiences to ELT Skills. Participants emphasized the synergistic relationship between formal academic coursework at Pasig Catholic College and community outreach teaching. Academic courses provided theoretical grounding in lesson planning, language acquisition theories, and assessment

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methods. Community outreach provided an authentic practical laboratory where scholars learned to adapt formal theories to unstructured, real-world community environments.

This theory-practice synthesis enhanced their pedagogical competence. Scholars learned that rigid textbook methodologies must be flexibly adapted to fit the diverse backgrounds and immediate needs of community learners.

Theme 3: Support Systems Contributing to Professional Growth. Institutional and interpersonal support networks were vital to scholar success. Guidance from thesis advisers, faculty mentors, institutional leaders, and municipal scholarship coordinators provided essential academic and emotional scaffolding. Additionally, peer support among fellow scholars established a collaborative community of practice where teaching materials, strategies, and encouragement were freely shared.

Mentorship from experienced faculty helped scholars navigate emotional

exhaustion and instructional doubts. Collaborative peer debriefing sessions allowed scholars to reflect on teaching successes and troubleshoot classroom management challenges collectively.

Theme 4: Difficulties in Teaching English in Community Settings. Scholars candidly recounted field difficulties, including inadequate instructional spaces, lack of printed modules, irregular student attendance in community centers, and severe learning gaps among children. Overcoming these operational difficulties cultivated 'pedagogical grit'—a specialized professional resilience enabling future teachers to maintain instructional quality despite severe resource limitations.

Facing resource scarcity prepared scholars for the realities of the public school system. Rather than being discouraged by adverse conditions, scholars developed creative workarounds and improvised teaching aids.

Synthesis of SOP 3: In synthesis, SOP 3 confirms that the PAG-ASA

Scholarship Program, when paired with Pasig Catholic College's teacher education framework, effectively equips scholars for professional careers. Despite field obstacles, robust mentorship and practical immersion build indispensable pedagogical grit and professional readiness.

CONCLUSION

This phenomenological study concludes that the PAG-ASA Scholarship Program serves as a powerful catalyst for developing competent, resilient, and service-oriented English language educators. While municipal scholarships are primarily established as financial assistance programs, embedding service-oriented language teaching elevates them into transformative drivers of teacher identity formation. Through community teaching, scholars experience a profound evolution from passive grant beneficiaries to active, service-minded educators. They navigate socio-emotional and pedagogical hurdles, attaining communicative clarity, emotional

maturity, and pedagogical grit. The study demonstrates that pairing municipal financial aid with community service requirements aligns local government investment with genuine social impact, nurturing pre-service educators who view language teaching as a vital tool for community empowerment and social justice.

Ultimately, the lived experiences of PAG-ASA scholars affirm that service-oriented pedagogy enriches both the scholar-teacher and the community. Financial support grants tertiary access, but community engagement molds character, professional competence, and social responsibility.

RECOMMENDATIONS

• For Pasig City Government and Scholarship Administrators:

Establish standardized, well-supported community outreach guidelines that provide adequate instructional venues, printed modules, and reasonable scheduling to protect scholars' academic standing while maximizing community literacy impact.

- **For Pasig Catholic College Administrators and Teacher Educators:**

Formally integrate service-learning modules into professional English education courses, providing structured faculty mentorship, micro-teaching workshops, and psychological wellness support for scholar-teachers.

- **For Language Educators and Curriculum Developers:**

Develop contextualized community ELT teaching modules emphasizing remedial reading, communicative language strategies, and low-resource instructional methods tailored for community literacy centers.

- **For PAG-ASA Scholars and Pre-Service Teachers:**

Actively utilize community teaching experiences as reflective learning opportunities, establishing peer-mentorship networks to share teaching resources, coping mechanisms, and pedagogical strategies.

- **For Future Researchers:**

Conduct longitudinal studies tracking the career progression, classroom

performance, and long-term community involvement of PAG-ASA scholars after entering the professional teaching workforce.

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