

Language beyond the Classroom

*A Guide to Community-Based Learning for
World Language Programs*

Edited by
Jann Purdy

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**Cambridge
Scholars
Publishing**



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This book first published 2018

Cambridge Scholars Publishing

Lady Stephenson Library, Newcastle upon Tyne, NE6 2PA, UK

British Library Cataloguing in Publication Data
A catalogue record for this book is available from the British Library

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ISBN (10): 1-5275-0383-6

ISBN (13): 978-1-5275-0383-0

TABLE OF CONTENTS

Foreword	vii
<i>Contextualizing Language Learning in the Civic Mission of Education</i> Stephanie Stokamer, Director of the Center of Civic Engagement (Pacific University of Oregon)	
Acknowledgements	xvi
Introduction	1
<i>Return on Investment of Community-Engagement Teaching</i> Jann Purdy, editor (Pacific University of Oregon)	
Section I—How to Implement Service Learning: Design and Support for Community Engagement	
Chapter One.....	20
<i>Key Aspects in Program Design, Delivery, and Mentoring in World Language Service-Learning Projects</i> Theresa Schenker (Yale University) and Angelika Kraemer (Michigan State University)	
Chapter Two.....	48
<i>Preparing Professionals: Language for Specific Purposes and Community- Based Learning Approaches in Advanced-Level Coursework</i> Anna A. Alsufieva (Portland State University) and William J. Comer (Portland State University)	
Chapter Three.....	76
<i>Transcending Classrooms, Communities, and Cultures: Service Learning in Foreign Language Teaching Methods Courses</i> Amy George (Tulane University), Alexandra Reuber (Tulane University), and Kyle Patrick Williams (Chapman University)	

Section II—How to Promote Service Learning

Chapter Four.....	124
<i>Recruiting Language Learners through Civic Engagement in General Education</i>	
Christine Coleman Núñez (Kutztown University of Pennsylvania)	
Chapter Five.....	156
<i>How to Promote Cultural Awareness through Service Learning in a Non-Required Course</i>	
Delphine Gras (Florida Gulf Coast University)	
Chapter Six.....	184
<i>Community-Service Immersion: Helping University Students make an Impact through Service-Learning and Domestic U.S. Spanish Language Immersion</i>	
Teresa Satterfield (University of Michigan) and Jessica Haefner (University of Michigan)	

Section III—How to Broaden Service Learning to Unique Settings

Chapter Seven.....	210
<i>Constructing Language-Learning Communities in the University Setting: An Experiment in Flipping the Teaching and Learning Paradigm</i>	
Kirsten Drickey (Western Washington University) and Andrew Blick (Western Washington University)	
Chapter Eight.....	248
<i>Learning the Ropes of Service Learning: Best Practices in a Program for Advanced Students Working with Asylum Seekers</i>	
Dominique Butler-Borruat (University of Michigan Residential College)	
Chapter Nine.....	282
<i>Virtual Engagement in the Languages: Teaching Translation and Social Justice</i>	
Irène Lucia Delaney (University of Michigan) and Agnès Peysson-Zeiss (Bryn Mawr College)	
Contributors.....	299

FOREWORD

CONTEXTUALIZING LANGUAGE LEARNING
IN THE CIVIC MISSION OF EDUCATION

STEPHANIE STOKAMER

My sophomore year in college, I held an internship at a YWCA in Miami, Florida, working in a breast health education program during our January term. I had studied Spanish in school for long enough to be proficient in a classroom setting. Yet with limited opportunity to practice in the small Maine town surrounding my campus, my skills were virtually untested outside of formal academic spaces. I was therefore rather terrified when my YWCA supervisor asked me to conduct outreach calls to Spanish-speaking clients about an upcoming health fair. I knew that speaking broken Spanish over the phone without benefit of nonverbal cues would be a challenge, but with persistent encouragement from my supervisor, I jumped in and dialed the first number.

I was nervous. I made mistakes. I needed to ask the voices on the other end of the line to slow down. I have breast cancer in my family, and my own father was at that time undergoing treatment for skin cancer. I knew that screening was important, that the women I was calling were among those least likely to get it, and that early detection could be a matter of life or death. This was real, and I did not want to so badly mangle the communication that someone turned up at the wrong location or time or for some entirely different affair. I did it--again and again, and without major mishap (at least as far as I know). By the end of my internship, I had significantly boosted my confidence, solidified my second-language proficiency, and determined to study abroad in a Spanish-speaking country the following year. What is more, by the conclusion of this community-based experiential learning opportunity, I better understood the lived experience of the women with whom I spoke on the phone—and perhaps later met in person—and the cultural issues that come into play with health care.

This story highlights the core premise of this book—experiential learning and language learning go hand-in-hand, and together can lead to the kind of civic learning that is essential for a democratic society and global economy. Although long understood as one of the primary purposes of education, civic learning has gained new significance in recent years. In 2012, the National Task Force on Civic Learning and Democratic Engagement released *A Crucible Moment: College Learning & Democracy's Future*, a comprehensive articulation of the civic learning imperative in postsecondary education. It came on the heels of *A Promising Connection*, a 2010 Campus Compact publication encapsulating research linking civic engagement to college access and success, and *High Impact Educational Practices*, a 2008 AAC&U report, naming experiential, community-based learning among the practices now known to contribute to educational success when implemented well. Indeed, essays, manifestos, articles, and reports decrying the state of American democracy, conveying the urgency of developing students capable of working toward solutions on the most intransigent problems of our era, and implicating educational institutions as essential to the preparation of competent citizens swelled in the 1990s and early part of this century. These calls to action have led to tremendous growth in service-learning, curricular requirements or incentives, community partnerships, and campus offices or personnel devoted to supporting implementation.

Along with this growth has come engaged scholarship providing a strong base of theory and research to better understand the practice of civic education. Supported by Boyer's¹ vision legitimizing the scholarship of teaching and learning and encouraging community-engaged research and practice, a body of literature has emerged examining and reinforcing the use of community-based experiential pedagogies in all disciplines. New journals, conferences, and books specific to community engagement have provided venues for this work, and disciplinary outlets have continued to disseminate pedagogical research and exemplary practices within various fields.

The focus of this book on language learning is particularly significant in its contribution to that larger body of scholarship for two main reasons. First, it illustrates the ways in which the civic mission of education is operationalized in the field of language learning. As the practice of experiential education spreads, faculty and administrators benefit from examples that demonstrate what civic learning looks like from department

¹ Ernest Boyer, *Scholarship Reconsidered* (Princeton, NJ: Carnegie Foundation for the Advancement of Teaching, 1990), 15-25.

to department or course to course. The “early adopters” who are sometimes taking a professional risk by trying experiential education can point to a text such as this one to champion the academic validity of the approach and gain practical ideas that save time and energy or prevent the stress of pedagogical innovation. In fact, the genesis of this book is in Editor Jann Purdy’s experience of being the first in her department of World Languages and Literature to integrate civic engagement into her courses and her recognition that without many published models of “language beyond the classroom,” faculty at other institutions might either spend unnecessary time and energy recreating the wheel (so to speak) or avoid the practice altogether.

The second significant way in which this book contributes to the body of scholarship pertaining to experiential and community-engaged pedagogies is that language learning—as other disciplines—has a specific role to play in civic life. This book sheds light on the value of language learning for civil society because of its deep connection to intercultural understanding and central function of communication in a diverse world. My own experience at the YWCA all those years ago speaks to the importance of connecting through language for all manner of other issues—health care, criminal justice, climate change, and so on. In a diverse society, we must be able to meet each other (often in still largely segregated cultural communities) and work together across language divides to address these concerns in a serious and productive way. Also noteworthy is that shining light on the civic necessity of language learning and validating its relevance to solving problems that communities across the country (and world) are facing is not insignificant as an aid in the defense of languages in a climate of budget cuts and disciplinary paring.

Furthermore, while other subjects have equally important specific contributions they can make, language learning inherently involves adopting a new perspective in order for the learner to not just memorize vocabulary or conjugate verbs but to understand the world from within a language, to get inside of it, to think in it, to express in it, to live in it. True mastery entails absorbing the cultural context of language—the appropriate use of grammar certainly, but also the culturally based ways of knowing and being that characterize fluency. These epistemological and ontological perspectives inform use of the idioms of a language, but also the interactions therein as learners come to understand how their counterparts in communication may receive their expression. Perspective-taking is likewise essential to civic life, as it allows citizens (broadly defined) to try out different ideas and work toward solutions in ways that include the multiplicity of experiences that shape our society and respect

varying worldviews as they relate to an issue at hand. It is not too great of a leap to connect the linguistic and civic value of perspective-taking for students, and this text highlights the many ways in which faculty encourage this synergy through experiential learning. In this regard too, Jann is well suited to compile and frame the work of her colleagues, as her expertise in intercultural competence undergirds her editorial role.

The growth in civic and experiential learning and accompanying scholarship has led to widely varying program models and practices. Administration of civic engagement takes many forms, particularly in terms of institutional infrastructure and budget, curricular integration and models, and campus culture and leadership. Differences in these elements in turn affect implementation of language learning beyond the classroom, as evidenced by the mix of approaches in this text.

One of the most significant developments in the institutionalization of civic and experiential learning has been the creation of offices and centers to promote and support this work. With greater recognition that high quality implementation is essential for this form of pedagogy to successfully meet such desired potential outcomes as academic learning, civic responsibility, student engagement, and community change, campuses across the country (and, in fact, the world) have formed discrete units within the academic bureaucracy. Various named in accordance with the terminology and structure adopted by a particular school, examples are the Center for Civic Engagement, Office of Service-Learning and Leadership, Office of Community-University Partnerships, Center for Experiential Learning, Volunteer Services Office, Center for Community Engaged Learning and Research and so on. Their functions include offering faculty development, establishing and maintaining community partnerships, screening, placing, and orienting students, aligning engagement with strategic initiatives, and developing a community of practice among stakeholders, among others. I am the director of the Center for Civic Engagement at Pacific University, and oversee curricular and co-curricular civic engagement. I have thus had a front-row seat as Jann's courses have evolved and have been able to work with her on mileage expenses for students, strategies for working with community partners, new course proposals, and funding for professional development.

The semantic and structural differences among these offices, however, do indicate noteworthy differences in the focus of their work and services they provide. While many such units are housed in academic affairs, for instance, others may fall under the division of student life, some run by faculty, others by professional staff, and some with hybrid positions or a combination of the two. An academic center might offer more support to

faculty in terms of integration of community experiences into a syllabus, development of civic learning objectives, or creation of reflection assignments; in contrast, a co-curricular student activities office might be able to maximize the ability of students to be self-directed participants in shaping community engagement or facilitate connection to a living-learning environment. Either could be well positioned to assist faculty with identification of appropriate community partners or orient students to community work. Likewise, a unit designation emphasizing student leadership or volunteering may be primarily focused on the student experience, whereas “research” or “scholarship” in the department name likely represents greater support for faculty interested in community-engaged study or publishing about topics of teaching and learning.

Furthermore, the extent to which offices and centers are able to provide adequate support for civic and experiential learning is related to their budget and staffing. High quality community engagement generally requires an institutional investment of funds. Whether for faculty workshops, conference attendance, transportation, or a database system to manage partner contacts and opportunities, there are costs associated with community engagement. While, of course, some level of implementation is possible on a shoestring, proper funding enables activities that facilitate best practices, such as incentivizing faculty attendance at a workshop with mini-grant funding or even providing lunch for community partners who come to campus for an orientation. To that end, faculty who are interested in pursuing or improving community engagement may benefit by seeking out the appropriate staff at their institution and investigating the resources available. Having said that, what they might find is undoubtedly related to the state of curricular integration and models of engagement on their campus.

Experiential learning is often adopted in a piecemeal fashion by interested faculty, but is also increasingly a part of deliberate curricular reform, academic core requirements, and structured programs. How civic engagement fits into the curricular structure of a college and the assumptions or approaches that shape it thus can affect what options faculty feel they have for implementation in their own courses. If civic engagement is required as part of a core curriculum, there are likely guidelines as to “what counts” and perhaps underlying philosophical determinations about what civic engagement means at a particular institution. For example, a core requirement may be designed to foster community-campus collaboration and stipulate that experiences entail students serving off campus—perhaps with designated, strategic partners, or maybe with those of faculty or student choosing. In contrast, at

institutions such as my own Pacific University, faculty determined in passing a civic engagement requirement that student activities could be either on campus or off, as long as they addressed significant social or environmental concerns. In a similar vein, an institutional bent toward critical social justice work or asset-based partnership could inform the faculty approach to civic engagement. Likewise, faculty may need to demonstrate to a committee or review panel that a certain number of hours, percentage of the grade, or number of learning objectives are related to the experiential learning component, or they may simply be able to self-identify their courses with the Registrar. With such wide variability in the models, philosophies, and curricular components of civic engagement, professional staff in centers or offices can be a boon to faculty trying to sort through their options.

The diversity of program models and options is exemplified through a civic engagement program called Language in Motion (LiM). Founded at Juniata College in Pennsylvania and adopted by colleges across the country, LiM “is an innovative, cooperative, outreach program using study-abroad returnees, international students, and upper-level language students to aid local K-12 teachers by creating and presenting language and cultural activities in the classroom.”² LiM has three core components. First, students who have returned from study abroad or who have advanced world language skills (by virtue of heritage or upper-level study) conduct presentations in local schools about specific topics (such as Ecuadorian Climate Zones and Fauna, French Teen Culture, and Architecture and Cultural Symbols of Hong Kong), introducing younger students to vocabulary and culture in coordination with their teachers’ curricular goals. Second, teachers have opportunities for professional development through LiM workshops, conferences, and travel immersions. Third is a professional network of K-16 language and culture educators, which Pacific University joined in 2012 as members of a consortium of Northwest institutions led by Willamette University that together received grant funding from the Arthur Vining Davis Foundations to implement LiM.

Despite these common elements, the way in which LiM has been implemented across that network has varied. At Juniata College, for instance, students may participate in the program through a stand-alone World Languages service-learning course, to fulfill a requirement for another course, or as volunteer. While Juniata has sent students to school

² “Language in Motion.” Juniata College, accessed March 11, 2017, <http://www.juniata.edu/academics/departments/international/language-in-motion/>

districts throughout their region, Old Dominion University in Virginia partners specifically with alumni teaching foreign languages. At Willamette University in Oregon and Middlebury College in Vermont, the program is solely volunteer driven rather than curricular, and at Vassar College in New York the program is embedded into an Education course rather than World Languages. Here at Pacific University, LiM has included a combination of curricular and co-curricular options, as well as partnership with the Confederation in Oregon for Language Teaching (COFLT) for the professional development piece. All of these variations indicate that even with shared program goals, approaches to implementation are as diverse as the institutions adopting them—as they should be.

Not surprisingly, then, the variables of curricular integration, engagement philosophy, and function of supporting offices are related to institution type, mission, and priorities, all of which also influence and are influenced by faculty culture, administration, financial standing, community-campus history, and the student body at any given college. Faculty at research-driven institutions may need to undertake community-engaged research or focus on the scholarship of teaching and learning in order to meet tenure and promotion guidelines, whereas those at small liberal arts colleges may be able to center the teaching value of civic engagement. Further, the institutional climate for engagement can shift with new leadership, a strategic planning process, or contextual factors such as a community housing crisis or natural disaster. Depending on institutional context, an administrative office in turn could prioritize promoting faculty scholarship, conveying best practices in pedagogy, or developing and maintaining partnerships—or could support each of these aspects of civic engagement in a well-funded center (itself indicative of institutional prioritization). As a result, while some faculty are truly “flying solo” in their work, others have professional staff or seasoned colleagues to whom they can turn for guidance, or are part of communities of practice in which they can benefit from ongoing reinvigoration and support.

To that end, this text can complement the institutional context for faculty in any environment. For those seeking to bolster their scholarly portfolio, this book offers outstanding examples of how the authors have been able to convert their disciplinary work into a publication. Those looking for ideas to guide practice will find pedagogical innovation and useful tips. And for those trailblazers with few colleagues doing civic engagement in their discipline or campus, this text is somewhat of a scholarly community of practice, conveying to faculty of world languages that they are not alone in their efforts.

In this text, Editor Jann Purdy has been able to pull together a fantastic array of chapters that demonstrate the variability discussed above and shed light on how faculty have undertaken civic engagement in their respective contexts. Her ability to do so is unsurprising to me, given what I have come to know about Jann in our years working together. As one of the first faculty I met when I arrived at Pacific in 2011, Jann impressed me immediately with her creative approach to civic engagement in her own classes and her desire to most effectively serve both her students and her community partners. She was also a participant in the first cohort of Civic Engagement Course Development Mini-Grant recipients, a program in which Jann and I worked together to apply best practices in the field to her courses, and a faculty partner in our own implementation of Language in Motion. At Pacific, we recognized Jann's contributions to her field, our campus, and our community with an Engaged Faculty Award in 2013. She brings a wealth of experience and knowledge to this text, and it is exciting for me to see this work she has envisioned—and shared with me when just a percolating idea—finally come to fruition.

For my part, I still value the opportunity I had as a college student to integrate language learning with my desire to explore non-profit work, better understand members of my community, and serve the greater good through health promotion and disease prevention. My time at the YWCA was one of the formative experiences that set me on the path I have been on ever since, and helped me to land in the field of community engagement in higher education. I am grateful to today have the ability to work with amazing faculty such as Jann in their efforts to provide similar opportunities for students at our institution. Perhaps in reading the pages that follow, others will be inspired to join us in this work—rewarding in its pedagogical effectiveness, powerful in its outcomes for students and communities, and essential in supporting the democratic aims of higher education.

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ACKNOWLEDGEMENTS

I would like to recognize a few people who were key to bringing this volume to fruition. Firstly, I would like to thank Stephanie Stokamer and the Center for Civic Engagement (CCE) at Pacific University for providing the academic, financial, and moral support for projects focused on community-engagement such as this one. It was during a discussion among civic-engagement faculty and staff that the idea for the volume came to light. The Arthur Vining Davis Foundation's Languages in Motion (LiM) grant that the CCE attained and managed laid the foundation for my service-learning courses at Pacific University. It was in designing those courses that I sought in vain the kind of resources that this volume represents. Secondly, it has been an honor and a tremendous pleasure to work with the dedicated and passionate educators that *Language beyond the Classroom* brings together. The willingness of the contributing authors to share their insights and their materials with others who may be interested in this good work attests to their generosity and active engagement in the betterment of educational opportunities of students. Thirdly, as editor, I had the pleasure and great fortune to work with Gillian Reimann and Kayla Luttringer, two undergraduate students who are in our Editing and Publishing program at Pacific University. While they gained hands-on experience helping to edit the chapters, I benefited from their ability to pay keen attention to detail all the while keeping their eye on the big picture. Much like the experiential learning that this volume champions, our semester-long teamwork proved advantageous to all involved. Finally, I would like to thank the Writing Group at Pacific University. This team of faculty and staff is dedicated to the encouragement of scholarship, and like heart of the pedagogy advocated for in this volume, the Writing Group fosters learning-in-community. I would also like to kindly thank the reviewers for their feedback to improve the manuscript.

INTRODUCTION

THE RETURN ON INVESTMENT OF CIVIC-ENGAGEMENT TEACHING

JANN PURDY, EDITOR

It's a rare occurrence when students ask for more work, but in my service-learning course, "Teaching Language & Culture in Elementary Schools," that's what I have repeatedly read in my students' final reflective essays during the past several years.¹ The course is designed to engage intermediate and advanced language students for all five languages taught at Pacific University; students design the curriculum and lesson plans for after-school language and culture clubs that they implement one day a week at local elementary schools. The students generally feel so invested in their work that they advocate to increase their impact by requesting to teach the club two days per week instead of one. This request stuns me, because many of the same students also complain about the time-consuming work required to create lesson plans for the 10-week program. Their drive to leverage a greater effect demonstrates that both the rewards of hands-on teaching experience as well as the rewards of engaging with and learning from the community far outweigh the challenges of the labor that goes into it. In other words, service learning is worth it.

The challenges of implementing service-learning curricula are not to be underestimated. For my after-school civic-engagement course, for instance, I consult with other language faculty in the five language programs at Pacific University to confirm the students' language level and reliability; I coordinate with principals at 10-12 local elementary schools to assess their needs for enrichment programs in coordination with the students' schedules and transportation options; I create flyers and parent permission slips for each school so that they can recruit participants in

¹ In keeping with the format of the chapters and the generosity of the authors in this volume, I would like to include here the syllabi of two civic-engagement courses that I have created at Pacific University. See Appendices A and B.

advance: all this work happens prior to the first day of classes. Moreover, taking the educational experience outside the classroom sometimes requires long-term relationship building in the community and a skill set that isn't always part of an educator's repertoire. Moreover, as Darcy Lear points out, much of service-learning work falls to non-tenure track or adjunct faculty—i.e. those who are the least compensated—as university language departments adjust to the economic realities of students (and, I would add, the economic demands of their institutions). Lear notes that as language departments gradually evolve away from preparing students primarily for graduate studies in language and literature toward community-based learning, there is a lag in recognition of service-learning scholarship in decisions on tenure or promotion.² Anyone considering creating new service-learning curriculum should factor in these costs.

Yet, despite these economic liabilities, each of the authors in this volume will attest that the additional demands of community-engagement courses are often compensated by the satisfaction of purposeful work in the community, by the assets of increasing the impact on students' lives, the boost to enrollments in language classes, by the effectiveness of service learning on cultural literacy, and even by the bonus of their own discoveries about language acquisition and culture.³ Again, we argue here in this volume that community-based experiential language learning is an investment that pays off.

By definition experiential learning, entails projects or activities that take place or focus on contexts outside the traditional classroom; this learning is often interchangeably referred to as service-learning (SL), civic-engagement (CE), community-based learning (CBL), community service learning (CSL) or community engagement,⁴ and civic engagement is consider crucial for *high impact* educational practices according to the

² See Darcy Lear's review of Gregory Thompson's work (2012): Darcy Lear, "Service Learning: Bridging the Past and the Future in University Foreign Language Programs" in *Michigan Journal of Community Service Learning* 20, no. 1 (2013): 65.

³ On this last point, see Nancy Christophe's article on the rewards of service-learning in terms of scholarship and continued education for instructors. Nancy Christophe, "Learning through Service: A testimony on the Pedagogical and Scholarly Benefits of Service Projects," in *Hispania* 98 (2015): 346-355.

⁴ For a history of service-learning in language curricula, see Gregory Lynn Thompson, *Intersection of Service and Learning: Research and Practice in the Second Language Classroom*, (Charlotte, North Carolina: Information Age Pub., 2012).

Association of American Colleges & Universities.⁵ There is increasing pressure in higher education to demonstrate real-world applications for knowledge, especially in the Humanities. In an opinion piece for *Inside Higher Ed*, Deb Reisinger notes the paradox in higher education of aiming to educate global citizens all the while reducing support for language programs.⁶ Reisinger advocates for emphasizing intercultural competency and teaching language across the disciplines to support language teaching and global citizenship in higher education. Both those valuable elements are woven throughout the service-learning curriculum presented in this volume.

The greatest obstacle to creating community-engagement courses, however, is finding the models, resources, and pedagogical support, especially if one doesn't have institutional support or is an early adopter, as was my case. *Language beyond the Classroom* is an attempt to offset some of the hardships for those wanting to begin or expand civic-engagement curriculum at their institutions. By gathering into one volume various models for community-based language learning, the work aims to offer itself as a how-to guide for implementing and evaluating community-engagement programs for a variety of languages. The structure of each chapter is designed to be specific enough to serve as a practical template, yet broad enough to be adapted to various languages, institutions, and community settings. While examples in the volume include, French, German, Russian, and Spanish, all the program models aim to be adaptable to virtually any language and any institution, including high schools in some cases.

The call for contributions for this volume garnered a vast response, with submissions that demonstrated the creativity and passion from around the U.S. The diversity of programs presented in the volume is extraordinary. The authors offer courses created in small private liberal arts colleges like Bryn Mawr College, as well as in large public research institutions such as Michigan State University. The geographical distribution among contributors is also wide, stretching, for example, from the northwest corner of the U.S. at Western Washington University to the southeast corner at Florida Gulf State University. Each program presented responds

⁵ George D. Kuh, excerpt from *High-Impact Educational Practices*, (Association of American Colleges and Universities, 2008), accessed January 5, 2017, <https://www.aacu.org/leap/hips>.

⁶ Deb B. Reisinger, "Claiming Our Space," *Inside Higher Ed*, May 18, 2017, accessed May 19, 2017, <https://www.insidehighered.com/views/2017/05/18/intercultural-perspectives-and-study-languages-should-inform-academic-content-many>.

to the needs of their regional communities. Furthermore, the service-learning programs vary according to whether they are curricular, co-curricular (Chapter 1), and extra-curricular (Chapter 7) civic-engagement experiences. Some service-learning opportunities take place on campus, others an hour away from where students live, and still others online. Even the authors themselves represent various perspectives on community-based language learning at the university; they include administrators of university centers, directors of language programs, instructors, and even recent graduates.

Although the scholarship of service-learning education has increased in the past decade, *Language beyond the Classroom* is unique in the way that it provides a practical and broad-based approach to community-engagement courses for language educators.⁷ Each chapter describes the transformational effect of civic engagement for language learners, with supplementary materials including detailed syllabi, activities, reading lists, student learning outcomes, and advice for avoiding some of the pitfalls and managing some of the risks of such programs. Service-learning (SL) courses require adaptation and adjustment according to the context of where and with whom they take place; many of the authors here describe the evolution of their courses and offer to the reader some strategies for that progression. Several provide assessment materials and questions for the reader to adapt to their purposes. The goal of each chapter is to provide educators with advice and materials to make their investment in civic engagement efficient and valuable.

While every chapter in the volume presents civic-engagement advice with similar elements, they have been grouped into three sections to help the reader navigate the various outcomes or emphases offered in the models. Section I, entitled “How to design and support service learning,” presents several models for creating service-learning language courses as

⁷ The following are notable examples of service-learning scholarship that offer theoretical considerations, and in some instances, models for language programs: Omobolade Delano-Oriaran, *The SAGE Sourcebook of Service-learning and Civic Engagement*, (Thousand Oaks, California: SAGE Reference, 2015); *Hispania*, Volume 96, Number 2, June 2013; Gregory Thompson *Intersection of Service Learning: Research and Practice in the Second Language Classroom*, (Charlotte: Information Age Publishing, 2012); Adrian J. Wurr and James M. Perren, *Learning the Language of Global Citizenship : Strengthening Service-learning in TESOL*, (Community Series. Champaign, Illinois: Common Ground Publishing, 2015); Josef Hellebrandt and Lucia T. Varona, eds., *Construyendo Puentes (Building Bridges): Concepts and Models for Service-Learning in Spanish* (Washington, DC: American Association for Higher Education, 1999).

well as various ways those courses are supported in their institutions. For instance, in their chapter, “Key Aspects in Program Design, Delivery, and Mentoring in World Language Service-Learning Projects,” authors Theresa Schenker and Angelika Kraemer describe three co-curricular programs for all languages taught at Michigan State University (MSU): an enrichment program at elementary schools, literary events at local libraries, and teaching internships abroad. They also outline the outreach support by the university’s centers: the Center for Language Teaching Advancement (CeLTA) and the CeLTA Language School. They point to free online support through MSU, including the *Service-Learning Toolkit* for instructors who are creating service-learning courses, and the *Tools of Engagement* for students who are participating in experiential learning. In Chapter 2, “Preparing Global Professionals,” Anna Alsufieva and William Comer detail three examples of Russian translation programs at Portland State University. Their approach to civic engagement demonstrates how language programs can respond to specific language needs of a community, all the while engaging students from a variety of majors, including medical, environmental, and literary disciplines. The authors also point to the Russian Flagship Program as integral to their ability to provide their service-learning curriculum. Like the Languages in Motion (LiM) grants that Stephanie Stokamer describes in her Foreword, the Language Flagship Program is available nationwide and encourages the type of engagement described in this volume. In the third chapter of this section, authors Amy George, Alexandra Reuber, and Kyle Patrick Williams cite the inspiring service culture at Tulane University with over 150 service-learning opportunities offered through the support of Tulane’s Center for Public Service (CPS). In their chapter, “Transcending Classrooms, Communities, and Cultures,” they provide detailed syllabi, useful checklists, and reflection assignments from their French and Spanish methods courses which fully integrate service learning to provide aspiring foreign-language teachers with, among other essential learning outcomes, a closer connection to K-12 education. All three of these chapters in Section I will give readers a foundational knowledge of the theoretical and practical underpinnings for designing service-learning courses, as well as an idea of the benefits of structured institutional support.

Section II of *Language beyond the Classroom*, “How to promote service learning,” focuses on the multiple advantages of community engagement and its effects on student recruitment, retention, and attitudes about language learning. In Chapter 4, “Recruiting Language Learners through Civic Engagement in General Education,” Christine Coleman

Núñez attests to the ways in which service-learning language courses can bolster enrollment in language programs by framing language requirements not as burdensome obligations but more as a means to gain advantageous skills with practical applications. The key for Núñez is to emphasize the cultural component of language learning by introducing literary texts and self-reflection assignments that scaffold grammar, and more importantly, encourage her Kutztown University students to imagine cultural contexts before interacting with their community. In similar fashion, Delphine Gras demonstrates in Chapter 5, “Cultural Awareness through Service Learning in a Non-required Course,” that service learning can attract students to courses that can tend to have low enrollments. Gras emphasizes the reciprocity of value gained through the celebration of francophone cultures in the region surrounding Florida Gulf Coast University, cautioning that instructors and students “avoid participating in the representation of minority communities as problematic or needing help.” Gras also duly advocates for providing service-learning opportunities for *all* students by taking into account the complexity of students’ lives—including non-traditional and low-income students who work and have obligations beyond their university commitments. Teresa Satterfield and Jessica Haefner, describe in Chapter 6 the utility of community-service immersion programs at the University of Michigan as alternatives to short-term travel courses. The authors outline their Spanish literacy and culture programs in “Community-service Immersion: A Blueprint for U.S. Social and Linguistic Engagement,” with an emphasis on redesigning existing courses at intermediate, advanced, and near-native levels to articulate with service-learning opportunities. Their focus on linguistic and cultural immersion targets learning outcomes such as increased L2 skills and intercultural sensitivity in ways that can approximate the immersive aims of short-term travel courses. Readers will find in these three chapters of Section II resources to increase enrollment, to advocate for support of nascent programs, or to aim for the effectiveness of immersion abroad.

The final section of the volume, “How to broaden service learning to unique settings,” illustrates how community engagement can be implemented in uncommon settings or in innovative ways. Kirsten Drickey and Andrew Blick, authors of Chapter 7, offer their unique approach at Western Washington University (Western) as a model for flipping the student/teacher paradigm. In their chapter, “Constructing Language-Learning Communities in the University Setting,” the authors describe Western’s Employee Language program where students are hired to offer a variety of language workshops to university employees. While in

this scenario, community engagement takes place within the campus--encouraging faculty, staff, and students to become more acquainted with one another and with each other's (perhaps "foreign") perspectives on the university--. Drickey and Blick point out that their Employee Language program also prepares "employees and students to work more effectively with diverse groups beyond the campus community." All stakeholders of the university as well as the community find benefit in Western's program. In Chapter 8, "Learning the Ropes of Service-Learning," Dominique Butler-Borruat describes how advanced French students in her service-learning program at the University of Michigan Residential College engage with French-speaking asylum seekers at a non-profit organization. The one day-per-week program includes a linguistic exchange wherein for the first part, students conduct English-language and American culture lessons, and then they interact socially in French with the participants while sharing a meal. Butler-Borruat prepares students for this mutually beneficial engagement with a flexible syllabus that addresses topics as they arise. Moreover, the course is motivating students at earlier stages to continue their language development, because they see the service-learning experience as the benchmark achievement of their advanced French skills. In the final chapter of the volume, authors Irène Lucia Delaney and Agnès Peysson-Zeiss expand service-learning beyond the classroom through digital means in their translation program that engages French language students at Bryn Mawr College and women netizens from the Democratic Republic of Congo. Their chapter, "Virtual Civic Engagement in the Languages," presents an intriguing model for the ways in which social justice—empowering female bloggers in the DR Congo with the means to broaden their readership to English-speaking communities—can be joined with linguistic and cultural education. Their model for online community service may be a viable option for remote campuses or languages that are under-represented in the populations of their surrounding communities. Section III gives a glimpse into the ever-expanding potential for community-engagement programs on a variety of levels and contexts.

All nine chapters of *Language beyond the Classroom* share a commitment to the transformative effect of experiential learning for university students. They also attest to the particular relevance of civic engagement for language programs. Indeed, according to foundational theories of language acquisition, meaningful exchange is the crux of effective language development. The volume is a timely exploration of the variety and richness of service-learning in language instruction, and anticipates a 21st-century emphasis of second-language pedagogy on

community engagement and cultural contextualization. The volume has wide-ranging applications for an ever-growing community of language educators interested in service learning as well as for administrators at large and small higher-education institutions who are interested in developing experiential-learning curricula for language programs.⁸

Finally, as the authors of the volume deftly illustrate, civic-engagement courses benefit all of the stakeholders of the university context. Students gain real-world skills such as linguistic proficiency and cultural sensitivity as well as a sense of purposeful agency; instructors learn the intrinsic rewards of investing in students' lives and in the community's well-being; communities benefit from enrichment and empowerment programs; and academic institutions can potentially learn from the partnerships that they create with communities where they reside. With all the yields that service-learning curricula can bring, the relatively slow adoption of SL programs can be explained by the arduous work undertaken by the instructors who implement them. Moreover, as Butler-Borruat points out in Chapter 8, both students and instructors may experience some discomfort working outside their comfort zones in the service-learning environment. It is our collective hope that, with this volume, we can erase some of the obstacles and shed light on some of the unknowns of this important work. *Language beyond the Classroom* aspires to be an asset to language instructors who are looking for efficiencies and a better rate of return on their investment in their students and in their communities. And while I have used economics as a literal and metaphorical means to illustrate the positive outcomes of service learning in this introduction to the volume, the true value of community-engaged pedagogy lies in the commitment of doing good and doing it well.

⁸ Examples of university membership in CE organizations can be found at Campus Compact, <http://compact.org/initiatives/membership-survey/>, accessed January 15, 2017, and at the New England Resource Center for Higher Education (NERCHE), http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=92, accessed January 15, 2017.

Appendix A: Syllabus

Teaching Language and Culture in Elementary Schools
WORL 365 (Pacific University) TU/TH 2pm-3:35pm,
Professor: Jann Purdy

Goals of the course

The goals of WORL 365 are multiple; the main goal is to introduce you to teaching a second language and culture at the elementary-school level. Many language students consider teaching as a possible career, and this course gives you a brief and schematic introduction to the skills needed and the rewards gained from such a career. You will learn the basics of lesson planning, classroom management, and second-language acquisition, as you conduct a Language Club at a local elementary school. Secondly, the course provides you with an opportunity to engage with the communities surrounding Pacific's campuses and to earn Civic Engagement credit. Public school education in general, and elementary schools specifically, are in critical need of enrichment programs due to years of budget reductions; this course gives you a chance to share your enthusiasm for other languages and cultures, while providing a much needed service. Thirdly, since many of you will be teaching the course with at least one other student, you will learn strategies in teamwork and collaboration. Whether you choose to pursue a career in teaching or not, this course will give you many rewarding experiences to take forward into your careers.

Student Learning Outcomes

At the end of the course, you will be able to:

- prepare a lesson plan for elementary-school language learning in after-school setting
- discuss and implement various classroom management strategies for primary students
- articulate basic principals of second-language acquisition theory
- apply different learning style strategies in the classroom
- understand the basic elements of teamwork and community service
- understand some of the rewards and challenges of teaching

Structure of the course

For the first three weeks of this course, we will meet Tu/Th in the classroom to learn pedagogical and classroom-management skills. During this seminar portion of the class, you will be reading approximately 10-15

articles on pedagogy, writing summaries of the articles, and presenting those summaries. You will also research activities for your particular language, gather classroom materials, and work on curricular themes and lesson plans. In addition, we will be role-playing and brainstorming in order to develop effective classroom activities.

During the following 10-11 weeks, you will make weekly trips on Tuesdays to local elementary schools to teach the language and culture of the target language. During this practicum portion of the class, we will also meet weekly on Thursdays to develop upcoming lessons and to evaluate/troubleshoot the previous week's lesson. I will observe you in your Chinese Club, French Club, German Club, Japanese Club, or Spanish Club once or twice during the semester to give feedback on your work; you'll also be filmed while teaching in order to help you identify areas for improvement. You will keep a weekly journal to record and evaluate your experience in the classroom, especially as it pertains to the reading we did at the beginning of the semester. You will be involved in group decisions concerning curriculum, lesson plans, classroom materials and classroom management, so your attendance and preparedness is absolutely essential for this class and will count for a good portion of your grade. A final paper (7-10 pages) at the end of the semester will reflect on the interplay between the theory and practice of second-language instruction.

You will also need to meet with your partner, if applicable, outside of class to organize classroom materials and finalize preparations for the Language Club.

Course requirements and grades

Participation (attendance & preparedness)	30%
Article summaries*	15%
Presentation	15%
Journals*	15%
Teamwork & Lesson Plans	10%
Final Paper	15%

Participation: your active participation in this class is crucial. If you miss any Language Club day, you must provide a valid excuse or have 3% deducted from your final grade. Not only is your teaching partner counting on your attendance, but children, parents, and schools are depending on your presence in the Club. If you miss any class with me, your grade will be reduced 1% for every unexcused absence. If you need to miss a class, please let me and

your partner know at least a week in advance in order for the absence to be excused.

**Summaries:* Article summaries are posted to Moodle and will include three sections—

- a) a synopsis of the article's main argument. Please label this section "**Main Point.**"
- b) a list of important ideas, usable information, or valuable quotes. Please label this section "**Usable quotes**" and include page numbers for the citations. This section will help you to write your final paper.
- c) concrete examples or projections of how you might incorporate aspects of this article into your classroom experience. Please label this section "**Application.**"

Presentations: Each of you will be responsible for 1 presentation. The presentation will be based on your classroom experience and research that you do independently. For instance, you may have experienced a problem with disruptive behavior in class. Present what research you did on this problem, what you tried, and how it worked. Or perhaps you read about a fun game that helps with vocabulary retention. Present your research, your preparation, and how the game enhanced the learning outcomes of your classroom. Each presentation should be between 5-8 mins. with some time for questions and discussion. Presentations will be graded primarily on your preparedness and effort. **You may not have notes for this presentation--prepare as if you are teaching your classmates what you learned.**

**Journal:* In order to help you reflect on and learn from your experience in the language classroom and to share some of your strategies with other students in the class, you will be posting a journal entry on the Moodle forum. You will need to include concrete examples of what worked, what didn't work, how you felt, about the class and how you plan to improve the class next time. Journal entries are due each Thursday on Moodle at noon during the practicum portion of the class (Feb 28-May 16). Journals will be graded on effort and thoroughness.

Teamwork: This grade will be evaluated both by me and by your partner. Do you show up to team meetings on time? Are you prepared for each Language Club session? Do you remember to bring the materials you are assigned? Do you contribute to the brainstorming activities? Are you **organized**?

Final Paper: The final paper will be due on the date of our final exam slot (there will be NO exam). Papers should be 7-10 pages, in English, Times New Roman, 12pt., MLA formatting and citation style. Your final paper will receive an A if it:

- ✓ is 7-10 typed pages, double-spaced in Times New Roman 12pt
- ✓ is a thoughtful reflection of your experience teaching your target language and culture in the elementary schools, with special attention to how that experience articulated with your readings about pedagogy.
- ✓ includes several good examples from your classroom experience and citations from your readings.
- ✓ is written with attention to an essay format (i.e. introduction, main body, conclusion)--not just stream of consciousness.
- ✓ includes thoughts about the impact of this class on your overall studies and on the community (i.e. describes the civic engagement impact).

Moodle:* Please note that all homework assignments and grades are posted to Moodle. When assignments ask you to comment on your classmates' posts, please remember that you won't be able to see other submissions until 30 minutes after you've posted your submission. **Please budget your time accordingly. Also, in order to not lose your work, write your submissions in Word, and then paste or upload the document. Moodle can time out after awhile, and you will lose your work if you write directly in Moodle.

- ****Late homework submissions: Each day a summary is late and each hour a journal or lesson plan is late will result in 10-point reduction in the grade. Late Final Papers will not be accepted.**

Course Schedule

See Moodle page for homework submission schedule.

TUESDAY

THURSDAY

Jan 31 -- Introductions.	Feb 2: Read and summarize “Making It Happen” and “Let the Theme Draw Them In”.
Feb. 7 — Read and summarize “A Demonstration Unit for FLES” and “French is Fun”.	Feb. 9 — Read and summarize «Functions of Non-verbal Teaching», «Teaching Beginning Learners without Using Textbooks» and “Energizers for 3-5 graders”
Feb. 14 Read “Integrating Culture” article, “Keeping Students Interested” article and “ <i>Languages and Children</i> pp. 39-48 (just up to «Functional Chunks»).	Feb. 16 Read “Person-to-Person Communication”, “Use of Songs” and “Rules, Praise, Ignoring” --Lesson Plan #1 due Sunday at 11:55pm
Feb. 21 Read «Interpersonal Communication» pp. 98-114, and “Classroom Management”	Feb. 23 PRACTICE LESSONS
Feb. 28 LANGUAGE CLUB 1	March 2 --Read “Repetition in FLES” and “Student Engagement and Gender” --Journal Entry #1 is due by noon today. --Lesson Plan #2 due Sunday at 11:55pm
March 7 LANGUAGE CLUB 2	March 9 — Journal Entry #2 is due by noon today. --Lesson Plan #3 due Sunday at 11:55pm
March 14 LANGUAGE CLUB 3	March 16 — Journal Entry #3 is due by noon today. --Lesson Plan #4 due Sunday 3/26 at 11:55pm
March 21 LANGUAGE CLUB 4	March 23 — 2 Research Presentations Journal Entry #4 is due by noon today. ----Lesson Plan #5 due Sunday at 11:55pm

March 27-30 ----SPRING BREAK VACATION-----

April 4 LANGUAGE CLUB 5	April 6- 2 Research Presentations Journal Entry #5 is due by noon today. --Lesson Plan #6 due Sunday at 11:55pm
April 11 LANGUAGE CLUB 6	April 13 2 Research Presentations Journal Entry #6 is due by noon today. --Lesson Plan #7 due Sunday at 11:55pm
April 18 LANGUAGE CLUB 7	April 20 2 Research Presentations Journal Entry #7 is due by noon today. ----Lesson Plan #8 due Sunday at 11:55pm
April 25 LANGUAGE CLUB 8	April 27— 2 Research Presentations Journal Entry #8 is due by noon today. ----Lesson Plan #9 due Sunday at 11:55pm
May 2 LANGUAGE CLUB 9	May 4 Journal Entry #9 is due by noon. --Lesson Plan #10 due Sunday at 11:55pm
May 9 LANGUAGE CLUB 10	May 11 Journal Entry #10 is due by noon. --Lesson Plan Party due Sunday 11:55pm
May 16 Language Club Party	

**FINAL PAPER DUE DURING FINAL EXAM PERIOD—MONDAY
MAY 15 12PM-2:30PM**

Appendix B: Syllabus

Tutoring and Mentoring in the Languages
WORL 325 Tues 9:40am-11:15am
Prof. Jann Purdy

Course description:

Students in this course will be a mentor in one section of a beginning 101-level or 102-level language class (Chinese, French, German, Japanese, or Spanish), attending **at least one** such class per week. They may assist in the classroom and in preparing materials for the class, at the language instructor's discretion. In addition, each student will offer **at least two hours** of tutoring a week in the Tutoring and Learning Center (TLC), attend a tutoring orientation with the TLC director, as well as help promote the TLC and language programs on campus and in the community. This portion of the work required for the class will include visiting a local high school to talk about language study, study abroad, or similar topics. Students will meet once a week with me to develop tutoring activities, learn language-acquisition pedagogy, and troubleshoot. Mentors are selected by an application process. Mentoring may not be available in all languages or during all semesters. Instructor's consent required. Students may take the course twice for credit. Pass/No Pass. 2 credits.

Course objectives:

The goal of this course is to give advanced language students the chance to share their enthusiasm for and expertise in the target language, to introduce you to theories of language acquisition, and to foster language study in the community. At the end of the course you will

- gain a better understanding of how we learn languages and apply that understanding to instruction,
- attain mentoring skills that you can utilize in multiple settings
- improve your public speaking skills
- deepen your understanding of the target language
- contribute to your community by encouraging others to study languages

Student Learning Outcomes:

At the end of this course, students will be able to:

- articulate basic theories of language acquisition
- apply mentoring techniques in a variety of learning situations
- explain aspects of culture to a classroom/audience

- apply tutoring techniques in a variety of learning situations

Grades:

Discussion assignments on Moodle	20%
Participation and preparation	30%
Presentation	30%
Final paper	20%

Discussion assignments—Each week you will be responsible for assigned reading and for submitting on Moodle responses to questions and/or journals about your experiences as a mentor/tutor. I will be looking for effort in these assignments. Please use your best writing skills. Assignments will be graded on a scale of 0-100. **In order to avoid losing your work, write your Moodle responses in Word and then upload or paste it into the Moodle environment. Moodle submissions post 30 minutes after you submit them unless you choose “Mail now.” You will not be able to view other posts until your submission has posted.

Participation and preparation—You will need to come to class prepared to participate in class discussions and activities and attend your tutor session with equal preparedness. *As mentors, you will also be asked to encourage students to attend language nights, language tables, and language club activities. Your presence at a few of these activities (especially at the beginning of the semester) will go a long way to encourage your mentees.* Each unexcused absence in class or at a tutoring session will result in 10% reduction of your final grade. (3 absences will result in a Not Pass grade).

Presentation—Each of you will be assigned a local high school where you will do a presentation to a class (probably a language class, but it could be a history or social studies class). We will be working on the presentations in class and coordinating with the CCE (Center for Civic Engagement) for placements. If you would like to work with a partner in your target language, you need to attend two high schools and do the presentation twice.

Final Paper—At the end of the class you will write a 5-7 page reflection paper on your experience as a mentor/tutor, integrating the readings we have done in class. The goal is to present a cumulative picture of what you have learned over the semester.

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SECTION I—

HOW TO IMPLEMENT SERVICE LEARNING: DESIGN AND SUPPORT FOR COMMUNITY ENGAGEMENT

CHAPTER ONE

KEY ASPECTS IN PROGRAM DESIGN,
DELIVERY, AND MENTORING IN WORLD
LANGUAGE SERVICE-LEARNING PROJECTS

THERESA SCHENKER AND ANGELIKA
KRAEMER

Introduction

As world language educators, we play a central role in preparing students to become global citizens¹ who can move with ease between cultures and languages.² It is our task to support students in the acquisition of world language skills while simultaneously assisting them in developing intercultural awareness. One way in which students can be supported in the development of target language skills and intercultural competence is through service learning. Service-learning projects can enable students to use their world language skills outside of the classroom in real-world contexts for authentic purposes.³ It is a way for students to actively participate in their learning process while meeting needs in the community. As such, it provides students with opportunities to use their skills in authentic settings, enhance their learning, feel connected to each other and the community,⁴ and become global citizens.

¹ Derek Bok, "Foreword," in *The SAGE Handbook of Intercultural Competence*, ed. Darla K. Deardorff (Los Angeles: SAGE, 2009), ix-xi.

² Darla K. Deardorff, "In search of intercultural competence," *International Educator* 13, no. 2 (2004): 13.

³ Wendy Caldwell, "Taking Spanish outside the box: A model for integrating service learning into foreign language study," *Foreign Language Annals* 40, no. 3 (2007): 463-71.

⁴ Kate McPherson, *Service Learning: Getting to the Heart of School Renewal* (Vancouver, WA: School Improvement Project, 1996).

This chapter outlines student-led co-curricular and academic service-learning opportunities provided to undergraduate students at Michigan State University (MSU). These programs are offered through the Center for Language Teaching Advancement's (CeLTA) CeLTA Language School (CLS), which provides community-based language and culture outreach programs and service-learning opportunities for language students. CLS has served as a model for similar programs at universities across the U.S. The co-curricular projects discussed in this chapter include enrichment programs at elementary schools and literacy events in collaboration with libraries. The academic project is a teaching internship abroad. This chapter situates these projects within the university's service learning and civic engagement framework and within the unit that organizes these events for students from all world language programs, summarizes the rationale for including undergraduate students in community language programs, discusses key aspects in program design and delivery, and offers detailed information on how undergraduates are prepared for and guided through the service-learning projects. After detailing how undergraduates are involved in these different service-learning tasks, the chapter provides information about the learning outcomes, as well as the perceived effects of the service-learning projects on the participants, community partners, and program administrators. Furthermore, the chapter demonstrates how these service-learning projects provide students with opportunities to (1) use the target language outside of the classroom, (2) develop intercultural competence by working with children and families from diverse backgrounds, (3) increase their skills in collaboration, critical thinking, communication, and leadership, and (4) develop global citizenship.

The chapter concludes with a section on "lessons learned" from almost ten years of service learning through CLS. The chapter also provides suggestions for starting service-learning projects that afford students with invaluable learning opportunities that enrich their undergraduate experience and the community.

Service learning and civic engagement at MSU

At MSU, the Center for Service-Learning and Civic Engagement serves as the central unit that supports service-learning efforts on campus by advancing community engaged learning and preparing students for lifelong civic and social responsibility. The Center differentiates three different forms of service learning:

Academic Service-Learning

A teaching method that combines community service with academic instructions as it focuses on critical, reflective thinking and civic responsibility. Service-learning programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community. (Definition adapted from Campus Compact, a national coalition of college and university presidents that is dedicated to promoting civic engagement and service-learning in higher education.)

Curricular Service-Learning

Service related to a particular academic major or field of study in which the service is attached to the discipline rather than a specific course.

Co-Curricular Service-Learning

These experiences provide students with opportunities to volunteer in traditional ways, through community-based placements in areas of interest unrelated to courses or academic majors. Many of these opportunities are available through student-led initiatives dedicated to service, community and civic engagement, and advocacy.⁵

The Center offers resources and support for faculty members and students interested in pursuing service-learning and civic-engagement projects and serves as liaison between campus units and community partners. One available resource is a free, comprehensive *Service-Learning Toolkit*⁶ that offers a theoretical framework for service learning, discusses the design and preparation of service-learning courses, and covers aspects such as engagement, reflection, and evaluation. It can serve as a great starting point for educators who are new to service learning and civic engagement. Another free resource geared toward students is an online curriculum on community-engaged learning, *Tools of Engagement*.⁷ In five modules, students are introduced to the concept of university-community engagement and can actively develop their critical reflection and engagement skills.

⁵ Center for Service-Learning and Civic Engagement, "What is Service-Learning and Civic Engagement?," *Michigan State University*, accessed January 5, 2017, <http://www.servicelearning.msu.edu/faculty/what-is-service-learning-and-civic-engagement>.

⁶ <http://www.servicelearning.msu.edu/upload/Service-Learning-Toolkit.pdf>

⁷ <http://tools.outreach.msu.edu/>. Non-MSU students and faculty can register for an account.

The Center is a tremendous resource for faculty members and students alike, yet it caters broadly to all disciplines on a large campus. In order to address the specific needs of world language service learning and community engagement, CLS developed a number of world language service-learning opportunities that are unique in that they merge the three service-learning categories listed above. As a support unit, CLS does not offer academic classes for undergraduates, but engages students from all world language programs in community outreach and is therefore directly related to their field of study. Some students receive course credit for their involvement in CLS (some faculty members collaborate with CLS and include a service-learning option on their syllabus) while others volunteer their time. For all CLS service-learning options, students are trained and supervised by CeLTA faculty members for the duration of their service-learning engagement.

CLS was established in 2008 as part of CeLTA and offers community-based language and culture programs for K-12 students and adults, co-curricular language activities associated with study abroad, and service-learning/volunteer opportunities. The mission of CLS is “to raise global citizens who are competitive on the job market through demonstrated foreign language proficiency and with an appreciation for diversity and different cultures.”⁸ CLS program goals are to

- create awareness among schools and parents about the importance of early language acquisition and appreciation of other cultures;
- introduce children to language learning and encourage at least minimal language proficiency;
- promote cross-cultural awareness and sensitivity;
- offer alternative learning and teaching opportunities;
- provide a training venue for pre- and in-service teachers and those who seek practical applications for their futures in foreign language teaching; and
- offer alternative ways to use language for community volunteers.⁹

CLS community language and culture programs take place on campus or at the locations of community partners. Programs are open for learners

⁸ Center for Language Teaching Advancement, “About CLS,” *Michigan State University*, accessed January 5, 2017, <http://celta.msu.edu/community/cls/about/about-cls/> .

⁹ Ibid.

starting at age three and run year-round.¹⁰ Generally speaking, on-campus courses are fee-based and are taught by experienced instructors, while programs in the community serve as exploratory programs, are free of charge, and are led by teams of service-learning students under the supervision of a CeLTA faculty member. Before we describe some of the student-led projects and their key aspects in more detail below, we will first summarize the rationale for including undergraduate students in community language programs.

Providing world language service-learning opportunities

In service-learning projects, “students perform a community service as part of their academic coursework”.¹¹ There are a multitude of benefits of service-learning projects. These projects affect students’ attitudes, values, skills, and their understanding of social justice¹² and, thus, are a valuable addition to any college education. In connection to language courses, service-learning projects have been shown to support students’ acquisition of course-related content¹³ including their language skills¹⁴ and their ability to connect with other disciplines.¹⁵ They also allow students to use the language for authentic purposes outside of the classroom¹⁶ in real

¹⁰ For a more detailed description of CLS and its programs, please see Angelika Kraemer and Theresa Schenker, “Reaching all learners through community-based language programs,” in *Touch the World - Selected Papers from the 2012 Central States Conference on the Teaching of Foreign Languages*, ed. Tatiana Sildus (Richmond, VA: Robert M. Terry: 2012), 1-21.

¹¹ Carolyn Gascoigne Lally, “Service/community learning and foreign language teaching methods. An application,” *Active Learning in Higher Education* 2, no. 1 (2001): 54.

¹² Janet Eyler, Dwight E. Giles Jr., and John Braxton, “The impact of service-learning on college students,” *Michigan Journal of Community Service Learning* 4, no. 1 (1997): 5-15.

¹³ Michelle Bettencourt, “Supporting student learning outcomes through service learning,” *Foreign Language Annals* 48, no. 3 (2015): 473-90.

¹⁴ Susan Wehling, “Service learning and foreign language acquisition: Working with the migrant community,” in *Dimension 2011: Got Languages? Powerful Skills for the 21st Century*, ed. Carol Wilkerson and Peter B. Swanson (Valdosta, GA: Southern Conference on Language Teaching, 2011), 47-64.

¹⁵ Annie Abbott and Darcy Lear, “The connections goal area in Spanish community service-learning: Possibilities and limitations,” *Foreign Language Annals* 43, no. 2 (2010): 231-45.

¹⁶ Caldwell, “Taking Spanish outside the box,” 463-71.

interactions¹⁷ with others. Students can practice communicating in the target language and they have an opportunity to be connected to and gain awareness of cultures and communities¹⁸ thereby developing their intercultural competence.¹⁹

Participating in service-learning projects can lead to a stronger sense of citizenship, confidence, and increased appreciation for the value of helping others. These projects may serve as tools to promote democratic values,²⁰ as they can increase tolerance for others and political participation skills.²¹ Moreover, these projects help students to feel a sense of accomplishment while also developing their critical thinking skills.²² Service learning promotes civic responsibility, increases learning motivation,²³ and impacts the development of professional skills.²⁴ Additionally, such projects have been shown to help learners overcome insecurities about communicating with native speakers or heritage communities.²⁵ In a thorough review of previous literature, Eyler et al.²⁶ summarize the effects of service learning on students. Among other effects, they point out that service learning positively affects personal variables including moral development and identity as well as interpersonal and leadership skills. Additionally, these

¹⁷ Kathleen Tacosky, "Service-learning as a way to authentic dialogue," *Hispania* 91, no. 4 (2008): 877-86.

¹⁸ Wehling, "Service learning and foreign language acquisition," 47-64.

¹⁹ Nadia De Leon, "Developing intercultural competence by participating in intensive intercultural service-learning," *Michigan Journal of Community Service Learning* 21, no. 1 (2014): 17-30.

²⁰ Lori J. Vogelgesang and Alexander W. Astin, "Comparing the effects of community service and service-learning," *Michigan Journal of Community Service Learning* 7, no. 1 (2000): 25-34.

²¹ Eyler, Giles, and Braxton, "The impact of service-learning," 5-15.

²² Frédérique Grim, "Giving authentic opportunities to second language learners: A look at a French service-learning project," *Foreign Language Annals* 43, no. 4 (2010): 605-23.

²³ *Ibid.*; Frank A. Morris, "Serving the community and learning a foreign language: Evaluating a service-learning programme," *Language, Culture and Curriculum* 14, no. 3 (2001): 244-55.

²⁴ Bettencourt, "Supporting student learning outcomes," 473-90.

²⁵ Laura Guglani, "Service-learning: Overcoming fears, connecting with the Hispanic/Latino community," in *Dimension 2016: New Levels, No Limits. Special Issue: Focus on Intercultural Competence*, ed. Paula Garrett-Rucks and Alvino E. Fantini (Decatur, GA: Southern Conference on Language Teaching, 2016), 128-46.

²⁶ Janet Eyler, Dwight E. Giles Jr., Christine M. Stenson, and Charlene J. Gray, *At A Glance: What We Know about The Effects of Service-Learning on College Students, Faculty, Institutions and Communities, 1993-2000: Third Edition*, published August 31, 2001, <http://digitalcommons.unomaha.edu/slcehighered/139>.

projects impact social skills, such as racial understanding, responsibility, and citizenship skills. Service learning can improve students' learning in a variety of ways, for example by real-world application of course material, and increased competence in critical thinking and problem solving. The authors also mention benefits for students' career development and their relationship with their institution of learning.

Considering the array of benefits of service-learning projects, CLS intentionally developed initiatives to include undergraduate and graduate students in service-learning projects through community outreach programs.²⁷ Through these programs, students are given opportunities for learning outside the classroom, using their target language for authentic purposes, making connections to the community and other learners, and gaining hands-on teaching experience. The tasks performed by the service-learning project participants vary and depend on the students' personal interests, language proficiency, and goals.²⁸

Key aspects in program design and delivery

When first designing world language service-learning opportunities, there are a few key considerations related to logistics, the linguistic and pedagogical preparation of university students, and mentoring that need to be kept in mind. This section highlights general logistical aspects and showcases three of CLS's community outreach programs as examples. Student preparation and mentoring are discussed in the next section.

Logistical key aspects include finding community partners, orientation and training, setting expectations, registration processes, and reflection procedures. Finding a community partner is the first step in setting up a successful service-learning project. Often, a community partner can be found through personal connections or via recommendations from colleagues. Many colleges and universities have units or centers that support service learning and civic engagement and they usually keep lists of partners. Campus Compact (<http://compact.org/>), a national civic engagement coalition of colleges and universities, also maintains lists of community partners. From our experience, once a suitable partner has been determined and a project has been successfully implemented, other

²⁷ See also Theresa Schenker and Angelika Kraemer, "The role of the language center in community outreach: Developing language enrichment programs for children," in *Language Center Handbook*, ed. Edwige Simon and Elizabeth Lavolette (Mobile, AL: IALLT, 2017).

²⁸ Kraemer and Schenker, "Reaching all learners," 1-21.

interested community partners will reach out. For world language projects, K-12 schools are natural choices, as are libraries and community centers, since working with children generally entails a low affective filter for the university students.

The next step is planning an orientation for the university students as well as for the community partner. The students need to be trained linguistically and pedagogically, which will be discussed in more detail in the next section. Some community partners will provide training on-site. We have found that training in-house can be customized better to fit the exact needs and circumstances of a particular service-learning project. It is important to also lay out clear expectations for the community partners and discuss their role in the service learning process.

Setting expectations for the university students is of utmost importance in any service-learning project. Open and ongoing communication is crucial. Students need to be aware of the goals of the projects and their role in meeting these goals. Regular attendance, professional behavior, and commitment are basic expectations for any program. Certain community partners may have dress codes that need to be addressed, and sometimes students need to be reminded about appropriate attire. It is also important for the students to understand and respect the community partner.

Another logistical factor is the registration process for the university students. In order to best team up students and place them most effectively, it is important to know more about their language background and interests. The registration process (easily done online with a Google Survey) should ask about self-perceived proficiency, desired placement specification with regard to age groups, availability, access to a car (should the community partner not be in walking distance), and any other information that a student may want to share. Maintaining a list with contact information will be important for the faculty supervisor as well as the community partner. As part of the registration process, students should also complete a criminal background check form (specifically when working with minors), which can be processed online if there is no unit on campus who can run these checks; often, HR units can perform these checks and local school districts may be able to as well.

The final logistical aspect that should be considered early is how reflection will be integrated into the project. Reflection should be continuous, connected, challenging, and contextual. It should be part of

every step of the experiential learning cycle,²⁹ as students develop, apply, and evaluate their projects. In our context in particular, where the project is not necessarily tied to an academic course, providing a cycle of reflection for the students will help make a service-learning experience ever more beneficial.

It is important to remain flexible when designing and delivering service-learning projects. The first iteration will likely be bumpy; learning from things that went (not) well is crucial in order to continuously improve these projects for the future.

Below, we will showcase three of CLS's community outreach programs and highlight additional important aspects as they relate to world language service-learning projects.

Enrichment programs at elementary schools

The enrichment programs at local elementary schools are one type of co-curricular service-learning project offered through CLS. These projects are open to all world language students looking for practical applications of their knowledge. Many times, teacher education candidates and students in child development are eager to participate. The main goal for the university students is to improve their oral target language skills while sharing their passion for the language and culture and receive hands-on teaching experience.

At CLS, language and culture enrichment programs are offered to children once a week for 20-60 minutes for a duration of three to five weeks. The sessions focus on simple themes to which children can easily relate, such as animals, my home, and family. The lessons provide a playful introduction to a new language and culture and help children gain intercultural awareness in a comfortable setting while learning basic vocabulary and phrases.

The advanced undergraduate or graduate students who are completing the service-learning project plan the lessons and implement them themselves in teams (see Appendix A for a sample lesson plan). It is a great training venue for pre- and in-service teachers and anyone looking for real practice of what they learned in the classroom. It also allows participants to use the target language for authentic purposes thereby enhancing their communicative competence.

²⁹ David A. Kolb and Roger Fry, "Toward an applied theory of experiential learning," in *Theories of Group Process*, ed. Cary Cooper (London: John Wiley, 1975), 33-57.

At the elementary schools, the programs are offered either as a lunchtime enrichment or after-school project. The college students have to get to the elementary schools themselves, which may present a challenge when the program times conflict with students' class times. The languages that are offered at elementary schools depend on the interest of the schools as well as availability of undergraduate or graduate students who are proficient enough to teach the language. At MSU, the languages that are brought to elementary schools have included Arabic, ESL, French, German, Italian, Russian, and Spanish.

In these elementary school service-learning projects, the undergraduate and graduate students manage a variety of tasks depending on their prior experience, language proficiency, and personal interest. They are in charge of general classroom management, preparation and implementation of activities, teaching of the individual units, and helping students during the lessons. Through this service learning, they gain experience in using the language outside the traditional classroom. The additional exposure to the target language and culture prepares them better for the globalized world in which we live. Students also practice how to design and execute lesson plans, which is especially valuable for those thinking about or planning to become teachers themselves.

Literacy events at libraries

Another co-curricular service-learning project offered by CLS are literacy events at libraries. These projects are also open to world language students who are looking for practical applications of their knowledge. Just as with the enrichment programs, the main goal for the university students is to improve their oral target language skills while sharing their own love for the target language and culture.

At CLS, literacy events generally take place once a year for one to two hours at an area library, and there are multiple community partners we work with. For each event, we select a book around which we design language and culture activities (previous books have included *One World, One Day* by Barbara Kerley, *Peace* by Wendy Anderson Halperin, and *Good Night, World* by Willa Perlman). The goal is to introduce new cultures and languages to children while instilling a love of reading.

At the beginning of the event, the participating MSU students read the book to the children in English and provide translations in their languages. In smaller breakout groups, the students then implement short activities that tie to the theme of the book and highlight relevant aspects from their language/culture. In the past, we were able to obtain small grants that

allowed us to purchase copies of the books for each family. We also created bookmarks with our program information that we handed out at these events.

Teaching internships abroad

In collaboration with the German Program at MSU, CLS offers an academic service-learning project as a teaching internship abroad. Given that CLS is not an academic unit, it cannot offer university courses independently. The CLS Director is also an affiliated faculty member in German, and the teaching internship abroad is offered as a German course for interested juniors and seniors.

Teaching interns have generally participated in other service-learning projects on campus or in the community and are interested in a more in-depth experience abroad. The internship provides opportunities for future teachers to differentiate educational systems and teaching methodologies, to obtain first-hand teaching experience, and to increase language proficiency. The program also aims to enhance students' understanding of German culture and to encourage a more complex engagement with the language and its native speakers. The goal is to help improve students' oral proficiency, specifically to meet the statewide graduation requirement of Advanced Low for teacher education candidates.

Students are placed at *Gymnasien* (secondary schools spanning grades 5-12) in southwest Germany and live with a host family for the three-week program. Students observe classes at different grade levels, plan and teach modules in English as a Foreign Language and/or other subjects in German, and collaborate closely with a German mentor teacher. The program gives students the opportunity to experience the German education system from the perspective of a student and a teacher and to immerse themselves in the language and culture. The flexible schedule allows students to combine the internship with other MSU study abroad programs in Germany, such as the summer program in Mayen or the academic year program in Freiburg.

Program goals are to:

- Improve language proficiency, language learning strategies, cultural awareness, and cross-cultural communication competencies through a total immersion experience
- Examine differences between educational systems through observation, discussion, and critical reflection
- Engage with language learners abroad and internationalize own education

- Gain valuable language teaching practice
- Form partnerships with in-service teachers and obtain feedback on teaching strategies and methodologies
- Become more knowledgeable about methods of language teaching through participation in professional development workshops
- Utilize new technologies in an ongoing analysis of the experience

Academic tasks require students to express thinking, evaluate teaching, clarify assumptions, learn new vocabularies, imagine, verbalize, and write about the implications of positions, and utilize cutting-edge technology tools for effective language education. Students complete pre- and post-program language assessments, keep a daily blog in German, record weekly podcasts about their teaching, and synthesize their experience in an online portfolio.

Despite the short duration of the program, participating students have shown significant increases in language proficiency. As the only native speaker of English at their host school and host family, students are forced to utilize their German. Just like with the enrichment programs and literacy events, working with younger learners lowers inhibition and encourages the students to fully engage with the language and culture, as can be seen in this testimonial from a program participant:

Despite receiving excellent grades in both German and Teacher Education courses, I have had a lack of confidence in my abilities in these areas. This internship improved my German language skills immensely. Speaking was the skill that improved the most during the three weeks. Not only was it necessary to speak German every day, but also the absence of other American students gave me little incentive to speak English. Also, interactions with native speakers introduced me to new words and ideas in the German language. These interactions also helped assure me that my spoken German was fluent and understandable. Compliments from native speakers about my German language abilities increased my confidence and gave me the desire to speak German more frequently. The most helpful aspects of this internship were the required blogs and podcasts. Blogging about my experiences and recording podcasts helped me continue to actively think and speak in German every day.

Preparing undergraduates for service-learning projects

All CLS service-learning projects place students in the role of an (assistant) teacher of sorts and ask them to apply and share their language knowledge with others. To ensure a successful and beneficial program for all participants (undergraduates and participating community members

alike), adequate preparation and training is of utmost importance. While the undergraduates are students of the target language, they may not necessarily have the linguistic background that is required to thrive in the service-learning projects. Students need to be prepared for the linguistic nuances of each program, which include content vocabulary on the one hand (i.e., words and phrases to be covered in a lesson) and classroom management terminology on the other. In addition to the linguistic preparation, students should also become familiar with basic pedagogical concepts, such as differences in developmental stages of children and the physical, cognitive, social, and emotional development of 5-8 and 9-12-year-olds, how to structure a lesson for a specific age range, how to keep children engaged, or how to stay in the target language. It is important to prime students for their service-learning experience in this manner to ensure positive outcomes.

At CLS, we developed online modules specific to our programs and context to address these areas. Since most of our service-learning programs are not curricular in nature and students volunteer their time, we felt it was important to streamline their training and preparation and make it as flexible as possible. All students attend a mandatory training session at the beginning of each semester (either in person or online) that covers program responsibilities and expectations, rules and regulations, and program safety and security procedures. As part of this training session, students complete the required background check form and a media release form. For most service-learning programs, we created short videos showcasing successful program iterations to allow the students to visualize what they will be doing. After the training session, students are given access to the online modules, which consist of a series of instructional modules and teaching resources to support high quality world language teaching and learning. There are four modules (Teaching Children, Building TL Communication Skills, Classroom Management, and Target Language Instruction), each of which is organized into these sections:

- Unquiz: A quick introductory quiz to get you thinking about the topic.
- Imagine: A visual representation to build conceptual understanding and spark thinking.
- Key Principles: A brief explanation of fundamental principles to guide classroom implementation of module concepts.
- Why It Works: A short slide presentation that links key principles with teaching and second language acquisition theory.
- Principles in Action: Video clips from actual CLS classrooms that illustrate key principles along with descriptions of practical applications.
- Quiz: A brief quiz to assess your understanding of the key principles.
- Application: Describes several options for examining and improving

- your teaching in light of the key principles.
- Resources and Ideas: A place to gather additional resources related to the module topic.

In preparation for their lesson planning and materials development, students are given sample materials (see Appendix A) along with a handout with general tips on teaching lessons and sequencing materials (see Appendix B). Because most students are new to teaching and working with children, sample materials should be very detailed. As they engage with a service-learning project, students are asked to identify and research goals for themselves and for the community partners in order to involve them actively.

In addition to the online preparation and training materials, continuous mentoring is another crucial factor in ensuring programmatic success. Ongoing open communication is key. To facilitate communication, we established a linked system between CLS, community partners, the outreach coordinator/faculty if applicable, students, and service recipients: CLS staff links students with a community partner and facilitates learning, the community partner identifies service needs and assists with supervising student efforts on site, and students provide the service and learn in doing so. It is important that all stakeholders are involved in the communication loop and share expectations and rules.

Learning outcomes and perceived effects of service-learning projects

As part of all service-learning projects, the students are observed and evaluated by a CeLTA faculty member and complete an anonymous, reflective survey at the end of the project (see Appendix C). Some students are also informally interviewed to gain deeper insights in problems and successes of their particular project and placement. Based on the survey results from the previous academic year, all respondents enjoyed participating in their service-learning project. The following comments provide representative reasons why:

“The classes were extremely interactive, which made it fun for both myself, the students, and the teachers.”

“I enjoy participating in the program because I was able to learn new techniques for teaching and was able to help out children at the same time.”

“I really enjoyed seeing the children’s interest in the language form as they learned more and more. I also enjoyed seeing them progress as the semester proceeded.”

“Loved the program! It was awesome to be able to help teach young kids a new language and see them progress.”

When asked why they volunteered, many students highlighted the ability to apply, share, and advance their language skills, the opportunity to gain pre-professional teaching experiences, and the enjoyment of working with children.

“I enjoy working with kids and being able to share my knowledge of language with others.”

“I love working with children and am trying to improve my own German skills.”

“It’s a good experience to give an hour of your time to help others every week.”

“I started out participating in the program for a class but then continued because I loved the experience.”

“I participated in the program because I wanted to get good teaching abilities. Also I get to practice my language outside my house.”

The opportunity to advance their spoken language skills was listed as the most common aspect for how students benefited from participating in the program. The following is a representative response: “I think this program helped me improve my own Spanish speaking skills because we were encouraged to only speak Spanish to the kids.” All respondents indicated that they benefited from the experience.

When asked what they learned during their placement, many students commented on teaching skills. This is particularly important since more than 60% of respondents were teacher education candidates.

“I learned about which methods worked best for teaching and how to improve my ability to communicate information clearly in a way that the students would understand. I also realized that every child learns differently, and how to best cater to the needs of individual students.”

“I gained some valuable teaching skills from this experience, including how to explain things to children in a language foreign to them.”

Based on these student responses, the service-learning projects provided positive and valuable learning experiences for participating MSU students. The programs are also impactful in the community as evident by the number of children and families who come back and/or enroll in our weekly language classes and summer camps.

Service-learning projects of the kind summarized above provide undergraduate and graduate students with multiple opportunities to enhance their learning and develop a variety of skills. Their incorporation into colleges and universities should therefore be supported on all levels. Below we outline four main outcomes and positive effects of service-learning projects on the participants before summarizing the effects on community partners and universities.

A first positive outcome of service-learning projects is the opportunity to use the target language outside of the classroom and in an authentic setting. This gives students the chance to apply their knowledge in a real context, pushing them to communicate more fluently and interact in the target language. This type of real-world interaction has been shown to promote language learning and help students increase their linguistic abilities.³⁰

Secondly, students have the chance to develop personal skills, including collaboration, critical thinking, communication, and leadership, to name a few of the most important ones.³¹ Students should work together to plan and implement lessons, and they often co-teach the units. This helps them to become better at teamwork as they learn how to divide tasks and co-create activities together. In other service-learning projects, students also commented positively on this perceived learning effect.³² Students can practice and improve communication both in their native and target language as they work together with many other students.³³

Thirdly, these kinds of service-learning projects help students to develop their intercultural competence.³⁴ Not only do they get to work with other undergraduate and graduate students who may come from different backgrounds and with whom they learn how to collaborate, work in teams, and carry out tasks together, but they also get the opportunity to work with children and families at elementary schools and in the community, who come from very diverse cultural, ethnic, and socioeconomic backgrounds. This can help students re-evaluate their own

³⁰ Susan J. Plann, "Latinos and literacy: An upper-division Spanish course with service learning," *Hispania* 85, no. 2 (2002): 330-38.

³¹ Chin-Soak Pak, "Creating context for language learning for real-life situations: Service learning in foreign language classes," *Cincinnati Romance Review* 20 (2001): 134-45.

³² Bettencourt, "Supporting student learning outcomes," 473-90.

³³ Neivin Shalabi, "Advancing intercultural understanding and personal development outcomes through service-learning: Insights from an international student," *Journal of Community Engagement and Scholarship* 7, no. 2 (2014): 97.

³⁴ De Leon, "Developing intercultural competence," 17-30.

backgrounds and beliefs and help them become more interculturally aware.³⁵ It can open their eyes to diversity,³⁶ increase their sensitivity to others and otherness,³⁷ and enhance their cultural understanding.³⁸

Lastly, the experiences of service-learning projects can help participants develop global citizenship,³⁹ one of the key goals of education in the 21st century. Students acquire civic attitudes⁴⁰ and civic responsibility,⁴¹ which help them to become more aware of global issues in their communities and the world.

Service-learning projects also have positive effects for the community partners, especially in the case of the elementary school enrichment programs, which provide early exposure to language and culture to a population that does not always have access to it.⁴² This can help to foster a lifelong enjoyment of other languages and cultures in these children.⁴³ Even without prior language instruction, these young minds benefit from early language immersion in many ways.⁴⁴ Some studies even suggest that early language exposure positively affects academic improvements in other content areas as well.⁴⁵ Additionally, these language enrichment

³⁵ Kara McBride, "Reciprocity in service learning: Intercultural competence through SLA studies," *Proceedings of Intercultural Competence Conference 1* (2010): 235-61.

³⁶ Pak, "Creating context for language learning," 134-45.

³⁷ Melanie Bloom, "From the classroom to the community: Building cultural awareness in first semester Spanish," *Language, Culture and Curriculum* 21, no. 2 (2008): 103-19.

³⁸ Robert F. Kronick, Robert B. Cunningham, and Michele Gourley, *Experiencing Service-Learning* (Knoxville: The University of Tennessee Press, 2011).

³⁹ Gabriel Ignacio Barreneche, "Language learners as teachers: Integrating service-learning and the advanced language course," *Hispania* 94, no. 1 (2011): 103-20.

⁴⁰ William Morgan and Matthew Streb, "Building citizenship: How student voice in service-learning develops civic values," *Social Science Quarterly* 82, no. 1 (2001): 154-69.

⁴¹ Plann, "Latinos and literacy," 330-38.

⁴² Gascoigne, "Service/community learning," 53-64.

⁴³ Michele Regalla and Hilal Peker, "Early language learning for all: Examination of a prekindergarten French program in an inclusion setting," *Foreign Language Annals* 48, no. 4 (2015): 618-34.

⁴⁴ Fred H. Genesee, "Second/foreign language immersion and at-risk English-speaking children," *Foreign Language Annals* 25, no. 3 (1992): 199-213.

⁴⁵ Eileen A. Rafferty, *Second Language Study and Basic Skills in Louisiana* (Baton Rouge, LA: Louisiana State Department of Education, 1986).

programs can increase the children's motivation for further learning⁴⁶ and help build a pipeline for language classes in middle and high school and eventually in higher education. In addition to the benefits of service-learning projects for undergraduate and graduate student participants, and the children at the elementary schools where the projects are implemented, these projects positively impact the universities and program administrators. They can help strengthen the relationship between institutions of higher education, the community, and K-12 learning institutions.⁴⁷

Lessons learned

The service-learning projects that were implemented as part of MSU's CeLTA Language School have given many undergraduate and graduate students the opportunity to work with members of their community in different types of programs. Frequent evaluation of the programs is necessary and has led to numerous improvements over the years. In the beginning, the programs were limited to only one or two languages, but over time we were able to add more and more languages to our offerings. We also expanded the projects themselves. Initially, we focused on a specific age range with our language outreach programs, but we were able to develop new programs to address the needs of different age groups, such as preschool children, teenagers, and adults. In the future, we hope to continue to expand our programs and offer more languages to more groups of children and adults. We plan to work with schools that currently have no language instruction available for children, and we hope to be able to offer a larger variety of on-campus programs for children at whose schools we cannot offer programs. Training more undergraduate and graduate student volunteers will be a crucial part of our success in the future. We can look back on many successful initiatives so far. Motivation among the participants is high and many of the undergraduate and graduate students come back semester after semester to gain more service-learning experiences. We have also developed a peer-mentoring program, which allows more experienced volunteers to help new recruits. We have successfully engaged with the community in a variety of projects and have reached many community members with our language and culture programs.

⁴⁶ Eleni Griva, Klio Semoglou, and Athina Geladari, "Early foreign language learning: Implementation of a project in a game-based context," *Innovation and Creativity in Education* 2, no. 2 (2010): 3700-05.

⁴⁷ Gascoigne, "Service/community learning," 53-64.

We have also had to face some challenges over the years, especially in recruiting undergraduate or graduate students for less commonly taught languages. Transportation to the elementary schools has also been problematic for students without cars. We have often worked with undergraduates with minimal teaching experience so that we had to improve our own training of our instructors to address this need. The training modules discussed above were developed as a result to help undergraduates and graduates learn the basics of language instruction and gain insights into child development. These modules have been very successful and perceived as effective by the participants.

Any college or university interested in implementing service-learning projects for their students should start with one project to avoid overwhelming any participants. The elementary school outreach programs are a good basis for developing further projects, and can be a starting point with just one or two languages. Pre-defining the age group for which the program is intended helps to narrow down the possible schools at which a service-learning project can first be implemented. Connecting service-learning projects to language centers or language classes can be a good way to receive enough support from the university and find enough student volunteers to teach the sessions. After developing the curriculum for the first program, the undergraduate volunteers need to be trained and prepared for their tasks and throughout the program guidance should be provided and reflection encouraged. After the program was implemented, evaluating it and gathering feedback from all participants can help to improve any future iterations of the same or a similar project. For a step-by-step guide of planning your own program please refer to Schenker and Kraemer.⁴⁸

⁴⁸ Schenker and Kraemer, “The role of the language center.”

Appendix A: Sample lesson plan (enrichment program)

Week 1: Greetings and basic phrases

1. *Welcome*
 - a. Welcome children in German and English, introduce yourself to the kids, and set a positive classroom atmosphere.
2. *Greetings Vocabulary*
 - a. Introduce the vocabulary by using the *Greetings vocabulary poster*.
 - i. *Point, say, repeat*: Point to a picture, say the sentences, and have the children repeat after you.
 - ii. *Point and say*: Point to a picture and have the children say the sentences (first as a group, then individually).
3. *Greetings Ball Game*
 - a. Have children form a circle (break into smaller groups).
 - b. Model the activity with another instructor once or twice before playing the game.
 - i. Throw ball to a child and use a greeting and question (e.g., *Hallo, wie geht's?* [Hello, how are you?]). The child has to answer the question, throw the ball to another child, and use another greeting and question.
 - c. Each child should get to throw the ball at least twice.
4. *German-speaking countries*
 - a. Ask children where German is spoken.
 - b. Hand out Germany and Austria worksheets, discuss, and color.
5. *Greetings Memory* (alternative to ball game if you are done early)
 - a. Have children pair up or work in teams of 4. Each team should be supervised.
 - b. Distribute *Greetings memory cards* to each pair/team.
 - c. *Children need to find a picture + corresponding German word. If this is too complicated, have them say the correct word as they take turns turning around a piece at a time. If the child says the correct word (for either the picture or the German word), he/she gets to keep the piece. Whoever has the most pieces at the end wins.
 - d. Encourage children to say the German word(s) of each card they turn.
6. *Greetings Worksheet*
 - a. Have children sit down at a desk.
 - b. Give each child a *Greetings worksheet*.
 - c. Distribute colored pencils.

d. Have children color in worksheet and trace words.

7. *Goodbye*

a. Say goodbye to the children to repeat and reinforce the vocabulary items.

Appendix B: Sample training materials (enrichment program)

General thoughts on teaching children:

- Be patient: The children have been in school all day and might be tired (just like us).
- Be flexible: If you notice that an activity doesn't work with the children, don't try to bring it to an end. Simply move on to the next activity.
- Go with the flow: Try to adjust your teaching to the atmosphere in class.
- Don't force learning: Encourage all children to participate, but don't overemphasize speech. Allow the children to observe first, then have them repeat in groups, and eventually individually. Assist whenever a child gets stuck.
- Be kind and welcoming: Create a positive and conducive learning atmosphere. Make sure to greet the kids in the target language as they walk in and engage them right away. Say goodbye to them in the target language as they leave.
- Make it fun: Our most important goal is that the children enjoy the experience.
- Children with previous exposure: It can happen that some children already know the language or have participated in some of our programs before. Try to encourage these students to function as helpers who can introduce words or lead games.

Lessons:

Pedagogical principles:

Each lesson begins with an **Introduction** to

- Establish a classroom community
- Personalize language experience
- Create a context with the children
- Assist the children to link and anchor upcoming information
- Construct avenues for meaningful input

Each lesson implements **Physical Activities** (games, movements) to

- Assure alternation between physical activities and focus phases
- Increase linking opportunities
- Anchor language elements
- Stimulate all senses to assure maximum learning process
- Allow active production while passive understanding occurs
- Create various contexts
- Activate memorization process

-Trigger unconscious language acquisition

Each lesson concludes with an activity sheet to take home. These

Worksheets are intended to

-Prompt repetition

-Reinforce language elements

-Impart a sense of accomplishment

-Satisfy natural desire to demonstrate knowledge and capability

-Extend classroom learning to include parents at home

The lesson plan samples are to **guide** the instructors through the class. They are intended to function as a layout with room for **flexibility** and acceptance of uncertainty. Therefore, the materials provided are more than you will be able to cover each week. There are also additional worksheets for kids who are done early or if you run out of materials. Instructors should **not overstress** prepared materials and go with the flow of each individual group of children.

The instructors are asked to allow and **encourage** children to participate but refrain from overemphasizing speech. Coercing children into producing linguistic output hinders language development and is thus counterproductive. Children prefer to first **observe**/listen, **imitate**, **repeat**, and learn in **playful interactions**.

During activities, the instructors should allow for unconscious language acquisition through natural use of German, particularly in **simple sentences** rather than individual words and by using cognates (for example, *Wie heißt du?* [What's your name?], *Wer trägt rot?* [Who is wearing red?]).

Make it a **fun experience**.

Each week:

Each week, we will begin and end each lesson by **greeting** the kids and saying **goodbye** in German. This will reinforce learning and provide a common framework for our lessons. Use these basic phrases naturally. Always **model** language use first by having two instructors interact, then break into **small groups** supervised by individual instructors and repeat with the kids (we generally aim for a 1:4 ratio). Emphasize language with **gestures** wherever possible.

Appendix C: Sample post-program survey (all programs)

In order to improve our programs and to provide meaningful experiences for our volunteers, we would like to ask for your feedback. We are interested in the effects of service learning opportunities on the educational experience of MSU students. Specifically, we hope to learn about the perceptions of volunteers and interns in CeLTA Language School programs on how the co-curricular service learning component affects language learning and teaching.

You will have the opportunity to reflect on your service learning experience, its impact on your education, and your own teaching/learning. Your participation may also contribute to the understanding of how students perceive co-curricular service learning opportunities, which may result in changes in the way some opportunities are structured.

1. What language(s) did you work with or used during CLS programs this academic year?
2. Please specify the program(s) you participated in.
3. Why did you participate in the CLS program(s)?
4. Have you had prior experience with teaching (world languages) to children? If yes, what kind of experiences?
5. Did you enjoy participating in the program(s)? Why/Why not?
6. What did you learn (e.g., language, culture, working with children, teaching, etc.)?
7. Do you feel you benefited from participating in the program? Why/Why not?
8. Were there any difficulties you encountered (e.g., related to language, age of the kids, behavior of the kids, materials, parents, structure)?
9. What was easy for you (e.g., working with children, working with the instructor, helping to prepare lessons)?
10. Was the orientation session at the beginning of each semester useful for you?
11. How could we have made this experience more beneficial/useful for you?
12. Would you have been interested/willing to complete online professional development modules focusing on topics such as child development, child language acquisition, etc.?
13. Would you have been interested/willing to enroll in a credit-bearing course that covers topics such as developmental stages of children, child language acquisition, materials development, etc. and where

- participation in an outreach program is a requirement?
14. Would you have felt comfortable working with a small group of children on your own?
 15. Would you be interested in participating in future language outreach programs?
 16. If you could choose your responsibilities, what would you like to do/be in charge of? Please select all that apply. (Organization, Lesson planning, Materials collection, Teaching, Observing, Supervising, Other)
 17. What is your major?
 18. What year are you? (Freshman, Sophomore, Junior, Senior, Graduate, I'm a community member, Other)
 19. How many years of the target language(s) have you had? (Less than 1 year, 1-2 years, 3-4 years, 5-6 years, More than 6 years)
 20. Why are you studying/interested in the target language(s)?
 21. Have you traveled to a country where the target language(s) is/are spoken? If yes, where, for how long, and for what purpose?
 22. Do you plan on using your world language skills in your future job?
 23. Additional comments or suggestions

Thank you very much for your feedback! We hope to see you again next semester.

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CHAPTER TWO

PREPARING PROFESSIONALS: LANGUAGE FOR SPECIFIC PURPOSES AND COMMUNITY-BASED LEARNING APPROACHES IN ADVANCED-LEVEL COURSEWORK

ANNA A. ALSUFIEVA AND WILLIAM J. COMER

The Russian program at Portland State University has engaged in community-based language learning projects for over ten years, connecting them at various times to various advanced level courses. Beginning in 2009, when PSU was selected to develop a Russian Flagship Program, the faculty, under the leadership of Dr. Sandra Freels, intentionally decided to connect such projects to a new advanced-level course called Russian in the Major. This course (see appendix for an overview syllabus) has a flexible design which allows for the inclusion of community-based projects among more traditional academic writing tasks, depending on the learner's particular goals and interests.

In this chapter we will describe and evaluate three projects which engaged the needs of the city's Russian-speaking community. Our projects in Community-based Writing and Community Translation¹ reflect the unique context of the Russian program at PSU, which offers both a regular undergraduate major in Russian as well as an intensive Russian Flagship Program, which provides students of any major the opportunity to develop professional level competency (i.e., ACTFL Superior-level proficiency) in

¹ We take these terms from the seminal collection of Linda Adler-Kassner, Robert Crooks, and Ann Watters, *Writing the Community: Concepts and Models for Service-Learning in Composition*. (Sterling, VA: Stylus, 1997) and the recent study by Mustapha Taibi and Uldis Ozolins, *Community Translation* (London: Bloomsbury Academic Publishing, 2016), respectively.

Russian by the time of graduation. PSU's Russian Flagship Program is one of 26 federally-funded undergraduate programs in nine critical languages that seek to change the expectations for proficiency outcomes for undergraduate students.² The projects described here harnessed the potential of the highly-motivated Flagship students, who generally reach various sublevels of ACTFL Advanced-level proficiency toward the end of the course work offered on the PSU campus, before going abroad for a capstone year where they work on developing Superior-level proficiency. Students completing the Russian Flagship Program often choose to do a second major in Russian as well, and so the program regularly includes students who are developing knowledge of specific disciplines as well as high proficiency in Russian.³

Among the linguistic and cultural learning objectives for students working toward Superior-level language proficiency is developing the language skills to talk about a wide range of topics related to broad public interests and public policy. Projects which bring Intermediate-High/Advanced-Low learners of the target language into contact with local language communities to solve real-world issues in the target language offer exactly those contexts where students will be motivated to expand their control of the lexicon, discourse strategies, and cultural understanding needed for real-world tasks.

Although the three projects described here date from several years ago, they demonstrate unique learning opportunities for advanced-level learners, model types of learning tasks that can inform instruction and curricular design, and are adaptable to the needs of other community organizations and institutional contexts.

Community needs in the Portland area

Since a large Russian-speaking community lives in Oregon and the greater Portland metropolitan area, the Russian section of the World Languages and Literatures Department at Portland State University (PSU) receives continual requests for assistance with interpretation and translation services for print and electronic materials (e.g., documents, surveys,

² Michael Nugent and Robert Slater, "The Language Flagship: Creating Expectations and Opportunities for Professional-Level Language Learning in Undergraduate Education," in *Exploring the US Language Flagship Program: Professional Competence in a Second Language by Graduation* (Bristol: Multilingual Matters, 2016), 9-28.

³ Additional information about the structure of the PSU Flagship Program can be found at: <https://www.pdx.edu/russian-flagship/flagship-program>

questionnaires, brochures, instruction, and other forms of official correspondence) in Russian.⁴ We engage with these requests for language services to reach the local Russian-speaking community since they can become the basis for valuable learning experiences for students and fulfilling class projects for faculty members. Working on these projects gives students the chance to provide a concrete benefit to the community, develop their own skills in Russian, and expand their knowledge of cross-cultural communication. Finally, we respond to these requests because PSU has an institutional commitment to engage with the community and because faculty reviews for continuing appointment, promotion, and tenure require evidence of such engagement.⁵

Getting involved in community writing and community translation projects requires instructors and program administrators to make key determinations about whether to take on specific projects or not. Instructors must evaluate whether a project fits their learners' current proficiency level and their range of potential development. This evaluation requires taking stock of whether the students who are selected to carry out the project are (at least partially) familiar with the genres of texts as well as the texts' lexico-syntactic complexity and stylistic registers. Instructors also need to consider if the projects will realistically push students to acquire new linguistic and intercultural competency skills and the discursive practices of public genres. In the PSU context, the courses where these Community Writing and Translating projects were embedded have additional objectives to increase student critical thinking skills and active learning, and to provide opportunities for both oral and written communication activities in the target language. The community translation projects that we describe all required functional, as opposed to completely literal, translations of the texts. The goal of a functional translation is to replicate the function of the original document but for a new target audience, and the latitude that this approach gives the translator makes it a suitable approach especially for a class project.⁶

⁴ The Portland area is said to have 85,000 Russian speakers with more than 700 Russian-speaking students at various ages attending Portland Public schools. <http://www.pdx.edu/russian-flagship/k-12-immersion-and-flagship>

⁵ PSU's motto is "Let knowledge serve the city," and this direction is reflected in the institution's faculty evaluation criteria at all levels.

<https://www.pdx.edu/academic-affairs/promotion-and-tenure-information>

⁶ Christiane Nord, "Manipulation and loyalty in functional translation," *Current Writing: Text and Reception in Southern Africa* 14.2 (2002): 33-34. Nord presents a coherent definition of the characteristics of functional translations as well as its potential problems.

Specifics of the PSU language learning community

One further comment should be made about the PSU student population studying Russian: the early cohorts of students participating in the Flagship Program in particular included a sizeable contingent of heritage speakers of Russian,⁷ many of whom had strong initial language proficiency. This population was complemented by American learners of Russian as a second language, who had developed their language skills to an advanced level. At that level, these two populations can work together well in mixed groups to accomplish specific tasks since both types of students need significant work on their lingua-cultural competence as demonstrated in their incomplete command of appropriate pragmatic choices in certain speech acts, lapses in register, and culturally appropriate organization of argumentation, among other issues.⁸ Therefore, an important component of these advanced courses' curriculum, as shown in the examples below, is the development of socio-linguistic and socio-cultural competence, that is, teaching learners to use linguistic structures appropriate to the communicative situations of public discourse and other culturally-conditioned verbal interactions. These issues rarely come up in classroom language teaching, and so the inclusion of service-based learning projects, where learners are interacting with real people in important interactions with real outcomes, makes work on these pragmatic and socio-linguistic areas particularly relevant and urgent.

Embedding CE projects in the curriculum

One of the goals of The Language Flagship is to reach students in a variety of disciplines and to give them the ability to talk about those areas of professional interests in the target language. The strategies that Flagship programs use to accomplish this interdisciplinary language learning range from classes structured along the lines of language across the curriculum

⁷ Heritage language learners are individuals raised in families or communities that use a language other than the dominant language of the country or the region and who usually acquire this family or community language incompletely; see Maria Polinsky and Olga Kagan, "Heritage Languages: in the 'Wild' and in the Classroom," *Language and Linguistics Compass* 1.5 (2007): 368.

⁸ Claudia Angelelli and Olga Kagan, "Heritage speakers as learners at the superior level: Differences and similarities between Spanish and Russian student populations," in *Developing Professional-level Language Proficiency*, edited by Betty Lou Leaver and Boris Shekhtman (New York: Cambridge UP, 2002), 210-16.

to independent research projects carried out under the supervision of both a content-specialist and a language instructor.⁹

At PSU, this interdisciplinary language learning is a key function of the course Russian in the Major, which concludes the language learning curriculum of our domestic program. The year-long course (two credits per term for three 10-week quarters) prepares students to successfully participate in the one main-streamed academic course that they take during the Russian Overseas Flagship year. The syllabus notes that the course aims “to provide students with *opportunities to develop a professional vocabulary and to become familiar with conventions of discourse in their chosen field.*” This means working with different kinds of texts and genres typical of academic, scholarly, and professional spheres, and all their related formal, stylistic, and register conventions. Another main goal of the course is to develop the students' control of the abstract vocabulary needed for Superior-level proficiency and its attendant lexico-grammatical and syntactic constructions in both written and oral discourse. Students practice these skills primarily by engaging in the speech functions of argumentation and persuasion in both the interpersonal mode and presentational mode. Rephrasing of oral and written texts and condensing authors' arguments in written and oral summaries and précis form the lion's share of classroom activities.

Because the course focuses on the professional discourse related to the students' majors, there are opportunities to tailor the specific content of any term or academic year to fit the opportunities available for taking this language work out into the community and having students engage in experiential learning and community service. In the framework of the course, Russian in the Major, we have carried out a series of community-based projects, three of which we present in detail below. These projects have been especially meaningful both to our students as well as to the Russian-speaking community in Portland: the students' work on these issues can be done in an authentic setting and both the student and the community profit from this work.

Given the goals of Russian in the Major, community translation projects of technical (specialized) texts can be a useful and effective exercise for students at this level to master a specialized lexicon and to work on stylistic issues related to specific genres of texts. As noted above,

⁹ Sandra Freels, Olesya Kisselev, and Anna Alsufieva, “Adding Breadth to the Undergraduate Curriculum: Flagship Approaches to Interdisciplinary Language Learning,” in *Exploring the US Language Flagship Program: Professional Competence in a Second Language by Graduation*, edited by Dianna Murphy and Karen Evans-Romaine (Bristol: Multilingual Matters, 2016), 51-69.

because of Portland's specific population, there has been no shortage of requests for translation and interpretation projects, but not all of them are feasible for various reasons. Firstly, our students do not always have the right majors or subject-area knowledge to carry out a specific project. Secondly, even when students' interests align, they are still in the process of learning their major field, and so a project may still be too challenging for them. Thirdly, some groups of students are less interested in these projects since they do not see themselves as professional translators in the future.

Project 1: Project Access NOW and learning the language of medical care

In January of 2010, the PSU Russian program received a request from Project Access NOW, a local nonprofit organization that coordinates a network of volunteer physicians and other health care providers and makes it easier for them to donate medically necessary services to low-income and/or uninsured residents of Oregon and Washington. The organization wanted help translating into Russian its protocols for conducting phone interviews with Russian-speaking clients and then translating client responses into English. These protocols consisted of an intake questionnaire and an exit survey, roughly six typed pages each. The protocols were formatted as scenarios with variations to guide phone interviews with clients to allow the questioner to respond to the specific information received.

The request was very timely since there were several students in the Russian in the Major course that year working towards degrees in various health-related majors. Students enthusiastically embraced the Project Access NOW to translate the client entry and exit surveys into Russian. Additionally, once the translations were prepared, the students conducted several phone interviews in Russian for the organization and translated the interviewee's responses into English. In short, translation of the surveys (including questions about the client's health conditions) was a challenging, but interesting, task for the students, requiring them to attend to genre considerations (i.e., the formal questionnaire) in their translation.

Pedagogical organization of the translation project

Once the PSU instructor and Flagship Director had reviewed the Project Access NOW's request and decided that the project was feasible, they devised the following work plan to accomplish the necessary tasks over two 10-week academic quarters.

I. Preparation for the translation (2 weeks)

1) The faculty instructor met with a representative from Project Access NOW in order to get more familiar with the organization, to assess the level of difficulty of translating the specific texts, and to set the time schedule for completing the translations;

2) The instructor presented the request to the students in the course Russian in the Major and got their buy-in for the project. The instructor then briefed them on the essential points of translating a specialized text including how to deal with terminology and specialized lexicon while making the translation conform to the original's genre and text organization. The instructor wanted the students to think about the problems of exactly and completely transmitting the contents of the original document and to recognize what problems and linguistic/cultural barriers might arise. That is, the instructor wanted the students to consider what extra-linguistic knowledge and cultural framework(s) operate for native readers of the original text and how those might be different from those of native speakers of the target language of the translation, since that difference might affect the latter's perception and interpretation of the translated texts. The instructor also wanted the students to realize the potential need for functional translation, that is making pragmatic adaptations¹⁰ in the original text that would take into account the local target audience since local Russian speakers in need of these services might have limited or incomplete secondary or higher education in any language.

3) The instructor also encouraged the students to consider what issues might arise in using these translations in phone interviews, which generated discussion about issues such as intonation, tone of voice,

¹⁰ The term "pragmatic adaptation" can be defined as "the changes made to the text of the target document with the goal of making the specific recipient of a translation have an appropriate response to the text." V. N. Komissarov, *Teoriia perevoda (lingvisticheskie aspekty): Uchebnik dlia institutov i fakul'tetov inostrannykh iazykov* (Moscow: Vysshiaia shkola, 1990), 269.

<http://www.belpaese2000.narod.ru/Trad/Komissar/komissarind.htm>

politeness conventions, and possible caller attitudes when asked personal questions about medical conditions.

4) Finally, the instructor arranged a meeting between the students and the representative from Project Access NOW so that students could learn directly about the organization and its goals.

II. Work on the translation (8-9 weeks of the first quarter).

With the instructor's guidance, the students found and read texts written in Russian for Russians that were similar to the document that they planned to translate. These activities helped them find standard words and expressions from medical discourse that would work in their translations. After looking at the lexical component of these texts, the instructor also had them notice and analyze forms of address, politeness formula, and formulations of questions for formal and informal situations.

The instructor guided the students through three drafts of all the documents. First the group came up with a literal/interlinear translation, focusing on lexical choices. Then each student came up with a complete translation, and class time was spent comparing these versions, analyzing variations in word choice and other linguistic structures. On the bases of these discussions the class created a collective third draft, where the group focused on tailoring the text so that it would make sense to the target audience. This led to the final draft which the group presented to the client.

Even though there was considerable group discussion, feedback on the individual students' work was primarily given by the teacher, and the teacher did much of the work of gathering the decisions of the group in developing the third draft. When the final draft was completed the instructor also helped the students prepare to use the translated script to conduct phone interviews. It was particularly important for the students to practice taking their written document and speaking it aloud, to check if there were any awkward phrasings for oral delivery, as well as working on issues of word stress and intonation in the delivery. In class the groups used the translated protocols in role-play situations that included one role play conducted over the phone, where the speakers could not see each other. These activities helped students reflect on the genre of the interview and prepared them for communication as volunteers.

III. Service work at Project Access NOW. (8-10 weeks of the second quarter)

After completing the translation, the students served at Project Access NOW, conducting interviews with clients and working on translating the clients' answers into English.

IV. Reflection (final 2 weeks of second quarter)

At the end of the second term, participants in the Community translation project were tasked with preparing a presentation in Russian that would address two reflection questions about what they learned from the translation work, and what linguistic and cultural challenges they encountered in doing the work. In the last week of the course they made a formal presentation in Russian summarizing and sharing their reflections with their fellow students both in their specific course Russian in the Major and the later with all the other students in the Flagship Program. This critical reflection on the experience provided one basis for assessing student learning from this project.

Instructor reflection on the challenges

On the whole, the project worked well and all the students learned a lot of Russian medical terms and how they are used in the field. Because many Project Access NOW clients were linguistically and/or culturally unfamiliar with certain medical terminology, the students needed to be ready to explain to a client specific medical notions (for example, varieties of medical specialists, questions about mental health, etc.).

In the instructor's view, the work with the organization Project Access NOW was appropriate for this specific cohort of students for a whole set of reasons. First, it fit the level of the students' linguistic competence, and it matched the professional interests of two students who were majoring in health sciences. Since the protocols were oral documents addressed to a broad spectrum of the public, they did not contain overly specialized terminology or complex technical concepts. Since the translations were immediately used, the student-translators could see the fruits of (and any problems with) their labor when they conducted several interviews and translated responses into English. This meant that the students' work in the classroom was transformed into a genuinely meaningful goal-oriented product that offered real help to local communities of Russian speakers.¹¹

¹¹ One of the students in this cohort was also a heritage speaker of Ukrainian and using the Russian translation of the protocols, she was able to conduct phone

However, organizations that turn to us with requests for translations or help with bilingual populations are often unaware of the challenges of translating their specialized texts. They assume that people who speak the target language can handle the vocabulary and discourse of a specific area of endeavor and can instantly select the most appropriate phrase from among multiple synonyms that differ in terms of style, genre and register. Work on a translation can be easier or harder depending, among other factors, on:

the complexity and degree of specificity of the source text (= source-text qualities); the number and quality of the translation aids provided with the task or easily available (= available documentation); the translation brief which specifies the intended functions, addressees, medium, quality standard, etc. of the target text (= translation brief) ...¹²

Sometimes in negotiating with a community-based group about a project, we have had to make them aware of these issues, and we've had to work to clarify, who the intended audience for the translation is, since the translator makes linguistic choices dependent on the target audience.

It was precisely in this last point (i.e., making the translation accessible for the target audience) that students encountered difficulties relating to intercultural communication. The group needed to discuss terms that presented linguistic and cultural barriers and consider the pragmatic adaptation of the text in a number of places. See Table 1 for select examples.

interviews with Ukrainian speakers as well. Thus, the whole project reached a broader section of the local Slavic community.

¹² Christiana Nord, "Training functional translators," in *Training for the New Millennium: Pedagogies for Translation and Interpreting*, edited by M. Tennet (Philadelphia, NL: John Benjamins Publishing Company, 2005), 216-7.

Table 1. Annotated comparison of original English questionnaire with Russian translation

Example 1

English	Hi, my name is and I'm a volunteer with Project Access NOW. May I speak to [patient]?
Russian [back translation of underlined segments follows in square brackets]	Здравствуйте! Меня зовут... Я работаю волонтером <u>в программе «Доступная медицина», которая на английском языке называется "Access Now."</u> [I am a volunteer in the program «Accessible Medicine» which in English is called 'Access Now']
Commentary	Translation contains additional words, clarifying the relationship between the local name and the Russian translation of that name.

Example 2

English	Can you tell me what kind of health insurance you have? If they don't know, ask if they have their <u>insurance card</u> available to look at.
Russian [back translation of underlined segments follows in square brackets]	Не могли бы Вы сказать, какая у Вас медицинская страховка? <u>У Вас должна быть небольшая пластиковая карточка, на которой написано название медицинской страховой компании (страховки), например «Medicare».</u> [you should have a small plastic card on which is written the name of the medical insurance company, for example, "Medicare"]
Commentary	Since among the potential clients of Project Access NOW there might be elderly émigrés who are not accustomed to the system of plastic cards of various types, it was decided to give a brief description of an insurance card.

Example 3

English	In the past 6 months, have you felt stressed, anxious or depressed to the point that you wanted to talk to a professional counselor?
Russian [back translation of underlined segments follows in square brackets]	<u>В американской медицине считается, что некоторые заболевания органов связаны с состоянием стресса или депрессии.</u> Испытывали ли Вы за последние шесть месяцев такое состояние стресса или депрессии, что были готовы обратиться к специалисту-психологу? [In American medical practice it is considered that some illnesses are related to conditions such as stress or depression.]

<p>Commentary</p>	<p>Since, for a number of historical reasons, former Soviet citizens have a suspicious attitude toward psychiatry and mental health professionals, direct questions about incidents of depression, mental imbalance or illness can evoke a suspicious and hostile response to the questioner. Such questions can be taken as personal insults. Therefore, a short prefatory explanation was required to explain why the question about stress and depression was being asked.</p>
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Example 4

<p>English</p>	<p>Thank you for your time and we wish you good health. We would like to remind you that Project Access NOW is a program that connects people with volunteers and is not an insurance program. If you have any questions or concerns at any time, please let (Care Coordinator) know.</p>
<p>Russian [back translation of underlined segments follows in square brackets]</p>	<p>Спасибо за Ваше внимание. Мы бы хотели напомнить, что <u>цель программы Project Access NOW – помочь людям с низким доходом или людям, не имеющим медицинской страховки, получить медицинскую помощь у врачей-волонтеров.</u> А также программа Project Access NOW – это не программа медицинского страхования. <u>Цель опроса – улучшить работу нашей программы.</u> Если у Вас возникнут вопросы или пожелания, обратитесь, пожалуйста, к координатору программы по телефону XXX. Желаем Вам хорошего здоровья! [the goal of Project Access NOW is to help people of low income or people without medical insurance to receive medical care from doctors who are volunteering their services. The goal of this questionnaire is to improve the work of our organization.]</p>
<p>Commentary</p>	<p>The translation expands and explains the goals of the program. The opening English statement is broken into two parts, since the comment “Thanks for your attention” can be followed by additional explanation, while the wish for continued good health in Russian is typically used to close a conversation, and the listener would not expect to receive any important information after hearing it.</p>

Since prospective clients for Project Access NOW included not only elderly émigrés from the Soviet Union, but also people with limited formal education (including people without a high school diploma), our translation needed to make appropriate pragmatic adaptations in the Russian text for this audience. Some simplifications and alternative explanatory translations for this audience were included into the interview protocols in case the more formal version of interview protocol met with incomprehension/misunderstanding on the part of a potential client. See Table 2 for examples.

Table 2. Annotated Pragmatic Adaptations of the original English questionnaire with Russian translation

Example 1

English	I'm a volunteer with Project Access NOW. May I speak to [patient]?
Complete translation	Я работаю волонтером в программе доступного медицинского обслуживания, которая на английском языке называется "Access Now."
Simplified/rephrased version [back translation of underlined text in square brackets]	Я работаю волонтером в программе «Доступная медицина». На английском языке эта программа называется "Access NOW." <u>«Доступная медицина» значит медицинская помощь недорого или бесплатно.</u> [“Accessible medicine” means medical assistance that is inexpensive or free.]

Example 2

English	Project Access NOW and the company working with us, HPRN, will not share your personal information with anyone. HPRN = The Health Policy Research Northwest
Complete translation	Программа "Project Access NOW" и <u>Северо-западное отделение Отдела исследований в области здравоохранения</u> , являющееся нашим партнером, никому не будут передавать информацию, полученную от вас. [Northwest division of the Department of research in the area of public health]
Simplified/rephrased version [back translation underlined]	Программа "Project Access NOW" и « <u>Северо-западная медицинская служба</u> », которая является нашим партнером, никому не будут передавать информацию, которую мы получим от Вас. [Northwest medical service]

In conclusion, one of the most powerful aspects of this community translation project for the students was using the results of their translation to help people with medical needs. The process of developing the translation also helped heritage speakers of Russian in particular to think seriously about applying their language and cultural competence toward specific tasks. The students' experience also revealed the need to better acquaint students with how to conduct telephone interviews in Russian, particular in terms of speech behaviors. And finally, there was a need to put greater emphasis on a system of preparatory exercises that would help students develop their lingua-cultural competence.¹³

Project 2: Let's Go Camping

In the 2011-12 academic year, the Oregon Parks and Recreation Department (OPRD) reached out to PSU to work on a two-part project – to translate OPRD materials into Russian and to conduct a Russian-language overnight camping event.¹⁴ Work on this project “Let's Go Camping” (“Идем в поход”), encompassed a whole academic year. This collaboration was unique for Oregon Parks and Recreation Department since it was their first time trying to reach out to a non-English-speaking population in the Portland area, and the program presented our students with an excellent opportunity to serve the Russian-speaking community and get involved. This project contained two parts: translating multiple documents (advertising flyer, an advertising brochure with the schedule and description of the camping trips offered by OPRD, and a manual for camping trip volunteers) and volunteering during an overnight camping planned for Russian and Ukrainian speakers in August 2012.¹⁵

The project was carried out by students enrolled in Russian in the Major, and there were three functions for them to fulfill – translator, graphic designer, and volunteer assistant to the park ranger. Although none of the students that year were majoring in the content areas touched upon in the materials (closer to students majoring in ecology, ecology education, forestry, or tourism/hospitality), the project was still manageable since the

¹³ Christiana Nord, “Training functional translators,” in *Training for the New Millennium: Pedagogies for Translation and Interpreting*, edited by M. Tennet (Philadelphia, NL: John Benjamins Publishing Company, 2005), 211-14.

¹⁴ “Let's Go Camping,” Oregon State Parks, accessed May 12, 2017. http://oregonstateparks.org/index.cfm?do=thingstodo.dsp_letsGoCamping.

¹⁵ Brochure “Let's Go Camping,” Oregon State Parks, last modified January 2013, http://www.oregonstateparksfoundation.org/wp-content/uploads/2013/01/2013_LGCbrochure.pdf

texts were written for a general audience and did not require detailed scientific knowledge. On the other hand, one student in the group was majoring in Graphic Design, which turned out to be critical for formatting the advertising materials. Four students from the Flagship program volunteered to be assistants to the park ranger and completed the volunteer's training seminar, organized by Oregon Parks and Recreation Department. The bilingual volunteers had to be ready to translate instructions from the park ranger in helping participants set up their tents, gather firewood, start a campfire, and find their way in the forest. During the trip, campers were to observe wildlife, particularly owls and bats, and get to know plants that are characteristic of the region. Park rangers planned to comment on these phenomena and the bilingual volunteers must be able to interpret these comments into Russian.

This project included three texts of similar content, but in different genres, and this presented the class with opportunities to note the interconnections between genre and content when doing a translation project. Since the three documents shared much common terminology and references, it was possible to discuss work on all three of them at the same time. The longest and most complicated text was the volunteer manual, which the instructor gave to several heritage learners of Russian to work on because of their advanced level of proficiency. The translation of the advertising flyer and brochure were assigned to a mixed group consisting of advanced-level L2 learners and heritage learners of Russian. The design for the flyer and brochure were done by a Russian heritage student majoring in graphic design, who could combine her language knowledge and studies in graphic design for matching the translated text with the graphics provided.

The volunteer manual covered safety and behavior rules for camping, as well as practical tips on correctly packing a backpack, setting up a tent, building a campfire, and cooking on a campfire (including a recipe for a cake that can be baked in a Dutch oven). The second half of the manual included brief overviews of the flora and fauna with their physical descriptions and behaviors.

Although all three texts shared some content, the different genre forms complicated the class's task of matching lexico-grammatical constructions to the right genres, but this proved to be an extremely useful activity for students. On the other hand, the addressee of all three texts was the general public, and in working on the translation of the volunteer manual, it was important stylistically to keep the text educational, but not to make its tone overly scholarly. The volunteer manual required some further considerations about how to integrate its extra-linguistic elements (i.e., drawings, diagrams,

inset micro-texts describing the flora and fauna in an encyclopedic format) into the translation. The volunteer manual, although a written document with elements of an encyclopedia format, also needed to serve as a handbook for bilingual volunteers to explain things to Russian speakers *orally*. The translation needed to be easily comprehensible to people listening to it read aloud since volunteers were expected to lead nature hikes and answer participants' questions by citing and reciting whole sections from the text, almost verbatim.

Pedagogical organization of the translation project

I. Preparation for the translation (1-2 weeks of 1st quarter)

- 1) The faculty instructor met with a representative from OPRD to get more information about the proposed project and to assess that the project was feasible for our students.
- 2) The instructor explained the project, tasks and tentative work schedule with the students and secured their agreement to the project. A representative from OPRD met with the students and explained their motivations and goals for the project.

II. Work on the translation of flyer and brochure (5-6 weeks of 1st quarter)

The final formatted versions of the one-page advertising flyer and the four-page advertising brochure in Russian had to be ready by December 1, so that it could be copied and distributed broadly among the target community.

III. Translation and editing of the volunteer manual (24 weeks: 8 of 1st quarter; 10 of 2nd quarter, 6 of 3rd quarter)

The volunteer manual is a lengthy document divided into ten sections, each of which runs 4-5 pages in length. The translation was accomplished in two drafts, followed by work of formatting the final document. During class sessions students frequently discussed the choice of terminology for specific pieces of camping equipment, such as the parts of a tent, sleeping bag, materials for a campfire. To render the descriptions of flora and fauna, the students read extensively in Russian encyclopedias and handbooks about nature. Students were continuously searching for Russian sources that fit the topic, content, and especially the pragmatic function of

the texts to be translated. From these sources, students were usually tasked to compile lists of possible appropriate constructions and phrases for the translation. Those lists then served as the basis for activities in expanding students' command of synonyms and paraphrasing across stylistic registers.

IV. Implementation of Outing (Winter and Spring terms)

There were numerous activities that needed to be undertaken to make sure that the camping trip took place. Students disseminated advertising flyers and brochures in the Russian-speaking community and among students studying Russian in the greater Portland area. An OPRD representative advertised the event broadly, meeting with the PSU student-lead Russian Club to talk about the camping program and to elicit bilingual volunteers. Volunteers needed to participate in an orientation run by OPRD and to study the Russian version of the volunteer manual. A total of four PSU students (two L2 learners and 2 heritage speakers, all four ACTFL Advanced Low/Mid speakers) completed the volunteer training.

When the Russian bilingual camping event finally took place in the second half of August 2012, only one PSU bilingual volunteer (an American L2 learner) was available to participate. Nevertheless, OPRD Special Projects Coordinator evaluated the camping trip and the PSU Russian Flagship Program's preparation of the materials as a great success.

Instructor reflection on challenges

Translating the three texts' nature descriptions and organizational information posed little difficulty for the students. Passages in the volunteer manual that described processes in detail, such as step-by-step instructions for packing gear, lighting a campfire, setting up a tent, cooking on an open fire posed a greater linguistic challenge because of typological differences in how Russian and English express the movement and location of people and things in space. Learning how to describe these processes was, nevertheless, a useful exercise since this language function is often checked in testing for Advanced/Superior language skills.

In contrast to the translation work for Project Access NOW, the camping materials required few explanatory additions to overcome cultural and linguistic barriers. One of the cultural notes added to the advertising sheet and brochure was an explanation of *s'mores*, since no

similar dessert exists in the Russian culinary tradition. Translating English into Russian, even with the sparsest use of explanatory additions, almost always results in the Russian text being longer than the English. This fact complicated formatting the translated text in the advertising flyer, which needed to fit on a standard 8.5x11 sheet of paper.¹⁶ See Table 3 for the complete texts.

Table 3. Annotated comparison of English and Russian texts to the advertising flyer

<p>Advertising flyer-complete English text (66 words, 413 characters with spaces)</p>	<p>Curious about camping? Don't have a tent or sleeping bag? No problem. Let's Go Camping has arrived!</p> <p>Oregon Parks and Recreation Department proudly presents a fun-filled, overnight camping excursion for beginners of ALL ages. We provide tents and sleeping bags for those who need them. With extra gear, hands-on lessons, nature hikes and plenty of s'mores, Let's Go Camping will make camping easy, inviting and fun.</p>
<p>Russian [back translation follows in square brackets] (74 words, 565 characters with spaces)</p>	<p>Хотите пойти в туристический поход? Но нет палатки, спального мешка? Не проблема! Лесопарковое управление штата Орегон предлагает программу «Идем в поход!».</p> <p>Мы организуем интересные походы с ночевкой для начинающих туристов любого возраста, и мы готовы обеспечить вас необходимым снаряжением. Прогулки на природе, практические занятия, традиционный американский туристический десерт, приготовленный из маршмэллоу, шоколада и сладких крекеров, «смор» – все есть в программе «Идем в поход!». Поход с нами станет увлекательным событием для вас и вашей семьи.</p> <p>[Do you want to go camping? But you don't have a tent, don't have a sleeping bag? It's not a problem. The Oregon Parks and Recreation Department is offering a program "Let's Go Camping."</p> <p>We organize entertaining outings with an overnight-stay for beginning tourists of any age, and we are ready to supply you with all the necessary equipment. Walks in nature, practical lessons, traditional American camping dessert, prepared from marshmallow, chocolate and sweet crackers (s'mores)... Everything's included in the program "Let's go camping."</p>

¹⁶ PSU students translated and designed the Russian version of the advertisement which can be found at: http://www.oregon.gov/oprd/PARKS/docs/milo_mclver.pdf

	Camping with us will be an entertaining event for you and your family.]
Commentary	English texts are almost inevitably shorter than their Russian translations. This complicated the design on the flyer, since the longer Russian text had to fit on the same size sheet as the original English text.

Project 3: *The Giant's Wealth* (“Богатство великана”)

In the 2009/2010 academic year, two Flagship students began working on a text that became the manuscript of a Russian-language children's book. Unlike the community translation projects, where PSU was approached by groups in the community who wanted existing materials put into Russian, this book grew out of one student's work to complete a composition assigned in Fourth-Year Russian on the topic of Russian geography.¹⁷ The instructor realized the potential of the student's initial work (e.g., a description of the geography and natural resources of the Urals written in Russian in the form of a folktale) to form the basis of an educational children's book that could be useful for the Dual Language Immersion program in Russian in the Portland Public Schools. That program, on more than one occasion, had inquired if the PSU Russian program could help supply additional texts to support their school program, particularly in required topics in the Oregon State Standards, that are poorly represented in published materials from Russia.¹⁸ Given this situation, the Russian Flagship Program initiated an idea of “student-to-student” writing, in which some select works of students in the Flagship program would then become reading texts for the Dual Immersion Program.¹⁹

The Program undertook this project recognizing that writing a book for children who are learning Russian in a foreign language context is a

¹⁷ The specific assignment was connected to the vocabulary and grammar of Unit 2 of Sandra Rosengrant, *Russian in Use* (New Haven, CT: Yale UP, 2007).

¹⁸ The situation with suitable Russian-language materials for the Dual Language Immersion program is complex. The early grades of Russian-language schools in Russia make heavy use of folktales and children's poetry, which is not always culturally familiar to children who live outside of the language community. After learning to read with such texts, Russian school children typically move on to reading chapter books and novels from Russian and European literatures. The culture of picture books and grader readers that are relatively abundant in English practice in the US is much less developed in Russia.

¹⁹ “From one classroom to another,” PSU College of Liberal Arts and Sciences, accessed May 14, 2017, <https://www.pdx.edu/clas/the-student-to-student-writing-initiative>

serious pedagogical, methodological, and organizational undertaking for a higher-educational language program. However, several factors made the project feasible: first, the faculty of the Russian Flagship Program was very familiar with the grade-level language learning goals for students in the Dual Immersion Program, because they were partners in developing the Russian Immersion Language Curriculum Framework that spelled out expectations by grade level and for specific school subjects. Second, the author of the composition herself was pursuing a major in Education, had worked in early childhood education with five- and six-year olds, and so was very familiar with the cognitive development of the target audience. Third, another student in the class, majoring in Art History and Art Practices, was willing to illustrate the story. Finally, the Flagship program could work with PSU's professional Master's degree program in book design and production, to turn the illustrated manuscript into a book published by Ooligan Press. Because of all these factors, the student's composition ultimately became the book, *The Giant's Wealth*, designed for children enrolled in grades K-3 of the Russian Dual Language Immersion Program. Once the book was published, the author and illustrator visited the Program at Kelly Elementary School where they presented students with copies of the book and read it together aloud with them.²⁰

Pedagogical organization of book project

Once the decision was made to develop the student's composition into a book manuscript, the student and the instructor worked on multiple drafts over ten weeks of Winter quarter 2010. With a final version of the text settled, the illustrator and the book designer got to work, completing the illustrations by the end of spring quarter 2010. The remainder of the book production process occurred over the summer and fall of 2010, and the book presentation took place in February 2011.²¹

²⁰ Russian Immersion at Kelly Elementary School is documented at:
<http://www.pps.net/domain/486>

²¹ The process, documented in a video clips produced by PSU University Communications and the Russian Flagship Program, is available at:
https://www.youtube.com/watch?v=d_EUsv-qIos.

Instructor Reflection on challenges

In working to make the manuscript aesthetically appealing and educational, the author and editor grappled with the following questions: what content information from the school curriculum should they include in the manuscript; what should be the balance between material already familiar to readers and new information and concepts; how to reconcile these educational goals with the language and genre specifications of a typical folk tale; how long to make the tale; how to apportion the text and illustrations on each page of the published book.

This first book produced as part of the “Student to Student Writing Initiative” brought benefit to all the parties involved. PSU Russian Flagship students got to hone their writing skills; Ooligan Press has acquired a manuscript to train their students on; and the Dual Language Immersion students and teachers got instructional materials written to meet the needs of their program. The success of this first venture has led to two additional projects: the print book *City on the Hill: Tales and Legends of Nizhny Novgorod* and an open access e-book *Through Dream and Time: A Fantasy*.

Conclusions

While these three projects respond to the unique situations and relations with the local community, the description of their structures and our pedagogical decisions and processes should provide models that are applicable to other world languages instructors and students for engaging with local communities in languages other than English. The major benefit of the projects highlighted here is that the real-world demand for a product in the target language makes the classroom activities truly meaningful, and makes students realize that their writing in the target language could reach an audience far beyond the classroom and teacher. Another benefit of the translation projects is to make our students aware of all the issues surrounding translation (e.g., fidelity to original, register, audience, etc.). There are many challenges in implementing foreign language service projects, and perhaps the most important consideration is one of the first questions that needs to be addressed by instructors and program administrators: is the community-engagement project feasible for the student population? A second challenge concerns assessment of student learning in these projects. On the one hand, the products themselves can serve to measure student learning since they give witness to students putting their language skills to use. On the other hand, numerous questions

remain about how to define and measure what students take away from these interactions with the local community. Our effort in this volume seeks to address that first challenge by demonstrating to teachers and program administrators what kinds of projects are feasible; we recognize that the second challenge remains for future adopters and adapters of community-service projects.

We would like to acknowledge four people without whom the CBL activities described here would never have taken place. Dr. Sandra Freels had the vision to make the Russian Flagship Program that she attracted to PSU a successful partner with the Russian-speaking community in the Portland metro area. We would also like to thank Ms. Molly McGuire (Project Access Now), Mr. Jimmy Childs (Oregon Parks & Recreation), and Ms. Abbey Gaterud (Ooligan Press, PSU) for their interest, patience, and support in working with us and PSU's Flagship students on these projects.

Appendix A: Syllabus

Rus 457-458-459: RUSSIAN IN THE MAJOR

Course Description:

In this course we will work on the language skills needed for successful communication and interaction in Russian in social contexts related to your academic and professional interests. Therefore, we will focus primarily on the texts written in formal Russian academic style, considering as well nonfiction texts written for a general audience. We will work on linguistic features (grammar, syntax, vocabulary) prominent in academic texts of various genres. One of our tasks will be to expand your vocabulary in your major and future professional fields. Over the course of the academic year, each student will work on a project or research paper connected with his/her major or future profession. At the end of the academic year students present their research findings at the *PSU Russian Flagship Students' Symposium*.

This course may include a *Community-based Learning (CBL)* component, in which students complete a language-learning-related project for a local social services organization that works with immigrants (e.g. Portland Public Schools, Russian Oregon Social Services, Jewish Family and Child Service, etc.). Our work with the community partner will sometimes be the focus of class work, while other times it will require additional time outside of class (approximately two hours per week.) Students will be required to track their time working on the project outside of class.

The course is scheduled for the whole academic year (two in-class hours per week, 10 weeks per quarter for three quarters). Each quarter has a specific theme:

Fall—Introduction to major: My major at universities in post-Soviet countries.

Winter—Genres of academic writing. Annotated bibliography and glossary of a major. Preparing for research paper/project.

Spring—Composing and presenting a research paper/project.

Details from Winter Term Course

The *learning objectives* address both PSU's general education goals, namely: *critical thinking, communication, respect for the diversity of human experience* and *social responsibility* and the following specific course goals. Students completing this course will be able to:

- identify stylistic register of a text by analyzing a text’s vocabulary and syntax;
- compose an abstract or summary of a text using set expressions typical of Russian academic writing;
- define key terms or concepts belonging to their major or future professional field;
- explain specialized terms for a specialist in the field (formal academic register) and a layperson (neutral informal register);
- present information in compelling manner in a format appropriate to the situation/context.

Students who choose the *Community-based learning project* (see below) will also be able to:

- research and report on the issues, needs, and strengths of ethnically-diverse community in relationship to the specific project;
- develop a work-plan for translating into Russian non-literary texts that meet the community’s needs;
- identify and describe communicative situations that reveal socio-cultural differences between American and Russian outlooks and beliefs;
- conduct a professional-level discussion in Russian with key-stakeholders on the translation project.

Readings and equipment: All readings will be provided and/or posted on the course related PSU D2L site.

Course Expectations and Contribution to Final Grade:

Regular class attendance and participation.	20%
Regular homework.	20%
In-class writing: writing exercises (answering questions or summarizing of home-reading).	10%
Term project, which is equal to final exam (two types of project are described below).	50%

Term Projects (Total of 50 points). Students select **one** of these two options:

Option A: *Language of My Major.* Students are required to prepare: (a) an annotated bibliography related to their research interest, with three detailed annotations; and (b) short terminology dictionary of student major or future professional interests with six or more entries. Students present

their findings in a formal 15-minute presentation describing their field of research.

Evaluation of “*Language of My Major*” term project will be based on:

- Searching and selecting appropriate articles written in Russian – 10 points
- Selecting appropriate terms and developing entries for a professional glossary – 10 points
- Written annotations and glossary – 10 points
- Oral presentation – 20 points

Option B: *Community-based learning project.* These projects usually include translation from English into Russian. The results and observations from learning experience should be presented in a formal 15-minute presentation.

Evaluation of *Community based learning* term project will be based on:

- Weekly work on a project (approx. 2 hours per week which includes independent work and/or meetings with course instructor) – 30 points
- Oral presentation about the completed project, which has to include (i) short description of the organization where students work and (ii) the results of the project with focus on the language learning experience - 20 points

Schedule of assignments

Weeks	Topics for Discussion
1	<p>Language of my major (LMM) and Community-based Learning (CBL): Notion of text style and genres (registers). Samples of academic writing genres.</p> <p>Assignment: Selection of tentative topic for a research paper/CBL project.</p>
2	<p>LMM/CBL: Introduction to the genre of the abstract/article annotation. Finding, choosing and annotating research articles. Purpose and organization of an annotated bibliography.</p>
3	<p>LMM: Specialized vocabulary (terminology) <i>vs</i> common lexis.</p> <p>Assignment: Write one annotation of an article.</p> <p>CBL: Define the stages of project, make a feasible plan and schedule; discuss the notion of functional translation.</p> <p>Assignment: Find sample texts written in Russian that are similar to the English originals of texts to be translated.</p>
4	<p>LMM: Differences between formal and informal language. Paraphrasing.</p> <p>CBL: Visit the partner organization.</p>
5	<p>LMM: Types of communication: oral <i>vs</i> written modes of speech. Paraphrasing.</p> <p>Assignment: Write a second article annotation.</p> <p>CBL: Discuss the preliminary outcomes and challenges. Describe the partner organization, its functions, and impact within the local community; give general characteristics of local Slavic-speaking community.</p>
6	<p>LMM/CBL: Types of dictionaries and types of definitions. Approaches to developing a specialized glossary for terminology.</p> <p>Assignment: Compose an entry for children encyclopedia.</p>
7	<p>LMM/CBL: Writer and audience. (i) Approaches to reflective writing. (ii) How to make presentation in compelling manner?</p> <p>LMM assignment: Write a third article annotation.</p> <p>CBL assignment: Compose a reflective paper on what you've learned from interacting in cross-cultural environment.</p>
8	<p>LMM: Present research findings based on the read articles. Narrow a research topic (the main topic/thesis and subtopics.)</p> <p>Assignment: Complete the terminology glossary.</p> <p>CBL: Share lists of specialized vocabulary needed for discussing the topic in a professional setting with stakeholders from the partner organization.</p> <p>CBL Assignment: Conduct discussion with stakeholders from organization.</p>

9	<p>LMM/CBL: Work-place etiquette. What is global professional? Notional of intercultural competence. LMM assignment: Complete annotated bibliography. CBL: Review the experience. Define challenges, problems, and possible solutions. CBL Assignment: Report about the experience.</p>
10	<p>Power-point presentations: terminology glossaries and reports about CBL projects.</p>
11	<p>Final exam: Present course projects to fellow Flagship students at the Student Assembly.</p>

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CHAPTER THREE

TRANSCENDING CLASSROOMS, COMMUNITIES, AND CULTURES: SERVICE LEARNING IN FOREIGN LANGUAGE METHODS COURSES

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Introduction

In 2006, Tulane University established the Center for Public Service (CPS) to coalesce all campus resources devoted to community engagement and public service. Since then, the university has become well known for its commitment to public service and civic engagement, and its resulting integration of public service into the core curriculum for undergraduate studies, making service learning (SL) a graduation requirement for all undergraduate students. As such, CPS has a strong presence in the Tulane community: administering the public service graduation requirement, creating both domestic and international service programs, advising student leaders and volunteer groups, and serving as a bridge between campus and community.

Of the myriad for-credit and not-for-credit opportunities for Tulanians to engage in and with the community through CPS, Tulane's SL program offers more than 150 designated SL courses each semester across the Schools of Architecture, Business, Liberal Arts, Public Health & Tropical Medicine, and Science & Engineering. The diversity and breadth of opportunities available through the SL program make it possible to engage students of varied backgrounds and interests in practical and meaningful community-based experiences.

Teaching French: Methods Techniques, and Practices (FREN 4050/6050) and *Methods of Teaching Spanish & Portuguese* (SPAN 6010) are two SL

classes in foreign language teaching methods that have been offered at Tulane since 2011. In these courses, which were designed for graduate and advanced undergraduate students alike, students develop and practice communicative, lifelong-learning, decision-making, intra-personal, and classroom management skills. Whereas graduate students do so via course assignments linked to their in-house practicum at Tulane University, undergraduate students develop these skills via their course assignments linked to SL activities with partner institutions in the city of New Orleans.

This chapter will focus on the implementation, execution, and evaluation of SL in the two foreign language (FL) method courses of FREN 4050/6050 and SPAN 6010 administered from 2011 through 2014. It will illustrate how both courses created a pedagogical discourse between academic and community partner institutions and, by doing so, developed a discussion and practice of pedagogical insights that transcended the classroom.

Here it should be emphasized that these courses shall represent a model for *all* foreign language methods courses. In other words, even though the courses in question were designed for French and Spanish language method courses, the setup of these SL method courses is *not* language specific. Moreover, it should be noted that while there are commonalities between the courses, there are also elements which make these two courses distinct. These distinctions result in part from the different perspectives and goals of the respective faculty member and participating students, and from the cultural-linguistic context and needs of the corresponding community partner: the French immersion program at Audubon Charter School, the French and Spanish immersion programs at the International School of Louisiana (ISL), and the English as a Second Language (ESL) program administered through the Catholic Charities Archdiocese of New Orleans (CCANO).

In keeping with national best practices in SL pedagogy, the two courses to be discussed can serve as models for ideal SL curricular design because at all stages of development and implementation, SL was not an add-on but rather an integral part of the plan for the course.¹ All course assignments were aligned with the experiences made at the SL partner institution, which guaranteed for learning and the practice of teaching to

¹ See Jeffrey Howard, "Service-Learning Course Design Workbook," *Michigan Journal of Service Learning* (Companion volume, University of Michigan, MI: OCSL Press, 2001): 15.

take place “in real time and in authentic contexts.”² This, however, also implies that without completing the SL requirements listed in the syllabi (see Appendix 1 and 2), students were unable to execute the requested assignments of the respective course, exemplifying a clear “practice-based approach”³ to learning and teaching.

Via the constant interaction with the SL partner, Tulane students experienced the learning and application of the respective course material as a process that was characterized by a continuous exchange of ideas and concepts, a process that required their active involvement at all times. Consequently, both courses rooted learning “in what the learner is doing when he or she participates in both social practice and the process of continuous adaptation to unfolding circumstances and activities that constitute talk-in-interaction.”⁴ In other words, FREN 4050/6050 and SPAN 6010 allowed for learning to be “a socially situated practice”⁵ that took shape through “collaborative participation in social-interactive activity with more mature or expert participants,”⁶ in our case native speakers working either at the immersion schools or at the CCANO.

Implementation of SL in FREN 4050/6050 and SPAN 6010

FREN 4050/6050 as well as SPAN 6010 assisted⁷ the beginning graduate student and advanced undergraduate student in preparing him/herself for teaching a basic language course. Their main goal was to familiarize students with the theory of Second Language Acquisition and Teaching (SLAT) as it applies to language learning in the classroom and to identify

² Kristin J. Davin and Francis J. Troyan, “The Implementation of High-Leverage Teaching Practices: From the University Classroom to the Field Site,” *Foreign Language Annals* 48, no. 1 (2015): 125.

³ Ibid.

⁴ Lorenza Mondada & Simona Pekarek Doehler, “Second Language Acquisition As Situated Practice: Task Accomplishment in the French Second Language Classroom,” *The Modern Language Journal* 88 (2004): 501.

⁵ Saori Hoshi, “Beyond Classroom Discourse: Learning as Participation in Native Speaker-Learner and Learner-Learner Interactions,” *Foreign Language Annals* 48, no. 4 (2015), 756.

⁶ Ibid.

⁷ Even though FREN 4050/6050 and SPAN 6010 are still offered at Tulane University, the authors of this chapter taught these courses from 2011 through 2014. As the course syllabi and SL component may have been altered after 2014, this chapter will only focus on the implementation, execution, and evaluation of SL in the two foreign language (FL) method courses administered from 2011 through 2014.

the best practices for putting this theory into action in the classroom. In both seminars, topics included classroom management, organization of subject matter, detailed lesson planning, development of formative and summative assessments, and the use of technology in the FL classroom.

Whereas these courses incorporated a mandatory SL component for undergraduate students, graduate students were freed from this requirement and completed the courses' practical component, the pedagogical training, in Tulane's classrooms. While all undergraduate students enrolled in FREN 4050/6050 completed their service in the French programs of the International School of Louisiana (ISL) and Audubon Charter School, those enrolled in SPAN 6010 completed their service either in the Spanish program of ISL or in the English as a Second Language (ESL) program of CCANO.

Those who chose the immersion school setting experienced everyday school life at the middle and high-school level as well as authentic exposure to and use of the FL through complete linguistic and cultural immersion. Regarding everyday school life, students practiced general classroom management skills, differentiated lesson planning, execution, and assessment strategies, and applied different learning and teaching techniques. In addition, students developed foreign language and social skills, and applied learned concepts to the classroom of the partner institutions. At the same time, the service partner was given the opportunity to contact prospective teachers, exchange pedagogical and methodological ideas, and partake in an engaging discourse between secondary and postsecondary education institutions.

Students who served in the CCANO ESL program fulfilled a variety of tasks, including: providing one-on-one support to individuals, working with small groups, serving as a classroom assistant, and/or taking a leadership role as an ESL class instructor. While this partnership did not engage the university students in their target language, it nonetheless gave them valuable experience in a language-learning environment. Because many of the students were planning international living experiences upon graduation, this project often served as a practical, realistic experience for future job prospects. Furthermore, as the methods course focused heavily on ACTFL's 5Cs, this experience highlighted that language learning is about more than just communication. It gave students an opportunity to compare and contrast different linguistic systems and cultures, engaged them in an authentic community of language learners whose intrinsic motivation for learning the language was quite high, and allowed students to apply the academic material in a real-world context.

As the individual course syllabi show (see Appendix 1 and 2), seminar activities for students enrolled in FREN 4050/6050 and SPAN 6010 included a variety of theoretical and practical assignments. Students engaged in micro-teaching experiences within the seminar, observations in the respective classroom setting (elementary and middle school or college classroom), teaching practica, and discussions and reviews of pedagogical literature as well as of textbooks used at the elementary, secondary, and postsecondary level.

Course Objectives for FREN 4050/6050 and SPAN 6010

FREN 4050/6050 and SPAN 6010 provided participants with a good understanding of theories, methodologies, and skills associated with SLAT. After the completion of the semester, students were familiar with the Proficiency Scale and the National Standards for Foreign Language Learning of the American Council on the Teaching of Foreign Languages (also known as the "5 Cs" of Communication, Cultures, Communities, Comparisons, and Connections)⁸ and could:

- Plan and teach a differentiated FL class that considered students' individual intelligences and learning styles and reflected ACTFL's 5 Cs
- Plan and teach a FL class that considered the practice of all four language skills – speaking, listening, writing, reading – as well as all three modes of communication (interpretive, interpersonal and presentational)
- Integrate technology in modern classroom instruction
- Integrate and use authentic FL material in modern classroom instruction
- Learn the best practices of how to assess students in a communicative language classroom
- Evaluate French and Spanish textbooks and other course material for language acquisition, literature, and content-based classes
- Become prepared for the realities of the job market for teaching languages and literature

⁸ "5 Cs Standards Summary," The American Council on the Teaching of Foreign Languages (ACTFL), accessed January 14, 2017, <https://www.actfl.org/publications/all/world-readiness-standards-learning-languages/5cs-standards-summary>.

SL Requirements

Even though the SL component was an integral part to both FREN 4050/6050 and SPAN 6010, its implementation and administration differed.

In FREN 4050/6050, the required service hours at the partner institution included at least 12 hours of classroom observation and 8 hours of mentored teaching. Both practices ensured that students learned how to put into practice the methodological theories studied in the seminar. The fact that students first worked with a mentor and then took responsibility of the classroom guaranteed that they obtained a hands-on teaching experience at an immersion elementary or middle school, and that they established a close connection between primary, secondary, and postsecondary education institutions in New Orleans. Moreover, students and the school partners were given the opportunity to share, practice, and develop new pedagogical and methodological insights together and, by doing so, to partake in a pedagogical discourse that went beyond the institutional classroom.

Like FREN 4050/6050, SPAN 6010 students served as teachers and teaching assistants (TAs) at the partner institution. Nevertheless, the course specific SL component differed from that of FREN 4050/6050 in two ways: First, in contrast to FREN 4050/6050, SPAN 6010 had an optional, rather than a mandatory, SL component that linked the theory of SLAT to practice. As the course was cross-listed for both undergraduate and graduate students and the latter were exempt from the SL graduation requirement, it was not logistically feasible to require students to participate in SL. However, it is worth mentioning that it was the SL component that attracted many of the undergraduate students to the course, as it offered them the opportunity to complete their second-tier service experience in their major. In addition, course evaluations showed clearly that students who participated in the optional SL component gained a deeper understanding of course theory than those who did not. Second, participating students were given the option of engaging in a parallel experience to the French methods students at the same community partner or working with a community ESL course administered through Catholic Charities of the Archdiocese of New Orleans (CCANO). The immersion school practicum followed the model set up by the French counterpart as the school was designed with a French and Spanish track and their learning goals were in tandem. Indeed, the Spanish option was added at the request of this community partner as a way to extend the successes of the partnership between the French methodology students into the Spanish

program. In short, the Spanish program used the French program as a model of best practices in this specific context.

The CCANO ESL program has been housed on Tulane's campus for several years, a unique partnership in Tulane's CPS since this brings the community partner to Tulane's campus instead of bringing Tulane students into the community. Housing the program in the university setting professionalized the program and has ensured its stability. This partnership demonstrates the reciprocity that is possible between a community partner and a university agency. Since ESL classes are held in the evening hours, the program does not tax the university resources in any way: it uses classrooms that would otherwise be vacant for the benefit of the greater community.

Since the ESL program draws heavily on volunteer teachers and has a limited budget, participating students were used in a variety of capacities, depending on the needs of the program in that particular semester. Methods students have worked on curriculum development or served as one-on-one or small-group tutors, classroom assistants, or even as co-teachers. This was a flexible program that allowed each student to tailor their service to their particular long-term goals such that some students preferred to focus exclusively on materials development, some on classroom practice and some in a mix of both. While that level of flexibility and differentiation might not be feasible in every implementation, it suited the needs of this group of students and community partner. When methods students worked directly with ESL students, they were able to put into practice approaches to teaching that they studied as theoretical constructs in class. This direct, hands-on experience gave methods students direct practice with pedagogy. When methods students engaged in material development based on best practices, this served a double function of creating a deeper base of materials for the community partner and allowing the participating students to adjust their materials based on the implementation and feedback of volunteer instructors. That is to say that the products produced by the methods students directly benefited the community partner by creating a bank of pedagogical material for future use.

Assessment of Learning Strategies and SL Outcomes

As the implementation and administration of the SL component differed in these courses, reflection and assessment strategies chosen by the respective instructor of the two courses differed as well. In FREN

4050/6050, student learning and engagement with the SL partner was assessed according to the following outline:

- Discussion: Interactive discussions of content area documents, articles, and textbook chapters in class (10%).
- Teaching philosophy: Two versions of the student's teaching philosophy illustrating the student's chosen methodology of and approach to FL instruction as well as his/her reflection upon the goals and values to be pursued as a French teacher. (5%)
- Reflection papers: Two reflection papers in which students reflected upon readings, classroom discussions, classroom observations, as well as research, teaching, and school experiences. (10%)
- Teaching sample: Two lessons of 50 minutes each at the institution chosen for service. (30%)
- Classroom observation reports: Two classroom observation reports based on completion of several weeks of classroom observations at the location of service. Reports discussed and evaluated lesson objectives, methods, techniques, activities, and materials, error correction and assessment strategies, pace and teacher conduct, student-teacher interaction, as well as overall classroom atmosphere. Observers addressed the following questions: What worked well? What did not work well? What would you change? How would you change it and why? (20%)
- Textbook evaluation: One evaluation of a current or future textbook to be used at the elementary or middle school level. An evaluation and comparison that was not only of value to the student, but also to the school of service when deciding upon new teaching material. (5%)
- Final project: Creation of a differentiated unit consisting of four consecutive lesson plans, respective exercises, and diverse repertoire of assessment strategies. (20%)

The final project functioned as a summative assessment of student learning. It reflected students' understanding of FL methodology, of ACTFL's 5Cs as well as of the three forms of communication, and of evaluation practices implemented throughout the semester. Throughout the unit, students needed to define the place of this particular unit within the overall FL curriculum of the school, determine the goal and learning objectives of the unit as well as of each individual lesson plan, and present a detailed overview of the four individual lesson plans constituting the unit. Each lesson plan was followed by a brief reflection regarding the advantages and disadvantages of the chosen method and approach to FL instruction in the immersion school setting, its techniques, and assessment strategies. At the end of the project, students assessed the progression within and the level of differentiation of the unit as a whole. Moreover,

students explained how the unit fostered students' FL communicative competence and intercultural awareness.

At the end of the semester, Tulane students presented their four-lesson unit plan in a two-hour pedagogy café to the community of instructors of both partner institutions. During this two-hour engagement, students illustrated their knowledge of FL methodology, practices, and techniques, as well as their understanding of “how to communicate as a member of a particular social group.”⁹ Last but not least, at the end of the event, students donated their units to be used at the partner institution where they completed their service.

Whereas all assessment strategies in FREN 4050/6050 were school specific, those that were implemented in SPAN 6010 assessed student learning and engagement in school- *and* community-based partnerships. Students in SPAN 6010 were assessed according to the following outline:

- Response Papers and Discussion: Students wrote weekly response papers on the articles read and collaborated in critical discussions of these readings during class time, integrating reflections on their service experience as these applied to the theories they were studying (20%)
- Material Development: Students developed lesson plans, incorporating sample lessons and different approaches on how to teach vocabulary, grammar, listening exercises, reading and cultural points, based on the theories and methods discussed in the seminar. These allowed students to reflect on pedagogical best practices but also gave the community partner a growing bank of materials to use in their classrooms (20%)
- Sample Teaching/Classroom Log: Students demonstrated their ability to put the theory of SLAT into practice by preparing and delivering a sample lesson of approximately 15 minutes during class time, followed by critique and discussion of the lesson implementation. Furthermore, students maintained a log of their weekly experiences in the classroom, reflecting on what worked and what they would do differently were they to teach this course in the future (20%)
- Teaching Portfolio: An on-going semester-long project individualized to each student's career goals, which included the development of a curriculum vita, a statement of teaching philosophy and a research statement, syllabus development, textbook evaluation, and more. At all stages in the development of the teaching portfolio, students were invited to bring the SL experience into the project (20%)
- Theory Exam: A take home essay exam focused on SLAT Theory. In accordance with reflection exercises administered throughout the semester, students were invited to reflect critically on their service

⁹ Michael P. Breen and Christopher N. Candlin, “The Essentials of A Communicative Curriculum in Language Teaching,” *Applied Linguistics* 1 (1980): 90.

experience in their exam. (20%)

In sum, at all points in the semester and through every assessment, students were asked to engage in critical reflection of their SL experience. Furthermore, the assessments were highly individualized, depending on the long-term goals of the students.

Given that both courses were preparing students to teach in elementary, middle, high school, university and community learning settings, flexibility and individualization was essential in order to nurture and ensure the engagement and intrinsic motivation of the students. Indeed, students who participated in these courses have gone on to a wide variety of professional experiences: some have taught ESL abroad, some have participated in alternative teacher training and certification experiences such as Teach for America or TAPIF (Teaching Assistant Program in France), some have chosen to teach in local public and private schools. Interestingly, many of these students continue to maintain contact with the course instructor, relating their successes and troubleshooting their difficulties in their classrooms well after they have graduated from the university. If one of the goals of SL is to create long-term connections, these courses indeed demonstrate that SL experiences can be powerful tools to do so.

This brief outline of both methods courses shows that each course respectively was built on the four pillars that are essential to any successful SL course: “(1) personal and interpersonal development, (2) understanding and applying knowledge learned in class, (3) perspective transformation, and (4) developed sense of citizenship.”¹⁰ These four pillars were integrated in the individual learning strategies practiced and developed throughout the semester, including strategies at the cognitive, emotional, linguistic, and cultural level as outlined in the table below.

¹⁰ Jami L. Warren, “Does Service-Learning Increase Student Learning? A Meta-Analysis,” *Michigan Journal of Community Service Learning* (2012): 56.

Table 1

Academic Setting Strategy	Positive Outcomes of SL
Cognitive Strategies	
FL pedagogy and practice Selection, evaluation, and use of authentic teaching material	Learning about and practicing pedagogical practices Linkage between theory and practice Development of awareness for and understanding of the public secondary school and community-based ESL setting in New Orleans Advancement of critical thinking via the evaluation of resources to be used and techniques to be chosen
Emotional Strategies	
Reflective discussions at beginning of each seminar Reflective essays	Development of social and self-awareness Development of self-confidence leading to personal growth through engagement with the community partner and the responsibility for one's own learning and progress Intrinsic motivation
Linguistic Strategies	
Meaningful FL use and practice	Practice of all four FL skills and three modes of communication Strengthening of linguistic output Increase of students' comfort level using the FL Intrinsic motivation
Cultural Strategies	
Exposure to immersion school and NGO charity culture	Development of social, professional, and cultural awareness through engagement with community partners

Benefits of an Integral SL Component - A Critical Reflection

The benefits of an integral SL component to FREN 4050/6050 and SPAN 6010, however, went far beyond the recognition, implementation, and practice of the learning strategies listed above. In addition to offering students a first-hand experience in either an immersion school or a community setting, it provided them with the rare opportunity to evaluate, test, and put into practice the theory learned and discussed in the seminar. Consequently, students' engagement with the SL partner institution made this course practical instead of strictly theoretical. In addition, it enriched student language and content study as well as intercultural awareness for the following reasons:

First, throughout the semester, students experienced autonomy through independent and creative FL use while co-constructing "meaning with other speakers both within and beyond the [Tulane] classroom community."¹¹ All four language skills as well as all three modes of communication (interpretive, interpersonal, presentational) were practiced at all times¹²

Second, in alignment with ACTFL's national standards in FL education, students' exposure to the FL and its culture fostered *their* basic intercultural awareness, and their knowledge about the professional discipline and its etiquette (culture, comparisons). Students learned about different pedagogical approaches to FL instruction as well as content-based instruction in the FL. In addition, students learned how to make effective use of authentic resources (songs, films, poetry, short stories, and non-fictional texts) in the FL classroom. Students working at the Audubon Charter School had the additional benefit of learning about the French curriculum, and consequently, were given the opportunity to compare and evaluate different educational systems and settings (communities, comparison, culture).

Third, the transcendence of the regular Tulane classroom to the partner institution enabled students to extend the skills and values learned in the Tulane classroom to the language learning and teaching community of the city's immersion schools and the CCANO ESL program. Even though challenging at times, this authentic use of the FL in combination with the

¹¹ Hoshi, "Beyond Classroom Discourse," 755.

¹² "Performance Descriptors for Language Learners," accessed December 26, 2017,

<https://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners>

transcendence of the regular classroom was intrinsically motivating to the students, as it gave them the opportunity to go beyond practicing their FL and pedagogic skills in the Tulane seminar environment.

While Tulane students advanced their communicative skills in the FL and intra-cultural awareness through “an authentic use of language” outside of the Tulane classroom, students also developed their interpersonal, decision making and lifelong learning skill set, all the while sharing, planning, practicing, and developing new pedagogical and methodological insights together.¹³ By doing so, they created a pedagogical discourse that went far beyond the institutional classroom. We can even argue that this autonomous and creative use of the FL outside of the students’ regular university classroom offered students “a wider range of linguistic resources than [sole] instructor-fronted instruction”¹⁴ at the university.

As such, the SL component in both courses contributed to constructing and building up students’ “interlanguage system,”¹⁵ “interactional competence,”¹⁶ and pedagogical understanding of the TL community, thus impacting students’ language proficiency, pedagogical understanding, and cross-cultural awareness. Moreover, it positively affected students’ cognitive and emotional growth, as students took responsibility for their own learning and actions, negotiated and resolved conflicts, and reflected and evaluated meaning, all of which led to a deeper “understanding of diverse perspectives.”¹⁷

It should though be noted that the integral SL component in each course benefited faculty and students of the partner institution chosen for service as much as Tulane students. No matter which setting, faculty at the New Orleans’ immersion schools or the ESL program functioned as mentors for Tulane students throughout the entire semester during which the service was performed. They were thankful for their mentees’ “fresh and hip pedagogical ideas” (our words) in the FL classroom, their assistance in grading quizzes or homework assignments, or their function as chaperones during school excursions.

Moreover, since mentees in the immersion partnerships conducted several hours of classroom observations prior to assisting or even

¹³ Lea Graner and Brandon Locke, “Empowering Educators,” *The Language Educator* 11, no.3 (2016): 30.

¹⁴ Hoshi, “Beyond Classroom Discourse,” 755.

¹⁵ Teresa Pica, “SLA in the Instructional Environment,” *Working Papers in Educational Linguistics* 23, no. 1 (2008):1.

¹⁶ Leo van Lier, *The Classroom and the Language Learner: Ethnography and Second Language Classroom Research* (London: Logman, 1988), 133.

¹⁷ Graner, “Empowering Educators,” 30.

replacing the teacher in instruction, mentees often provided their mentors with feedback in regard to their own teaching. Mentors returned the favor when mentees stepped into the teacher's shoes. In this sense, mentor and mentee took "an active, initiative-rich role in the interaction allowing for a two-way negotiation," an interaction that provided both interlocutors with new pedagogical insights.¹⁸

Whereas the traditional mentor-mentee relationship is usually characterized by an "unidirectional sharing of knowledge" that is often thought as only benefiting the mentee, in this particular SL partnership, mentor and mentee engaged in a dynamic exchange of pedagogical concepts, suggestions, and practices.¹⁹ This allowed for a successful partnership between SL and academic institution in which all participants were actively engaged in recognizing and defining effective approaches, techniques, and tasks in regard to SLAT. While the mentor-mentee relationship was less explicitly designated in the ESL community partnership, the dynamic nature of the volunteer teaching core meant that this constant influx of fresh pedagogical material ensured a dynamic and growing bank of materials in this context as well.

Interconnectedness of SL and SLAT

The following diagram illustrates well the interconnection of the theory of SLAT and SL in FREN 4050/6050 and SPAN 6010. With the focus on content, in both courses the FL was "merely" the vehicle to transmit, study, and practice FL pedagogy. This being said, both courses were rooted in the teaching and understanding of pedagogical knowledge and classroom management skills, the development of personal and interpersonal skills through student/student and student/teacher interactions, the practice of lifelong learning skills, the four FL skills (reading, writing, speaking, listening), and the three modes of communication (interpretive, interpersonal, presentational) all the while incorporating ACTFL's 5 Cs (Communication, Connections, Cultures, Comparisons, Communities).

¹⁸ Resi Damhuis, "A Different Teacher Role in Language Arts Education: Interaction in a Small Circle with Teacher," in *Second and Foreign Language Learning through Classroom Interaction*, ed. Joan Kelly Hall and Lorrie Stoops (Verplaatse, London: Lawrence Erlbaum Associates Publishers, 2000), 245.

¹⁹ Nira Granott, "Patterns of Interaction in the Co-Construction of Knowledge: Separate Minds, Joint Effort, and Weird Creatures," in *Development in Context. Acting and Thinking in Specific Environments*, ed. Robert H. Wozniak and Kurt W. Fischer (New York: Psychology Press, 1993, 2014), 190.

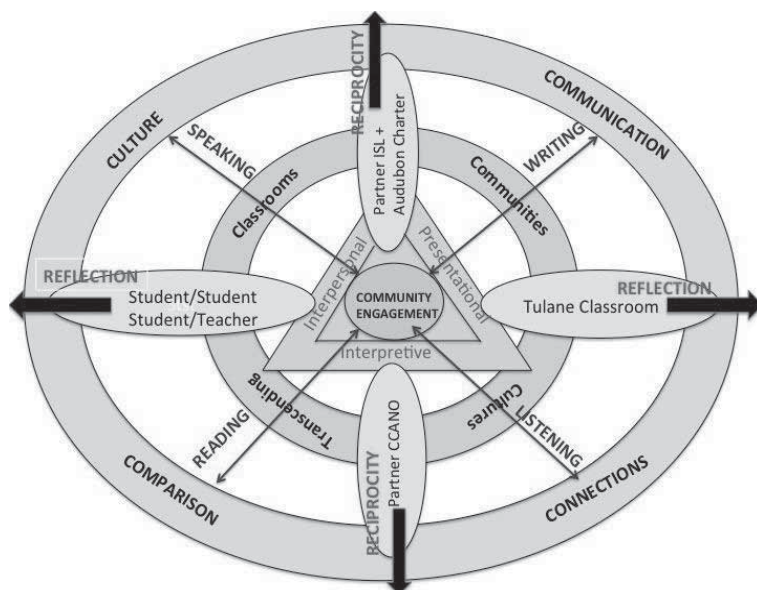


Figure 1: The original version in color is available at <https://goo.gl/aUpJN5>

In conclusion, we can state that via the engagement with the individual community partners, students established a closer connection with primary, secondary, and postsecondary education as well as with the CCANO ESL program in New Orleans. Since community engagement was the focus of both courses and community partners were not an afterthought but rather at the center of the academic and SL experience, FREN 4050/6050 and SPAN 6010 provided service to the community and addressed the longstanding “criticism of the disconnect between higher education and the community.”²⁰

Moreover, in accordance with the core principles of both language education and SL best practices, students practiced the four language skills, three modes of communication, and 5 Cs as advocated by ACTFL all the while engaging with the community partner and reflecting on their daily experiences. In this sense, both courses allowed students to transcend the notion of classroom, community and culture.

²⁰ Leslie A. McCallister, “Lessons Learned While Developing a Community-Based Learning Initiative,” *Journal for Civic Commitment* 11 (2008): 1.

Student and Community Partner Evaluation

Student and community partner feedback illustrated clearly the appreciation of these two SL courses. Both, students of the two courses as well faculty from the SL institutions valued the opportunity to transcend their own classrooms via the engagement with members of other linguistic, cultural, and professional communities.

Having experienced SL as an add-on component to other FL courses in previous semesters, students expressed their appreciation for SL as an integral part of these two methods courses. In FREN 4050/6050 and SPAN 6010, students perceived their SL experience as instructive, practical, and enriching as it related their academic studies with a community experience through which they were able to put theory into practice.

Through daily interaction with the students from the partner institutions, Tulane students were able to practice and assess the effectiveness and meaningfulness of their chosen FL teaching approach. This instant application and feedback was relevant to both courses as it made them real and applicable. Moreover, it allowed all participants involved to reflect, discuss, evaluate, and, if necessary, to adjust their FL teaching methodology.

According to the feedback received from the individual partner institutions, the SL experience was also highly valued. In a written evaluation of the SL experience, Ann François, the academic director of the French program at Audubon Charter School, defined the community partnership as an essential means to enabling students “to share their enthusiasm for French language and culture” and, by doing so, to make students “aware of the usefulness of speaking French.” Moreover, she valued the interaction between Tulane students and French teachers of her school, as the pedagogical exchange encouraged both sides (students and teachers) “to reflect on their own teaching practices” (François) and also helped Tulane students to understand the teaching community of an immersion school.

Also, Elizabeth Bobo, former ESL Teacher and Coordinator with CCANO’s ESL program, expressed her deep appreciation of the SL experience for students and ESL teachers alike in her written feedback to the Center of Public Service at Tulane. She views them as “truly beneficial and fulfilling for both adult learners and Tulane student tutors” as each party gets “to practice their language skills.” She even went on to state that the ESL tutoring “program would not be possible or nearly as expansive without the service of Tulane students.” Engagement and reciprocity

between academic institution and community partner clearly stand out in her positive remark.

However, apart from these very positive remarks, individual student and SL partner evaluations referred also to a variety of academic and administrative challenges that should be addressed to allow for constant improvement of the two method courses and their partnerships.

Challenges

The success of the foreign language teaching methods courses and the SL program more broadly was not achieved quickly or without challenges and opportunities for creative problem solving. It should be noted that the SL program at Tulane was first established in 1998 and evolved into its current iteration as part of the Center for Public Service (CPS). The following section discusses some of the growing pains experienced during the development and implementation of the FL teaching methods courses and provides recommendations to consider for new and developing courses and programs.

Academic Challenges

Whether SL was conducted in New Orleans' French and Spanish immersion schools or through CCANO, all SL content and activities demanded intentional and meticulous planning on the part of the course instructors. To create a natural link between the SL content, the individual seminars, and respective classroom assignments of the two courses, the instructor and community partner were required to engage in careful consideration, flexibility, and a lot of initial legwork. Since there were many variables in both courses--FREN 4050/6050 was a course for advanced undergraduate as well as graduate students and SPAN 6010 offered a community and school-based SL option--, the instructor's attention to differentiation and personalization of course syllabi, class materials, assessment strategies, and meaningful reflection assignments were keys for success. This being said, the implementation of SL into a course syllabus had its challenges and required the instructor's absolute commitment to SL. Any instructor including a SL component in any course should be aware of these challenges and the resulting time commitment needed to create, plan, and execute such a type of course. We like to argue that this time commitment has a payout that is well worth the effort: by making the course practical as well as theoretical, students become more intrinsically motivated and in class discussion is more

engaging and animated. Learning of pedagogical theory is deepened when students see that the theory is informed by practical needs. By incorporating the SL experience from the outset of the semester through the end of the term, students were held accountable for ongoing engagement with course content in a practical setting while also developing pedagogical skills of their own.

Administrative and Logistical Challenges

Apart from the academic challenges discussed above, FREN 4050/6050 and SPAN 6010 also faced administrative and logistical challenges for everybody involved. The required minimum of 20 hours of community engagement per student may not seem like much, but a smooth distribution of these hours throughout the entire semester was at times difficult to realize. For the immersion classroom setting, one of the biggest obstacles at the beginning of the Spring semester was the completion of background checks of all students and faculty engaging in SL. Since students were only able to start their service at the partner institution after having been cleared and necessary documents submitted to Human Resources were not necessarily evaluated in a timely manner, the start of service at the partner institution was often delayed for several weeks. As a result, this often late start of service necessitated a condensed distribution of the 20 hours during the remainder of the semester. The different academic schedules of Tulane University, the partner institution, and students in combination with fixed dates for State-wide testing (LEAP and PARCC) often led to a further condensation of the 20 hours foreseen for service, which, at times, was stressful for any party participating in this SL course. Students engaged for the duration of the semester tended to report a much richer SL experience as opposed to some students in other projects who simply sought to fulfill their time commitment as quickly as possible; therefore, anyone developing a new partnership is encouraged to carefully and deliberately review the schedule and calendar issues with the community partner to ensure the smoothest possible implementation and completion of student hours.

Cultural differences between students and members of the partner institution in regard to communication etiquette occasionally enhanced the already stressful situation even more. For the French national teachers, email was viewed as a simple informational tool while the U.S. students were accustomed to a response to any email sent. Students counting on last-minute email responses from their mentors at the partner institution lead most often to disappointment and frustration on the students' side.

This initially unanticipated cross-cultural difference in communication style came to be folded into the course implementation on the front end.

The above examples highlight that in order to have a successful semester and fulfilling SL experience, flexibility is required from students, instructors, and community partners alike. Moreover, students' initiative and responsibility for their own learning and SL completion is a must.

Recommendations for Implementation at Your Institution

We offer the following checklists to assist readers with implementation of a similar experience at your respective institution and encourage you to be flexible and consider the needs of your students and your community partner as you do so.

Preparation

- Consider your audience: graduate vs. undergraduate enrollment, as well as educational and community based SL partner. Whereas graduate students who are exempt from the SL requirement enroll in this course to obtain training for their future role as TAs in the respective FL program, undergraduate students register for FREN 4050/6050 or SPAN 6010 to complete their second tiers of SL, one of Tulane's graduation requirements. As a course that holds both, graduate and undergraduate students, reading assignments as well as assessment and reflection strategies need to be differentiated and adapted to students' academic standing, expertise, and expected learning outcomes.
- Identify the needs of your students, academic institution, and of your community partner. Whereas student needs will vary according to their academic standing, expertise and expected learning outcomes, the needs of the academic institution compared to the needs of the community partner may vary as well. Whereas the FL departments and programs at Tulane University request graduate students being trained for their future role as FL teaching assistants, community partners may ask the SL students to participate as TAs in the FL/ESL classroom, to grade short homework assignments or quizzes, to oversee after school activities, or to function as chaperones on field trips. Their needs are generally speaking much broader than the needs affiliated with a respective FL department or program in post-secondary education.
- Cap SL enrollment at a low number, as a high number of students enrolled in the course makes it difficult to develop true praxis.
- Limit the number of SL partners to two per course as coordination of different schedules (university, student, SL partner) can be challenging if more partners are involved.
- Work with community partners to develop a well-thought out timeline for the entire semester during which SL is administered.
- Create a calendar of important dates for the semester during which the SL

course is administered and distribute the calendar to all participants: school breaks, holidays, parent-teacher conferences, school trips, LEAP and PARCC testing periods, etc.

- Share the course syllabus with the community partner so they are aware of course outcomes and expectations.
- Set up all SL activities prior to the semester and involve all stakeholders when possible. On a practical note, involving students in project planning can be difficult given the already limited amount of time of an academic term.
- Where applicable, have students and faculty participating in SL complete their background checks shortly prior to the start of the semester so that participants are able to partake in the SL activities right away.
- Consider available resources and identify resource needs. Is there a need for supplies in order to make the project a success? Is there internal monetary support? Should external funding or in-kind resources be solicited?
- Consider transportation needs: How far is the service site from the institution and how will students get there? Does the institution have shuttle capabilities? Is public transit an option? How long is the commute? Students should be aware of these details prior to enrolling in the course and committing to a course schedule and SL.

Implementation

- Hold an orientation at the SL partner institution at the beginning of the semester to familiarize students with the SL partner to establish clear expectations and to allow for an exchange between all participants.
- Remind students of etiquette of their partner institution: dress code, punctuality, professionalism, and interaction with colleagues and students.
- Maintain close contact with the community partner and be flexible to make adjustments to your course calendar when necessary.
- To the extent possible, encourage individual and group reflection opportunities inside of and outside of the university classroom.
- Discussions and activities in the classroom are more easily incorporated when all students are SL participants.
- Make sure that all assessment and reflection strategies are equally spread throughout the semester and that they reflect well the material discussed in the seminar as well as the service provided at the partner institution.
- At the end of the semester, obtain feedback from all parties in order to make changes to the existing course as necessary. This may be achieved through various means, including a large group debriefing session, a final assignment for students, or a paper or electronic questionnaire/evaluation.

Conclusion and Outlook

In conclusion, both courses not only concentrated on the learning process and outcome of students in the seminar and in the community partner

chosen for service, but more importantly on exchanging ideas and transmitting values of communities and citizenship. Interconnectedness with others and the desire of belonging to the community was a driving force among Tulane students enrolled in FREN 4050/6050 and of SPAN 6010 and found articulation in their “social (TL use) practices”²¹ at the local level of New Orleans’ immersion schools and CCANO as well as in their personal evaluation of their chosen SL method course. It was the students’ engagement with the community that made both SL courses a true success.

Nevertheless, in order to get a true understanding of students’ developing skills and strategies affiliated with the SL component future research should focus on the following components:

First, teachers should develop a carefully crafted questionnaire to survey students about their expectations of the SL course at the beginning, in the middle, and at the end of the semester. Many instructors craft a course and SL specific questionnaire to distribute to students at the start of the semester in order to determine their students’ goals for the course. Including questions that explicitly target SL goals make students aware that this experience is a priority for the course.

Second, this questionnaire should be course as well as service-partner specific. The more clearly the instructor can articulate their expectations and listen to the expectations of participating students and community partners, the higher the likelihood of successful implementation: as with any strong partnership, clear communication is essential. This communication is especially important when working with multiple partner institutions for the same course. A SL partner-specific questionnaire would lead to a better understanding of the variability of outcomes related to school-based versus community-based SL experiences.

Third, in order to seek a better understanding of the variability of outcomes related to the course offering, it would be interesting to see how evaluations differ when offering this SL course in the Fall instead of in the Spring semester, particularly in consideration of public and charter school testing requirements in the spring.

This chapter has outlined that both courses were successful in making SL an integral and irrevocable part of the foreign language curriculum. In spite of the time needed to develop a successful partnership and SL experience, from our perspective, the benefits of such an experience far outweigh the drawbacks. We hope that by sharing our experiences in

²¹ Kelsey D. White, “Students’ Perspectives on Communities-Oriented Goals,” *Foreign Language Annals* 49, no. 1 (2016): 137.

developing these courses, future course developers might be able to streamline their own implementation of a positive SL experience.

Appendix 1: Course Policies and Syllabus

Teaching French: Methods Techniques, and Practices (FREN 4050/6050)

COURSE DESCRIPTION:

“Teaching French” is a seminar and practicum course providing opportunities for Teaching Assistants (TAs) and advanced undergraduates considering a career in teaching to acquire skills in teaching methodologies and strategies specific to teaching French. Topics include classroom management, organization of subject matter, detailed lesson planning, development of formative and summative assessment, and the use of technology in the French classroom. Course activities include micro-teaching experiences within the seminar, observation in college classrooms, teaching experience in a lower level French class, discussion and review of effective pedagogical and teaching literature as well as of textbooks used at different universities and schools. A minimum of 12 hours of classroom observation and 6 hours of mentored teaching are required for this course. **CREDIT HOURS:** 3 hours

PREREQUISITES (for undergraduates): FRENCH 3150, FRENCH 3170, FRENCH 3210, FRENCH 3250

SERVICE LEARNING (SL): This course has a mandatory SL component that applies only to undergraduates. The SL experience for this course meets students’ second tiers SL requirement. Details are incorporated throughout the syllabus. Students, who choose to participate in this SL project, must register for FREN 4890-11, a companion public service credit for the course FREN 4050, in addition to the main course FREN 4050. Students will not be eligible for completing this second public service requirement until they have Junior (or 3rd year) status.

REQUIRED READINGS for FREN 4050 / 6050:

- 1) **Hadley, Omaggio Alice.** *Teaching Language in Context.* USA: Heinle & Heinle, ³2001.
- 2) **McKeachie, Wilbert J. (ed.).** *Teaching Tips.* Belmont, CA: Wadsworth, ¹⁴2013.
- 3) **Shrum, Judith and Eileen W. Glisan.** *Teacher’s Handbook: Contextualized Language Instruction.* Boston, MA: Heinle Cengage Learning, ⁴2010.
- 4) **Additional articles regarding SLAT** will be uploaded to Blackboard.

GENERAL COURSE REQUIREMENTS / EXPECTATIONS for GRADUATE STUDENTS:

In order to succeed in this course, students must do the following:

- Attend weekly seminars on campus that include group discussions of the material to be discussed;
- Read all assigned texts prior to class;
- Participate in discussions, group activities, and micro-teaching performances in the seminar;
- Write a teaching philosophy (2 versions about 2 pages each);
- Write two annotated bibliographies (about 3 to 4 pages each);
- Write a brief evaluation of a textbook used at institutions of higher education and present this evaluation to the class (about 2 pages)
- Complete a minimum of 12 hours of classroom observation and 6 hours of mentored teaching at Tulane University;
- Write 2 classroom observations based on the observations made in French classes offered at Tulane University (about 4 pages each);
- Give two teaching performances, one at the beginner's level (French 1010 or French 1020) and one at either the intermediate (French 2030) or advanced level (French 3150 or French 3170);
- Complete a Final project.

GENERAL COURSE REQUIREMENTS / EXPECTATIONS for UNDERGRADUATE STUDENTS COMPLETING THEIR SECOND TIERS of SL:

In order to succeed in this course, students must do the following:

- Attend weekly seminars on campus that include group discussions of the material to be discussed;
- Read all assigned texts prior to class;
- Participate in discussions, group activities, and micro-teaching performances in the seminar;
- Write a teaching philosophy (2 pages);
- Write two reflective essays outlining how the academic curriculum and the selected readings of this course are connected to the service you provide to your chosen location of service (about 3 to 4 pages each);
- Write a brief evaluation of the textbook used at the elementary or middle school chosen for service and present this evaluation to the class (about 2 pages);
- Complete a minimum of 12 hours of classroom observations and 6 hours of mentored teaching at the school chosen for the service;
- Write 2 classroom observation reports based on the observations made in French classes offered at the school chosen for service (about 4 pages each);
- Give two teaching performances at the school chosen for service; one teaching performances should be at the elementary language level, one at the intermediate or advanced language level.

- Complete a Final project.

SL ADMINISTRATIVE REQUIREMENTS:

Students must also commit to attend **an orientation** where you will be introduced to your community partner and oriented towards the specific job of your community service. This orientation will be conducted by the Center for Public Service (CPS) and has to be understood as an additional requirement to the scheduled meeting of the course seminar. Students must regularly attend the school, which was chosen for the service. Irregular or insufficient attendance at the location of service leads to the failing of the service-learning component of this class, which ultimately leads to the failing of the entire course 4050.

COURSE GOALS AND LEARNING OUTCOMES for GRADUATE and UNDERGRADUATE STUDENTS:***GOALS:***

This course provides undergraduate students with an interest in teaching French and TAs of the French graduate program with knowledge, skills, and dispositions to be used in a foreign language classroom setting.

This course aims to teach the participants of this seminar how ...

- to teach the four language skills—speaking, listening, writing, reading—effectively,
- to teach French literature,
- to apply different learning and teaching techniques in a French language classroom,
- to integrate technology in modern classroom instruction,
- to integrate French songs and films in modern classroom instruction,
- to assess students in a summative and a formative way,
- to write French tests, quizzes, composition topics
- to deal with student problems and problematic students,
- to evaluate French textbooks for language acquisition classes and other course material.

For undergraduate students pursuing their second tiers of SL, this seminar also offers

- the student to put in practice the methodological theories studied in the seminar,
- the students the opportunity to experience first-hand the responsibilities of a foreign language teacher at an elementary or middle school including classroom management, lesson preparation, teaching, teacher conferences, student assessment, etc.
- the student hands-on teaching experience at the student's location of service, and thus makes this course practical instead of strictly theoretical,
- the student the opportunity to provide service to the community by

establishing a closer connection between primary and post-secondary education in New Orleans,

- the student as well as the school chosen for service, the opportunity to share, practice, and develop new pedagogical and methodological insights together and, thus, to create a pedagogical discourse beyond the institutional classroom,
- the student the opportunity to become engaged in the community with measurable outcomes such as: completion of 20 hours of SL; reflection assignments; and / or completion of a final project related to their SL assignment.

LEARNING OUTCOMES:

After the successful completion of this seminar, participants will have acquired knowledge in

- planning their lessons and units,
- teaching the four language skills—speaking, listening, writing, reading—of lower level French language classes,
- how to teach French literature,
- how to select activities and techniques in order to address the student’s individual intelligences and learning styles,
- how to use technology, e.g., the use of the internet, blogs, wiki, YouTube, in a modern French language classroom,
- how to support regular course work with French songs and films excerpts, especially when teaching more advanced students,
- how to assess, test, and evaluate students throughout and at the end of a unit via question-answer exercises, short exposés, tests, quizzes, composition topics, etc.
- how to understand and handle students with intellectual, academic, personal, and emotional problems
- how to evaluate French textbooks for language acquisition classes and course material.

In addition to the above, undergraduate students pursuing their second tiers of SL will have completed their SL requirement.

COURSE ACTIVITIES and MEASURABLE LEARNING OUTCOMES: GRADUATE STUDENTS:

- 1) Interactive discussions of content area documents, articles and textbook chapters. (10%)
- 2) Completion of your teaching philosophy (about 2 pages long). First version has to be turned in at our third class meeting. The second and refined version has to be turned in towards the end of the semester (5%)
- 3) Two annotated bibliographies (each about 3 to 4 pages long, 12 font, double spaced, 1 inch margins), in which the student assesses the

importance and usefulness of the articles and books read for the teaching of French in general, and for the student's own lesson planning and teaching, in particular. Papers have to be handed in in person on the due date listed on the syllabus. **(10%) (5% each)**.

- 4) One Micro-Teaching lesson in a 1010 or 1020 French class with complete lesson plan. A specific timeframe for when to schedule the first teaching observation is indicated on the syllabus **(15%)**
- 5) One Micro-Teaching lesson in a 2030, 3150 or 3170 French class with complete lesson plan. A specific time frame for when to schedule the second teaching observation is indicated on the syllabus. **(15%)**
- 6) Completion of several weeks of classroom observation accompanied by two written reports. Due dates for the two reports are listed on the syllabus. **(20%) (10% each)**
- 7) Evaluation and presentation of a textbook used at institutions of higher education. Due date: April 24th. **(5%)**
- 8) Final project: Creation of a unit for a topic of your choice, and in which you
 - define the place of this particular unit within the curriculum of the FRENCH 1010-2030, 3150 or 3170
 - define the goal and learning objectives of this unit within the curriculum,
 - present a detailed overview of four (4) individual lesson plans constituting this unit, including a brief description of the learning objectives for each lesson, learning activities and performance tasks, student assessment, and homework assignments,
 - reflect upon the advantages and disadvantages of your method and techniques used throughout the unit,
 - reflect upon the advantages and disadvantages of your methods of assessment throughout the unit,
 - outline the progression within the unit and within each lesson,
 - explain how these four lessons (4) work towards and reflect the ultimate goal of achieving communicative competence;
 - provide an appendix to the unit including the following:
 - A) all the artifacts used in class (handouts, maps, props, transparencies, PowerPoint slides, games, teaching utensils, tests, quizzes)
 - List of references / sources used for the unit. **(20%)**

COURSE ACTIVITIES and MEASURABLE LEARNING OUTCOMES: UNDERGRADUATE STUDENTS PURSUING SECOND TIERS OF SL:

- 1) Interactive discussions of content area documents, articles and textbook chapters. **(10%)**
- 2) Completion of your teaching philosophy (about 2 pages long). First

version has to be turned in at our third class meeting. The second and refined version has to be turned in towards the end of the semester **(5%)**.

- 3) Undergraduate students pursuing their second tiers of SL will have to write two reflection papers (each about 3 to 4 pages long, 12 font, double spaced, 1 inch margins), in which they reflect on how the academic curriculum of this course is connected to the service they provide to elementary and middle schools in New Orleans. Papers have to be handed in in person on the due date listed on the syllabus. **(10%) (5% each)**.
- 4) Two Micro-Teaching lessons in a French class of New Orleans' elementary and middle school setting with accompanying complete lesson plans. Each lesson will be evaluated by the student's mentor at the partner institution and the professor of the seminar. Specific time frames for when to schedule the first and second teaching observation are indicated on the syllabus. **(30%) (15% each)**.
- 5) Completion of several weeks of classroom observation at the location of service accompanied by two written reports. Due dates for the two reports are listed on the syllabus. **(20%) (10% each)**
- 6) Evaluation and presentation of a textbook used at institutions of higher education. Due date: April 24th. **(5%)**
- 7) Final project: Creation of a unit for a topic of your choice, and in which you
 - define the place of this particular unit within the curriculum of FRENCH I, II, III, or IV,
 - define the goal and learning objectives of this unit,
 - present a detailed overview of three (3) individual lesson plans constituting this unit, including a brief description of the learning objectives for each lesson, learning activities and performance tasks, student assessment, and homework assignment,
 - reflect upon the advantages and disadvantages of your method and techniques used throughout the unit,
 - reflect upon the advantages and disadvantages of your methods of assessment throughout the unit,
 - outline the progression within the unit and within each lesson,
 - explain how these three (3) lessons work towards and reflect the ultimate goal of achieving communicative competence,
 - provide an appendix to the unit including the following:
 - A) all the artifacts used in class (handouts, maps, props, transparencies, PowerPoint slides, games, teaching utensils, tests, quizzes)
 - B) List of references / sources used for the unit. **(20%)**

NOTE: Graduate and undergraduate students will present their final project at Audubon Charter School during a closing ceremony on May 10, 2013. Exact time and place of the closing ceremony will be announced during the semester. Planned unit will become property of the service partner.

NOTE: Undergraduate students pursuing their second tiers of SL cannot pass this course without passing its SL portion comprising a total of 50% of the course grade. Conversely, failing the course means failing the SL portion of the course as well.

Late work:

All written assignments must be word-processed in Word with a size of 12 font, double spaced, one inch margins, and spell-checked / proofread. All assignments have to be completed by the due date indicated on the syllabus. **Late assignments will not be accepted and counted as zero (0).**

Grading Scale:

A+	100-97	C+	79-77
A	96-94	C	76-74
A-	93-90	C-	73-70
B+	89-87	D+	69-67
B	86-84	D	66-64
B-	83-80	D-	63-60
		F	below 60

SYLLABUS – SPRING 2014* (2.5H Seminar/week)

WEEK	THEME	READINGS*	CLASS ACTIVITIES*
1	Getting Started: Central Questions, Important Transformations		-Introductions, Course policies and course syllabus -How do you feel in the classroom? What is your readiness level? What are your expectations? -Changing Learners–Changing Leaders: How does this affect your teaching activities and philosophy?
2	Diversity in Language. Teaching Methods Principles and Intelligences in the Foreign Language Classroom	Chapter 1, 2, and 3, <i>Teaching Language</i>	-History of Language Teaching -Advantages, Disadvantages of different language teaching methods: Evaluating 2 lessons of <i>Vís-d-Vís</i> . -The five C’s of foreign language education -Activities for multiple intelligences.
3	Differentiated Instruction	Chapter 3 and 10, <i>Teacher’s Handbook</i>	-Addressing diverse needs of learners -Teaching across proficiency levels -Gardner’s 8 intelligences. Designing differentiated lessons
Observations of the foreign language classrooms should start (01/27/2014)			
Students have to turn in the first draft of their teaching philosophy (01/30/2014)			
4	Organizing Content and Planning for Integrated Language Instruction	Chapter 3 & 10, <i>Teacher’s Handbook</i> “Learning Styles and Foreign Language Learning Difficulties,” <i>Foreign Language Annals</i>	-Teacher roles and teaching styles -Learning strategies and styles; students’ individual intelligences; Bloom’s taxonomy -Differentiated lesson planning; Backward-design

5	Differentiated Instruction	“The Keys to Planning and Learning,” <i>Language Educator</i> : “Teacher’s Motivation, Classroom Strategy Use, Students’ Motivation and Second Language Achievement,” <i>Porta Linguarum</i> Chapter 3, 14, and 15, <i>Teaching Tips</i> Epilogue, <i>Teaching Language</i>	-Theoretical applications; students write and present their differentiated lesson plans on a variety of topics. -Teacher and Student motivation
6	Classroom and Time Management Lesson and Unit Planning	Chapter 3, 14, and 15, <i>Teaching Tips</i> Epilogue, <i>Teaching Language</i>	-Guidelines and procedures of lesson and unit planning -Designing a lesson plan for French at various levels and various school forms
7	Teaching listening and speaking	Students have to turn in their first classroom observation report (02/20/2014) Chapter 4 (pp. 139-161), 5 (pp.184-192) and 6 (pp.232-238, 256-268), <i>Teaching Language</i> “Three Principles of Effective Vocabulary Instruction,” <i>Journal of Reading</i> .	Which micro/macro-skills to develop? -How to treat errors in oral work at different stages of learning process? -How to define criteria for evaluation?
8	Between 02/17/2014 and 02/28/2014, students must complete their first teaching observation		Mardi Gras break **Observations at the intermediate / advanced level should start not later than 03/10/2014**

9	Teaching reading. Developing and Training of Oral Proficiency through Literature Instruction	Chapter 5 (pp. 203-211), <i>Teaching Language</i> Chapter 4 and 5, <i>Teaching Tips</i> “Reading between the Lines,” <i>English Journal</i>	-Which reading strategies do we need to teach? -How to implement the SQ3R reading model?
Graduate students have to turn in their first annotated bibliography (03/13/2014) Undergraduate students have to turn in their first reflection paper (03/13/2014)			
10	Teaching Grammar	Chapter 7, <i>Teacher’s Handbook</i> . “The Role of Grammar Instruction in a Communicative Approach.” <i>The Modern Language Journal</i>	-The pros and cons of deductive and inductive grammar instruction -PACE Model
11	Teaching writing Writing and Presenting in the Foreign Language	Chapter 9, <i>Teacher’s Handbook</i> Chapters 16, <i>Teaching Tips</i> “Changes in Writing Instruction,” <i>Council Chronicle</i> “How Blogging Can Improve Student Writing,” <i>Education Week Spotlight</i>	-How does low-stakes and high-stakes writing help to develop written communication? -How to teach students to give a good presentation? -How do I react to plagiarism and unauthorized collaboration?
Students have to turn in their second classroom observation report (03/27/2014)			

12	<p>Use of Technology and Films in the Classroom</p>	<p>Chapter 17, <i>Teaching Tips</i> “Renouveler la pédagogie du français avec les médias,” <i>Le français dans le monde</i> “Integrating Technology and Classroom Assessment,” <i>Foreign Language Annals</i> “Individual differences in online personalized learning environment,” <i>Educational Research and Reviews</i></p>	<p>-Language teaching in the 21st century -Pros and cons of technology supported language instruction -How to use film excerpts or short films as teaching tool?</p>
<p>Between 03/31/2014 and 04/04/2014, students must complete their second teaching observation at ISL</p>			
13	<p>Teaching Culture</p>	<p>Chapter 8, <i>Teaching Language</i>. “Cross-cultural Awareness for Second / Foreign Language Learners.” <i>The Canadian Modern Language Review</i>. “Au-delà de la carte postale: culture et documents authentiques au niveau élémentaire,” <i>The French Review</i></p>	<p>-How to teach (about) French culture -How to make culture instruction an integral part of our classroom?</p>
<p>Graduate students have to turn in their second article response paper (04/10/2014) Undergraduate students have to turn in their second reflection paper (04/10/2014)</p>			
<p>Between 04/14/2014 and 04/29/2014, students must complete their second teaching observation</p>			

14	Textbook Evaluation	Evaluation of Fr. textbooks.	What is a good textbook?
15	Assessment	<p>Students have to present and turn in their textbook evaluation (04/17/2014)</p> <p>Chapter 7, 8, and 10, <i>Teaching Tips</i></p>	<p>-What are the principles of language assessment?</p> <p>-Good versus bad exams.</p> <p>-What is the difference between formative, summative, and differentiated assessment?</p> <p>-How to react to cheating</p>
Students have to turn in the final version of their teaching philosophy (04/24/2014)			

Appendix 2: Course Policies and Syllabus

Methods of Teaching Spanish & Portuguese

COURSE DESCRIPTION:

Methods of Teaching Spanish and Portuguese is a seminar designed to assist the beginning graduate student and advanced undergraduate student to prepare to teach Spanish or Portuguese at either the university level or below. Topics include classroom management, organization of subject matter, detailed lesson planning, development of formative and summative assessment, and the use of technology in the language classroom. Course activities are personalized based on each students' teaching skills goals and may include micro-teaching experiences within the seminar, observation in college classrooms, teaching experience in a lower level language class, discussion and review of effective pedagogical and teaching literature as well as of textbooks used at different universities and schools. **CREDIT HOURS:** 3 hours

REQUIRED READINGS for SPAN 6010:

Shrum, Judith L. and Eileen Glisan. *Teacher's Handbook: Contextualized Language Instruction*, (Fourth Edition). Boston: Heinle Cengage Learning, 2010.

Additional Readings regarding Second Language Acquisition and Teaching will be uploaded to Blackboard and are indicated in the course calendar.

COURSE GOALS AND OBJECTIVES:

This course is intended to assist the beginning graduate student and advanced undergraduate student in preparing him/herself for teaching a basic language course. The main goals of this course are to familiarize students with the theory of Second Language Acquisition and Teaching (SLAT) as this applies to language learning and teaching in the classroom and identify the best practices for putting this theory into practice in their own classroom.

The objectives of the class are to:

- Learn the best practices and methodologies for teaching and assessment in a communicative language classroom
- Learn practical approaches to materials development, lesson planning and classroom management
- Become familiar with the Proficiency Scale and the National Standards for Foreign Language Learning of the American Council on the Teaching of Foreign Languages (also known as the "5 Cs" of Communication, Cultures, Communities, Comparisons, and

- Connections)
- Become familiar with critical theories associated with Second Language Acquisition and Teaching

LEARNING OUTCOMES:

Over the course of the semester students will:

- Develop pedagogically appropriate lesson plans and activities for many of the most common topics and skills of beginning-intermediate language instruction and practice teaching lessons on these topics
- Demonstrate an understanding of Second Language Acquisition and Teaching theory via completion of an exam, sample teaching sessions, and response papers and discussions
- Compare the different contexts for teaching and the challenges of implementing theory in practice.
- Create a teaching portfolio that will serve as the basis for a professional dossier.
 - Portfolios will be individualized to each student's specific goals for taking the course.
 - Graduate students will leave the course with a dossier of materials to be used in the basic language classroom.

SERVICE LEARNING:

- This course has an optional SL component, which links the theory of Second Language Acquisition and Teaching directly to practice. Participating students will assist in Spanish classrooms in a local school or develop materials for an English as a Second Language (ESL) course and collaboratively teach said class.
- Students completing this option will maintain a Teaching Log, in which they reflect on each session they taught. Students completing this option will also submit their prepared lesson plans for the course for critique and critical reflection regularly over the course of the semester.

COURSE ACTIVITIES and MEASURABLE LEARNING OUTCOMES:

Grades are based on the standard 10-point scale per the below criteria:

Response Papers and Discussion: Students will write regular response papers (at least 10 of approximately 250 words each) on the critical articles read and will collaborate in critical discussions of these readings during class time. Response Papers are to be submitted to Dr. George-Hirons via e-mail (ageorge@tulane.edu) by 5AM of the date the reading is to be discussed. Papers received after this time will not count toward the total number of response papers due. To facilitate assessment of response papers, students are asked to *paste response into the body of an email*

(rather than sending as an attachment) with subject line of SPAN 6010 RP #. (20%)

Theory Exam: A take home essay exam focused on Second Language Acquisition and Teaching Theory. (20%)

Teaching Portfolio: An on-going semester-long project, individualized to each student's career goals. Assignment details will be discussed and developed over the course of the semester. See next page for requirements. (15%)

Micro-lessons and Materials Development: Students will develop and present lesson plans for at least one chapter of the assigned textbook, utilizing the theories and methods discussed in class. Students participating in SL should use the SL curriculum for their materials development. Students not participating in SL will be provided with a copy of a textbook and should prepare lesson plans for a selected chapter of the textbook. These plans will be presented, practiced and discussed in class as micro-lessons over the course of the semester. Specific projects are indicated as TASKs in the course calendar. (20%)

Sample Teaching: At the end of the semester, students will demonstrate their ability to put the theory of Second Language Acquisition and Teaching into practice by preparing and delivering a 10 minute portion of a 50-minute sample lesson during class time, followed by critique and discussion of the lesson implementation. Students will work as a group to determine a topic for the 50-minute session and each student will present a portion of said lesson for critique. (10%)

Classroom Log: The structure of the Classroom Log will vary depending on the student's goals for the class. While the specifics of the log will vary from student to student, suggested guidelines are as follows (15%):

- Graduate students will observe 3 lower level class meetings at target points over the course of the semester. For each observation students will produce a critical reflection of the way in which the course observed fits within the theories of communicative language teaching and/or how the student might approach the lesson observed differently in this regard.
- Students who expect to teach in an elementary, middle or high school will observe as many language courses at that level as possible, following the critical reflection format outlined for graduate students but in a lower level context.
- Service Learners and Graduate Students who are currently teaching will maintain a reflective journal of their experiences in the classroom, discussing the challenges of implementing the course theories in the context of their own individual applied experience.

Assignment Details: At the end of the semester, the Teaching Portfolio, Materials Development and Classroom Log will be submitted in a single folder or thin binder (*not more than ½ inch*). The binder is to be submitted by the date/time designated for the final exam for the course.

The End-of-Semester Binder should include the following:

- Letter to the professor, explaining your goals/intentions for what you are presenting for evaluation.
- Table of Contents

I. Teaching Portfolio (15%):

- Sample/hypothetical cover letter to a prospective employer (can be annotated with parenthetical ideas of what you would include) (optional)
- Curriculum Vitae/Resume (optional)

II. Statement of Teaching Philosophy (required):

- A narrative statement that explains the assumptions that underlie your approach to teaching and learning in the courses you teach and why you take this approach; the means and ends of teaching and learning; pedagogical content knowledge.
- Research Statement or Personal Statement for Graduate School or Job Application (a real draft if you are applying right away or a sample letter for a job or graduate program you feel you would **really** apply for. This does NOT have to be teaching-specific) (optional)

III. Syllabus Analysis or Development (required):

- Graduate students will complete an analysis of the SPAN 1010 syllabus used for Tulane, annotating how the syllabus matches the theories discussed in this course and suggesting ways in which they would adapt this program to better match theories of Second Language Acquisition.
- Service Learners will develop or critique a syllabus for an ESL class at their community partner, explaining why the syllabus they are proposing will work for the target audience it is being prepared for and how it will best serve the needs of the community partner.
- Students may develop a completely new course syllabus in consultation with Dr. George-Hirons and framed within best practices for course construction.

IV. Textbook Evaluation (required):

Shrum and Glisan page. 65 figure 2.5 provides a suggested list of textbook evaluation criteria that can be used for this project.

- Service learners will critique the materials used by the program you are

partnered with.

- Graduate Students will analyze *Dicho y hecho tenth edition*, taking into consideration the theories discussed in class.
- Other students should consult with Dr. George-Hirons to discuss their options.

V. Materials Development (10% written portion):

Students are to prepare at least two activities for each of the three Modes (Interpretive, Interpersonal and Presentational). Activities might be for classroom use or for assessment purposes but are expected to apply the theories discussed in class.

- Graduate students will create lesson plans for a chapter of *Dicho y hecho En vivo edition*. The goal is for these lesson plans to serve as a shared repository for students to use in their first semester teaching. Students are asked to collaborate with each student preparing activities for a different chapter.
- Service Learners will present materials they developed for use with their community partner.
- Other students should consult with Dr. George-Hirons to discuss their options.

VI. Classroom Log (15%):

The Classroom Log is meant to be a critical analysis of various language learning environments. Options are detailed in syllabus.

Other things that you feel are helpful for your own professional development.

SYLLABUS – SPRING 2015* (Two 1.5H classes/week)

DATE	THEME	READINGS*	CLASS ACTIVITIES*
Unit I: The (Language) Classroom			
01/13	Intro: Engaged Learning & Teaching: SL as One Path	Grabois “Contribution and language learning: service learning from a sociocultural perspective,” <i>Sociocultural Theory and the Teaching of Second Languages</i>	Complete Questionnaire: How have you learned your L2s? What makes a good/bad professor?
01/15	The Profession and the Language Classroom	Shrum and Glisan: Preliminary Chapter (1-10), <i>Teacher’s Handbook</i> . McCaughey, Kevin. "A Teacher Becomes a Student and Learns That Teachers Say More Than They Think." <i>TESOL</i> (2008). Hallam Sweley, Maura. "Back to School for the First Time: Words of Wisdom for New Language Teachers," <i>The Language Educator</i> . Chapter 1, <i>Teacher’s Handbook</i>	
01/20	How Languages Are Learned		Write a reflection of acquiring your first L2. At what point did you realize you were communicating in the L2? (this will be the base of Statement of Teaching Philosophy)

01/22	The National Standards and Proficiency Guidelines	Chapter 2, <i>Teacher's Handbook</i> . ACTFL Proficiency Guidelines 2012 http://actflproficiencyguidelines2012.org/ ; ACTFL National Standards Executive Summary. http://www.actfl.org/files/public/StandardsforLLExecsum_m_rev.pdf ; NCSSFL-ACTFL Can-Do Statements: http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements.pdf . James, Dorothy, "The Impact on Higher Education of Standards for Foreign Language Learning: Preparing for the 21 st Century" (1998).	Review the Basic Language Program Website. http://tulane.edu/liberal-arts/spanish-portuguese/basic-language-program/ How have the Standards, Can Do Statements and Proficiency Objectives affected this program? How might you reframe the website to deepen these connections? Textbook Evaluation. Prepare for in class discussion (see p. 65 and 69)
01/27	Implementation		

Unit II: Curriculum Development			
01/29	Classroom Management	Lee, James and Bill Van Patten, <i>Making Communicative Language Teaching Happen</i> . "Classroom Management and Lesson Planning." Tudor, Ian, "Visions of the classroom." Wright, Tony, "Managing Classroom Life," <i>Understanding the Language Classroom</i>	
02/03	Integrated Language Instruction: Unit and Lesson Planning	Chapter 3, <i>Teacher's Handbook</i>	La taxonomía de Bloom How can we change IRE to IREF? Create sample lesson plan for 1 day of SPAN 1010 textbook or SL project (with critique if used)
02/05	The Brain and Language	Chapter 3, <i>Teacher's Handbook</i>	How will you integrate the information in these readings as

	Learning	Sousa, <i>How the Brain Learns</i> excerpt	you begin teaching? (For Service Learners: talk about NOW. For others, consider more hypothetically.)
02/10	Learning and Teaching Styles	Chapter 10, <i>Teacher's Handbook</i> Dornyei, Zoltan, Kata Csizer, "Ten commandments for motivating language learners: results of an empirical study," <i>Language Teaching Research</i>	Complete Learning Styles Inventory (http://www.learning-styles-online.com/) Complete Teaching Styles Inventory(http://longleaf.net/teachingstyle.html) Identify what type of learning styles/teaching styles you are likely to use. Revise Statement of Teaching Philosophy accordingly.
02/12	The Second Language Classroom and Learner Types and Issues	Crookall and Oxford, "Dealing with Anxiety: Some Practical Activities for Language Learners and Teacher Trainees," <i>Language Anxiety: From Theory and Research to Classroom Implications</i> . Horwitz, Horwitz and Cope, "Foreign Language Classroom Anxiety," <i>Language Anxiety: From Theory and Research to Classroom Implications</i> . Leons, Herbert, Gobbo, "Students With Learning Disabilities," <i>Foreign Language Annals</i> (2009)	

Unit III: 5Cs and 3 Modes of Language Learning/Teaching	
Teaching Culture, Comparisons	Chapter 5, <i>Teacher's Handbook</i>
02/19	<p>-Dialectology issues: What are we teaching/privilging in the Language classroom? Look at Fulane's stated goal for Intercultural Competency. How are we doing? -Bring an example of a Practice, Product, or Perspective that you'd like to develop to class.</p>
02/24	<p>Chapter 6, <i>Teacher's Handbook</i> (178-216)</p>
02/26	<p>Chapter 12, <i>Teacher's Handbook</i>. Hallam Sweley, "Translation Technology Can Enhance, But Does Not Replace, Foreign Language Learning." <i>The Language Educator</i> (2008)</p>
03/03	<p>Chapter 7, <i>Teacher's Handbook</i>. Weber-Feve, "Integrating Language and Literature: Teaching Textual Analysis with Input and Output Activities and an Input-to-Output Approach," <i>Foreign Language Annals</i>.</p>
03/05 03/10	<p>Readings TBA depending on student interest</p>

-Dialectology issues: What are we teaching/privilging in the Language classroom?
 Look at Fulane's stated goal for Intercultural Competency. How are we doing?
 -Bring an example of a Practice, Product, or Perspective that you'd like to develop to class.
 Select an option from the TEACH AND REFLECT activities on p. 206-208 of S&G to present as a sample lesson plan focused on the Interpretive Mode.

Design an activity using an authentic on-line resource for the classroom.

Complete either EPISODE TWO or EPISODE THREE on page 239-240 of S&G
 Bring list of key grammar points that you anticipate teaching to class.

Converting "Grammar Lessons" to Can Do Approach

03/12	Interpersonal Mode	Chapter 8, <i>Teacher's Handbook</i> (245-279). Burke, "Promoting Communication," <i>The Language Educator</i> . Crouse, "Going for 90% Plus: How to Stay in the Target Language," <i>The Language Educator</i> . Brooks and Donato, "Vygotskyan Approaches to Understanding Foreign Language Learner Discourse during Communicative Tasks," <i>Hispania</i> (1994)	
03/17	Getting Students Speaking. Materials in the Classroom Ecology	Guerrettaz, and Johnston, "Materials in the Classroom Ecology," <i>The Modern Language Journal</i> (2013)	Develop interpersonal speaking activity tied to your micro-lesson
03/19	Interpersonal Writing	Chapter 8, <i>Teacher's Handbook</i> (279-283)	S&G p 292 Possible Role of Cell Phones, Texting, Facebook, Blogs, Diarios
03/24	Writing as a Process	Byrd, "Using Graphic Organizers to Aid the Writing Process in Second Languages," <i>The Language Educator</i> .	Complete EPISODE THREE on p. 442 of S&G; Develop a writing prompt that integrates a grammar point in a communicative manner

03/26	Feedback in Interpersonal and Presentational Mode	Chapter 8, <i>Teacher's Handbook</i> (283-298). Semke, "The Effects of the Red Pen," <i>Foreign Language Annals</i> . Goring-Kepner, "An Experiment in the Relationship of Types of Written Feedback to the Development of Second-Language Writing Skills," <i>The Modern Language Journal</i> (1991)	Complete one of the activities outlined in the TEACH AND REFLECT section on pp. 288-9
04/07	Presentational Mode: Production and Assessment	Chapter 9, <i>Teacher's Handbook</i> (299-347)	Complete EPISODE ONE on p. 339 of S&G
04/09	Assessment of Production	Chapter 11, <i>Teacher's Handbook</i> . ACTFL OPI materials	Rubrics on BLP Website. Turn in Theory Exam
Unit IV: Sample Teaching Sessions and Critiques			
04/14-4/28	Micro Lessons	Expectations: Students will work in small groups (4-5 students) to determine a 50-minute lesson plan for each class period. Individuals will then present a ten minute segment of this overarching lesson as a micro lesson, taught 100% in the target language. Following this, the class will critique the lesson for approximately ten minutes. A list of possible topics will be circulated in advance of this unit to ensure that a range of lesson types are viewed and critiqued. Rubrics on BLP Website	

Teaching Portfolio Due by noon, Saturday, May 9th

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SECTION II—
HOW TO PROMOTE SERVICE LEARNING

CHAPTER FOUR

RECRUITING LANGUAGE LEARNERS THROUGH CIVIC ENGAGEMENT IN GENERAL EDUCATION

CHRISTINE COLEMAN NÚÑEZ

Introduction

Language programs nationwide are struggling to survive. According to a comprehensive study by the Modern Language Association (MLA) describing lower- and upper-level undergraduate and graduate course enrollments in languages other than English in fall 2013, enrollments in all languages shows a decrease of 6.7% since the 2009 survey, and Spanish enrollments fell at every institutional level for the first time in the history of the survey, which began in 1958.¹ Figures from the 2009 survey showed Spanish enrollments increasing, but at a decreasing rate of 5.1%, as compared to 10.3% in 2006.²

This pattern seems contrary to current trends in educational priorities nationwide. For example, intercultural knowledge and competence are widely promoted as essential learning outcomes in a liberal arts general education program that prepares students to be successful in the 21st century, and market research demonstrates that employers consider intercultural skills to be among the most important in making hiring

¹ David Goldberg et al., “Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2013,” Modern Language Association, last modified April 2, 2017, https://www.mla.org/content/download/31180/1452509/EMB_enrllmnts_nonEngl_2013.pdf.

² Nelly Furman et al., “Enrollments in Languages Other than English in United States Institutions of Higher Education, Fall 2009,” Modern Language Association, last modified April 2, 2017, https://www.mla.org/content/download/2872/79842/2009_enrollment_survey.pdf.

decisions.³ The gap, however, lies in the fact that it is not commonly understood that foreign language programs prepare students with these valuable skills. A study by Wilkerson showed that most colleagues in other disciplines think of foreign language classes as limited to grammar and vocabulary acquisition, with little attention paid to cultural awareness.⁴ Consequently, given the limitations of developing sufficient linguistic skills within the general education curriculum, most faculty in this study who were otherwise supportive of learning languages concluded that general education language courses did not produce students with a valuable skill set and therefore should not be a requirement.

Students are often particularly opposed to the general education requirement of languages other than English for the same reasons as faculty in other disciplines. The requirement of the successful completion of the second semester intermediate-level language at our institution is often viewed as excessive, since it necessitates the completion of two introductory semester classes if the students do not have the required high-school preparation. After four semesters, students expect to have a level of linguistic proficiency that far exceeds what is reasonable to expect from approximately 160 contact hours of instruction. The failure to achieve their unrealistic goal of language fluency often leads students to conclude that they in fact learned nothing. This points even more to the importance of emphasizing both linguistic and non-linguistic attainable learning outcomes in language classes, to avoid the often-heard statement, “I took two years of a language and didn’t learn anything.”

The need to incorporate cultural proficiency learning outcomes in language programs is well documented. A report by the MLA Ad Hoc Committee on Foreign Languages, *Foreign Languages and Higher Education: New Structures for a Changed World*, suggests a transformation of language departments, emphasizing “translingual and

³ For more on the relevance of intercultural skills in general education and the employment market see the following: Hart Research Associates, *General education maps & markers: Designing meaningful pathways to student achievement* (Washington, DC: Association of American Colleges and Universities, 2015); Paul L Gaston, *General education transformed: How we can, why we must*. (Washington, DC: Association of American Colleges & Universities, 2015); Peter Hart, “It takes more than a major: Employer priorities for college learning and success,” Association of American Colleges and Universities, last modified March 31, 2014, https://www.aacu.org/sites/default/files/files/LEAP/2013_EmployerSurvey.pdf.

⁴ Carol Wilkerson, “College faculty perceptions about foreign language,” *Foreign Language Annals* 39, no. 2 (2006): 310-319.

transcultural competence” as more practical outcomes where “students are trained to reflect on the world and themselves through the lens of another language and culture. They learn to comprehend speakers of the target language as members of foreign societies and to grasp themselves as Americans—that is, as members of a society that is foreign to others. They also learn to relate to fellow members of their own society who speak languages other than English.”⁵ A growing number of studies cite the need to expand the objectives of the foreign language classroom beyond linguistic tasks to include the development of intercultural skills that are useful in participation in a pluralistic society.⁶ A study of incoming college students by Price and Gascoigne also revealed that students understand the importance of these learning outcomes, in that 32.46% of students cited cultural understanding as a main reason for studying a second language.⁷

While learning outcomes related to the target cultures have always had a role in foreign language classes, as Kramsch points out, foreign language pedagogy has traditionally ignored the social construct aspect of culture, which is based on an individual’s perceptions, and instead has focused on the dissemination of details about the general attitudes and worldviews of the people of the target country, in a dichotomous native culture (C¹) vs. target culture (C²) relationship.⁸ She suggests that cross-cultural understanding

⁵ Michael Geisler et al., "Foreign Languages and Higher Education: New Structures for a Changed World: MLA Ad Hoc Committee on Foreign Languages," *Profession* (2007): 237.

⁶ For more on this topic see the following: Frances H. Mecarty, "Advances in the Intermediate Level Language Curriculum: The Role of the Standards at the College Level 1." *NECTFL Review* 58 (2006): 50-67.; Jill Pellettieri, and Lucia Varona, "Refocusing second language education." *Academic Exchange Quarterly* 12, no. 3 (2008):16; Chin-Sook Pak, "Service-Learning for Students of Intermediate Spanish: Examining Multiple Roles of Foreign Language Study." In *MultiTasks, MultiSkills, MultiConnections: 2013 Report of the Central States Conference on Teaching of Foreign Languages*, ed. Stephanie Dhonau (Eau Claire, WI: Crown Prints, 2013), 103-126.; Janet M. Bennett et al., "Developing intercultural competence in the language classroom." In *Culture as the core: Perspectives on culture in second language learning*, ed. Dale L. Lange and R. Michael Paige, (Minneapolis: IAP, 2003), 237-270.; Audrey Heining-Boynton, ed. *ACTFL 2005-2015: Realizing Our Vision of Languages for All*. (Upper Saddle River, NJ: Prentice Hall, 2006).

⁷ Joseph Price and Carolyn Gascoigne, "Current perceptions and beliefs among incoming college students towards foreign language study and language requirements." *Foreign Language Annals* 39 no. 3 (2006): 383-394.

⁸ Claire Kramsch, *Context and culture in language teaching*, (Oxford: Oxford University Press, 1993).

can only be achieved if learners are able to establish a third frame of reference from which to view both C¹ and C² as insiders and outsiders. Educators face the task of helping learners define for themselves this “third place” via a variety of cross-cultural encounters that allow learners, at least situationally, to view the world from a different perspective.

There is no doubt that an experiential component of language learning, combined with structured reflection, provides the opportunity to move beyond the textbook towards transforming culture learning into “transcultural competence,” where the emphasis is on the perspectives of the target cultures, rather than the products. Numerous studies support the fact that a service-learning curriculum in Spanish courses helps learners progress toward intercultural proficiency, as measured by increased intercultural competence, cultural sensitivity, positive and accepting attitudes toward the Spanish-speaking community, awareness of contemporary issues in the Hispanic community, understanding of the experiences of the Hispanic community, personal connection with the community, awareness of their own culture, and greater willingness to communicate in Spanish outside the classroom.⁹ As Eyster notes, “service-learning provides the opportunity for students’ assumptions about

⁹ The following studies, among others, highlight intercultural proficiency development through service-learning: Melanie Bloom, “From the Classroom to the Community: Building Cultural Awareness in First Semester Spanish,” *Language, Culture and Curriculum* 21, no. 2 (2008):103-119.; Wendy Caldwell, “Taking Spanish Outside the Box: A Model for Integrating Service Learning Into Foreign Language Study,” *Foreign Language Annals* 40, no. 3 (2007):463-471.; Frank A. Morris, “Serving the Community and Learning a Foreign Language: Evaluating a Service-learning Programme,” *Language, Culture and Curriculum* 14, no. 3 (2001):244-255.; Donna Reseigh Long, “Spanish in the community: Students reflect on Hispanic cultures in the United States,” *Foreign Language Annals* 36, no. 2 (2003):223-232.; Ardis L. Nelson and Jessica L. Scott, “Applied Spanish in the university curriculum: A successful model for community-based service-learning,” *Hispania* 91, no. 2 (2008): 446-460.; Pak, “Service-Learning for Students,” 103-126.; Colleen Ebacher, “Taking Spanish into the Community: A Novice’s Guide to Service-Learning,” *Hispania* 96, no. 2 (2013):397-408.; Silvia Rodríguez-Sabater, “Service Learning and Intercultural Competence in the Spanish as a Second Language Classroom,” *Southern Journal of Linguistics* 39, no. 1 (2015): 1-23.; Gabriela Zapata, “The Effects of Community Service Learning Projects on L2 Learner’s Cultural Understanding,” *Hispania* 94, no. 1 (2011): 86-102.; Allison Krogstad, “Community as Classroom: Service Learning in the Foreign Language Classroom,” *International Journal of Learning* 15, no. 1 (2008): 37-42.; Jill Pellettieri, “Measuring language-related outcomes of community-based learning in intermediate Spanish courses,” *Hispania* 94, no. 2 (2011): 285-302.

particular social problems and community issues to be challenged through experience.”¹⁰ This experience includes challenges to ethnic and cultural stereotypes, which may even be reinforced in traditional classrooms where the emphasis is on cultural products and not perspectives. Furthermore, when students are involved in community-based learning, they experience the diversity in Latino communities. This interpersonal connection alters the “us vs. them” mentality noted by Varas,¹¹ which may be discussed (but never resolved) in the traditional course. In fact, Hahn looks at the ways in which foreign language instruction actually promotes a conflictual relationship between native and foreign. Even study abroad programs, while providing an opportunity to enrich language fluency and cultural awareness, often contribute to the native/foreign dualism which Hahn claims is “at the very heart of foreign language study,”¹² by emphasizing the characteristics of a national foreign culture as it differs from the national native culture. Students in service-learning programs are more inclined to see the personal, individual contribution one makes to his or her culture and be less prone to stereotype by nationality or ethnicity, because they are interacting in their own communities.

In short, the connection with the Spanish-speaking community through service-learning leads to heightened interest in the target cultures, greater understanding of diverse cultural perspectives, and thus less stereotypical or dichotomous views of other cultures. This perspective can be a powerful motivator for language study beyond the general education level and help combat the trend toward decreasing enrollment in language programs.

Intensive Spanish III/IV Course Design

What follows is a detailed model for incorporating community-based learning into the general education Spanish language curriculum, based on

¹⁰ Janet Eyler, "Reflection: Linking service and learning—Linking students and communities." *Journal of Social Issues* 58, no. 3 (2002): 522.

¹¹ Patricia Varas, "Raising cultural awareness through service-learning in Spanish culture and conversation: Tutoring in the migrant education program in Salem." In *Construyendo Puentes (Building bridges): Concepts and Models for Service-Learning in Spanish*, eds. Joseph Hellebrandt and Lucía T. Varona (Washington, DC: American Association for Higher Education, 1999), 123-136.

¹² Anna Hahn, "The “Foreign” in Foreign Language Education." In *Research and Practice in Language Teacher Education: Voices from the Field*, eds. Bill Johnston and Suzanne Irujo, (Minneapolis, MN: Center for Advanced Research on Language Education, 2001), 257-268.

my experience designing and implementing an intermediate-level Spanish course (Intensive Spanish III/IV) with a service-learning component over seven semesters. This is a six-credit, one-semester course that most students take as a general education requirement, although it has also attracted a few Spanish majors and minors. Along with traditional course activities and assessments (see appendix A), the course requirements include fifteen hours of student involvement at a site or sites which serve the Latino community, along with integrated reflective writing assignments. Ongoing community involvement and reflection are designed to foster the development of culture-specific and culture-general understanding through the questioning and reconciling of existing beliefs and new information. In addition, U.S. Latino literary selections that deal with various sociocultural dimensions of migration are incorporated into class discussions and the reflective journal. In this way, the language learning in the course is grounded in cultural understanding through powerful literary themes such as acculturation, cultural identity and social conflicts. Culture learning is not treated as a fifth skill, exclusive to the community aspect of the course,

Included in this discussion are methodological considerations and course design, including specific reading and writing activities. I then present learning outcomes that were achieved, supported by data collected over seven years of investigation. These data demonstrate the dramatic impact of the service-learning experience on the attitude of learners toward language study, and suggest the implementation of service-learning at the intermediate level as a powerful recruitment and retention tool for language programs.

The community-based project

Fifteen hours of community engagement are evenly spread out over the course of a fifteen-week semester, ideally 1-2 hours per week. Since the reflective journal prompts learners to make ongoing observations about the community or individuals with whom they are involved, and to continue to gather and reinterpret new information, students are not given the option to complete all their hours in one chunk, for example, during spring break.

During the first week of classes, students are given a list of opportunities in the local area (see appendix B) and they are asked to begin to consider which projects might appeal to them and how they would fit into their schedules. Several class sessions are spent discussing these options, as well as options not on the list that students have discovered on their own. For example, some students are involved with

churches or agencies in their communities, and request to complete their hours there. The instructor then contacts the site for details on how the student will engage with the Latino community at that site and ensure that there is a coordinator of the project who will provide a report at the end of the semester.¹³ In the second week, students are put into groups according to their interests and logistical requirements, and they begin to work out a schedule.¹⁴ The instructor assists students with contacting the site, making transportation arrangements, getting directions, and any other practical needs that they have before getting started.

Students choose from diverse community partners depending on their areas of interest, such as ESL programs (for children and adults), after-school youth centers, social work and criminal justice agencies, Latino resource centers, and programs for seniors. There are also occasional community events on campus, and I arrange visits to the university for community partners, so that students have the option of completing some of their hours on campus. Students who are interested in doing service at a site not on the list are encouraged to do so, upon approval by the instructor. Although the continuity of following through with the same project throughout the semester is emphasized, students may change sites at any time, as the need arises.¹⁵ Before beginning any community project, students submit a contract for instructor approval.¹⁶ I contact the agency to ensure that all parties are in agreement as to the expectations of the student, as well as the expectation that the agency will document the successful completion of hours upon the student's termination.

¹³ This class meets five days a week, which facilitates the planning of the various projects.

¹⁴ Students are initially put in groups to explore the option of finding partners to facilitate travel arrangements. Most students prefer this option, but those who have a preference to attend a site on their own are able to do so.

¹⁵ Since a positive experience for the students is critical to gaining the desired intercultural awareness learning outcomes, every effort is made to ensure the students' comfort level with their project. While they are encouraged to stay at one site to foster relationship development with community partners, they are aware that change is always an option if they are uncomfortable in any situation.

¹⁶ The student completes the contract with the agency name and contact information and agrees to complete the project in collaboration with the agency supervisor. The instructor then signs to approve the project and returns a copy of the contract to the student. Upon completion of the project, the agency supervisor signs and verifies the total number of hours successfully completed by the student.

The reflective journal

An essential aspect of community-based learning is to guide students to think critically about the experience through personal reflection. As noted by Eyler, “while reflection appears to be critical for attaining important cognitive outcomes of service-learning or other field based programs, ...students are unlikely to be engaged in reflection in their community placements unless intentional efforts are undertaken to make it so.”¹⁷ The role of the instructor in designing carefully structured and integrated reflective activities is central to this process. What follows is a detailed account of the journal assignments that incorporate demonstration of specific reflective tasks that target corresponding linguistic structures.

In Spanish III/IV, students maintain a journal in a three-ring binder, consisting of structured reflective writing tasks which center on particular Spanish-language functions. Written work is assessed based on thoroughness and quality of language use, in addition to the quality of revisions from the prior assignment (see Appendix D). Students receive concrete feedback from the instructor regarding the appropriateness of their grammar and vocabulary usage, along with thought-provoking comments regarding the content, for each entry they submit. They then revise and resubmit each journal entry with the subsequent assignment. General strategies for writing in Spanish are discussed with the class throughout the semester, and individual student-instructor appointments are offered to discuss specific writing aptitudes. The journal, therefore, promotes continuous development of writing proficiency in Spanish.

The first and last journal entries are summative reflections. In the first (pre-reflective) entry, students summarize (in English) their attitudes toward learning Spanish and the community project, as well as their goals and expectations for the course. They also provide a writing sample in Spanish to serve as a baseline. In their final (post-reflective) journal entry, students are asked to look back on their initial remarks and assess both their Spanish language development and their attitudes toward learning Spanish and community engagement, reflecting on changes or growth as evidenced by their reflections throughout the semester. This summation is the basis for an oral presentation in which they share their reflections in groups.¹⁸

¹⁷ Eyler, "Reflection," 522.

¹⁸ The pre-reflective and post-reflective journal instructions are included in Appendix C, along with instructions for journal two, to illustrate the template of the guidelines provided to students for each journal assignment.

Each weekly journal entry includes a purpose statement, grammar hints, and specific topics that students should address. In journal two, as students begin to plan their service experience, they write about their likes and interests, using basic, present tense language skills they acquired in beginning Spanish, and also use the preterit tense to discuss any arrangements they may have made. In journals three and four, students continue to talk about their experiences in the past tense, as they have begun their project at this point. However, they also begin to incorporate their beliefs, doubts and preferences using the subjunctive, use predicting strategies to express their expectations, and include their initial subjective impressions about the community experience. Specifically, in journal four, they express what they hope to accomplish during their volunteer hours, what they fear, what they believe the experience will be like, and what their preferences might be in terms of the anticipated experience. In later assignments, they are asked to re-read these remarks and comment on whether the actual experience was as they anticipated.

As the semester progresses, the journal assignments involve more reflection about themselves as well as their existing understanding of Latino cultures in the context of the local community. In journal five, students reflect on personal details they would like to share with community partners, and also identify stereotypes they have heard about Latinos. They compare the subjunctive and indicative moods to reflect on whether they believe or doubt these stereotypes. It should be noted that this is a particularly challenging assignment for students, as they are reticent to admit to knowing or discussing any stereotypes, presumably because they don't want to be identified as holding these views themselves. Extensive class discussion prior to this assignment helps "allow" students to express these views as observations of society, without guilt or shame. Throughout the semester, we revisit this topic and students are asked to comment on how their experience in the community informs their image of Latinos in general.

In journal six, students begin to synthesize course goals and learning outcomes with the community experience. They discuss goals that they expect to be met for them personally, challenges and successes they have experienced during their engagement with community partners, and make predictions about the effects that their contributions might have on the community. In this assignment, they are guided to use the subjunctive in impersonal expressions to state opinions.

In journal seven, the future and conditional tenses are used to compare real and hypothetical future scenarios. They use the future tense to express in the short-term how their remaining hours will be spent at their

community placements, as well as predicting long-term future activities regarding civic engagement. Then, they begin to hypothesize using the conditional tense, where specific hypothetical situations are provided to them, such as moving to an environment where the majority community doesn't speak their native language.

As students learn structures which allow them to fully express hypothetical scenarios, they are instructed to reflect on what they might do as community leaders or, alternatively, as marginalized members of society. In journals eight, nine and ten, students are increasingly guided to assess potential challenges faced by the Latino community, drawing on discussions with community partners and reflecting on their own observations in previous assignments. They are also guided to make observations about their own life experiences, and to make comparisons and connections between communities. Grammatical structures are also increasingly integrated, as in week ten, where students express hypothetical scenarios, future plans, past experiences and present tense situations in the same assignment.

The aforementioned post-reflective summary asks students to then review all their previous journal entries in order to make a comprehensive assessment of their learning throughout the course.

Related readings and activities

Reflective activities throughout this course ask students to think critically about themselves and their own culture in terms of family, ethnicity, community, language, education, and so on, as well as to make comparisons and connections with Spanish-speaking groups in the U.S. These reflections are supported by carefully chosen readings with community or social themes. Subsequent class discussion focuses on elaboration of these themes and their connection to the local community. Thus, when students are prompted to reflect on these topics in their weekly journal assignments, they have as a frame of reference not only the community experience but also readings and follow-up class discussions.

For instance, in journal seven, students are asked to project themselves into the role of a parent moving to Puerto Rico, where their children are being educated in Spanish only. Prior to this assignment, the class reads selections from "Ojalá que no," by Lorraine Torres, followed by a class discussion on bilingual education.¹⁹ The reading selection not only informs

¹⁹ Class readings included in the reflective journal are listed in the syllabus in Appendix B.

their writing assignment, but inversely, the reflective writing also helps them connect with the reading by asking them to envision themselves in a similar scenario and thus empathize with the narrator. Similarly, after reading and discussing selections from “La casa en Mango Street,” by Sandra Cisneros, students are asked to identify the closest thing to a “Mango Street,” or poor neighborhood, in their community in journal nine. They relate their reaction to this neighborhood to that of the protagonist, Esperanza, a young Chicana girl who is a member of the community. Students identify such things as whether they are outsiders or insiders of that neighborhood, what they believe about the people who live there, and if they are intimidated to go to there.

Journal eight asks students to write about the potential challenges Latinos may experience in the local society. This assignment follows the reading and class discussion of a selection of “Botánica,” a play by Dolores Prida, which deals with a young Puerto Rican college student and the cultural conflict she experiences. To further inform their written reflections, students are instructed to ask their community partners for their opinions on the subject, as well as anyone else they know who immigrated to the U.S. from another country. The students’ points of view consequently develop out of their consideration of new and existing information from various sources. Later in journal ten, students are asked to suggest causes and solutions to the issues they identified. In this way, learners think critically and synthesize information to create their own perspectives, and furthermore, solve the problems (albeit hypothetically) they identified.

It should be noted that readings and discussions do not deal exclusively with the challenges that Latinos face in the community. Numerous readings and class discussions also focus on the important contributions of Latinos in the U.S. Therefore, students have access to a balanced view of U.S. Latino cultures. Nevertheless, many of the journal assignments remain focused on the aspect of challenge, because it reflects the reality that students see in the community and because it is the characteristic of the culture that most benefits from critical reflection to avoid a one-dimensional, stereotypical view.

Learning Outcomes

Assessing learning outcomes related to linguistic competence has been facilitated by the development of linguistic performance indicators by the American Council on the Teaching of Foreign Languages (ACTFL), along with the implementation of standard measures of proficiency, such as the

Oral Proficiency Interview (OPI), the Writing Proficiency Test (WPT), the ACTFL Assessment of Performance toward Proficiency in Languages (AAPL) and others. Furthermore, the *World-Readiness Standards for Learning Languages* describes what learners do with the target language to demonstrate cultural competence.²⁰ However, given the challenge to expand the objectives of the foreign language classroom beyond linguistic tasks, as described in the introduction to this chapter, the aim of this investigation was to isolate and assess non-linguistic learning outcomes related to cultural competence.

While it seemed clear from traditional assessment measures that learners in the Intensive III/IV service-learning course did not demonstrate Spanish language proficiency beyond that of the traditional level III and IV classes, anecdotal observations consistently indicated encouraging non-linguistic aspects of this class that were not present in the traditional classes at the same level. For example, many students remarked in their final reflections that they finally recognized the importance of learning Spanish, and indicated interest in continuing language study. In fact, the number of students declaring a Spanish minor after taking this course far exceeded the number declaring a minor at the end of the traditional course. Furthermore, students and faculty frequently commented that they recommended this class as a desirable alternative to the traditional format. Beyond the anecdotal comments was the fact that this course was consistently in demand, and filled very quickly during the first days of student registration, while many seats remained open in the traditional classes. It was evident that this course was contributing toward a positive attitude about intermediate Spanish. For this reason, I looked to categorize the summative reflections of students and match them with specific learning outcomes. The analysis of the final reflections of students in this program consistently revealed evidence of three main areas related to intercultural competence: awareness, aptitude, and attitude, corresponding to the following three learning outcomes from the Association of American Colleges and Universities publication, *Assessing Global Learning: Matching Good Intentions with Good Practice*.²¹

1. “Learners are able to describe their own culture with greater knowledge and awareness” (intercultural awareness)

²⁰ The National Standards Collaborative Board, *World-Readiness Standards for Learning Languages*, 4th ed., Alexandria, VA: Author, 2015).

²¹ Caryn McTighe Musil, *Assessing Global Learning: Matching Good Intentions with Good Practice*, (Washington, DC: Association of American Colleges & Universities, 2006).

2. “Learners are able to work effectively with others that are different from them” (intercultural aptitude)
3. “Learners are more tolerant of and curious about others’ beliefs” (intercultural attitude)

Each of these is discussed below and supported by student comments.

Intercultural awareness

This outcome was measured by the students’ ability to incorporate their own cultural experiences and perspectives as a point of reference in their comparisons with other communities. This competence is demonstrated in the following comment: “It’s definitely a different situation than the one I’m accustomed to, coming from a small town of 99% whites. They don’t seem to have a facility up to the standards even of the level of the one I attended in a rural, not-so-wealthy town.” In their observations, many students demonstrated empathy by attempting to identify with the experiences of their community partners. For example, one student commented, “I can’t understand how difficult it must be to be interacting with teachers whose first language is different from my own and I imagine that were I in such a situation, it would be difficult for me to open myself to the teachers.”

In general, student reflections of their own cultural perspectives resulted in a move away from the “us vs. them” mentality highlighted by Varas²² and towards a “third place” perspective.²³ The following student comments point to the development of this third frame of reference as both insiders and outsiders of a cultural perspective: “The [service-learning] experience made me realize how similar we all are rather than how different” and “the Latinos come from a different culture, but they have the same dreams and aspirations that we do. You shouldn’t ever listen to stereotypes.” It is worth noting that in the community experience, learners interact with individuals who may themselves be struggling to understand various cultural frames of reference and identities. They are Latinos with varying degrees of acculturation into the local mainstream community, who may or may not have experienced life in a different country. They come from diverse ethnic and socio-economic backgrounds, and represent several generations. Students often remarked that the Latinos with whom they interacted often did not demonstrate the behaviors or beliefs that they

²² Varas, “Raising cultural awareness,” 123-136.

²³ Kramsch, *Context and culture*.

had anticipated. This disparity between expectations and reality prompted them to find a unique perspective from which to process the information. For example, students typically expressed disappointment that many of the younger community partners refused to speak Spanish with them and wondered why this would be. Eventually, however, students demonstrated understanding of the cultural frame of reference of their community partners, as in the following comment: “I learned that [Latino] kids don’t want to speak Spanish, probably because American kids speak English.”

Intercultural aptitude

Intercultural aptitude was assessed based on the learners’ perceptions of their ability, desire, or comfort level working with different members of the community, not on their effectiveness per se. In a questionnaire at the end of the semester, 85% of the students indicated that they agreed with the following statement: “During this experience, I became more comfortable working with people different from myself.” Anecdotal comments revealed the student perception that the community experience took their learning beyond the expected outcomes, resulting in some intangible skills: “I feel like I learned something that isn’t library knowledge, rather a small piece of knowledge that flows through my veins and will be evident in my attitude, not my test grades.” Many students likewise reported feeling more “worldly,” and further expressed the desire to continue to develop intercultural skills, despite not necessarily having the linguistic skills to communicate effectively: “I help them with what they want [in Spanish] and although sometimes they do not understand me it makes me feel good when they do and I can see what I learned is helpful. I would love to take Spanish after college...” The service-learning component promotes understanding of the value of intercultural communication skills that may be achieved in general education language courses, with comments such as the following being typical: “after doing the service-learning my view about the Spanish culture changed because I was actually able to communicate with people from that culture on another basis.”

Intercultural attitude

Achievement of tolerance and curiosity of others’ beliefs was by far the major gain in this course every semester. Overwhelmingly, students revealed in their final reflections a newfound respect for Latino cultures, which in turn prompted a previously nonexistent interest in learning

Spanish and engagement with the Latino community. In fact, most students' pre-reflections indicated not only a lack of interest in studying Spanish, but outright disdain for the general education requirement and resentment for being "forced" to take Spanish class. Many students explained that their frustrations resulted from feeling overwhelmed by the linguistic tasks expected of them in past Spanish classes, such as overwhelming verb conjugations. Furthermore, students projected that at the end of this course they would possess no skills or interest in using Spanish in their lifetimes. Thus, most students believed that this course was essentially a waste of their time and preferred to focus on other academic areas relevant to their future careers. Without fail, however, the same students who complained bitterly about the language requirement had a change of attitude in their post-reflections. Not only did students indicate that they no longer resented having to study a language other than English, but they expressed motivation to further their Spanish language competence: "I have a new attitude for the language...It has given me a feeling that this language is something that I can learn and it has interested me in continuing to learn and practice." Furthermore, there was a demonstrated increase in the understanding of the connection between cultures and languages: "It is such an interesting culture to become a part of...I recommend anyone to pick up a second language, you will always need it sometime in life." Finally, the fact that this student references becoming "a part of" the culture, as opposed to simply learning about it from an outside perspective, indicates an attitude shift towards an interpersonal connection with other cultures, which is not usually achieved in a traditional classroom.

Program Challenges and Future Directions

While this course has consistently produced learning outcomes related to intercultural awareness, and has largely reformed student attitudes toward learning Spanish from negative to positive, there have been challenges worth noting. The following student comment reflects one of the potential pitfalls: "I liked volunteering. I didn't realize how unfortunate many Hispanic people are. It feels good to help them."

This comment reveals the importance of how we present the service-learning experience to students. The term "service" itself may suggest to students an emphasis on social distance, in which the socially advantaged "volunteer" is serving the unmet needs of those less fortunate. This perspective may reinforce the "us vs. them" mentality which one hopes to combat in a service-learning program, when students focus on the

disparity between themselves and the community partners, rather than the mutual benefits of the relationships they are forming. As noted by Tinkler et al, “a lack of attention to constructive reciprocity runs the risk of being viewed by students as charity.”²⁴ This points to the need for more in-class discussions which emphasize the benefits that students gain through this experience, such as increased understanding of diverse cultures and social issues, enhanced communication, collaboration and leadership skills, and connections within their communities that may serve them in their professional lives. The instructor may also need to make site visits to help promote relationship building and ensure that students are engaged in meaningful interpersonal activities that facilitate students’ expansion of their own cultural perspectives.

A more equal and collaborative emphasis may also be achieved through a greater role of the community partners in setting goals with the students, emphasizing the partnership aspect of the learning experience. For example, students and agency personnel may participate in focus groups on the potential shared benefits of their partnership at the start of the project. Community partners may also be asked to prepare students for the project with an orientation to the agency’s mission and vision, as well as the resources the agency provides. Ongoing reciprocal feedback between the agency, community members, instructor and students would also provide the opportunity to consider the relationship from the multiple perspectives of all involved parties.

One of the primary challenges to service-learning is the time commitment related to the logistics of the program. While nearly all students revealed positive attitudes regarding the community experience in their final reflections, in an end-of-semester survey only 70% agreed with the following statement: “Service-learning should be implemented into more classes at my school.” This disparity seems to come from a variety of complaints made by students regarding the time required of the community project and the difficulty of the logistical arrangements. Students also commented that while they valued the civic engagement and were likely to become involved in their communities in the future, they did not agree that it should have been a course requirement. Given this reaction, I subsequently conducted courses in which students were given the choice of a community-based project or a research project. Despite the fact that students themselves chose the project they preferred, they noted a

²² Alan Tinkler et al., “Key Elements of Effective Service-Learning Partnerships from the Perspective of Community Partners” *Partnerships: A Journal of Service-Learning and Civic Engagement* 5, no. 2 (2014): 149.

perception of a disparity in the end-of-semester evaluations, with each group sensing that their requirements were more rigorous than those of the other group. This format also limited the amount of class discussion regarding the community projects, as it was only highly relevant to those participating in the community project. Rather than divide the class, a better solution to this issue might be to look for more projects that bring groups to campus or supplement site visits with technology-enhanced solutions, such as the virtual service-learning project described in Ruggiero and Hill.²⁵

The significant challenge that developing and managing community partnerships presents to faculty cannot be overstated, particularly in universities that do not have sufficient faculty resources, such as a service-learning resource center. The community involvement opportunities provided to students in Spanish III/IV (Appendix B) was created by first contacting the university's Community Outreach Center, to obtain a list of partnerships they had established. Community sites that were deemed appropriate were then contacted regarding their willingness to participate. Interested agencies were given more details in terms of the expectations of student participation, and logistical arrangements were discussed. In many cases, agencies referred me to other community partners that they felt would be appropriate sites, and hence, the list grew. Sporadic contact was maintained with the agencies where students were involved, particularly as problems arose, or simply to confirm that students were indeed attending at the times they had scheduled. Each semester the course was offered, contacts with the agencies had to be reestablished, and the process begun again, given the evolving needs of the agencies. In short, the burden in terms of the time commitment of establishing and maintaining community partnerships was excessive and resulted in a lack of thorough follow-up with all the agencies involved, which meant that the agencies viewed themselves as hosts for the students, not collaborative partners in the experience. This challenge further supports more on-campus or virtual projects, or settings that can accommodate large numbers of students. Limiting the number of sites involved will allow time for more adequate attention to be paid to the community partners in terms of goal-setting and assessment, which in turn may promote an emphasis on the mutual benefits to all parties involved.

²⁵ Diana Ruggiero and Sean Hill, "New Trends in 21st Century Civic Engagement and Spanish for Specific Purposes: Technology, Translation, and Social Justice," *Journal of Languages for Specific Purposes* 3, no. 1 (2016):51-62.

Conclusion

When asked to explain what they have learned in a traditional intermediate general education language course, students are likely to cite vocabulary themes, grammar structures, or specific language tasks they are able to accomplish. They may also cite geographical knowledge of Spanish-speaking countries, as well as cultural differences pertaining to holidays, customs, music, food and the like. However, when asked to explain how this knowledge will serve them in the future, students are unlikely to have much insight, since they perceive the cultural information as fragmented and disconnected from their lives and feel they will soon forget the linguistic tasks. It could be argued that this disconnection results in overall reluctance to continue to study languages beyond the general education requirement. Essentially, we are failing to help students realize the practical and marketable skills that can be acquired through the study of foreign languages at the beginning and intermediate levels.

By contrast, students in this service-learning course over the past seven semesters have consistently expressed a change of attitude toward learning Spanish, due to the accomplishment of the intercultural learning outcomes identified here. Through the combination of purposeful interpersonal engagement in the community, readings and discussions on relevant cultural and social themes, and active questioning in the reflective journal, learners were able to develop a unique frame of reference with which to view Latino cultures and to minimize the compartmentalized, often stereotypical dichotomy between native and target cultures. Since learners expand their cultural frame of reference through their own observations and reflections in this course, they can confidently affirm what they feel they have learned, and more importantly, identify the applicability of this knowledge in the real world.

Appendix A: Course syllabus (abridged)

Intensive Intermediate Spanish III/IV

Course Description:

This course is designed as an intensive intermediate level course for students who have successfully completed levels I and II. The course aims to continue to develop the four fundamental skills of language - listening, speaking, reading and writing, as well as an appreciation of Hispanic cultures. Students will accomplish these objectives through interactive communicative activities, reading and writing assignments, computer-assisted learning, and 15 hours of community engagement. The student, instructor and agency representative will determine together the exact nature of the community project, based on availability of opportunities and the student's interests. Throughout the course, students will engage in reflective activities relative to their experiences in the community and as learners of Spanish.

Course Objectives:

Students will be able to:

- identify challenges faced by Hispanic cultures in the local community
- analyze institutions and social systems
- identify action items in response to community issues
- evaluate their own contributions and potential contributions to a multicultural society
- explain their own and others' cultural perspectives
- demonstrate increased ability to work with diverse groups
- assess the value of developing intercultural proficiency in American society
- demonstrate ability and confidence in basic conversational Spanish, including the following communicative tasks:
 - describe past actions
 - analyze situations or ideas
 - discuss hypothetical scenarios
 - describe future plans
- evaluate their own basic conversational skills

Required Texts

- Hershberger, Robert, Susan Navey-Davis and Guiomar Borrás Álvarez. *Plazas* 4th edition. Boston: Heinle, 2012.
- Cisneros, Sandra. *The House On Mango Street*. New York : Vintage Books, 1991.
- Torres, Lorraine. "Ojalá que no" in Rebolledo, Tey Diana, Erlinda Gonzales-Berry, and Teresa Márquez. *Las Mujeres Hablan: an*

Anthology of Nuevo Mexicana Writers. Albuquerque, N.M.: El Norte Publications, 1988.

- Prida, Dolores. “Botánica” in Prida, Dolores, and Judith A. Weiss. *Beautiful Señoritas & Other Plays*. Houston, Texas: Arte Público Press, 1991.

Grading Policy:

Quizzes	20%
Assignments	15%
Class Participation	15%
Oral Interviews	10%
Reflective Journal	25%
Final Portfolio & Presentation	15%

Course Outline and Assignments:

WEEK 1:

Capítulo 9, Vocabulario: “Viajar en avión”

Capítulo 9, Estructura I: “Simplifying expressions: indirect object pronouns”

Capítulo 9, Estructura I: “Simplifying expressions: indirect object pronouns”

Capítulo 9, Estructura II: “Simplifying expressions: double object pronouns”

WEEK 2:

Capítulo 9, Estructura II: “Simplifying expressions: double object pronouns”

Capítulo 9, Vocabulario: “El hotel”

Capítulo 9, Así se dice: “Giving directions: prepositions of location, adverbs, and relevant expressions”

Capítulo 9, Estructura III: “Giving directions and expression desires: formal and negative *tú* commands”

WEEK 3

Capítulo 10, Vocabulario: “Las relaciones sentimentales”

Capítulo 10, Estructura I: “Describing recent actions, events, and conditions: the present perfect tense”

Capítulo 10, Así se dice: “Describing reciprocal actions: reciprocal constructions with *se*, *nos*, and *os*”

WEEK 4

Capítulo 10, Vocabulario: “La recepción”

Capítulo 10, Así se dice: “Qualifying actions: adverbs and adverbial expressions of time and sequencing of events”

Capítulo 10, Estructura II: “Using the Spanish equivalents of who, whom,

that, and which: relative pronouns"

Oral Interview I

WEEK 5

Capítulo 11, Vocabulario: "Profesiones y oficios"

Capítulo 11, Estructura I: "por vs. para"

Capítulo 11, Vocabulario: "La oficina, el trabajo y la búsqueda de un puesto"

WEEK 6:

Capítulo 11, Estructuras II: "the subjunctive mood"

Capítulo 11, Vocabulario: "Las finanzas personales"

Capítulo 11, Estructuras III: "the present subjunctive with statements of volition"

WEEK 7:

Capítulo 12, Vocabulario: "La geografía rural y urbana"

studyspanish.com mini-tests: 77, 78, 79, 80, 81

Capítulo 12, Estructura I: "Expressing emotion and opinions"

WEEK 8:

Capítulo 12, Estructura I: "Expressing emotion and opinions"

Capítulo 12, Vocabulario: "La destrucción y la conservación del medio ambiente"

Capítulo 12, Estructuras II: "Expressing doubts, uncertainty, and hypothesizing"

WEEK 9:

Capítulo 13, Vocabulario: "Programas y películas"

Capítulo 13, Estructura I: "Talking about anticipated actions: subjunctive with purpose and time clauses"

Capítulo 13, Encuentro cultural: "Perú y Ecuador"

Oral Interview II

WEEK 10:

Capítulo 13, Vocabulario: "Las artes"

Capítulo 13, Estructura II: "Talking about unplanned or accidental occurrences: no-fault *se* construction"

Lectura: *Ojalá que no*

WEEK 11:

Capítulo 14, Vocabulario: "La política y el voto"

Capítulo 14, Estructura I: "Talking about future events"

Capítulo 14, Vocabulario: "Las preocupaciones cívicas y los medios de comunicación"

WEEK 12:

Capítulo 14, Estructura II: "Expressing conjecture or probability: the conditional"

Capítulo 14, Encuentro cultural: “Chile”

Estructura III: “Making references to the present: the present perfect subjunctive”

Lectura: *Botánica*

WEEK 13:

Capítulo 15, Vocabulario: “Los avances tecnológicos”

studyspanish.com mini- tests: 70, 71, 72 (preterit)

Capítulo 15, Estructura I: “Imperfect subjunctive”

Lectura: *The House on Mango Street*

WEEK 14:

Capítulo 15, Vocabulario: “La computadora”

Capítulo 15, Estructura II: “if clauses”

Oral Interview III

Appendix B: Community Involvement Opportunities

Berks County Prison Society:

- Berks County Juvenile Detention Center, Leesport, PA
 - 1st and 3rd Thursdays of each month from 6:30-8:00pm
 - Interact informally with teens in the facility
 - KU students can go in groups (up to 8)
- Berks County Prison (requires application process, State Police background check and orientation at the prison)

Reading School District:

- Elementary schools
 - Work with a teacher with bilingual children on basic skills (reading, writing, spelling, vocabulary)
- Northwest Elementary School, 1:15 to 3:00pm
- Kindergarten – various schools, various hours
- Reading High School
 - 1 to 1 help with Spanish speaking students on basic skills in English (telling time, etc.)

After school programs

- Police Athletic League (P.A.L)
- Third and Spruce Recreation Center
 - Help with homework, games, sports, arts & crafts, or other activities
- 10th and Green Elementary School
 - Library (homework, games, arts & crafts)
 - Gym (sports)
 - “Kid’s café” (serve meals)
 - Special activities (movies, roller-skating, etc.)

Hispanic Center

- Help with clerical duties (various hours)
- Help in senior center
- Games, visit, assist with lunch

Casa Guadalupe Center

- Work with seniors – crafts, meals, visiting

Hispanic American Organization

- Receptionist duties

Ponce Behavioral Health

- Front desk, speaking to Latino clients

Boys and Girls Club

- After school program (4:30 to 8:00pm)
- Homework, games, arts & crafts

Big Brothers/ Big Sisters

- Individual arrangements
- 1:1 and group activities with teens
- Must register through KU Community Outreach Center

Appendix C: Sample Journal Entries

Journal Entry 1: Pre-reflection

Include the following in this week's journal (in English):

- Goals & expectations for the course
- Self-assessment of your level of Spanish
 - Problem areas
 - Strengths
- Attitudes toward learning Spanish and/or community engagement
- Writing sample (in Spanish):
 - present tense: describe yourself, your family and your friends
 - preterit tense: talk about what you did over winter break
 - imperfect tense: describe your life as a child

Journal Entry 2

Purpose statement:

This week you will prepare for, and possibly begin, your community service hours. The purpose of this week's journal writing assignment is to focus on your areas of interest and find the type of service that you will be best suited for. As the week progresses, you will narrow down your choices, justifying why you eliminate or choose certain activities. By the end of this week, you should have made a definitive decision and have made plans to start your service.

Grammar hints:

The following reminders about vocabulary, grammar and special expressions might help you:

To discuss likes and dislikes:

- (No) Me gusta + infinitive: (No) Me gusta trabajar con los niños = "I (don't) like to (work with children)"
- (No) Me gusta + singular noun: (No) Me gusta la música = "I (don't) like music"
- (No) Me gustan + plural noun: (No) Me gustan los niños = "I (don't) like children"

To discuss wants/needs/desires:

- (No) Querer + infinitive: (No) quiero trabajar con los niños = "I (don't) want to work with children"
- (also...) Desear Necesitar Preferir Tener + que

To discuss future:

- (No) Ir (conjugate) + a + infinitive: (No) Voy a ser maestra = "I am

(not) going to be a teacher”

When discussing days of the week, the definite article is used in Spanish, not “on” as in English:

- Trabajo los sábados = “I work (on) Saturdays” *note – “los sábados” refers to Saturdays in general.
- Trabajo el sábado = “I work (on) Saturday” *note – “el sábado” is a specific Saturday (i.e. this Saturday)

Don’t forget to use preterite tense to describe isolated actions in the past. This would include who you talked to, who or where you called, what someone told you, what you asked me, etc.

Topics:

Include the following information in this week’s journal (in Spanish):

- Your major, career interests, hobbies, likes & dislikes.
- Your schedule, and the hours that you would prefer to do your community hours.
- List and describe the type of community opportunities that appeal to you and why.
- List and describe the type of community opportunities that don’t appeal to you and why not.
- Describe any compromises you might make to fit the community opportunity into your schedule. Include some thoughts on a tentative schedule (dates and times that will possibly work out).
- Describe any arrangements you have made to set up your community hours (e.g. made plans with classmates, contacted agencies/schools, talked with me, made definite arrangements etc.).
- If you actually start your community-hours week, you may make a note of that in your journal. You don’t need to discuss your experiences there, however, as that will be the focus of next week’s journal.

Final Journal Entry: Post-reflection

A. Summary (in Spanish) of your community experience. This should be written in the form of a well-organized composition. This will be the basis of your oral presentation in class. Please answer the questions in Part D before preparing the summary. The summary should include the following:

- where you participated
- describe the people with whom you worked
- what you did there
- what your expectations and emotions were about the experience before

- you started your community hours
- if your expectations were realized
 - what you learned through the experience
 - about the community
 - about Hispanic cultures
 - about yourself
 - other
 - if you would recommend this type of experience to others (why or why not)
 - your overall perspective of this experience
- B. Self-assessment in English:
- Evidence of your growth as a writer. Use the passage you wrote in your journal 1 assignment as an example of your writing potential at the start of the semester. Re-write this passage (in Spanish), and discuss (in English) evidence of your improvement in writing.
 - Review the problem areas you identified in your journal 1 assignment. What strategies have you developed to help you deal with your perceived weaknesses learning Spanish? Specifically, what have you done to address these problem areas? Also, do you think you have improved in areas where you previously had problems? Provide evidence of improvement
 - Include one item that reflects your strengths as a language learner. For example, is writing your strong point? Do you think you are best at speaking or comprehension? Is grammar your strong point? To what do you owe these strengths?
 - Review your attitudes toward learning Spanish from journal 1 assignment and discuss whether or not these attitudes have changed. Why or why not?
 - Review your attitudes toward community engagement work from journal 1 assignment and discuss whether or not these attitudes have changed. Why or why not?
- C. Contesten en español las siguientes preguntas:
- ¿Cómo te sentías antes de ir a participar en el proyecto comunitario por primera vez? ¿Qué esperabas encontrar allí?
 - ¿Cambió tu punto de vista y opinión sobre las personas con quienes trabajaste en el sitio? ¿Cómo? ¿Cuál es tu punto de vista sobre ellos?
 - ¿Cómo fue diferente esta experiencia de tus experiencias en el salón de clase? ¿Cómo te afectó esta experiencia?
 - ¿Qué aprendiste sobre la comunicación? ¿sobre la comunidad? ¿Qué más aprendiste?
 - ¿Qué aprendiste sobre ti mismo/a (*about yourself*)? Considera tus

valores (*values*) personales y culturales, tus conceptos sobre los grupos étnicos, etc., tus responsabilidades como miembro de la universidad y como miembro de la sociedad de esta comunidad y de nuestro país.

- ¿Cómo contribuyó la experiencia en la comunidad a tus metas (*goals*) educacionales y/o profesionales?
- ¿Por qué es buena (o no muy buena) idea este tipo de experiencia? En esta parte puedes incluir alguna recomendación si quieres.

Appendix D: Journal Scoring Rubric

Language:

5--Strong control of the language. Accurate use of structures and vocabulary. No anglicisms. Very few errors in agreement, number, tense, word order, articles, pronouns, prepositions.

4--Good general control of grammatical structures despite some errors and/or some awkwardness of style. Reads smoothly overall. Some structural and/or vocabulary inaccuracy. Occasional errors in agreement, number, tense, word order, articles, pronouns, prepositions.

2-3--Fair to weak use of language with little control of grammatical structures. Limited vocabulary. Frequent use of anglicisms, which force interpretations on the part of the reader. Frequent errors in agreement, number, tense, word order, articles, pronouns, prepositions. Lack of accuracy interferes with meaning.

1--Unacceptable use of language. Essentially translated word for word from English. No mastery of simple sentence construction. Text dominated by errors. Lack of accuracy renders the work basically incomprehensible in Spanish.

Content:

5--Excellent content and development. All topics well thought out & thoroughly covered.

4--Good content and development. Generally adequate information, however, a few points are left undeveloped or vague.

2-3--Fair to weak content and development. Addresses most assigned topics, however, there is a lack of specific information.

1--Poor content and development. Only marginally related to assigned topics. Little or no specific information related to the topics, or, several topics not addressed.

Revisions:

4-5--Thorough and accurate revisions from previous week.

2-3--Some revisions attempted; revisions should be better thought-out.

0-1--No significant revision attempted.

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CHAPTER FIVE

HOW TO PROMOTE CULTURAL AWARENESS THROUGH SERVICE LEARNING IN A NON-REQUIRED COURSE

DELPHINE GRAS

Service learning is an extremely valuable experience for students, faculty, and the communities they serve. Yet, it can be a challenging pedagogical component to implement, particularly in non-required courses that are already at risk of being low-enrolled and therefore, possibly on the chopping block for financial reasons. Here, I will share how I have refined a service-learning component over the past four years to balance this meaningful, high-impact practice in order not to discourage students from taking the class. I designed the Tales from the Francophone World service-learning program in 2014 for an Advanced French Oral Expression class at a university with virtually no language requirement and where the French language program is still in its infancy. Thus, the benefits had to be clear so as to encourage students to take an elective course. While the situation may be different at other institutions, the current academic climate exerts more pressure than ever to pay attention to average class sizes, which might intimidate language instructors and detract them from incorporating service learning. What I want to illustrate is how service learning, rather than scaring students away, may actually attract them and advance their study of a language as well as improve their cultural literacy.¹ As Susan Wehling stresses, “national standards are clear about the importance of

¹ Jodie Parys similarly expresses how she was afraid service learning would “overwhelm the language learner” when incorporated into an already rigorous Spanish course, but concludes, “I have found that service learning has the opposite effect.” Jodie Parys, “Service Learning and LEAP: Increasing Respect for Diversity through Campus-Community Collaboration in Advanced Spanish Course,” *Journal of Community Engagement and Scholarship* 8.1 (2015): 109.

cultural understanding within the field of second language acquisition.”² Students learn best in context and even more so when involved in real-life tasks.³ In fact, scholars agree that service learning often enhances students’ motivation for the course and the field as a whole.⁴

To give some background information about this class, Advanced French Oral Expression is obviously a conversation course, but it is also the equivalent of a capstone course for students minoring in French. Since there is no French major at Florida Gulf Coast University, the objectives for this course are manifold: it encourages students to use the linguistic skills acquired in Beginning and Intermediate French to discuss important cultural themes at the same time that it offers a review of important grammatical components and reinforces vocabulary. The film-focused textbook used for this class, *Cinéphile: Intermediate French Language and Culture Through Film*, allows students to meet most of these goals. However, service learning is the activity that enables students not just to learn about francophone culture, but also to experience and celebrate it.⁵ Themes explored in class and through films—like education, Europe, the past, and diversity in inner cities—serve as springboards for the cultural awareness activities that the students will later develop as part of their service-learning collaborations, while the experiential project reinforces the centrality of the themes covered in class. As the only oral course in the minor, it is important for students to work on their speaking and listening skills in context and with authentic material, hence the usefulness of movies paired with a service-learning project.

After a brief overview of the project, I will address two recommendations to facilitate the acquisition of intercultural knowledge through service-learning initiatives: first, as it concerns the desire for students to become linguistic and cultural ambassadors in the community, second as it

² Susan Wehling, “Cross-Cultural Competency Through Service Learning,” *Journal of Community Practice* 16.3 (2008): 297.

³ Parys, “Service Learning and LEAP: Increasing Respect for Diversity through Campus-Community Collaboration in Advanced Spanish Course,” 108. Also see Gregory Thompson, *Intersection of Service and Learning: Research and Practice in the Second Language Classroom* (Charlotte: Information Age Publishing, 2012): 21.

⁴ Thompson, *Intersection of Service and Learning: Research and Practice in the Second Language Classroom*, 75. Parys, “Service Learning and LEAP: Increasing Respect for Diversity through Campus-Community Collaboration in Advanced Spanish Course,” 109, 111. Also see Emma J. Blanch, “Dramatics in the Foreign-Language Classroom,” *ERIC Focus Reports on the Teaching of Foreign Languages* 23 (1971): 8-9.

⁵ Blanch, “Dramatics in the Foreign-Language Classroom,” 1-2.

concerns the need to reflect on the inclusivity of diversity initiatives, both in terms of the students involved and the communities they seek to serve. I will also share strategies that work well for a wide variety of service-learning activities, as, for example, making service learning a central part of the class rather than a separate activity, scaffolding assignments, asking students to look for secondary sources before serving in the community, encouraging them to reflect on their experience, and inviting them to participate in a university-wide showcase to share their work. I will end this essay documenting the evolution of this initiative and reflecting on the success of the Tales from the Francophone World service-learning project with examples of syllabi in various stages, students' feedback, as well as feedback from the Community-Engagement Day, where we were consistently praised and where we received the "Outstanding One Class One Project Service-Learning" award in 2014, the "Children Are Our Future Award," and the "Emerald Overall Best Course-Based Award" in 2017. Together they reflect how I have learned to help students be more engaged in their learning experience, appreciate the diversity of the francophone world, and seek the chance to celebrate it in Florida—a state with large Caribbean populations, including French-speaking Haitians.

Overview of the Project

The purpose of the Tales from the Francophone World service-learning project is to celebrate African diasporic cultures, particularly francophone Caribbean culture. This initiative started with the adaptation of two francophone Caribbean folk tales into puppet shows. Both tales are easily accessible online and are featured in a website that openly seeks to celebrate folklore and the relevance of the past.⁶ Additionally, both tales, though different in content, share the ways they evoke and redefine famous tales like Cinderella. "*La pli bel en ba la baille*" (*La plus belle est cachée sous la cuve* / The most beautiful one is hiding under the tank) is the closest rewriting of this tale, since it depicts the story of Cècène, a beautiful Black girl whose mother rejects and exploits her. When the prince comes to see Cècène, her mother hides her and tries to offer her eldest in marriage instead. Thanks to the help of a talking parrot who indicates where Cècène is hiding, all ends well as Cècène and her prince can live happily ever after. Firmly anchored in Caribbean folklore, with, for instance, references to a helpful devil that gives Cècène her beauty or a speaking parrot that helps the prince, this tale redefines standards of

⁶ See <http://antanlontan.chez-alice.fr/contes.htm> .

beauty, shows connections across cultures, and encourages appreciation for Francophone Caribbean cultures. Similarly, “*Ti Pocame*” (*Petit Pocame / Little Pocame*) illustrates how a little Black orphan named Ti Pocame rebels against his aunt, with whom he lives but who exploits him. After being mistreated for years, this beautiful boy nearly escapes death and faces off with the devil conjured by his aunt. Helped by his loving godmother, as Cinderella was on the night of the ball, Ti Pocame defeats the devil. His triumph represents the victory of good versus evil, but it also shows the beauty and strength of a little Black orphan. In both cases, these tales, once adapted to the stage, seek to promote intercultural awareness in terms of geography, race, and language.

In our performances of the narratives, the strategic use of puppets allows for all-French dialogue, even if the audience does not speak the language.⁷ Between the visual cues provided by the puppets and the guidance of the English-speaking narrator, the audience members are able to focus on listening to the French. I have progressively incorporated pre- and post-activities designed to help students present the show more meaningfully and follow each performance with an interactive session. In fact, I have noticed how including pre-activities and weaving an exploration of the francophone world throughout the course has enhanced the learning experience and the acquisition of French. Moreover, it has helped students further appreciate the significance of their service (as indicated in the impact section below).

Students can more easily become immersed in language acquisition and instruction once they implement interactive components. More than performers, with these activities, students become teachers who create bridges to knowledge of French and Francophone Caribbean cultures for children. This process, which Gregory Thompson characterizes as a “transfer of learning” is ideal for language acquisition because, “Service learning helps to fill this gap not by requiring students to repeat the information acquired in the language classroom on a test or other type of classroom assessment, but to use the knowledge in a communicative setting.”⁸ The students take on the role of “cultural and linguistic liaisons” as defined by Parys.⁹ They go beyond repeating or even performing to lead meaningful discussions around language and race. For the past two years,

⁷ On drama labs in the classroom, see Blanch, “Dramatics in the Foreign-Language Classroom,” 1-14.

⁸ Thompson, *Intersection of Service and Learning: Research and Practice in the Second Language Classroom*, 27, 28.

⁹ Parys, “Service Learning and LEAP: Increasing Respect for Diversity through Campus-Community Collaboration in Advanced Spanish Course,” 112.

performers have been exceptionally successful in doing so, particularly in the ways they were able to discuss different cultural standards of beauty and facilitate a conversation around the importance of languages. Inspired by Wehling, who contends that, “Service-learning addresses the demand for culturally competent graduates who can address the paradigms of inequality and invisibility as well as the language barrier,” I see both the cultural and linguistic knowledge students provide as integral to increasing the students’ global competency as well as that of the young audience for whom they perform.¹⁰

The students make tremendous gains from participating in this kind of civic-engagement project. For language acquisition, in particular, it helps break through the walls of the classroom to provide meaningful practice in context.¹¹ It is with this kind of practice in mind that Wehlin comments: “Apart from studying abroad, service learning is one of the best approaches to combine praxis and knowledge in second language acquisition and cross-cultural competences.”¹² Similarly, in her study of service learning in Spanish classes, Caldwell urges educators to create “a new classroom without borders.”¹³ Teaching children about French language and francophone cultures, students gain more confidence in their own ability to speak the language and understand the culture.¹⁴ Researchers have shown how “performing community service improves students’ sense of self-worth and their academic performance.”¹⁵ Particularly

¹⁰ Wehling, “Cross-Cultural Competency Through Service Learning,” 293.

¹¹ Parys, “Service Learning and LEAP: Increasing Respect for Diversity through Campus-Community Collaboration in Advanced Spanish Course,” 107.

¹² Wehling, “Cross-Cultural Competency Through Service Learning,” 300.

¹³ Wendy Caldwell, “Taking Spanish Outside the Box: A Model for Integrating Service Learning Into Foreign Language Study,” *Foreign Language Annals* 40.3 (2007): 463.

¹⁴ Julie Anne Taylor and Mary Trepanier-Street, “Civic Education in Multicultural Contexts: New Findings from a National Study,” *Social Studies* 98.1 (2007): 14. Taylor and Trepanier-Street similarly note how mentoring children allows students to gain confidence in their leadership skills. Also see Grim on students’ improvement in French. Frédérique Grim, “Giving Authentic Opportunities to Second Language Learners: A Look at a French Service-Learning Project,” *Foreign Language Annals* 43.4 (2010): 612. Thompson, *Intersection of Service and Learning: Research and Practice in the Second Language Classroom*, 68. Parys, “Service Learning and LEAP: Increasing Respect for Diversity through Campus-Community Collaboration in Advanced Spanish Course,” 110. Blanch, “Dramatics in the Foreign-Language Classroom,” 9.

¹⁵ Taylor and Trepanier-Street, “Civic Education in Multicultural Contexts: New Findings from a National Study,” 16.

when students might feel vulnerable as they try to acquire a new language, it seems that a service-learning activity like *Tales from the Francophone World* helps them feel more secure in their linguistic capacities. For instance, I witnessed shy students come into their own as they performed, not in front of their peers or for their professors, but for children eager to be entertained. In fact, Thompson comments on the benefits of engaging in service-learning projects with children. He writes, “Teaching children tends to produce a lower level of anxiety and stress.”¹⁶ Furthermore, the fact that in this case students can “hide” while performing also lowers the stress, which is reduced even more after they get into their roles and witness how children enthusiastically react to their performance. Although it might seem like a side project, a service-learning activity can become a meaningful practice that facilitates intercultural knowledge, language acquisition, and confidence to speak the language throughout the entire length of the course.

Approach

In *Tales from the Francophone World*, I wanted my students at Florida Gulf Coast University to learn French and build global learning communities while understanding, appreciating, and helping promote the cultural diversity of the francophone world. At the heart of this project was the desire to advocate for linguistic and cultural diversity throughout the campus as well as the larger Southwest Florida community. As the AAUP report on diversity notes, “Racial and ethnic diversity on campus provides educational benefits for *all* students—minority and white alike—that cannot be duplicated in a racially and ethnically homogeneous setting.”¹⁷ Civic engagement also teaches students key skills for their future careers, such as leadership and negotiation.¹⁸ Geoffrey Maruyama and José Moreno elucidate, “Leaders need skills that allow them to work effectively in heterogeneous environments. These skills include perspective-taking, acceptance of differences, a willingness and capacity to find commonalities

¹⁶ Thompson, *Intersection of Service and Learning: Research and Practice in the Second Language Classroom*, 24.

¹⁷ “*Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms*,” Washington, DC: American Council on Education and American Association of University Professors, 2000: 3, accessed February 24, 2017, https://www.aaup.org/NR/rdonlyres/F1A2B22A-EAE2-4D31-9F68-6F235129917E/0/2000_diversity_report.pdf.

¹⁸ See Taylor and Trepanier-Street, “Civic Education in Multicultural Contexts: New Findings from a National Study,” 14, 16.

among differences, acceptance of conflict as normal, conflict resolution, participation in democracy, and interest in the wider social world.¹⁹ This civic-engagement experience is especially relevant when, as Frédérique Grim mentions, in many of their classes “students do not picture a concrete application beyond the academic world.”²⁰ Moreover, as the report of the Strategic Task Force on Education Abroad indicates, America’s lack of global competency constitutes a liability that should be addressed by promoting foreign language acquisition.²¹ Darnell Cole and Ji Zhou comment that “Given the substantial segregation in K-12 public schools (Orfield and Lee, 2006) and the increasingly diverse population in higher education, institutions are both charged with and well-suited to provide learning experiences that help students become socially well informed and civically minded citizens.”²² What is even more interesting is that Cole and Zhou explore how university students are at the perfect age to develop their intercultural knowledge because they are at a “critical stage of identity development” characterized by a “cognitive disequilibrium” that opens the door for the acquisition of new knowledge and critical thinking.²³

A service-learning activity that encourages both linguistic and cultural knowledge is that much more timely, for it can lead students to have “a positive role in the community, and to acquire an intrinsic motivation to learn French.”²⁴ Indeed, while research shows that the cultural component of a language class is often the most memorable, language learners

¹⁹ “*Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms*,” Washington, DC: American Council on Education and American Association of University Professors, 2000: 10, accessed February 24, 2017 https://www.aaup.org/NR/rdonlyres/F1A2B22A-EAE2-4D31-9F68-6F235129917E/0/2000_diversity_report.pdf.

²⁰ Grim, “Giving Authentic Opportunities to Second Language Learners: A Look at a French Service-Learning Project,” 607.

²¹ Carol Wilkerson, “College Faculty Perceptions about Foreign Language,” *Foreign Language Annals* 39.2 (2006): 310.

²² Darnell Cole and Ji Zhou, “Do Diversity Experiences Help College Students Become More Civically Minded? Applying Banks’ Multicultural Education Framework,” *Innovative Higher Education* 39 (2014): 110.

²³ Darnell Cole and Ji Zhou, “Do Diversity Experiences Help College Students Become More Civically Minded? Applying Banks’ Multicultural Education Framework,” 111.

²⁴ Grim, “Giving Authentic Opportunities to Second Language Learners: A Look at a French Service-Learning Project,” 607. On motivation also see Hernández 605, 611.

paradoxically observe that culture is often lacking in language courses.²⁵ Seen through this lens, including a service-learning component—though time-consuming—is an investment in the student learning process that maximizes lasting, authentic, context-rich language use while providing our students with desirable skills for the workplace.²⁶ Service-learning in the language classroom not only can be seen as a way to practice the “Five Cs,” as Thompson suggests, but it also allows language classes to directly align their goals with the mission that many universities share to promote diversity and intercultural knowledge.²⁷

In planning this service-learning course, I wanted to take into consideration several parameters that have been examined in previous related initiatives. First, I wanted to avoid participating in the representation of minority communities as problematic or needing help. Several scholars have noted how the intention to serve a minority community can unintentionally create projects that primarily help non-minority students feel better about themselves while tokenizing and even sometimes stigmatizing the very community targeted by the service-learning project.²⁸ In particular, Seider, Huguley, and Novick have analyzed how these activities might seem less relevant to students from the communities served.²⁹ While these authors agree that civic engagement can help facilitate racial understanding and develop the skills to work in a diverse environment, they also point out other aspects of service learning that are often overlooked, such as “scholarly voyeurism” or turning a

²⁵ Wilkerson, “College Faculty Perceptions about Foreign Language, 317.

²⁶ Grim, “Giving Authentic Opportunities to Second Language Learners: A Look at a French Service-Learning Project,” 606.

²⁷ Thompson, *Intersection of Service and Learning: Research and Practice in the Second Language Classroom*, 10. Also see Parys, “Service Learning and LEAP: Increasing Respect for Diversity through Campus-Community Collaboration in Advanced Spanish Course,” 107-108.

²⁸ Ann Green, “‘But You Aren’t White’: Racial Perceptions and Service-Learning,” *Michigan Journal of Community Service Learning* 8 (2001): 25. Roberta Coles, “Race-focused Service-Learning Courses: Issues and Recommendations,” *Michigan Journal of Community Service Learning* 6 (1999): 101. Also see Carmen N. Veloria, “‘Maybe This Is Because of Society’: Disrupting and Engaging Discourses of Race in the Context of a Service-learning Project,” *Humanity and Society* 39.2 (2015): 136.

²⁹ Scott Seider, James P. Huguley, and Sarah Novick, “College Students, Diversity, and Community Service Learning,” *Teachers College Record* 115.030301 (2013): 2.

project into a “white charitable program.”³⁰ In putting together this initiative, I wanted to heed Ann Green’s advice “to prevent service learning from replicating the power imbalances and economic injustices that create the need for service learning in the first place.”³¹ I also wanted to be mindful of the fact that students may want to serve the community but lack the time to participate in academic service-learning projects, due to their work schedules.³² Seider, Huguley, and Novick stress how service-learning projects, though seeking to foster better learning environments, sometimes do not fully address the obstacles working students face when asked to participate in service-learning. Coles, for her part, further elaborates on how this might be even more pronounced among low-income students of color, thus ironically undermining the very goal to understand, account for, and promote diverse populations.³³

In keeping with the work of Coles and of Seider, Huguley, and Novick, I purposely timed the Tales from the Francophone World project to acknowledge students’ busy workload. I kept the number of service-learning hours to a 10-hour minimum and allotted class time for the preparation of the project as well as for one of the performances. I set out to develop a program that would seek to include all students, regardless of their financial, social, or linguistic background. Here, students serve a community need when they celebrate differences thanks to their puppet performances. Yet, they do not represent the served community as “needy.” As Thompson argues, “One of the concerns with promoting the use of service learning for social activism is that it can lead to an ‘us’ and ‘them’ mentality.”³⁴ The project in my Advanced French Oral Expression class instead tries to break down this dichotomy and celebrate

³⁰ Seider, Huguley, and Novick, “College Students, Diversity, and Community Service Learning,” 3. Coles, “Race-focused Service-Learning Courses: Issues and Recommendations,” 98.

³¹ Green, “‘But You Aren’t White’: Racial Perceptions and Service-Learning,” 18.

³² Seider, Huguley, and Novick explain how, for instance, this might be a more consequential problem for lower-income students. Seider, Huguley, and Novick, “College Students, Diversity, and Community Service Learning,” 4. In fact, Coles notes how scheduling ranks among students’ top reasons for not completing a service-learning activity. Coles, “Race-focused Service-Learning Courses: Issues and Recommendations,” 98. At my current institution, where many students work full time, it is imperative to take their financial needs and related busy schedule into consideration.

³³ Coles, “Race-focused Service-Learning Courses: Issues and Recommendations,” 98, 103.

³⁴ Thompson, *Intersection of Service and Learning: Research and Practice in the Second Language Classroom*, 32.

multiculturalism. Rather than targeting issues in diverse communities at the risk of alienating the communities served and their representatives, *Tales from the Francophone World* praises cultural diversity and encourages diverse students to participate in this celebration. Diversity is at the heart of this activity, its participants, and its audience, precisely to avoid transforming the service-learning program into scholarly voyeurism or a white charitable program. In this sense, it is meant as an eye-opening experience not just for the students, but also for the young audience for whom they perform. The approach behind *The Tales from the Francophone World* seeks to include and value diversity within the audience as well as that among the participants. In the words of Seidler and his colleagues, “University faculty teaching CSL courses might benefit from opportunities to reflect on how to foster a learning environment in which all students feel comfortable expressing their beliefs and perceptions of important social issues.”³⁵ In a course that usually counts a significant number of bilingual and trilingual learners, students from various backgrounds can feel empowered to share their experience. When, as Carmen Veloria contends, “The linguistic diversity that ethnic minorities possess is often viewed as a deficit as opposed to a potential benefit despite reports that purport the importance of acquiring linguistic skills for twenty-first century jobs,” service-learning projects can serve to instead celebrate bilingualism.³⁶ In the context of *Tales from the Francophone World*, speaking a language other than English is not a flaw, quite the contrary. Similarly, these puppet shows feature Caribbean culture rather than stigmatizing Caribbean populations in Florida. More precisely, these performances offer positive models of Afro-Caribbean heroes who redefine standards of beauty and teach young children uplifting messages of resilience and triumph.

³⁵ Seider, Huguley, and Novick, “College Students, Diversity, and Community Service Learning,” 26.

³⁶ Veloria, “‘Maybe This Is Because of Society’: Disrupting and Engaging Discourses of Race in the Context of a Service-learning Project,” 144, 145.

Assessment and Evolution of the project

As I mentioned before, a gradual construction of the course is key, and I have added different steps each year to facilitate the process. Developing a service-learning activity over time enables the instructor to incrementally build confidence and successfully implement each new addition.³⁷ Instructors should therefore not feel like they have to do all at once. On the contrary, refining service learning each year ensures a better experience for both the educators and their students. Additionally, it might give a sense of continuity and legacy to students who get to take the previous project to the next step. This way they feel empowered and engaged in their own learning process. The first year, students had to read folk tales and adapt them to the stage. They crafted their own scripts and designed their props before performing. Because this was the first time that this course was offered, as well as my first try at including a mandatory service-learning project, I took care of securing the venue and kept the number of performances to a minimum. Now that I have gained more experience and that students do not have to adapt folktales anymore, since they inherit the scripts from their predecessors, new students can focus on refining the scripts, offering more performances, as well as improving the overall project each year, so that each time the class is offered, the legacy grows.

In order to balance the fact that I am increasingly requiring more from my students, I took out other time-consuming activities that could be better used preparing for the service learning. As instructors, it is important to make sure that the class objectives align with our students' assignments as well as how they are weighed. Since the focus of this class is on oral communication, I recently lowered the weight of the written exams, which allowed me to put more weight on service-learning activities and therefore align grade distribution with course objectives.³⁸ This in turn helped me connect the service-learning component of the class to other components like the journals and the oral interview in the hopes of creating a more holistic approach to experiential learning. In this sense, I did not add

³⁷ See, for instance, Martha García, "Service Learning in Spanish Advanced Courses: An Ongoing Journey," *The Hispanic Outlook in Higher Education* 20.3 (2009): 56. Also see Blanch, 3.

³⁸ Coles similarly indicates the need to increase students' incentive by increasing the weight of the service learning option. This change, paired with opening up the places where students could serve, resulted in an increase of 600% in the participation of students of color in her classes. Coles, "Race-focused Service-Learning Courses: Issues and Recommendations," 99.

activities, per se. Rather, I have modified both the value and the content of preexisting activities to maximize the benefits of the service-learning project. The revised syllabus thus reflects my desire to better weave service learning as a capstone experience for students in the program.

In previous years, I used to include an interview, which had nothing to do with service learning and which the students often found bothersome considering the limited French-speaking population in the area. One of my latest changes was to revise this assignment to allow students to share their experience and to be better prepared for Community Engagement Day, where they will have to present their work with the larger community. Whereas students used to spend time drafting questions and performing community interviews, students can now invest this time to research their service-learning project and perform more. At the end of the semester, students will meet with me to practice and demonstrate their oral skills outside of class, and to share the highlights of their service-learning project and newly acquired knowledge of the francophone world. This way, instead of different, isolated activities, I built several activities leading toward the final project.

This additional time also allows students to work on their presentation and to think of post-performance activities to enhance the experience of their audience.³⁹ For example, students came up with a wonderful twister game that taught children words in French, while others taught them a couple of French words before having an open dialogue about bilingualism in our region. It also reinforced the use of French, both for the students and for the children. This increased exposure to the language is beneficial for the audience who might then be able to retain some of the linguistic and cultural information shared. It is also useful for students who gain confidence as they perform *and* teach the language to others. In both cases, the community-engagement activities became mutually satisfying: not just as entertainment for the audience but as a way to allow students to share and celebrate their differences.

Through a modified journal assignment, students are now also asked to reflect regularly on their global competency and the value of their service learning. Before the journals only included watching the news, writing a

³⁹ Caldwell, "Taking Spanish Outside the Box: A Model for Integrating Service Learning Into Foreign Language Study," 467. Caldwell, who organized a Spanish story time at public library, similarly worked on pre- and post-activities, one of which involved teaching children noises and gestures associated with Spanish words so that children could have a participatory role in the storytelling. I could easily see this technique adapted to fit the needs of the Tales from the Francophone World and a variety of language-based service-learning activities.

summary, and listing vocabulary words acquired recently. The revised description stresses both the linguistic and cultural dimension of this activity. Instead of a summary, I clarified the guidelines to encourage students to write a reflection. Moreover, instead of an optional diary, students are now asked the following: “take advantage of this class to develop your knowledge of the francophone world (at least 10 sentences). Use this section to reflect on what you are learning in class and at home preparing for and performing the puppet show.” Finally, I adapted the vocabulary section to include words that students might have learned “listening to the news, working on [their] service learning, or in class since [their] last journal entry.” Scholars in the field repeatedly stress the benefits of journaling and reflecting on service learning.⁴⁰ For instance, Thompson suggests, “Intentional systematic reflection of the experience must take place in order to thoughtfully connect the service-learning experience with the assigned curriculum.”⁴¹ While I have not had sufficient time to fully assess the results of these latest additions, I have already noticed significant benefits related to the new format of the journals. For example, I have noted how they encourage students to make connections between the different parts of the course. Students are also directly commenting on the perceived benefits of the planned service-learning project. Even a student, who admits to not liking children, wrote in her journal: “I very much like the idea of the puppet show and think it can be very funny and a gratifying experience.” Another student declared: “I’m thrilled to read to children and present our project on Community Engagement Day.” In fact, learning about the francophone world in class and through the service-learning project, this student decided to write her news segment on the French West Indies while another one chose to write about Africa. This is a clear improvement from previous years when students would mainly choose newscasts about France. Journals also provide me with informal evaluations throughout the semester. This is extremely useful to facilitate their learning and offer suggestions when

⁴⁰ See, for example, Caldwell, “Taking Spanish Outside the Box: A Model for Integrating Service Learning Into Foreign Language Study,” 468; Grim, “Giving Authentic Opportunities to Second Language Learners: A Look at a French Service-Learning Project,” 606; Parys, “Service Learning and LEAP: Increasing Respect for Diversity through Campus-Community Collaboration in Advanced Spanish Course,” 110; Voloria, “‘Maybe This Is Because of Society’: Disrupting and Engaging Discourses of Race in the Context of a Service-learning Project,” 135, 141.

⁴¹ Thompson, *Intersection of Service and Learning: Research and Practice in the Second Language Classroom*, 3.

needed. For instance, in the case of the student who did not really seem interested in working with children, I could suggest alternative venues or projects to accommodate her preferences. Alternatively, it is also reassuring to obtain early positive feedback as in the case of this student who noted: “I think this class has been wonderful to learn about other francophone countries. It has really helped be explore my knowledge about French culture.”

At the heart of these modifications was the intention to make the service-learning project integral to the class. From the first day of class, when students get to know each other and have to go around the room asking about their travels to French-speaking countries to the day they share their work at Community Engagement Day, I have woven activities to stress the diversity of the francophone world and to transform the service-learning project into a synthesizing, capstone project, toward which we work throughout the semester. With each chapter of *Cinéphile: Intermediate French Language and Culture through Film* and each film we cover, students explore different facets of the francophone world. My goal is to have students “stay engaged” about race and diversity in the francophone world throughout the semester. In line with Singleton and Hays’s “Four Agreements of Courageous conversation,” I personalize the topic from the beginning of the course by commenting about my own experiences growing up in France and witnessing both the richness of the francophone world as well as the taboo of talking about race and racism.⁴² This personal introduction enables me to stress the stakes of our service-learning project. I then supplement this introduction with several activities—from warm-up discussions to research homework and videos—which address the diversity of the Francophone world as well as French regional differences.

This method makes for a smooth transition to talk about education in the French countryside in *Être et Avoir*, the first movie we watch, as well as an early introduction to the service-learning project. Since the first chapter we cover in *Cinéphile: Intermediate French Language and Culture Through Film* focuses on education, I designed an activity that allows students to discuss different school systems and schedules in France and in the United States, review the linguistic vocabulary of time in

⁴² Singleton and Hays stress the usefulness of personalizing discussions of race and establishing long-term discussions when trying to examine race in the classroom. Their “Four Agreements of Courageous Conversation” are to: “stay engaged” (19), “expect to experience discomfort” (20), “speak the truth” (21), and “expect and accept lack of closure” (21). Singleton and Hays, “Beginning Courageous Conversations about Race: 19-21.

the target language, and personalize language use as students ask each other about their respective schedules. Students ask partners about their classes, their work, and their free time; reflect on the commonalities and differences in their habits; and compile a “class schedule” on the board to visualize who could collaborate on the same service-learning project. This activity utilizes the textbook, it introduces/reviews important vocabulary as a pre-screening activity for *Être et Avoir*, and it works as a strategic exercise to learn about the possible compatibility between students’ respective schedules to plan for their future collaboration. This simple activity, which attests to my desire to better weave the service-learning project as an integral part of the class, has been extremely useful. Students sometimes need guidance, rather than freedom, to perform better. As mentioned above, many students have busy schedules, and as with any group project, coordinating schedules could be a challenge. Letting students choose their groups to collaborate just based on personal preferences, as I had done the first year, turned out to make things more difficult. Since I have changed that aspect of the course and turned the group assignment into an in-class activity related to our chapter on education, groups seem to collaborate more easily, and I have noted less frustration about time conflicts. I ultimately let them choose their partners, but they can only do so after making sure that they have free time in common.

The other time-related problem is to secure venues in time. I have experimented with various mandatory and optional service-learning projects, but often students complain about how hard it can be to reach a community partner. After securing the venue the first year I designed the Tales from the Francophone World, I have now compiled a bank of possible partners, which grows each year and from which the students can choose to autonomously organize their event. This list, which is easily accessible for students online, facilitates and expedites the process tremendously. The list does not need to be restrictive, but at least it gives them a head start. I now have seven possible partners who have either pre-agreed to work with the students or already worked with us in the past. Each year, I try to add more options by attending service-learning fairs and reaching out to educators in the community, but it is also nice to develop long-term partnerships.⁴³ Contacting possible partners ahead of time, one might also find out about specific conditions. For instance, public libraries often welcome enrichment programs. In our case, local branches were

⁴³ Parys, “Service Learning and LEAP: Increasing Respect for Diversity through Campus-Community Collaboration in Advanced Spanish Course,” 113.

open to the idea. However, between the paperwork required to present there and the format, it turned out more difficult than anticipated. With more preparation and awareness of the format, we could, in the future, consider working with local libraries.

Impact of the program

Looking at the official evaluations from the past two years, 100% of the students strongly agreed that this course was effective in improving their intercultural knowledge. Further, to the question “Which assignments (paper, project, homework, things you turned in, etc.) supported your learning most? Please explain,” one student wrote: “Our service learning project which helped to bring together all that I have learned and help me see it in a different light. Interacting with children showed me how I am promoting diversity and how a lot of people lack intercultural knowledge,” while another declared, “The puppet show gave me the opportunity to share my knowledge of the French language and culture with others in the community.”

In addition to these official evaluations, I have also implemented a post-service questionnaire, asking students to explain what their role was in the show, what they did to prepare, what they thought about their personal contribution, and what they thought about the overall service-learning activity as a group. Sample answers confirmed students’ interest in the service-learning project.⁴⁴ One student expressed his satisfaction with his performance in these words: “I liked it because children enjoyed the show, and I enjoyed performing my role as the narrator.” Another stated: “I thought we did awesome as a group—everybody volunteered at one point or another and we had fun. We changed others and ourselves with knowledge about diversity.” A third one, who was a heritage learner, focused less on his learning experience but stressed the benefit for the young learners in the community. Even non-heritage learners cherished what they did for the community and children in particular: “It was fun to raise awareness of French language among children.” It is encouraging to see students value their learning and their role in the community, particularly when they believe in the future of this project.

Additionally, now thanks to the journals, I have been able to see that my work on weaving the theme of the diversity of the francophone world has already paid off, as suggested by one student’s journal entry: “I

⁴⁴ This questionnaire was in French but for the sake of sharing the results here, I will translate excerpts below.

wanted to know more about Francophone countries so this course is perfect.” Often, journal entries reflect how students are making connections between the course content, the service-learning project, and real-life applications and concerns. Students wrote, for instance, about how learning about education and discussing *Être et Avoir* during our first chapter better prepared them for the puppet show: “With the glimpse of what French children look like, I think that my puppet show can be more entertaining for children.” Another student also addressed how she was surprised to have learned so much about French education, how she now better understood the need to learn vocabulary, and how she realized that there were numerous occasions for her to speak French in her daily life.

It is gratifying to witness students’ growth. Inspired by our discussions of *L’Auberge espagnole*, our second film, a student declared: “Xavier encourages her [Sophie] to leave her protected life behind. With my presentation, I now know that I need to leave my fear of failing behind to give a fantastic show. This movie gave me a new perspective on taking chances.” Another one connected this film with the news report assignment (included in the journal) to reflect on the difficulty of finding jobs without speaking several languages and concluded: “I’m thrilled to have learned that because it helps me prepare for the puppet show to show the importance of a second language to children.” All the elements of the class work together to reaffirm the value of civic engagement for language classes. A third student expressed a similar sentiment about feeling better equipped for her project and addressed in particular how the class helped her reflect on prejudices:

In class, we have learned about prejudices. We have watched the movie *L’Auberge espagnole*. This movie is very informative because it concerns stereotypes. Also, this film shows the difference and difficulty with people who speak different languages. This will help us because we can teach that to children during our presentation. Also, we can use the information about languages in Florida. If we use this information we can teach children about popular languages in Florida. Also it is very important for children to know other languages. We will teach that to children and we will explain why it is important.

My work on better incorporating service learning has given students a deeper appreciation for diversity and an increased sense of purpose in their service to the community. Whereas I had been concerned by the additional time commitment related to the expanded journal assignments, this modified activity seems to have transformed the journal into a more

gratifying exercise that brings all the aspects of the class together and empowers students in their service-learning project.

Finally, every time students perform at Community Engagement Day, we receive feedback from three judges. In the section that follows, I will include highlights from last year. All three judges confirmed the value of interactive service learning to reinforce language acquisition and cultural awareness. Tales from the Francophone World was repeatedly praised for its creativity and interactive components. For example, one of the judges commented, "I love that the projects were interactive to engage students all the while teaching them a different language." Moreover, the impact of the project was clear for all three judges. One observer noted how this project was: "impacting the community by reaching out to local schools to teach diversity." Another judge concurred, "As a youth organization, in my opinion they meet a very critical need in the community." For long-term goals, it was suggested to expand the reach of the program by performing for larger audiences or by doing more presentations.

Conclusion

Service learning is highly beneficial to our students and the communities they serve. While its value has been recognized in other disciplines, much work remains to be done in language learning, particularly in languages other than Spanish.⁴⁵ I hope my work with Tales from the Francophone World can inspire others to pursue this meaningful experiential learning initiative. To develop this project further, particularly if adapted to fit the needs of a required course, instructors could increase the time requirements which would enable them, for example, to do a series of performances in the same venue to offer a repeated exposure to the

⁴⁵ Thompson, *Intersection of Service and Learning: Research and Practice in the Second Language Classroom*, 120. Parys, "Service Learning and LEAP: Increasing Respect for Diversity through Campus-Community Collaboration in Advanced Spanish Course," 109. Both Grim and Polanski acknowledge the limited resources for service-learning language projects while suggesting ways to remediate this lack. Grim created a special service-learning course, in which French students created and taught their own French classes. Grim, "Giving Authentic Opportunities to Second Language Learners: A Look at a French Service-Learning Project," 608. Susan Polanski, for her part, describes how her students served as tutors working with "cooperating teachers" at local schools. Susan G. Polansky, "Tutoring for Community Outreach: A Course Model for Language Learning and Bridge Building Between Universities and Public Schools," *Foreign Language Annals* 37.3 (2004): (369).

language and the culture. As mentioned before, far from noticing student attrition, the class size this year is bigger than ever before with sixteen registered students. This growth has allowed me to divide the class into several groups and start working toward that goal with some of them. For instance, I have two students whose schedules conflicted with most so I let them work in a tandem. This format, while not conducive for a puppet show, works well to do a series of readings in one school. Since the beginning of the semester, they have been able to develop a partnership with one school, where they go regularly to expose children to French language and culture. I also have a student, with whom I am doing an Honors contract, who adapted two additional tales and whose group is considering doing additional performances. In both cases, when students are allowed to work with partners with similar schedules and interests, they seem more invested in taking the project to the next level.

Reading students' journals regularly has provided me with key feedback on their respective experiences. This complements the information I used to gain from mid- and end-of-semester evaluations and post-service questionnaires. This was a much-needed improvement. Indeed, while I gained useful information about the impact of the service-learning project from the post-service questionnaire I used in previous years, I have to admit that it only gave me preliminary results. Since I had primarily designed this instrument to help me assess students' performance and respective participation in the project, it only provided me with partial information about the impact of the service-learning activity. In the future, I might add a pre-service questionnaire, as suggested by Caldwell, Grim, Cole and Zhou.⁴⁶ For now, in addition to the modified journals, I will focus on improving the post-service questionnaire to assess how the service learning may have affected students' motivation, language acquisition, and intercultural knowledge. As mentioned before, it is recommended to develop the service-learning project progressively. This allows the instructor to ease into this experience and to thus feel more confident about the implementation of service learning.

As language teachers reflect on their yearly improvements, an additional perk, which may not be initially intended, is the possibility to develop an active research agenda about high-impact learning, particularly

⁴⁶ Caldwell, "Taking Spanish Outside the Box: A Model for Integrating Service Learning Into Foreign Language Study," 466, 468. Grim, "Giving Authentic Opportunities to Second Language Learners: A Look at a French Service-Learning Project," 611. Cole and Zhou, "Do Diversity Experiences Help College Students Become More Civically Minded? Applying Banks' Multicultural Education Framework," 113.

as it relates to service learning and language acquisition—a promising field that is only recently developing. For instructors, as opposed to ranked faculty, who often have to teach more classes and might not have the time or possibility to work on a separate research agenda, service-learning research can be especially valuable. They can use the classroom as the inspiration for their research, and in return, improve their teaching thanks to the material found during the research process. Additionally, the sources used to support the instructors' research can be shared with the students to stress the value of their service learning. This can be done by incorporating service-learning research in the classroom as well as by assigning research projects to the students so that they can use outside sources to make sense of their experience and to feel like competent presenters with their community partners.

Each year, I see the project grow along with the students' interest in the course and their knowledge of the francophone world. As mentioned before, this year has been particularly rewarding in the ways that students make connections between different class components and, more importantly, to their lives and the world around them. Though hesitant at first to implement service learning in an elective course, because I feared that service learning would scare students away from taking the class, I am now more convinced than ever that it has revitalized my teaching and helped me reach the students on a much deeper level. Not only are they learning about French or francophone cultures, but they seem to exhibit personal growth, develop their critical thinking, and hopefully learn long-lasting lessons about tolerance and the need to respect and appreciate difference.⁴⁷ I hope that others will feel encouraged to develop their own initiatives and that they will realize that, though time-consuming, service learning can be incorporated progressively. More importantly, this time constraint is minimal in comparison to the gains for language students and their teachers.

⁴⁷ In this sense, I share Thompson's hope that "Students who reflect on their experiences will hopefully be able to develop a cultural competence that they are able to maintain beyond the classroom throughout the rest of their lives." Thompson, *Intersection of Service and Learning: Research and Practice in the Second Language Classroom*, 80.

Appendix A: Syllabus (abridged)

FRE 3410: Advanced French Oral Expression (3 credits)

REQUIRED MATERIAL

Conditto, Kerri. *Cinéphile: Intermediate French Language and Culture Through Film*. Newbury port: Focus Publishing, 2011.

LIST OF MOVIES DISCUSSED IN CLASS:

Être et avoir LB1507.E87 2002

L'auberge Espagnole PN1995.9.C85 L383 2003

Les Visiteurs PN1993.5.F8 V56 1997

Métisse: Café au lait PN1995.9.F67 C34 2005

COURSE DESCRIPTION AND METHODOLOGY

French 3410: Advanced French Oral Expression is a course designed for advanced students.

The learning objectives for this course are threefold:

- To further develop your oral skills (speaking and listening), while reinforcing your French grammar and vocabulary.
- To help you expand your knowledge of the francophone world through movie screenings and discussions.
- To help you make meaningful connections with the community thanks to a service-learning project promoting francophone folklore.

The class will be conducted **exclusively in French**. It is important to understand that it is through collaboration and communication that students will assimilate grammar, vocabulary, and culture and create meaning in French.

COURSE GRADE DISTRIBUTION BY COMPONENT

Chapter exams (4)	30%
Participation	15%
Service Learning	20%
Cultural Journals	20%
Oral Interview	<u>15%</u>
	100%

Please note that I will use plus/minus for final grades in this class. The following scale will apply: A=95-100 A-=91-94 B+=88-90 B=83-87 B-=80-82 C+=78-79 C=72-77 C-=70-71 D=65-69 F=64 or below

DETAILS

Exams (30%): There will be four chapter tests, one at end of Chapters 3, 4, 5, and 8. Tests must be taken on the dates and times indicated on the syllabus. Instructors are not required to give make-up tests. If you know ahead of time that you will have to miss a test, please notify your instructor and make appropriate alternative arrangements. The arrangements are at the discretion of the instructor.

Class participation (15%): Students will be graded on preparedness, readiness, pair/group work, use of French for communicative ends, enthusiasm, intent, and commitment to communicate.

Service-Learning Project (20%): Students will prepare a puppet show based on a French Caribbean folktale to teach the community about francophone folklore. We will prepare the show together in-class and in groups outside of class.

PERFORMANCES (10%)

Each group will be responsible for submitting a list of **the assigned roles** in the show (**SL1**), finding **2 outside sources** documenting the importance of promoting awareness about Francophone Caribbean tales (**SL2**), submitting the **list of their community partners** (**SL3**), and offering **2 performances** at the venue of their choice (after-school programs, schools, libraries...**SL4**).

Please make sure to record the performances or take pictures.

REPORT (10%)

We will present the puppet show to the community and display our work at community engagement day on **Thursday, April 20th, Alico Arena, 10:00-1:30.**

Each group will be responsible to make **a poster/display with visual and interactive components**, supported at least by **2 outside sources**, and to

attend community engagement day. So please make arrangements ahead of time to make sure you get full credit for this activity. It is really rewarding to share your hard work with your peers and the community and you may even get a chance to win a prize like we did last year ;)

THIS POSTER PRESENTATION COUNTS AS YOUR FINAL PROJECT.

Cultural Journals (20%): You will write four journal entries to allow you to develop your cultural and oral skills. For each journal:

PART 1

- Watch a newscast in French and provide me with the link (ex: <http://www.francetvinfo.fr/replay-jt/france-2/20-heures/>) and the date.
- Write a reflection in French of one significant piece of news (at least 10 sentences).

PART 2

- Take advantage of this class to develop your knowledge of the francophone world (at least 10 sentences). Use this section to reflect on what you are learning in class and at home preparing for and performing the puppet show.

PART 3

- Write 10 words of vocabulary that you have learned listening to the news, working on your service learning, or in class since your last journal entry.

Oral Interview (15%): At the end of the semester, you will meet with me individually or in pairs to:

- Get a chance to practice and demonstrate your oral skills outside of class
- Share with me the highlights of your service-learning experience and the knowledge of the francophone world you have acquired throughout the semester.

The interview will be divided into two parts: the first will be a short informal conversation while the second will give you a chance to share prepared information on your service-learning experience, and thus prepare you for Community Engagement Day. Evaluation categories will be: preparation, cultural knowledge, pronunciation, vocabulary, grammar, and fluency.

WHAT YOU CAN EXPECT FROM ME

1) Encourage you to learn “how, when, and why to say what to whom”.

Your instructor’s teaching objective is for you to acquire a **communicative competence** in the French language: “the ability to use the language correctly and appropriately to accomplish communication goals. The desired outcome of the language learning

process is the ability to communicate competently, *not* the ability to use the language exactly as a native speaker does.” (National Capital Language Resource Center). The 4 components of this communicative competence are:

- a. Linguistic competence (grammar, syntax, vocabulary)
 - b. Sociolinguistic competence (“how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating.”)
 - c. Discourse competence (how to organize the language in coherent manner in a situation, i.e. conversation, letter, etc.)
 - d. Strategic competence (“how to recognize and repair communication breakdowns, how to work around gaps in one’s knowledge of the language”)
- 2) Be enthusiastic about teaching you about French and francophone language and culture.
 - 3) Present content organized around themes.
 - 4) Use different types of activities.
 - 5) Use French almost all the time.
 - 6) Come to class prepared.
 - 7) Respect you, care about your success, and help you accordingly.

WHAT I EXPECT FROM YOU

- 1) **Come to class!**
- 2) Be an **active learner**: make the most of it when you are in class.
 - a. **Participate**: Just listening is not enough for you to learn. You need participate in the activities, because it is only by using the material that you will learn it.
 - b. **Take notes**: For you to learn, you need to organize the information you are given so that they fit your learning habits. This is a necessary step you need to take; your instructor cannot do it for you.
- 3) **Learn** the material presented in class for the next class: as a learner, it is your responsibility to come to class prepared.
- 4) **Do your homework regularly.**
- 5) **Turn in your work on time.**
- 6) **Show respect** to you classmates and instructor.
- 7) **Go beyond** what we do in class: you instructor will give you references for you to practice French outside of the class (songs, videos, websites, games, etc.). Take advantage of it.

Programme d'Activités

WEEK 1	
01/10	Introduction
01/12	Chapitre 3: <i>Être et avoir</i> (L'éducation)
WEEK 2	
01/17	Chapitre 3: <i>Être et avoir</i> (L'éducation)
01/19	Chapitre 3: <i>Être et avoir</i> (L'éducation)
WEEK 3	
01/24	Chapitre 3: <i>Être et avoir</i> (L'éducation)
01/26	Chapitre 3: <i>Être et avoir</i> (L'éducation) SL1: TURN IN LIST OF ASSIGNED ROLES FOR SHOW
WEEK 4	
01/31	Chapitre 3: <i>Être et avoir</i> (L'éducation) JOURNAL 1
02/02	QUIZ 1
WEEK 5	
02/07	Chapitre 4: <i>L'auberge espagnole</i> (L'Union européenne)
02/09	Chapitre 4: <i>L'auberge espagnole</i> (L'Union européenne)
WEEK 6	
02/14	Chapitre 4: <i>L'auberge espagnole</i> (L'Union européenne)
02/16	Chapitre 4: <i>L'auberge espagnole</i> (L'Union européenne) SL2: TURN IN LIST OF OUTSIDE SOURCES WITH 1 KEY QUOTATION PER SOURCE
WEEK 7	
02/21	Chapitre 4: <i>L'auberge espagnole</i> (L'Union européenne)
02/23	Chapitre 4: <i>L'auberge espagnole</i> (L'Union européenne) SL3: TURN IN LIST OF COMMUNITY PARTNERS
WEEK 8	
02/28	Chapitre 4: <i>L'auberge espagnole</i> (L'Union européenne) JOURNAL 2
03/02	QUIZ 2
WEEK 9	SPRING BREAK: NO CLASS
WEEK 10	
03/14	Chapitre 5: <i>Les visiteurs</i> (Le Moyen Age)
03/16	Chapitre 5: <i>Les visiteurs</i> (Le Moyen Age)
WEEK 11	
03/21	Chapitre 5: <i>Les visiteurs</i> (Le Moyen Age)
03/23	Chapitre 5: <i>Les visiteurs</i> (Le Moyen Age)
WEEK 12	
03/28	Chapitre 5: <i>Les visiteurs</i> (Le Moyen Age)
03/30	Chapitre 5: <i>Les visiteurs</i> (Le Moyen Age) JOURNAL 3
WEEK 13	

04/04	QUIZ 3
04/06	Chapitre 8: <i>Métisse</i> (La religion, l'immigration, la banlieue)
WEEK 14	
04/11	Chapitre 8: <i>Métisse</i> (La religion, l'immigration, la banlieue)
04/13	Chapitre 8: <i>Métisse</i> (La religion, l'immigration, la banlieue)
WEEK 15	
04/18	Chapitre 8: <i>Métisse</i> (La religion, l'immigration, la banlieue)
04/20	COMMUNITY ENGAGEMENT DAY: FINAL PROJECT PRESENTATION
WEEK 16	
04/25	Chapitre 8: <i>Métisse</i> (La religion, l'immigration, la banlieue) JOURNAL 4
04/27	QUIZ 4

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CHAPTER SIX

COMMUNITY-SERVICE IMMERSION: A NEW BLUEPRINT FOR U.S. SOCIAL AND LINGUISTIC ENGAGEMENT

TERESA SATTERFIELD AND JESSICA HAEFNER

Introduction

Given the United States' expanding Hispanic¹ demographic, service learning programs in native Spanish-speaking communities within U.S. borders present an attractive option for building effective community partnerships with the added value of advancing second language (L2) learning in university students, and particularly for reaching college-aged heritage language (HL) speakers of Spanish.² Studies indicate that university students are increasingly engaged in stateside language-based service learning.³ While this alternative is economically and logistically more attainable than traditional study abroad, several challenges often arise with the domestic option: the involvement is generally shorter-term

¹ Following usage by both community members as well as US scholars of this community, we employ the terms Latino/a and Hispanic interchangeably. While the two words have similar meanings in English, for Spanish-speakers, *latino* refers exclusively to the Americas and Latin Americans therein, thereby excluding Spain. We also frequently use the term Spanish language learners to encompass the range of heritage language (HL) to L2 learners of Spanish.

² Heritage language (HL) learners are individuals raised in a home in which the language spoken is distinct from the dominant language of the community. HL speakers are a heterogeneous group with varying proficiencies in both the L1 and L2. School-aged HL speakers are often referred to as Dual Language Learners/English Language Learners.

³ Lisa Rabin, "Service learning/Aprendizaje-servicio as a Global Practice in Spanish," in *The Routledge Handbook of Applied Linguistics*, ed. Manel Lacorte. (New York: Routledge Publishers, 2015), 168–170.

(on average 8 weeks), thus the impact on the community and on the learner is questionable. Programs lack a sustainable, authentic, and immersive environment in the target language, and/or do not synchronize the service organization needs with the range of (L2) capacities found in a typical university Spanish class. Finally, it can be difficult for language-based service learning approaches to balance principles (i.e., entering, engaging, and exiting) in ethical and respectful ways with community partners.⁴

This chapter merges research from the fields of linguistics, engaged learning, and language pedagogy in order to describe a U.S.-based community project that is addressing the aforementioned challenges in innovative ways. The *En Nuestra Lengua* (ENL) Literacy and Culture Project is a not-for-profit Saturday Spanish literacy and culture program in Southeastern Michigan. In operation since 2010, ENL supports heritage language (HL) education for Spanish-speaking children ages 4 – 10, and collaborates with newly arriving immigrant parents as they navigate the American educational system.⁵ ENL is funded through private donations and foundation grants secured by program founders; participants do not pay tuition or enrollment fees.

With U.S.-born Hispanics now making up to 75% of children learning English in the U.S. public school system,⁶ these students represent the most rapidly growing demographic and are facing the most significant educational and economic barriers.⁷ The term “Latino achievement gap (LAG)” points to the persistent and alarming disparity in academic success between young Hispanics and other ethnic groups in the U.S.⁸ Seeking to counteract LAG effects prevalent in one area of the Midwest U.S., ENL

⁴ Glenn Martínez and Adam Schwartz, “Elevating ‘Low’ Language for High Stakes: A Case for Critical Community-based Learning in a Medical Spanish for Heritage Learners Program,” *Heritage Language Journal* 9 (2012): 175–176.

⁵ For detailed information on ENL community partners, and for HL literacy outcomes and curriculum of ENL, consult Viktoria Tijunelis et al., “Linking Service learning Opportunities and Domestic Immersion Experiences in US Latino Communities: A Case Study of the ‘En Nuestra Lengua’ Project,” *Hispania* 96, (2013): 274–282.

⁶ Sharon R. Ennis et al., “The Hispanic population,” *US Census Bureau, US Department of Commerce Economics and Statistics Administration*, C2010BR-04 (2011): 10–13.

⁷ Jeffrey Passel et al., Hispanics account for more than half of nation’s growth in past decade,” *Pew Research Center: Pew Hispanic Center* (2011): 1–8.

⁸ See Patricia Gándara and Frances Contreras, *The Latino Education Crisis: The Consequences of Failed Social Policies*. (Boston, MA: Harvard University Press, 2010), 86–120.

launched in 2010 as an immersive Spanish Saturday academic program for young HL learners and their Spanish-speaking families. Ethnic Saturday schools taught in the HL are common in many U.S. immigrant communities, but the Hispanic community does not have a history of success in implementing this type of grassroots academic resource.⁹ ENL provides Saturday instruction exclusively in Spanish to further support the language arts, mathematics, and science curricula that these prekindergarten–4th grade students receive during the week in their English-immersion schools. Evidence that ENL is an effective Spanish-language academic resource has been demonstrated by ENL students' consistent grade-level performance on standardized Spanish literacy and math assessments. ENL participants also show comparable growth in English-language measures, with 86% attaining the appropriate grade-level outcomes. Since ENL instruction is exclusively in Spanish, academic success in English is an added value. Studies indicate that overall scholastic achievement is positively correlated with participation in the ENL Saturday program.¹⁰

The remainder of this chapter focuses on an ongoing community-service program that links university partners to the 150 ENL children and their respective families. This service learning approach is notable for its redesigning of existing university courses in order to seamlessly integrate research-based service-learning principles, theoretical L2 acquisition, and target language evaluation methods across a range of course offerings in the university Spanish department. Steps for promoting interdisciplinary campus partnerships are discussed, and insights are shared for guiding university students along the path of civic engagement within a structure of U.S. Spanish immersion. The chapter provides a summary report based on an exit-survey of ENL service-immersion learners that measures service learner responses and perceptions of L2 acquisition, meaningfulness of service tasks, level of engagement with community stakeholders, and degrees of cultural awareness. Concluding remarks identify program limitations and challenges.

⁹ María Carreira and Rey Rodriguez, "Filling the Void: Community Spanish Language Programs in Los Angeles Serving to Preserve the Language," *Heritage Language Journal* 8 (2011): 1–3.

¹⁰ Maria Arredondo et al., "Impact of Heritage Language on Ethnic Identity and Literacy for Latino Children," *Journal of Cognition and Culture* 16 (2016): 259–261.

Project Design

The creation of a viable domestic service learning program requires a strong commitment to both academic and local community interests. Selection of community partners requires that the service learning facilitator (usually a faculty member) engage with the community at a deep level. Thus, it is useful for this individual to have an existing relationship or to be more than superficially acquainted with the organization(s) of interest. In the case of ENL, two university faculty members in the local Hispanic community had long seen a need for additional academic support for young HL students. ENL was designed and funded as a non-profit organization through the volunteer efforts of these two faculty members, who work in close consultation with Latino families and “daily school” (English) educators in the local community. After successfully piloting the ENL academic project for one session in 2010 with community stakeholders in positions of instructional and administrative support, ENL received overwhelming demands from the Hispanic community to continue the program. The organization’s founders then began to explore the possibility of a service partnership between ENL and university students. The preparation necessary for accommodating service learners is by no means intuitive. Like many organizations, ENL was initially enticed by the mere prospect of having access to “free” labor; however, given that young ENL participants would be at the center of any collaboration, everyone understood the need for deliberation and planning in order to establish a workable partnership with the university.

The facilitator plays a vital role in community-service success, and therefore it is important to select liaisons who have expertise on the service topic, and who are able to cultivate relationships and contacts on both sides of the partnership. In the current project, the founding faculty members’ role became more complex as they took on the duty of liaison between the two groups of stakeholders. Not only were the faculty active scholars of HL learners and immigrant communities, they were also fully knowledgeable of the objectives of ENL and could easily pinpoint program strengths and weaknesses. Given their affiliation with the university, they were able to obtain valuable input via a series of campus workshops for engaged research, teaching, and service. Admittedly, the advantageous situation of having academic professionals representing the community organization is probably not typical, particularly outside of the U.S.; however, any effective facilitator will understand that student interests and community-defined priorities must be carefully synchronized

in order to avoid unrealistic expectations and, by extension, disillusioned partners.

The ENL community stakeholders sketched out specific program needs that would allow the Saturday school's mission to be respected while engaging with the university community. With an eye to these service needs, the two university faculty liaisons constructed explicit pre-service learning objectives regarding L2 immersion and comprehension for existing courses in their home departments, bolstered by evidence showing that immersion scenarios are most beneficial to L2 students when they have attained higher levels of proficiency.¹¹ Moreover, minimum cultural competencies that build awareness and knowledge of the community of practice are also essential for successful community-service, and were included in the pre-service learning objectives.¹² In shaping the parameters of this particular community-service program, several goals were outlined; but it is important to note that with each goal, new questions also emerged:

- GOAL 1: Ensure that service learners make longitudinal gains in their L2 linguistic (e.g., speaking, comprehension, reading and writing) and communicative (e.g., discursive or strategic) competence within a setting of total Spanish immersion. QUESTION: Is the degree of service learner engagement and social interaction with community stakeholders directly proportional to the student's level of Spanish competence?
- GOAL 2: Develop service learner's intercultural sensitivity and awareness of the realities of the immigrant population. QUESTION: Will community-service learning goals be respected, or will they take a backseat to L2 acquisition priorities?
- GOAL 3: Provide a domestic community-service L2 immersion experience comparable to foreign travel service programs. QUESTION: Can long-term domestic service learning bring about social and psycholinguistic benefits on par with shorter-term international service learning?

The faculty liaison working within the university Spanish department initially mapped ENL's specified needs in terms of community partners

¹¹ Jared Linck et al., "Losing access to the native language while immersed in a second language: Evidence for the role of inhibition in second-language learning," *Psychological Science* 20 (2009): 1511–1512.

¹² Regina Morin, "Making connections: Spanish for medical purposes and service learning." *Building communities and making connections*, eds. Susana Rivera-Mills and Juan Antonio Trujillo (Chapel Hill, NC: Cambridge Scholars Publishing, 2010), 20-24.

(e.g., teachers' classroom aides, publicity coordinator, language evaluators and testing personnel) onto the explicit pedagogical goals, to thus align course content on pre-service learning skills (social awareness, cultural competence, etc.) with existing theoretical psycholinguistic and education foundations. The resulting engaged teaching modifications consisted of minimal cost acquisition of texts and class workshops, videos, excursions and invited speakers. These adjustments were then integrated into popular intermediate- and advanced-level Spanish linguistics and culture courses already offered at the university. This newly devised system is sufficiently flexible to adapt to the embedding of context-based target language skill development along with critical social and linguistic awareness in designated coursework.

Pre-service Coursework

Preparation on the part of the student requires a network of intermediate and advanced courses that support specific psycholinguistic and sociolinguistic knowledge needed to carry out service in the ENL program. Once students fulfill elementary-level Spanish language prerequisites, they then take 2 to 3 courses each in intermediate and advanced levels of Spanish-language linguistics and culture to obtain declarative knowledge of the target language. In each of these courses, information is presented on participation in ENL and the possibility for student collaboration. Heritage language (HL) students may partially or completely waive Spanish-language coursework, depending on their level of Spanish proficiency.

Course offerings at the initial tier (intermediate Spanish level) feature in-depth sociolinguistic examination of U.S. Latino communities and psycholinguistic characteristics of bilingualism, such as in the "Spanish language in the U.S." class. At the second-tier (advanced Spanish level), laboratory-based classes and seminars such as "Mock Spanish" are offered. In the case of the latter, the discussions include detailed study of language ideologies, language contact phenomena, and discourse analysis. In each of these courses there are informational presentations to introduce students to the ENL program, and class assignments include readings of scholarly papers published with data from ENL.

Implementation of the community-service immersion course

Those L2 students who successfully complete both levels of the targeted courses are encouraged to participate in the credit-bearing experiential

learning class that meets as a community-service collaboration with the ENL project. The evaluative component of the course is based on demonstrated learning and does not simply document a required amount of service. Enrollment in the course is granted only through instructor permission. A unique aspect of this class is that it allows university students to select from numerous scenarios in service, all based on real-world interactions with native Spanish speakers within the ENL community. Studies hold that students are attracted to educational experiences that require their input and incorporate real-life connections between language and “the context in which it is lived out in their surrounding communities.”¹³ Guided by this premise, students select the experiential category of their preference, in accordance with their level of Spanish-language competence. One option is Field Education, which involves community-based study where the student collaborates indirectly with the ENL community through collection and analysis of Saturday school attendance and scholastic achievement data. The most popular choice among students is Community Service Learning (CSL), which enables university students to better customize the community-based learning experience while drawing equally on individualistic career and personal goals and service as civic action.¹⁴ The essential components of CSL include: meaningful experience, reflection, analysis and application, all carried out within a mutually beneficial partnership.¹⁵ Students who complete the initial pre-service learning coursework but prefer not to enroll in the experiential course for academic credit also collaborate with ENL as community-service volunteers. This non-academic option is attractive for some because it promotes interaction between the student and the community, but does not incorporate credit-bound course-work or formal documentation of learning.

¹³ Aileen Hale, “Service learning and Spanish: A missing link,” *Construyendo Puentes (Building Bridges): Concepts and Models for Service learning in Spanish*, ed. Josef Hellebrandt and Lucía T. Varona (Washington, DC: American Association for Higher Education, 1999): 9-17.

¹⁴ Darcy Lear and Alejandro Sánchez, “Sustained Engagement with a Single Community Partner,” *Hispania* 96 (2013): 238-247; Neil Thompson and Jan Pascal. “Developing critically reflective practice,” *Reflective practice* 13 (2012): 317-319.

¹⁵ Based on seminal reference works: Paulo Freire, *Pedagogy of the Oppressed*. (New York: Continuum International Publishing Group, 1970); Carol Gilligan, *In a Different Voice: Psychological Theory and Women's Development*. (Boston, MA: Harvard University Press, 1982); Henry Giroux, et al., *Curriculum and Instruction: Alternatives in Education*. (Berkeley, CA: McCutchan, 1981); Robert Sigmon, “Service learning: Three principles,” *Synergist* 8 (1979): 9-11.

To ensure that the ENL service task is linguistically appropriate as well as socially and psychologically relevant for the university student, entrance interviews are conducted in Spanish for each university language learner entering the ENL experiential course. The student's naturalistic use of Spanish is assessed as Level 1(intermediate functioning), 2 (high functioning) or 3 (near native) during the conversational session. One question in the interview requires students to describe a personal experience (in Spanish) relating to the language barriers that they encountered and how they resolved the matter. This reflection task begins an ongoing discussion on communication and empathy that is revisited throughout the course.

The multidimensional experiential model is summarized in Table 1. Once the service options are established, this system is a dynamic, yet efficient mechanism for the instructor of the experiential course, as it allows for an organized formation of student teams to carry out specific duties within the overarching service project. Additionally, the team creates an additional network for target language use and in-group collaboration.

The justification for having stratified options for experiential learning is not only that they are effective for the course instructor, but also they are in the best pedagogical interest of the university students, and directly serve the young children in the ENL program. The fact is that most university learners who gravitate to the ENL project do so because many of the CSL roles will afford them maximum contact with Spanish-speaking elementary school children. This type of interaction constitutes a real-life connection to many university students' professional and humanitarian aspirations. Whereas this scenario would benefit target language development in low-to-mid L2 proficiency university-aged Spanish learners, the outcomes would in no way support the child HL stakeholders who also require a language immersion context with models of native Spanish in order to make progress in their L1 acquisition trajectories. The multidimensional experiential model thus protects young HL children in the Saturday school from being placed in the role of native Spanish “experts” to support adult L2 learners. Nevertheless, the total Spanish immersion environment of ENL coupled with the collaborative options available allow all university L2 learners to receive linguistic input from a diverse pool of immigrant Spanish-speaking parents hailing from all over the world. Not only are the university L2 Spanish learners called upon to use a variety of linguistic registers with this wide range of Spanish-speakers, they are also given the chance to

Table 1. Multidimensional Experiential Roles and Activities based on Spanish-language Proficiency

ENL EXPERIENTIAL ROLES AVAILABLE TO UNIVERSITY STUDENTS	FORMAL CLASS STRUCTURE/ CREDIT-BEARING EXPERIENCE AND LEARNING OUTCOMES	SPANISH LEVEL 1 (INTERMEDIATE) Tasks require linguistic emphasis of: WRITTEN (comprehension + production)	SPANISH LEVEL 2 (ADVANCED) Tasks require linguistic emphasis of: ORAL production WRITTEN (comprehension)	SPANISH LEVEL 3 (NEAR) NATIVE Tasks require linguistic emphasis: WRITTEN (comprehension + production) ORAL (comprehension + production)
VOLUNTEER/ COMMUNITY-SERVICE	N: Exit survey is requested upon culmination of the service experience.	Contact with community adults to provide educational resources; On-site Assistant to ENL librarian	On and off-site contact with community adults: organize parent outreach workshops, publicity of events	On-site contact with community adults and children: Special projects: Drama group, Art class, Dance class. Additional teacher support in large classes.
FIELD EDUCATION/ RESEARCH LEARNING	Y: Weekly meetings and capstone presentation in scholarly forum, co-authoring academic papers, evaluation of research experience, optional exit survey	Off-site Data collection/analysis (infrequent contact with community)	On-site Data collection: classroom documentation and observations (periodic contact with community)	On-site Data collection: language evaluator, reading coach, supervisor of assistants, (all entail constant contact with children)

<p>COMMUNITY-SERVICE LEARNING</p>	<p>Y: Weekly meetings and reflective exercises, capstone presentation to stakeholders, course paper, evaluation of CSL experience, optional exit survey</p>	<p>On-site written Parent surveys and bulletins (direct contact with community adults); test correction.</p>	<p>On-site contact in classrooms: Teacher Assistant</p>	<p>(Undergraduate students): Teacher assistant in classrooms, mentor/supervisor of high-school-aged community-service learners; (Graduate students): Book club discussion leader for secondary-school-aged students, teacher assistant in classrooms</p>
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forge authentic relationships with community members.¹ These relationships offer a means for greater cultural competence and the “...repeated exposure to meaningful language” that is necessary for maximal target language acquisition.²

Organization of the ENL academic service immersion course

A minimum service immersion commitment of one 15-week academic term is required for academic credit, but 90% of university students participating in this project do so for two 15-week terms (and a smaller percentage of these students also collaborate during ENL’s 6-week spring term). The ENL Saturday program is situated in a centrally located elementary school building that is within 12 minutes walking distance of the university campus.

The experiential component utilizes the standard PARE Model (Preparation, Action, Reflection, Evaluation). After an initial on-site orientation, the course consists of academic readings covering a variety of facets of the ENL program, a one-hour weekly class meeting to map out the week’s duties and to review and assess guided reflection activities. The reflective activities give students the opportunity to examine their beliefs, values, and attitudes towards the Latino community and the service site. The final course assessment includes a paper and oral presentation analyzing in detail an aspect related to the student’s service (See Appendix A for course syllabus). To guarantee the intensive quality of the ENL immersion experience, all print materials implemented and produced in the program, with the exception of a small quantity of scholarly readings only available in English, are prepared and delivered in Spanish, regardless of the service option selected by the students. Likewise, verbal interactions between all stakeholder groups, both on site at the ENL school and off-site in the university classroom, are conducted exclusively in Spanish.

¹ Gabriel Ignacio Barreneche, “Language learners as teachers: Integrating service learning and the advanced language course,” *Hispania* 94 (2011): 107–115.

² We refer specifically to Krashen’s input hypothesis. See Stephen Krashen, *Principles and practice in second language acquisition*. 1st ed. (Oxford: Pergamon Press, 1982): 20-29.

Program Evaluation

As previously stated, standardized assessments consistently indicate positive learning outcomes among the HL children who participate in the ENL Saturday Spanish academic program; however, this snapshot represents only a portion of the community-service immersion equation. It is also important to examine the academic needs and to evaluate the impact of service learning on the university students. Past literature provides informative descriptions and anecdotal evidence of successes in CSL programs that incorporate L2 acquisition, but only a small number of these studies implement quantitative methodologies that demonstrate the efficacy of teaching and service learning in the courses.³ The ENL community-service experiential class employs an exit survey as one element of its evaluation process, in addition to anecdotal comments from university focus group participants. The primary purpose of the exit survey is to gain insight into the psycholinguistic and sociocultural outcomes of students as community-service learners in the understudied area of domestic L2 immersion. Survey questions echo the initial service immersion course objectives pertaining to Spanish language proficiency, cultural awareness, and domestic versus international experiences. Responses were evaluated using a mixed-methods approach. The total quantitative and qualitative assessment consisted of a seventeen-item anonymous online survey and additional focus group data. (See Appendix B for survey responses.)

Survey results from 30 respondents indicate a positive relationship between university student community service in the Saturday Spanish school and overall gains made in L2 Spanish competence. Given that ENL functions exclusively in Spanish and operates on a 30-week academic year calendar (from September to June), this finding is not completely unexpected. In parallel, results suggest that the meaningful relationships developed in Spanish and practical use of the language notably enriched the students' experience. Both long-term (30 weeks or more) and short-term (15 weeks) service learners reported a similar increase in Spanish linguistic and communicative competencies during their service period. It is noteworthy that university HL speakers, who made up over half of the service learner sample, reported statistically more advanced speaking and writing abilities in Spanish, as well as greater knowledge of academic Spanish compared to non-HL students; yet both groups were equally in

³ Ira Shor, *Empowering Education: Critical Teaching for Social Change*. (Chicago: University of Chicago Press, 1992): 200-235.

agreement that they made gains in Spanish language skills while collaborating with ENL. This finding demonstrates that ENL is attracting an important demographic of students. Despite the Latino achievement gap and the negative stereotypes that Hispanic students often face in academia, Spanish-speaking students are arriving to university campuses, making strides in their education, and searching for ways to support their communities.

In terms of the level of engagement and social interaction with community stakeholders, the focus group's comments eloquently identify the difficulties in integrating a range of L2 Spanish speakers. While many L2 students self-reported their level of proficiency as advanced, in reality they had a much higher opinion of their capacities, based on their success in the L2 classroom, rather than actual real-world interactions with native speakers in the community. Consequently, there has been a mismatch between the expectations of some service learners and the assessments of the faculty partners assigning service tasks. As noted in Zapata's study:

This resulted in work that did not require as much active use of the target language as students expected, and that limited their contact with native speakers (for example, instead of interacting with community members, learners were asked to translate short English documents to Spanish). The change in activities disappointed the low-intermediate students, and may have resulted in their negative opinions about the project.⁴

Students who had previously participated in a Spanish immersion program (e.g., Study Abroad, international or domestic experiences) were more likely to agree that their Spanish language skills were appropriate for their involvement. It is also the case that university service learners have remarked that they had difficulty remaining conversational and engaged (cognitive fatigue was stated) during the full language immersion of the Saturday School, whereas in university L2 Spanish courses the time commitment is less rigorous and the required communicative competence less taxing. There is also more possible intimidation in ENL's intense domestic immersion context due to the abundance of native speakers. For the most part, survey items and focus group responses indicated a very high level of student engagement. Program satisfaction was most strongly associated with being a HL speaker of Spanish and/or having advanced to superior Spanish language competencies. A sense of leadership and

⁴ Gabriela Zapata, "The effects of community-service learning projects on L2 learners' cultural understanding," *Hispania* 94 (2011): 79.

community membership was significantly greater among students with higher-level Spanish proficiencies.

As concerns cultural awareness of Hispanic immigrants in the Midwest U.S., respondents largely agreed that their service learning experience aligned with the following goals: strengthened sense of civic responsibility (83.3%), community engagement (95.8%), and cultural competence (91.7%), regardless of service category. Anecdotal evidence suggests that the large portion of ENL service learners indicating high levels of cultural awareness can be attributed to the pre-service learning coursework, such as the class “Bilingualism in the Spanish-speaking World,” which allowed the service learners to develop cultural knowledge of the U.S. Latino community prior to the service immersion and gave them more confidence during interactions in the community.

A question that remains open is whether domestic immersion community-service learning programs such as ENL are as beneficial to students as international service learning. Recent research is inconclusive as to whether international community service has an advantage over domestic programs; yet it is clear that international service experiences still remain a popular option for students hoping to engage in cross-cultural learning.⁵ In the current survey, student outcomes that have been traditionally correlated to international community service, such as altered worldview, demonstration of leadership qualities, and enhanced ability to adapt to change due to their challenging experience, were equally reflected in the responses of ENL community service learners in the domestic context.⁶

Conclusion

The system created in this specific project requires L2 and HL Spanish-language university students to prepare the needed skills for engaging in community-based service through a series of pre-service classes. The students are then eligible to participate in a community partnership with the Saturday Spanish immersion program, *En Nuestra Lengua* Literacy and Culture Project. Through a strategic assignment of service roles,

⁵ Elizabeth Niehaus and Léna Kavaliauskas Crain, “Act local or global? Comparing student experiences in domestic and international service learning programs,” *Michigan Journal of Community Service Learning* 20 (2013): 31-37.

⁶ Based on international service learning outcomes reported in Richard Kiely and Eric Hartman, “Introduction: special section on global service learning reflexivity in research: reflecting on the borders and boundaries of the GSL field.” *Michigan Journal of Community-service Learning* 22 (2014): 48-52.

university students use their Spanish language and cultural competency skills to negotiate social situations in ways that are conducive to their own linguistic and social growth, while meaningfully impacting the stakeholder community. The multidimensional experiential component is novel in that it not only links to broad interests, but also considers the university language learners' level of Spanish proficiency, such that within each category, various service vocations are available, equivalent with the student's overall competence and experience with Spanish language and Spanish-speaking culture(s).

In terms of limitations, the service learning description offered in this chapter focuses on the positive impacts of a highly organized and relatively long-term program, and has not emphasized the myriad barriers and challenges that arise in this particular service learning context. In the case of the children of minor age who participate in ENL, the extent of legal liability and costs to the university, organizers, or the service learners due to some unforeseen crisis is a constant concern. The ENL program has formulated agreements with university administrators, university students, and community families as a first pass on these important questions. Additionally, since this service immersion project collaborates with an underserved immigrant population, there are factors beyond the control of the program that result in a relatively small 5%–8% yearly attrition of the 150 child participants due to deportation, serious illness, or relocation of families. Within the university, there will inevitably be issues stemming from a lack of resources, both in terms of supporting the community site and the university students.⁷ Of these resources, the faculty member's time must be taken into consideration, since facilitation of service learning may or may not be rewarded in the department or institution. As described in the current chapter, placement of the students requires careful preparation, taking into account skill levels, time necessary to complete service, and student preferences. It is imperative that academic course material be linked to the service task. ENL represents an interesting case in that some university students are unable to attend the Saturday sessions due to religious or family commitments, and others have difficulties attending regularly due to their Friday night "activities." These issues must be addressed on a person-by-person basis, and the faculty member must, by necessity, be flexible. Open communication is the most valuable component in the success of the service learning project; it is imperative

⁷ Barbara Jacoby, "Facing the unsettled questions about service learning," *The future of service learning: New solutions for sustaining and improving practice*, ed. Jean R. Strait et al. (Sterling, VA: Stylus, 2009): 96-100.

that communication styles be addressed from the onset: the consequences of not being able to contact a service learner or if s/he cannot reach the faculty organizer are extremely detrimental to the program.

All told, reflective of the findings from student evaluations as well as anecdotal comments from the community-service immersion students of the present study, there was a strong belief that the experience in ENL had a favorable impact. This foundation in turn further influenced student interest in connecting service with their academic work, as well as interest in continuing community-service in some form after graduation.

Appendix A: Syllabus (English Translation)

Spanish 328, 435: Experiential course 2016–2017

OVERVIEW: This course is part of a unique community-based program that promotes and investigates the effectiveness of Saturday school Spanish-language immersion in the language and literacy development of school aged Latino children. Saturday schools have not been implemented in immigrant Latino families, thus they are a unique approach to those interventions currently available for Spanish speaking youth. All aspects of the ENL are conducted on site (at public school) and are completely in Spanish.

COURSE OBJECTIVES: Throughout the term, students will have the opportunity to:

- **DEEPEN ESSENTIALS OF SERVICE LEARNING:** We will continue to explore and address the challenges of creating socially just and mutually beneficial partnerships in the community, using the PARE model.
- **DEVELOP A PROJECT-SPECIFIC CASE STUDY:** Students will identify and investigate an aspect of the Saturday school. Case study guidelines will be presented in details as the semester progresses. Previous studies have examined: child social identities, parental attitudes, digital media use, etc.
- **FIND YOUR PATHWAY:** Exploration and reflection of the multiple ways that your service experience impacts positive community changes, as well as changes on individuals.
- **EXTEND SPANISH LANGUAGE SKILLS:** Spanish will be the exclusive medium of communication in the course; students will participate in meta-language discussions.

READINGS: Selected articles (see Course Calendar below).

COMMUNITY ENGAGEMENT: The collaboration will focus on heritage Spanish speakers (ages 3-10). Discussions will explore the quality and quantity of Spanish used by these students, in comparison to the context of their bilingual development (monolingual Spanish home versus bilingual environment, parents of mixed Spanish abilities, etc.). This is a valuable opportunity to interact with children and parents from diverse backgrounds, making use of the information acquired in Spanish linguistics and culture.

KEYS TO A PRODUCTIVE SEMESTER: The course will operate in a 'lab' format: students will be responsible for initiating and carrying out the discussion. In general, after the first class meeting, sessions will begin

with a brief overview of the assigned reading, followed by general discussion. In some sessions, designated students will be responsible for leading the discussion. As the term proceeds, more and more time will be devoted to discussion of aspects of the community, community-service immersion and data collection. SEE EVALUATION BELOW.

EVALUATION: Summary + response of assigned readings (maximum 2 pages each, written in Spanish): Students will receive in-depth feedback on these summaries during the weekly meeting with professor.

Attendance for 10-week Saturday school session. Weekly online report of data collection activities in Saturday class (written in Spanish, the data will contribute to the Case study.)

Case study (Oral presentation and Research paper [in Spanish]; presented to [UNIVERSITY COURSE])

The standard grading rubric will be employed (A, A-, etc.). The course grade will be based on the following: 50% Saturday school attendance + Data Collection, 25% weekly readings and summaries, discussion in weekly meetings, 15% Case study, and 10% Oral presentation. Bonus: Complete online Exit Survey. All activities are conducted completely in Spanish. While readings are written in English (most have extensive Spanish use), all summaries, discussions and case studies will be completed in Spanish.

CALENDAR AND MATERIALS: (READINGS SUBJECT TO CHANGE BASED ON GROUP PREFERENCES). Follow the “Prepare + Act + Reflect + Evaluate” Model.

WEEKS 1–2. CLASS: READING 1–Kiely, Richard, and Eric Hartman. “Introduction: special section on global service learning reflexivity in research: reflecting on the borders and boundaries of the GSL field.” *Michigan Journal of Community-service Learning* 22 (2014): 48–52. SUMMARY + RESPONSE.

Weeks 1, 2: SATURDAY SCHOOL, 10am–12pm→DISCUSS FALL SEMESTER EXAMS: ENL 7–10 YR GROUPS.

WEEKS 3–4. CLASS: READING 2 – Tijnelis, Viktoria, Teresa Satterfield and José R. Benkí, Jr. “Linking Service learning Opportunities and Domestic Immersion Experiences in US Latino Communities: A Case Study of the ‘En Nuestra Lengua’ Project.” *Hispania* 96 (2013): 264–282. SUMMARY + RESPONSE

Weeks 3, 4: SATURDAY SCHOOL, 9.30am–12.30pm→ Submit WEEKLY REFLECTION and EVALUATION OF SESSION AND DATA COLLECTION REPORTS.

WEEKS 5–6. CLASS: READING 3–Portes, Alejandro, and Rubén G. Rumbaut. “Introduction: The Second Generation and the Children of Immigrants Longitudinal Study.” *Ethnic and Racial Studies* 28 (2007): 983 – 999. SUMMARY + RESPONSE. VISIT ELEMENTARY SCHOOL.

Weeks 5, 6: SATURDAY SCHOOL, 9.30am–12.30pm→ Submit WEEKLY REFLECTION and EVALUATION OF SESSION AND DATA COLLECTION REPORTS.

WEEKS 7–8. CLASS: READING 4–Satterfield, Teresa, Ingrid Sánchez, Consuelo Morales, and José R. Benkí, Jr. (unpublished manuscript). “Leveraging motivation and identity in the language development of young heritage Spanish-speakers.” SUMMARY + RESPONSE

Weeks 7, 8: SATURDAY SCHOOL, 9.30am–12.30pm→ Submit WEEKLY REFLECTION and EVALUATION OF SESSION AND DATA COLLECTION REPORTS.

WEEKS 9–10. CLASS: READING 5–Durodola–Pollard, Sharolyn, Jorge González, Teresa Satterfield, and José Benkí, Jr. (to appear). “Making a Case for Science and Social Studies Discussions in the Home: Parental Book Talk in Spanish to Accelerate Content Vocabulary Knowledge.” *The Reading Teacher*. SUMMARY + RESPONSE

Weeks 9, 10: SATURDAY SCHOOL, 9.30am–12.30pm→ Submit WEEKLY REFLECTION and EVALUATION OF SESSION AND DATA COLLECTION REPORTS.

WEEKS 11–12. CLASS: READING 6–Arredondo, Maria, Melanie Rosado and Teresa Satterfield. “Impact of Heritage Language on Ethnic Identity and Literacy for Latino Children.” *Journal of Cognition and Culture* 16 (2016): 245–266. SUMMARY + RESPONSE

Weeks 11, 12: SATURDAY SCHOOL, 9.30am–12.30pm→ Submit WEEKLY REFLECTION and EVALUATION OF SESSION AND DATA COLLECTION REPORTS.

WEEKS 13–14. DATA COMPILATION AND ANALYSIS

Week 13: FINAL SATURDAY SCHOOL CLASS, 9.30am–12.30pm→ Submit WEEKLY REFLECTION and EVALUATION OF SESSION AND DATA COLLECTION REPORT.

Week 14: Submit EXECUTIVE REPORT. Optional: Complete Exit Survey.

WEEK 15. FINAL PAPER AND ORAL PRESENTATION DUE. (Weekly instructions and input supplied throughout the term.)

Appendix B: Survey Responses

I. Proficiency and experience in Spanish (Perspectives)

Of the 27 respondents, 14 reported they grew up speaking Spanish as a first language (L1) and therefore can be considered heritage speakers. Heritage speaker participants reported statistically more advanced Spanish speaking ($P < .000$) and writing abilities ($P = .002$) as well as greater knowledge of academic Spanish ($P = .046$).

Table 2. Independent samples T-Test comparison between HL and non-HL speakers for reported Spanish speaking, writing and academic language abilities. Self-report values come from a sliding scale (0-10) with descriptors for the range of abilities, roughly: 0-2 being “Novice”; 3-5, “Intermediate”; 6-7, “Advanced”; and 8-10, “Superior (Near Fluent to Fluent)”.

Psycholinguistic Achievement	Non-heritage speakers	Heritage speakers	P value
Speaking Ability (0-10)	6.46 +/- 2.18 Advanced	9.57 +/- 0.65 Superior	<0.000
Writing Ability (0-10)	6.62 +/- 1.98 Advanced	8.93 +/- 1.49 Superior	0.002
Knowledge of Academic Spanish (0-10)	6.67 +/- 2.27 Advanced	8.36 +/- 1.82 Superior	0.046

II. Participants largely believed their Spanish language abilities improved while working with ENL. The mean response fell under “Agree” (71.26 +/- 22.51... meaning 95% of responses were Neutral to Strongly Agree, 95% confidence interval).

Table 3. Self-reported Spanish language improvement and suitability for involvement, comparison between HL and non-HL speakers by Independent samples T-Test

Attitudinal Statement	Non-heritage speakers	Heritage speakers	P value
My Spanish improved while working with ENL (0-100)	68.83 +/- 25.50 Agree	73.91 +/- 19.62 Agree	0.601
My Spanish language abilities were sufficient for my level of involvement (0-100)	73.85 +/- 30.73 Agree	91.46 +/- 15.18 Strongly Agree	0.081

III. Three principal outcomes guide the ENL service-learning experience: civic responsibility, community engagement, and cultural competence. Nearly all participants agreed (84.6% civic responsibility, 96.2% community engagement, 92.3% cultural competence) that their ENL participation aligned with these goals of service-learning.

Table 4. Ratings of agreement toward six statements (scale 0-100) shown as mean \pm standard deviation. Between group comparisons made between heritage and non-heritage speakers by Independent samples T-Test.

Attitudinal Statement	Non-heritage speakers	Heritage speakers	P value	Written Comments
I am satisfied with my involvement.	75.3 \pm 18.6 Agree	89.3 \pm 10.7 Strongly Agree	0.033	“I should have continued”
I feel I benefitted more than the students.	44.5 \pm 26.9 Neutral	49.2 \pm 19.4 Neutral	0.648	“I put 50 for the benefit section, because I feel both I and the students benefitted equally.”
I felt a sense of leadership at ENL.	60.6 \pm 29.6 Agree	75.4 \pm 16.7 Agree	0.163	
I had a sense of belonging to the ENL community.	74.3 \pm 25.5 Agree	81.2 \pm 28.0 Strongly Agree	0.522	
I am a stakeholder in the success of ENL.	70.1 \pm 35.8 Agree	27.866.5 \pm Agree	0.786	“I would have been if I worked there longer.”

Appendix C

Figure 1. Alignment of ENL participation with goals of community service learning



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SECTION III—

HOW TO BROADEN SERVICE LEARNING TO UNIQUE SETTINGS

CHAPTER SEVEN

CONSTRUCTING LANGUAGE-LEARNING COMMUNITIES IN THE UNIVERSITY SETTING: AN EXPERIMENT IN FLIPPING THE TEACHING AND LEARNING PARADIGM

KIRSTEN M. DRICKEY
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Introduction

At first glance, it looks like any other classroom on the campus of Western Washington University (Western). Students and teachers file in, pull out paper and pens, and prepare to practice Spanish together. When the class gets under way, it's apparent the roles have been reversed: two university students lead the warm-up activities while faculty and staff members pull out their homework and start working through verbs and vocabulary together. This is Western's Employee Language Program, which provides undergraduate students studying world languages with an opportunity to lead professional development workshops for the university's faculty and staff. The program deepens the undergraduate student facilitators' understanding of their academic coursework and promotes dialogue and engagement within the university community.

In this chapter, we explore Western's Employee Language Program and provide background for the program's structure and design, along with specific examples for how to create a similar program. We provide information pertaining to program learning outcomes and goals, including how to establish a strong curricular foundation for this work. We then detail the various aspects of the program structure, identifying the many stakeholders and supporters of the workshops. Delving into the program curriculum, we provide examples of syllabi, workshop-level outcomes, and the student-as-facilitator experience. We outline the assessment

process by providing samples of assessment tools and by describing select program changes made as a result of this process. Finally, we discuss the program-as-service model used to provide a rich teaching and learning experience to the University community. Our hope is that our experiences and insights will provide useful information for other colleges and universities looking to start similar programs at their institutions.

Program Foundations

In his Fall 2012 commencement address, former Western President, Dr. Bruce Shepard, put forth an ambitious new initiative: to begin a professional development program that would offer conversational world language workshops to university employees, on university time, and at university expense.¹ In response to this charge, the College of Humanities and Social Sciences, the Department of Modern and Classical Languages, and Extended Education came together to lay the groundwork for a new program that supports faculty and staff by building a campus-wide language-learning community. Translating this nebulous idea into a concrete program required that these units quickly work together to make decisions about programming and staffing to prepare for the inaugural quarter of the program, in Winter 2013.

Because this program was oriented towards adult learners, the team decided to mirror professional development workshops. In order to frame our process, we collected information on various adult learning theories and practices. In particular, Rosemary Caffarella and Sandra Daffron's *Planning Programs for Adult Learners* provided a concise and invaluable overview of the program development process and contained program planning checklists that proved critical to our process.² Bringle and Hatcher also provided a list that outlines key ideas and considerations for program development.³ Following the structure outlined by these authors, we devised a revised program planning checklist consisting of the following four broad categories:⁴

¹ Western Washington University. "Western Washington University Opening Convocation 2012." YouTube video, 42:54. Posted September 2012, https://youtu.be/dGuDC_H1TzE?t=20m53s.

² Rosemary S. Caffarella and Sandra Ratcliff Daffron, *Planning Programs for Adult Learners: A Practical Guide* (3). (Somerset: Jossey-Bass, 2013), 371.

³ Robert G. Bringle and Julie A. Hatcher, "Implementing Service Learning in Higher Education," in *Journal of Higher Education* 67, no. 2 (1996): 226.

⁴ For a copy of the initial program development checklist, see Appendix A.

1. Pre-planning, including assessing the environment and surveying potential participants;
2. Recruitment and logistics, which focused on outreach and hiring student facilitators;
3. Workshop delivery, including delivery of program curricula; and
4. Post-workshop review, which consisted of a multi-layer review process.

As part of the initial planning process, we were encouraged to research different program options and methods of instruction. Several of the options under consideration included: (1) a community education model used at many community and technical colleges, in which an instructor is hired to teach workshops in a target language; (2) contracting with an online professional development company to offer resources and self-guided tutorials; and (3) generating a custom, in-house program. One of the primary considerations for selecting a model was how we could position the program to mutually benefit Western employees and Western students.

The administrative team decided to explore a model in which student employees would act as workshop facilitators. Working under the mentorship and supervision of a curriculum coordinator, students enrolled in upper-division world language courses would be empowered to lead workshops and to test and explore new methods and materials. By using an extracurricular model that was strongly connected to the learning outcomes of the Department of Modern and Classical Languages, the experience would enhance and support the education of the students involved. Bringle and Hatcher outline the deficits of traditional experiential learning, writing that “the learning objectives of these activities typically focus only on extending a student’s professional skills and do not emphasize to the student, either explicitly or tacitly, the importance of service within the community and lessons of civic responsibility.”⁵ The opportunity to lead workshops with the Employee Language Program serves as a professional development opportunity for participants and facilitators alike; both groups engage in dynamic learning environments and develop different aspects of their professional identities. Because outreach and community engagement are core to the mission of the program and to the mission of the institution, these characteristics are embedded within the program as well. This unique collaboration results in bonds between university employees and the student facilitators, as well as among participants.

⁵ Bringle and Hatcher, “Implementing Service Learning,” 222.

The program's administrative structure is collaborative in design and involves multiple units of the university. The tasks associated with program logistics, including enrollment management, assessment, and reporting, are housed in Extended Education. Faculty from the Department of Modern and Classical Languages select the student facilitators and support them in developing teaching skills and designing workshop curricula. Student facilitators work in collaboration with the curriculum coordinators to conduct workshops and propose ideas for new workshops or other programming changes. Finally, the President's Office provides financial support for the program. With this joint approach, multiple stakeholders are invested in the success of the program and provide feedback and information pertaining to the continued development and review of the program.

To identify the needs of the potential participants, the development team constructed an initial program survey. This survey asked potential participants to answer questions related to workplace needs for basic conversational Spanish skills, how they anticipate using their language skills, how language skills are a component of their personal and professional goals, their prior language learning experience, topics of interest, and details pertaining to scheduling.⁶ These responses were collected and reviewed by the curriculum coordinators to inform the curriculum development process. Participants were initially selected based on their stated need to learn an additional language. Each quarter, a condensed version of the initial program survey is distributed as a component of the registration process. The data collected through this survey are used for programmatic review and to ensure that any new or unexpected needs are being met.

To create the program curriculum, the curriculum coordinator researched instructional materials and methods relevant to adult learners and designed the workshop curriculum in accordance with participant needs indicated on the initial survey. The first cohort of student facilitators was selected on the recommendation of faculty in Modern and Classical Languages.

⁶ For a copy of a sample pre-workshop survey, see Appendix B.

Program Development and Operations

Western's Employee Language Program has the dual function of serving adult language learners in the university community while providing the student facilitators with an applied learning experience. Because of this, the program's mission and goals combine principles of adult education with concepts drawn from service learning, experiential education, and other models for engaged learning.

As the program has changed over time, the mission and goals have likewise evolved and matured. Our initial mission was to "support Western faculty and staff through professional development and to encourage multicultural outreach and awareness."⁷ Specifically, the program's stated goal was to "support Western faculty and staff with conversational language skills, beginning with Spanish, through professional development and enrichment opportunities. The program will target and prioritize those in front-line positions with a need to learn Spanish."⁸

In Spring 2016, we changed the wording to better reflect the realities of the program and our stated goals. Our initial program mission focused almost exclusively on the participants, but in practice we saw that the benefits to the student facilitators were an equally important program outcome. A program retreat with the student facilitators resulted in an updated mission statement that clarifies the mutually beneficial program learning outcomes:

The Western Employee Language Program provides participants and facilitators opportunities to connect their personal and professional experiences with those of the Western community and promotes the growth of multicultural awareness through increasing their language proficiency.⁹

The goals for Western's Employee Language Program share much in common with other programs that emphasize engaged learning. Learning models that encourage experience beyond the academic setting, such as

⁷ "Summary Report: Winter 2013 WWU Employee Conversational Language Workshops," *Western Washington University*. Last modified Winter 2013, <http://www.wvu.edu/ee/lcp/employeelang/reports.shtml>.

⁸ "Summary Report," 2013.

⁹ "Western Washington University Employee Language Program." *Western Washington University*. Last modified December 30, 2016, www.wvu.edu/EmployeeLanguage.

service learning and experiential learning, have become increasingly common in the contemporary university setting in the United States.

Kronick and Cunningham argue that community engagement programs are most effective when the learning outcomes are tied to the institutional mission.¹⁰ In Western's case, creating connections between campus and community has been a University priority, as outlined in the University's mission statement and strategic plan.¹¹ Kronick and Cunningham describe institutions of higher education as "anchors in their surrounding communities" and argue that universities are uniquely positioned to address the needs of the community and to create a thriving educational environment.¹² The Employee Language Program addresses internal needs for a multilingual workforce, while also preparing employees and students to work more effectively with diverse groups beyond the campus community.

The learning outcomes for participants in Employee Language Program workshops are rooted in the university's educational mission of building community among diverse perspectives and populations to better adapt to a changing world. Schein argues that the only thing various predictions about the future have in common, is that we "basically do not know what the world of tomorrow will be like, except that it will be different, more complex, more fast-paced, and more culturally diverse."¹³ Western's student population reflects the changing demographics of Washington State, and the university has simultaneously been involved in an ongoing initiative to internationalize the campus community.

These two trends mean that the university's faculty and staff have an increasing need for cross-cultural competencies and knowledge of world languages. The Employee Language Program responds to these community needs by providing faculty and staff with the opportunity to develop skills that help them work more effectively with increasingly diverse student, faculty, and staff populations. In addition to language

¹⁰ Robert F. Kronick and Robert B. Cunningham, "The Emergence of Inclusive, Process-Oriented Leadership," in *Developing Non-Hierarchical Leadership On Campus: Case Studies and Best Practices in Higher Education*, ed. Charles L. Outcalt, Shannon K. Faris, and Kathleen N. McMahon, (Westport: Greenwood Press, 2001), 140.

¹¹ "Western Washington University Mission Statement and Strategic Plan," *Western Washington University*, accessed December 30, 2016, <https://president.wvu.edu/mission-statement-and-strategic-plan>.

¹² Kronick and Cunningham, "Service-Learning," 140.

¹³ Edgar H. Schein, *Organizational Culture and Leadership* (4) (San Francisco, US: Jossey-Bass, 2010), 365.

skills, the program workshops create a sense of community among participants from various parts of the university, giving them an opportunity to interact with people they might not otherwise meet. This contributes to a sense of what Schein calls a “learning culture,” by which he refers to the process of creating an organizational culture that emphasizes ongoing learning and is therefore more adaptive and flexible.¹⁴ In particular, the Employee Language Program contributes to the creation of this sort of organizational culture with regard to building trust that enables people to share task-relevant information across organizational sub-cultures.¹⁵ The program encourages cross-cultural communication across diverse groups.¹⁶ In addition, the program provides opportunities for participants and facilitators to reflect upon and analyze cultures—their own and those of others—as a legitimate means of “understanding and improving the world.”¹⁷

From the student facilitators’ point of view, the program goals and outcomes are similar to those found in experiential learning programs, with a few crucial differences. Their roles as workshop facilitators with the Employee Language Program are paid student employee positions and are not tied to a specific academic course. Additionally, the student facilitators serve an on-campus community rather than engaging with off-campus groups. As with other service learning programs, successful programming in the Employee Language Program requires that student facilitators stretch beyond the classroom and their own experiences with language to understand and meet the needs of the participants in their workshops.

Student facilitators in the Employee Language Program report an increased sense of belonging to the university community and a deeper appreciation for and understanding of the languages they teach. As Carney argues, “One of the central tenets of service learning is to foster citizenship and moral development while achieving academic excellence in the content area,” and this has been one of the unanticipated outcomes of the program.¹⁸ The facilitators are all upper-division students who have taken significant coursework in world languages, but their work with the program occurs outside of a formal class. In their language workshops, the student facilitators create activities and teach language and culture in ways

¹⁴ Schein, *Organizational Culture*, 365.

¹⁵ Schein, *Organizational Culture*, 369.

¹⁶ Schein, *Organizational Culture*, 370.

¹⁷ Schein, *Organizational Culture*, 371.

¹⁸ Terri Carney, “How Service-Learning in Spanish Speaks to the Crisis in the Humanities,” *Hispania* 96, no. 2 (2013): 230.

that let them put theoretical concepts from their academic coursework into hands-on practice.

This sort of engaged learning complements their academic work as students of world languages, and their role as student facilitators likewise develops leadership skills. Lester notes that a service-learning model is “likely to be more effective in developing leadership and citizenship skills if it is designed in such a way that the instructor has a less prominent role.”¹⁹ The student facilitators have significant autonomy in the daily activities of their workshops, meaning that they truly are in charge of the project. Facilitators and curriculum coordinators meet weekly as a cohort and use that time to address teaching questions, share experiences, and move forward on group and program projects. Facilitators have a meaningful role in shaping the program curriculum through group decision-making processes about workshop content, program offerings, and new workshops to add to the slate of activities.

Program Curriculum and Learning Outcomes

To ensure that the Employee Language Program is meeting participant needs, we created a system to involve participants, facilitators, and staff in ongoing dialogue and feedback. We do this through a series of surveys, class observations, and the weekly facilitator cohort meeting. The curriculum coordinator is in charge of developing the curriculum for each level and for each individual workshop, although the student facilitators are encouraged to adapt the common curriculum to meet the needs of the individual participants in their workshops. Our goal is that participants in each section have a similar experience in terms of topics covered, without excessive duplication if they choose to repeat a workshop.

At the program’s outset, we developed three different categories of workshops for the curricular structure:

- Basic Conversation
- Written and Oral Communication
- Basic Language and Culture Workshops

As the program has matured, we have added the following workshops, based on participant need and interest:

¹⁹Scott W. Lester, “Melding Service Learning and Leadership Skills Development: Keys to Effective Course Design,” *Journal of Experiential Education* 39, no. 3 (2015): 283.

- Support Workshops
- Customized Workshops
- Basic Grammar and Written Communication (Online)
- Conversation Partners

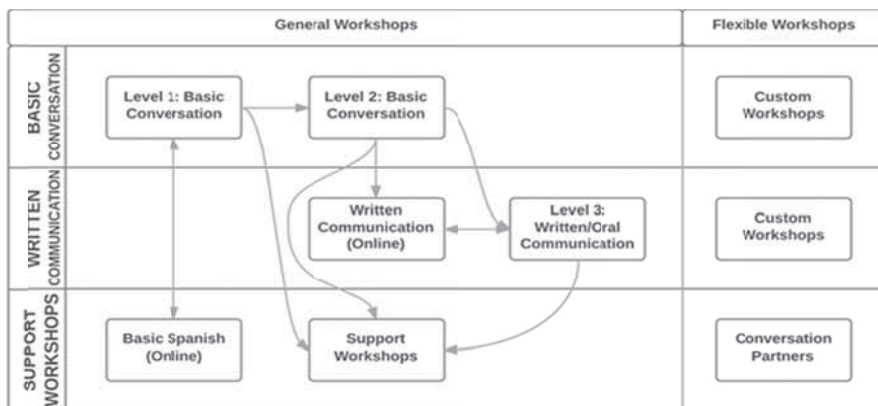
Each of these levels serves a unique function within the program's overall structure. Participants begin with conversational workshops in which they practice basic language skills that are focused on acquiring practical vocabulary and phraseology, as well as a general understanding of relevant linguistic structures and cultural patterns. Although all the workshops emphasize reading, writing, speaking, and cultural elements, the basic workshops focus primarily on conversational fluency. For participants with prior language study, the workshops focused on written and oral communication allow them to refine their use of the language for specific purposes. In response to participant queries, we now offer a basic Spanish workshop and a written communication workshop in an online form.

Topics in the support workshops vary from quarter to quarter and respond to participant requests and facilitator input. Because the program serves participants of varying levels, the support workshops give us flexibility to create workshops that support participants in their language study beyond what we offer in the conversation- and writing-focused workshops. We have used the support workshops category to offer customized workshops of varying levels for campus groups.

An idea that came directly from the facilitator cohort is the Conversation Partners program. Participants in that program are matched with facilitators, and the pairs meet individually to practice conversational Spanish in a one-on-one context. Over the years of the program's existence, we have had many of our participants outgrow the basic workshops. Offerings such as the support workshops and other modalities allow us to tailor our programming to meet these changing needs.

While recommended background is provided on the program website and during the registration process, participants self-select into the level of workshop that they believe is aligned with their skill level. The program permits participants to register in workshops in which they have previously been enrolled (e.g. a participant may enroll in Level 1 multiple times before electing to move on to Level 2). All workshops can be taken concurrently, and we design our offerings each quarter to be complementary. Diagram 1 below illustrates the workshop curriculum sequencing.

Diagram 1: Program Curriculum and Workshops



Basic Conversation provides the fundamental language skills needed to engage in elementary-level conversation.²⁰ For the Spanish language workshops, we break these skills into a two-quarter sequence, including Spanish Level 1: Basic Conversation and Spanish Level 2: Basic Conversation. Workshops at this level generally meet for one hour, twice a week, for the duration of the quarter.

Spanish Level 1: Basic Conversation

Description: Participants starting at this level are not expected to have any prior knowledge of Spanish. Workshop activities will focus on phrases and special topics to help build vocabulary and knowledge of simple grammar structures for basic conversational fluency.

Workshop Objectives:

Participants will be able to...

- Recall basic vocabulary related to greetings and simple conversational structures in the target language in a controlled environment;
- Recognize basic grammatical features, including present-tense verb conjugations and subject pronouns in the target language;
- Produce basic greetings and salutations in the target language;
- Respond to questions from fellow participants and facilitators in the target language; and
- Recognize cultural patterns: Begin to analyze, compare, and draw

²⁰ For a sample syllabus, see Appendix F.

connections among customs in various parts of the world and between other cultures and the participants' own culture(s).

Sample Activities:

Activity:	Art Walk
Description:	Participants walk around the classroom and describe various artworks, placed by facilitators at different stations, in the target language.
Materials:	Images of culturally relevant artworks; discussion questions relating to basic vocabulary (color, number) and cultural elements.
Objectives Supported:	<p>Participants will be able to...</p> <ul style="list-style-type: none"> ● Recognize basic grammatical features, including present-tense verb conjugations and subject pronouns in the target language; ● Respond to questions from fellow participants and facilitators in the target language; and ● Recognize cultural patterns: Begin to analyze, compare, and draw connections among customs in various parts of the world and between other cultures and the participants' own culture(s).
Instructions:	Facilitators place images of culturally relevant artworks at different stations around the classroom. They divide the participants into groups of 2-3 and distribute discussion questions; sample questions might include those on color, number, or other basic vocabulary relevant to the art and to the participants' prior study. Participants then move around the room and answer the questions by observing the artwork. Facilitators encourage conversation by asking questions. Once the basic questions have been answered, participants can move on to talking about the cultural elements that show up in these artworks.

Activity:	Sketch Artists
Description:	Participants work in pairs; one person narrates an image and the other draws a picture based on their partner's narration.
Materials:	Images of scenes relevant to workshop vocabulary, paper, writing utensils
Objectives Supported:	<p>Participants will be able to...</p> <ul style="list-style-type: none"> ● Recognize basic grammatical features, including present-tense verb conjugations and subject pronouns in the target language; and ● Respond to questions from fellow participants and facilitators in the target language.
Instructions:	Participants work in pairs; each participant should sit in such a way that she/he can hear the partner's narration but not see what is being described. Participant A describes the image she/he has been given, while Partner B draws the image based on Partner A's description. Partner B can ask clarifying questions. They then compare the original image with Partner B's sketch.

Spanish Level 2: Basic Conversation

Description: Participants starting at this level should be able to talk in very basic terms about daily activities, family or work relationships, hobbies, likes and dislikes, and related topics. Workshop activities will help participants build vocabulary and simple grammar structures to communicate with more conversational fluency.

Workshop Objectives:

Participants will be able to...

- Generate basic conversational phrases and responses in the target language in a controlled environment;
- Distinguish between the present, past, and future tenses in the target language;
- Explain emotions and situations in the target language;
- Summarize basic texts written in the target language;
- Respond to questions from fellow participants and facilitators in the target language;

- Compare and reflect on cultural patterns with more depth and complexity; and
- Recognize different understandings of professionalism, as it pertains to cultural differences.

Sample Activities:

Activity:	Pen pal letters between sections
Description:	Participants in at least two different sections write and edit a brief description of themselves, using vocabulary and grammar structures previously practiced in the workshop.
Materials:	No special materials are required.
Objectives Supported:	Participants will be able to... <ul style="list-style-type: none"> ● Explain emotions and situations in the target language; ● Summarize basic texts written in the target language; and ● Respond to questions from fellow participants and facilitators in the target language.
Instructions:	Have participants write a short description of themselves in the target language. They then use this description to compose a short letter of introduction in the target language that they exchange with participants in another section of the same level. Upon receiving their pen pal's letter, participants read it and compose a relevant response. In addition to practice reading and writing, the letters can be used as a conversation prompt in class. For example, the facilitators could ask participants to share information about their pen pal and compare it to their own descriptions.

Activity:	Who Am I? (Based on the game HedBanz)
Description:	Participants receive a card with a vocabulary word on it, then must ask their fellow participants to give them hints about their "identity" in the target language.
Materials:	Notecards or sticky notes, headbands optional (Employee Language Program facilitators adapted the HedBanz from the commercially available board game, but added their own cards.)

<p>Objectives Supported:</p>	<p>Participants will be able to...</p> <ul style="list-style-type: none"> ● Generate basic conversational phrases and responses in the target language in a controlled environment; ● Explain emotions and situations in the target language; and ● Respond to questions from fellow participants and facilitators in the target language.
<p>Instructions:</p>	<p>Depending on the size of the group, either have one person asking questions or divide participants into groups of 3-4. One person receives a notecard with a vocabulary word on it; the person should not look at the card but all other participants should be able to see it. The person with the card asks questions to figure out which word is on the notecard. This game works best with a prior vocabulary review so that everyone is familiar with the words and their meanings.</p>

Written and Oral Communication workshops challenge participants to advance their skills through practice speaking and writing in communicative situations. These workshops assume completion of both core “Basic Conversation” workshops or prior relevant experience. Workshops at this level generally meet for one hour, twice a week, for the duration of the quarter.

Spanish Level 3: Written and Oral Communication

Description: The activities in this workshop will focus on increasing conversational fluency and will build on the vocabulary and grammar structures covered in levels 1 and 2 to help polish the participants’ written Spanish. As with all Employee Language Program workshops, participants are encouraged to work with their facilitators to help tailor the workshop to their needs. Past topics have included lessons on idiomatic expressions, more complex grammar topics, and translation, among others.

Workshop Objectives:

Participants will be able to...

- Generate complex sentences and phrases in the target language in a controlled environment;
- Explain basic grammatical structures in the target language;
- Recognize idiomatic expressions in the target language;
- Analyze basic texts written in the target language;
- Produce written communication in the target language;
- Respond to questions from fellow participants and facilitators in the target language;
- Compare and reflect on cultural patterns with more depth and complexity; and
- Recognize different understandings of professionalism, as it pertains to cultural differences.

Sample Activities:

Activity:	Speed Dating or Lightning-Round Interviews
Description:	Participants create either a personal or professional profile, using workshop vocabulary and grammar structures, then exchange this information with each other in short, repeated interactions.
Materials:	Not applicable for the activity; works well when combined with readings and discussion on cultural norms around personal and professional interactions
Objectives Supported:	<p>Participants will be able to...</p> <ul style="list-style-type: none"> ● Generate complex sentences and phrases in the target language in a controlled environment; ● Respond to questions from fellow participants and facilitators in the target language; ● Compare and reflect on cultural patterns with more depth and complexity; and ● Recognize different understandings of professionalism, as it pertains to cultural differences.
Instructions:	Participants write either a personal or professional profile, using previously studied workshop vocabulary and grammar structures. Participants line up in pairs, then share the information with each other orally. If using the interview format, one group should be “managers” and the other “job

	<p>seekers.” After a set period of time, the pairs switch and participants engage in the same activity with a different partner. Repeat as necessary, then follow up by asking participants to create sentences or otherwise describe their interactions with their peers. This activity works well when combined with readings and discussion about personal and professional norms for interactions in areas where the target language is spoken.</p>
Activity:	Professional Norms Improvisation Activity
Description:	<p>Participants receive related but distinct roles, around which they develop a “personality.” They then interact with each other in conversations based on the “character” they have developed. The interactions are set up so that conflicts will arise that the participants must resolve, using vocabulary, grammar, and awareness of cultural norms in the target language.</p>
Materials:	<p>Roles and situations developed by the facilitators. Each participant pair or group should receive a situation (say, a job interview) and a role (interviewer or applicant). Each role pair or group should be set up in such a way that some sort of tension or conflict arises, which the participant group must resolve through the course of their conversation.</p>
Objectives Supported:	<p>Participants will be able to...</p> <ul style="list-style-type: none"> ● Generate complex sentences and phrases in the target language in a controlled environment; ● Respond to questions from fellow participants and facilitators in the target language; ● Compare and reflect on cultural patterns with more depth and complexity; and ● Recognize different understandings of professionalism, as it pertains to cultural differences.
Instructions:	<p>Facilitators create a series of situations and related roles, which are specifically designed to introduce some kind of conflict that the participants will resolve in their conversation. For example, in a restaurant setting, perhaps one participant is a server looking for a good tip while the other is a vegetarian who has mistakenly ended up in a restaurant specializing in meat. Neither participant should know the entirety of the other person’s role, merely that they are in the same situation. Before</p>

	<p>the activity begins, participants spend time developing their “character” based on the situation and the role, then participants interact with each other according to the situation and the characters they have developed. After the conversation, the group should debrief and talk about the patterns they noticed and how they relate to communication patterns and cultural norms in cultures in which the target language is spoken.</p>
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Additional written and oral communication workshops have included professional/workplace communication, Spanish for outreach, and online written communication.

The **Support Workshops** provide participants and facilitators with an opportunity to delve into a specific field of study. These workshops can cover a wide range of topics, including culture, literature, pronunciation, conversation, and project-based Spanish. Unlike the core workshops included in the “Basic Conversation” and “Written and Oral Communication” categories, these workshops have a more infrequent meeting schedule, meeting once a week or for part of the term.

Customized Workshops allow for a large amount of flexibility within the curriculum to outreach and address a specific need from a campus department or unit. These workshops are designed in coordination with the requesting department, the Employee Language Program curriculum coordinator, and the workshop facilitator. Past topics have included “Spanish for STEM Outreach” and “Spanish for STEM Projects” for faculty and staff in the College of Sciences and Engineering and “Occupational Spanish” for Facilities Management.

The final workshop category, **Basic Language and Culture Workshops**, is used for languages other than Spanish. Additional languages offered through the program include French and Chinese. As the core mission of the Employee Language Program is to offer Spanish Language workshops, these workshops serve as a flexible option to meet specific interests and/or needs. As articulated earlier, participants are surveyed to investigate which languages would provide a benefit to their work. Examples have included Basic Chinese Language and Culture and Basic French Language and Culture.

A unique characteristic of the program is the continual review and evaluation of the curriculum and the various co-curricular activities (film nights, annual showcases, etc.). Each quarter a pre-workshop and a post-workshop survey are issued to all participants.²¹ These surveys include a variety of questions that directly respond to workshop curriculum, instructional methods, workshop delivery format, supporting courses, languages offered, dates and times, etc. The workshop facilitators play a key role in reviewing and modifying the program from term-to-term; by including informal feedback from their experiences facilitating the workshops and through discussions with participants. At the end of each academic year, facilitators and administrative staff meet for a spring retreat, in which various aspects of the program are reviewed and discussed. This provides an opportunity to review the year as well as for professional development, as topics such as writing learning goals and objectives are discussed and analyzed. Tools for teaching and learning, such as the Revised Bloom's Taxonomy from Iowa State University are presented as resources for planning and understanding lesson design and development.²²

Program Outcomes: Participants

The program mission and workshop learning objectives are paramount to the experience of the participants. Bearsto and Ruohotie argue that professionals should be empowered through their development opportunities to become lifelong learners; in a similar vein, the Employee Language Program provides support from upper-level administration, creating an opportunity for individuals to grow and engage in these activities.²³ As the program simultaneously supports the mission of the university and the program mission, we want to create an environment that is welcoming and that benefits the participants. To successfully accomplish this, we survey

²¹ For a copy of the post-workshop survey, see Appendix C.

²² Center for Excellence in Learning and Teaching, "Revised Blooms Taxonomy," *Iowa State University*, accessed December 30, 2016, <http://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy>.

²³ Bruce Bearsto and Pekka Ruohotie, "Empowering Professionals as Lifelong Learners," in *Professional Learning and Leadership*, ed. Bruce Bearsto, Marv Klein, and Pekka Ruohotie, (Hämeenlinna, Finland: Research Centre for Vocational Education and Training (RCVE), 2003), 130.

and discuss methods for improving workshops and the program as a whole with the participants, thus integrating them into the development process.

As we have described, surveys and informal feedback are collected which provides critical information to assist the development team in shaping the program. For example, in the second year of the program, we offered a Level 4 workshop, a continuation of the written and oral communication workshop. Aside from low enrollment in both Level 3 and Level 4, we received feedback that participants wanted the opportunity to explore different areas in more depth and wanted the opportunity to explore culture and literature. With this in mind, we changed the program curriculum to include the support workshops, which provide flexibility and diversity to our offerings.

When the program began, the facilitators experimented with varying amounts of homework. Because all participants were working professionals, the facilitators did not want to burden them with extra work on top of their other commitments. However, daily practice is incredibly useful for language acquisition. We have found that it is most helpful to have some structured homework assignments, tailored to the interests and goals of the participants, but without undue pressure to complete activities. Although we track attendance for our own internal purposes, participants do not receive any sort of grade for their participation in the workshops, nor does completion of the workshops lead to any sort of formal academic credit.

Throughout the program's existence, we have found it helpful to be transparent about our goals and expectations for interactions between participants and facilitators, as well as the reality of feeling lost while learning a new language. Because the workshop participants are engaging with students and colleagues in a new paradigm through this program, they often interact with peers and supervisors in very different ways than they would outside the classroom. Language learning asks people to put themselves in new and potentially uncomfortable situations, which can be challenging in a workplace situation. Likewise, the student facilitators are moving into more professional roles and experimenting with the teaching and learning process.

All of this can lead to potentially challenging situations. We have dealt with these issues by asking participants to acknowledge this switch of roles and allow the students to grow. As this is a University-sponsored, professional development activity, we ask that all participants agree to the following statement:

I understand that the WWU Employee Language Program expects all participants to be respectful of other participants and of the student facilitators. I understand that any issues related to workshop conduct and/or

disruptive behavior will be directed to individuals' supervisors and individuals may be withdrawn from a workshop.

By being explicit about the connections between workshop design and program structure, we set our expectations and provide clear guidelines for participation.

Aside from meeting the mission of the program, one of the unexpected benefits for workshop participants is that they have the opportunity to engage with colleagues from other areas and units across campus. This experience has provided an opportunity for faculty and staff to meet and work alongside other employees, with whom they may otherwise never interact. By creating the sorts of situations in which employees and students can interact with each other outside their typical roles, the Employee Language Programs contributes to the sort of organization-wide "learning culture" referenced by Schein and encourages participants and facilitators alike to be lifelong learners.

Program Outcomes: Facilitators

Student facilitators are empowered to be leaders in the program development process. Since the program's beginnings, the facilitators have provided crucial insights into the day-to-day operations of the program. Because they interact with the participants on a weekly basis, the facilitators know the participants very well and provide an important line of communication between participants and program staff. Indeed, many program innovations, such as the Conversation Partners and a campus-wide speaker series, have come directly from the facilitators.

The result of this process is that the program structure breaks down traditional student/employee hierarchies and better prepares the students for their future professional roles. As the program staff makes decisions regarding program structure and offerings, we look for ways to provide student facilitators with a space in which they are encouraged to explore and innovate. Faris and Outcalt describe this set-up as a "post-industrial leadership paradigm." They argue that this model "moves beyond the industrial paradigm" and redefines leadership in an inclusive and collaborative model.²⁴ By giving the facilitators agency to experiment,

²⁴ Shannon K. Faris and Charles L. Outcalt, "The Emergence of Inclusive, Process-Oriented Leadership," in *Developing Non-Hierarchical Leadership On Campus: Case Studies and Best Practices in Higher Education*, ed. Charles L. Outcalt, Shannon K. Faris, and Kathleen N. McMahan, (Westport: Greenwood Press, 2001), 12, 14.

along with structured guidance in the form of supervision from their curriculum coordinators, our goal is to prepare them for a work world that requires flexibility and the ability to think strategically.

Facilitators work directly with the curriculum coordinator to establish the workshop curriculum for each term, and they design, develop, and deliver new workshops and programming. In addition to the Conversation Partners program, the facilitators have proposed and led workshops on culture, literature, and conversation. Facilitators are encouraged to share activities and workshop materials, and they regularly meet outside of the weekly meeting to prepare classes and mentor each other. They typically work in pairs to lead the workshops, and we have found that pairing a more experienced facilitator with newer facilitators has been the most effective means of transferring skills and knowledge among them. Occasionally, scheduling conflicts mean that two new facilitators lead a workshop together, and the more experienced facilitators have consistently responded by generously sharing materials and expertise.

Regular workshop observations are another important feature of the program. The curriculum coordinator observes the facilitators at work at least once per quarter and is involved in weekly conversations about teaching. Facilitators also participate in peer observations, at least once per quarter, and are encouraged to visit each other's workshops more often.²⁵ In this way, the organizational culture of the Employee Language Program is one of ongoing discussion about teaching, curriculum, and language learning.

We have had relatively few problems with facilitator motivation or work habits. In part, this is due to the kinds of students we hire as facilitators, but the cohort holds itself to high standards. In our experience, this is one of the primary outcomes of the leadership model and organizational structure. The facilitator role is a paid position, which is certainly a motivating factor, but more than anything the facilitators view their role as a privilege, and it is one they do not take lightly. They developed a job description for themselves that highlights the importance of their work.²⁶ The students recognize that they represent the President's Office, and they appreciate the networking opportunities the program affords them. Students who are primarily studying world languages and literature can network with faculty and staff who are teaching and conducting research in the sciences, developing outreach materials for the institution, or working on business processes and financial affairs. These

²⁵ For a copy of the peer evaluation form, see Appendix D.

²⁶ For a copy of the workshop facilitator job description, see Appendix E.

interactions provide each group with the mutual benefit of a broader awareness of the campus climate and of the variety of jobs and experiences within the institution.

Facilitators leave the program with a solid professional foundation that complements their academic training. After teaching with the program, they are experienced in leading workshops for diverse groups of people and have practical experience interacting with people in various roles across a large organization. The leadership experience they get by working with the cohort is likewise invaluable, and several of the facilitators have presented on their work with the program at local and regional academic and professional conferences. Former facilitators have gone on to teach in primary or secondary schools and several have entered academia. Still others have found positions in the private or public sectors. To a person, all the facilitators emphasize the role that the Employee Language Program plays in their academic, professional, and personal development. Having worked with a large number of student facilitators over the past four years, we can say that they leave the program more mature and better prepared to enter the workforce, in whichever field they choose.

Concluding Discussion

At the time of authoring this chapter, the Western Employee Language has entered its fourth year of programming. The program has received praise from the institution, from workshop participants, and from workshop facilitators. As a hallmark program unique to Western, it has been a rewarding feat to develop and manage all programmatic aspects. However, benefits can be seen throughout campus, as employees and students are continuing to engage in workshops, participate in program events, and networking across campus.

As the program continues to flourish, we make sure to keep the mission of the University in sight:

Western Washington University serves the people of the State of Washington, the nation, and the world by bringing together individuals of diverse backgrounds and perspectives in an inclusive, student-centered university that develops the potential of learners and the well-being of communities.²⁷

We construct new workshops and programs through input and consideration of the development of our student-facilitator and our

²⁷ “Western Washington University Mission Statement and Strategic Plan,” 2016.

employee-participants. By providing these educational opportunities, as we have summarized in this chapter, we have seen tremendous growth, both professionally and personally, of all involved in the program. As the institution continues to change to meet the needs of the state, the program will continue to adapt to meet these changing needs. Designing the program to be responsive and agile allows us to quickly customize our curriculum and meet new, and unanticipated, demands.

The benefits of Western's Employee Language Program have been tangible, in the form of increased linguistic competency among employees and students who are better prepared to rise to the post-graduation challenges of a changing work world, but many important outcomes have been less quantifiable. The student facilitators have a fuller understanding of university culture and benefit from networking opportunities. Even if they never act upon those opportunities in a formal way, the experience of interacting as professionals with people from all parts of campus broadens their perspective and prepares them for future professional situations. Likewise, employees from all parts of the university come together and put themselves in the situation of learning a language together, managing their concerns about saying the wrong thing or looking foolish in front of peers. Participants in Employee Language Program workshops often attend language-focused campus events, such as conversation clubs sponsored by students. In this way, the impetus provided by the Employee Language Program workshops radiates out from the program itself, encouraging even those not formally affiliated with the program to move beyond their campus communities and, perhaps most importantly, to engage in lifelong learning.

Western's Employee Language Program exists at the intersection of experiential learning, civic engagement, and scholarship on leadership theory and organizational culture (see diagram 2). Facilitators and curriculum coordinators explore together new models of teaching and learning, while simultaneously developing professionally and personally. The nexus of these areas creates a space where programs can meet the needs of the users, while simultaneously addressing the present and future needs of the community. We hope that this model will be useful for individuals who are interested in developing and managing programs that will engage students, faculty, and staff at institutions of higher education and work towards supporting the communities that they serve.

Diagram 2: Situating the Employee Language Program



Appendix A: Initial Program Development Checklist

1. Pre-Planning
 - a. Identify roles and responsibilities
 - b. Evaluate existing world language professional development programs
 - c. Outreach to Western employees to understand their needs through a survey and informal discussion
 - d. Develop sample program learning objectives
 - e. Identify needed resources and manage logistics
 - f. Create program budget
 - g. Review program proposal and budget with stakeholders
2. Recruitment and Logistics
 - a. Recruit student-facilitators
 - b. Develop workshop curricula
 - c. Provide facilitators with needed instructional preparation and support, including meetings, retreats, and training
 - d. Reserve classrooms and facilities
 - e. Obtain required workshop materials and resources
 - f. Outreach to Western faculty and staff
 - g. Register participants in workshops
3. Workshop Delivery
 - a. Confirm space and materials
 - b. Confirm enrollment and facilitation
 - c. Relay workshop details to facilitators and participants
 - d. Provide facilitators with consistent and meaningful professional development
4. Post-Workshop Review
 - a. Conduct program survey
 - b. Conduct de-brief review with student facilitators
 - c. Review process for next cycle

Appendix B: Pre-Workshop Quarterly Survey

Name:

E-Mail Address:

Position:

Department/Unit:

Position Type:

- Faculty
- Classified Staff
- Professional Staff
- Academic Administrator
- Other: _____

Please self-identify: My office and position have a ___ need for someone who has some experience in a language other than English.

- Very High (daily)
- High (3-4 times per week)
- Moderate (1-2 times per week)
- Low (4-6 times per month)
- Very Low (1-3 time per month)
- None

Have you previously enrolled in the Employee Language Program?

Please indicate the most recent language in which you were enrolled (if you were enrolled in more than one, select the language you plan on continuing with).

- Yes, Spanish Workshops
- Yes, Chinese Workshops
- Yes, French Workshops
- No

How would participating in the conversational language workshop benefit your professional duties? Please include any specific job-related functions that would specifically benefit from learning another language.

[Text Entry]

How would participating in the Employee Language Program workshops benefit your personal goals?

[Text Entry]

If you are interested in Spanish, how would you estimate your current level of proficiency?

- None (no experience in Spanish) - Enroll in Level 1
- Novice (one to two years of high school Spanish) - Enroll in Level 1 or 2
- Elementary (two to three years of high school Spanish) - Enroll in Level 2 or above
- Low-Intermediate (three or more years of high school Spanish or 1 year of College Spanish) - Enroll in Level 3 or content-based workshops
- High-Intermediate/Advanced/Superior/Native - Enroll in Level 3 or content-based workshops

Do you have a work-related need for any of the languages listed below (these languages are not currently offered through the Employee Language Program)?

- English
- German
- Russian
- Japanese
- Other: _____

If you selected or entered a language above, please describe the need:
[Text Entry]

Do you have any other questions, comments, or suggestions?

Appendix C: Post-Workshop Survey

Though responses are anonymous, ratings and comments will be shared with the facilitators, program administrators, and university personnel. Results may be posted or published in information about the Employee Language Program.

In which workshop(s) are (were) you enrolled?

[List Quarterly Workshops]

Have you previously participated in Employee Language Program Workshops?

Yes

No

Please rate the CONTENT of this program:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
The content addresses relevant issues and topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can (or will be able to) apply the content of this workshop to my professional environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The amount of time spent in the workshop is reasonable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The workshop is a good use of my time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide feedback for the FACILITATORS of this program:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
The facilitators are well prepared for the workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitators arrive to the workshop on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitators provide clear and concise presentations and explanations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitators acknowledge all reasonable questions and provide answers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitators create a supportive learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitators establish a positive rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you recommend this program to co-workers?

- Yes
 No

If given the chance to enroll in a future quarter, would you like to continue with this program?

- Yes
 No

What do you especially like about this workshop?

[Text Entry]

Please describe how this workshop has impacted your abilities in your current position:

[Text Entry]

What suggestions do you have for improving the workshop?

[Text Entry]

Do you have any additional comments, suggestions, or feedback?

[Text Entry]

Thank you for participating in the evaluation of this program. We value your feedback.

Appendix D: Western Employee Language Program Peer Observation Form

Facilitator(s):

Observer:

Workshop/Level:

Date:

Number of participants present:

The purpose of this activity is to strengthen facilitator understanding of teaching practices and to share ideas for classroom activities and strategies. **Feedback should be given in a constructive manner.** Once you've observed the class and filled out the form, please discuss it with your fellow facilitators and then return it to the curriculum coordinator. The coordinator will keep the completed forms on file, but they will be used for educational purposes only.

Check if observed:

_____ Uses a variety of instructional methods and classroom activities

Examples:

_____ Uses active learning strategies (group work, paired discussions, etc.)

Examples:

_____ Ensures that all participants have a chance to engage in the class activities

_____ Provides opportunities for participants to speak in the target language

Examples:

_____ Provides opportunities for participants to read in the target language

Examples:

_____ Provides opportunities for participants to write in the target language

Examples:

_____ Allows adequate wait time when posing questions

- ___ Corrects participant errors gently but effectively
- ___ Relates the material covered in this class to that covered previously
- ___ Creates effective transitions between class topics
- ___ Communicates clearly, using a variety of media: board, voice, computer, etc.
- ___ Effectively balances the presentation of new material with asking participants to recall previously learned material
- ___ Provides ample opportunities for participants to practice key concepts
Examples:
- ___ Responds to participant questions and clarifies answers when necessary
- ___ Makes effective use of examples to illustrate concepts
- ___ Effectively incorporates a variety of relevant instructional technologies (Canvas, YouTube, Quizlet, others)
Examples:
- ___ Creates a welcoming, engaging classroom atmosphere
Examples:

What went particularly well in this class?

[Text Entry]

What suggestions for improvement or modification do you have?

[Text Entry]

Appendix E: Facilitator Job Description

The facilitators themselves developed this job description, based on how they view their role in the program.

Student facilitators in Western's Employee Language Program are expected to do the following:

- Lead conversation-based workshops that allow program participants to develop their language skills and cultural competence.
- Connect program participants to cultural and language learning resources in the classroom and beyond.
- Demonstrate flexibility in meeting participants' needs and create a learning environment that is flexible, welcoming, and engaging.
- Foster open communication in order to gauge the progress by participants in achieving their language goals.
- Collaborate with Western Employee Language Program cohort to lead workshops, develop teaching materials, and develop new workshops.
- Maintain high standards of professionalism and awareness of the role student facilitators play in representing Modern and Classical Languages and Western to the campus community and beyond.

Appendix F: Sample Workshop Syllabus

Spanish: Level 1: Basic Conversation

Western Washington University | Employee Language Program

Selections translated from Spanish to English

Workshop Description:

Participants starting at this level are not expected to have any prior knowledge of Spanish. Workshop activities will focus on phrases and special topics to help build vocabulary and knowledge of simple grammar structures for basic conversational fluency.

Recommended Background:

Workshops taught at this level are designed for people with little or no previous exposure to Spanish (including those who might have had some Spanish years ago but who currently have little or no conversational fluency).

Program Mission:

The Western Employee Language Program provides participants and facilitators opportunities to connect their personal and professional experiences with those of the Western community and promotes the growth of multicultural awareness through increasing their language proficiency.

Workshop Objectives:

Participants will be able to...

- Recall basic vocabulary related to greetings and simple conversational structures in the target language in a controlled environment;
- Recognize basic grammatical features, including present-tense verb conjugations and subject pronouns in the target language;
- Produce basic greetings and salutations in the target language;
- Respond to questions from fellow participants and facilitators in the target language; and
- Recognize cultural patterns: Begin to analyze, compare, and draw connections among customs in various parts of the world and between other cultures and the participants' own culture(s).

More Practice:

Although this workshop doesn't have exams, participants may have homework as assigned by the facilitators to help them practice the vocabulary and concepts outside of class.

Other helpful resources include a bilingual dictionary (either hard copy or electronic; a good online source is WordReference.com). For those interested in additional grammar practice, Colby College has a series of online practices organized by specific grammar points. The BBC Mundo site is an excellent way to practice listening and reading skills, and the BBC site in English also has Spanish-language lessons.

- WordReference: <http://www.wordreference.com/>
- Colby College: <http://www.colby.edu/~bknelson/SLC/index.php>
- BBC Mundo: <http://www.bbc.co.uk/mundo/>
- BBC: <http://www.bbc.co.uk/languages/spanish/>
- DuoLingo: <http://duolingo.com/>

Course Expectations:

Completion of this course is determined by attendance and participation. If you need to miss class, you should arrange to make up the missed material by attending another class, participating in another Employee Language Program event, or other outside practice in consultation with your facilitators.

Participant Statement of Professionalism:

I understand that the WWU Employee Language Program expects all participants to be respectful of other participants and of the student facilitators. I understand that any issues related to workshop conduct and/or disruptive behavior will be directed to individuals' supervisors and individuals may be withdrawn from a workshop.

Course Schedule:

Week 1: Getting to know each other

- Introductions, greetings, goodbyes
- Useful classroom phrases
- Levels of formality in Spanish (*tú* versus *Ud.*)
- The alphabet in Spanish
- Pronunciation
- Professions: the verb *ser* (to be) and work vocabulary

Week 2: Descriptions

- Descriptions: people and things (the verb *ser*, adjectives to describe nationality, personality, and physical characteristics)
- Clothing and body parts
- More practice with the verb *ser*; regular verb conjugations
- Asking and responding to questions
- Parts of a sentence in Spanish

Week 3: The calendar, time, and seasons

- Days of the week, months, seasons, numbers
- The verbs *caminar*, *practicar*, and *ir*
- Practice with regular verb conjugations

Week 4: Celebrations and holidays

- Holidays and traditions
- Family and food vocabulary
- Spanish verbs for *to be*: more practice with *ser* and *estar*
- Irregular verb conjugations

Week 5: Daily routine: habits and schedules

- Idiomatic expressions with the verb *tener*
- Vocabulary related to home and household chores
- Clothing
- Weather
- Verbs to tell time and describe daily routine: *despertarse*, *bañarse*, *ducharse*, *acostarse*, and others

Week 6: What are you doing and where are you?

- Emotions and states of being: more practice with the verb *estar*
- Places: office, campus, home, town (using the verb *estar*)
- Habits and preferences: the verbs *preferir*, *pensar*, and *querer*

Week 7: In the office

- Work and colleagues
- Professions and areas of study
- More practice with irregular verbs
- Professions and areas of study
- More practice with irregular verb conjugations

Week 8: Let's have fun

- Hobbies and Pastimes
- Other ways to express preferences: The verb *gustar*

Week 9: Vacations and Free Time

- Travelling and Vacations
- More practice with the verb *gustar* and with expressing preferences

Week 10: Review

- More practice with vocabulary related to hobbies and celebrations
- More practice with present-tense verbs

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CHAPTER EIGHT

LEARNING THE ROPES OF SERVICE LEARNING: BEST PRACTICES IN PROGRAM FOR ADVANCED STUDENTS WORKING WITH ASYLUM SEEKERS

DOMINIQUE BUTLER-BORRUAT

Introduction

It is no longer necessary to make a case for community-based initiatives that bridge formal education with real-life experience, engaging students in the community, and connecting the world of academia to its surrounding communities. The growing number of higher education institutions offering such opportunities attests to the pedagogical validity of this high-impact educational approach, which is grounded in John Dewey's learning-by-doing philosophy.¹ Many colleges and universities have multiplied opportunities for students to engage with the world through community service, field education, internships, and of course through academic service learning. Among all these types of service programs that Andrew Furco helped distinguish, academic service learning might be the most challenging one to design, as it requires three types of learning—academic, experiential, and civic—to intersect and inform each other.²

Many institutions are committed to supporting their faculty in developing such experiential learning courses and have, to this end, established new services and created logistical support. Regardless, it

¹ John Dewey, *Democracy and Education: An Introduction to the Philosophy of Education* (New York: The Mcmillan Company, 1948), 179-192.

² Andrew Furco, "Service Learning: A Balanced Approach to Experiential Education," *Expanding Boundaries: Service and learning* (1996): 3-5.

remains true that designing an academic service-learning (SL) curriculum can be trying, due to the lack of resources offering practical guidance. The challenge is amplified by the fact that service learning is still evolving, if not so much at the conceptualization level, then certainly in its implementation. This chapter will present practices that were acquired through the experience of designing and teaching an academic SL course for advanced French students working with asylum seekers.

Course description

In each term since 2009, the French Program of the University of Michigan Residential College has offered its advanced students the possibility to engage in experiential learning related to community service work, for which knowledge of French is an asset. Through an academic service-learning course, advanced French students are provided with a unique opportunity to use their linguistic, cultural, and historical preparation to volunteer at a Detroit non-profit organization that offers shelter and legal help to victims of persecution and torture who are seeking asylum in the U.S., many of whom come from French-speaking Africa. This service-learning course challenges students to understand the social and environmental conditions that affect asylum seekers and gives them opportunities to develop as global citizens.

During their weekly three hours on-site, students are engaged in helping residents to develop their English language skills and their understanding of American culture, French being their *lingua franca*. The first hour is devoted to English as a second language (ESL) lessons. Each student works with a group of four or five residents. The second hour is conceived of as a social time during which students share the residents' evening meal, where discussions usually take place in French. The last hour is reserved for a group activity involving everyone. Students' work is monitored through regular contact between the course instructor and the agency's volunteer coordinator.

The academic component of the course focuses on acquiring a knowledge of francophone West African countries by becoming familiar with their historical, social, and political contexts, as well as with post-colonial issues, as roots of the plight of asylum seekers. An emphasis is given to the countries of the residents with whom the students are working. In addition, the American asylum process is explained and discussed. Written assignments include supervised translations of documents required for the asylum application which the organization's

legal department supplies. Students are also in charge of organizing an on-campus fundraising event benefitting the agency.

This is a third, reflective dimension of the course, which is developed through interactive debriefing sessions, written assignments, and workshops on topics such as *Social Identity in the Workplace*, *Reflection on Your Community Based Work*, and *Entering and Exiting the Community*; all activities aim to engage students in reflecting on their experience in order to deepen their understanding of both the course content and the community, as well as to prompt them to contemplate their own personal growth and examine their civic contributions. In a final essay, students assess their own learning outcomes, consider how they will continue to engage as an active citizen, and also discuss the place academic service-learning courses should have in a liberal arts education.

This course deals with only one agency, which might not be the most common format for SL courses. In this case, the population being served, namely asylum seekers, find themselves in a specific situation that differs from that of refugees who have been granted asylum before arriving in the country. Working with more than one type of population would result in having to modify the academic component and to considerably expand it in order to account for all situations. As the agency can only manage a small cohort (students travel to the site together), the course enrollment remains purposefully low. Enrollment could increase if opportunities to work on an on-going basis with this particularly vulnerable population were available.

Over the past eight years, aspects of the course have evolved to reflect learned experiences. For instance, the academic component of the course shifted to reinforce experiential learning. The experiential component was strengthened by offering more guidance in lesson planning and creating more resources, while the reflective aspect of the course was further developed in order to provide students with more written assignments to deepen their learning.

These aspects, along with others, will be further elaborated in the section on best practices, but beforehand, it is necessary to take as a starting point an examination of how to conceptualize an SL course.

Course framework

In his publication, *Service-Learning and Liberal Learning: A Marriage of Convenience*, Thomas H. Jeavons offers the following definition of service-learning:

Like other forms of experiential learning, it [service learning] necessarily involves classroom preparation for an experience, hands-on participation in some active work, and disciplined reflection on that experience which ties it back to a specified learning goal. The key elements and dynamics of this process involve a) the presentation, explanation and analysis of theories or ideas [...]; b) an occasion for the learner to attempt to apply or test (in some concrete way) those ideas or theories [...] and c) a structure within which learners (with the support and guidance of teachers) reflect on and refine what they have learned in light of their experience.³

Jeavons' definition proposes a three-prong structure which anchors an SL course. Indeed, a fruitful way to design an SL course is to articulate it around its three commonly agreed upon principles, namely enhanced academic learning, meaningful service with the community, and relevant reflection that generates purposeful civic learning. These three tenants serve as criteria that define our service-learning course. The following section details the pedagogical goals and learning objectives that should be established for each of the three components.⁴

Enhanced academic learning

Merely adding community service to the course does not enhance academic learning, nor does it achieve service learning. The experiential component should be relevant and inform the understanding of the course content and vice versa. The service in the community should therefore provide opportunities to apply, contrast, or complement the traditional learning resources of the course.

In this course, students learn about the social, historical, and political contexts of the residents' home countries, as well as the U.S. asylum process. As they interact with the residents, the knowledge acquired in class allows them to better understand the residents' perceptions about their countries and their experience with the asylum process; and reciprocally, what they learn from the residents can be compared with or complement class material. It should be noted that, in this case, the students' specific task is to teach residents the English language or about American culture, a role that, in itself, does not have a direct connection with the course content.

³ Thomas H. Jeavons, "Service-Learning and Liberal Learning: A Marriage of Convenience," *Michigan Journal of Community Service Learning* 2, no. 1 (Fall 1995): 135.

⁴ Jeffrey Howard, "Service-Learning Course Design Workbook," *Michigan Journal of Community Service Learning Companion Volume* (Summer 2001): 12-38.

However, the experiential component is not limited to English lessons; getting to know asylum seekers, listening to them talk about their countries and their experience is actually where the connection with the course content lies. Learning objectives for this course component are:

- Becoming familiar with the historical, social, and political contexts of some francophone African countries and considering how these contexts relate to the plight of asylum seekers.
- Learning and thinking critically about the U.S. asylum process.

Meaningful service with the community

While the service must be relevant to the course content, it must also fulfill a real need in the community, and students must perceive it as meaningful. The service should therefore be established by the agency, but in collaboration with the faculty, to ensure that it is correlated with the course content. In a service from which both the community and the students benefit, the gain is mutual, and this reciprocity of gain is essential to service-learning. For example, the agency involved with this course stresses the importance for the residents to master English; they consider it to be a survival skill that all residents must acquire in order to find a job and to better integrate into the community. Students can contribute to this goal with their weekly lessons and, in return, benefit from the opportunity to interact with the residents, as mentioned above. Regarding collaboration to design the service, it could be added that the agency had already either worked with individual language partners or had traditional classes, neither format being the best for our class of six students. In consultation with each other, the current format was designed: residents of similar language skills are grouped together and students lead the same group throughout the term. Learning objectives for this course component are:

- Identify the particular types of concerns facing asylum seekers
- Articulate meaningful insights about the service experience
- Communicate and work collaboratively with classmates and community agency personnel
- Negotiate interpersonal relationships with classmates and agency personnel
- Manage cross-cultural communication that exhibits sensitivity to the situation of the residents
- Demonstrate creative problem solving as unexpected situations arise at the site.

Reflective pedagogy to foster civic learning

Examining and interpreting one's experience spawns new understanding; the third component of an SL course should therefore prompt students to reflect on their academic, experiential, and civic learning to process their experience. Regarding civic learning, any knowledge, skills, and values that prepare students to be more active and participatory citizens in a diverse democracy falls within that category. In this course, students are asked to challenge their assumptions about themselves and the community; they are encouraged to think critically about their perceptions, to understand multiple viewpoints and to consider their contribution to society. Learning objectives for this course component are:

- Exploring one's own values and assumptions
- Understanding one's multiple social identities and how they impact one's work in the community
- Developing social responsibility
- Developing leadership and assertiveness skills
- Assessing one's personal growth
- Examining one's role as an engaged citizen

Conceptualizing the course using these three pillars will ensure that it offers a genuine service-learning experience to the students, as opposed to other service programs. Indeed, as Andrew Furco formulated it: "Service-learning programs are distinguished from other approaches to experiential education by their intention to equally benefit the provider and the recipient of the service, as well as to ensure equal focus on both the service being provided and the learning that is occurring."⁵

The first time that this course was taught, it relied on the overarching components discussed above which were supported by the learning objectives elaborated for each. As is the case with each new course, some components went really well, others less so, and the course evolved with subsequent offerings to reflect learned lessons. The next section presents these modifications which could be labeled best practices. These practices are listed, first with suggestions about the course content, then remarks on community partnerships, and finally advice on logistical aspects.

⁵ Andrew Furco, "Service learning: A Balanced Approach to Experiential Education," 5.

Best practices: Course content

This section on best practices regarding the course content considers the three components of an SL course (academic, experiential, reflective), and starts with a general comment about drafting the syllabus.

Syllabus design

At the designing stage, it became clear very early on that drafting a syllabus that allowed for a lot of flexibility proved to be useful not only to adapt, if necessary, the course content based on the students' experiences in the community, but also to take advantage of opportunities offered on campus and in the community that were not foreseeable at the time the syllabus was drafted (e.g. workshops, conferences, film screenings, etc.). Furthermore, a flexible syllabus is useful since the number of debriefing sessions necessary to process the learning experience may vary. The ability to build flexibility for our course is necessary because translation work happens as needed and cannot be scheduled ahead of time. Concretely, class sessions can be listed with content and homework, but are assigned a date only on a weekly basis as the course progresses. Learning management systems facilitate communication to clarify which session is next. To advance week by week does not preclude major assignments being announced ahead of time.

Academic component

To ensure continuous synergies between the academic and experiential components, it is important to make sure that the course content is relevant and correlates with the experiences students will have in the community. For example, as students engaged with the residents, it became apparent that their conversations circled around the asylum process more than anticipated, and students became very interested in it. As a result, presenting and discussing this process was incorporated into the curriculum. This addition allowed students to better understand and relate to what the residents were experiencing; thus their academic learning in the classroom was complemented and enhanced by their conversations with the residents. It might be useful to continually assess this aspect, especially the first time the course is taught. As mentioned previously, having a flexible syllabus will allow the instructor to easily shift the focus of the course content if necessary.

Experiential component

Regarding the tasks students are expected to perform in the community, it is important to offer guidance and resources, especially if the agency does not train students for a particular role. For example, students requested help designing their lessons, an aspect that was not anticipated the first time the course was taught. To respond to this need, more class time was devoted at the beginning of the term to discussing lesson plans. In addition, a data bank with ready-to-use lessons was created to which students also have to contribute, and many resources to teach ESL were made available on the course website. Students were also strongly encouraged to meet individually with their instructor to seek feedback.

Reflective component

Over time, assignments were better designed to elicit meaningful reflection about students' experiences, their learning, their personal growth, and their civic engagement, and they were better woven-into the course content. Students are asked to build upon their previous reflections. Reflections were also better integrated into the curriculum in order to make sure that students conceived of them as an integral part of the course; this was achieved by asking students to articulate the objective of each assignment and to demonstrate how it relates to the other components of the course. As it became evident that students were sharing information that was rather personal, some assignments were not discussed in class; exchanges between each student and the instructor took place on the course online platform.

Best practices: Community partner/s

Establishing partnerships with community organizations is an exhilarating step in the process of creating an SL course; yet, it might very well be at that juncture that the faculty member will experience the same feelings as his/her students will later, namely operating outside of his/her comfort zone. It is also an undertaking that is time consuming. Suggestions to facilitate this process are categorized below as follows: selecting community partners, identifying a contact person, clarifying expectations, and monitoring the service, including a final debriefing.

Selecting community partners

As previously mentioned, one criterion that should guide the selection of a community organization is the mutually beneficial nature of the collaboration: the service must be needed by the community, and the students should see a direct correlation between the service and the academic content of the course. Articulating how the gains are reciprocal helps with maintaining a balance in the power dynamics. For instance, in this course, students share the residents' evening meal; this is a time when symbolically, the power dynamics shift from the students to the residents who are no longer the recipients of the aid, but rather are in charge and play hosts to the students. This is also a time when interactions take place in French with French-speaking residents, giving them the "upper hand" in the conversation since students are not native speakers.

In selecting community partners, it is also important to anticipate the time requirement for the students, especially the commute. For example, in this course, students are expected to spend three hours *in situ*, but need to be available for a five-hour time window because of the one-hour commute each way. Yet, the duration of the service must be substantial enough to yield meaningful learning and inform the academic component.

In addition, it is essential to ensure that the community partner will orient the students by highlighting its mission, goals, policies, etc.; it should also supervise the students, train them (if necessary), respond to their needs, and provide them with a safe environment.

A factor to keep in mind is that community partners oftentimes face sustainability issues that can have a profound impact on a course or a program. This cannot necessarily be anticipated when selecting the community organizations with which to collaborate. Partnering with several agencies will certainly reduce the likelihood of seeing an initiative jeopardized due to a lack of funding.

Identifying a contact person

In order to carry out its responsibilities, the agency has to have a mechanism in place to deal with volunteers. If the agency does not have a volunteer coordinator or someone who is clearly in charge, it is easy to imagine the potential problems that can arise for the students, but also for the agency itself since, in this scenario, volunteers might then become more of a burden than a source of help. Having a contact person will facilitate communication; and it is actually a good idea to establish a preferable method of communication. Since staff turnover is a frequent

occurrence in some organizations, it is advisable to make sure the instructor is kept informed of such changes to avoid lapses in communication.

Clarifying expectations

Clear expectations and agreed-upon responsibilities for both parties can contribute to a successful collaboration. Drafting a memorandum of understanding (MOU) is a way to formulate them and avoid misunderstanding. Items to be listed could include the agency's role (welcoming, training, monitoring students) and that of the students (preparing lessons), as well as other important information such as behaviors expected from both the students and the population to be served. It can be useful to also clearly indicate in the MOU the schedule of the service, as students do not usually have a lot of flexibility with their schedule. The agency has to be aware that it cannot modify the time of the service.

Monitoring the service and debriefing

Checking with the agency from time to time during the term to get feedback from their end is recommended, as it is equally crucial to devote time at the end of the term to debriefing to make sure the experience was positive, and to discuss how to improve the experience for both parties. Points to bring up during a debriefing meeting include the students' behaviors with the residents and the agency personnel, their preparedness, the nature and impact of their contributions, as well as confirmation that the experience can be renewed for the following term.

For example, in this course that involves college students teaching many young adults, negotiating with the agency an agreement to clarify acceptable relationships between students and residents became essential: to avoid unsolicited communication between students and residents between visits at the site, it was decided that students were not allowed to share their personal information before the end of the term. Similarly, residents were told that it was not appropriate to ask a student for a phone number or an email address.

Reminding the agency at the beginning of the term that each group will bring its own energy, with different personalities from the previous semester is a way to remind them that the dynamics might vary from term to term and that each new group may have different needs or be less prepared than the previous one.

Dealing with this monitoring aspect can be a learning experience for the instructor who might not feel comfortable suggesting ways to improve the students' experience and contributions at the partner agency. However, being assertive might prove beneficial because enhancing the students' experience will benefit the agency as well.

Best practices: Students

It is perhaps in relation to students that learned lessons and adjustments to the course were particularly specific. The recommendations below appear chronologically over the course of a term: selecting students, ensuring commitment, entering the community, training the students, monitoring the students' experience, and exiting the community.

Selection process

In situations where enrollment is not an issue, vetting students can be particularly beneficial. The first few times the course was taught, candidates were interviewed mostly to assess their language competency which needs to be developed enough to serve as a lingua franca with French speakers who may not use standard French and who speak with an accent unfamiliar to most students. It soon became apparent that some students who enrolled in the course were essentially motivated by the desire to pad their curriculum vitae or to merely improve their language skills (not that this latter objective was not laudable since the nature of the service requires students to apply their language skills; however, it should not be, at least in this course, the main and sole purpose). So, in order to select better-suited candidates, motivation and emotional maturity were thereafter more prominently factored into the selection process. To this end, more pointed questions about reasons, expectations, experiences, and attitudes were asked during a meeting that remained relatively informal overall. In addition, the information that the candidates were given at the time of the initial contact was further elaborated: expectations about the community work are now laid out, the importance of their commitment for the duration of the term is stressed, and the willingness to deal with leaving one's comfort zone is emphasized.

On our campus of around 28,000 undergraduate students, interest in the course has consistently exceeded enrollment capacity, but not all candidates meet the language requirement which corresponds to the *Advanced Plus* level at a minimum, preferably the *Superior* level, as defined by the American Council on the Teaching of Foreign Languages

(ACTFL).⁶ Identifying enough qualified candidates may be a challenge in a smaller academic setting, although readings and class discussions do not necessarily have to take place in French.

Ensuring commitment

Once selected, students are asked to commit to the course at the time of class registration that occurs during the last few weeks of the preceding term. When they confirm in writing their intention to take the class, they need to state that they understand that they are committing to not withdrawing a few days before the semester starts. Overrides to register for the class are issued upon receipt of the written commitment. Over the first few semesters, several students had a course-schedule change, found out about a requirement they needed to fulfill, or realized that they had overextended themselves. Thus, this way of proceeding was established to avoid having to replace late withdrawals, a difficult task due to the five-hour time window needed for the community work. Oftentimes, even waitlisted students were no longer available. Once this “early” commitment was instituted, no students ever withdrew.

Entering the community

Preparing students to enter the community is a very important step. Over time, more and better structured class sessions were devoted to this crucial moment. Students learn about the organization and begin to examine the social issues that underlie its mission. In addition, they have to reflect on their own assumptions and challenge their prejudices about the community; they are asked to anticipate their reactions as they are about to meet individuals who not only come from very different cultures, but who also carry with them the psychological, and sometimes physical, wounds due to persecution. Finally, they are prompted to gauge how much they will be forced out of their comfort zone and how they will deal with it.

Norms of behaviors are explained and parameters for the student/resident relationship are clearly established. Inappropriate topics are discussed. Students are also made aware of the utmost necessity to respect confidentiality, and they are told that they are expected to engage

⁶ “ACTFL Proficiency Guidelines 2012,” *American Council on the Teaching of Foreign Languages*, accessed March 25, 2017, <https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/french/expression-orale>

residents with respect, to express compassion, and to behave with humility, three key attitudes that are stressed in a required workshop offered by the University Center for Community Service and Learning entitled *Entering and Exiting the Community*.

Training for a role in the community

Clarifying tasks and expectations, as well as training students, is equally important and, as mentioned above, more emphasis has been given to this element in this course. It is usually the responsibility of the agency to provide training, but in the case of language-based initiatives that require teaching lessons, agencies do not often get involved. As part of the training, a discussion prompting students to consider how their efforts support the overall mission of the agency, may help students contextualize their contributions.

Monitoring students' experience

As already stated at various stages of this chapter, debriefing sessions, written reflections, and exchanges with the instructor are an integral part of an SL course to help students process their experience. These strategies also offer an insight into each student's perspective, which can be valuable in monitoring how they grapple with having to function outside of their comfort zone. Sometimes written remarks allude to the fact that, even though the weekly visits to the site are enjoyable, a student may still feel uncomfortable after a couple of weeks. For example, they may hesitate in engaging in a conversation, show signs of lacking confidence while teaching, or doubt the impact of their work. In this case, the particular individuals are invited to meet to discuss how they are faring.

One surprising discovery has been to realize how important it is for students to know that they are making a difference. Oftentimes, they evaluate the success of the experience in the community based on how much progress they think their residents made in speaking English or understanding American culture. All language instructors are well aware of how difficult it is to assess such learning, especially beyond the intermediate level. As students tended to doubt the impact of their contributions, it became clear that they needed to be reassured. To that end, students are now regularly reminded throughout the term that while the evidence of their contributions might not be proven empirically, their weekly visits, which show this vulnerable population that someone cares about them, may actually have a stronger impact than their English lessons

per se. Emphasizing that they are part of a network that provides services to this community also decreases the pressure they seem to put on themselves to design the perfect lesson.

Exiting the community

As the term nears its end, students need to prepare to exit the community. The last debriefing session is devoted to discussing this moment of the experience. Students frequently mention that they feel they are abandoning their residents. To alleviate these feelings, they are reminded not only of the impact of their contributions, but also that they are part of a large network that is providing help. They are also asked to consider how they could continue to contribute, in the short and long term, either to the same agency or a different one.

Residents also need to be aware that the students will not return. In tandem with the agency, they are reminded of the university term cycle and are assured that another group will visit them the following term. Students generally organize a party for their last visit.

A final note: during our last debriefing session, students are asked to indicate something they wished they had been told before starting their volunteer work. This has proven to be very useful in preparing the next group.

Best practices: Logistics

It is important to inquire about the institution's policy for sending students out into the community, as it may require an agreement to be signed between the agencies and the home department of the course/program. An agreement template pertaining to community-based initiatives might already exist; if not, it can be adapted from internship or field-work agreements. This agreement is different from the MOU that was suggested above that is contracted between the agency and the faculty member and that focuses on the type and time frame for service activities.

Transportation is an aspect that cannot be overlooked, especially if the institution does not provide any support, which was the case during the first few years this course was taught. Transportation had to be arranged through the institution's transportation department. In addition to obvious tasks such as booking the university business vehicle, it was necessary to make sure that all students completed the various steps to become certified drivers (registration, contract, orientation, etc.) and that they fully complied with policies in place. A couple of years ago, our institution

created a service which now oversees these various tasks; this shift of responsibilities has significantly diminished the administrative duties for the instructor, a welcomed development which eased the burdens at the beginning of the term.

If transportation is needed, funding may be an issue. While grants can be sought to cover the cost of the vehicle rental and gas, it might be difficult to secure sustained funding. Currently in this course, the expense has unfortunately been shifted to the students who contribute through a laboratory fee of \$50.00.

Ensuring that the instructor's own department is supportive in dealing with these logistical aspects (drafting of agreements, dealing with laboratory fees) is crucial, not only in pragmatic terms, but also in sharing liabilities. The aforementioned suggestions have facilitated the implementation of the course and contributed to its success.

In our institution, *The Edward Ginsberg Center for Community Service and Learning* has been offering, university wide, a range of programs and services aimed at students and faculty since the 1990's. The center is the gateway for students to find opportunities to volunteer or participate in service-learning. It provides support for student organizations and initiatives and prepares students for community engagement through workshops and training. Faculty can take advantage of the center's consultation services to design community-based courses, programs or research projects, as well as to assess them. The center is also a resource for connecting with community organizations and awarding grants. For example, transportation for the first year of our course was covered by a grant from that center.⁷ A couple of years ago, our College of Literature, Science and the Arts created its own *Center for Community-Engaged Academic Learning* was to promote community-engaged courses and provide support to its faculty. For instance, it is this center which is now dealing with all aspects related to transportation for our course (vehicle booking, student orientation and training, etc.).⁸

⁷ *The Edward Ginsberg Center for Community Service and Learning*, accessed April 15th, 2017, <https://ginsberg.umich.edu>.

⁸ *The Center for Engaged Academic Learning*, accessed April 15th, 2017, <https://lsa.umich.edu/ceal>.

Impact of the course

Assessing impact is always a delicate task, and short of undertaking a statistical analysis that would yield concrete results, any unscientific account might cast doubt on the reliability of the description claiming success. Community-based initiatives are facing an even greater challenge given that assessing non-academic learning outcomes, such as soft skills, is more complicated.

New tools have emerged that aim at assessing learning outcomes of community-based learning, such as the *Imagining America* research group *Assessing the Practices of Public Scholarship* (AAPS) that proposes an integrated approach examining collaboration, reciprocity, generativity, rigor, and practicability. This method has the particularity of considering the impact of the program in the community and integrating the community stakeholders.⁹ The Global Learning VALUE Rubric, a project spearheaded by The Association of American Colleges and Universities (AACU) measures the following outcomes: global self-awareness, perspective taking, culture diversity, personal and social responsibility, understanding global systems, and applying knowledge to contemporary global contexts.¹⁰

No sophisticated instrument of that sort has yet been used to evaluate the impact of this course. Currently, course assessment is achieved through three kinds of anonymous evaluations: a university-wide online questionnaire, a department-wide form that requires students to reflect on their engagement in the course, and the course itself in the form of a short narrative that students draft in class, along with a question-specific questionnaire that is designed for the course.

All students who answered the online university-wide questionnaire either agreed or strongly agreed with the statement: "Overall, this was an excellent course." For obvious reasons, they all strongly agreed with "I had a strong desire to take this course." Many of them, though, indicated that the course load was heavy. New questions, which were designed by the *University of Michigan Center for Research on Learning and Teaching*, will be added this term to better evaluate personal growth and civic engagement. Some of the added changes are as follows:

⁹ "Integrated Assessment," *Imagining America*, accessed January 27, 2017, <http://imaginingamerica.org/initiatives/integrated-assessment/> .

¹⁰ "The Global Learning VALUE Rubric," Association of American Colleges and Universities, accessed January 27, 2017, <https://www.aacu.org/value/rubrics/global-learning>.

- I am aware that my background and social identities influence my perspective—how I see the world and make sense of things.
- I can identify examples of how my personal values and beliefs influence my learning, decisions, and actions.
- I ask myself, “Do my decisions contribute to the overall care, well-being, or positive functioning of individuals, groups, organizations, and communities that are a part of my life?”
- I ask questions and listen to others in order to understand if and how the needs, goals, perspectives, interests, etc. of all group members are being addressed in the group’s decision-making and activities.

Narratives offer a better insight into the students’ experiences. Many students stated that it was the best course they ever took and qualified the experience as “amazing,” “unique,” “fulfilling,” “formative,” “rewarding.” These are a few of those responses:

- (Winter 13) *This course was great! It was unlike anything I've ever taken at the university, and I only wish I had taken more service-learning classes.*
- (Winter 13) *It was amazing being able to interact with the people of a different culture, hear about life in their country and learn about the asylum process. I developed skills I know will help me in the future.*
- (Fall 16) *I really enjoyed getting to know the residents and learning about their countries in Africa. I think it was a great way to learn not only about African culture, but also to learn about the political situation going on today. It was an amazing experience.*

Some students stressed the cross-pollination between the community service and the academic component:

- (Fall 14) *This class was an amazing opportunity for me to put my French skills into practice in the community. I think that service learning is generally overlooked, which is sad because this course taught me just how valuable it can be. I loved visiting [...] on a weekly basis, interacting with the residents, and changing my whole outlook on the process of gaining political asylum. The class was very helpful in getting a better idea about the legal challenges of the process, learning about residents' home countries, and talking about our reactions. I can only say that I wish there were more opportunities like this available to students at U of M.*
- (Fall 14) *The combination of service work at [...] and classroom education on colonialism and refugees was extremely enlightening.*
- (Fall 15–Final essay) *Also, it gives the unique opportunity to see certain things firsthand. In our case, we were talking about immigration law and the asylum process (things that many of us have*

learned about in other classes as well). But this was the first time I was able to see the mechanisms I had learned about in practice. We were able to see firsthand how the process plays out for individuals. Talking to the residents at [...] really reinforced some of the things we learned about in class, and introduced some new things that I hadn't even thought about. This is another way that volunteer work can change perspective. I also think the most important part of this, at least for me, was the fact that we were getting the human side of everything we were learning.

Quite a few students commented on the long-term impact:

- (Winter 15–Final essay) *My heart will forever be touched and my path changed because of my encounter with the [...] residents. A classroom can easily persuade you to think the path that you are on is the one you truly wish to follow, but volunteer work and first-hand experience is what reaffirms or denies this.*
- (Fall 15–Final essay) *This experience did a lot for my worldview. [...] it opened up my perspective immensely. It also gave me a passion for defending the rights of refugees, asylum seekers, and immigrants in general.*
- (Fall 15–Final essay) *[...] I've been undecided as to what direction I wanted to go in (and I still am to a certain extent), but I am going to begin pursuing opportunities in immigration law.*
- (Winter 16) *It was one of the best classes I have taken and has changed my post-graduation plans.*

Many students who have qualified this experience as “life-changing” or “transformative” have entered the professional fields of education (ESL or bilingual studies), law, social work, and health. In some cases, their professional career led them to work with migrants, refugees, or other marginalized populations. A few students have gone on to complete a Master in Social Work in programs that offer an emphasis on refugees; others have decided to specialize in immigration law; a couple, trained in the medical field, are now working with refugees; some hope to work for NGOs that focus on asylum seekers or refugees; others considered serving in the Peace Corps (one student is currently in Benin). While these examples do not provide quantitative evidence, they speak to the long-term impact such a service-learning course can have. It is also worth noting that quite a few students pursue their involvement with the agency on their own as language partners until they graduate.

A final note: the above comments highlight students' experiences and learning outcomes and do not stress the impact the course had on the community. However, this long-lasting partnership with the same agency

is evidence of a fruitful collaboration. Frequent positive comments from the agency personnel and warm and enthusiastic welcomes from the residents confirm that the benefits are reciprocal.

Challenges

Engaging in community-based course work is obviously not without its challenges, and it's worth mentioning a few fundamental aspects to consider before undertaking such a project. In her publication entitled *Developing a Faculty Inventory Measuring Perceived Service Learning Benefits and Barriers*, Su-I-Hou lists many barriers facing faculty who are considering integrating a service-learning component to their courses:

- difficulty balancing professional responsibilities and coordination of the service component
- adjusting for different levels of student readiness
- assessing student work
- logistical challenges
- insufficient relationships with community partners
- inadequate knowledge of ways to use the SL approach effectively
- lack of institutional recognition of service learning as scholarship.¹¹

In regards to the last item, it may indeed be wise to ascertain one's institutional or departmental perception of SL, especially considering tenure requirements. The publication by Jennifer Dugan entitled "Governing Academic Civic Engagements: Lessons and Challenges from Four Engaged Campuses" might prove to be useful in considering this aspect.¹² In addition to extracting successful practices in leadership and program design of civic-engagement initiatives, based on the analysis of four different campuses, the article explores their impact on the higher education reward system, namely workload and promotion. While the four campuses of the models examined agree on the legitimacy of these undertakings by their faculty, the author warns of a general lack of guidelines and criteria for that type of scholarship to be fully recognized.

¹¹ Su-I Hou, "Developing a Faculty Inventory Measuring Perceived Service Learning Benefits and Barriers," *Michigan Journal Community Service Learning* 38, no. 2 (Spring 2010): 78-89.

¹² Jennifer Dugan, "Governing Academic Civic Engagement: Lessons and Challenges from Four Engaged Campuses," *Partnerships: A Journal of Service-Learning & Civic Engagement* 6, no. 3 (Fall 2015): 73-86.

Conclusion

Offering this service-learning course to our advanced students has added a new dimension to our program. It presents students with an opportunity to apply their language skills with native speakers in an authentic setting. It is not rare to hear beginning students mention that participating in the SL course is their goal and is seen as a crowning achievement of their language learning. Beyond its specific discipline, such a course participates in the educational mission of an undergraduate liberal education: it helps shape our students into global citizens, as their worldviews are broadened through their contact and work with the residents, as well as through the course readings and discussions; it forces students to step outside of their comfort zone and to confront new and difficult situations which develop their emotional maturity; it enhances critical thinking skills, as students learn, reflect on their learning, and solve problems. All of these aspects contribute to students growing into informed and engaged individuals. Furthermore, it also provides students with an alternative to spending all their time on campus, disconnected from the real world; in this case, they become familiar and create ties with the large city that is located in the region and that has been struggling for decades.

Challenges aside, teaching an SL course or directing an experiential learning program carries its own rewards for the faculty member. To know that his/her SL course reaches students beyond its discipline-specific pertinence is very fulfilling. Researching and applying a new educational approach, in this case the service-learning model, is always stimulating. Challenging assumptions about oneself and one's own teaching, and learning new behaviors to grapple with sensitive topics in the classroom, such as social justice, can only be valuable and fruitful.¹³ Most importantly, knowing that we contribute to society in a somewhat more meaningful way than when we are confined to our classroom is a priceless reward.

While we have focused on the benefits of service-learning practices for the students, the community partners, highlighting the impact, challenges and rewards of such a course, it is interesting to note that universities and colleges gain from SL programs as well. Indeed, by offering such opportunities, they respond to a desire expressed by undergraduate students to be engaged in community service during their studies. By doing so, higher education institutions also fulfill one of their

¹³ Maurianne Adams et al., *Teaching for Diversity and Social Justice: a Sourcebook*, 2nd ed., ed. Maurianne Adams, Lee Anne Bell, Pat Griffin (New York: Routledge, 2007): 381-395.

responsibilities, namely to contribute to developing their students' civic engagement. Furthermore, by offering opportunities to students to volunteer in the community with local partners, institutions become a contributor to improving an area. As such, universities and colleges model the civic-engagement behavior that they hope to instill in their students.

Appendix A: Syllabus

French Service-Learning RCCORE 309.011T 4-9, Th 4-5

Description:

The objective of this service-learning course is to offer advanced students of French an opportunity to engage in experiential learning related to community service work. It provides French students with unique service-learning opportunities by connecting them with partnered community organizations outside of the University setting which deal with French-speaking immigrant communities. Currently, students volunteer in an organization which offers shelter and legal help to victims of persecution seeking asylum in the U.S., many of whom come from French-speaking Africa. The academic component of the course focuses on the Francophone African countries residents are from and introduces students to these countries' historical, social and cultural contexts. In addition, the U.S. asylum process is explained and discussed. Students are given the opportunity to collaborate with the agency's legal department by doing supervised translation work and they are in charge of organizing a fundraising event benefitting the agency. Please contact Dominique Butler-Borruat (dborruat@umich.edu) for more information.

Course requirement:

Students are required to dedicate 3 hours/week at the site (commute **not** included); to come prepared to a weekly group session (readings, translations, reflection journals); to complete a midterm essay, a final project, a final essay, and to organize a fundraiser. There is a \$50.00 lab fee to cover the cost of the vehicle rental and gas.

Intended audience: Advanced students of French

Class format: The course meets one hour every Thursday 4:00-5:00. Students go to the agency in Detroit every Tuesday 4:00–9:00 PM.

Grading policy:

This course is graded credit / no-credit. To receive full credit (2) for the course, you must:

Individually:

- Go to the agency every week (if for any very serious reason you are unable to go, you must provide an official document to excuse your absence; you also need to inform me (text) and the agency (phone call) as soon as possible).
- Prepare a lesson for your group for each visit. (Please send me the documents you need copied no later than Tuesday 10 am).
- Attend each Thursday class (only one unexcused absence will be allowed).

- Come to class prepared.
- Submit all assignments by the due date (see below for more details).
- Do your translation work.
- Attend the Ginsberg workshop *Entering, Engaging, & Exiting Communities*.
- Register with CEAL-Ride and attend the orientation session to become a certified driver.
- Meet with your instructor as required.

As a group:

- Share the responsibility to be the driver and/or the co-pilot (please refer to the handout about responsibilities of the driver/co-pilot).
- Collaborate each week to prepare an activity engaging all residents on site.
- Collaborate to organize a fundraising on campus.

Learning Objectives:

A service-learning course is composed of three components each of which having specific learning objectives.

I. Academic component:

- Becoming familiar with the historical, social, and political contexts of some francophone African countries and considering how these contexts relate to the plight of asylum seekers
- Learning and thinking critically about the U.S. asylum process

II. Experiential component:

- Identifying the particular types of concerns facing asylum seekers
- Articulating meaningful insights about the service experience
- Communicating and working collaboratively with classmates and community agency personnel
- Negotiating interpersonal relationships with classmates and agency personnel
- Managing cross-cultural communication that exhibits sensitivity to the situation of the residents
- Demonstrating creative problem solving as unexpected situations arise at the site

III. Civic engagement component:

- Exploring one's own values and assumptions
- Understanding one's multiple social identities and how they impact one's work in the community
- Developing social responsibility
- Developing leadership and assertiveness skills
- Assessing one's personal growth

- Examining one's role as an engaged citizen

Syllabus*

*This syllabus is translated from French and is created from its online version. Assignments are posted on our LMS with links to the material. For the purpose of this document, assignment instructions (including project and midterm and final essays) have been abbreviated. Online Individual conversations between each student and the instructor are ongoing. Translation work is not assigned here since its timing varies).

Please note that no dates are specified below because, starting after week 3, our syllabus needs to remain flexible due to the unknown number of debriefing sessions we will need on the one hand and, on the other, due to our translation work that cannot be planned ahead of time. Assignments will be posted on our LMS on a weekly basis (dates for major assignments will be announced well ahead of time).

Our first visit to the site will take on place on week 3. We will meet in class twice on Week 2.

Week 1

Tuesday: No class

Thursday: *Class session # 1* Discussion: Personal Introductions, Reasons for taking the course, Knowledge about the agency, Administrative tasks

Week 2: The experiential component

Tuesday: *Assignment--*

- Reflect on your perceptions of asylum seekers and refugees and also on the perceptions the residents may have of a group of students coming to help them.
- Read the poem *Home* de Warsan Shire (British-Somali Poet); make a list of five words that come to mind after your reading.
- Reflect on whether this reading affected or not your perceptions of asylum seekers.

Class: Discussion reasons one might have to leave his/her country.

Testimonies: *7 Billion Others* website: *Leaving one's own country*

Thursday: *Assignment:*

- Read three articles about the agency and watch two videos and make a list of what you learned.
- Reflect on the mission of the agency and how you think can contribute to it.
- Register and attend orientation session to become a certified driver.

Class: Discussion--The experiential component; Structure of time on site, tasks, responsibilities and expectations; Do's and Don'ts, First visit to the site: orientation.

Week 3: Lesson Planning and Resources I

Register for the Workshop *Entering, Engaging and Exiting Communities!*

Tuesday: *Visit to the site # 1 Assignment:*

- Fill out the online forms to become a volunteer.
- Reflect on how you feel before going to the site, how you expect to be feeling there, how the residents will be.

On site: Orientation session and first contact with residents (informal)

Thursday: *Assignment:*

- Reflect on your first impressions of the site and of the residents and compare them with your expectations.
- What did you learn during your orientation that you did not know before?

Class: Discussion--Lessons planning and Resources I

Week 4: Lessons Planning and Resources II

Schedule your individual conference!

Tuesday: *Visit to the site # 2 Assignment:*

- Familiarize yourself with the resources to design lessons and select three resources that look particularly interesting.
- What did you learn at the workshop and how do you think it will help you on site?

On site: Icebreaker activities organized by the agency; Meeting with residents who will be in your group

Thursday: *Class session # 5 Assignment:*

- Reflect on your first impressions of your group.
- Come up with an idea for your first lesson.

Class: Debriefing; Sharing of resources; Lesson planning and Resources II

Week 5: Colonialism

Tuesday: *Visit to the site # 3 Assignment:* Prepare a lesson for your group and collaborate with your classmates for the whole-group activity

On site: Lesson - Meal - Whole group activity

Thursday: *Class session # 6 Assignment:*

- Reflect on how your first lesson went: what worked well, what did not and why? Think of how what you can do differently next time. How did you feel during your lesson?
- Read and answer questions about *Le portrait du colonisé* d'Albert Memmi

Class: Debriefing; Discussion: *Le portrait du colonisé* d'Albert Memmi

Week 6: Colonialism

Start brainstorming about the fundraising!

Tuesday: *Visit to the site # 4 Assignment:* Prepare a lesson for your group and collaborate with your classmates for the whole-group activity.

On site: Lessons - Meal - Whole group activity

Thursday: *Class session # 7 Assignment:*

- Reflect on how your reading of Memmi's *Le portrait du colonisé* impacted your perception of the residents, your role as the teacher and your worldview.
- Read and answer questions on the article *Positive, la colonisation ?*

Class: Debriefing; *Discussion:* *Positive, la colonisation ?*

Week 7: Translation guidelines

Schedule your individual conference!

Submit your midterm (see below)

Tuesday: *Visit to the site # 5 Assignment:* Prepare a lesson for your group and collaborate with your classmates for the whole-group activity.

On site: Lessons - Meal - Whole group activity

Thursday: *Class session # 8 Assignment:*

- Reflect on how your reading of the article *Positive, la colonisation?* impacted your worldview.
- Prepare updates for your assigned country.

Class: Debriefing if needed, and News updates; Translation guidelines

Week 8: Postcolonialism

Tuesday: *Visit to the site # 6 Assignment:* Prepare a lesson for your group and collaborate with your classmates for the whole-group activity.

On site: Lessons - Meal - Whole group activity

Thursday: *Class session # 9 Assignment:*

- Watch the documentary-film *Afrique, je te plumerai* by Jean-Marie Téo and answer questions (see below).
- Prepare updates for your assigned country.

Class: Debriefing if needed, and News updates; *Discussion:* *Afrique, je te plumerai* by Jean-Marie Téo.

Week 9: Postcolonialism

Tuesday: *Visit to the site # 7 Assignment:* Prepare a lesson for your group and collaborate with your classmates for the whole-group activity.

On site: Lessons - Meal - Whole group activity

Thursday: *Class session # 10 Assignment:*

- Watch the documentary-film *When Elephants fight* by Mike Ramsdell and answer questions (see below).
- Prepare updates for your assigned country.

Class: Debriefing if needed, and News updates; *Discussion:* *When*

Elephants fight by Mike Ramsdell

Week 10: The Asylum Process

Tuesday: *Visit to the site # 8 Assignment:* Prepare a lesson for your group and collaborate with your classmates for the whole-group activity.

On site: Lessons - Meal - Whole group activity; Ask the residents in your group if they are willing to answer questions about their country for your project.

Thursday: *Class session # 11 Assignment:*

- Watch the documentary-film *Well-founded Fear* by Shari Robertson and Michael Camerini and answer questions (see below).
- Prepare updates for your assigned country.

Class: Debriefing if needed, and News updates; *Discussion:* *Well-founded Fear* by Shari Robertson and Michael Camerini.

Week 11: The Asylum Process

Schedule your individual conference

Tuesday: *Visit to the site # 9 Assignment:* Prepare a lesson for your group.

On site: Lessons - Meal - (no whole-group activity); Interview the residents about their country for your project.

Thursday: *Class session # 12 Assignment:*

- Read your assigned section of *Refugees and Asylees in the United States* from the *Migration Policy Institute*; be ready to summarize it and to comment on what you learned and share your reactions.
- Prepare updates for your assigned country.

Class: Debriefing if needed, and News updates; *Discussion:* *Refugees and Asylees in the United States* from *The Migration Policy Institute*.

Week 12: The Asylum Process

Tuesday: *Visit to the site # 10 Assignment:* Prepare a lesson for your group and collaborate with your classmates for the whole-group activity.

On site: Lessons - Meal - Whole group activity

Thursday: *Class session # 13 Assignment:*

- Read your assigned section of *Refugee Roulette: Disparities in Asylum Adjudication* from the *Stanford Law Review*. Be ready to summarize it and to comment on what you learned and share your reactions.
- Reflect on how what you learned about the asylum process impacts your perception of the United States as a welcoming country and on who you might feel if you were an asylum seeker.
- Prepare updates for your assigned country.

Class: Debriefing if needed, and News updates; *Discussion:* *Refugee Roulette: Disparities in Asylum Adjudication* from the *Stanford Law Review*.

Week 13: Project Presentations

Tuesday: *Visit to the site # 11 Assignment:* Prepare a lesson for your group and collaborate with your classmates for the whole-group activity.

On site: Lessons - Meal - Whole group activity

Thursday: *Class session # 14 Assignment:* Prepare to present your project.

Class: Project Presentations; Comments on projects

Week 14: Project Presentations

Tuesday: *Visit to the site # 12 (last visit) Assignment:* Prepare a farewell party!

On site: Farewell party!

Thursday: *Class session # 15 Assignment:* Prepare to present your project.

Class: Project Presentations; Comments on projects

Week 15: Last Session

Tuesday: *Class session # 16 Assignment:*

- Fill out the online evaluations and the course-specific evaluation.
- Prepare updates for your assigned country.

Class: News updates; Final Debriefing

Thursday: *Final essay*

Appendix B: Assignments

Week 7 Midterm Essay

Answer the following questions about your work at the site, about you and about the residents.

A) Your work:

1) What?

- Talk about what you are doing with the residents in your group.
- Talk about the type of interactions that you have with them.
- Talk about the difficulties, the challenges that you encounter.

2) So What?

- Do you feel that your work has an impact? Why or why not?

3) Now What?

- What are your goals for your work with the residents?
- What are ways you can improve your teaching?
- How are you going to overcome the difficulties/obstacles mentioned above?

4) What about me? Think about how things are going for you on a personal level.

- Talk about your feelings during your lessons (do you feel at ease, competent, frustrated, etc.)?
- Talk about how you feel during the meals and mingling with the residents?
- How is your time on site and the interactions you have with the residents and your classmates different from what you envisaged at the beginning of the term?
- What have you already learned about yourself through this experience?

B) The residents:

- What are the challenges the residents face after they arrive in the U.S.?
- What have you already learned about their situation that relate to what we have discussed in class?
- What have you learned in class that helped you better understand their situation?

Week 8 Class session # 9

Afrique, je te plumerai by Jean-Marie Teno (1992)

Note that even though this documentary was made many years ago, it is still pertinent for our purpose.

Summary from *Afrique, je te plumerai*, California Newsreel: Library of

African Cinema. 2004.

<http://newsreel.org/video/AFRIQUE-JE-TE-PLUMERAI>

Afrique, je te plumerai provides a devastating overview of 100 years of cultural genocide in Africa. Director Jean-Marie Teno uses Cameroon, the only African country colonized by three European powers, as the basis for a carefully researched case study of the continuing damage done to traditional African societies by alien neocolonial cultures. Unlike most historical films, *Afrique, je te plumerai* moves from present to past, peeling away layer upon layer of cultural forgetting. Teno explains: "I wanted to trace cause and effect between an intolerable present and the colonial violence of yesterday...to understand how a country once composed of well-structured traditional societies could fail to succeed as a state."

From *Afrique, je te plumerai*, California Newsreel: Library of African Cinema. 2004.

<http://newsreel.org/video/AFRIQUE-JE-TE-PLUMERAI>

Pre-viewing question:

- What do you know about Cameroon's past?

Questions:

- What is the meaning of the title?
- How is "cultural genocide" defined in the film?
- Who is the film's intended audience?
- What does Teno want to convey?
- *A people that have no past, have no present and no future*, what is the meaning of this proverb in the context of this film?
- Which scenes did you think were particularly interesting or provocative?
- What is the meaning of the last scene?
- Is Teno's perspective about Cameroon's future pessimistic or optimistic?

Post-viewing question:

- What are the challenges facing Cameroon's people?
- Reflect on those challenges and assess how you would feel and what you would do if you lived in that country?

Week 9 Class session # 10

***When Elephants Fight* by Mike Ramsdell (2015)**

Note that students are warned that this documentary contains disturbing images.

Summary from *When Elephants Fight* website,

<http://www.whenelephantsfight.com>

The Democratic Republic of Congo has been called a geological scandal due to its mineral rich soil. Unfortunately, those minerals, necessary to sustain today's technology, are funding the deadliest war since WWII.

Throughout history, Congo has been a tremendous source of wealth and prosperity due to its abundance of natural resources including rubber, ivory, oil, natural gas and a virtual treasure trove of mineral resources such as diamonds, gold, uranium, copper, cobalt, tin, etc. Unfortunately, that wealth as primarily gone to colonial powers, dictators, rebel fighters and foreign companies while the people of Congo have been left with corruption, exploitation and war. Unfortunately, this glaring difference between opportunity and reality is still the story of Congo today.

Pre-viewing question:

- What do you about the political, social and economic situation in the DRC?

Questions:

- What is the proverb that is referenced in the title and what is its significance regarding the DRC?
- Can you explain the differences between the situation in the Katanga region in the South and that of the Kivu in the East?
- Can you list the natural resources which can be found in the DRC?
- Can you explain the historical roots of the current situation, as well as its political and social impact?
- Are all contributors objective about the situation in the DRC?
- What are the solutions that are suggested?

Post-viewing:

- Can you think of other solutions to improve the situation in the DRC?
- How do you think you can contribute personally to improve the situation?
- How has this documentary change your perception of the United States and of the European countries involved?

Week 10 Class session # 11

***Well-founded Fear* by Shari Robertson and Michael Camerini (2000)**

Note that even though this documentary was made many years ago, it is still pertinent for our purpose.

Summary from POV 30, PBS website

<http://www.pbs.org/pov/wellfoundedfear/film-description/>

Well-Founded Fear documents a variety of dramas unfolding in INS offices in the New York City area. The filmmakers focus on both the pleas of immigrants to stay in the United States, and the consideration of their cases by INS officers. At issue in every case are the requirements of asylum. To be granted, applicants must demonstrate a “well-founded fear” of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion.

For applicants with a genuine “well-founded fear,” the asylum process is fraught with tension. A brief in- person interview requires that the applicant recount the horrors of life in the old country, dredging up memories that have been suppressed or best forgotten. And the stories must be convincingly told and documented.

Well-Founded Fear is an evocative documentary about what goes on behind the electronic doors of the asylum office at the U.S. Immigration and Naturalization Service (INS). On this dramatic, real-life stage, American ideals about human rights collide with the nearly impossible task of trying to learn the truth from asylum-seekers. Well-Founded Fear challenges us as viewers to think about whether government institutions reflect our political beliefs, including our level of commitment to protecting individuals from persecution. Getting to know the people behind the institutions also challenges us to evaluate how our beliefs, biases and experiences influence our ability to judge the credibility of others.

Pre-viewing questions:

- What do you already know about the asylum process?
- Image that you have to flee your country and leave everything behind. How would you feel? What would you fear? What would hope for?

Questions:

- Which scenes do you find particularly interesting / provocative?
- What can you say about the issue of translation?
- What is the definition of “well-founded fear”?
- What are the types of persecution that qualify for asylum in the U.S.?
- What are the differences between asylum officers and what do they seem to indicate?

Post-viewing questions:

- Assess the objectivity of the process. What seems fair? What seems unfair?
- Articulate solutions to improve the process.

- Would you want to be an asylum officer? Why or why not?
- If you had to choose who is granted asylum and who is not, what would your criteria be?

Project:

Presentation on your assigned French-speaking African country

- 1) Give some information on your country: geography, demography, languages, religions, economy, natural resources etc.
- 2) Explain the history of this country with an emphasis since colonialism.
- 3) Highlight the social challenges this country faces and how they relate to its historical past.
- 4) Interview residents at the site from that country, asking them to talk about what they like most about their country and what they would like other people to know about it. (Remember to avoid sensitive topics).

Final Essay

Answer the following two questions:

- 1) Discuss the place of service-learning courses in a liberal arts education.
- 2) Reflect on your personal growth during the term:
 - a) What did you learn about yourself, your leading and relational skills?
 - b) How did this experience affect your worldview?
 - c) What will the long-term impact of this experience be?

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CHAPTER NINE

VIRTUAL ENGAGEMENT IN THE LANGUAGES: TEACHING TRANSLATION AND SOCIAL JUSTICE

IRÈNE LUCIA DELANEY
AND AGNÈS PEYSSON-ZEISS

Introduction

In a globalized world, cross-cultural and intercultural communication skills are essential. Students in L2 classes want to be able to express themselves in the target language while also understanding their interlocutors' cultural practices and history. This chapter begins the exploration of some of the ways in which coalescing the teaching about the French and Francophone world with service learning provides opportunities for students to engage in real-world communication with French speakers from across the globe. As studies have proven, students learn better in context, and this chapter discusses language acquisition from a translation perspective in a service-learning setting in which students exchange with women netizens from the Democratic Republic of the Congo.

Traditional translation training had for several years become obsolete in language learning—particularly when it came to the use of artificial sentences to illustrate grammar rules—and conflicted with the language pedagogy goals of the communicative approach. Recently, however, research has reconsidered the use of translation in language acquisition since it presupposes the use of a multiplicity of skills and proposes that non-literary academic courses are the best environment in which to learn.¹

¹ For more information on L2 acquisition, see Sonia Colina, “Second language acquisition, language teaching and translation studies,” *The Translator* 8, no. 1

As a result, we decided to develop a new course to motivate students to approach translation from a service standpoint with a cultural and human dimension, key components to language pedagogy. While designing the course, we kept in mind the ways in which the field of language for specific purposes (LSP) could benefit from the use of translation and help learners to bridge the gaps between language and culture.²

We had already conceived an independent study course in collaboration with Bryn Mawr College's Leadership, Innovation, and Liberal Arts Center (LILAC) based on students' desire to practice their French and engage with the French-speaking communities around Philadelphia and at large. LILAC offers students the opportunity to earn academic credit and "collaborate with community-based organizations to prepare [them] to be socially responsible leaders and citizens through purposeful action, reflection, and learning."³ They do so in the form of praxis courses, the most common and most intense of which is called Praxis III. A full-credit Praxis III course is an 8 to 10-hour weekly commitment, half of which is a coursework component (often a sort of independent study mentored by a faculty member) and half of which is a fieldwork component (normally an on-the-ground volunteer position at an organization in greater Philadelphia). The college offers a wide variety of Praxis courses defined as "an experiential, community-based learning program that integrates theory and practice through student engagement in active, relevant fieldwork that is integrated into academic courses."⁴ Service learning offers opportunities for students to develop a sense of civic responsibility and engage linguistically and virtually with a wide array of people as they "collaborate with community-based organizations to prepare [themselves] to be socially responsible leaders and citizens through purposeful action,

(2002): 1–24; Vanessa Leonardi and Rita Salvi, "Language Pedagogy and Translation Studies: Towards a (Re)Definition of Translation," in *Border Crossings: Translation Studies and Other Disciplines*, ed. Yves Gambier and Luc Van Doorslaer, (John Benjamins Publishing, 2016), 331-348.

² Jonathan, Trace, Thom Hudson, and James Dean Brown, "Developing Courses in Languages for Specific Purposes," in *Developing Courses in Language for Specific Purpose*, ed. Jonathan Trace, Thom Hudson, and James Dean Brown (National Foreign Language Resource Center, 2015), <http://nflrc.hawaii.edu/media/docs/NW69-01.pdf>

³ "Civic Engagement" *LILAC*, accessed May 3rd, 2017, <https://www.brynmawr.edu/lilac/civic-engagement>

⁴ *Ibid.*

reflection, and learning.”⁵ Authentic interactions in meaningful contexts for foreign language learning—a point that Stewart highlights in support of service-learning in foreign language classes—is at the core of the work we have done.⁶

Service learning provides meaningful contexts for interactions and negotiations of meaning between student translators and members of the community served. In this chapter, we will examine the reasons for a virtual civic engagement, as well as look at the way to implement the concept of translation, civic engagement, and the empowerment of women through digital media. With the coupling of translation and service-learning in mind, we will explain the community partnership that developed between Bryn Mawr College, Pennsylvania, World Pulse, a social network that connects women around the world, and the Maman Shujaa Media Center in the DR Congo. Additionally, we will provide details about the course content. Finally, we will present the impact of this endeavor on students as evident in their reflections.

Reasons for virtual civic engagement

One of the main guiding questions for the development of our service-learning course was the following: How does one teach about the francophone world through civic engagement and exchange with people from the community around them, learn in an authentic fashion, and engage in mutually beneficial cultural exchanges. For several years, we organized language exchanges between Bryn Mawr students and Philadelphia’s francophone immigrants and refugees at two nonprofit organizations in the city. Students worked with the Nationalities Service Center’s (NSC) Refugee and Community Integration Department, which “provides a wide-range of services to meet the needs of newly arriving refugees, victims of human trafficking and unaccompanied children,”⁷ and the African Family Health Organization (AFAHO), which serves a large French-speaking population, “connecting African and West Caribbean immigrants and refugees to critical health care.”⁸ Unfortunately, these

⁵ Ibid

⁶ Stuart Stewart, “Crossing Borders/Forging Identities: Echoes of Symbiosis between Classroom and Community,” in *Learning the Language of Global Citizenship*, ed. Adrian J. Wurr and Josef Hellebrandt, (Bolton, MA: Anker Publishing, 2007), 87.

⁷ “Nationalities Service Center” NSC, accessed May 3rd, 2017, <https://nscphila.org>

⁸ “African Family Health Organization” AFAHO, accessed May 3rd, 2017, <http://www.afaho.net>

language exchange sessions were limited to an hour per week, and students at the suburban college often had trouble meeting with the NSC and AFAHO participants because of work and other conflicts. We found the optimal venue through the partnership Bryn Mawr College has with the Women in Public Service Project (WPSP) to pursue women's advancement on a global scale and "equal representation for women in public service positions, encouraging graduates to overcome barriers and create change."⁹ Through the WPSP, Bryn Mawr College students engaged with World Pulse to achieve this union of Praxis engagement and French instruction by connecting with a group of women in Africa.

Working with the women in the DR Congo proved to be a challenge in translation on many levels as students entered a world that they had only read about until then. As Baker remarks, most aspects of life and interaction between members of different speech communities relate to translation.¹⁰ Thus, when students approach translation through service learning, they leave the classroom, reach the community, and discover another world.

The organizations and their roles

World Pulse describes itself as "the leading network using the power of digital media to connect women on the ground around the world and bring them a global voice."¹¹ With a mission to "lift and unite women's voices to accelerate their impact for the world," it brings together almost 60,000 bloggers, predominantly women, from over 190 countries.¹² The network stretches from metropolitan areas to villages and conflict zones, where some bloggers travel hours to connect via Internet cafés or use their cell phones to post. World Pulse had already established connections with the Maman Shujaa Center in the DRC, creating a French-to-English volunteer translation program where, after a short onboarding process, translators

⁹ "Bryn Mawr College Blogs," accessed May 3rd, 2017, <https://wpsp.blogs.brynmawr.edu/about-2>

¹⁰ Mona Baker, *"In Other Words: A Coursebook on Translation"* (New York: Routledge, 2011), <https://www.slideshare.net/abdullahk2/mona-baker-in-other-words-a-coursebook-on-translationroutledge-2011>

¹¹ Jensine Larsen, "The Global Girl Tipping Point," accessed May 3rd, 2017, <http://girlrising.com/blog/the-global-girl-tipping-point/>

¹² "Our Vision, Our Values," accessed May 3rd, 2017, <http://www.worldpulse.com/en/community/training/voices-of-our-future-application-classroom/423/425>

can connect and translate blogs remotely with minimal supervision. They were pleased to welcome a small group of students who would translate a designated number of blog posts per week with more supervision and time set aside for revision.

The volunteer French translator program is just one small part of World Pulse's work but it does a great deal to uphold the organization's mission of amplifying women's voices so that they reach a global audience. They also aim to foster global connections—especially for the primary community whose blogs we translated. The Maman Shujaa—“hero women” in Swahili—do most of their blogging from two media and empowerment centers in the DRC's Sud-Kivu Province, an area that became the center of rebel insurgency after Hutu refugees from nearby Rwanda arrived in the 1990's. The capital of Sud-Kivu, Bukavu, was attacked many times during the two Congo wars between 1996 and 2003. In this area where women do not have easy access to the Internet, the Maman Shujaa members can attend vital digital literacy workshops and have the opportunity to connect with other women around the world as well as participate in community activism. Neema Namadamu, a Congolese women's empowerment and disability rights activist and a World Pulse correspondent, started those centers and began leading digital literacy training with women grassroots leaders in 2012. The goals were to facilitate the participation of hundreds of Congolese women in the World Pulse Ending Violence Against Women Digital Action Campaign, which had a regional focus on the DRC, and to create women leaders through media and empowerment training. In 2013, with support from Open Square Foundation, Neema opened the first center, a for-women-by-women internet café in Bukavu, Sud-Kivu. There, women had opportunities to be introduced to basic email, web navigation, social media, and word-processing skills, allowing them to dialogue and to be active writers and readers on World Pulse. This initiative began with Neema orienting 100 women and girls to computer literacy and now reaches at least 926 participants. In August 2014 Neema was able to open a second center in Itombwe, Sud-Kivu with eight laptops.

The translation service-learning course

Since its inception, the course has gone through several different iterations. To set it up the first time in Fall 2013, we advertised a half-credit Praxis III course (a student commitment of 3-4 hours per week) and recruited seven undergraduates with high-intermediate to advanced fluency in French. Bryn Mawr had never had a Praxis III course with only

remote fieldwork before, so it took some adjustments to run the program smoothly and effectively. Later iterations of the course have given students the choice between a full-credit workload (8-10 hours per week) and a half-credit one, and the size of the student group has fluctuated between one student and nine. The job of the coordinator has been held by an employee at the Civic Engagement Office (2013-14) and, on other occasions, by an undergraduate student (2015-16).

The course functions in the same way regardless of who is the coordinator: a World Pulse employee overseeing their end of the volunteer translation program relays to the Bryn Mawr Praxis III course coordinator a list of blog posts that need to be translated. The coordinator then ascertains their respective lengths and levels of difficulty and assigns several posts to each student translator in a balanced and appropriate way. The coordinator sets up a schedule for the students and professor: first and final draft translation due dates, weekly meetings for group review, and time allotted for new blog posts (numbers of posts depend on the length and difficulty of the translations) to work on over the course of several days (see sample timeline included in this chapter). For this segment of the process, the students are largely on their own, though the professor and coordinator recommend virtual resources (see sample syllabus) to aid in the translation. When the drafts are finished, they are posted to the course Moodle page, which has a specific set-up to facilitate the transition from independent work to group review. The preliminary drafts often have a numbers of gaps in the translation where students are unsure of the French grammar or have trouble understanding the dialect and/or transcription; some of the Maman Shujaa women are learning to type and use colloquial French from the region. The first stage of drafting therefore often involves more French reading comprehension and semantic/syntactic interpretation than actual translation. On Moodle, students highlight these gaps and translation issues so that they are easier to address at the meeting.

At that time, both professor and coordinator sit down with the group and review the translation drafts together, pausing to discuss and hypothesize about any major questions. Students enjoy reporting to the group, and the peer-editing process progresses quickly. All students share their translation ideas, and we pick as a whole what sounds best according to the given context. If the whole group is still unsure of how to proceed with a phrase, there are several options: if time is not a constraint and it is important, we email Neema on the student's behalf for clarification or a better guess, and otherwise, the group makes its best attempt at a translation, truncating the sentence as a last resort. The turnover of posts is generally rapid and students have to work quickly, but since many of these

blog posts are thematically sensitive, the best approach in cases of ambiguity is caution—which means extending the deadline at times.

After the meeting, the students' translation drafts have significantly improved, so everyone takes a couple of days to review and adjust before posting them beneath the corresponding blogs on the World Pulse site (a World Pulse staff member later integrates the translations into the original blog posts). The final stage offers direct community engagement: World Pulse stipulates that all volunteer translators write comments to the original bloggers whose work they have translated—either to follow up with a question or an anecdote or simply to express solidarity and encouragement from afar. Students write their comments in French, and they often stimulate further conversation when the Maman Shujaa blogger replies.

Assessment and review

Grades were not relevant to this course as students received a pass/fail grade. Specifically regarding the translation work, there was intensive and extensive feedback provided on the successive translation drafts (peer consultation, class consultation, and instructor and coordinator feedback). Once all the translation work was corrected and adjusted, it was posted on the World Pulse site. Students met with the Praxis coordinator several times a semester to reflect on their work and wrote comments (see excerpts below). The final course component is a formal poster presentation at the beginning of final exams, open to the campus and the wider community alike. All Praxis Independent Study student-participants represent their work—its conception, context, methodology, and significance—in posters, having been supported over the course of the semester by LILAC, which hosts several dinner meetings per term to help with poster design, integrating Praxis work into a résumé, and discuss fieldwork problem-solving. The poster session is an informative event where students share their self-motivated, independent work with their professors, deans, coaches, off-campus fieldwork supervisors, and classmates.

Students' reflections on the role of the translator and community engagement

In their comments, the students reflected on the importance of virtual civic engagement and the benefits and challenges that they encountered. Their comments described the course as a way to connect with other members of

the French-speaking world, an opportunity to learn from one another, an exchange on topics in real time, and a dialogue within a community of world citizens. Students have remarked on the following:

Whereas most college courses aim to understand cultural practices and dynamics strictly through a theoretical lens, our work translating blogs has given us a closer rapport with the Congolese women and men who write them. We read and translated posts ranging from personal stories, letters, calls to action, grateful accounts of their time at the Maman Shujaa Center, explanations of the problems and the virtues of the modern-day Congo, and detailed plans for its future. For us, these translations required not only a good mastery of the French language and its nuances, but also careful attention to the content at hand. We devoted much time and attention to best represent these women and men's voices in the English versions of their blogs. In turn, this gave us exposure to the reality of the situation and to the diverse types of solutions that the Congolese themselves propose.

[T]he most positive and encouraging aspect of the blogs we have translated has been the excitement these women have as they blog and gain access to an accepting and diverse world. Women's empowerment through social media is not a subject we are unfamiliar with at Bryn Mawr, although sometimes it is a privilege that we take for granted. Many of us have had access to computers for most of our lives ... The excitement and the hope Maman Shujaa members have while blogging is extraordinary. We have been thrilled to be a part of their entry into the global sphere of women and digital media ... We are honored to have the chance to stand with them in solidarity.

The most valuable learning experience that this program with World Pulse has given me is exposure to/the opportunity to translate a non-mainstream dialect (and register) of French. This has been not only fascinating from a sociolinguistic standpoint for me as a translator and a student of African Studies but also a wonderful and rare chance for me to expand as a translator and to do for-credit work with a non-Western dialect of French.

In Spring 2016, the five-person cohort of students met with the student coordinator to reflect on the ways in which the course had helped them grow and why it was a significant experience in their undergraduate education. They wrote:

Praxis facilitated a sort of symbiotically beneficial relationship: We gained valuable translation training and experience while providing free services to World Pulse and contributing in a small way to make these women bloggers' words accessible to a wider audience. We leave as stronger, more globally invested students, having hopefully made a difference! To

[Student 1], one of the treasures of this project is that it allows us (and others) to hear these stories from their protagonists rather than through an intermediary. For [Student 2], it was the chance to work with a less-represented dialect of French.

Most of us are new to translation and we all have different relationships with French. To [Student 3], learning the art of translation was a big element of this course—how long it takes, how to capture the right ideas in the right way, how to read between the lines. It's important to grasp and respect the nuances of the text so we don't compromise what these women are saying. For [Student 4] and [Student 2], thinking of meaningful reactions and ways to spark further, productive dialogue in our follow-up comments with the bloggers was one of the harder aspects.

[Student 4] saw this course as a way to get involved in global women's rights, while [Student 5] wanted to relate French Praxis to a future of working with an NGO (she applied to a post-grad internship in the Congo and says she probably wouldn't have thought to do so if not for the stepping-stone of this course.) [Student 2] plans to attend graduate school for French Linguistics and African Studies and intends to maintain a connection with the Maman Shujaa throughout the process.

These comments show that virtual civic engagement played a pivotal role in allowing the students not only to learn another language and culture but to engage with its people and social issues in a meaningful way. Virtual civic engagement allows students to connect with other women in the French-speaking world, to learn from and teach one another mutually and respectfully despite hugely different educational backgrounds and life experiences. It also leads to an exchange of ideas and reflections in real time. It helps create an online community of world citizens in multilingual dialogue, and create a place where the average undergraduate student of French develops connections and useful professional skills.

Conclusion

Students were able to provide quality translations for World Pulse and the Maman Shujaa in their first foray into virtual service learning. The success of this course and of the translations was based on the class discussions about the linguistic, social, historical, and cultural concepts presented. This work allowed students to develop a stronger skill set in translation, to serve a community of women working on digital literacy, and to reinforce the importance of bilingualism and biculturalism. They bridged the gap between language learning in the classroom and real-life situations via the digital medium, sharpened their translations skills, connected with women

netizens, discussed, and reflected on real issues in the target language. Because of this praxis course, several students applied for internships working with translation in French-speaking countries. One student, as mentioned above, went to the Congo to work with a non-profit. Offering this course on a regular basis connected us with the women from the Maman Shujaa center and their founder, developing connections with women in the Global South. It has expanded the students' worldviews and created connections with women across the world. By lending a virtual hand to their netizen women peers in the DR Congo, students joined in an empowered community of women and stimulated each other to move forward with a more global view of the world.

Appendix A: Suggested Readings and Videos

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<http://www.jeuneafrique.com/134064/societe/rdc-katanga-savez-vous-parler-lushois>.
- Makomo Makita, Jean-Claude. "La politique linguistique de la R.D Congo à l'épreuve du terrain: de l'effort de promotion des langues nationales au surgissement de l'entrelangue." *Synergies Afrique des Grands Lacs* n.2, (January 2013): 45-61. Accessed May 3rd, 2017.
http://journaldatabase.info/articles/politique_linguistique_rd_congo.html
- "Maman Shujaa Center Opens in DRC." *World Pulse*. June 2013.
<https://www.worldpulse.com/en/about-us/newsroom/maman-shujaa-media-center-opens-drc>

Translation Resources

- Linguee: <http://www.linguee.com/french-english>
 Reverso: <http://dictionary.reverso.net/french-english>
 Reverso Context: <http://context.reverso.net/translation>
 WordReference: <http://www.wordreference.com/fren>

Appendix B: Step-by-step Guide and Timeline

To establish a similar course at a different institution, we recommend using the following steps as a guide:

1. Contact a community organization like World Pulse that has an online volunteer translation program or find one that might be able to use a group of remote volunteer translators and reach out to gauge interest and feasibility. This partnership will be the basis of the course.
2. When students register, have them each write down several explicit learning goals. They will revisit these goals in the middle and at the end of the course, and you can use them as records of student impact and growth down the line when and if you are grading or promoting the course.
3. Fully orient yourself, your students, and your co-coordinators or co-instructors to the partner organization and/or the community whose work you will be translating. Make sure you are aware of any regional dialect or literacy differences that might affect the comprehension and translation process, and of any historical or cultural context that might inform the texts you read and translate. Try to guide your students not only through the steps of the translation process, if they are novice translators, but also through the translator's ethical responsibilities and the broader implications of translation. Our sample syllabus below presents a couple of fundamental readings to address these questions but is not exhaustive.
4. Once it is time to begin work, make sure you or your group is prepared to coordinate and communicate the course logistics in a consistent and durable way. If the partner organization or community is supplying you with assignments, chart them in a Google Sheet so that students can update the status of their respective assignments, and you can keep an eye on their overall progress to see if the initial deadline you have set will be reached. If the partner organization has not done so already, split assignments into batches so that students are only given a week's amount of work at a time and do not become overwhelmed or confused.
5. Set repeating, intra-batch draft deadlines on specific days of the week and stick to them; choose these dates according to your class meeting time so that everyone comes to the meeting prepared and has time to revise afterwards. For instance:

Sample schedule:

Sunday--9 PM—you send out email with this week's batch of assignments; update spreadsheet

Monday--*Student work*

Tuesday--*Student work*

9 PM—students' first drafts due to you (to read over before class)

Wednesday--1 PM—class meeting for collective review and revision

Thursday--*Student revision of what was not finished in meeting*

Friday--*Student revision*

Set it up so that the partner org. sends you the new batch of assignments each Fri. or Sat., giving you time to divide them up for your students and email them out by Sun.

Saturday--*Student revision*

9 PM—students' final drafts due to you

10 PM—you send students' final drafts to partner org.; update spreadsheet

or

9 PM—students' final drafts due directly to partner org.; they update spreadsheet

6. Repeat this timeline every week. Make sure the system is clear at the beginning of the course. If the course has a Moodle or a website, mark the main deadlines as repeating events on the site calendar. If you do not use a calendar, reiterate the deadlines in your assignment emails every week. In an atypical course with little classroom time and a lot of independent work, it can be hard for students to keep track of these deadlines.
7. In the beginning, try to be flexible with deadlines: translation is time consuming for students still learning the language, and you might wind up having to adjust deadlines later based on how much work the partner organization can give you. Too much time pressure can take away from both the translation quality and the community engagement component.
8. Let students guide your class meeting time: ask who has pressing questions or problematic drafts to look over and start there. Accept that, more often than not, you will not be able to finish everything in the allotted time. If one draft takes a long time to review but everyone is involved and engaged in the discussion, that is still a collective learning process. This is why it is important to budget for revision time in your weekly timeline. Be available or make your co-coordinator/co-instructor available via email over the next few days

- for students who did not get a lot of review time during the class meeting in case something comes up, but encourage students to proactively vocalize their questions and hesitations in the group.
9. Try to bring in a guest speaker at some point during the course, even if they are not a member of the partner organization or community. Bring someone in who can speak about the experiences, dialect, histories, or types of media involved in your course. Since most of the course's community engagement is happening online, this will help students—and you—put a face and a voice to the experience. This guest might serve as a connection when you are revising the course and envisioning new directions for it to grow.
 10. Conduct mid-term reviews with the students, even if they are not required by your institution. These can be brief check-ins, longer one-on-one meetings, or written records in which they revisit their original learning goals and reflect on any challenges that have come up. Make sure to emphasize that the course itself is still developing and you want to know how best you can adapt it to fit student needs—both for them specifically, during the rest of the term, and more broadly, if you teach the course again.
 11. As you continue shaping and fine-tuning the course and as students continue translating, try to keep things interesting: if you find an article or a video pertinent to a question that was raised in the group, send it out, and introduce something from the syllabus if ever there is a lull in translation assignments. (This may happen.) Think about whether or not there should be a capstone assignment or experience (a written reflection, a group presentation to the rest of campus, a field trip, a reflection dinner, a joint letter to the community whose work you translated). How would the group best benefit from concluding the course? How can the course's conclusion connect back to the partner organization and the people you aimed to help with your fieldwork? How can it reach the rest of your campus to spark similar initiatives?
 12. Make sure students complete final self- and course evaluations and revisit their learning goals. Encourage them to maintain their connection with the partner organization or community; make sure you do as well. If you plan to repeat the course, follow up with strong students after the term has ended to see if they might want to help coordinate or plan the course for credit, student wages, or goodwill. Relay student impact and your overall evaluation of the course's success to your partner organization, if appropriate, so that the relationship can continue to grow. Keep in mind that regardless of

outcome, you have given students the opportunity to practice skills rarely used in college language departments and have facilitated an entire term's worth of regular volunteering and civic engagement. There is tremendous value in that itself.

Past versions of this course have not revolved around assigned readings beyond some articles and videos about the history of the DRC and the Maman Shujaa. Here we list helpful resources in that vein as well as translation aids we have found to be useful and a few supplemental critical readings, which we would normally make optional. Additionally, blog posts often contain themes or references that require some independent research by the students; this is part of the translation process and is built into the course's weekly timeline. Sources are mostly in English with a few linguistic texts in French. All sources are available online or in major libraries.

Appendix C: Sample Syllabus

World Pulse and Maman Shujaa Praxis translation

Course objectives:

This course plans to improve student's understanding of French and of the French-speaking world through translation of weekly blogs coming from the DR Congo. The intent is to develop discussion between bloggers and translators as well as generate meaningful class discussions about translation, civic engagement, and social justice. We will be working with women from the Maman Shujaa Center in Bukavu, DR Congo a community of bloggers, translating their journals, and sending them to World Pulse. World Pulse is a leading network that uses the power of digital media to connect women across the world and bring them a global voice. As translation volunteers, students' will receive and translate these stories from French into English to bring the voices of these women a more global audience. Students are also required to write engaging and supportive comments reacting to the posts they translated.

Course requirements:

- Each student is required to translate 3 to 4 blogs/journal per week resulting in a 4-hour workload.
- Students are to attend the weekly meetings to discuss translation issues, their blogs, and receive peer comments and suggestions on their work.
- Students will post their blogs/journal once translated and approved by the instructor.
- They will write a comment to the journal they translated.
- They will present their work at the Praxis Poster presentation in May.
- They will read and discuss assigned readings

Course schedule:

The class will meet once a week to discuss and correct the blogs. Each meeting will last a minimum of an hour. Discussions will focus on current situation in the DR Congo, blogpost content and syntactical issues dealing with translation.

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