

CHAPTER NUMBER

COMMUNITY-SERVICE IMMERSION: A NEW BLUEPRINT FOR U.S. SOCIAL AND LINGUISTIC ENGAGEMENT

TERESA SATTERFIELD
JESSICA HAEFNER

Introduction

Given the United States' expanding Hispanic¹ demographic, service learning programs in native Spanish-speaking communities within US 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 (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 US-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.

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.

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.

With US-born Hispanics now making up to 75% of children learning English in the US 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 US.⁸ Seeking to counteract LAG effects prevalent in one area of the Midwest US, ENL 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 US 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 US 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.

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.

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.

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.

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 members active scholars on 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's is probably not typical, particularly outside of the US; 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 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 (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

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.

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 US Latino communities and psycholinguistic characteristics of bilingualism, such as in the “Spanish language in the US” 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.

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 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.

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.

<i>ENL EXPERIENTIAL ROLES AVAILABLE TO UNIVERSITY STUDENTS</i>	<i>FORMAL CLASS STRUCTURE/ CREDIT-BEARING EXPERIENCE AND LEARNING OUTCOMES</i>	<i>SPANISH LEVEL 1 (INTERMEDIATE) Tasks require linguistic emphasis of: WRITTEN (comprehension + production)</i>	<i>SPANISH LEVEL 2 (ADVANCED) Tasks require linguistic emphasis of: ORAL production WRITTEN (comprehension)</i>	<i>SPANISH LEVEL 3 (NEAR) NATIVE Tasks require linguistic emphasis: WRITTEN (comprehension + production) ORAL (comprehension + production)</i>
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)
COMMUNITY-SERVICE LEARNING	Y: Weekly meetings and reflective exercises, capstone presentation to stakeholders, course paper, evaluation of CSL experience, optional exit survey	On-site written Parent surveys and bulletins (direct contact with community adults); test correction.	On-site contact in classrooms: Teacher Assistant	(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

Table 1. Multidimensional Experiential Roles and Activities based on Spanish-language Proficiency

The justification for having stratified options for experiential learning is not only that they are effective for the course instructor, but they are also 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 forge authentic relationships with community

members.¹⁶ These relationships offer a means for greater cultural competence and the “...repeated exposure to meaningful language” that is necessary for maximal target language acquisition.¹⁷

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.

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.¹⁸ 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 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

¹⁶ Gabriel Ignacio Barreneche, “Language learners as teachers: Integrating service learning and the advanced language course,” *Hispania* 94 (2011): 107–115.

¹⁷ 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.

¹⁸ Ira Shor, *Empowering Education: Critical Teaching for Social Change*. (Chicago: University of Chicago Press, 1992): 200 – 235.

that Hispanic students often face in academia, Spanish-speaking students are arriving to university campuses and making strides in their education and searching for ways to support their communities.

In terms of level of engagement and social interaction with community stakeholders, the focus group 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 (79)".¹⁹ 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 community membership was significantly greater among students with higher-level Spanish proficiencies.

As concerns cultural awareness of Hispanic immigrants in the Midwest US, 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 US 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.²⁰ 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.²¹

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, 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

¹⁹ Gabriela Zapata, "The effects of community-service learning projects on L2 learners' cultural understanding," *Hispania* 94 (2011): 86 – 93.

²⁰ 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.

²¹ 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.

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.²² 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 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.

²² 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.

Appendix A

Spanish 328, 435: Experiential course 2016 – 2017
SYLLABUS (ENGLISH TRANSLATION)

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 in Southeastern [STATE]. 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 [LOCATION] 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 in [UNIVERSITY DEPARTMENTS].

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.

Spanish 328, 435: Experiential course 2016 – 2017, continued

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 – Tijunelis, 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 [CITY] 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 ($P = .046$).

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

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)".

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).

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

Table 3. Self-reported Spanish language improvement and suitability for involvement, comparison between HL and non-HL speakers by Independent samples T-Test.

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.

Attitudinal Statement	Non-heritage speakers	Heritage speakers	P value	Written Comments
I am satisfied with my involvement.	75.3 ± 18.6 Agree	89.3 ± 10.7 Strongly Agree	0.033	"I should have continued"
I feel I benefitted more than the students.	44.5 ± 26.9 Neutral	49.2 ± 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 ± 29.6 Agree	75.4 ± 16.7 Agree	0.163	
I had a sense of belonging to the ENL community.	74.3 ± 25.5 Agree	81.2 ± 28.0 Strongly Agree	0.522	
I am a stakeholder in the success of ENL.	70.1 ± 35.8 Agree	27.866.5 ± Agree	0.786	"I would have been if I worked there longer."

Table 4. Ratings of agreement toward six statements (scale 0-100) shown as mean ± standard deviation. Between group comparisons made between heritage and non-heritage speakers by Independent samples T-Test.

Appendix C

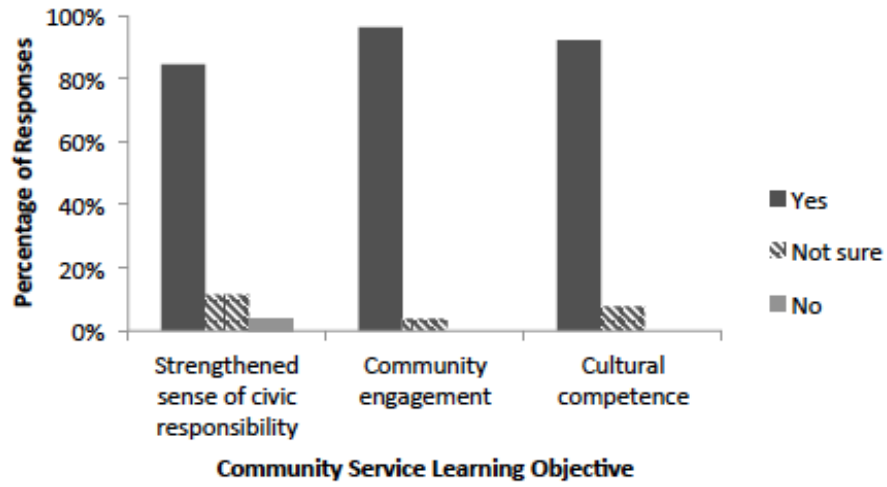


Figure 1. Alignment of ENL participation with goals of community service learning.

Bibliography

- 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. Accessed January 7, 2017. doi: 10.1163/15685373–123442179.
- Barreneche, Gabriel Ignacio. "Language learners as teachers: Integrating service learning and the advanced language course." *Hispania* 94 (2011): 103–120.
- Carreira, María, and Rey Rodriguez. "Filling the Void: Community Spanish Language Programs in Los Angeles Serving to Preserve the Language." *Heritage Language Journal* 8 (2011): 1–16.
- Delpit, Lisa. *Other People's Children: Cultural Conflict in the Classroom*. New York: The New Press, 1995.
- Ennis, Sharon R., Merarys Ríos-Vargas, and Nora G. Albert. "The Hispanic population." *US Census Bureau, US Department of Commerce Economics and Statistics Administration*, C2010BR-04 (2011): 1–16.
- Eyler, Janet, and Dwight E. Giles, Jr. *Where's the Learning in Service learning? Jossey-Bass Higher and Adult Education Series*. San Francisco: Jossey-Bass, 1999.
- Freire, Paulo. *Pedagogy of the Oppressed*. New York: Continuum International Publishing Group, 1970.
- Freed, Barbara, Norman Segalowitz, and Dan P. Dewey. "Context of learning and second language fluency in French: Comparing regular classroom, study abroad, and intensive domestic immersion programs." *Studies in Second Language Acquisition* 26 (2004): 275–301.
- Gándara, Patricia, and Frances Contreras. *The Latino Education Crisis: The Consequences of Failed Social Policies*. Boston, MA: Harvard University Press, 2010.
- Gilligan, Carol. *In a Different Voice: Psychological Theory and Women's Development*. Boston, MA: Harvard University Press, 1982.
- Giroux, Henry, Anthony Penna, and William F. Pinar, eds. *Curriculum and Instruction: Alternatives in Education*. Berkeley, CA: McCutchan, 1981.
- Hale, Aileen. "Service learning and Spanish: A missing link." *Construyendo Puentes (Building Bridges): Concepts and Models for Service learning in Spanish*, edited by Josef Hellebrandt and Lucia T. Varona, 9–31. Washington, DC: American Association for Higher Education, 1999.
- Jacoby, Barbara. "Facing the unsettled questions about service learning." *The future of service learning: New solutions for sustaining and improving practice*, edited by Jean R. Strait, Marybeth Lima, and Andrew Furco, 90–105. Sterling, VA: Stylus, 2009.
- Kiely, Richard. "A chameleon with a complex: Searching for transformation in international service learning." *Michigan Journal of Community-service Learning* 10 (2004): 5–20.
- 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.
- Krashen, Stephen. *Principles and practice in second language acquisition*. 1st ed. Oxford: Pergamon Press, 1982.
- Lear, Darcy, and Alejandro Sánchez. "Sustained Engagement with a Single Community Partner." *Hispania* 96 (2013): 238–251.

- Linck, Jared, Judith Kroll, and Gretchen Sunderman. "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): 1507– 1515.
- Martínez, Glenn, 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 – 186.
- Morin, Regina. "Making connections: Spanish for medical purposes and service learning." *Building communities and making connections*, edited by Susana Rivera-Mills and Juan Antonio Trujillo, 16 – 39. Chapel Hill, NC: Cambridge Scholars Publishing, 2010.
- Niehaus, Elizabeth, 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– 40.
- Passel, Jeffrey, D'Vera Cohn, and Mark Hugo Lopez. "Hispanics account for more than half of nation's growth in past decade." *Pew Research Center: Pew Hispanic Center* (2011): 1– 8.
- Rabin, Lisa. "Service learning/Aprendizaje-servicio as a Global Practice in Spanish." In *The Routledge Handbook of Applied Linguistics*, edited by Manel Lacorte, 168 – 183. New York: Routledge Publishers, 2015.
- Sigmon, Robert. "Service learning: Three principles." *Synergist* 8 (1979): 9 – 11.
- Shor, Ira. *Empowering Education: Critical Teaching for Social Change*. Chicago: University of Chicago Press, 1992.
- Soria, Krista, and Traci Thomas-Card. "Relationships between motivations for community-service participation and desire to continue service following college." *Michigan Journal of Community-service Learning* 20 (2014): 53 – 65.
- Sunderman, Gretchen, and Judith Kroll. "When study-abroad experience fails to deliver: The internal resources threshold effect." *Applied Psycholinguistics* 30 (2009): 79 – 99.
- Thompson, Neil, and Jan Pascal. "Developing critically reflective practice." *Reflective practice* 13 (2012): 311 – 325.
- Tijunelis, 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.
- Tilley-Lubbs, Gresilda A., Richard Raschio, Ethel Jorge, and Silvia López. "Service learning: Taking Language Learning into the Real World." *Hispania* 88 (2005): 160 – 167.
- Tonkin, Humphrey, ed. *Service learning across cultures: Promise and achievement. A report to the Ford foundation*. New York: International Partnership for Service learning and Leadership, 2004.
- Wurr, Adrian, and Josef Hellebrandt, eds. *Learning the language of global citizenship: Service learning in applied linguistics*, Vol. 81. San Francisco: Jossey-Bass, 2007.
- Zapata, Gabriela. "The effects of community-service learning projects on L2 learners' cultural understanding." *Hispania* 94 (2011): 86 – 102.