

Language beyond the Classroom

Language beyond the Classroom:

A Guide to Community-Based Learning for World Language Programs

Edited by

Jann Purdy

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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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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**