"Leveraging Service-Learning for the 21st Century CATESOL Classroom"

James Perren
Alliant International University, San Diego

Amy Pascucci
University of California, San Diego

Tyler Young
Alliant International University, San Diego

Netta Avineri
Middlebury Institute of International Studies, Monterey

Marcel G. Santos
San Francisco State University

Megan Ernst
Glendale Community College, Glendale

CATESOL Conference – “The World is the Classroom: 21st Century Teaching and Learning”
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(Re)Introduction to Service-Learning in TESOL

• Recent scholarship reveals that service-learning may be gaining traction in applied linguistics and TESOL research.
  • Increased empirical maturity on the effects of service-learning.
  • Our ‘updated’ Reference List has more information.
  • However, access to practical knowledge about the types of service-learning projects benefitting both ESL learners and preservice teachers appears to be needed (Wurr, 2013).

Defining Service-Learning in TESOL
• Service-Learning is ...
  “a course-based, credit-bearing educational experience in which students...

a) participate in an organized service activity that meets identified community needs and

b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility” (Bringle & Hatcher, 1995, p. 112)

Utilize SL in CATESOL to ‘Make the World a Classroom’

• Service-Learning in CATESOL can be used to make the world a classroom by applying key foundational elements:
  • REACH OUT - Focus on community partnerships.
  • RECIPROCITY - Focus on mutual benefits.
  • REFLECTION - Focus on learning.
Next, we will share aspects of SL in TESOL pedagogy from several California locations.

1. San Francisco State University –
2. EF Language School –
3. University of California, San Diego –
4. Middlebury Institute for International Studies –
5. Glendale Community College –
6. Alliant International University, San Diego –

Reflecting on the promise of CSL in L2 teacher training

Maricel G. Santos
San Francisco State University
mgsantos@sfsu.edu

Gail Weinstein, 1955-2010
Professor, San Francisco State University
Founder, Project SHINE (Students Helping in the Naturalization of Elders)

“When learners’ lives become central, when we invite learners to teach us what they know, and how they experience the world, and when we create new knowledge together with learners and colleagues, the adventure doesn’t end. A very exciting journey indeed has just begun.”

CSL as a driver of L2 professional growth

Graduate course work  SHINE ESL classrooms
“TESOL students...opt for SHINE placements hoping to see state-of-the-art teaching in practice.... ESL teachers, however, work with large classes, scarce resources, and pressures from learners to get them through the naturalization test -- resulting in classrooms that bear little resemblance to the learner-centered havens pictured in TESOL teacher education texts....

[The] opportunities afforded by these tensions can lead to real learning and growth. We ask TESOL students observing classrooms to withhold judgment when they see teaching that does not reflect textbook examples of communicative language teaching. We challenge them...to make sense of some of the forces at work in these classrooms” (Weinstein, Whiteside, & Gibson, 2002, p. 64)

One (of many) essential questions

• In what ways does CSL enable teachers in training to link theory, research, and practice to broader issues of social justice and equity?

Project SHINE at San Francisco State University

• Established in 1995
• Partnership between SF State’s MA TESOL Program and City College of San Francisco
• Averages 30 coaches per year (2016-2017)
• Peer-governed organization, with faculty advising
• Coaches are concurrently enrolled in a course on SLA or sociolinguistics

2 teacher growth processes in the CSL context

“Adopting new meanings for what happens in the world (i.e., the classroom, the teacher education program, the profession)”

• “Renaming” = “constructing different, more critical, ways of understanding what they are doing in their classrooms”

(Freeman, 1996, p. 222, cited in Hedgcock, 2002)
"Adopting new meanings" - Discovering new concepts to explain L2 learning

<table>
<thead>
<tr>
<th>Interlanguage</th>
<th>Language ego</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation/investment</td>
<td>Emotion/anxiety</td>
</tr>
<tr>
<td>Learner identity</td>
<td>Willingness-to-communicate</td>
</tr>
<tr>
<td>&quot;good language learner&quot;</td>
<td>Communicative competence</td>
</tr>
<tr>
<td></td>
<td>Input/output</td>
</tr>
<tr>
<td></td>
<td>Noticing hypothesis</td>
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<td>Critical period hypothesis</td>
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</tbody>
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"Adopting new meanings"

- I saw the concept of fossilization come alive...when students... could not change the mistakes they continued to make.
- Motivation and language ego are two concepts I was able to see clearly in my volunteer work at the adult school. Even though many of them are mothers of little children or working fathers, they were motivated to learn and desperately wanted to fit into this culture.

On struggling to apply labels

"I think my SHINE context [and] the theories and ideas introduced and discussed in class were not very cohesive.

In a citizenship class, I feel the learning is more about the content, as opposed to language acquisition. The students spend the class learning the easiest and best way to... pass the test.

No grammar. Broken sentences and fragments."

Shifts in orientation

- Initial outsider view: "my role as a SHINE coach", "my role as a grad student"

- Evolving insider perspective: "my identity as a young Asian woman", "my identity as a grand-daughter of Irish immigrants", "not the teacher"
Renaming SLA knowledge

Student's theorizing about TIME

“In my SHINE experience, I have realized that an equally important idea is one's mental construction of time. As a native speaker, I may perceive the activity time as lagging, but for a language learner, there may not even be enough time to listen, organize, and create…"

I work on bridging… information gaps by reducing cognitive load...."

The “CSL-inspired” SLA syllabus

Conventional syllabus
- Theories of SLA
- Age
- Cross-linguistic influence
- Strategies and styles
- Cognitive processes
- Affective issues
- Social factors
- Identity

Revamped syllabus
- Relationships
- Identity
- Time/time-scales
- Space
- Access

New essential question

What is the mental life (Walberg, 1972) of someone who simultaneously is a

- TESOL graduate student in an SLA course
- SHINE coach
- pre-service teacher
- L2 learner?

UC San Diego, Extension
English Language Institute
Student Reflections

“Having volunteered gives me perspective, which helps me to seek out and adapt to others.”

“...my biggest success with Canyonlands organization is the appreciation of nature and the development of environmental awareness in my personality.”

“In this class, you will get the time and the chance to discover some of the hidden sides of yourself. This includes a lot of reflection about what you do and why you do it. This can greatly influence you and improve a very important aspect of your personality.”

“If you feel stressed out when you’re volunteering, then you’re probably doing it wrong.”

Next Steps

Reaching Out

- 1,000 new members of a new community
- Increased traffic from student population
- Activities and events provided limited interaction with locals
- Local partnership with I Love A Clean San Diego (ILACSD)
- Preservice teachers at Alliant receive opportunity to participate in SLT

Reciprocity

- Students preserve San Diego’s beaches
- Neighborhood is cleaner
- ILACSD furthers its goals of a litter-free region
- Alliant preservice teachers gain experience

Education First (EF) & Alliant International University

Shared campus until September 2016

EF moved to a mostly residential neighborhood in a more urban part of San Diego
Interculturality

- Each group includes:
  - EF students from different countries
  - Alliant International University preservice teachers
  - Community members

Language Ability

- Apply language learned to real-world situations
- Target specific vocabulary and structures
- Respond to language in context
- Repeat commonly-used language in multiple contexts

Reflection

- Students are able to share their thoughts and opinions in regards to the activity
- Feel connected to their community
- More proactive in approaching others about littering (especially cigarette butts)

Garfield Service Learning

Glendale Community College
Megan Ernst, Coordinator
Launched as a pilot in Spring 2017, 27 Noncredit ESL students contributed 340 service hours in one semester.

Service projects included:

* Gathering unsold farmers’ market produce for food pantries
* Painting and cleaning an elementary school in South LA

Other projects included:

* Reading to kids
* Assisting wheelchair athletes
* Cleaning up the LA River

Instead of asking students to set up their own volunteer activities, the volunteer coordinator arranged for group service projects and accompanied students on the outings.

For more information, please email mernst@glendale.edu

Thank you!
Megan Ernst
Division Chair, Noncredit ESL
Glendale Community College
Service-Learning in the Monterey Bay: Local Approaches to Language & Social Justice
Netta Avineri (navineri@miis.edu)

Middlebury Institute of International Studies at Monterey (MIIS)
- MA-level course “Service-Learning: International & Domestic Community Partnerships”
- Service-Learning theories, frameworks, concepts, approaches
- Engage in service-learning in groups with local nonprofits, educational institutions
- Reflect upon service-learning pedagogy for their professional practice
- Final presentations (student groups, professor, community partners)

California State University, Monterey Bay (CSUMB)
- Partnership between International Programs & Service Learning Institute
- Program for international students from Japan
- “Hunger & Homelessness in America’s Salad Bowl”
- Service with local community organizations focused on poverty, hunger, & homelessness
  Interconnected learning outcomes: Service-learning, language learning, interculturality

Alliant International University SD
Service-Learning Experiences

1. Taught one seminar course for doctoral students:
   A. Readings: Outside Foundational Readings (Dewey, Furco, etc.)
   B. Literature Review Assignment: Searching for up-to-date info.
   C. Organize/Implement/Evaluate Service-Learning Experience for the Class in pairs:
     - Beach Clean-up, Art Project at Elementary School, Miracle Babies Gala Event,
     - Bird Park Clean-up, Father Joe’s Homeless Center Meal Service
   D. ePortfolio of the Course Learning Process with Multiple Reflections

2. Independent non-academic activities: Planned with current and former MA: TESOL students, CATESOL SD members invited.

1. Planning Stages for:
   A. Practicum Course Option for MA: TESOL Program.
   B. Professional Development Requirement Option for TESOL Programs/Courses.
   C. Doctoral Student Research: Current Work In Progress

https://sites.google.com/site/tesolservicelearning/