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Service Learning: Engagement and Academic Achievement of Second Language
Acquisition Students in an Advanced Grammar Course While
Participating in Service Learning Activities

Sara Ulloa

A dissertation submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of
Doctor of Philosophy

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ABSTRACT

Service Learning: Engagement and Academic Achievement of Second Language Acquisition Students in an Advanced Grammar Course While Participating in Service Learning Activities

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Service learning has been proposed as a way to create a meaningful environment for the language acquisition process (Weldon & Trautmann, 2003). As a pedagogical tool for second language acquisition the greatest benefit of utilizing service learning activities is that it creates connections to the target language community and provides authentic experiences for target language use (Long, 2003; Morris, 2001). However, there is no detailed record of how service learning actually impacts language and culture acquisition (Bloom, 2008). This multiple case study describes the ways in which four advanced Spanish learners engaged with service learning and the influence of this activity on their ability to communicate in the target language. Each case provides triangulated descriptions of what actually occurred when students went onsite to engage in service learning activities, what their personal reflections were on the experience, and how they carried this experience back into their classroom and academic work. Qualitative analysis of onsite and in-class observations, face-to-face interviews, electronic journal entries, and reflective written reports revealed the importance of the nature of interactions and language use in service learning for second-language acquisition. Where the service was more academically aligned and offered repeated interactions in the target language, students were more likely to advance their language skills. However, though the service may provide an important community contribution, all service learning did not prove equal in its ability to instruct and align with desired educational outcomes.

Keywords: Service learning, second language acquisition, case study

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Chapter 1

Introduction

In an interdependent world with an ever increasing global economy, learning another language is important because it provides new personal and professional opportunities. Since many university undergraduate and graduate programs require a second language, many students enroll in language courses to fulfill this requirement as well as satisfy needs for occupational training and create diverse social, cultural and international opportunities. The challenge to communicate in a second language has significantly changed methods of teaching in second language.

Learning a second language in an advanced Spanish course through the textbook-alone approach does not provide enough evidence that students engage with the new material sufficiently in order to improve their language skills (Jarvis, 1972; Wong & VanPatten, 2003). “Designers of course books and syllabuses may miss some of the aspects of language used in real life situations” (Cook, 2008, p. 159). The lack of authentic material often limits students’ knowledge because it does not afford students the opportunities to experience the language in all its fullness and diversity. When a student is immersed in an authentic context, motivation to learn the material increases. “High motivation is one factor that causes successful learning; in reverse, successful learning causes high motivation. The process of creating successful learning which can spur high motivation may be under the teacher’s control” (Cook, 2008, p. 139).

Research on methods of language teaching and learning has not been able to determine a singularly successful method for acquiring a second language. However, given that “the ultimate goal of schooling is to help students transfer what they have learned in school to everyday settings of home, community, and workplace” (Bransford, et al, 2000, p. 73), “there is growing

agreement that teaching grammar exclusively at the sentence level with decontextualized and unrelated sentences, which has been the traditional way to teach grammar, is not likely to produce any real learning” (Celce-Murcia & Olshtain, 2000, p. 61). Throughout the years, teaching a second language has changed from “a traditional approach to teaching formal grammar rules to a more communicative approach to teaching how to use grammar meaningfully in context” (Gardner, 2008, p. 39). Different methods and techniques are available to fully engage students in a dynamic environment when learning conceptual material in a grammar course (Long, 1990), because second language acquisition does not happen only in the learner’s mind, but in the interaction of the mind and the social context (Brown, Malmkjaer & Williams, 1996). Second language teachers, “have at their disposal a range of pedagogic techniques for making lessons more relevant and memorable for their students” (Senior, 2006, p. 187). Thus whatever approach is taken ought to be one that allows students to engage in meaningful interactions in situated social contexts that provide opportunity for authentic language use.

Service learning has been proposed as a way to create a meaningful environment for the language acquisition process (Weldon & Trautmann, 2003). Service learning is an approach that connects academic instruction with a related community service in order to enrich learning, teach civic responsibility and strengthen communities. Service learning “provides an opportunity for teachers and students to integrate real-life experiences into the curriculum and learn from these experiences while addressing content standards... it helps the [course] curriculum come to life for students, thus engaging students in the subject matter” (Grassi, Hanley & Liston, 2004, p. 105). Service learning engages students in extracurricular projects that address community needs while developing academic skills.

As a pedagogical tool for second language acquisition, service learning immerses students in an authentic learning environment, which “encourages learners to develop the target language skills through the experience of working together on a specific task, rather than only examining discrete elements of the target language” (Knutson, 2003, p. 53). Service learning creates connections to the target language community by providing authentic experiences in the target language and culture first-hand, which is an educative experience that cannot be duplicated from a textbook in the language classroom (Bloom, 2008). However, “an effective service learning project must not [only] be woven into the curriculum but also be guided by principles of good practice” (Bloom, 2008, p. 104). “Evidence is mounting that when service learning is well-planned and monitored and pedagogically tied to specific academic goals, objectives, methods, and assessment, it can be a significant tool” (Weldon & Trautmann, 2003, p. 574). The goal is to maintain the learning process in the center of the curriculum (Terry & Bohnenberger, 2007) while providing opportunities to engage students “in responsible and challenging actions inside and outside the classroom” (Morris, 2001, p. 245). Engaging students in high quality service learning projects can validate community activities while improving their academic skills.

Statement of Problem

Even though the majority of literature on service learning and learning a second language supports the improvement of linguistic goals and its cultural acquisition, most findings are anecdotal and pedagogic, consisting of articles meant to assist other faculty who design a language course with a service learning component (Diaz-Barriga, 2003; Morris, 2001; Plann, 2002). There are limitations on the information provided. Though few descriptive studies have been published, “we do not yet have a sense of exactly how service learning can impact both language and culture acquisition” (Bloom, 2008, p. 103). In addition, “while service learning

has been a subject of renewed interest over the last decade, it also has received criticism with regard to its application across the academy” (Caldwell, 2007, p. 465). These criticisms evidence the need to explore how service learning projects can be planned, implemented, monitored, and documented for second language acquisition.

Research Questions

Understanding *how* students engage in service learning experiences that entail using a foreign language may help to understand how to better structure these experiences for more effective and lifelong learning. The purpose of this study was to describe how advanced Spanish learners engaged with service learning and the influence of the activity on their ability to communicate in the language. Specifically, this study asked:

1. In what ways do students participate in service learning projects both onsite and in the classroom? What are they doing?
2. What connections do students make between course content and the ability to communicate in the language in the authentic context?

Chapter 2

Literature Review

The theoretical framework that supported this study draws from research in experiential learning, service learning, and second language acquisition. Namely, I discuss: experiential learning in education; second language theories that promote experiential learning when learning conceptual information; and experiential learning in a service learning capacity as a general concept, including research performed and models. I conclude with recommendations for conducting service learning in second language acquisition.

Experiential Learning

Experiential learning is a wide-ranging topic, thus this section is structured in two parts: Nature and role in education and its role in second language acquisition.

Nature and role in education. The notion that experience is important in learning is far from novel but refinements have occurred to this idea over the years. Experiential learning has been explored as an educational ideal throughout millennia. Thousands of years ago, Sophocles said, “One must learn by doing the thing, for though you think you know it, you have no certainty until you try” (Zakia, 1995, p. 9). Hundreds of years ago, the Chinese philosopher Confucius stated, “I hear and I forget. I see and I remember. I do and I understand.” A few centuries later, the Spanish philosopher George Santayana (2010) contended, “the great difficulty of education is to get experience out of ideas” (p. 51). John Dewey (1938) heralded in the 20th century as a strong proponent of experiential approaches. Dewey advocated experiential learning as a means for students to develop their intellectual and moral capacities. He believed that students could exercise learning by doing.

However, experience by itself is only the first step in the learning process. Refinements in experiential learning have found that for effective learning to happen, there should be reflection on the experience in order to understand what the new learning means and how it can be used in the future (Eyler, 2002 & 1996). The notion is that we hardly ever learn from experience unless we assess the experience, assigning our own meaning in terms of our own goals and expectations. From these processes come the discoveries and understanding. The pieces fall into place, and the experience takes on added meaning in relation to other experiences (Wight, 1970). David Kolb (1984) advocated that information could be converted into knowledge through active experimentation and reflective observation. Since knowledge is built out of information by thinking, a teacher can give students information; a teacher cannot give them knowledge. A student must earn the right to say, "I know" by his or her own thoughtful efforts to understand (Ebel, 1967). "Learning involves the construction of knowledge" (Eyler, 2002, p. 520). Active learners learn well in situations that enable them to do something physical, and reflective learners learn well in situations that provide them with opportunities to think about the information being presented. The more opportunities students have to participate and reflect in class, the better they will learn new material and the longer they are expected to retain it (Kolb, 1984).

In addition to his contribution on reflection, Kolb is also distinguished for his contribution to the experiential approach with his model based on an adaptation of John Dewey's six-step analysis model. He correlates this model to his experiential learning cycle, which entails four steps: (a) Concrete experience, (b) Observation on experience, (c) Forming abstract concepts, and (d) Testing in new situations (see Figure 1). This is the cycle of a student-centered model, which Kolb believes allows a variety of students with very different learning styles to

develop and integrate their skills. It proposes that experiential approaches accommodate students with different learning paces and styles better than the traditional settings for education. Kolb demonstrates that learning and knowledge are deeply related; hence this model provides a viable framework for planning teaching and learning activities, because experiential learning can engage the student individually according to their needs by creating an experience where unique learning can be materialized.

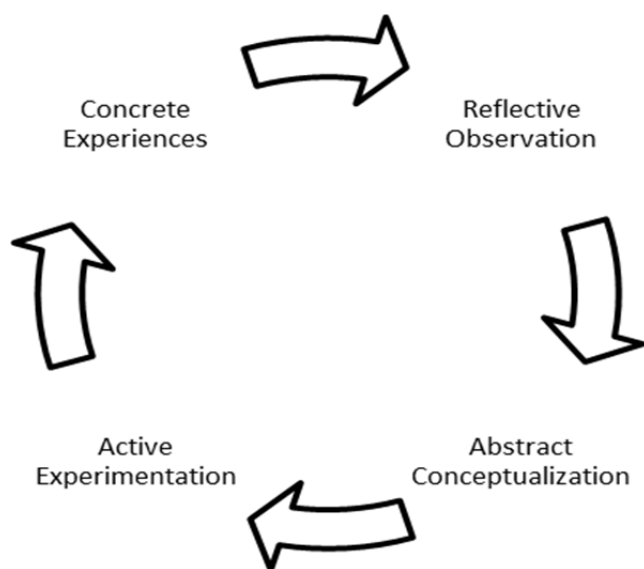


Figure 1. Kolb Learning Cycle
(Campus Compact, 2003, p. 29)

Role in second language acquisition. Experiential learning has been explored in the second language acquisition curriculum as many linguists have tried to find and improve the “best method” to acquire a second language (Hellebrandt, 2003; Mitchell & Myles, 2004).

“Learners become more aware of the communicative value of the target language as they use it in authentic situations where each speaker is engaged in the outcome of the interaction”

(Overfield, 1997, p. 12.). Among the most recent prevalent theoretical models are the approaches by Carl Rogers (1982), Stephen Krashen (1985), and Jim Cummins (2001), who supported the idea of learners generating original and meaningful sentences to gain a functional knowledge of the rules of grammar. I briefly discuss each of their ideas below.

Carl Rogers distinguished between two types of learning: cognitive and experiential. Cognitive learning corresponds to academic knowledge, such as new vocabulary, and experiential learning corresponds to applied knowledge, such as verb conjugation, in order to communicate actions. Rogers' experiential learning theory requires the student to get involved and engaged in the subject (which is more easily assimilated in a non-threatening environment). He believed that all have a tendency to learn and the role of the teacher is to facilitate such learning by setting a positive climate for learning, clarifying the purpose of the learner, organizing and making available learning resources, balancing intellectual and emotional components of learning, and sharing feelings and thoughts with learners without dominating the conversation. Rogers emphasized that learning is facilitated when the student participates completely in the learning process. Accordingly, learning is primarily based upon direct confrontation with practical, social, and personal problems, and self-evaluation is the principal method of assessing progress or success. Significant learning happens when the subject is relevant to the student and external limitations and threats are at a minimum. Then, learning is permanent and persistent (Leonard, 2002; Rogers, 1982).

Stephen Krashen differentiated between the terms acquisition and learning. Acquisition is a subconscious process in which students acquire language in a natural environment because they need to communicate, "when the learner hears the language spoken in meaningful contexts and ...[is] able to understand the message conveyed by the language he hears" (Krashen &

Terrel, 1983, p. 27). Learning is a conscious process of formal learning that results in conscious “knowing about a language” (Krashen, 1985, p. 1). Krashen believed that acquisition was more important than learning, but that both were essential to acquiring a firm understanding of a language. He recommended teachers not force language production, but rather allow students a silent period during which they could originally acquire some language knowledge by listening and understanding. Krashen thus suggested that second language proficiency is acquired somewhere outside the traditional setting of a textbook in a classroom.

Jim Cummins (2001) explored what is meant by language proficiency in second language acquisition. He presented three dimensions of language proficiency: conversation fluency, discrete language skills and academic language proficiency. The conversation fluency dimension is context-embedded and low in cognitive demand with the use of high frequency vocabulary and basic grammatical structures. It is typified by the “ability to carry on a conversation in familiar face-to-face situations” (p. 19). The discrete language skills dimension refers to the specific phonological and grammatical skills that students acquire. Cummins emphasizes that students acquire discrete language skills through direct instruction or immersion in language environments. Academic language proficiency requires that students learn and understand less frequently used vocabulary and produce increasingly complex oral and written language. These three dimensions should blend together to avoid disproportionate language limitations such as awkwardness and misunderstandings.

Tudor (2001) emphasized that language use can serve a significant role in promoting learning. Furthermore, the use of the language needs to be structured in a coherent and pedagogically manageable way. Language use involves the simultaneous manipulation of a variety of communicative parameters and levels of linguistic information, and experiential views

reflecting a multi-dimensional natural flow of normal communication. A balanced curriculum includes a, “balance between, on the one hand, extensive meaning-focused oral and written language input and use designed to promote problem-solving and higher order thinking, and, on the other hand, explicit formal instruction designed to develop linguistic and meta-cognitive awareness” (Cummins, 2001, p. 267).

Thus according to Rogers, Krashen, Cummins and Tudor, language is best learned through authentic experiences that are supported with structured reflection and feedback. A second language is not learned by only memorizing conceptual information, but also by interacting with the language. “We do not care about the elegance of a mental representation if it cannot be activated when needed” (Gardner, 1999, p. 73). Robert DeKeyser (2001) advocated for the skill acquisition theory in second language acquisition, which does not alienate the notion that implicit learning is essential. The skill acquisition theory explains the process how language learners progress from initial learning to advanced proficiency in domains that range from classroom learning to its application. “What is often overlooked is that this whole sequence of proceduralization and automatization cannot get started if the right conditions for proceduralization are not present” (VanPatten & Williams, 2011, p. 100). The combination of abstract grammatical rules and real examples is essential to get learners past the declarative frontier into proceduralization (Anderson, Fincham & Douglas, 1997). “DeKeyser argues that this is precisely what is often lacking in language teaching in general and in preparing students for maximum benefit” (VanPatten & Williams, 2011, p. 100).

Second language students must engage in high levels of oral interaction, negotiating meaning and solving problems in order to reach high levels of proficiency (Krashen, 1985).

Projects that are challenging, communicative, and meaningful, and that provide opportunities for

student ownership and participation in their own language-learning, create an environment conducive to sustaining motivation to learn the target language (Dörnyei & Schmidt, 2001; Hussin, Nooreiny & Cruz, 2000). Recent research endorses the notion that language learners require opportunities for significant interaction. “Contextualized, appropriate, meaningful communication in the second language seems to be the best possible practice” (Brown, 2006, p. 73). Students “are more motivated when they can see the usefulness of what they are learning and when they can use that information to do something that has an impact on others” (Bransford, et al, 2000, p. 61).

Language teachers are “in a position to construct a new personal theory of learning, with the expectation that it should serve as an improved guide to [their] own instructional practices” (Driscoll, 2000, p. 399). Language teachers should adapt their teaching to make it understandable and meaningful for the students because “most students are learning the language in order to put it to some sort of pragmatic use or, at least, with a view to doing this as and when circumstances may require to do so” (Tudor, 2001, p. 83). Second language teachers, who engage students in activities that encourage lively and meaningful contextualized interaction, provide students with the opportunity to engage personally with the learning process through the application of authentic material in the target language (Senior, 2006). These teachers are providing a dynamic learning environment where students are able to apply in a real context material learned in the classroom.

Service Learning

There are different techniques to engage students in a dynamic learning environment, therefore, one possible way of coupling meaningful experience with conceptual material in second language courses is through service learning. The following sections will explain the

nature, traits, benefits, and models of service learning as well as its role in second language acquisition.

Nature. Service learning is the union of public community service with structured and intentional learning shaped by academic reflection (Jacoby & Associates, 2003). Service learning is an experiential model that has gained momentum over the past few years in view of the fact that it “empowers students. Not disenfranchises them” (Grassi, Hanley & Liston, 2004, p. 105). Thomas Ehrlich (1996) defined it as follows,

Service learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities unintentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service learning. (p. 5)

Dan Butin (2010) proposed service learning as a pedagogical strategy because “it is a conscious intervention into local and highly complex contexts” (p. 19) and “it can be enacted in multiple ways...the means of doing service learning becomes the framework within which to understand the linkage across teaching, learning, and research in the higher education classroom and local community” (p. 17). George Kuh (2008) cites service learning as one of the ten high impact educational practices effective in increasing student engagement and retention because it expands student learning of content information, life skills and the service ethic. John Tagg (2003) proposed that,

We have to see that learning—deep learning, learning that matters, learning that lasts—is not something that instructors do to students or even that students do for themselves.

Rather, it is the product of action in a context shaped by goals, performance, feedback,

time horizon, and community—all of the principles that define the cognitive economy, acting to create an environment that empowers and engages students. (p. 322)

Essentially, service learning is a teaching and learning method that upholds a commitment to appreciating the assets and serving the needs of a community partner while enhancing student learning and academic rigor through the practice of intentional reflective thinking and responsible civic action.

Traits. According to Duncan and Kopperud (2008), four traits characterize high-quality service learning:

1. Commitment to community partnership,
2. learning and academic rigor,
3. intentional, reflective thinking,
4. practice of civic responsibility.

In the following sections, I briefly define and discuss each of these traits.

Commitment to community partnership. Advocates of service learning believe that every student is entirely connected to broader communities and that all citizens have a responsibility to serve, support and work toward positive change in those communities (Kecskes, 2006). It is essential for the service to be meaningful and helpful to the community and to provide something the community desires. Inevitably, a participant in service learning is part of a firsthand learning experience that creates planned reciprocal partnerships between the participant and the community. Those who incorporate service learning to address learning goals adhere to the philosophy that students and community-service partners offer one another valuable assets and resources. Thus the service should tend to be more responsive to community needs and the community members should be able to participate in shaping the curricula's

surrounding projects. This trait could be challenging because many service learning activities are oriented toward students rather than the needs of the community (Stoecker & Tryon, 2009). However, by way of thoughtful communication, conscientious planning, and efficient negotiation of needs, a successful partnership between learners and community can be established such that both benefit (Duncan & Kopperud, 2008).

Learning and academic rigor. Service learning highlights that “the service must be relevant to the academic content of the course. This is not simply to say that course credit is based upon learning rather than service; more forcefully, the service should be a central component of a course and help students engage with, reinforce, extend, and/ or question its content” (Butin, 2010, p. 5). The community service enriches the student’s classroom knowledge by providing concrete activities that demonstrate the value or weakness of the conceptual material discussed in class. The service is always directly connected to specific learning objectives. These objectives are formulated for a particular course, major, core college requirement, or co-curricular activity (Billig, 2002). These “courses that include or are based on a service learning component may measure student learning with traditional evaluation methods such as exams or essays or nontraditional evaluation methods such as classroom debate” (Duncan & Kopperud, 2008, p. 13). The rationale is to encourage active learning as a means of helping the students engage more deeply with the course curriculum and consequently learn more rapidly and retain permanent knowledge.

Intentional, reflective thinking. Service learning strongly challenges students to explore and gain insights through consistent reflection in order to draw meaning and connection to specific learning content because service learning does not automatically provide visible experiences; intentional reflection is required to provide context and meaning (Butin, 2010). The

principle “experience alone is a poor teacher” (Halpern & Hakel, 2003, p. 40), “serves as a key reminder of the importance of preparing students adequately for service learning experiences and ensuring that ongoing reflection is central to the process” (Zlotkowski & Duffy, 2010, p. 37).

Quality service learning offers the opportunity to practice critical thinking and problem-solving in complex real-life situations. Higher level critical thinking skills such as analyzing, reasoning, decision making, problem solving, investigating and synthesizing are an essential part of the learning. The service experiences are designed to enhance and extend the learning and the cognitive retention of important academic concepts. Structured reflection encourages students to connect their experience with concepts and theories in order to generate concrete, applicable knowledge (Kiely, 2005). Student reflection leads to deeper understanding and more genuine transfer of learning (Billig, 2004). “It is through careful reflection that service learning... generates meaningful learning” (Ash, Clayton & Atkinson, 2005, p. 50).

David Kolb’s experiential learning cycle tends to help teachers who endorse service learning as a component for their teaching strategies because it develops an awareness of the role of reflection in relation to a world of concrete experiences. “The expectation of ongoing, meaningful reflection to help [the students] prepare for and process the experience is part of what separates service learning from... other forms of experiential learning such as internships” (Duncan & Kopperud, 2008, p. 14). Therefore, service experiences that are integrated with structured reflection activities have the potential to foster knowledge acquisition and contribute to the development of students’ general cognitive and intellectual growth (Pascarella & Terenzini, 2005). The reflection stage encourages students to explore the correlation between the service association and the academic knowledge.

Practice of civic responsibility. Service learning emphasizes the practice of civic responsibility as the experience enhances the student’s understanding of community through the appreciation of the local context (Kielsmeier, 2010). Service learning can act as a starting place to understand how the conceptual theories of a classroom work in different community contexts. In 2002, the Association of American Colleges and Universities (AACU) published *Greater Expectations: A New Vision for Learning as a Nation Goes to College*. This national report examines the nature of higher education in the United States and calls for education that “prepares [students] for personal success and fosters a just, democratic society,” ensuring that all graduates lead personally fulfilling and sociable responsible lives in the workplace and the community (p. 21). The United States educational system is historically established on principles of democracy. “To maintain a healthy democracy, education must prepare citizens to act and live responsibly, which includes forming good judgments, pursuing social justice, practicing conflict resolution, and developing ethical leadership ” (Duncan & Kopperud, 2008, p. 16).

In 2009, President Barack Obama and his wife called on all Americans, students especially, to volunteer through United We Serve to help meet growing social needs resulting from the economic downturn. They urged citizens to identify unmet needs in their community, develop their own service projects, and engage others who are interested in the same issue. In April of that same year, President Obama signed the Edward M. Kennedy Serve America Act, which recognized service learning as a strategy for school improvement as it calls for high quality service learning practice and curriculum that is rooted in evidence based standards and encourages ongoing professional development. Upon signing, President Obama stated,

What these students come to discover through service is that by befriending a senior citizen, or helping the homeless, or easing the suffering of others, they can find a sense of purpose and renew their commitment to this country that we love... Because we must prepare ...to grow into active citizens, this bill makes new investments in service learning.

Mahatma Gandhi (1951) supported the theory that education should not focus on rote learning and memorization, but rather on service to the community. Service learning enhances student outcomes, fosters a more active citizenry, promotes a scholarship of engagement among teachers and institutions, supports a more equitable society, and reconnects colleges and universities with their local and regional communities (Butin, 2010; Wade, 2007). When students work with others in meaningful activities in a real context they have a higher level of learning mastery than traditional learning methods (Johnson, Johnson & Stanne, 2000; Light, Cox & Calkins, 2009). Service learning goes beyond the traditional acquisition of a preprogrammed body of knowledge or set of skills, in that it also allows for critical pedagogy of educational transformation that includes dialogue, reflective thought and social action.

Benefits. Due to the nature of service learning, educators in higher education have claimed many related benefits in its application. These benefits have been found in various areas of personal, educational, and community outcomes.

First, research on the benefits of service learning has suggested that there are significant personal, social, and cognitive learning outcomes. Some of these benefits include improved student academic achievement, increased engagement in school, improved teacher/students relationships, increased personal/civic responsibility, increased knowledge of careers and job skills and a more intense student engagement than that found in traditional approaches to

education (Billig, 2000; Gray, Ondaatje & Zakaras, 1999). The emphasis was related more to the academic environment. Whereas Eyer, Giles, Stenson, and Gray (2001) summarized that in their examination of studies, programs and reports on the effects of service learning on higher education and communities from 1993-2000, service learning had a positive effect on student's sense of personal identity, interpersonal development, ability to work well with others, communication skills, and facilitation of cultural understanding (Pak, 2007). The significance was placed more on the personal level.

Second, Rasmussen, Nelson, Carroll and Coyne (2001) have validated service learning as a positive influence to significant change in areas such as religious identity, cultural awareness, balanced living, lifelong learning and critical thinking. Their results from one study of 366 females at Brigham Young University who participated in various study abroad programs, of which 99 were international service learning participants, revealed service learning to promote both well-being for those served as well as positive growth and change in the participants themselves.

Third, in 2005 positive outcomes of service learning were identified in a survey given to students by the Institute for Service Learning at Duke University. They surveyed students in four sections—three from English and one from History. A total of 77 students replied. When asked how service learning compared with more traditional methods of instruction, a majority in three of the four sections rated it “much better” or “better.” When asked what methods of reflecting on service learning were most useful, students ranked journal writing the highest, followed closely by class discussion. Whether their own experience was successful, students rated the service learning placement as a “good fit” for the class by overwhelming numbers (from 75-95 percent), suggesting that they saw the logic and value of the assignment, irrespective

of whether it worked out well in every case. When designed well, service learning was rated a better method of instruction, though as part of a mix rather than as a replacement for traditional methods (Jay, 2008).

Fourth and finally, benefits of service learning were recognized in personal narratives provided by 109 faculty nominated for the Thomas Ehrlich Faculty Award for Service Learning from 2002-2005. The University of Maryland reported on how exemplary faculty explained service learning. Findings suggested that for 89% (97/109) of the faculty, the purpose of service learning was to help them achieve certain disciplinary goals. Specifically, these goals had to do with knowledge and skills within their field and discipline. Among the participants, 90% (99/109) of faculty explained that they needed ways to show students the relevance of theory in practice (O'Meara and Niehaus, 2009). The more service learning is shown to enhance traditional classroom learning, the more educators will view service learning as a legitimate learning tool (Tropped, 1995).

Several studies have found students in service learning courses report greater learning benefits from their service learning experience than non-service learning students report from alternative, traditional assignments (Steinke, et al, 2000). However, the relationship between student learning and service learning has not been easy to document for researchers. The difficulty remains in finding a valid method to define service learning's cognitive outcomes and, once it is defined, in developing a convincing way to measure them (Eyler, 2000; Steinke & Buresh, 2002; Strage, 2000).

Models. Whereas a service learning component can be implemented in a variety of settings, it is important to understand how it has been applied previously in order to better utilize

service learning in the classroom. In this section, I will review two models of service learning processes and the relationship of the models to each other:

Lens model for service learning educators. Cone and Harris (1996) presented a service learning model that emphasizes the need for careful planning of the service learning experience so that students are intellectually challenged and appropriately placed. Students need to be provided with an adequate pre-service training and theoretical concepts that they will be expected to apply and understand in the community. Once this is set, the model examines the experience itself. Cone and Harris argue that it is important to make the experience a “discontinuous” one, distinct from students’ everyday experiences, so that the students are challenged to broaden their perspectives on the world. The next step would be reflection on the experience that would involve the students’ intellectual and emotional capacities, as well as their oral and written skills. This reflection is most effective when guided by an educator or mentor who can facilitate the students’ learning process. Finally, this model returns to the student, recognizing that service learning is not simply an abstract pedagogical tool, but an experience that has potentially profound effects on a student’s intellectual and personal growth (see Figure 2).

This prototype guides teachers who may want to develop a service learning component as an essential element for their teaching. Cone and Harris highlight that the job of service learning educators is to assist students in identifying problems, formulating questions, and knowing how to go about gathering information before they enter the field and as they continue their work in the field. The goal is to help students constantly critique, evaluate and build on knowledge and move to intellectual “higher ground” and, at the same time, continue to critically examine their roles within a complex and diverse society.

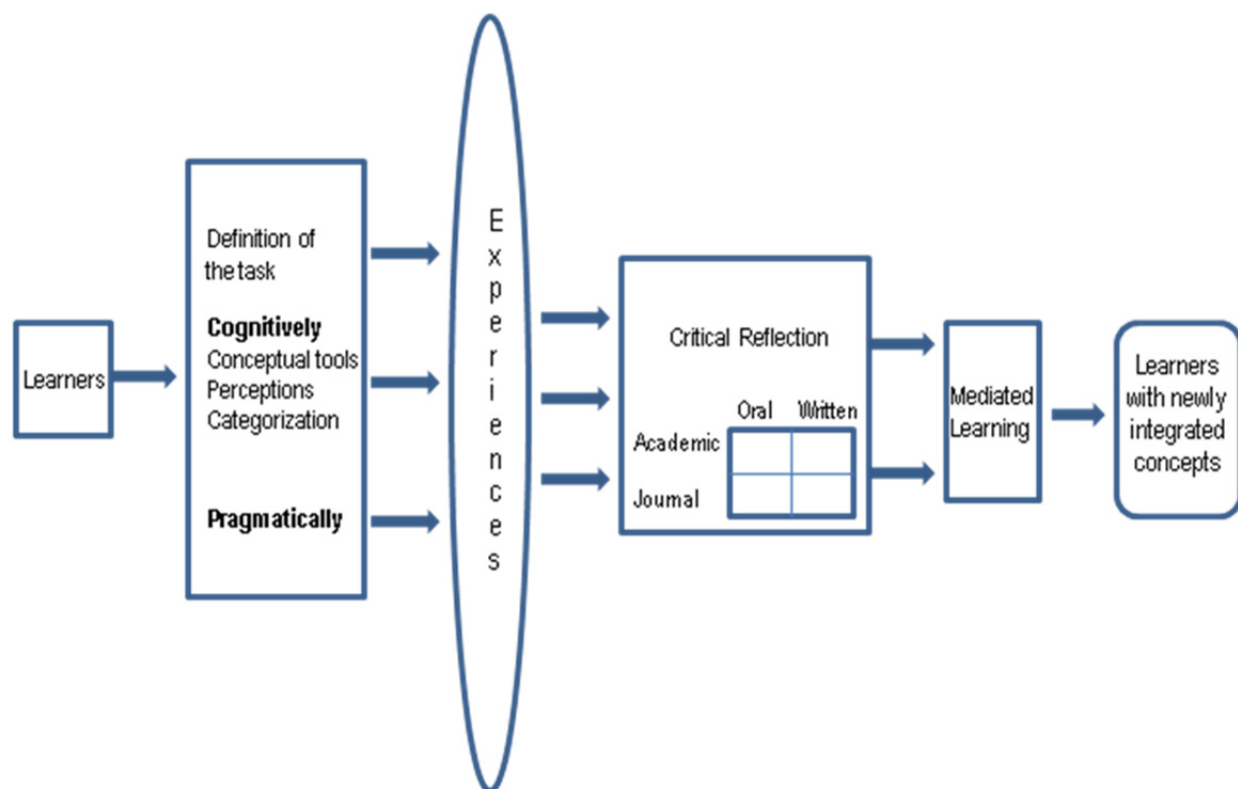


Figure 2. A Lens Model for Service Learning Educators by Cone and Harris (Campus Compact, 2003, p. 30)

Essentially, the role of service learning educators is to promote conceptual knowledge by blending together the abstract world of rules and definitions with the unique experiences of students at work in communities. This experiential interaction, rather than passive reception of information, is a characteristic of service learning that makes it a powerful academic pedagogy (Markus, 1993).

CARC learning cycle. Dawn Duncan and Joan Kopperud (2008) adapted the CARC Learning Cycle from Kolb's experiential learning model discussed earlier in page six. The CARC Learning Cycle steps were gathered from past educators and theorists and Duncan and

Kopperud's own experience utilizing service learning with their students. The CARC Learning Cycle draws attention to the distinctively different types of thinking that occurs during its stages: Contemplation (the before stage), Action, Reflection (during and immediately following action), and Commitment (the after stage). The CARC graphic is shaped like a helix, which represents the basic building blocks for the service learning life (see Figure 3). During a service learning experience, participants will use problem solving skills to drill through problems.

Each stage is continuously interwoven into the service experience and may at times overlap with other stages. During the contemplation phase, which occurs before going to the service site, participants need to consciously consider and think about the challenges, needs and expectation of the service experience. Contemplation allows participants to initiate critical thinking that will move through the entire CARC cycle. Action refers to the onsite work that the participant undertakes when matched with a community partner. The participant may provide physical labor, intellectual skills or social and emotional support. Reflection is the lens through which one thinks critically about the experience, deeply considering how the action intentionally links to specific learning goals. Commitment is a disciplined effort to act upon one's belief in the communal necessity of service and in the benefits it affords all involved.

In summary, service learning is a form of experiential education whose pedagogy involves academic as well as personal engagement. To be effective, structured reflection and reciprocity must be present and directly connect to course content that is intertwined with the authentic experience (Lowery et al, 2006). The first prototype has been a start for novice teachers because it gives a more detailed step-by-step description of the experiential process while the CARC Learning Cycle is a simplified and concise configuration of steps. Both models discussed include a reflection process to help and challenge students to understand conceptual

information and apply it to other experiences; likewise, each model is fairly similar and can aid teachers to engage in service learning.

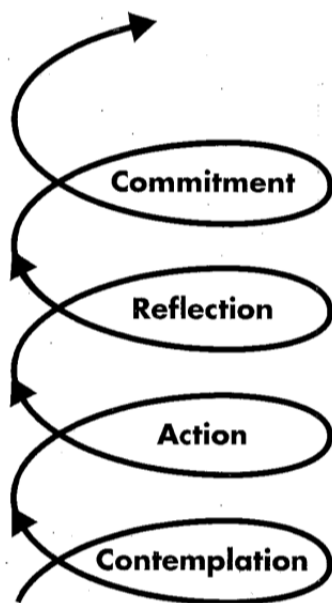


Figure 3. The Four Stages of the CARC Learning Cycle
(Duncan & Kopperud, 2008, p. 138)

Role in second language acquisition. Language educators in the higher education system believe that service learning potentially provides students with the opportunity to improve academically and professionally (Densmore, 2000; Kezar, 2002); this explains why organizations that have implemented their second language courses with a service learning component have experienced noteworthy accomplishment in the student’s acquisition of communicative competence in the second language. Indeed, these accomplishments have undergone success “not only in their students’ acquisition of the language but also in their motivation for language learning and change in attitude toward native speakers of the language” (Hale, 1999, p. 9.) Evidently, the unique cultural, social and individual component of service

learning pedagogy provides a learning space that highlights the linguistic, cultural and social aspects of a language base event, and it situates second language learners in the center of that (Overfield, 2007). Students are able to recognize the “connection between a conscious understanding of a rule and the ability to use it” (Cook, 2008, p. 40) in order to gain language fluency by participating in social experiences (Larsen-Freeman, 2006).

Advantages. Because of the relevance of service learning application in second language acquisition, many language teachers have opted to implement their courses with a service learning component. The following demonstrates some accomplishments found in these courses.

First, second language teachers that implement their courses with a service learning component have noted numerous positive student learning outcomes, such as: increased communicative competence, increased self-confidence, further interest in the language and culture, increased cultural awareness and reduction of stereotypes, development of active learning skill and achievement of the goals of the foreign language learning (Caldwell, 2007; Jorge, 2003; Overfield, 1997; Plann 2002). Through service learning, the language is contextualized and authentic as students communicate in the target language, teach cross-cultural aspects, make connections, compare cultures and immerse themselves amidst native communities.

Second, “service learning at appropriate sites can provide students with a mini-abroad experience, allowing them to apply classroom knowledge, develop communicative competence, and increase their cultural awareness in an immersion setting” (Plann, 2002, p. 332). In this authentic context, students learn with native speakers of the language instead of learning about them because “service learning in a community of the language being studied provides the context in which to apply classroom knowledge” (Hale, 1999, p. 13).

Third, authentic contact with the target language maximizes the goal of becoming proficient in the traditional four language skills—listening, speaking, reading and writing (Frye & Garza, 1979; Weldon & Trautmann, 2003) —by merging the goals of second language learning and service learning. The ACTFL Standards articulate that the ultimate goal of language teaching and learning is to provide the learner with the ability to continue developing language and cultural knowledge through lifelong experiences within the context of the second language. When students immerse in a community of native speakers, they are able to integrate all ACTFL 5 C's—communication, cultures, connections, comparisons and communities—introduced by the Standards for Foreign Language Learning: Preparing for the 21st Century (Grim, 2010). Thus students are able to reach a unique cultural and linguistic understanding. However, when students are placed in the traditional classroom context, there is no agreement on the degree to which the first four C's (communication, cultures, connections, and comparisons) can be adopted; but, it is acknowledged that the 5th C, communities, cannot be easily addressed (Allen, 2002; Jeffries, 1996). Consequently, service learning offers a way of adequately addressing the fifth ACTFL standard of communities by helping students gain insight into the foundation of language while participating in local and global communities.

Because of the relevance of service learning application in second language acquisition, many language teachers have opted to implement their courses with a service learning component.

Disadvantages. Even though the majority of literature on service learning and second language acquisition supports the improvement of linguistic goals and cultural acquisition (Diaz-Barriga, 2003; Plann, 2002), most mentions of method in the literature refer to teaching rather than research on the results of the effectiveness of service learning (Plann, 2002). Subsequently,

there is an emerging body of literature arguing that the traditional service learning approach is not enough (Brown, 2001; Butin, 2005; Walker, 2000). “The few attempts to measure quality of service learning do suggest that quality matters” (Eyler, 2002, p. 519); however, it exclusively focuses on the quality of reflection implemented in the classroom. In spite of that, even though reflection “is seen as a key component in service learning, any definition of its duration, scope, placement, mode, and structure remain frustratingly absent” (Butin, 2010, p. 16). Furthermore, “There has been a tendency to [solely] count hours of students services provided” (Eyler, 2002, p. 518) with no detailed record of what is really happening at onsite locations.

Studies that have corroborated the need to provide contextualized and authentic experiences in the target language have supported the engagement of second language students in service learning projects. Many of the articles published that discuss service learning in second language acquisition only briefly focus on classroom dynamics. Hence, published reports on information of specific activities showing what is happening beyond the classroom setting are very limited. These narratives do not specify what happens when students are paired with a native speaker of the target language and how this experience influences the course content understanding. The quality of the process has been stressed in the classroom reflection dynamics, not in the quality of activity at onsite locations.

Furthermore, as a service learning component has been implemented in language courses, it has also been criticized by others with regard to its application in institutions of higher education (Caldwell, 2007) because there are limitations on the information provided in higher education. There is a need to explore how service learning projects can be planned, implemented, monitored, and documented for second language acquisition. Understanding *how* students engage with service learning experiences in a foreign language may help to understand

how to better structure these experiences for more effective and lifelong learning. The purpose of this study was to describe the process of ways in which advanced Spanish learners engage with service learning and the outcome of the influence of this activity on their ability to communicate in the target language.

Chapter 3

Methods

This study makes the assumption that Spanish learners engaged in a service learning context improve their language abilities by participating in service learning projects with individuals from the Hispanic community. Whether they improve or not, this study describes in-depth what is really happening both in class and onsite when students engage in service learning projects and how the process correlates to the course's intended outcomes.

Context

The Utah Valley University (UVU) Languages department offers courses specifically designed to satisfy student needs for occupational training and to create diverse social, cultural, and international opportunities. The entry course into any UVU Spanish program for individuals with previous Spanish background is the upper-division course, Spanish 3050.

Structure of the course. This course, which is primarily a pre-requisite to take any other upper-division Spanish course, is offered to Spanish natives and non-natives with experience abroad. The academic learning outcomes for Spanish 3050 according to required UVU curriculum are as follows:

- Students must demonstrate improvement to fulfill mastery of Advanced Spanish academic fluency through composition, literature and culture.
- Students must read, write, listen and speak extensively to ensure a proper review of Spanish grammar.
- Students must demonstrate acquisition and ability to analyze and identify new vocabulary and language structure used in academic written and oral communication.
- Students must intensively practice oral and written academic Spanish.

Spanish 3050 is designed to prepare students in all four language production skills—reading, writing, listening, and speaking—in order to accomplish at least the Advanced quality level standard according to the American Council for the Teaching of Foreign Languages (ACTFL) when exiting the course. Most students who enroll in Spanish 3050 have developed their foreign language skills further than students at similar institutions because of their original learning circumstances. The majority have been exposed to a Hispanic environment due to an 18-month to 2-year missionary service in a foreign country for the Church of Jesus Christ of Latter-day Saints. The majority have obtained the Intermediate quality level standard according to ACTFL (see Figure 4) when entering this course. These students speak fluent Spanish but lack correct and accurate grammatical structure and richness in vocabulary.

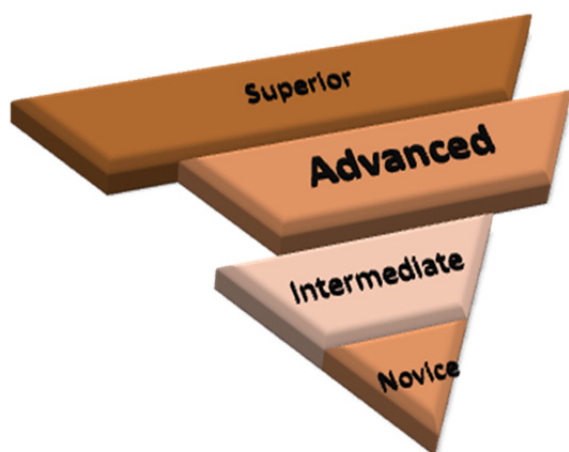


Figure 4. ACTFL Proficiency Standards

There were twelve Spanish 3050 sections taught during Spring 2012. Class met three times a week for a period of fifty minutes for 15 consecutive weeks. Required textbooks were *Manual de gramática*, *Verbos*, and a bilingual dictionary. However, two of these sections

corresponded to the UVU Service Learning Distinction Program. These two sections followed UVU academic curriculum as well as a service learning component requirement, which was facilitated by the inclusion of a service learning project.

Structure of the course implemented with a service learning component. Students engaged in a service learning project for seven consecutive weeks in addition to the required academic curriculum. The service learning component was designed to engage students in activities that connected theory to practice, thus yielding enhanced understanding. This component was built around the desired course learning objectives, reinforcing and strengthening conceptual knowledge.

Classroom organization. The first day of class, the instructor briefly explained the requirements and dynamics of the classroom to the students. They learned what service learning is and their required academic options. Moreover, students were provided with a Risk and Hazards Statement of Understanding and Release, in addition to a Service Learning Agreement, which was signed and returned to the teacher (See Appendix A). Teachers, students and service partners needed to understand and accept risks involved when students are sent into the community as part of a requirement for a course.

By the first week of the service learning process, students not only learned from academic material as in traditional courses, but also learned how to apply conceptual information in an authentic context outside the classroom setting. Students were required to complete 15 hours of service among members of a community that directly or indirectly served a Hispanic community. They were provided with the necessary procedures and tools to be mentored and guided to accomplish the course's academic learning outcomes at three different frameworks: pre-service, in-service and post-service. Students applied new vocabulary and grammatical

structures together with cultural topics to activities provided by the inclusion of a service learning project. Such a project process sought to constantly connect their experiences with the central ideas and concepts they were studying in the classroom through different educational assignments. There were four areas (speaking, writing, doing, and designing) where students had to fulfill some required and optional activities according to the proposed service project and the students' abilities.

Reflection activities. The service learning component engaged and encouraged students to connect their service learning experiences to their academic knowledge and conceptual understanding through reflective activities undertaken during the pre-service, in-service and post-service stages. These reflective undertakings were an opportunity through which experience yielded understanding and knowledge. Each reflection activity was intended to help the student gain further understanding of the course content and the service experience. The process of discussion and writing heightened language learning, motivating new areas of thought and efficient action. Students were asked to reflect alone, with classmates and with community partners.

During the three frameworks, students evaluated themselves on their development and performance. Since “self-reflection is examining how one’s beliefs and values, expectations and assumptions...impact students and their learning” (Larrivee, 2009, p. 14), I guided students to self-reflect through a variety of questions according to the service project performed and the students' abilities. In this phase, there were questions that challenged second language knowledge as well as personal beliefs, values, expectations and assumptions. It was expected that the service component would provide students with a unique contextualized learning experience that would help them meet the course objectives.

Participants

The population frame for this study consisted of students who registered for the two sections of Spanish 3050 designed to fulfill the UVU Service Learning Distinction Program.

Selection criteria. There was limited control of allocation of students. Students with previous experience with the language were assigned to register into the third-year level advanced grammar course. Students likely registered for the section that best fit their Spring 2012 schedule. Students were not aware of the Service Learning Distinction component for the two sections until the first day of class. From the population frame, maximum variation sampling was used to select four students for four case studies in order to deepen understanding and gain a wider variety of insightful manifestations (Patton, 2002). Selected students circumscribed the range of four different acceptable service placements in order to cover the spectrum of positions and perspectives in relation to the students, places and activities. This meant that, once I determined the kind of the service learning projects students engaged in, I examined them and saw which ones were very different from each other in order to maximize the variation of students, places and activities.

Description of students. After being presented with the service learning assignment, students researched service opportunities that could help them complete 15 hours of service to the community. Several students were swift to define and propose their service learning project while others struggled. The students selected for this analysis identified their service learning projects immediately. Using maximum variation, I selected four students whose placements in their service learning activity covered different backgrounds, places and activities. Two students were native Spanish-speakers and the other two, non-natives. In each group, I selected one male and one female student. Of the four, the non-native female student planned to complete her

hours by helping me coordinate all possible service learning projects for students; the non-native male student chose to help a UVU Spanish teacher in the preparation of electronic material for her lower division class; the native male student decided to complete his service hours interviewing high school Hispanic students to collect data for another teacher's research; and the native female student proposed to work on the transcription of a documentary for a non-profit organization in Salt Lake City. Two of the projects entailed more social and physical activities while the other two demanded more academic activities (see Figure 5). All four students were expected to use Spanish for oral and/or written communication at all times.

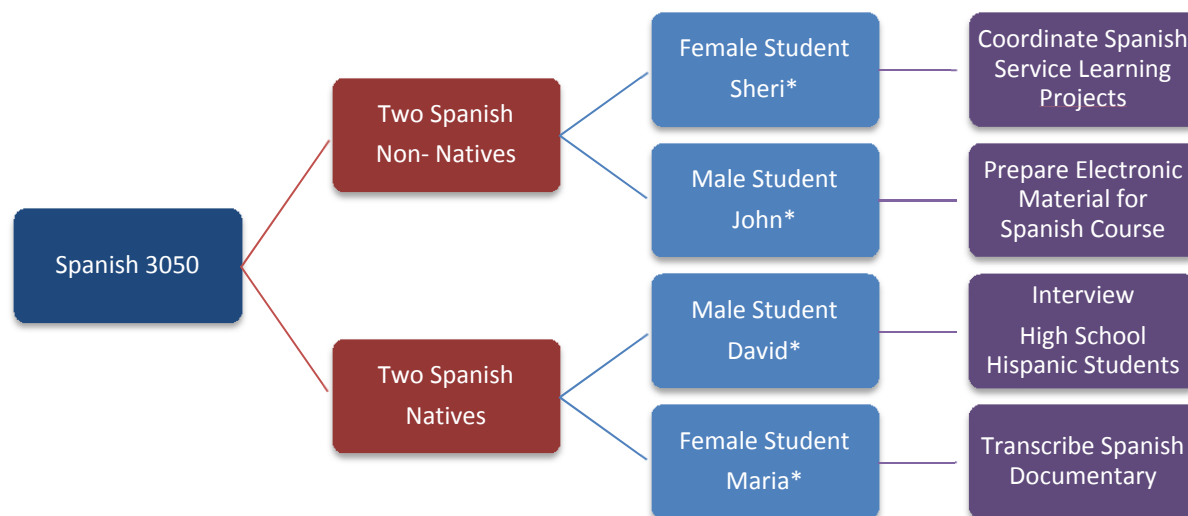


Figure 5. Selection of Case Studies * All names are pseudonyms

Research Design

The methodology for this study encompassed four instrumental case studies (Stake, 1995) to describe in-depth what four students from the population frame were doing onsite when paired

with an individual from a Hispanic community, as well as how they were performing in the classroom. An instrumental case study facilitated a better understanding of a particular case, which, in this situation, was the influence of a service learning component in a second language course (Yin, 2003). Therefore, each case study investigated how each student was adapting conceptual learning from the classroom to onsite locations and how the community experience was brought back into the classroom.

Procedures

Students, who registered in the two courses that included a service component, were informed of the requirements and organization of the course from the beginning. These students were required to complete 15 hours of service to fulfill their service learning component requirement in addition to the required curriculum. These students were mentored and guided to accomplish the course's academic learning outcomes at three different frameworks: pre-service, in-service and post-service. During all frameworks, students were taught grammar and vocabulary strictly from the required textbook as they engaged in their service learning project; communication was exclusively in Spanish. At the beginning of the study, I explained the purpose of this study and informed students of their confidentiality rights. Students were asked to voluntarily sign an informed consent to be a research subject approved by UVU and BYU IRB officials. Students who did not consent to be chosen for the study were still obligated to complete the service learning component per course requirements. During the three frameworks of this study, the procedures included onsite and in-class observations, electronic journal entries, face-to-face interviews, and reflective written reports for a period of nine weeks. These procedures helped collect triangulated data to add validity to this study (Yin, 1994).

Data Collection

This study used a qualitative research methodology for in-depth description of what was happening in each case selected. Data described ways in which students participated in service learning projects both onsite and in the classroom and how the service learning experience influenced the student's understanding of the course content and their ability to communicate in the language. In addition, I employed a circular research design to allow flexible interconnection and interaction among the different procedures as needed (Vanderstoep & Johnston, 2009). The process was not unchanging, but it continually adapted to what was needed during each event of the process. These data helped document the characteristics that define a properly and effectively planned and implemented service project. The following were the procedures used to collect data during a period of nine weeks.

Onsite and in-class observations. Observations were the core component for each case study. There were two types of observations: Onsite and in-class. There were at least five onsite observations per case study. Each one was spread out evenly during a period of seven consecutive weeks. I made previous arrangements with each student to confirm onsite visit times and locations. In addition, unstructured in-class observations took place every time class met to note critical information during interaction among students in the classroom. I paid close attention during reflection activities, which were embedded in the coursework and occurred regularly.

Each observation sought to document the students' concerns and needs, changes in knowledge of Spanish grammar, vocabulary and use, and students' methods of interacting among each other in order to obtain a greater understanding of this learning context. Observations focused on content, context, activities, and the behavior of each student and his or her

environment. This subjective information helped document what each student was experiencing from the researcher's perceptions. Detailed written notes were taken immediately after each observation in class and all through the observation for the onsite observation. I began reporting once I started collecting data to describe in-depth how each case developed throughout the seven weeks. Records of events provided description for further analysis and ultimate reporting. Each week, I looked for grammatical and lexicon themes such as verb tenses, prepositions, particular vocabulary, usage of the language to document similarities and differences if applicable (see Figure 6).

Electronic journal entries. In order to track progress on writing proficiency, students kept an electronic journal written in Spanish via Google documents. Every time they fulfilled their service hours, they were required to make an entry in their journal. Each entry recounted activities performed and intended to describe the relationship between meeting activities and course concepts according to the students' perspective. Students followed format shown in figure 7 for each entry; however, original format counted with questions written in Spanish (see Appendix B).

These entries documented information on the written proficiency of each student and his/her progress. I revised each entry as students posted them in their online journal and made comments to improve weak areas. I printed out submitted entries. If mistakes were topics that had been reviewed in class, I guided them to find the correct answer; on the other hand, if mistakes were topics that had not been covered previously, I wrote the answer and its corresponding explanation. If there was need, I gave a brief explanation during class time. Students were expected to go back and revise journal entries and make corrections if needed within a week for resubmission.

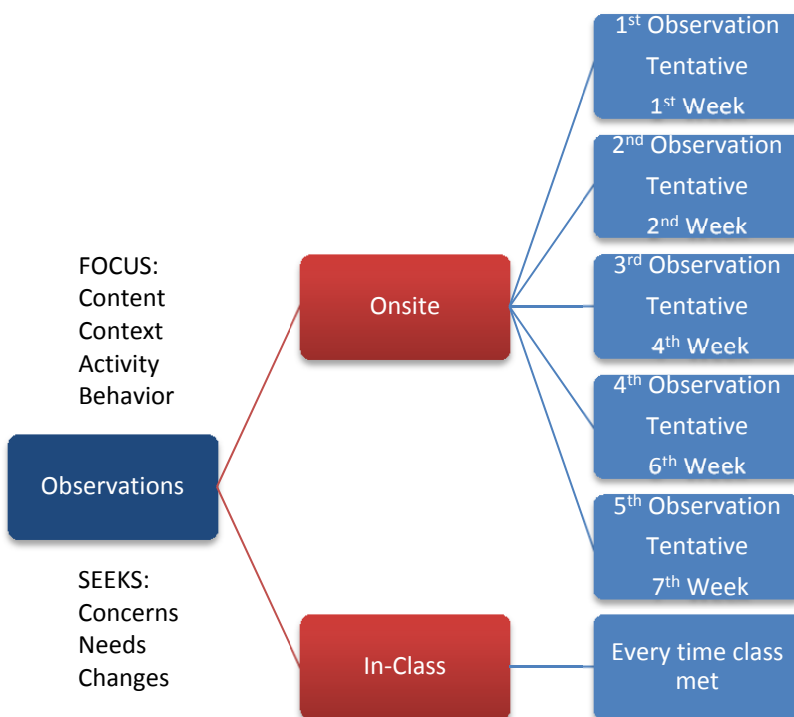


Figure 6. Observations Structure

Electronic Journal Format
1. Date and place of meeting
2. Name of partner
3. Activity performed: Describe in detailed what you did today
4. Identify and explain what grammatical structures were applied during encounter
5. Identify and explain what new lexicon was applied during encounter
6. Identify and describe the feedback you received from your service partner
7. State any grammatical/lexicon issues/questions that may have not been resolved during encounter

Figure 7. Electronic Journal Format

I expected to see improvement in the latter entries during this process. After a week, I printed out a journal progressively to compare and verify that weaknesses had been improved and corrected. These entries were divided into different conceptual themes and weeks throughout the semester.

Face-to-face interviews. Guided interviews took place to allow freedom to deviate from the interview questions as needed to pursue serendipitous findings and fruitful directions (Vanderstoep & Johnston, 2009). Interviews were intended to be performed in the student's native tongue to allow all possible nuances to answers; however, students preferred to use Spanish most of the times. I established rapport with the students by using eye contact and professional body language as they were asked the questions. I met with each student at least three times throughout the semester. I decided to spread out these interviews evenly among the three frameworks: Pre-service, in-service and post-service (see Figure 8). However, if there was need to meet more frequently, I did so.

Interviews were scheduled for, but not limited to, 45 minutes. Interviews started with background information before addressing the student's experience in this learning context. I began with simple, informational questions, avoiding long ones. Next, the interview explored the student's meanings, interpretations and associations in regard to the experience described. The sequence of the interview was grounded in the setup, the building of rapport and a closing and the format was attentive to past, present and future perceptions. Questions were guided by three basic rules: interview questions were open-ended, single issue and avoided asking "why" (Vanderstoep & Johnston, 2009). Sets of questions to guide interview but not limit other questions for each stage of the process can in be found in Appendix C.

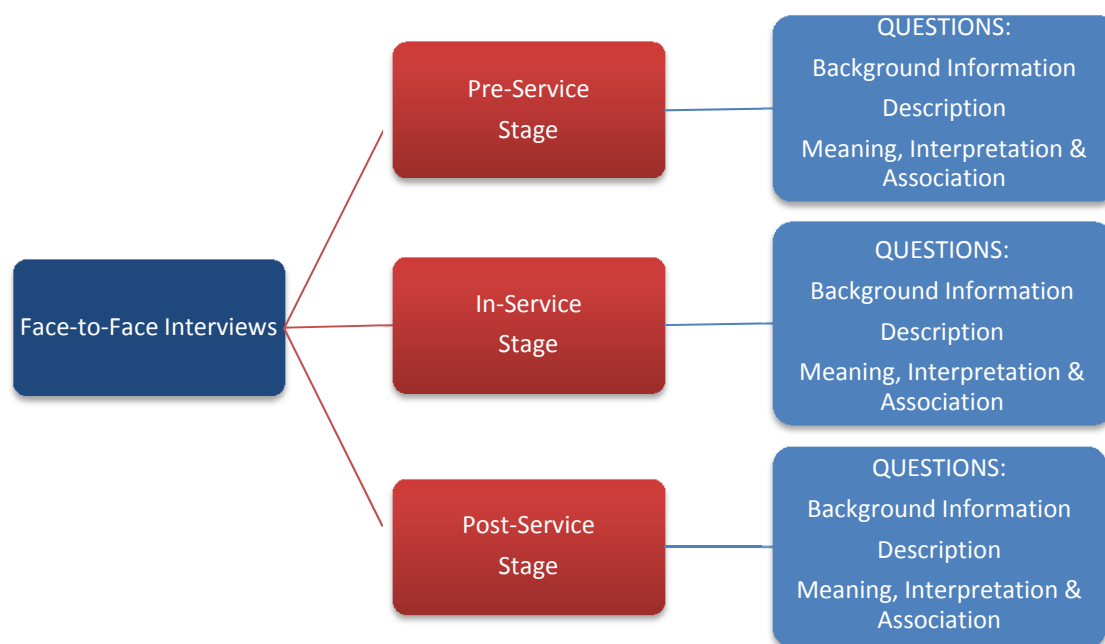


Figure 8. Face-to-Face Interviews Structure

According to the service performed, students were guided through these types of questions to meta-cognate process and results of service experience in the target language. This type of questions helped identify perspectives, attitudes, behaviors and experiences from the student's perception. During the interview I took notes to write key ideas. After the interview, I reconstructed the episode in writing and submitted it to the interviewee for accuracy and stylistic improvement.

Reflective written reports. Students were required to write two reflective papers to connect the action (doing) with meaning (thinking). One of them was required during the first week of the pre-service stage and the second paper was due during the last week of the post-service stage (see Figure 9). In many cases, electronic journals turned into the foundation on which to build the final reflective report. Journal entries helped students recount chronologically what they did to a reflection on what it meant. Papers were two to four pages in length, typed in

Spanish and double spaced. Students were not permitted to use any additional aids, such as a dictionary. They were given questions that they then had to expand upon (see Appendix D for Questions). Students' reports were assessed on content, organization, vocabulary and language usage. The content focused on the accuracy of the topic, inclusion of important ideas, and the development of specific examples. Organization was judged by examining logical sequence and development of ideas from general to specific. The vocabulary and language use were the most heavily weighted in the final grade. Report included a variety of academic Spanish vocabulary and sentence structures. This report was rated by an experienced Spanish language professor in writing and composition. She did not know students in this group; this decreased any type of bias. This composition was rated according to ACTFL Standards: Intermediate, Advanced, or Superior (see Appendix E).

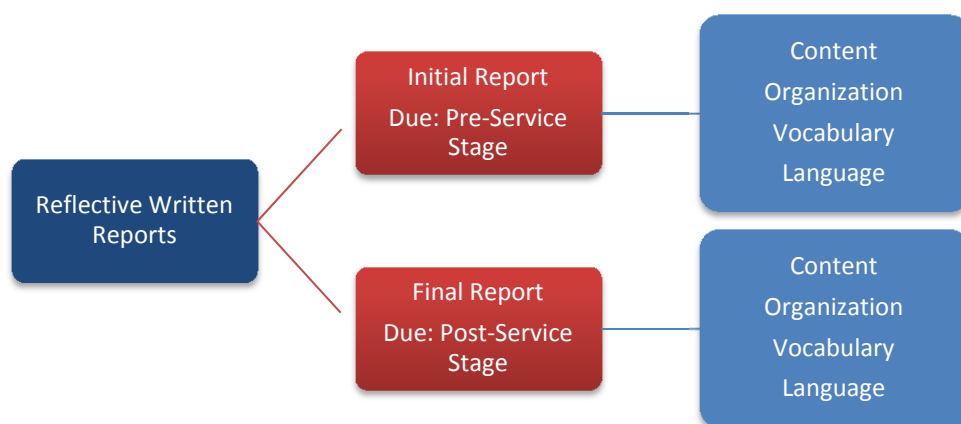


Figure 9. Reflective Written Reports Structure

Therefore, students had two different performance assessment tools that strongly measured their written communication abilities with a slight consideration to their thoughtfulness in the elaboration of their ideas.

Data Analysis

Due to the paucity of research conducted on the impact of a service learning component in a second language course, the starting point for this study was to develop a detailed case description. As Robert Yin (1994) suggested that each case study should begin with a general analytical plan in order to provide the researcher with a system by which one can prioritize what needs to be analyzed, two forms of analysis were completed.

Within-case analysis. This analysis compared data collected against the service learning foundation. Data agreed or disagreed with information that has been supported by other service learning advocates. Maybe the in-depth description brought up something completely new. Matrices for each case were provided to summarize detailed descriptions. When data collected and the service learning foundation was repetitive, analysis focused on summarizing rather than repeating.

Cross-case analysis. This analysis compared data collected against all four case studies. A matrix for all four cases was provided with specifics to compare one case to the others. This analysis helped reduce data in order to gain a better understanding and come up with richer conclusions.

As data was collected, there were three stages that were considered as suggested by Matthew Miles and Michael Huberman (1994):

1. *Data reduction* helped sharpen, sort, focus, discard, and organize data in a way that allowed conclusions to be drawn and verified. Data was reduced and transformed

through means as selection, summary, paraphrasing, or through being subsumed in a larger pattern.

2. *Data display* took the reduced data and displayed it in an organized manner so that conclusions could be more easily drawn.
3. *Conclusion drawing and verification* by paying attention to regularities, similarities, and differences helped decide what things meant.

For each case study, the primary task was to understand the case by direct interpretation. In each case, I searched for patterns, consistency and correspondence. I attempted to understand behavior, issues and context, and sought linkages between program arrangements, activities and outcomes. I kept parallel matrices to monitor how each case process developed within its context among all four cases. I gathered additional data for replicability or methodological triangulation within each case and/or among all four cases in order to validate key observations. As recurring items, themes, or patterns emerged, direct interpretation took place when data was categorized in order to form generalizations from this study (Stake, 1995). Frequently, I modified categorized data in light of the experience and as ideas developed.

A final narrative report was written following a chronological development of each case. Miles and Huberman (1994) suggested time-ordered displays by introducing “event-listings” as matrices arranged by chronological time periods which are sorted into several categories to reconstruct richness in what happened in real life events and to allow a good look at what led to what and when this happened. In addition, I included vignettes from the observations to illustrate context that preserved chronological flow and transported the reader, who was not present at the time, to relive events. I identified examples to illustrate what the analysis achieved (Howitt & Cramer, 2008).

Chapter 4

Results and Interpretations

The qualitative analysis of each instrumental case study for the selected four students was designed to facilitate a better understanding of each project's authentic environment and how each student managed their project. First, I introduce the section Within-Case Analysis where I briefly describe each case and connect the collected data to the service learning foundation and traits that qualify a high quality service learning project. After each case, a matrix is included in the appendix section to demonstrate triangulation and the breadth of data upon which the summaries are founded. At the end of this section, I also introduce the Cross-Case Analysis where I compare data collected in all four case studies. A complete matrix is included to visualize one case as it compares similarities and differences with the others. This analysis helped simplify data in order to gain a better understanding and obtain richer conclusions.

Within-Case Analysis

There were four case studies selected. Each one presented a unique service project that was selected by the students in order to complete their required hours of service. Each case described and compared data collected against the service learning foundation.

Case 1: Sheri. Sheri was a non-native Spanish speaker who described herself as a person who loved the language, its people and culture. She was friendly and had a keen inclination to help others.

Nature of service learning project. Sheri proposed to search and coordinate possible service learning projects for other students. She met with several different community partners to find service opportunities among the Hispanic community. She expected to speak Spanish at those meetings; however, she learned that those individuals who want to help the Hispanic

community do not necessarily speak Spanish. In fact, most of her interviews were conducted in English. In sum, her project was connected to the Hispanic people and culture, but not to the language specifically.

Teacher's initial assessment of student. When conversing and writing, Sheri was fluent in Spanish, but her grammar structure was extremely weak and her vocabulary was limited. The few times she was called to participate in class, I could detect limited lexicon and grammatical errors in the areas of agreement, pronouns, prepositions, direct and indirect objects and verb conjugation. When she did not know a word, she tried to make it up without success. For example, one time she used “resultas” (conjugated verb: to result) instead of “resultados” (noun: results).

Sheri's initial reflection paper, which was scored as intermediate low, corroborated data from observations. The paper showed grammatical mistakes on written accents, punctuation, agreement, prepositions, possessives, articles, conjunctions, transitions, verb conjugation and vocabulary. Moreover, Sheri struggled when speaking in front of people. During the first three weeks, when Sheri stood in front of the class, she appeared anxious and uneasy to be standing in front of her classmates. She would stand in front of everyone and look at the floor, the ceiling or the back wall of the classroom. She was not making any eye contact with any of the students or me. She hummed very often and stood with her arms closed, constantly shifting from one foot to the other. Her posture showed uneasiness and nervousness. Likewise, Sheri's initial reflection paper confirmed her fear about her project. When she spoke with one or two people she felt alright; however, when there was a group of people, especially strangers, she was afraid and concerned of being critiqued. During her first interview, she revealed that she had the desire to improve her linguistic competence as well as her confidence to speak in front of people.

Project assessment. Unfortunately, the project Sheri selected did not allow her the opportunities to exercise the language fully; it only helped her practice approaching new people and speaking while in front of them. The majority of the people she met were English speakers who were in charge of coordinating different programs for the Hispanic community. For example, one of her meetings was with Jane at the Latino Initiatives Center who was in charge of coordinating details for the UVU Latino Leadership conference. Jane did not speak Spanish, but she needed to recruit students who could help direct and lead over 800 high school Latino students during the conference. Because Sheri was not able to fully use Spanish when onsite, her journal entries were limited to addressing what could have happened if she had been totally engaged in conversations with someone who indeed spoke Spanish. Her only opportunity to receive feedback was during classroom participation where she was able to report on the progress of her project.

Project attainments. Throughout the seven week process, Sheri was able to gather the information needed, but her Spanish was not applied as originally expected. Her unique social and individual involvement in helping the Hispanic community minimized her frustrations of the lack of her exposure to the language because she felt she was performing to the best of her capacity to help Hispanics. Furthermore, this social and individual involvement helped her gain the confidence she needed to stand and speak in front of people. She even started to participate more in class to ease her fear; and even though it had initially become harder because she was more insecure and self-conscious of her mistakes, through the weeks she acquired assurance that she could overcome her insecurities with careful preparation.

An interview during the fifth week of this process with Sheri reinforced observations.

The first comment she made was “Me estoy empezando a sentir más cómoda enfrente de

personas,” (I am beginning to feel more comfortable in front of people). She also mentioned that she was able to focus more on the message without thinking about the mistakes she was making. However, I still detected grammatical mistakes during this interview. In addition, Sheri’s final reflection paper validated data from observations and interviews. Sheri stated that she felt that she had improved in her presentation because she had learned to engage and focus on the topic being transmitted, “Ahora me enfoco más en lo que digo que en todos mis errores de gramática” (Now I focus more in what I say than in all my grammatical mistakes).

Student reflections. Sheri wished she could have also spoken more Spanish. She was still willing to engage in other service learning projects because even though it had not turned out as she expected, she had improved in the ability to stand in front of people. The practice had given her the confidence in herself that she could still get a message across. Sheri’s service learning project had helped her increase her strategic competence and confidence in using the language in front of people because she realized that it was more important to get a message across rather than worrying about what people may have thought of her; however, it had not helped her to improve the quality of her linguistic competence. This involvement motivated her to find other ways to improve her language skills. In one of her journal entries, she stated that she would continue working with the Hispanic community directly.

Teacher’s final assessment of student. During the pre-service stage, Sheri presented two challenges: language development and speaking in front of people. During the post-service stage, Sheri’s progress in the language had improved, but unfortunately, not as much as expected. She was never able to connect linguistically what she was learning in class to what was happening onsite with her service learning partners. By the last two weeks of this process, Sheri seemed much more confident in her ability to speak in front of the class because she had

developed a habit of participating in class. She was not too afraid to ask questions anymore. Her grammatical errors had minimized in the areas of agreement and irregular verb conjugations. Her vocabulary had increased. She still had the tendency of making up some words, but not as much. For example, she tried to use *sujeto* for *subject*, which in Spanish would be *tema*; or *realizo* for *realize*, which in Spanish is *me doy cuenta*. I could see that Sheri still got frustrated with her mistakes because she kept making the same ones.

Unfortunately, Sheri rarely received any type of feedback from her partners. What's more, when she did, this feedback was not necessarily correct. Her final interview corroborated these observations. Sheri commented that when she met with a Hispanic person, they never corrected her so she never learned whether she was speaking correctly or with errors. She even mentioned that a couple of times she had caught a couple of mistakes from her service partners: *haiga* (verb to be [correct spelling: haya]) and *dijieron* (conjugated verb they said [correct spelling: dijeron]). In her final report Sheri reiterated that if it were not for the faculty feedback, she would have never received the type of feedback she needed. In her written Spanish report, she was initially graded as intermediate low; after the seven week process, she was graded as intermediate mid. Her service learning project helped Sheri increase her confidence and ability in using the language in front of people, but not her linguistic competence.

Conclusion. Overall, Sheri's service learning project did not completely fulfill the expectations required to qualify as a high quality project for this course. The commitment to the community partnership was meaningful and valuable in a social and cultural context, but was not linguistically beneficial. Sheri was not able to communicate solely in Spanish with her community partners because most of them did not speak the language. That fact limited the learning and academic rigor by reducing the opportunities Sheri had to apply grammatical and

lexical classroom material while she was onsite, collecting service learning opportunities for other students. Even though her reflection was mainly constrained to the social and cultural aspect of Spanish, Sheri was able to provide context and meaning when she used the information about her project's progress in her electronic journal and in classroom discussions in Spanish. In addition, Sheri was able to understand the needs of the Hispanic community and was encouraged to improve the quality of the language in order to work with them in the future (see Appendix F for a simplified matrix of Sheri's progress).

Case 2: John. John was a non-native Spanish speaker who believed that learning Spanish had always been easy for him.

Nature of service learning project. He decided to render his service hours by helping a Spanish teacher create material for a grammar course. He met with the same service partner for seven consecutive weeks. He expected to speak Spanish at all times and he fulfilled that expectation by conversing and working with the Spanish teacher. Most of his interviews were conducted in Spanish. His project was strictly connected to the language, while involving only a few aspects of Hispanic culture and society.

Teacher's initial assessment of student. Both in writing and speaking, John was fluent and fairly confident in his ability to communicate with others. His initial reflection report was graded intermediate high because it lacked a few written accents and punctuation marks. It also presented minor errors in agreement and verb conjugation. The few times he was called on to participate in class, he was fluent in Spanish and I could not detect limited lexicon or weak grammatical areas when he spoke because he would limit his responses to straightforward answers. Despite this surety, he still made a few mistakes in verb agreement, prepositions and verb conjugation. During his first interview, John disclosed that he had a lot more to learn

outside of his comfort zone. Sometimes if he made a mistake, he would immediately correct himself. In addition, his initial reflection paper validated data from observations and his first interview. John believed that he was pretty good at Spanish for the short time he had been exposed to it. Though he knew he was not perfect, he had no problem when communicating his ideas with someone else, “Siento que puedo comunicarme bastante bien en el idioma por el poco tiempo que le he estado hablando. No soy perfecto, obviamente, pero no tengo problemas con el comunicar mis ideas con otras personas” (I feel I can communicate in the language very well for the short time I have been speaking it. I am not perfect, obviously, but I have no problem when communicating my ideas with others).

Project assessment. John had the desire to help create new, engaging material for a grammar course, but he also expected that the teacher would also benefit from this activity. During the fourth week of this process, I interviewed John. He ratified that even though he had reservations at the beginning, after his first meeting with the Spanish teacher, he realized that this project could truly challenge his knowledge of the language and his ability to create quality material. The schedule fit his time concerns because he would have to work on his own to produce engaging material; “Puedo trabajar a mi propio tiempo, esto es perfecto”(I can work at my own time, this is perfect). He also added that creating material for a class was harder than it looked. As he started his project, he had a hard time coming up with creative and engaging exercises. The goal was to create material different from the monotony of the textbook, while still reviewing grammatical concepts. Because of the nature of this project, John constantly received feedback on his work from his service learning partner and teacher. In his final reflection paper, John highlighted the importance of preparation before each meeting; he had an assignment each week and he had to complete it entirely in order to accomplish his goals.

Project attainments. Throughout the seven week process, John was able to challenge himself to break frontiers and increase the knowledge he already had of the language. Even though his grammar and lexicon were already fairly strong, according to observations when he participated in interviews, this project gave him the opportunity to reinforce areas where he needed more practice, while also providing him with situations where new vocabulary was learned.

John was able to constantly apply what he was learning in class to what was happening onsite. Conversely, John also brought his project concerns to classroom discussions. During the first two weeks, John would start asking me questions to confirm what he had learned from the meeting with the Spanish teacher. I would pretend that I did not understand him so that he would have to explain the same principle in his own words. Several times I caught him making grammatical mistakes in the areas of agreement, verb conjugation and vocabulary. So whenever I heard a mistake, I corrected him and even though he struggled, he would immediately catch on and tell me why he was wrong. John appeared to thrive in those moments because that was when he was challenged to think deeper about a principle. By the fourth week, John would involve the class with his questions, which were initially presented in an example format. So as soon as I would hear, “¿Entonces, cuál oración sería mejor?” (So, what sentence would be better?), students in the class would join the conversation and engage in the challenge. Once this started to happen, I would guide the class to analyze the sentence in such a manner that they could come up with the answer.

It was interesting to see how some students would immediately open their books looking for an answer, but sometimes what they found in the book was not enough. They would start debating among themselves until a correct answer was reached and understood by everyone. But

if there was a student who was still struggling to understand, I would ask John to explain the concept but in his own simple and direct words. All these discussions were conducted in Spanish, though there were a few times when English was necessary to better explain the message. John still made a few grammatical errors and since he had the opportunity to speak up more, I was able to detect minor problems with direct and indirect objects and prepositions. Sometimes he got so caught up on conveying his message that he would make more mistakes than usual. When that happened, I would make a sound to let him know that he had made a mistake and most of the times he would be able to correct himself. He still needed to work in agreement, prepositions and verb usage. Overall, John was eager to improve his learning by working through the challenges that his project presented.

Student reflections. John's final reflection paper validated data from observations and interviews. John acknowledged that his service experience had not only introduced him to meet a great teacher but had also helped him improve his writing and verbal skills. The Spanish teacher constantly provided feedback that kept John on his toes. Whenever he had a question before his meeting, he would bring the matter up for discussion in the classroom or with the Spanish teacher. In addition, he asked classmates that were studying the same subject what they thought in regards to a particular grammar principle, creating an engaging environment in the classroom. He admitted that the only way he could improve his language skills was by being exposed to a variety of settings which he applied in his preparation of the exercises.

In his final interview, John confessed that he thought that the service learning project would be a waste of time. Even though he seemed enthusiastic about it, he still had his reservations. He wanted to expand and break barriers with his current vocabulary. He was excited to think that he would be able to speak Spanish all the time during the seven week

process. By the end of the first meeting, he knew that he would use Spanish 100% of the time. He also believed that this project would bring challenges because he was humble enough to admit that there was still room for improvement. He realized that his project helped him break away from his comfort zone because he always used the same lexicon. “Si siempre lo uso en los mismos lugares, entonces siempre uso lo mismo vocabulario y no puedo aumentarlo mucho; pero este proyecto me da retos de crear actividades en ambientes desconocidos, entonces me empuja a aprender nuevo vocabulario” (If I always use the language in the same places, then I always use the same vocabulary, and I cannot improve; but this project challenges me to create activities in unfamiliar environments, therefore, it pushes me to learn new vocabulary). His project had positioned John in the center of a language base event where he could highlight linguistic, social and cultural aspects of the language.

Teacher’s final assessment of student. During the pre-service stage, John experienced major two challenges: time limitation and creativity. During the post-service stage, John had overcome his initial challenges. His service learning project provided John with an authentic experience where he improved his linguistic competence and increased his cultural awareness. It provided him with a real context where he was able to apply classroom knowledge. His written ability to communicate in Spanish initially was graded as intermediate high; after the seven week process, he was graded as advanced low. Initially, John had a fairly strong foundation of the language and fairly extensive possession of vocabulary; at the end, he had reinforced grammatical areas and increased his lexicon.

Conclusion. In sum, John’s service learning project completely met the requirements to qualify as a high quality project for this course. He was meaningfully committed to his community partnership, which proved to be aligned with the course objectives in the linguistic

aspect of the language. John was able to maximize his opportunities to enhance his knowledge of Spanish while supplying the teacher with the extracurricular material she needed for her Spanish course. Moreover, John created real life situations that gave him the chance to emphasize a variety of social and cultural aspects of the language, as well as exercise different grammatical topics. John communicated mainly in Spanish with his community partner. This situation amplified the learning and academic rigor while onsite because he was constantly applying and connecting grammatical and lexical classroom material to the project.

Furthermore, his reflection of the project was intensified in classroom discussions where he had created an engaging environment for discussion with his classmates. John was able to provide the context and meaning of what he had learned when he shared his grammatical and cultural concerns about his project's progress in his electronic journal and in the Spanish class discussions. In addition, John realized that he should take advantage of his Spanish knowledge to help others and was encouraged to look for opportunities where he could use it more often (see Appendix G for a simplified matrix of John's progress).

Case 3: David. David was a native speaker who had already taken an accelerated advanced grammar course ten years ago while attending high school. He was very fluent when communicating his thoughts orally in Spanish; however, his writing skills were not as convincing. He usually spoke Spanish on a daily basis; however, he hardly ever engaged in academic conversations, which inspired his want to upgrade his Spanish diction.

Nature of service learning project. David's project entailed surveying Hispanic high school senior and freshman college students to collect data on their motivation to continue with higher education pursuits. He expected to speak Spanish with these Hispanic students at all times; however, he learned that Hispanic teenagers would rather speak English when he

approached them. Though David only had one service learning mentor (i.e., the teacher he was helping with the surveys) he met with several different young Hispanic students when surveying them. Most of these meetings were conducted in English. In addition, he never expected to revise the translation of the survey; he assumed that he would spend all of his service learning hours surveying the sample population. It is possible that the revision of the survey was the only trait of this project where he was able to apply grammar knowledge from the classroom.

Teacher's initial assessment of student. When conversing, David was confident with his language knowledge and his possession of an extensive and rich vocabulary. When writing, David presented minor weaknesses. His first interview validated this observation. David expressed that he was very confident about his Spanish skills; however, he was aware that his writing skills were not the best. “Yo no creo tener problemas al comunicarme hablando pero cuando escribo es otra historia. Yo creo que escribir en español es mi debilidad porque ha pasado mucho tiempo desde que tomé la clase de español en mi país” (I don't think that I have problems when I speak but when I write is a different story. I believe that writing in Spanish is my weakness because it has been a long time since I took a Spanish course in my country). In addition, David's initial reflection paper was scored as advanced low according to the ACTFL Standards. The paper showed grammatical mistakes on written accents and punctuation solely. His fluency in Spanish to express ideas was developed and clear.

Project assessment. David's project did not provide him with the exposure to the language fully. Once he realized that he would not be able to speak Spanish onsite, he was content with this change because he felt confident about his ability to speak. Besides, he realized that he could have never upgraded his knowledge of the language by speaking to Hispanic teenagers who did not even desire to speak Spanish when approached. His only opportunity to

receive feedback was during classroom participation where he was able to report on the progress of his project.

Project attainments. Throughout the seven week process, David was able to survey over one hundred participants, but his Spanish was not applied as originally expected. I interviewed him during the fourth week of the process and David restated that it did not bother him that the teenagers would not speak to him in Spanish; however, what frustrated him was the fact that he was not able to accomplish his service learning project goals. He was neither getting the feedback he expected nor applying what he was learning in class. He recognized that in order to upgrade his diction to its maximum, he should have selected a project where he could do some type of academic reading. In his final reflection paper, David stated that he should have given more thought to his service learning project before committing to help the teacher, because, though the project was making him aware of the life of the teenagers and creating valuable relationships with some Hispanic teenagers, it was not helping his language skills. Sometimes he even thought this service was helping him improve his English more than his Spanish. He thought that maybe he should have chosen to tutor a specific group of Hispanic students who were learning English, because then he would have been challenged with grammatical topics that he could explain in Spanish, while receiving helpful feedback.

Student reflections. According to his final reflection paper, David stated that though he received feedback from me in class and on his journal entries, he never received any feedback from his partners. Because he had always felt confident with his ability to communicate in Spanish, he was alright with what he was doing, “Por mí, no tuve ningún problema en que no pude hablar español, el ayudar al profesor me bastaba” (I had no problem when I could not speak Spanish, it was enough to help the teacher). And though the project did not really challenge his

language knowledge except when he had to revise the translation of the surveys, he now was more conscious of his writing. Even when he still forgot some accent marks, he felt that he had improved in his diction and the fluency of his ideas. Despite his inability to apply his classroom experience to his service project, David was able to bring his project concerns to the classroom for discussion on the social aspect of his project, but not the linguistic aspect.

David's unique outgoing personality helped him make new friends, and his social and individual involvement made him aware of the fact that Hispanic youth needed educational motivation and orientation to pursue higher education. His service learning project had positioned him in the center of a language base event where he could highlight social and cultural aspects of the language, but never connect the experience with what he learned in class to fully upgrade his knowledge of the language.

Teacher's final assessment of student. During the pre-service stage, David was presented with two challenges: speaking Spanish at the teenager's level and finding teenagers to interview. During his final interview when asked what he learned from his experience, David replied that what he learned had nothing to do with his ability to communicate in Spanish, but that Hispanic youth needed the educational motivation and orientation to pursue higher education. In addition, he felt that the improvement from his initial report to his final report was an eye opener, helping him realize that he could better express his ideas from different perspectives. David also expressed that thanks to the electronic journal entries, even though they were brief, he had learned to assess himself on his performance each time he spent time on his project. This comment was interesting because David's entries directly presented the information, but were greatly lacking in accent and punctuation marks. He kept making the same mistakes over and over and he never corrected the entries. His written ability to

communicate in Spanish was initially graded as advanced low; after the seven week process, he was graded as advanced mid. At first, David had a keenly strong foundation of the language and extensive possession of vocabulary; now he had improved some grammatical weaknesses with no growth in his vocabulary.

Conclusion. In total, David's service learning project did not completely fulfill the expectations required to qualify as a high quality project for this course. The commitment to the community partnership was meaningful and valuable in a social and cultural aspect, but not linguistically. David was not able to communicate exclusively in Spanish with his community partners because most of them did not want to speak the language. In addition, the learning and academic benefits of David's survey collection were limited because the opportunities to apply grammatical and lexical material from the classroom were not prevalent in his service. Despite his service reflection being largely restricted to the social and cultural aspects of Spanish, David was able to provide context and meaning when he communicated information about his project's progress in his electronic journal and in classroom discussions in Spanish. In addition, David was able to comprehend the need for Hispanic students to be educated and motivated to continue with their educational pursuits. David was also encouraged to become involved with the young Hispanic students to mentor and inspire them in their education (see Appendix H for a simplified matrix of David's progress).

Case 4: Maria. Maria was a native speaker who had never taken a Spanish course. She had learned Spanish by speaking with family and friends. She was good at communicating verbally; however, she had never studied the grammar, so her writing skills were extremely weak.

Nature of service learning project. Maria's project immersed her completely in the writing capacity of the language. She transcribed videotaped dialogues from a Spanish documentary for a non-profit organization. She expected to use Spanish all the time, which indeed happened. She met with one service learning partner who spoke Spanish constantly and was willing to provide feedback to the best of her knowledge. All the meetings were conducted in Spanish. Maria not only was able to communicate verbally in Spanish, but was also challenged with her ability to write correctly.

Teacher's initial assessment of student. When conversing, Maria was not very confident but she was at least fluent in communicating her ideas. She possessed and used an extensive vocabulary when conversing with others. However, Maria had an extremely weak foundation of written Spanish. In class, Maria was more of an observer. If she participated, it was when she was called on to do so. She usually knew the answer; however, she did not like participating on the whiteboard much. She would drag herself from her seat to go. As she wrote with the marker, she would constantly look around to check if her writing was correct. One time I asked her to write, 'Espero que jueges por que ya te vió' (I hope you play because he already saw you), it did not really matter what the sentence meant, but how she wrote it. While writing the sentence, she made three mistakes. I knew then that writing in Spanish was not one of her strengths. She had a vast understanding of vocabulary, but she had learned it by ear because she had never taken a Spanish course before. When she spoke, I could not detect any major mistakes. Writing would be her challenge in this course. The first few journal entries confirmed these observations. Her writing was unsatisfactory because, though detailed, it lacked proper accentuation and punctuation, in addition to too many misspelled words.

Project assessment. During her first interview, Maria shared that she was afraid of the challenge this project presented, but she also knew that the only way to improve her writing was by actually writing. And in her case, this was the key purpose of her project. Because of the nature of this project, Maria regularly received feedback on her accomplishments from her service learning partner and teacher as recorded in some of her journal entries. Maria highlighted the importance of preparation, constant practice and dedication when trying to master her Spanish writing. Before each meeting with her partner, she had to prepare material to maximize quality of their time.

Project attainments. Throughout the seven week process, Maria was able to challenge her writing skills. Maria could communicate fluently because she possessed an extensive lexicon, but her writing was extremely weak. Her initial reflection report was graded intermediate low because her major challenges were the accent marks, punctuation and the correct spelling of words. Her project had positioned Maria in the center of a language base event where she could emphasize linguistic aspects of the language, and to a lesser degree, social and cultural characteristics. She was able to constantly connect what she was learning in class with what was happening onsite; what is more, she was able to bring her project concerns to classroom for discussion with her classmates. In her final report she confirmed that while in class or doing another assignment for class, she would always try to associate what she was learning with what she had transcribed, “Siempre estaba alerta al material que aprendíamos en clase para que mi escritura en la transcripción fuera mas apropiada” (I was always alert to the material we learned in class so that the writing in the transcription would be more appropriate). For example, one day she had a quiz in class where she had to conjugate the verb “jugar” (to play). When she was looking over some of the transcription she had done prior to the quiz, she

noticed the sentence: “no es que juguemos con frecuencia, pero nos sabemos divertir” (It is not that we play often, but we know how to have fun). She had correctly typed the verb “juguemos”. Maria was extremely happy but recognized that she still had a lot to learn. She was excited to learn because she saw how she could apply her learning of the language.

I interviewed Maria during the fourth week. When asked what her accomplishments were so far, she smiled and said, “La verdad es que ahora me fijo en el detalle más y escribo con más cuidado” (The truth is that I pay more attention to details and I am more careful when I write in Spanish). What was interesting was that she also stated that she was also more careful when she wrote in English. She still struggled with accent marks, punctuation and spelling. But that taught her to be more patient with herself because during the first couple weeks, she would become very frustrated when she felt that she was not improving. This project had provided Maria with an authentic experience where she improved her communicative written competence as well as her cultural awareness.

Student reflections. In her final interview, Maria stated she believed she had improved her writing. She still made mistakes, but was on her way to achieve good writing, which had been her challenge throughout this process. She also added that she learned how to: work with other people, be humble about her mistakes, and to accept constructive criticism. She learned that by learning how to communicate correctly in Spanish, verbally and in writing, she would become a true academic bilingual and this moved her ahead of others who consider themselves bilingual just because they speak the language. Her service learning project provided a real context where Maria could apply the knowledge she acquired in the classroom.

Teacher’s final assessment of student. Maria was presented with one major weakness: writing in Spanish. Maria’s final reflection paper corroborated data collected in observations,

journal entries and interviews. She believed that she could not have chosen a better project for herself. She had met wonderful people who were very appreciative of her service, while also improving her Spanish skills and placing into practice what she was learning in class, “No podía haber escogido un mejor proyecto de servicio, conocí a individuos fantásticos y he mejorado mi escritura” (I could not have selected a better project, I met fantastic individuals and I have improved my writing). She felt a little more secure when she spoke and wrote, but still had a lot of learning ahead and she looked forward to it, “A pesar de que tengo mucho que aprender todavía, creo que me siento mas segura expresarme en español de manera escrita y oral” (Although I still have much to learn, I think I feel more confident to express myself in Spanish, both written and oral). Maria always knew she was fluent in the Spanish, but now she recognized that her diction was also improving. Her ability to communicate in Spanish through writing initially was graded as intermediate low; after the seven week process, she was graded as intermediate high. At first, Maria was very insecure of her ability to communicate in Spanish, now she was a little more secure but still had a lot of learning ahead, and she looked forward to it because she had created a habit of detailed and careful writing.

Conclusion. In conclusion, Maria’s service learning project completed with the expectations required to qualify as a high quality project for this course. Maria was committed to her community partnership and benefited linguistically from her project. She was able to improve her writing ability while helping her friend get the transcription of the videotaped dialogues without charge. Moreover, Maria was learning more about an inspiring Hispanic lady, Gladys, who had created a non-profit organization to help members of the Hispanic community. Her service learning project gave Maria the chance to become aware of a variety of linguistic, social and cultural aspects of the language. Maria communicated mainly in Spanish with her

community partner. This situation amplified the learning and academic rigor while onsite because she was constantly applying and connecting grammatical and lexical classroom material to the project. Furthermore, in her electronic journal entries, Maria's reflective thinking was intensified because she got to practice her writing one more time. Maria was able to provide context and meaning when she shared her thoughts in her journal about her concerns about her project's progress and in classroom written exercises in Spanish. In addition, Maria realized that she should keep taking more Spanish courses to enhance her writing so that in the future she could write professional reports when she became a social worker. She was inspired by Gladys to help the Hispanic community (see Appendix I for a simplified matrix of Maria's progress).

Cross-Case Analysis

A total of four case studies were selected to circumscribe the range of four different, acceptable service placements where students were expected to use Spanish for oral and/or written communication at all times (see Figure 10). Initially, the four students spoke Spanish fluently; however, each one presented different strengths and weaknesses in their ability to express themselves orally or in writing. Therefore, the students engaged in different service learning projects to challenge and improve their proficiency of the language.

Developments and outcomes. Even though all cases were expected to improve the student's understanding of the linguistic aspect of the language, not all of them did so. They all experienced a range of similar and different developments and outcomes that will be presented in the following paragraphs.

Nature of the onsite activity. Two of the students, Sheri and David, engaged in more social and culturally driven service learning projects, projects that embraced more of a physical activity. Sheri, a female non-native student, decided to coordinate possible service learning

projects for other students; and David, a male native student, engaged in surveying Hispanic students on their motivation to attend higher education. The other two, John and Maria, engaged in more academic driven service learning projects, which embraced more educational directed activities. John, a male non-native student, chose to prepare material for a Spanish course; and Maria, a female native student, selected to transcribe videotaped dialogues in Spanish for a non-profit organization. Each student was challenged by different factors according to project selected.

Opportunity to use the target language. Since the students who engaged in a more social and culturally driven service learning project lacked a structured design of the dynamics of each meeting, these students mainly used English to communicate when onsite, because their partners would revert to the language they felt more comfortable with. Thus Sheri and David were not able to meet the project's goal in order to fulfill the course objectives because they hardly ever used Spanish onsite. On the other hand, students who engaged in more academically driven activities had the opportunity to constantly use Spanish because the activity required it. John and Maria constantly used the target language when onsite. The material that John had to prepare was strictly in Spanish as well as the material Maria had to transcribe.

Role of community partners. The two students, Sheri and David, involved in more social activities met with several different partners, sometimes meeting them individually and other times meeting with a group of partners. In fact, these students found themselves in the same repetitive pattern as they conducted an initial get-to-know-each-other dialogue with each partner before accomplishing their task. They were never able to establish a structured setting for the dynamics of each meeting; thus the students never had to prepare any type of material that demonstrated their comprehension of the linguistic aspect of the language. In addition, since

these students constantly encountered someone new and unfamiliar, there was no commitment from their partners to help them improve the quality of their linguistic competence and therefore, students never received any immediate type of constructive feedback when onsite. In any case, the expertise of their partners was not qualified to provide such needed feedback.

In contrast, the other two students, John and Maria, who engaged in more academic activities met with one specific partner. This situation created a more solid and dependable environment because students were able to establish and clarify each individual's responsibilities from the beginning. They only spent time getting to know each other the first time they met and from then on, each meeting was a casual few minutes of daily conversation on how their day was spent, after which they engaged in their task. Each respective service learning partner was aware of their task to constantly provide immediate feedback to help each student improve their ability to communicate in Spanish. These partners had a somewhat strong knowledge of the language and such expertise permitted their contribution to each meeting; therefore, students constantly received useful and appropriate feedback from them.

Preparation before meeting. According to the nature of the onsite activity, each student had to bring prepared material to maximize the quality of their meeting. In the case of Sheri and David who engaged in a more social driven activity, their preparation was more practical and physical. Sheri had to search for potential service learning partners. She had to meet with people to get references. She had to come up with questions to be prepared to ask them and then organize information to present it to her class. David had to make copies of surveys and sharpen pens to hand them out to the Hispanic teenagers. On the contrary, John and Maria who selected more academic activities, their preparation was more mental and abstract. John had to create

grammar exercises and quizzes in Spanish while Maria had to transcribe Spanish dialogues from audiotapes.

Connection of content and context. The students, who selected the social and cultural projects, were not able to either connect classroom material to their project or the knowledge they had gained from the project to the classroom. Their projects mainly highlighted cultural and social aspects of the language, but not the linguistic aspect. Thus what these two students achieved resided entirely in the social and cultural aspects of their service projects. For example, Sheri, was able to overcome her fear of public speaking; likewise, David learned about the lack of educational motivation and orientation to pursue higher education among Hispanic students. Their slight progress in Spanish linguistically, either orally or in written form, was not merited by their onsite activity but by their efforts in the classroom. However, such activities did motivate them to improve their understanding of the language.

On the other hand, students who engaged in an academic project mainly utilized Spanish to communicate onsite and were able to frequently connect classroom material with their project and vice versa. Their projects emphasized the linguistic aspect of the language with, of course, a touch of social and cultural influences. Thus what these two students accomplished was established mainly in the linguistic aspect of the language. For example, John learned to create grammar exercises and quizzes in Spanish, while Maria improved her ability to write in Spanish correctly. Their progress in Spanish linguistically, both orally and in written form, can be attributed to their onsite activity, in addition to their classroom efforts.

Intensity of improvement. Furthermore, the results of the initial and final reflection papers showed improvement in all four cases (though that was to be expected because the service project was only one assignment among other required assignments for the course). However,

students who were able to highlight the linguistic aspect of the language in their service learning project had an improvement that was superior to those who did not engage linguistically onsite. For example, Sheri and David weakly moved up one level in the ACTFL proficiency rating. Sheri went from an intermediate low to an intermediate mid, while David went from an advanced low to an advanced mid. It has to be taken into account that David was a native Spanish speaker who had taken an advanced grammar course in Spanish in the past, thus his initial rating was higher than most Spanish speakers in the course. Alternatively, John and Maria strongly moved up one level in the ACTFL proficiency rating. John went from an intermediate high to an advanced low, while Maria went from an intermediate low to an intermediate high.

Conclusion. In summary, the major variations in the four case studies were found in the type of service learning project and the interactions it afforded with community partners. Some projects involved more of a social and/or physical action while others focused more in academic activities. They all rendered some positive outcomes. The social projects were more beneficial in the social and cultural aspect of the language by bringing awareness to the needs of the Hispanic community; while the academic projects were more beneficial in the linguistic aspect of the language by constantly providing absolute application of the language when onsite and unlimited application of the contextual material and the language in the classroom.

Moreover, the number of service learning partners for a project made a difference. When students met with several partners, the lack of commitment from each participant was relevant because there was no feedback received from either contributor. The time they spent together was exclusively dedicated to gathering the information needed, not to the application of the language because they used English to communicate most of the time. On the other hand, when each student met with one partner, both participants were committed to fulfilling their tasks,

which included the perpetual collaborative work between the student and his/her service learning partner who constantly provided appropriate feedback onsite.

Additionally, the quality of each meeting included language expertise from the partner's responsibility in order to provide constructive feedback and material preparation before each meeting from the student's responsibility in order to maximize time when meeting. Since there was no structured commitment when students met with several partners, the usage of Spanish was extremely limited and thus students were not able to connect classroom material with the onsite activity or associate onsite material to classroom material. Alternatively, when the students engaged in their project using Spanish onsite, their application of the language was superior to the others.

	Sheri	John	David	Maria
Native Language	English	English	Spanish	Spanish
Project	Coordinate Span SL Projects	Prepare Span Course Material	Interview Hispanic Students	Transcribe Span Documentary
Nature of Project	Social and cultural	Academic	Social and cultural	Academic
Challenge	Language Public speaking	Time limitation Creativity	Language upgrade Finding students	Spanish Writing
Partner Number	Several	One	Several	One
Type of Preparation before meeting partner	Organizing ideas for final presentation to class	Creation of grammar exercises and quizzes	Making copies of surveys and sharpening pens	Transcription of videotaped dialogues
Partner Feedback	None	Always	None	Always
Spanish or English Onsite	Mainly English	Mainly Spanish	Mainly English	Mainly Spanish
Classroom Material Connected to Project	Never	Always	Never	Always
Project Material Connected to Classroom	Never	Always	Sometimes	Always
Gains	Social confidence to stand in front of people	Language enhancement and vocabulary expansion	Cultural and social knowledge on Hispanic Youth	Language writing enhancement
Main Aspect Gained	Social and cultural	Linguistic	Social and cultural	Linguistic
Project Highlighted Social Aspect	Yes	Yes	Yes	Yes
Project Highlighted Cultural Aspect	Yes	Yes	Yes	Yes
Project Highlighted Linguistic Aspect	No	Yes	No	Yes

	Sheri	John	David	Maria
Initial Written Spanish Assessment	Extremely weak with limited lexicon	Fairly strong with fairly extensive vocabulary	Strong with very extensive vocabulary	Weak with extensive vocabulary
Initial Reflection Paper Score	Intermediate Low	Intermediate High	Advanced Low	Intermediate Low
Final Verbal Spanish Assessment	Weak with limited lexicon	Strong with fairly extensive vocabulary	Strong with rich and extensive vocabulary	Fairly strong with extensive vocabulary
Final Written Spanish Assessment	Weak with limited lexicon	Very strong with extensive vocabulary	Very strong with extensive vocabulary	Fairly strong with extensive vocabulary
Final Reflection Paper Score	Intermediate Mid	Advance Low	Advanced Mid	Intermediate High
Commitment to community partnership	Meaningful and valuable in a social and cultural aspect but not linguistically	Meaningful and valuable in all service aspects: linguistic, social, and cultural	Meaningful and valuable in a social and cultural aspect but not linguistically	Meaningful and valuable mainly in the linguistic aspect, but also in the social and cultural characteristic
Learning and academic rigor	No direct application of language when onsite	Absolute application of language when onsite	No direct application of language when onsite	Absolute application of language when onsite
Intentional, reflective thinking	Limited reflective thinking because of the nature of the project	Unlimited reflective thinking because of the nature of the project	Limited reflective thinking because of the nature of the project	Unlimited reflective thinking because of the nature of the project
Practice of civic responsibility	Brought awareness to social and cultural aspects of the Hispanic community	Use it more often to help the Hispanic community	Brought awareness to social and cultural aspects of Hispanic students	Inspiration to help the Hispanic community

Figure 10. Simplified Matrix of Cross-Case Analysis

Chapter 5

Discussion

This section will review the comparison of the findings to the literature and further factors to consider when implementing a course with a service learning component.

Comparison of Findings to Prior Research

The literature on service learning and second language acquisition advocates the improvement of linguistic, social and cultural goals (Caldwell, 2007; Diaz-Barriga, 2003; Jorge, 2003; Overfield, 2007 & 1997; Plann 2002). The experiential active synergy rather than a passive learning of information is an attribute that highlights service learning as an effective academic tool to improve a second language. Cummins (2001), DeKeyser (2001), Krashen (1985), Rogers (1982), and Tudor (2001) concurred that a second language is best learned when there is a fusion of conceptual information with authentic experience because this scenario provides the students with more authentic opportunities to participate and gain deeper understanding of a second language.

Nonetheless, while it is true that a service learning component has the potential to situate the student in the center of a genuine cultural, social and linguistic aspect of a learning space, the quality of the service learning component has to be taken into account. The findings from this study suggest that a successful project must maximize the focus on both the reflection implemented in the classroom as well as the quality of the onsite activity. Students can engage in a variety of projects that allow them to interact with the language and to apply what they are learning in class. Kolb (1984) explained learning as “the process whereby knowledge is created through the transformation of experience” (p. 38). In order to be pedagogic, a service learning project should provide students with the opportunity to perform in an appropriate and genuine

context. Thus the required objectives of the course direct students to develop the quality of the onsite experience by properly selecting and structuring their project.

Eyler (2002) supported the implementation of quality in the reflection implemented in the classroom; however, validation on the quality of the onsite activity is scarce. There is an inclination to count hours with no record of what students truly do to complete those hours. A record of specific activities that show what has been done beyond the classroom setting and how the onsite experience has influenced the student's understanding of the course content is rare. Consequently, requiring a detailed record of service hours and what was done in those hours may prevent fraudulent service while also pushing students to evaluate how they are using their time. Equally important, providing the students with a detailed formative assessment tool and a copy of the electronic journal format early in the process can help them in order to recognize better service learning onsite experiences to improve the quality of the language.

Reflection on Factors to Consider when Selecting a Project

Research has shown that in order to engage students in a high quality service learning project for second language acquisition, students need to consider the four traits suggested by Duncan and Kopperud (2008): (a) Commitment to community partnership, (b) learning and academic rigor, (c) intentional, reflective thinking, and (d) practice of civic responsibility. While these traits are extremely helpful, the findings from this study suggest that there are still some shortcomings found in the literature for service learning in second language acquisition. Namely, some of these shortcomings were based on the lack of structure, such as details of the onsite process and the selection of each project according to its nature and course objectives. The following paragraphs corroborate and outline these deficiencies and how they were addressed in this study:

Commitment to partnership. First of all, it is critical for the service to be significant and valuable to the student as well as the community partner; both parties should be able to gain from this service (Duncan & Kopperud, 2008). This much was known when we started this study. For the students who met with one specific partner, it was clear that both parties benefited from the time spent together because an effective partnership was established by careful communication, conscientious planning, and efficient negotiation of needs. But this study revealed that the partnership ought also to include the teacher, whose needs also should be taken into account. For example, there was a commitment established by John and Maria with their respective service learning partners from the first time they met. Both students fulfilled the requirement that aligned with the objectives of the course, thereby fulfilling the needs of the teacher. In contrast, the other two students, Sheri and David, met with several partners which made it evident that only one partner gained their desired outcome from meeting; in addition, this gain did not achieve the required objectives because there was never a serious commitment to start with nor a clarified and structured plan.

Measure of academic rigor. As Butin (2010) advocated, the service project should be a key component of the course and facilitate students to engage with, reinforce, extend, and/or question its content. The learning and academic rigor needs to be present while the student is engaged in the onsite activity, because it provides an opportunity to apply what is being learned in the classroom in real life situations. This scenario aligns service opportunity with the required objectives of the course, which can be easily achieved in an academic setting where students are pressed to use the target language onsite consistently. John and Maria, who used Spanish while onsite, were constantly enriched by such a challenging environment. They were able to constantly test their ability to use the language in an authentic environment, both onsite and in

the classroom. These students were able to use classroom material in a real world situation while they engaged in experiences that provided them with the opportunity to constantly apply and adjust knowledge and skills according to needs. On the contrary, in the classroom, Sheri and David, who did not use the target language onsite, were only able to discuss social and cultural details of the event and not necessarily the actual conversation of the event. In particular, the community service should supplement the student's classroom knowledge by supporting activities that exhibit the value or weakness of the classroom material.

Opportunity for critical thinking. A high quality service learning project should be able to provide the opportunity to exercise critical thinking and problem solving in real life situations as well as encourage professional development to the community. By engaging in authentic activities in the community, the students learned to adjust to changes and solved problems that surfaced from poor planning. Once students selected their service learning project, two of the students realized that they had chosen a poor quality project that would not accentuate the linguistic aspect of the language. So they managed to obtain the best of such experience by restructuring the project the best possible way. Since neither Sheri nor David was able to use Spanish onsite as originally proposed, they had to make some changes to their original proposal. Sheri and David had to answer the questions in electronic journals and reflect in class as if each meeting had been fulfilled in Spanish after describing what in reality happened. This scenario could have been avoided if the teacher had been included explicitly from the beginning. Since all service learning projects do not provide the same outcomes, by providing a formative assessment tool to prevent projects that do not meet the needs of the student, the community partner and the teacher.

Quality of the onsite experience. The findings corroborate the importance of the quality of the service learning component. The literature emphasizes the quality of the reflection implemented in the classroom which is seen as a key component in service learning (Eyler, 2002). Reflection should be a constant element in the service learning process. However, it is also important to take into account the quality of the onsite experience. This study described in detailed what happened at the onsite locations with a small group of students. When students engaged fully in the target language while onsite, they redoubled the benefits of the service learning experience because they were exposed to unpredictable circumstances where they had to think about the message being transmitted in the language, not necessarily how to put together words to transmit the message.

Each student had an opportunity to improve and gain knowledge and skills according to the project selected. Every onsite experience contributes to context for classroom debates and discussions, but a high quality onsite experience can strengthen and intensify the understanding and application of a specific aspect of the target language, be it social, cultural or linguistic. While the students work in their project, the process helps them understand the material in order to create knowledge by applying and testing material for success or failure. The students achieve different objectives according to the type of selected project. The students who engaged in more academic type of activities were able to enhance their understanding of the linguistic aspect of the language, while students who engaged in more social and physical activities were able to develop keenly their experience in the social and cultural aspect of the language.

Key Items for Project Selection. Although these previous factors may be true, this study also emphasizes the need to consider the following key items when selecting and structuring a service learning project that warrant further consideration: The nature of the onsite activity, the

opportunity to use the target language, the nature of the partners, the connection of the content and context, and the preparation and intensity of the target language improvement.

In the following sections, I briefly define and discuss each of these key items:

Nature of the onsite activity. Any type of service learning project to help the Hispanic community is advantageous because it provides the students with an authentic experience to progress academically and professionally (Densmore, 2000; Kezar, 2002). Structured projects that are thought-provoking, meaningful and communicative create a situation where students will likely engage in an authentic, significant and contextualized interaction (Brown, 2006; Hussin et al., 2000). Indeed, the findings showed that any project can help the students improve, but not necessarily academically and professionally. Any project in the Hispanic community can facilitate the students' understanding of the importance of learning a second language; but there are differences in the additional achievements gained while engaged in such a project.

For example, Sheri developed confidence to stand and speak in front of people; John upgraded his knowledge of the language by enhancing his ability to use new grammatical structures and expanding his vocabulary; David became aware of the need to encourage and motivate Hispanic youth to continue with higher education; and Maria enhanced her writing ability in Spanish. Initially, when each student proposed his/her project, all four intended to use Spanish onsite. Their main objective was to improve their linguistic and strategic competence to use the target language. Nevertheless, the projects that were more social and physical tended to highlight social and cultural aspects of the language. On the other hand, the projects that were more academic were inclined to focus more on the linguistic aspect of the language.

Thus according to the type of projects, the students can chose to hone different skills within their respective second language. Given this experience, it might seem prudent to allow

time to test students' linguistic abilities before choosing a service learning project. While Jones and Abes (2004) recommended that students be able to choose their own projects in order to exercise leadership skills, there may be wisdom and greater academic outcomes when the projects a student is able to choose aligns directly with an area of weakness in his/her target language competence. Thus taking time to assess the students' skills may help guide them select an appropriate project that could potentially strengthen his/her second language deficiencies.

This study focused on the social, cultural and linguistic aspects of the language and the outcomes of the study revealed that some projects emphasize more the social and cultural aspects of the language; however, in order to focus and concentrate on the improvement of the linguistic aspect of the language, the service learning experience needs to be one that will encourage the use of the target language commensurate with the end goal of the class (in this case, to reach an ACTFL level of advanced).

Opportunity to use the target language. Most service learning advocates in second language acquisition, including myself, assume that the students will consistently use the target language to communicate with their partner while onsite. The findings from this study suggest that this is not the case; only two of the case studies, John and Maria, used Spanish while onsite; the other two cases, Sheri and David, used mainly English when they met with their service partners. The findings illustrated how at first, John was hesitant about this assignment because he felt confident in his ability to communicate in Spanish. But as John met with his partner, he was challenged to expand his knowledge by using Spanish constantly when developing classroom material and reporting to his partner. In the same way, Maria, who was conscious of her disadvantage in Spanish writing, decided to transcribe a Spanish document, which positioned her in the center of her major weakness in the target language. On the other hand, Sheri, who

was initially highly motivated to constantly use Spanish, had to use English. She did not take into account that in order to gather the information on service opportunities for the other students, she would not necessarily meet with Hispanics all the time; on the contrary, she met with English speakers who wanted to help the Hispanic community. Likewise, David, who felt confident about his ability to use Spanish because he was a native speaker, ended up speaking English to Hispanic teenagers when collecting survey information.

The onsite experiences for Sheri and David, using English, only provided some content for brief classroom reflection. It limited the application of the target language onsite, decreasing their opportunity to reflect in class. This scenario reduced the opportunity to apply the target language in unexpected situations where Sheri and David were expected to apply in an authentic context what they were learning in class. On the other hand, John and Maria experienced richer environments by making the most of their onsite meeting. They spoke Spanish constantly and brought onsite-involvement content to the classroom for reflection and discussion.

The current literature for service learning in second language acquisition that I have found does not focus on the possibility that the students are not using Spanish when they meet their partners. It is assumed that the student will automatically take advantage of the situation and use the target language. The findings from this study run counter to the literature by revealing that not all service learning projects position the student in the center of a learning space where the student can highlight the social, cultural and linguistic aspect of a language. This study does suggest that according to the selected project, the student can highlight some of the aspects of the target language according to the required course objectives when the project is structured appropriately. Some projects may highlight more the social and cultural aspect of the language, thus the need to speak the target language may not be necessary. On the other hand,

other projects may emphasize the linguistic aspect of the language; therefore, direct application of the language is essential.

Nature of the partners. By way of reflective communication, careful planning, and efficient negotiation of needs, a valuable partnership between learners and community can be established such that both benefit (Duncan & Kopperud, 2008). Rossing et al. (2010) have recommended that teachers carefully prepare and inform the student as well as the service learning partner of their responsibilities in order to avoid inadequate placements. The selected service learning projects need to complement the proficiency and maturity aptitudes of the students. This process is unambiguous when the student meets with one specific partner who is committed to the project instead of several partners. Additionally, in order to receive appropriate immediate feedback from a service learning partner, the partner needs to qualify certain criteria of linguistic expertise in order to provide feedback with the proper language. Therefore, there are four aspects to consider:

Responsibility. Once a service learning project has been selected, the student as well as the service learning partner, has to be responsible for fulfilling their commitment to project. Each partner has to be committed to what was stated and clarified from the moment they agree to work together.

Number. There seems to be a connection between the number of partners and the commitment of each one. Since David and Sheri met with several partners, there was a lack of commitment from their partners. They briefly gathered the information without any type of immediate feedback. On the other hand, John and Maria met with one committed partner who constantly offered immediate feedback and were willing to fulfill their responsibility to project.

It could be that the dynamics of each meeting was influenced by the number of partners involved.

Language expertise. The expertise of the partner in the second language needs to be proper to help the students improve their linguistic and strategic competence in the target language. David and Sheri never received immediate feedback onsite because some of their partners did not know the target language while others neglected to use it; thus their expertise of the language was questionable. On the contrary, John and Maria met with a partner who constantly offered appropriate immediate feedback.

The fact that every single time John and Maria met with a single partner, who possessed appropriate expertise of the language, may have influenced the dynamics and trust of each meeting. It is interesting to acknowledge that even though John was committed to his partnership from the beginning, during the first few meetings, he would double check in class if the feedback provided by his community partner was correct, which in his case it was. This reassurance endorsed the trust he needed to proceed with project. What would have happened if John and Maria still met with one partner whose target language expertise was extremely poor? Mediocre or even incorrect feedback could have still helped them to assess their own knowledge. However, it could have risked the trust students held for their partner each meeting. Furthermore, if the students had no foundation of the language, they could have learned something that was not correct. While reflecting in class, this could have been corrected but if the students overlooked such input, they could have been left with no explanation or clarification. Thus it is essential that all stakeholders clearly communicate and establish their contribution while working together as well as their language expertise in order to provide proper

feedback because the quality of feedback may strongly depend on the expertise of the service learning partner.

The teacher as a third partner. Evidence suggests that those planning service learning experiences need to somehow certify or approve the language expertise of their service learning partners. Therefore, it is important to consider another partner to original partnership. Thus far, it has been documented that there needs to be commitment to partnership, where the student and community partner should be able to gain from service provided; however, that in itself may be insufficient because there is a third party to consider—the teacher. In this study, there were times when the community partners' own command of Spanish was flawed, which flaws they passed on through well-meaning, but linguistically incorrect, corrections of the participant. Sheri reported that a couple of times she caught mistakes from her service partners: *haiga* (verb “to be” [correct spelling: haya]) and *dijieron* (conjugated verb “they said” [correct spelling: dijeron]). In her final report Sheri reiterated that if it were not for the faculty feedback, she would have never been able to receive any type of proper feedback at all. Therefore, it may be critical to consider the teacher as a third service learning partner in order to also meet the teacher's needs. Of course, such screening of expertise raises more questions than it answers, such as how does one go about ensuring expertise amongst community partners? Will screening reduce the number of possible partners? And what level of expertise is “good enough?” In short, social and academic goals, though purportedly partners in service learning, may in fact be at odds, depending both on the nature of the project as well as the nature of the community partner(s).

Connection of the content and context. Learning a second language is not only memorization of vocabulary and grammatical rules; it is being able to understand it and use it (Cook, 2008). The findings suggest that students consciously connect material from the

classroom to onsite activity and bring onsite material to the classroom only when the project is selected and structured accordingly.

A service learning project should be able to make available the chance to work with a community partner while using the target language in order to gain deeper understanding of the conceptual material. For example, Sheri and David were never able to connect the linguistic aspect of the language with the nature of their projects. They highlighted social and cultural aspects of the target language but never the linguistic aspect. In contrast, John and Maria, were constantly associating what was being done onsite and in the classroom. Often John initiated grammatical debates with his classmates, creating a provoking learning space for the classroom. In the same situation, Maria was constantly testing her writing ability by transcribing a Spanish document and also participating in the classroom when she was called to the whiteboard. Thus the projects that were more academic provided a learning space where students were able to connect what was being learned in class and onsite.

According to the nature of the onsite activity, the students can apply material from the classroom to onsite meeting and vice versa. The lack of detailed information on what happens while onsite can diminish the benefits of using the target language. This study disagrees with Cook (2008) who believes that every service learning project in the Hispanic community will help the student recognize the connection between a conscious understanding of a rule and the ability to use it. An appropriate service learning project in a second language course should be able to strengthen the students' competence in understanding and applying conceptual information to communicate in the language while community partner needs are met. Each case study suggests that a service learning project in a Spanish grammar course can facilitate the opportunity to maximize learning and application of the language when the activity onsite

emphasizes communication in the target language and the commitment to work with a partner who is also committed to specific, required responsibilities and whose expertise of the language is appropriate.

Preparation and intensity of target language improvement. The nature of the onsite activity can provide an opportunity to prepare material before meeting in order to maximize the quality of onsite meeting. The more academic activities provided a learning space where students had to be ready to use target language when they met their service learning partner. John had to create grammar exercises and quizzes in Spanish while Maria had to transcribe Spanish dialogues from audiotapes. Their learning was intensified because they had to be prepared in order to actively participate when meeting service learning partner.

Limitations

Due to the complexity of each case study, limitations to this study ranged from the theoretical to the practical spectra. In the following sections, I briefly consider these limitations.

The role of the researcher. The teacher for the two Spanish 3050 sections was also the researcher for this study. This provided certain objective and subjective benefits. On the one hand, the role of the teacher as a researcher had the potential to render straightforward research and results that were more applicable for school practice. The teacher imparted knowledge, showed students what they knew about their subject and got involved by suggesting improvements. On the other hand, the researcher learned what was happening in the classroom through observation. By being the teacher and researcher for this study, I had ownership and control of the research because what was being researched occurred in my own classroom. The researcher provided objectivity because students felt comfortable to actively participate in class, without the pressure of an external observer. The teacher's presence in a classroom made the

collection of data easier (Mitchell, 2002). Findings were acted on immediately, and these actions led to improvement and innovations that could benefit the students (Mitchell, 2002).

However, there were some limitations to the teacher as researcher paradigm. “Teacher research presents a challenge to existing forms of academic knowledge in that the insider stance of teacher researchers, the foci of their inquiries, the ways in which data are collected, and the validity of their findings challenge more traditional norms of objectivity, replicability, rigor and reliability” (O’Connell, 2009, p. 1884). The value of the study could be questioned because of the personal nature of the issues that were researched within my own classroom and because the findings may not be relevant in contexts other than the one in which the research took place. Even then, the findings of this study are valuable because the findings provide future directions for other participants engaged in service learning when learning a second language.

Onsite and classroom dynamics. Additionally, there were other limitations that could have altered the results of the data. First, the students could have been hesitant to express themselves when they were observed and interviewed because they felt pressured by the circumstances. Second, the students’ total immersion to the language could have been a challenge because the process was so complex and impossible to accurately duplicate. Third, the amount of the target language usage was also a risk because students could have not completely used the language when interacting on a one to one basis with their community partner.

Thus, each student gained a different experience from their service encounters. Some students were able to partner with someone who was an educated individual and willing to correct the student constantly; while others chose to ignore such errors. Since each student engaged in a different project according to their preference, they were able to gain different vocabulary and frequency usage of grammatical structures onsite. Consequently, being able to

duplicate the same setting for all students was a challenge. As a result, quality classroom time for reflection on service projects was the key component to this process because this was when students were encouraged and challenged with conceptual knowledge applied to the service learning experience performed.

Number of participants. This study only involved four students who were chosen according to their background and the type of project they selected. A wider variety of case studies should be selected to gather more data. The findings would be more versatile and supportive for making comprehensive conclusions. Furthermore, the students selected for this study were chosen from the pool of students who were quick to propose their service project. Maybe the outcomes would have been different if students selected came from the pool of students who took longer to select project.

Internal biases. I had two significant biases that may have influenced this study: (a) I had prior experience with service learning. I have been teaching Spanish courses with a service learning component for several years because I advocate that a service learning component is important when learning a language. A student registers into a language course because they want to communicate a message to others, they want to learn and help others; they want to improve their ability to use the language. A student does not register into a language course to solely memorize rules and apply them to repetitive and monotonous drills required by a textbook in a classroom. A service learning component provides the students with an opportunity to experience and explore the application of what is being learned in the classroom at different levels; (b) I was the teacher as well as the researcher for the selected courses for this study. Because of my experience and advocacy to service learning, I made several assumptions about the outcomes of each project from the moment students selected their projects. I assumed that all

case studies selected would improve their ability to communicate in the language because they would constantly meet with me.

Costs of the study. There were costs to monitor each student involved in this study. My participation concealed some of these costs. One significant cost was time. I spent several hours observing and interviewing students, reading electronic journal entries and triangulating data to better understand what happened onsite locations. I had to travel to different locations, thus transportation was another cost factor.

However, I believe that the benefits of implementing a high quality structured service learning component to a second language course outweigh the costs. The findings do suggest that service learning in second language acquisition can be beneficial to the students when the project is selected and planned appropriately. According to the outcomes desired, the students can select a project that could challenge the linguistic, social or cultural aspect of the target language. It is a matter of preparing a good detailed proposal that foresees real potential challenges for personal growth according to the expectations and academic objectives, as well as a proposal that allows flexibility to real possible changes once the student is engaged in an authentic context. A high quality service learning project has the potential to maximize the goal of understanding, developing and enhancing the ability to listen, speak, read and write in the target language.

Strategies to Ensure Trustworthiness and Validity

Even though the findings of this study described in detail what students did when they engaged in their service learning project, there were also limitations, as previously discussed. For this reason, inasmuch as I was both the teacher and the researcher, I used strategies to increase the trustworthiness and validity of collected data (Lincoln & Guba, 1985). I used four

different data collection procedures to triangulate data. I used member-checking by providing each participant with respective copies of my interpretation of data collected from observations and interviews to approve that data had not been altered nor misinterpreted. For example, I provided each participant with a copy of the data from interviews to ensure that interpretation was accurate. Moreover, there was prolonged engagement and persistent observation because I observed students constantly for seven consecutive weeks in order to better understand the setting of each case.

When analyzing data, I kept analytic memos to separate cases into different components. Thus there was a chance for negative case analysis when two of the cases were not able to meet course requirements. When revising and grading electronic journals, entries were graded according to curriculum requirements. Furthermore, initial and final reflection papers were graded by external reviewers. In addition, I kept an audit trail to keep an in-depth sequential record of the activities completed in each case study. This document has not been included in this dissertation because it was extremely extensive but it is available upon request.

Implications when Implementing a Service Learning Component

Overall, each student valued their service learning experience because they were able to accomplish something different. For example, for two of the students, Sheri and David, some of the accomplishments were more socially and culturally inclined, while for the other two, John and Maria, their achievements were more linguistically oriented. Since the context of this study was limited by demographics and sample size, the following suggestions outline items to be considered.

Student's participation. The student needs to feel ownership of their project and participation. The teacher is there to guide them, not to dictate what they need to do. There are

times when I can foresee negative outcomes from a project, but I am limited to making suggestions and the student is the one who has the final decision because this is part of the learning. This allows the students to critically evaluate their initial expectations of the project. The students should be able to move smoothly through the process and be able to solve problems and be flexible to manage changes if necessary. But, the students need to experience the challenge of constantly applying material to improve and enhance their weaknesses. Even projects that do not completely meet all the initial requirements teach something to the students. In this study, the two students who did not highlight the linguistic aspect of the language were engaged in the social and cultural aspect of the language. One participant commented that even though his project had not been structured according to the requirements of the course, he appreciated the fact that he was given the freedom to find and select his project because he did not like the idea of the teacher assigning a project to each student.

Time for assessment. Taking time to assess students' linguistic and strategic competence can help guide the student to select a service learning project that will challenge their weaknesses. Students could limit their academic outcome if they engage in a project that will target their strengths; however, if the project selected targets their weaknesses, the students could be more likely to have the opportunity to convert those weaknesses into strengths.

Number of community partners. The findings suggested that the number of service learning partners could alter the benefits of the activity. Students could maximize the benefits of their service learning experience by working with one specific and educated partner who is committed to the partnership since both parties could benefit from the results of the project. When students met with one partner, there seemed to be more commitment to the activity itself and to the application of the language. Students were able to take full advantage of such onsite

experience by using mainly Spanish while working on their project. Students were able to recognize the connection between a conscious understanding of a rule and the ability to use it. In contrast, when students met with several partners, there seemed to be lack of commitment and students tended to avoid using the second language, thus minimizing the benefits that can potentially derive from the onsite activity. Thus a study focused on details about the service learning partners such as the number of partners, their level of education, their socio economic background, could bring more specifics on the structure of a high quality project.

Tool for assessment. Providing the students with a checklist to reflect and assess potential service learning projects from the beginning may help them select an appropriate project. If students can see how these questions help them in determining their decision, the likelihood of a successful outcome is in their favor in selecting an appropriate project that aligns with the course objectives.

First of all, students need to assess their degree of knowledge and ability to communicate in the target language. It is important to identify their weaknesses and strengths in the target language in order to select a project that could strengthen those weaknesses. Second, there are five areas to be taken into consideration when selecting a project:

- (a) The nature of the onsite activity: some projects tend to be more academic while others are more socially and culturally inclined. According to the selected type of project, students can chose to improve different skills in the target language. While projects that are academically inclined tend to exercise more the linguistic aspect of the language, other projects emphasize more social and cultural aspects of the language;

- (b) The opportunity to use the target language: the percentage of the target language used onsite seems to be vital, the higher the percentage of the target language used onsite the better;
- (c) The responsibility of the partners: the lesser number of partners and the higher expertise of partners in the language are also essential in making a commitment to work together and provide immediate linguistic feedback in order to help students enrich their experience in the target language;
- (d) The connection of the linguistic content and social context: the consistent opportunity to connect linguistic material while communicating when needs are met provides deeper understanding of the material learned in the classroom;
- (e) Pre and inter-meeting preparation: academic and social activities conducted before and in-between meeting (e.g., transcribing a text to be read by the community partner, interviewing local language speakers for their input on a social issue) helps students maximize the dynamics of meetings.

Thus keeping in mind these five areas, student should be able to distinguish the differences between the gains in projects they select. In addition, it is important to emphasize that students need to identify their specific weaknesses in the target language such as writing, speaking, reading or listening comprehension in order to select a project in an environment different from what they are used to in order to be exposed to new experiences. The following checklist walks students through questions that will help them assess their knowledge and ability in the target language as well as the potential of their proposed project in order to choose an appropriate service learning project. As they answer each question, students will be able to explore whether their project fulfills the course requirements.

Checklist to Select an Appropriate Service Learning Project Please answer the following questions to select an appropriate service learning project.	
<p>1. What is the service learning project you have chosen? What are your expectations from choosing this project?</p>	
<p>2. In what context did you learn the target language?</p> <ul style="list-style-type: none"> a. Linguistically: Have you taken courses in high school or college? b. Socially: Have you learned it by using target language with friends? c. Culturally: Have you lived among Spanish speakers? <p><i>Your project should focus on the choice(s) you did not select for this question. If you feel that your weakness is linguistically, even though you took classes before, then I highly recommend exploring your weakest area linguistically and selecting a project that could reinforce such area.</i></p>	
<p>3. Which of the following do you consider to be your weakest area in the target language:</p> <ul style="list-style-type: none"> a. Writing? Explain. b. Speaking? Explain. c. Reading? Explain. d. Listening comprehension? Explain. <p><i>Your project should reflect the choice(s) you selected for this question.</i></p>	
<p>4. What aspect of the target language does your project highlight:</p> <ul style="list-style-type: none"> a. Linguistic. b. Social. c. Cultural. <p>Explain the reasoning that led you to this conclusion.</p> <p><i>Your project should reflect the choice(s) you selected for question 3.</i></p>	
<p>5. How can your project strengthen your weakness in the target language?</p> <p><i>Your project should be able to give you the opportunity to exercise and practice your weakness in the target language.</i></p>	

<p>6. What percentage of the target language will you be able to use onsite:</p> <ol style="list-style-type: none"> 100%, 75%, 50%? <p><i>In order to maximize the onsite dynamics of your project, you should use target language at least 75% of the time.</i></p>	
<p>7. How many partners will you work with?</p> <ol style="list-style-type: none"> One, Two, More? If so how many? <p><i>In order to strengthen the commitment on project, it is better to work with one or two partners.</i></p>	
<p>8. Is your partner Hispanic? If not, does your partner(s) speak Spanish natively?</p> <p><i>In order to maximize the onsite dynamics of your project, I highly recommend partnering with someone who speaks the target language natively.</i></p>	
<p>9. Is the expertise of your partner(s) in the target language:</p> <ol style="list-style-type: none"> Basic? Intermediate? Advanced? <p><i>Be aware that a partner with only basic or intermediate expertise in the language may not be able to provide you the linguistic feedback necessary to foster your academic improvement. On the other hand, if your partner's expertise is advanced, you will be able to enrich dynamics when you meet.</i></p>	
<p>10. Will you be able to receive immediate linguistic feedback onsite from your partner(s)?</p> <p><i>When you partner with someone whose expertise is advanced or superior, onsite feedback will be better facilitated.</i></p>	
<p>11. How will you connect this specific service with classroom material?</p>	

<p><i>It is more effective and easier to make the connection when your project targets your weakest area in the language and you use mainly the target language onsite.</i></p>	
<p>12. How will you need to prepare prior to your meeting with your partner(s)?</p> <p><i>A project that requires specific prior preparation to encounter has the potential to use onsite time more efficiently.</i></p>	
<p>13. What aspect of your ability in the target language will benefit the most:</p> <ol style="list-style-type: none"> The linguistic aspect? Explain. If so, what area: Writing? Speaking? Reading? Listening? Social aspect? Explain. Cultural aspect? Explain. <p><i>When your project helps you strengthen your weakness (Question 3), you have selected an appropriate project. If not, I highly recommend exploring other projects.</i></p>	
<p>14. Will you be exposed to a new environment in the target language? If so, what will it be?</p> <p><i>When your project positions you in a different environment to what you are used to, you have selected an appropriate project. If not, I highly recommend exploring other projects.</i></p>	
<p>15. Can your project provide information to respond to all of the following questions in your journal:</p> <ol style="list-style-type: none"> Describe in detail what you did. Identify and explain what grammatical structures were applied during encounter. Identify and explain what new lexicon was applied during encounter. Identify and describe the feedback you received from your service partner. <p><i>When your project provides affirmative answers to checklist and journal questions and you are able to walk successfully through all the questions, you have selected an appropriate project.</i></p>	

Figure 11. Checklist to Select an Appropriate Service Learning Project

Suggestions for Future Research

This study shows that a high quality service learning project should be able to provide academic focus specific to improving the linguistic competence of the student, which includes immediate feedback from the onsite community partner. However, this study does not tell us whether the feedback received has to meet certain specific criteria and whether it has an impact on the outcomes. In addition, it would be essential to learn more whether the number of partners makes a difference and how considering the linguistic expertise of the community partner. Such consideration would also have an effect on the types of opportunities students have to perform their service hours when selecting a project. Thus if not all service projects fit the criteria to fulfill course requirements, what are the suggestions to provide service where there is need by the community? In addition, research does not tell us enough whether the service learning project in which students engage increases their motivation to use the target language and to learn its academic aspects. Furthermore, this study does not specify the type of preparation students need to take into account when engaged in a project or the intensity of their linguistic competence improvement. Overall improvement in linguistic competence can only be measured once we can assure that effective linguistic lessons could be gained from the service.

Conclusion

The analysis of the data collected in all four case studies implied that a service learning component in a second language course has a positive impact when the service project is selected and structured properly. A service learning project that is structured to take advantage of community partner relationships and linguistic competence has the potential to challenge students' knowledge and application of the language by providing a deeper understanding and development of the second language. The learning outcomes go beyond the academic setting

because there are the social and cultural human relation aspects that motivate stakeholders to perform at its best.

When selecting and structuring a service learning project, there are some important factors that need to be considered in order to ensure the quality of the onsite experience in regards to the language. First, the nature of the onsite activity needs to facilitate the opportunity to use the target language constantly. Second, the nature of the partner needs to satisfy the required objectives of the course in order to provide appropriate immediate feedback when onsite. Third, for that same reason, the partner's responsibility, language expertise and number needs to be established, and a trio partnership should at least include the student, the community partner and the teacher. Engaging the teacher as a partner is critical and, thus far, has been less emphasized in the service learning literature. Fourth, the connection of content and context needs to be actively present as well as the opportunity to prepare before each meeting in order to maximize the quality of the dynamics of each meeting. Fifth, the project should include a keen language component in the oral and writing capacities, which should be able to target the students' weakness in order to position them in a service learning situation that will challenge weaknesses, and therefore improve the quality of the target language.

In short, what this study demonstrates is that choosing a service learning project is not a haphazard activity and should not be left to chance or convenience. Inasmuch as service learning espouses both social and academic goals, it is no simple task to ensure that both of those goals are met. Thus while students, teachers, and community partners may be reporting favorable outcomes of service learning experiences, it may be possible, as happened in this case, that not all parties are being fairly served in their academic and social goals. The recommendations

provided above are an attempt to address these needs whose consideration warrant further investigation.

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Appendix A: Agreements and Forms

Risks and Hazards Statement of Understanding and Release

UTAH VALLEY UNIVERSITY

The undersigned hereby acknowledges and agrees to the following statements:

1. I, _____ (herein "participant") expect and intend to participate in the projects located in the Utah area sponsored by Utah Valley University _____ during the _____ school year, following the execution of this Statement of Understanding and Release.
2. In consideration of the University's sponsorship and direction of the activity, and his/her participation, participant hereby states that he/she has read and fully understands the Risks and Hazards Statement which is included herein and releases and discharges the State of Utah, the University, and their officers, agents and employees and volunteers from any and all claims, damages, losses or injuries connected therewith, including, but not limited to, any loss, damage or injury suffered by participant or others, as a result of failure to obey safety regulations or resulting from the exercise of the activity coordinator or other individuals acting in good faith response to emergencies and exigencies on this activity whether at the University or any other location.
3. Participant further agrees and understands that during the activity, he/she will be under the direction of the instructor or director approved by Utah Valley University and specifically agrees to comply with all reasonable directions and instructions by the instructor or director during the course thereof.
4. Participant understands and acknowledges that there are specific risks of injury to person and/or property that are associated with activity, including risks related to travel hazards, terrain, weather, eating and sleeping arrangements, and other circumstances. Participant also acknowledges that he/she understands that the activity could have but is not limited to the following risks:

All projects are considered voluntary participation only and participants must have personal accident injury insurance to participate. Participant specifically assumes and prepares for the risks associated with such conditions.

5. Participant certifies and represents that if he/she drives a personal vehicle to, from, and/or during the activity, the vehicle must be covered throughout the period of the activity by a motor vehicle liability insurance policy, currently in effect, with limits of coverage and 2 liability that satisfy the requirements of the Utah Motor Vehicle Safety Responsibility Act, 1952 Utah Code Anno. 41-12-1 et seq.
6. Participant understands and acknowledges that Utah Valley University assumes no liability for personal injuries or property damages to participants or to third parties arising out of activity, except to the extent that such liability is imposed by law. Participant agrees to indemnify and to save harmless, the State of Utah, the University and its officers, agents, employees, and volunteers from any claim or liability arising out of the acts or omissions of the participant during any such activity, subject to any limitations or restrictions against such indemnification that are imposed by law.

7. Participant understands and acknowledges that there may be unsupervised times before, during, or after the hours of the sponsored activity. It is understood that during this time participants will conduct themselves as responsible individuals as well as adhere to all applicable laws and statutes in effect. Failure to comply with this section may result in physical harm or property loss due to hazards beyond the University's control. Failure to comply may also result in expulsion from the activity. The University will not be responsible for any such acts nor any costs resulting from expulsion from the activity.

8. The participant hereby understands that he/she shall arrange for appropriate personal health insurance coverage (e.g., hospital/medical insurance, student health insurance, etc.) during the period of the activity. The participant agrees and understands that he/she will be personally responsible for any medical costs incurred during this activity.

9. I agree not to use any illegal drugs or alcohol while undertaking this activity with Utah Valley University and to abide by all provisions of Utah Valley University Student Rights & Responsibilities Code.

10. In case of emergency contact, _____ at _____
Parent or spouse phone

Signed: _____ Date: _____
Participant

Persons under the age of 18 years may participate on day trips without permission from the Utah Valley University Division of Risk Management if a parent or guardian reads and signs this form.

Signature: _____ Date: _____
Parent/Guardian

Service Learning Agreement

Utah Valley University
Service Learning Student/Faculty/Agency Agreement

Part A: To be completed by Student

Name: _____

ID Number: _____

Course: _____

Semester: _____

Professor: _____

Home Phone: _____

Email: _____

Major: _____

Is this your first service learning experience at UVU? Yes No

What do you hope to gain from this experience? _____

What do you hope to accomplish/contribute? _____

Learning Agreement: List your primary learning objectives.

<p>Objectives: (What will you do, what skills will you gain?)</p> 	<p>Steps to Accomplish: (How will you do it? Include workshops, assignments, etc.)</p>
<p>Methods of Measurement: (How will your supervising professor evaluate accomplishment?)</p> 	

Part B: To be completed by SL partner

Name: _____

Phone: _____

Email: _____

Are you familiar with the service learning program at UVU? Yes No

For approximately how many hours each week will the student work with you? ____

For about how many hours total have you and the student contracted? ____

Part C: To be signed by Student, Faculty, and Agency **before beginning service**

Student: I have contracted with the above listed agency to perform a minimum of _____ hours of service during _____ semester of the year _____. I understand that I am contracting to do this work as part of my class and I am committed to fulfilling my duties as a volunteer.

Student's Printed Name

Student's Signature

Date

Faculty: I am aware of my student's agreement with the above named agency and assert that the service to be performed I will meet the requirements of my service assignment.

Faculty's Printed Name

Faculty's Signature

Date

SL Partner: The above named student has agreed to volunteer at my agency this semester. I have met with the student and I informed him/her of the duties I expect to be performed this semester.

SL Partner Printed Name

SL Partner Signature

Date

Part D: To be signed by Student and Agency **upon completion of service**

The above named student has fulfilled his/her agreement for service.*

Student's Printed Name

Student's Signature

Date

SL Partner Printed Name

SL Partner Signature

Date

*Any exceptions to this statement should be communicated in writing and attached to this form.

Appendix B: Journal Spanish Format

Formato del diario electrónico
1. Fecha y lugar
<input type="text"/>
2. Nombre de tu compañero
<input type="text"/>
3. Actividad realizada: Describir a detalle qué hicieron
<input type="text"/>
4. Identificar temas gramaticales usados durante la reunión de servicio
<input type="text"/>
5. Identificar y explicar vocabulario nuevo usado durante la reunión de servicio
<input type="text"/>
6. Identificar y describir la ayuda recibida de tu compañero de servicio
<input type="text"/>
7. ¿Tienes alguna pregunta gramatical o de léxico que todavía no esté clara?
<input type="text"/>
<input type="text"/>
<input type="text"/>

Appendix C: Face-to Face Interview Questions

Pre-Service Interview Questions

Background Information:

1. What is your native language?
2. What level of Spanish knowledge do you think you possess?

Description:

3. When and where do you use Spanish?
4. How do you prepare to use Spanish?

Meaning, Interpretation and Association:

5. How could you learn Spanish more effectively?
6. How could you apply what you learn in your Spanish class to your service project?
7. How could you apply what you learn in a service project to your Spanish class?
8. How do you think you should prepare to improve your Spanish ability to communicate?
9. What do you anticipate will be your biggest challenges in regards to the language?
10. Is there anything else that you would like to add?

In-Service Interview Questions

Background Information:

1. How did your first meeting with your service partner go?

Description:

2. What is your service project?
3. What percentage of Spanish do you use to communicate during these service meetings?
4. How do you prepare before meeting your service partner?
5. How do you apply what you are learning in class to your service project?

6. How do you apply what you are learning in your project to your class?
7. What are your accomplishments so far?
8. What are your challenges so far?

Meaning, Interpretation and Association:

9. What are you learning from this service experience?
10. What are you learning about yourself in relationship to your language skills?
11. How have any initial ideas about the project goals changed through this process?
12. How can you apply Spanish more effectively to your service meetings?
13. In what kind of settings do you think you can improve your Spanish ability to communicate?
14. To what extent can this service experience help you to expand your Spanish language skills?
15. Is there anything else that you would like to add?

Post-Service Interview Questions

Background Information:

1. How did your last meeting with your service partner go?
2. How did you prepare for your last meeting with your service partner?

Description:

3. How did you use your Spanish in all service meetings?
4. What percentage of Spanish did you use to communicate during these service meetings?
5. How did you prepare in regards to your Spanish skills before meeting your service partner?
6. How did you apply what you learned in class during service meetings?

7. How did you apply what you learned in your project to your class?
8. What were your accomplishments?
9. What were your challenges?

Meaning, Interpretation and Association:

10. What did you learn from this service experience?
11. What did you learn about your Spanish ability to communicate from interacting with your service partner?
12. What were your initial thoughts?
13. What are your thoughts now?
14. How do you think you can apply Spanish more effectively now?
15. How did your initial proposal develop throughout the seven weeks?
16. How open and flexible were you to changes?
17. In what kind of setting do you think you can improve your ability to communicate in Spanish?
18. How did this service experience help you improve your ability to communicate in Spanish?
19. What advice would you give to a friend who is about to start a service learning project in a language course?
20. Is there anything else that you would like to add?

Appendix D: Reflective Written Reports' Questions

Initial Report Questions

1. How confident are you about your Spanish ability to communicate in the language now?
2. Explain whether you have been involved in a service learning experience before?
3. What are your thoughts and feelings about executing a service learning project in this class?
4. How motivated are you to execute and complete this service project? Explain.
5. What do you expect from your service learning project?

Final Report Questions

1. What did you learn from interacting with your service partner?
2. Describe how any initial ideas about project goals and purposes may have changed through this process.
3. How did you prepare to gain the most out of each service meeting?
4. What are your major accomplishments?
5. What were the major issues and how did you resolve them?
6. How did you receive feedback and guidance from your faculty member?
7. How did you receive feedback and guidance from your service partner?
8. How confident are you about your Spanish ability to communicate now?
9. In what ways did the service experience include opportunities to clarify and explore your language knowledge?
10. What would you do differently if you could start the service project again?
11. How did this service learning project help you increase your confidence in using the language?

12. How did this service learning project help you improve your ability to communicate in the language?
13. What advise will you share with a new student who would like to improve the ability to communicate in a second language?

Appendix E: Writing Proficiency Rating

Superior 3	<ul style="list-style-type: none"> • Able to express self effectively in most formal and informal writing on practical, social and professional topics. Can write most types of correspondence, such as memos as well as social and business letters, and short research papers and statements of position in areas of special interest or in special fields. Good control of a full range of structures and spelling. A wide general vocabulary allow the writer to hypothesize and present arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development is strongly evident, although not thoroughly executed and/or not totally reflecting target language patterns. Although sensitive to differences in formal and informal style, still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb natives or cause miscommunication.
Advanced High 2+	<ul style="list-style-type: none"> • Function at the Superior level most of the time but not all the time.
Advanced Mid 2	<ul style="list-style-type: none"> • Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate. Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness in one of the foregoing or in spelling or character writing formation may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.
Advanced Low 2-	<ul style="list-style-type: none"> • Function at the Advanced level most of the time but not all the time.
Intermediate High 1+	<ul style="list-style-type: none"> • Function at the Advanced low level most of the time but not all the time.
Intermediate Mid 1	<ul style="list-style-type: none"> • Able to meet practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.
Intermediate Low 1-	<ul style="list-style-type: none"> • Function at the Intermediate Mid level most of the time but not all the time.

Appendix F: Simplified Matrix of Sheri's Progress

Project: Coordinate possible service projects for students and search for more future possible options in the Hispanic community.	
Pre-Service Framework	
In-Class Observation	<p>She seemed very attentive and eager to learn; however, she did not participate much in class. She appeared to be friendly and became friends with the students sitting around her. Yet, she kept quiet and it looked like whenever she had a doubt, she would ask classmates sitting by her. The few times she was called to participate in class, she was fluent in Spanish, though, I could detect limited lexicon and weak grammatical areas when she spoke up. She also seemed a little nervous when she had to speak in front of the class or even when she was sitting at her desk. When she did not know a word, she tried to make it up without success. She also took her time to answer questions.</p> <p>Grammar: weak -agreement, prepositions, verb tenses and conjugation. Lexicon: Limited.</p>
Face to Face Interview	1. Native language: English.
	2. Level of Spanish: Pretty fluent; however, she was conscious that she made many mistakes.
	3. Spanish usage: She tried to use Spanish whenever possible.
	4. How to learn Spanish more effectively: Using it.
	5. Application of class material to project: Using specific structures that were new to her.
	6. Application of project material to class: Using specific vocabulary that was new to her.
	7. Preparation to improve Span ability to communicate: Read books and watch movies.
	8. Challenge with language: Speak in public. She needs to practice more public speaking in Spanish.
	9. Comments: Interview in Span. She used English when she did not know how to express her ideas in Span. First she was self-conscious of replies, later became more at ease and shared personal experiences. She liked Hispanic culture, and loved Spanish. Enthusiastic about project.
Grammar: weak –agreement, prepositions, direct and indirect objects, verb conjugation, indicative and subjunctive conjugation and use. Lexicon: Limited.	
Initial Reflection Paper	<p>1. Confidence in ability to communicate in Span: With one or two people she felt alright. With a group of people, especially strangers, she was afraid and concerned of being critiqued. She thought that her communication skills in Spanish were good; even though it had been a short period of time she had been exposed to it.</p> <p>“En ciertas ocasiones me siento mucha confianza en mi español. Cuando estoy hablando con una ó dos personas normalmente estoy tranquila y puedo hablar sin temor. Pero tengo mucho miedo de hablar en frente de un grupo de personas. Me doy cuenta que muchas veces me preocupo que ellos me estan juzgando por mi gramática y léxica y no quiero hablar mal.”</p>
	2. Prior experience with service learning: She had taken a course with SL (10 Habits for Highly Effective People)
	<p>3. Thoughts and feelings about a service learning project in class: She was very excited because she wanted to improve her ability to communicate in Spanish. She desired to improve her language ability as well as her confidence.</p> <p>“Me interesa ver si podre ver una aumentacion en mi confianza.”</p>
	<p>4. Motivation to complete project: She wanted to feel more comfortable while helping other students find the perfect service project for them. She wanted to be organized and successful in this project as well as increase her confidence and knowledge of the language by helping others.</p> <p>“Quiero completar esta asignación en una manera organizada y con buenas resultas.”</p>
	<p>5. Expectations from service learning project: She felt pretty lucky that she was going to work with me directly to improve her ability to speak. By the end of her project, she expected to be more assertive and break away from inappropriate expressions.</p> <p>“Quiero aprender de ella y espero que me ayude a aumentar mi confianza. Creo que ella sera uan guía que me ayudará cumplir con mi meta.” “Pienso que adquiririe mas confianza y voy a poder romper los malos hábitos que tenga ahora.”</p>
	<p>6. Comments: It confirmed excitement and fear about service learning project.</p> <p>Rated according to ACTFL Standards, paper was scored as intermediate low. Grammar: extremely weak -written accents, punctuation, agreement, prepositions, reflexive verbs, possessives, articles, conjunctions, transitions, irregular verbs conjugation, indicative and subjunctive verb conjugation and use. Lexicon: Limited. Her fluency in Spanish to express ideas was still lacking. She had good ideas, but neglected to</p>

	organize them in a logical way.
In-Service Framework	
In-Class Observation	
1 st Week	<p>Trying to participate more in class. When a mistake was corrected, she would smile and repeat the correct answer. When she had to explain project details for her classmates, she was anxious. She would stand in front of everyone and look at the floor, the ceiling or the back wall of the classroom. She was not making eye contact. She hummed very often and stood with her arms closed constantly shifting from one foot to the other. Her posture showed uneasiness and nervousness.</p> <p>Grammar: Weak -agreement, pronouns, prepositions, direct and indirect objects, verb tenses and conjugation. Lexicon: Limited. She still took her time to express ideas and information.</p>
4 th Week	<p>Starting to feel more comfortable in front of people. She made eye contact with almost all her classmates when she stood in front of the class. She did not fidget anymore; she used her hands and facial expressions to engage them in the provided information. She still hummed a little. She smiled at any time I corrected her and continue participating. She was improving in her performance in the class. When she was not thinking carefully about her grammar issues, and just speaking, she would make a mistake and quickly she would correct herself and look at me with a questioning look.</p> <p>Grammar: Weak -agreement, reflexive verbs, indicative and subjunctive verb conjugation and use. Improvement of direct and indirect objects and prepositions. Lexicon: Limited. She seemed more secure of her ability to communicate a message.</p>
7 th Week	<p>She seemed much more confident of her ability to speak in front of the class. Whenever I asked for volunteers to work on the board, she raised her hand and started to walk to the whiteboard. She had developed a habit of participating in class. If she made a mistake, she corrected it and kept moving forward. She was not too afraid to ask questions any more. She kept making progress.</p> <p>Grammar: errors minimized in agreement and verb conjugations. Lexicon: Increased. She still made up some words. For example, she tried to use <i>sujeto</i> for <i>subject</i> which in Spanish would be <i>tema</i>; or <i>realizo</i> for <i>realize</i> which in Spanish is <i>me doy cuenta</i>. She would still get frustrated with her mistakes because she kept making the same ones.</p>
Onsite Observation	
1 st Observation	<p>She met Fernando at the South Franklin Community Center in Provo. Walking to his office, they carried a cordial conversation in Spanish. Fernando started to explain all the possible projects for student involvement at the center. Sheri asked questions to get more details on projects. Sheri made a few grammatical and vocabulary mistakes and Fernando said nothing. Her vocabulary was basic and still I detected mistakes in agreement, prepositions, direct and indirect objects, and verb conjugation. There were a few times when Sheri did not know a word in Spanish and used English instead. Fernando was bilingual so after a few minutes, they kept switching back and forth between English and Spanish. They met for 35 minutes. She accomplished getting the information she needed, encounter was not completely in Spanish. It was 60 % in Spanish and 40% in English. No grammatical feedback.</p>
2 nd Observation	<p>Sheri met with Jane at the UVU Latino Initiatives Center. Sheri got information and coordinated details for the upcoming Latino Leadership conference. The interview was completely in English because Jane did not speak Spanish. However, she needed to recruit students who could help with over 800 high school Latino students during the conference. I wondered if the high school students would actually speak Spanish during this conference. The interview lasted approximately 30 minutes. No Spanish application was accomplished.</p>
3 rd Observation	<p>Sheri went to the Career Fair at UVU. Not everyone spoke Spanish, she spoke English to communicate. Three organizations looked for Spanish speakers but no one at the table spoke Spanish, Sheri obtained information in English. One table was from the Centro de la Familia de Utah in Genola, Utah. Two ladies from Mexico were looking for Spanish volunteers. They informed Sheri of the details of program in Spanish. Sheri looked interested and asked questions. After Sheri received information needed, she asked them questions about Mexico. Sheri shared some personal experiences from Uruguay. The interview lasted 90 minutes. Sheri was clear and very good with her oral communication skills. Problems with agreement, demonstratives and subjunctive verb use. She never received feedback. During the exchange, her vocabulary showed improvement and she used new words such as <i>inscribir</i> and <i>solicitar</i> which had been in the textbook lesson the week before. She used Spanish 60% of the time.</p>
4 th Observation	<p>She went to the Centro de la Familia de Utah. She met the principal who spoke Spanish. Sheri helped him with errands; but her interest was a service project they were planning. She was asked to call the parents to ask for help. She spent about 45 minutes calling them on the phone. She kept repeating the same questions. She used basic questions where I did not detect any problems. She never received any feedback from partner because she was left alone to make the phone calls. If she had a question, she would ask me because I was observing her that day. On this assignment, Sheri learned the difference between <i>voluntario</i> and <i>voluntariado</i>, <i>carpeta</i> and <i>alfombra</i>; and increased her lexicon with terms such as <i>nido</i>, <i>algas</i>, and <i>croar</i>. She used Spanish 90% of the time.</p>
5 th Observation	<p>Sheri reported accomplishments to her Spanish class. She gave a 20 minute presentation on the information she collected. She was calm and confident. She prepared a power point presentation with key information. Her presentation was spotless in grammar and she had almost all the correct accentuation and punctuation marks. She was dressed very professional and she stood in front of the class with a strong attitude. She was so focused on her presentation and made eye contact with everyone in the class. Yet, she made a few errors in prepositions and</p>

	agreement which were minor compared to the confidence she had gained to stand in front of people. However, when she was asked questions to dig deeper into the information that was not provided by the presentation, she started to make grammatical errors in agreement, prepositions, subjunctive verb usage and vocabulary. She was not prepared for the questions time. She used Spanish 100% of the time.
Electronic Journal	
1 st , 2 nd , 3 rd Week	<p>First two entries: She described briefly what happened during meeting. She had not followed the required format. Very superficial with no correlation to classroom material, critical thoughts or reflections of her activity. I made a comment that she needed to follow format for other entries and correct the grammatical mistakes I had marked.</p> <p>Third entry: She followed the required format and described what happened. No grammar and lexicon applied with Jane. If Jane spoke Spanish, she would have used the indicative and subjunctive moods, and interrogatives to ask questions. She looked for lexicon that could have been applied. She learned the difference in words such as <i>tomar</i>, <i>llevar</i>, <i>coger</i>, <i>quitar</i>, <i>despegar</i>, <i>sacar</i>, and <i>dormir</i>; terms that in English all use the verb <i>to take</i>. No feedback from Jane. In this entry, Sheri tried to use grammatical structures that she was learning in class.</p> <p>Grammar: Weak –accent marks, agreement, indirect and direct pronouns, prepositions, demonstratives, possessives, verb conjugation.</p> <p>Lexicon: Limited. Though the vocabulary used was still basic, the fact that she learned the difference in use for the verb <i>to take</i> in English helped her correct a few mistakes when communicating.</p>
4 th Week	<p>After Sheri met ladies from the Centro de la Familia de Utah in Genola, she had a very detailed description of what happened. She pointed out new vocabulary. No changes to encounter. She focused on the conversation with ladies from Mexico and did not take into account the previous conversations she had in English before getting to that table. Nonetheless, this experience confirmed how much she loved the people and that she would continue working on her Spanish.</p> <p>Grammar: Weak –accentuation (<i>vacaciones</i>), agreement, pronouns, direct and indirect objects (<i>yo la dije la problema</i>), prepositions (<i>buscar a una manera</i>), indicative verb tenses in the past, verb conjugation.</p> <p>Lexicon: Limited. Some of the same mistakes keep happening. She needed to pay more attention to the corrections made so that she could improve her writing.</p>
5 th , 6 th , 7 th Week	The last entries showed detailed description on events; however, her writing still struggled mainly with accent marks, agreement, demonstratives, subjunctive verb use and vocabulary. Some ideas were still expressed in English structures which led me to think that she was still processing her thoughts in English before writing them in Spanish.
Face to Face Interview	
	1. First meeting with partner: Fine, but they spoke English most of the time.
	2. Service project: Coordinate possible service projects for students and search for future possible options in the Hispanic community. She planned to approach organizations to request information on the kind of help needed for the Hispanic community.
	3. Percentage of Spanish used during meetings: They spoke English most of the time. 25% in Spanish.
	4. Application of class material to project: She was not able to learn, apply or practice anything related to the grammar that she was learning in class.
	5. Application of project material to class: She brought real topics to class discussions.
	6. Accomplishments: She felt more comfortable in front of people. She focused more on the message.
	7. Challenges: First, she felt that she was not improving because she felt that she had become more insecure and self-conscious of her mistakes whenever she stood in front of class. Still making grammatical mistakes.
	8. Lesson learned from service experience: Some of the organization partners that worked to help the Hispanic community did not speak Spanish.
	9. Lesson learned in relationship to language skills: She felt more comfortable meeting Hispanic people now.
	10. Changes about the project goals: Even though she was not communicating completely in Spanish, her in-class reflection should have reflected the content from her meetings and her journal entries should have rendered more information on what should have happened if the partner spoke Spanish.
	11. More effective Spanish application to service meetings: Her journal entries and participation in class because she could not use Span when she met with her partners.
	12. Settings to improve Spanish ability to communicate: She should have focused in a project where she could have practice constantly the language. It could help when Hispanics were educated because she had noticed a few mistakes when speaking with them.
	13. To what extent can this service experience help to expand Span skills: It could be productive when she could apply what she was learning in class and the partner was constantly correcting her; and even though she would get frustrated, she could push herself to improve her ability to speak.
	14. Comments: Interview in Span. She used English when she did not know how to express her ideas in Span.
	Grammar: weak –agreement, prepositions, indicative and subjunctive conjugation and use. Lexicon: Limited.

Post-Service Framework	
Face to Face Interview	
1. Last meeting with service partner: She gave a 20 minute presentation. Good because she took time to prepare. She received help from a tutor because she thought she could not do it on her own. They worked together for an hour especially with accent marks. She still had problems with accents and the distinction between subjunctive and indicative use. Presentation went well. When asked questions, she answered them with hesitation, not because she didn't know the information but she was uncomfortable with her the language ability.	"Bueno, yo creo que bien. Pasé muchísimo tiempo en eso. Después de escribir mi borrador, fui al laboratorio a trabajar con un tutor en mi escritura. Yo sola no podía. Trabajamos por una hora especialmente con los acentos. Todavía tengo muchas problemas con los acentos y todavía se me hace difícil distinguir entre el uso del indicativo y subjuntivo en algunos casos. Tengo que pensar mucho." "Creo que la presentación estuvo bien pero cuando me preguntaron, tuve dudas, no en la información pero en mi gramática."
2. Use of Spanish in all service meetings: most partners did not speak Spanish.	"Traté de hablar español pero ellos no hablaban español."
3. Percentage of Spanish used during meetings: 20%.	"Muy poco, yo diría quizás un 20 por ciento."
4. Application of class material to project: She did not apply everything she was learning in class to her service meetings because most of her partners did not speak Spanish.	
5. Application of project material to class: She did feel more comfortable meeting people now.	"Me siento mucha más confianza ahora que antes."
6. Accomplishments: She was always embarrassed to speak up; now she felt more confident than before to use the language.	"Al principio yo tenía mucha vergüenza y no quería hablar pero se me fue la vergüenza."
7. Challenges: Speaking in front of people was not easy for her. But she also knew that the only way to overcome this fear would be confronting it which meant doing it.	
8. Lesson learned from service experience: She learned that there are many opportunities to help people in the Hispanic community even though the immediate contact people may not speak Spanish.	
9. Initial thoughts: Sheri thought that her Spanish needed help. She wanted to become fluent. She was excited to think that she would speak Spanish all the time during the seven week process.	
10. Final thoughts: She did not use Spanish 100%. It was harder than expected. At first she was a bit because she had become aware of her mistakes which made her more nervous and hesitant. After a few weeks she felt more comfortable speaking but writing was still a struggle.	
11. More effective Spanish application to service meetings: Use Spanish more often because that was the only way to improve and become academically fluent.	
12. Flexibility to changes: What she had proposed was not occurring exactly how she pictured it. She had to adapt to the reality of each event.	
13. Settings to improve Spanish ability to communicate: She would have to totally immerse herself in an environment where no one spoke English. She stressed the importance of preparation.	
14. To what extent can a service experience help to expand Span skills: She knew that the only way she could improve her language skills was by practicing using the language; however, when there was not feedback or immediate correction onsite, she felt that she was not progressing.	
15. Advice to a friend about a service learning project: Engage in a project that has already been established by the teacher and meet frequently to express your concerns. The teacher would be the best mentor a student can have, but the student also needs to have initiative to shape the project according to the student's needs and expectations.	"Tu profesor será tu mejor consejero, pero también tienes que tener iniciativa para moldear tu proyecto de acuerdo a tus necesidad y expectativas, de lo contrario tienes que proyectar todo lo que pudiera suceder en el transcurso de siete semanas y ser flexible a cambios."
16. Comments: Sheri felt that this experience had introduced her to wonderful people who were aware of the needs in the Hispanic community, but this had not helped her improve her writing or verbal skills. When she actually met with a Hispanic person, they never corrected her so she never learned whether she was speaking correctly or with errors. Now nothing could embarrass her anymore. This was a great accomplishment for Sheri. Grammar: weak –agreement, prepositions, indicative and subjunctive verb conjugation and use. Lexicon: Limited.	
Final Reflection Paper	
1. Lesson learned from interacting with service partner: She was frustrated because she never received feedback from onsite service partner. She learned information of	"Nunca me dijeron nada cuando hice errores." "La mayoría de la gente que ayuda a los hispanos no habla español."

	the environments where Hispanics needed help but in order to get this information, those people requesting the help did not necessarily speak Spanish.	
	2. Changes about the project goals: Reality did not abide by the lines written on the paper, but was run by real events that sometimes are not expected and one needs to adjust to those alterations. As it was her case, the majority of the people she met with did not speak Spanish. She would try to spend more time with those who spoke the language in order to practice it.	“La realidad es diferente a los eventos de un papel.”
	3. Preparation to gain the most out of each service meeting: She wrote a list of new words in a notebook and intended to use them while conversing in Spanish, but once she got engaged in the conversation, she never thought of that list.	
	4. Major accomplishments: She improved in her presentation because she learned to engage and focus on the topic being transmitted. She wished she could have spoken more Spanish. She was still willing to engage in other projects because even though it had not turned out as she expected, she had improved in the ability to stand in front of people. The practice had given her confidence in herself to deliver message.	“Ahora me enfoco más en lo que digo que en todos mis errores de gramática.”
	5. Major challenges: Her partners did not speak Spanish.	
	6. Feedback and guidance from faculty member: Yes.	“Si usted no me hubiese ayudado, nunca habría recibido ningún tipo de guía.”
	7. Feedback and guidance from service partner: No.	
	8. Confidence about Spanish ability to communicate now: She had gained self-confidence because even Hispanics made mistakes when speaking.	“Ya no me siento tan mal por que hasta los hispanos cometen errores.”
	9. Opportunities to clarify and explore language knowledge: She was not able to explore, much less clarify her knowledge of Spanish.	
	10. Changes to project if you could start: She would choose a different project, one that would truly challenge her language ability.	
	11. Project helped confidence in using the language now: Project increased her confidence and ability in using the language in front of people; but not its quality.	“Yo nunca en realidad pude clarificar todas mis dudas ya para clase me olvidaba lo que quería preguntar.”
	12. Project helped ability to communicate in Spanish now: Project helped her increase her confidence and ability to use Spanish in front of people; but not its quality.	“Claro que si me gustaría dar servicio otra vez por que a pesar que este proyecto no me ayudó mucho con el español, me ayudó a sentirme más segura en frente de otras personas.”
	13. Advice to a friend about a service learning project: If a student suggested a new project to carefully plan it to get the best out of it because in her case she had thought she had a great project ahead of her that would let her use her Spanish and that was not the case.	
	14. Comments: Rated according to ACTFL Standards, paper was scored as intermediate mid. Grammar: weak -written accents, punctuation, agreement, prepositions, reflexive verbs, possessives, indicative and subjunctive verb conjugation and use. Lexicon: Limited. Her fluency in Spanish to express ideas had improved.	
High Quality Service Learning Traits Accomplished		
Commitment to community partnership: meaningful and valuable in a social and cultural aspect but not linguistically.		
Learning and academic rigor: no direct application of language when onsite.		
Intentional, reflective thinking: limited reflective thinking because of the nature of the project.		
Practice of civic responsibility: brought awareness to social and cultural aspects of the Hispanic community.		

Appendix G: Simplified Matrix of John's Progress

Project: Create grammatical material for a Spanish course.	
Pre-Service Framework	
In-Class Observation	<p>He seemed very calm and observant. He did not participate much in class; however, he observed everyone participating and when someone made a mistake, he whispered what he thought was the correct answer. In most cases, he was right. He became friends with students sitting by him. Yet, he seemed to be a reserved person. The few times he was called to participate in class, he was fluent in Spanish and I could not detect limited lexicon or weak grammatical areas when he spoke up because he would limit his responses to straight forward answers. He seemed sure of his replies. If he made a mistake, he would immediately correct himself.</p> <p>Grammar: Fairly strong -agreement, prepositions, indicative vs. subjunctive verb tenses. Lexicon: Fairly extensive.</p>
Face to Face Interview	1. Native language: English.
	2. Level of Spanish: Fluent in Spanish; however, he was conscious that there were areas for improvement.
	3. Spanish usage: He spoke Spanish with his friends, acquaintances and even when he went to restaurants. He did not use the language as much as he should.
	4. How to learn Spanish more effectively: He could improve by looking for more opportunities to use the language. He needed more exposure to the language and a variety of settings to learn new vocabulary.
	5. Application of class material to project: By creating material that applied specific structures that were being studied in class.
	6. Application of project material to class: He intended to be creative and use vocabulary that he did not frequently use or he was not familiar with in the making of tests and exercises.
	7. Preparation to improve Span ability to communicate: He would be humble to accept criticism because he did not know everything.
	8. Challenge with language: Time required.
	9. Comments: Interview in Span. He used a few English words when he did not know how to express his ideas in Span. He looked pretty comfortable, relaxed, and enthusiastic about project. He seemed pretty confident. He thought this project would truly challenge him to apply his knowledge. Grammar: Fairly strong – a few agreement issues. Lexicon: Fairly extensive.
Initial Reflection Paper	<p>1. Confidence in ability to communicate in Span: He loved to speak and listen to Spanish. He believed that he was pretty good for the short time he had been exposed to it. Though he was not perfect, he had no problem when communicating his ideas.</p> <p>“Siento que puedo comunicarme bastante bien en el idioma por el poco tiempo que le he estado hablando. No soy perfecto, obviamente, pero no tengo problemas con el comunicar mi ideas con otras personas.”</p>
	<p>2. Prior experience with service learning: He had never taken a class where it was required to do some service, but he liked the idea.</p>
	<p>3. Thoughts and feelings about a service learning project in class: He thought this assignment would give him the opportunity to share with and help someone else which would otherwise not be possible because, as he put it, we focus too much on ourselves. He believed that he could learn a lot from this material preparation.</p> <p>“Estas actividades brindan buenas experiencias que no obtendríamos solos porque nos enfocamos demasiado en nuestras propias vidas y no en compartir y ayudar al prójimo.”</p>
	<p>4. Motivation to complete project: He hoped that this project would be as beneficial for both parties. John wanted to do a good job. He was a true perfectionist. He promised that he would make sure that he would prepare carefully before each meeting, to do his best and to continue to improve his abilities.</p> <p>“Espero que esas reuniones serán muy eficaces y beneficiosas tanto para mí como para mi compañera.” “Espero que esas reuniones sean muy eficaces y beneficiosas tanto para mí como para mi compañera.”</p>
	<p>5. Expectations from service learning project: To be more assertive and learn more vocabulary because he understood that he still communicated within his lexical comfort zone. He was always using the language in the same context, thus he was not being challenged to continue learning.</p> <p>“Siempre lo uso en los mismos lugares, entonces siempre uso el mismo vocabulario y estas situaciones no me retan a continuar aprendiendo.”</p>

	<p>6. Comments:</p> <p>Rated according to ACTFL Standards, paper was scored as intermediate high.</p> <p>Grammar: fairly strong - a few written accents, punctuation, agreement, and subjunctive vs. indicative use.</p> <p>Lexicon: Fairly extensive.</p>
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In-Service Framework	
In-Class Observation	
1 st Week	<p>John seemed pretty confident. He arrived early. He asked questions to confirm what he had learned from the meeting with the Spanish teacher. When corrected, he caught on and told me why he was wrong. John thrived in those moments because he was challenged to think deeper about a principle. His weaknesses were in the exceptions to the rules.</p> <p>Grammar: agreement and subjunctive vs. indicative usage.</p> <p>Lexicon: Fairly extensive.</p>
4 th Week	<p>John enjoyed the challenge. He came early to class and discussed something new. He involved the class with questions which were initially presented in an example format. “¿Entonces, cuál oración sería mejor?” Students in the class joined the conversation and engaged in the challenge. Some students immediately opened their books looking for an answer and debated until a correct answer was reached. If there was a student who struggled to understand, I asked John to explain the concept in his own simple and direct words. Discussions were completely in Spanish; though, there were a few times when English was necessary to better explain the message. When he made mistakes, I let him know and most of the times he was able to correct himself. John was eager to improve his learning by working through the challenges that his project presented.</p> <p>Grammar: Minor problems with direct and indirect objects, agreement, prepositions and verb usage.</p> <p>Lexicon: Increased.</p>
7 th Week	<p>John had created an environment of debate for the first few minutes of class. I would hear other students come into class and start asking: “Acabo de escuchar esto... ¿Qué piensan?” John began to be more creative in the creation of his material as well as his communication abilities. He was more confident whenever someone asked him a question.</p> <p>Grammar: minor agreement issues.</p> <p>Lexicon: Increased.</p>
Onsite Observation	
1 st Observation	<p>John’s first appointment was at the teacher’s office at UVU on a Tuesday morning. They carried a basic get-to-know-each-other conversation. The teacher talked about what she expected of him. She carefully explained each detail of this project. She provided John with a copy of the textbook and showed him examples of what she expected. He asked questions. John had to create exercises and a quiz to practice direct and indirect objects. She gave him the format which was divided into two sections: fill in the blank and multiple choice. John departed with a clear picture of what he had to do. His plan was to briefly read the chapter, including its exercises, and then create new exercises and a quiz. There were a few computer references when he used English words but everything else was communicated in Spanish. 95% Spanish. John seemed to be focused. Whenever the teacher asked him if he understood, he agreed. John made a few grammatical mistakes but the teacher corrected him immediately. If John didn’t know the word in Spanish, he would say the word in English and the teacher told him what it was in Spanish. John was able to get the information he needed. I heard mistakes in agreement and prepositions.</p>
2 nd Observation	<p>John arrived on time and greeted the teacher very politely and started to tell her what he had done that morning. He asked her how she was doing and she replied courteously. John handed his flash drive to upload document. The subject was the present tense of subjunctive, a topic that John had occasionally struggled with in class. They reviewed each sentence. There were a couple of typos. Overall he had done a good job. There were also a few accent marks missing, such as in <i>rio</i>. He gave a valid explanation why he had not used the accent, comparing the verb to verbs such as <i>dio</i> and <i>vio</i>. The teacher explained why it was <i>rió</i> and not <i>rio</i>” They spent 50 minutes scrutinizing each sentence. Many of them were correct, but were changed to add a variety of contexts. Meeting was in Spanish 95% with English words here and there.</p>
3 rd Observation	<p>John was conversing with the teacher in Spanish. She was explaining what he was supposed to do. He had to create practice quizzes for the conjugation of verbs. The teacher gave him a couple of examples and handed him the keyboard to let him have a try. He struggled to come up with a sentence. When he wrote one fully, he came back to add accent marks. The teacher suggested that he should add accents as he wrote the word. The teacher let him play with the new program for a few minutes and then it was time to end the session. I saw John taking notes. I approached him to see whether he was writing notes in Spanish; his notes were mainly in English. He smiled and told me that it was faster. I challenged him to take notes in Spanish. I also noticed that he had a list of words in English and Spanish. This was his new vocabulary. I challenged him to add a sentence with a contextual application for each new word. This meeting was completely in Spanish, with a few minor words in English for new vocabulary.</p>
4 th Observation	<p>John arrived on time. He and the Spanish instructor had a brief friendly conversation and then got to work. Technology was not cooperating that day, it was slow. While they waited, the teacher started asking questions about his career goals and what he was studying. He struggled because he did not have the vocabulary to express all he wanted to express. The teacher asked him to work on exercises that included terminology that he would need to use as a therapist if he had a Spanish speaking patient. John walked out of the office laughing because the teacher had spotted an area where he needed to improve.</p>

5 th Observation	He had created a glossary for new vocabulary. He had already 17 words in his list which had three columns, one in English, the other in Spanish and the last column had a sentence or explanation of the term. They reviewed a quiz he created. It was good; but there were three missing accents. John mentioned that he concluded his service hours; he wanted to keep helping. This came from someone who had worried about time limitations, now wanted to continue with assignment. The teacher agreed. This meeting was accomplished in Spanish with the usage of English for 10% of the time for new vocabulary.
Electronic Journal	
1 st , 2 nd , 3 rd Week	<p>Entries were very direct. Even when he followed format, answers were short and straightforward. He mentioned his first meeting with Spanish teacher and instead of describing in detail what happened, he numbered activities and topics they discussed. I made a comment to elaborate in future entries. His direct writing was avoiding mistakes.</p> <p>Grammar: Fairly strong – a few problems with accent marks and the usage of subjunctive and indicative moods. Lexicon: Fairly extensive.</p>
4 th Week	<p>John was still not very explicit with his answers. He described with a bit more detail what he was doing on his own and how sometimes he struggled coming up with creative ideas. It was suggested that he create a list of ideas for topics. John brainstormed for creative ideas because he was challenged to create something different than what was presented by the textbook.</p> <p>Grammar: Fairly strong. Lexicon: Increased.</p>
5 th , 6 th , 7 th Week	John's journal maintained a direct approach to responding questions. He listed grammar topics he was reviewing. Sometimes topics required more than just a week to develop. He decided to increase his vocabulary. He attached a list of new words with a brief explanation on what they meant and an example. If the word was totally new for him in context, he added the English translation. Last entries demonstrated the ability to recognize a correction and not make the same mistake again, especially with accent marks which showed me that he paid attention to any correction or comment I made in his journal. Most of his latter entries were impeccable.
Face to Face Interview	
	1. First meeting with partner: Excellent. Teacher responded to all his questions. He was in the right track. They used Spanish.
	2. Service project: Create grammatical material such as practical exercises and quizzes for a Spanish teacher.
	3. Percentage of Spanish used during meetings: Completely in Spanish, except when he did not know a new word; thus he probably utilized Spanish 90% of the time.
	4. Application of class material to project: John reviewed his own textbook for ideas. First he had a difficult time, but the more he thought about his own classes, he thought about the required service project for this class. He thought about different ways he could render service and started to simulate case studies, service scenarios where he could apply specific grammar principles. The goal was to create material different from the monotony of the textbook, but still review grammatical concepts.
	5. Application of project material to class: Once he started to think about a situation for specific grammar principles, he battled for ideas. He wrote ideas and discussed them with the teacher. She helped him brainstorm ideas to generate his own ideas without giving him the answer. With these ideas, John came to class and started asking his classmates. This created a dialogue among his classmates that engaged students at different levels and interests.
	6. Accomplishments: He was expanding his Spanish knowledge.
	7. Challenges: Creativity.
	8. Lesson learned from service experience: To work with others in class while practicing the same principles. He learned that creating quality instructional material was not as easy and quick as thought. Yet he was energized by this challenge because it took him out of his comfort zone. He emphasized his tone of voice when he said that this challenge was fascinating and energizing because he had to think differently and it was in Spanish.
	9. Lesson learned in relationship to language skills: Trying to come up with service scenarios in different environments, gave him the opportunity to learn new vocabulary. Many new words to learn and creating these exercises had made him realize that he still had much to learn.
	10. Changes about the project goals: No changes. He was very passionate about this project.
	11. More effective Spanish application to service meetings: He was maximizing his possibilities to learn new stuff and improve what he already knew but was not very sure how to use it in context.
	12. Settings to improve Spanish ability to communicate: He was constantly using and applying what he was learning onsite by bringing questions and doubts to discuss with his classmates in class.
	13. To what extent can this service experience help to expand Span skills: His project was challenging him to assess his knowledge and enhance it.
	14. Comments: Interview was conducted completely in Spanish.
	Grammar: Fairly strong - agreement, indicative vs. subjunctive usage.

Lexicon: Fairly extensive.

Post-Service Framework	
Face to Face Interview	
1. Last meeting with service partner: Very good. He had asked teacher if he could keep helping her. Her answer was affirmative. He loved Spanish and if he was given the chance to use it while helping someone, he would do it; besides he thought that this was not work, it was more of a distraction compared to his other courses.	“Rechévere.” “Pero me dio un poco de pena porque ya me he acostumbrado a trabajar con ella así que le pregunté si podía seguir ayudándola.” “Me encanta el español y si tengo oportunidad de usarlo mientras ayudo a alguien que me reta en mi conocimiento, voy a hacerlo. Además eso en verdad no es trabajo, es como distracción para mí en comparación a mis otras clases.”
2. Use of Spanish in all service meetings: He only spoke Spanish.	“Siempre.”
3. Percentage of Spanish used during meetings: 90%.	“¿Yo preguntaría cuándo no usamos español? Yo diría quizás un 10 porciento.”
4. Application of class material to project: He asked classmates that were studying the same subject, creating an engaging environment in the classroom.	
5. Application of project material to class: Whenever he had a question before his meeting, he would bring the matter for discussion in the classroom.	
6. Accomplishments: John emphasized the importance of preparation because he felt that it made a difference when they met. No time was wasted.	
7. Challenges: Originally time, but now it was creativity.	
8. Lesson learned from service experience: Nice to meet with someone who challenged him.	“Ella siempre me empuja a salir de mi comodidad.”
9. Initial thoughts: He was enthusiastic about it, but still had his reservations. He wanted to increase his vocabulary. Excited to think that he would be able to speak Spanish all the time during the seven week process.	
10. Final thoughts: By the end of the first meeting, he knew that he would use Spanish 100% of the time. He believed that this project would bring challenges because he was humble enough to admit that there was still room for improvement. This project helped him break away from his comfort zone because he always used the same lexicon.	“Si siempre lo uso en los mismos lugares, entonces siempre uso lo mismo vocabulario y no puedo aumentarlo mucho; pero este proyecto me da retos de crear actividades en ambientes desconocidos, entonces me empuja a aprender nuevo vocabulario.”
11. More effective Spanish application to service meetings: Preparation that had taken place before each weekly meeting. He had to read the textbook chapter and prepare more exercises before they met, in this manner they did not waste time when they met. This dynamic worked and was productive for both of them and they kept it throughout the seven weeks.	“Tenía que leer el capítulo y luego comenzar a pensar en más ejercicios. Cuando ya tenía ideas, las escribía y traía todo el material listo para trabajar con la profesora, así no perdíamos tiempo cuando nos reuníamos.”
12. Flexibility to changes: Always.	
13. Settings to improve Spanish ability to communicate: John met with the same service partner for the full period of seven weeks so they both knew the dynamics of these meetings. The only way he could improve his language skills was by being exposed to a variety of settings which he was applying in preparation of exercises.	
14. To what extent can a service experience help to expand Span skills: This experience not only introduced him to meet a great teacher but helped him improve his writing and verbal skills. Preparation made process focus on quality rather than quantity.	“El prepararme me ayudó mucho porque así no mal gastamos el tiempo, todo era calidad en vez de cantidad.”
15. Advice to a friend about a service learning project: they should propose a project that challenges the knowledge of the student. The student would learn more when he is exposed to unfamiliar situations. Away from his comfort zone, the student would have to find a way to move forward.	“El estudiante aprenderá más cuando se le exponga a situaciones con las que no esté familiarizado. Fuera de ese ambiente común, el estudiante tendrá que buscar manera de salir adelante sin quedarse estancado en su conocimiento.”
16. Comments: The Spanish teacher constantly gave him feedback which kept him alert. He had enjoyed his project because it had faced him with challenges where he had to carefully think how to apply what he was learning in the classroom. As he departed from my office, he commented that he enjoyed this assignment more than just working on exercises from the textbook because they were a bit boring. He would be willing to	“Me gusta este proyecto porque no es aburrido como los ejercicios del libro.” “Quiero otro proyecto de servicio en una clase.”

	involve in another service learning project for an academic course. Grammar: Strong – agreement. Lexicon: Fairly extensive.	
Final Reflection Paper		
	1. Lesson learned from interacting with service partner: He had learned to create new material for a real class as he tried to integrate new vocabulary and grammar principles. He always loved to speak in Spanish because learning it was easy for him, but trying to maximize a specific grammar principle in a simulated case had challenged his creativity. Moreover, his service partner guided him in this process and helped him accomplish his goals.	“Estoy contento que he creado algo de material nuevo para una clase de español tratando de integrar vocabulario nuevo y principios de gramática específicos.” “Nunca me dio las respuestas directamente, pero me guio para que llegara yo solo a la mejor conclusión.”
	2. Changes about the project goals: There were minor changes to the project from the moment it started.	
	3. Preparation to gain the most out of each service meeting: John followed his partner’s advice. He had to prepare by reading the chapter completely including exercises provided by the required textbook before he could create his own material. He felt he was able to enjoy and succeed in this project because it was carefully structured and designed.	“Seguí las instrucciones que me daba la profesora al pie de la letra porque ella sabía lo que estaba haciendo.”
	4. Major accomplishments: He struggled at the beginning but little by little he learned to discern between strong exercises and weak ones. Once he was able to differentiate, he was able to create more engaging exercises.	
	5. Major challenges: Exercise his creativity.	
	6. Feedback and guidance from faculty member: Yes.	
	7. Feedback and guidance from service partner: Yes.	“Usted y la profesora eran estrictas conmigo y eso me animaba aun más a no fallar.”
	8. Confidence about Spanish ability to communicate now: John had never been afraid of his Spanish ability, but at the same time he was aware that there was room for enhancement.	
	9. Opportunities to clarify and explore language knowledge: Always. His service partner had guided him in this process and helped him accomplish his goals.	“Nunca me dio las respuestas directamente, pero me guio para que llegara yo solo a la mejor conclusión.”
	10. Changes to project if you could start: He would not have changed anything about his project.	
	11. Project helped confidence in using the language now: he had enjoyed the task and felt that he had opened up horizons by expanding his vocabulary limitations.	
	12. Project helped ability to communicate in Spanish now: he had enjoyed the task and felt that he had opened up horizons by expanding his vocabulary limitations.	
	13. Advice to a friend about a service learning project: Student should propose a project that would challenge their knowledge. When the student is exposed to unfamiliar situations, the student will have to react by using the language and this is when true learning happens.	“Si el estudiante se expone a situaciones con las que no está familiarizado, se verá forzado a reaccionar usando el idioma y allí es cuando aprenderá.”
	14. Comments: Rated according to ACTFL Standards, paper was scored as advanced low. Grammar: Very strong - minor grammatical mistakes on written accents and punctuation. Lexicon: Extensive. Remarkable fluency and ease of expression, very direct and straightforward.	
Service Learning Traits Accomplished		
Commitment to community partnership: meaningful and valuable in all service aspects: linguistic, social, and cultural.		
Learning and academic rigor: absolute application of language when onsite.		
Intentional, reflective thinking: unlimited reflective thinking because of the nature of the project.		
Practice of civic responsibility: use it more often to help the Hispanic community.		

Appendix H: Simplified Matrix of David's Progress

Project: Interview Latino senior high school and college freshman students.													
Pre-Service Framework													
In-Class Observation	<p>David was always attentive and ready to participate. Very fluent when communicating his thoughts. Sat in the first row and paid attention to all information given. He frequently raised his hand to give an answer or to ask a question. If he made a mistake, he smiled and figured out why his answer was wrong and what was the correct answer. He was easy going and friendly. Never stayed quiet, always talked, told a joke or even laughed when he was incorrect.</p> <p>Grammar: Very strong - I could not detect mistakes when he spoke. Lexicon: Strongly extensive.</p>												
Face to Face Interview	<ol style="list-style-type: none"> 1. Native language: Spanish. 2. Level of Spanish: Very confident; however, he was conscious that his writing skills were not the best. 3. Spanish usage: He spoke Spanish most of the time with friends and family. 4. How to learn Spanish more effectively: He believed that this course would help him because his speaking was not very proper and his writing was even worse. 5. Application of class material to project: Exercise what he was learning in class when he contacted the Latino teenagers and gave information before they took survey. Also giving presentations before taking the survey. 6. Application of project material to class: He could bring real scenarios into the class for case studies. 7. Preparation to improve Span ability to communicate: Practice, speak and write constantly in order to improve and formalize his writing and speech; raising the standard to an academic degree, a superior level. 8. Challenge with language: Making himself understood and trying to be formal and courteous when approaching the interviewees so that he could practice a different approach to his usual one. 9. Comments: Writing would be his biggest challenge, "Espero que en realidad haiga encontrado el proyecto perfecto," he used <i>haiga</i> instead of <i>haya</i>. This interview was completely in Spanish. <p>Grammar: Strong - I detected one mistakes when he spoke. Lexicon: Fairly extensive.</p>												
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In-Service Framework	
In-Class Observation	
1 st Week	During the seven week process, David maintained the same behavior in class—one of friendliness, attentiveness, and participation. Every time he took a seat in the front row, he briefly greeted his classmates sitting around him while he calmly took his textbook, notebook, and, on occasion, his laptop out of his backpack. Then he would be attentive and ready to participate in class. He was very fluent when communicating his thoughts, but sometimes he was a little hesitant of his answers. He would frequently raise his hand to give an answer or to ask a question when he had a doubt. If he made a mistake, he would smile and try to figure out why his answer was wrong and what the correct answer was. He was usually easy going and friendly. He never stayed quiet; he would always talk to his classmates, tell a joke or even smile when his answer was incorrect. He always invited his classmates for social activities with Hispanic friends and organized study groups prior to quizzes and exams. He always spoke Spanish. Grammar: Very strong - I could not detect major mistakes when he spoke. Lexicon: Very extensive.
4 th Week	
7 th Week	
Onsite Observation	
1 st Observation	David's first task was to revise the translation of the paperwork prepared by the teacher, required for IRB purposes. He worked alone revising these documents; he had a bilingual dictionary and a laptop on the entire time. Whenever he ran into a word that he was not familiar with, he would check in the dictionary. Then he would make the appropriate changes on his electronic copy. I observed him for 30 minutes and he had only revised half of a page out of the five pages. I detected a lack of accent marks and punctuation.
2 nd Observation	David went to the park and asked a group of Hispanics to fill out the survey. He asked them if they spoke Spanish and they replied, "Yes." These group of teenagers said that they spoke Spanish but answered in English. They agreed to fill out the surveys. Each survey took about 5-10 minutes and as soon as they were done, they started to play ball. Soon enough, David was playing basketball with them and speaking. He played for about 30 minutes. David had only spoken Spanish for about 10 minutes.
3 rd Observation	The Bachata Fest at UVU usually gathers approximately 1,000 Hispanic people. So when David told me that this would be a great opportunity to pass around the survey, I agreed and mentioned that I would observe the event. When he arrived, he went off to look for youth to whom he could give the survey. After 10 minutes, I still did not see David handing out any surveys. He was alone, walking around the entrance with a look of frustration. He started talking to people in Spanish but never mentioned anything about survey. A few minutes later, David came back to where I was and laughing said, "Me da verguenza, no conozco a nadie, no quiero que piensen que soy un chancón y que no sé divertirme;" he was embarrassed, he did not know anyone at that moment and he did not want people to think that he was a nerd that did not know how to have fun. For the first time I saw David's insecurity when approaching people. But this insecurity had nothing to do with his ability to communicate in Spanish; it was more of a social issue.
4 th Observation	David decided to use technology to reach some of his friends, so he prepared a public page on Facebook to invite his friends to fill out the survey. I observed him preparing the page and uploading all the required information. During this time, eight of his friends replied and they set a time to meet. While I observed him, he wrote in Spanish; however, he never received any grammatical feedback. When I looked closer at this page, again I saw problems with accent marks and punctuation.
5 th Observation	David met with the teacher he was helping. He very calmly explained why I was there and proceeded to show the teacher the organization of the surveys. The teacher's native tongue was English, and he only spoke broken Spanish; therefore, David could not get any type of feedback from him. They talked for about 10 minutes in Spanish and then switched to English. During the 10 minute period, David was fluent and I could not detect major mistakes.
Electronic Journal	
1 st , 2 nd , 3 rd Week	Journal entries were short. During his first entry he sounded very excited to work with the Hispanic community because he belonged to that community. He explained what he was doing and the places he went to recruit Hispanic teenagers. When David revised survey, he thought that it was going to be easier to do so and that he had taken longer than expected. He was used to speaking informally but he had never written or translated any formal or academic documents. He needed to learn how to write academically. His diction was not as good as he thought. Grammar: Strong -accent and punctuation and misspelling of a few words. Lexicon: Rich vocabulary.
4 th Week	For the Bachata Fest, his first comment was, "No sé lo que me pasó, yo pensaba recolectar muchas encuestas pero cuando estuve allá, me dio pena;" he was not sure what had happened, he was going to circulate surveys, but once he was in place, he became embarrassed." Grammar: Strong -accent and punctuation marks. Lexicon: Rich and extensive.
5 th , 6 th , 7 th Week	Overall, David's entries directly presented the information, but were greatly lacking in accent and punctuation marks. He kept making the same mistakes over and over. He never corrected the entries even when I reminded him all the time that he needed to so. His reply was always, "Ahorita lo hago, ahorita lo hago;" he would do them right away.
Face to Face Interview	
	1. First meeting with partner: "Fantástico" and started to laugh. He was supposed to meet with the teacher to pick up the material and receive instructions. However, the teacher was called to a last minute meeting and had left the material with brief instructions in English on a paper. The meeting did not take place and he was left on his own to

work.
2. Service project: Interviewing Hispanic teenagers in Spanish about their motivation to go to college or university.
3. Percentage of Spanish used during meetings: He was only using Spanish 25 % of the time.
4. Application of class material to project: He could never apply what he was learning in class
5. Application of project material to class: Sometimes he would bring problems up in class to find ways to reach his goals.
6. Accomplishments: he was creating valuable relationships with some of the Hispanic teenagers, which allowed him to advise them to continue their education.
7. Challenges: Some teenagers would not truly cooperate with dedication. Finding places to go to pass out more surveys.
8. Lesson learned from service experience: He enjoyed helping the teacher; however, he did not think he was improving his Spanish. He even thought this service was helping him improve his English more than his Spanish.
9. Lesson learned in relationship to language skills: Though the project was making him aware of the life of the teenagers, it was not helping his language skills.
10. Changes about the project goals: He should have given more thought to his service learning project before committing to help the teacher.
11. More effective Spanish application to service meetings: Choose a different project.
12. Settings to improve Spanish ability to communicate: He thought that maybe he should have chosen to tutor a specific group of Hispanic students who were learning English, because then he would have been challenged with grammatical topics that he could explain in Spanish.
13. To what extent can this service experience help to expand Span skills: It does not. It challenges social skills.
14. Comments: This interview was conducted completely in Spanish. Though his project was not what he expected, with an attitude as positive as his, he was happy that he could help someone. Grammar: Strong - None. Lexicon: Rich and extensive.

Post-Service Framework		
Face to Face Interview		
1. Last meeting with service partner: Went well as far as the collection of the surveys was concerned; but, they did not speak Spanish 100% of the time, only using it 25% of the time.		“Le entregué todas las encuestas que tenía pero la verdad es que no hablamos en español todo el tiempo, usted ya ha escuchado como ese profe habla español, entonces no se necesita más explicación.”
2. Use of Spanish in all service meetings: He hardly ever used Spanish.		“Este proyecto no me permitió hablar español todo el tiempo.”
3. Percentage of Spanish used during meetings: At the most he only used Spanish 25% of the time.		
4. Application of class material to project: Non applicable. He did not prepare, apply or learn much in regards to his Spanish skills. His Spanish was better than the teenagers he had to interview.		“Nunca tuve que prepararme para nada porque aun si tenía que hablar español, yo hablaba español mucho mejor que ellos.”
5. Application of project material to class: Non applicable.		
6. Accomplishments: Collecting more than 100 surveys from Hispanic teenagers.		
7. Challenges: He run out of ideas the last couple of weeks of where to find Hispanic youth who would be willing to participate.		“Durante las últimas dos semanas ya no sabía en qué lugares podía encontrar a más jóvenes hispanos, pero aun así pude recolectar más de 100 encuestas.”
8. Lesson learned from service experience: It had nothing to do with his ability to communicate in Spanish, but that Hispanic youth needed the educational motivation and orientation to pursue higher education. He also realized that he did not like to ask for help, because when he was asking youth to fill out the survey, he felt like he was asking for their help.		“La verdad es que no creo que hay mejorado mi comunicación en español pero sí me ayudó a darme cuenta que la juventud hispana necesita de una orientación y motivación educativa para continuar con sus estudios.” “Asimismo, no me di cuenta que no me gusta pedir ayuda a nadie, cada vez que le preguntaba a alguien que completara la encuesta, sentí que pedía ayuda.”
9. Initial thoughts: He thought he would interview Hispanic teenagers in Spanish and that it would be easy to find them because the Hispanic population is large in Utah. Later, he realized that this ideal scenario was not realistic. Though most Hispanic teenagers spoke Spanish, they did not want to speak in Spanish to him. Even when the survey was in Spanish, they would write in English. Also, his original plan was to survey seniors in high school or recent high school graduates, but it was not easy to find Hispanics between the ages of 18 and 21. Thus he mainly surveyed college freshman.		“Estos chicos no querían hablar español conmigo para nada.” “Pensé que sería fácil encontrar a jóvenes en su ultimo año de la preparatoria, pero no fue así, tuve que variar un poco la población y entrevistar a jóvenes hispanos en su primer año de bachillerato.”
10. Final thoughts: Through the seven weeks, David learned how to be flexible and adapt to his environment.		
11. More effective Spanish application to service		“Debía haber tomado más tiempo para mis diarios

	meetings: David observed that his journal entries helped him improve his ability to communicate in Spanish and he wished that he had done a better job with them. However, with the little information he had shared, he would look over my comments and notice the errors he had made.	porque estos podían haberme ayudado más de lo que me imaginé.”
	12. Flexibility to changes: He learned how to be flexible and adapt to his environment.	
	13. Settings to improve Spanish ability to communicate: reading could help him improve his Spanish skills; especially academic reading that would challenge his knowledge.	
	14. To what extent can a service experience help to expand Span skills: Writing in his journal with more detailed information could have helped him practice what he was learning in class. The initial and final report made him think deeper about the project and helped him open up, expanding his vision of the Hispanic community.	
	15. Advice to a friend about a service learning project: the student should get involved in a project that he would like, that would motivate him, and that would challenge his knowledge.	“El estudiante debe escoger un proyecto que le interese, que lo motive, y que rete su propio conocimiento para que pueda proyectar y ganar una buena experiencia.”
	16. Comments: What he liked the most was that he was the one who chose this project and that the same project was not assign to everyone as a requirement for the course. He took responsibility of his decision. Grammar: Strong - None. Lexicon: Rich and extensive.	
Final Reflection Paper		
	1. Lesson learned from interacting with service partner: It helped him open up his vision of the Hispanic youth community, helping him see that Hispanic youth need to be oriented and motivated to pursue higher academic goals, goals that sometimes get truncated because of monetary funding or academic ignorance.	“A veces los jóvenes de la comunidad Hispana no se dan cuenta de la importancia de esta educación superior, ellos necesitan más eventos de orientación y motivación para continuar con sus estudios lo cual a veces se ve truncado por la falta recursos monetarios o aun ignorancia.”
	2. Changes about the project goals: The reality of things is not always what we think; one has to be flexible to change because we can always learn something from that change.	“A veces la realidad no es como se pinta en nuestras mentes, pero uno tiene que estar dispuesto a aceptar aquellos cambios porque algo siempre se puede aprender de ese cambio.”
	3. Preparation to gain the most out of each service meeting: He always met his partners with an open mind, willing to help, and ready to hand out the survey with a pencil. However, his preparation had to do more with himself as a person than his language skills.	“No soy quien para criticar, pero sí soy alguien para ayudar.”
	4. Major accomplishments: He completed 100 surveys. Met new people.	
	5. Major challenges: Approach strangers, and though it was still hard, he had improved since starting the project. Also time management and engaging the youth in a way that they were interested in filling out the survey. Some would pay attention and think about their answer carefully; others would just try to quickly complete it. He always tried to establish a conversation first to explain why he was doing this, however, most of the times the kids wanted to get it over with.	“Cuando les hablaba, podía notar que ellos querían completar la encuesta rápidamente y seguir con lo que estaban haciendo.”
	6. Feedback and guidance from faculty member: Yes.	
	7. Feedback and guidance from service partner: Never.	
	8. Confidence about Spanish ability to communicate now: he always felt confident and fluent with his language abilities.	“Por mí, no tuve ningún problema en que no pude hablar español, el ayudar al profesor me bastaba.”
	9. Opportunities to clarify and explore language knowledge: he always felt confident with his ability to communicate in Spanish; he was alright with what he was doing. Though the project did not really challenge his language knowledge except when he had to revise the translation of the survey and IRB forms, he now was more conscious of his writing, and even when he still forgot some accent marks, he felt that he had improved in his diction and the fluency of his ideas.	
	10. Changes to project if you could start: work in a team to help each other in the process because he had realized that he was a bit timid on his own.	“Yo creo que si hubiera trabajado en equipo, habría sido muchísimo mas fácil.”
	11. Project help confidence in using the language now: he felt that his confidence had improved, not because of his knowledge of Spanish improved but because he had grown socially.	
	12. Project help ability to communicate in Spanish now: Since David was a native speaker, he always felt confident and fluent with his language abilities.	
	13. Advice to a friend about a service learning project: Choosing something that the student was passionate about, something that he would wake up and want to go	“Yo le recomendaría que buscara un proyecto de servicio que lo apasionara, un servicio que apenas al despertarse quisiera ir a hacerlo sin quejarse.”

	do without complaining.
	14. Comments: David started his paper by addressing how the need for education is important anywhere in the world. He mentioned that when he revised the translation of the surveys, he learned that translation does not mean word for word; rather, translation means reading a full sentence and understanding what it means so that he could then express it in English. Rated according to ACTFL Standards, paper was scored as advanced mid. Grammar: Very strong – errors with written accents and punctuation. Lexicon: Extensive.
Service Learning Traits Accomplished	
Commitment to community partnership: meaningful and valuable in a social and cultural aspect but not linguistically.	
Learning and academic rigor: no direct application of language when onsite.	
Intentional, reflective thinking: limited reflective thinking because of the nature of the project.	
Practice of civic responsibility: brought awareness to social and cultural aspects of Hispanic students.	

Appendix I: Simplified Matrix of Maria's Progress

Project: Transcription of Spanish documentary.		
Pre-Service Framework		
In-Class Observation	<p>Maria sat in the back row. She was attentive but would not participate often. When she participated, she was very fluent. She talked to her classmates in English. However when I called on her, she rapidly responded in Spanish. Sometimes I thought she was not paying attention, but when I called on her to participate, she would do fine. If she made a mistake, she got a little embarrassed but moved on quickly. Maria was quiet, laidback and to some degree friendly. She was more of an observer in class. Participated when she was called on to do so. She usually knew the answer; but, she did not like participating on the whiteboard much. As she wrote with the marker, she constantly looked around to check if her writing was correct.</p> <p>Grammar: Strong – Verbally -I could not detect mistakes when she spoke. Weak-Writing- a challenge in this course. 'Espero que jueges por que ya te vió,' she had made three mistakes on the whiteboard.</p> <p>Lexicon: Strongly extensive.</p>	
Face to Face Interview	1. Native language: Spanish.	
	2. Level of Spanish: She was pretty good at communicating verbally but never taken a class to learn grammar.	
	3. Spanish usage: She spoke Spanish with her family and friends.	
	4. How to learn Spanish more effectively: She had never prepared herself to learn Spanish correctly and this was the reason why she was excited but scared at the same time to take this class. She wanted to learn and she was willing to do the work to improve her writing skills.	
	5. Application of class material to project: by transcribing the documentary dialogues, she would be constantly writing which was what she needed.	
	6. Application of project material to class: Any questions or doubts, she could ask me in class. This is why she had already asked me to revise the full transcript when she was done.	
	7. Preparation to improve Span ability to communicate: By constantly practicing, she would improve immensely. In order to overcome her writing weaknesses, she was planning to review the transcript with her friend. If needed, she was also willing to work with a tutor.	
	8. Challenge with language: This writing practice would definitely be a challenge for her because, while she was good at communicating verbally, writing was not the same.	
	9. Comments: This interview was in Spanish. She needed to learn how to write correctly for future career purposes. Grammar: Fairly strong – Verbally- I detected one mistake when she spoke. Weak-Writing- challenge in this course. Lexicon: Extensive.	
Initial Reflection Paper	<p>1. Confidence in ability to communicate in Span: She spoke Spanish very well because she had always spoken it at home and with friends, but she never had learned how to write it.</p> <p>2. Prior experience with service learning: She had heard about service learning at UVU; however, she never had to do it.</p> <p>3. Thoughts and feelings about a service learning project in class: She was very excited to get involved with her project where she could practice her language skills instead of memorizing information that did not interest her. She wanted to help her friend but also improve her ability to write. She felt concerned because she knew that it was not going to be easy for her.</p> <p>4. Motivation to complete project: Very excited to help her friend.</p> <p>5. Expectations from service learning project: She was going to transcribe dialogues by herself in Inqscribe. Her friend would guide her in Spanish step by step. She hoped to get lots of practice that would challenge her to write better and by practicing and receiving helpful feedback, she could improve her writing. She would study her textbook, do her homework and pay close attention to areas where she received correction.</p> <p>6. Comments:</p>	<p>"Yo pienso que hablo español muy bien porque siempre lo hablo en casa con mi familia y amigos; pero nunca tuve que escribirlo."</p> <p>"Mi amiga tomo su clase y tuvo que cumplir con una tarea de servicio, pero yo nunca lo eh echo."</p> <p>"Es mejor que leer cuentos como lo hacen algunos profes." "Me gusta la idea por que puedo ayudar a mi amiga y a la vez puedo mejorar mi manera de escribir." "Pero me siento un poco preocupada por que como no tengo practica, se me va a acer dificil."</p> <p>"Estoy segura q' mi amiga me va a enseñar a como usar este programa que quiere que yo use, y claro, lo hará en español."</p>

	Rated according to ACTFL Standards, paper was scored as intermediate low. Grammar: Weak - written accents, punctuation and spelling. Lexicon: Extensive. Fluency in the expression of good ideas.
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In-Service Framework	
In-Class Observation	
1 st Week	Maria acted the same in class; she was happy, quiet, calm and a little shy. Usually she arrived a few minutes late and sat in the back row. One day I challenged her to sit in the front row, and smiling, she asked if she really had to because she preferred to sit in her usual spot. She was so polite that I could not force her to sit up front. When asked to go to the board, she went but her posture indicated discomfort. As the weeks progressed, Maria's behavior denoted more confidence when she was called to the board. By the fourth week, her writing on the board had started to improve, minor mistakes had been corrected. For example, she was not using <i>q</i> anymore; instead she was using <i>que</i> . Maria was correctly using <i>porque</i> and <i>por que</i> . Maria's writing was slowly but surely improving. The last couple of weeks, she was still shy but she communicated with her classmates frequently in Spanish. Only once in a while she would say something in English and when she realized that she did, she would quickly switch back to Spanish. Grammar: Improved - I could not detect major mistakes when she spoke, she had improved her writing. Lexicon: Extensive.
4 th Week	
7 th Week	
Onsite Observation	
1 st Observation	For the first few minutes, I sensed a little intimidation because of my presence. But once they started to talk about the project, they were very focused on the assignment. While Gloria started the program in her laptop, she explained what the documentary was about. They wanted to promote a non-profit organization in Salt Lake City that helped Latinos improve their lives. All the dialogues were in Spanish and Maria would have to transcribe them. Gloria and Maria only spoke Spanish until Gloria started to explain Inqscribe, and problems started to come up because of computer terminology. During this time, they kept the use of English limited to specific computer terms and carried on with the explanation in Spanish. This meeting was performed 80% in Spanish and 20% in English.
2 nd Observation	Maria worked alone on the transcription. When I arrived, she was already there; computer was on, program running and ready to transcribe. She started the DVD and started to type. The dialogue was going faster than she could type, so she slowed it down. When she was done with one DVD, she copied the transcription and pasted it into a Word document. She had programmed Microsoft Word to check her Spanish spelling, which helped correct a few of the issues in the transcription. She would make changes to the original and would take notes in her notebook. She did this for 45 minutes. This activity required Spanish 100% of the time.
3 rd Observation	Maria and Gloria met to go over what had been done over the previous week. They started the DVD and together followed along; reading the transcription to verify that everything was accurate. There were a few terms that Maria did not understand exactly, so she wrote question marks around those specific terms to see if Gloria would understand them. The person being interviewed was from Chile and used a lexicon specific to her country. I could see Gloria making marks on the document as they read and followed along. At the end of the DVD, Gloria talked to Maria about questions she had in regards to some phrases that may have been expressed better. The meeting was done 95% in Spanish.
4 th Observation	She was working alone on transcription. She started the DVD and began typing. She still kept the speed slow because the interviewee spoke very fast like most Hispanics. Then she copied the transcription and pasted it into a Word document. Word fixed a few spelling errors. Then she made changes to the original, all while taking notes in her notebook. This is what she did for 50 minutes. This activity required Spanish 100% of the time.
5 th Observation	We opened document in my computer. As she read it, I stopped her whenever I saw a problem, and then she explained why the word or phrase was not appropriate and what could replace it or how to fix it. We spent about two hours doing this exercise. I had no doubt that the transcription was accurate because she had revised it with Gloria. Besides, we could not alter dialogue even if the expressions were grammatically incorrect. The exercise taught her to create a habit of writing on her own and carefully dissect sentences to check on spelling. She still skipped a few things such as accents in the conjugation of verbs and some punctuation marks, but she had improved a great deal. She had already created a habit of using <i>más</i> instead of <i>mas</i> , <i>él</i> instead of <i>el</i> , <i>aún</i> instead of <i> aun</i> , <i>hecho</i> instead of <i>echo</i> , and <i>haya</i> instead of <i>haiga</i> . This meeting was executed entirely in Spanish.
Electronic Journal	
1 st , 2 nd , 3 rd Week	Maria loved to write detailed information in her journal which was great in order to identify her weaknesses in writing. The first entry was very positive; she was very excited to be working on her project. She felt she was doing something that was important, that she cared about and that could help others; "No puedo aver escojido un mejor proyecto, la idea me encanta... Es un proyecto importante para mi porque va a ayudar a otros." I made some comments next to each incorrect term. I never gave her the answer right away. Wherever she saw a comment, she had to find out why it was incorrect and what the correct word was. She would make revisions and then print out the document with the changes highlighted. I wanted to create a pattern of repetition to help her retain information. Grammar: Very weak –lack of many accent and punctuation marks, and misspelled words. Lexicon: Extensive.
4 th Week	In one of her entries, she wrote, "Llege tarde oy. Pero ice mucho...Escuche el diálogo. Escribi sin parar;" she had arrived late. She listened to the dialogue. She typed nonstop. I printed this page and brought it to class. At the end of class, I stopped her to give her a few pointers for her journal entries. I explained to her what she should be looking

	<p>for. It was obvious that she did not use the Spanish spell checker and I did not want her to. She had to learn how to write well without the help of technology. I suggested keeping a list in alphabetical order with all the changes, so that she could review and learn them. The more she was exposed to it, the better she would remember the next time she used the same term.</p> <p>Grammar: Very weak –many accent and punctuation marks, and misspelled of words.</p> <p>Lexicon: Extensive.</p>
5 th , 6 th , 7 th Week	<p>By the fifth week I was beginning to see improvement. She was starting to advance in her writing. She was using commas more; she was using accent marks in many otherwise homologous terms; she was conjugating verbs properly; and her ideas were not as disjointed. Maria was definitely making progress in her Spanish writing and the more she saw good results, the more effort she would put into it.</p>
Face to Face Interview	<ol style="list-style-type: none"> 1. First meeting with partner: She enjoyed it. Maria met with Gloria who had explained to her step by step what needed to be done. Gloria had been so kind and patient with her to be willing to trust her with this project. 2. Service project: Transcription of videotaped dialogues in Spanish for a documentary. 3. Percentage of Spanish used during meetings: 95% of the time they spoke in Spanish. 4. Application of class material to project: Every day in class was preparation time for her project because she was trying to apply good writing skills. She applied all the grammar principles reviewed in class. Class material was not about memorizing a principle but learning how to apply it correctly. 5. Application of project material to class: Sometimes Gloria would correct her writing but she would still have some questions that Gloria could not answer. Gloria just knew the correct answer. Then Maria would bring question to class discussion. Maria believed that by transcribing the dialogue of the documentary, she was improving her writing, which was a weakness in her ability to communicate in Spanish. 6. Accomplishments: she was paying more attention to details and she was more careful when she wrote in Spanish. She was also more careful when she wrote in English. 7. Challenges: She struggled with accent marks, punctuation and spelling. 8. Lesson learned from service experience: Maria was learning to be more patient with herself and to organize her time better. 9. Lesson learned in relationship to language skills: The project was constantly probing her writing ability in Spanish. 10. Changes about the project goals: Maria learned that she needed to be flexible to changes and accept constructive criticism. She knew it would be hard and that it was easier to state it in a paper than actually working through the hardships and frustrations she experienced with her writing. 11. More effective Spanish application to service meetings: Constant practice and dedication. 12. Settings to improve Spanish ability to communicate: It was important to her to devote time to her project because she realized that her writing was horrible and she needed to improve. 13. To what extent can this service experience help to expand Span skills: her writing slowly but steadily improved. 14. Comments: This interview was conducted completely in Spanish. <p>Grammar: Fairly strong.</p> <p>Lexicon: Extensive.</p>

Post-Service Framework	
Face to Face Interview	
1. Last meeting with service partner: She brought the transcription and we analyzed concepts that needed to be clarified. Some mistakes were repetitions, so I would point them out and she had to give me the correct answer. I placed emphasis on the areas where she had improved. She learned so much from this meeting that she was grateful. She was aware that she was not perfect; however, she would strive to continuously improve her Spanish writing by taking more Spanish classes.	<p>“Estoy totalmente agradecida por esta oportunidad porque me enseñó a tener más cuidado con mi escritura. Yo sé que todavía hago errores, pero seguiré tomando clases para mejorar mi escritura y aplicar lo que he aprendido.”</p>
2. Use of Spanish in all service meetings: She was writing constantly while she transcribed dialogues in Spanish.	
3. Percentage of Spanish used during meetings: 95% of the time she was using either verbal or written Spanish.	
4. Application of class material to project: When she transcribed dialogues, she applied completely what she was learning in class. She was not only memorizing definitions, but she was actually applying such definitions.	
5. Application of project material to class: Constant.	
6. Accomplishments: Maria believed she had improved her writing. She still made mistakes, but she was on her way	

	to achieve good writing which had been her challenge throughout this process.	
	7. Challenges: Maria's writing skills.	
	8. Lesson learned from service experience: she learned a bunch of things: how to work with other people, how to be humble about mistakes, and how to accept constructive criticism.	
	9. Initial thoughts: Maria was intimidated by this class because she had never taken a Spanish grammar course before; she had learned by speaking with her family and friends. She thought that she would memorize a few principles, be tested on them and then receive a grade.	
	10. Final thoughts: she was pleased that she had taken this class because she was able to see how she could apply what she was learning. It was more work than she expected, but it was worth it.	
	11. More effective Spanish application to service meetings: Before meeting her partner, she would transcribe a dialogue and then revise it once. She would check in her dictionary if she had any doubts and would also add question marks next to terms in question. She had a lot to learn because she had limited her Spanish communication to specific Spanish areas. She needed to challenge herself to learn new vocabulary.	
	12. Flexibility to changes: She had to be flexible to some changes, but these changes dealt more with time and location, and not with the language itself.	
	13. Settings to improve Spanish ability to communicate: Total immersion to the language.	
	14. To what extent can a service experience help to expand Span skills: she had improved her Spanish writing. She learned that by learning how to communicate correctly in Spanish, verbally and in writing, this moved her ahead of others who consider themselves bilingual just because they speak the language.	
	15. Advice to a friend about a service learning project: she would wholeheartedly recommend a friend to engage in service learning when taking a language class because students take language courses to communicate with the people and this project had completely exposed her to communication. Carefully plan the project so that the student can take the most out of such an experience.	
	16. Comments: Grammar: Fairly strong. Lexicon: Extensive.	
Final Reflection Paper		
	1. Lesson learned from interacting with service partner: She needed more confidence if she wanted to become truly bilingual and use her bilingual ability as a social worker.	"Tengo que confiar mas en mi misma par que pueda aprender y desempeñarme profesionalmente en el campo como trabajadora social."
	2. Changes about the project goals: she thought her project would be hard and important, but she never expected to actually experience real life events. One week, the crew videotaping documentary was replaying a scene of Gladys' first arrival to the United States. They needed a younger looking woman who could play the role of young Gladys. Gloria called and asked Maria to participate in this scene. Maria accepted, so she had to be at filming location that evening. Maria had to learn to be flexible especially with her time.	"Gloria me llamó en desesperación porque la mujer que tenía el rol de Gladys cuando era joven no podía ir a producción esa noche, me preguntó si yo podía ir y le respondí que con mucho gusto lo haría, tuve que hacer cambios de horario a mis planes a última hora."
	3. Preparation to gain the most out of each service meeting: While in class or doing another assignment for class, she would always try to associate what she was learning with what she had transcribed.	"Siempre estaba alerta al material que aprendíamos en clase para que mi escritura en la transcripción fuera mas apropiada."
	4. Major accomplishments: Even though Maria had much to learn, she was happy with what she had accomplished because her project had brought her awareness of the need for bilinguals with academic qualifications.	
	5. Major challenges: Writing correctly.	
	6. Feedback and guidance from faculty member: Feedback and encouragement she received from her service partner and from faculty were very valuable because she could not have completed her project and learned so much in the process on her own. Her service partner and the faculty constantly helped her improve her writing ability by revising the transcription with her, and guiding her to find the correct answer on her own, not by just giving her the answers.	
	7. Feedback and guidance from service partner: See above.	
	8. Confidence about Spanish ability to communicate now: She felt a little more secure when she spoke and wrote.	"A pesar de que tengo mucho que aprender todavía, creo que me siento mas segura expresarme en español de manera escrita y oral."
	9. Opportunities to clarify and explore language knowledge: For example, one day she had a quiz in class where she had to conjugate the verb <i>to play (jugar)</i> . When she was looking over some of the transcription she had done prior to	

	the quiz, she noticed the sentence: “ <i>no es que juguemos con frecuencia....</i> ” She had correctly typed the verb <i>juguemos</i> . Maria was extremely happy but recognized that she still had a lot to learn. She was excited to learn because she saw how she could apply her learning of the language.	
	10. Changes to project if you could start: Maria could not have chosen a better project for herself.	
	11. Project helped confidence in using the language now: She felt a little more secure when she spoke and wrote, but still had a lot of learning ahead and she looked forward to it.	
	12. Project helped ability to communicate in Spanish now: She had met wonderful people who were very appreciative of her service, while also improving her Spanish skills and placing into practice what she was learning in class.	“No podia haber escogido un mejor proyecto de servicio, conocí a individuos fantásticos y he mejorado mi escritura.”
	13. Advice to a friend about a service learning project: She would highly recommend a service project to a friend, but also suggested that they plan it carefully to succeed in such a project.	
	14. Comments: When she first heard about the requirement of a service learning project, she thought that it would be just another assignment to complete for a good grade. Now, Maria was a true advocate of service learning because she had experienced the value of it. She also emphasized that as a social worker she wanted to help people. She was impressed by the challenges Gladys had to overcome in order to reach her dreams and create that non-profit organization. She was an inspiration for Maria to help the Hispanic community as a social worker. Rated according to ACTFL Standards, paper was scored as intermediate high. Grammar: Fairly strong – errors with written accents and punctuation. Lexicon: Extensive.	“Gladys me inspiró y motivó aun mas a querer ser una trabajadora social que pueda ayudar a la comunidad hispana. Ella es un ejemplo a seguir.”
Service Learning Traits Accomplished		
Commitment to community partnership: meaningful and valuable mainly in the linguistic aspect of the language, but also in the social and cultural characteristic.		
Learning and academic rigor: absolute application of language when onsite.		
Intentional, reflective thinking: unlimited reflective thinking because of the nature of the project.		
Practice of civic responsibility: Inspiration to help the Hispanic community.		