Developing a service-learning curriculum for linguistics*
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Introduction

. . . because I am half Hispanic, I have first hand accounts of the language barrier, its divisiveness, and the inequalities it yields. . . . I see a lot of intrinsic value in this class.
--Student reflection

A recent trend in higher education in the United States is one of integrating service-learning pedagogy into coursework. Bringle and Hatcher (1995: 112) characterize service-learning as "a course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility." This is different from mere community service because it crucially includes a set of reflective components, ideally before, during, and after community service (Eyler 2001), as well as evaluation and documentation of learning (Bringle and Hatcher 1995).


While these present the most obvious contexts for language-related service learning, there are other applications of this pedagogy in linguistics. For example, Charity Hudley and Mallinson (2009, 2010) outline ways in which dialect awareness can be connected with service

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activities in courses on particular dialects (like African American English), sociolinguistics, or linguistic variation for educators. From my own experience working with members of the Tohono O'odham community (Fitzgerald 2007a, b), bringing students to the community context can benefit revitalization and documentation efforts, and these efforts integrate well into the classroom context (Fitzgerald 2010). A number of case studies outline different models of serving endangered language communities (i.e., Hale and Hinton 2001, Grenoble and Whaley 2006). Many activities in these studies lend themselves well as the basis for service learning. Because many linguists practice service and outreach in their research and other contexts, linguistics is full of potential service-learning courses.

The goal of this paper is to present a framework that might enable other linguists and language professionals to adopt and adapt service-learning in their own courses. This framework comes from my experiences developing a service-learning curriculum for linguistics where the service component involves tutoring adults in ESL. In such a course, university students with no prior coursework in linguistics or pedagogy learn about language diversity and reflect on their attitudes about race, ethnicity and language. The curriculum presented here developed from my service-learning courses at Texas Tech University from 2005-2008 (see Fitzgerald 2007a, 2009, 2010 and Fitzgerald et al. 2007a, b for more details).

An introduction to service-learning

I prefer to speak without a country accent because it sounds more professional and intelligent. However, the country accent reminds me of my family, and so personally it evokes positive feelings when used with my family... I like the way that I speak. I think that it is part of who I am.

--Student reflection

In this section, I provide an overview of service-learning, outlining its general impact, as well as potential value for linguistics specifically.

Service-learning pairs theoretical tools with practice to create a more active and experiential learning environment for students, situating that active experience in the context of community service. It is not merely community service in exchange for college credit. Instead, this pedagogy integrates a particular community service with related academic activities. The literature on service-learning emphasizes the importance of reflection when students engage in these classes (Eyler et al. 2001, Eyler 2001, Eyler 2002).

Guided reflection is essential to this pedagogy because it allows a "means by which a student can learn from an experience" (Bringle and Hatcher 1995: 115). Studies show how reflection encourages making judgments and engaging in action (Bringle and Hatcher 1995). There is also evidence that students have an increased likelihood of citing learning as an important outcome of their experience if service and reflection activities are connected. Eyler (2001:35) notes that to achieve "such cognitive goals as deeper understanding of subject matter, critical thinking, and perspective transformation, intensive and continuous reflection is necessary."

Over the last decade and a half, many studies assessing service-learning in higher education show that there are a number of areas with evidence of a positive impact. Eyler et al. (2001) summarizes the numerous research studies that contribute to our understanding of how service-learning affects students, faculty, colleges and universities, and communities. This research documents positive outcomes in various domains, ranging from the personal (for
students), the effect on society as a whole and on the community where the service is performed, to the learning process (including dealing with diversity and citizenship identity), student career development, and how faculty view student learning. This literature reflects a concerted effort to assess service-learning as a pedagogical tool, as well as to evaluate its most effective use in classrooms. Eyler et al. (2001) report robust results, including positive effects for students’ understanding of other cultures and races (32 studies) and their citizenship skills and sense of social responsibility (23 studies), as well as positive effects on students’ academic learning (31 studies) and their real world application of what they learned (17 studies). Thus, the literature suggests that this pedagogy positively influences students, faculty, institutions, and communities.

Based on my experience and those of others, I believe that service-learning pedagogies are well-suited to linguistics classes for at least five reasons. First, they offer a concrete way to demonstrate the relevance and importance of linguistic knowledge to our students. In some departments, undergraduate linguistics courses serve as part of a teacher preparation program, so finding ways to take the theory of language and implement it with practice can help develop a cohort of teachers who view the content of linguistics courses as valuable and relevant in their future classrooms. Second, linguistics courses are often viewed as somewhat subversive in the context of the dominant mainstream discourse on nonstandard dialects and language use, especially concerning those varieties used in communities of color. Observing language use in the real world can counter student resistance to linguistic approaches to dialect and other linguistic diversity. Third, such courses offer alternative assessments to objective tests and homework problems to see if students have learned what we taught during the semester. Fourth, it offers a way to recruit students who are interested in linguistics, but may not have realized it until they took a service-learning course. Eyler et al. (2001) note the general positive career development for students engaged in service-learning, and anecdotally, I have had the same experience. Fifth, the community service activities generated by students in service-learning courses have a major impact on the community. This continues a long tradition of linguists engaged in social and racial justice (as in Labov 1982, Wolfram 1993, Baugh 2007, Charity 2008, Charity et al. 2008) and responds to a substantial and growing body of literature addressing issues of the linguist's responsibility (among others, Hale 1965, Wilkins 1992, Hale et al. 1992, Wolfram 1993, Rice 2006, Fitzgerald 2007a). Certainly service-learning courses can fit into an empowerment model of research "with," which favors an interactive research agenda, rather than a distancing one (Cameron et al. 1992). The activities of service-learning are also extraordinarily helpful to the discipline in a more self-serving way: they show very directly why and how linguistics is relevant and important to a larger public, as well as to local communities and others, particularly administrators like deans and provosts at one's home institution.

**Designing a service-learning course in linguistics**

…[a relationship] of mutual learning. The best moments of tutoring were when my student opened up and shared the story of their life in English. I think tutors must not only teach the ESL learners English, but also how to speak their own stories in English. It is this practical aspect of language that makes English useful and memorable to them. Tutors should never forget that their students are not blank slates, but rather people with stories. It is like watching a foreign movie, tutors are there to put subtitles on, but just because we can't understand what the people are saying doesn't mean we can't understand the story that they are telling, especially once we give them the skills to create those subtitles for us.
Since 2005, I have explicitly integrated service-learning into a variety of types of courses, both graduate and undergraduate, with service-learning required or an incentivized option, and I have also developed courses explicitly designated from their inception as service-learning. In the process, this work created a university-community agency partnership, the ESL/Literacy Service-Learning Initiative in Lubbock, Texas, with partner-building efforts and curriculum design detailed in Fitzgerald (2009). In the following subsections, I outline some curricular and programmatic ideas for instructors interested in service-learning.

Starting small: Independent studies and internships

Initial efforts setting up service-learning components to my classes focused on working with Literacy Lubbock, a United Way non-profit community services agency that provides ESL and literacy instruction in the Lubbock area. At that time, they had three classes with paid teachers, with the classes consisting of adult English language learners, many speaking Spanish in the home. Adult learners had various levels of English proficiency. Texas Tech students registered for independent study credit to assist with these classes. The course requirements for tutors involved reading two textbooks, receiving a mid-semester and final evaluation from the paid supervising teacher, tutoring three to four hours weekly, and turning in a final project, which was to be an 8-12 page paper that could be reflective, pedagogical, or research-focused in nature, or some combination of these elements.

This approach replicates easily because many community programs incorporate attendance sheets, background checks on volunteers, and have an ESL curriculum and paid teachers, and program directors are frequently excited to find additional volunteers to work with these teachers. These existing elements of programs help effectively supervise undergraduate tutors and to remind them about being accountable and responsible. Starting small, as in this approach, identifies potential problems. Using independent study or internship credits allows a situation where there are some interested tutors, but maybe not a sufficient number of potential tutors to offer a full course due to minimum enrollment requirements. If linguistics is taught in another department, for example, or there is no major, this may be a very useful model. It is also very helpful for piloting initial projects to build relationships with community partners.

Graduate independent studies or internship courses can be handled in a similar way, with the addition of components that may be more professionally valuable for a graduate student, such as supervision of undergraduate tutors, participating in evaluations of tutors, and site management.

At Texas Tech University, we grew the number of tutors enrolled in independent studies into larger groups (but still fewer than the 10 minimum required to run a non-conference class). The tutors and I met together once weekly (from 60 to 90 minutes) to talk about language and linguistics issues and the tutoring experience. The tutors wrote responses to guided reflection activities. I also began to try to design surveys that might tell us if their pre- and post-service attitudes changed at all due to their experiences. The independent studies served as a useful start to the project, and it allowed us to gauge the potential interest in a formal course by other prospective tutors at the university.

Integrating service-learning options in large-scale courses

Another approach is to take a course and have two options within it, one a "regular" (i.e., non-service) and the other a service-learning option. I used this approach, with the same tutoring
activity in partnership with the same community agency, Literacy Lubbock, within a large lower-level undergraduate lecture course ("Language in a Multicultural America"). The tutors from this course had fewer hours required of them (20 hours) than someone who registered for an independent study (36 hours minimum). Pairing a class with a service-learning option with the ongoing tutoring activities meant that if only two tutors in the multicultural class chose the service-learning option, the service program benefitted from having extra tutors on the project, rather than the only source of tutors coming from those registered for independent studies. When the multicultural course with a service-learning option ran concurrently with independent studies, this provided two different sources of tutors who could simultaneously participate in the training and tutoring activities. Thus we had two different course options with different scales of service expectations, but used a single program of training and tutoring, simplifying logistics.

For the service-learning option of this large lecture course, three tests counted 20% of the final grade, and the service-learning report counted 20% of the grade. (University students taking the regular, non-service-learning option had three tests worth 25% of the final grade.) If tutors met attendance requirements, wrote a four-page reflective paper and shared their experiences in class as part of a service-learning panel, then they received credit equivalent to a 100% on a test grade. Most students in the large course chose the regular option, with four of the approximately 120 students choosing service-learning. In my experience, the service component can positively impact other students in the class, even when not all students engage in service-learning, if those who participate share their experience with their classmates. Because some studies show requiring service in a class to have a negative effect on students (Stukas et al. 1999), a service-learning option (versus requirement) integrates it into various activities, allowing sharing with everyone in the class. It avoids the potential pitfalls of having an unexpected blanket service requirement which students were unaware of during registration. Otherwise, an instructor might end up with potential tutors enrolled in the course who cannot participate in any of the service options due to scheduling conflicts.

**Developing dedicated service-learning courses**

Over time, our project at Texas Tech resulted in two formal courses, one a junior-level humanities honors seminar ("Language, Race, and Equality"), and the other a senior-level linguistics course ("Language and Community"), with service-learning in the ESL context as a core element. We developed a model that started the semester with two weeks of in-class meetings capped off with an intensive orientation, initially eight hours over two days, but then scaled back by half. Tutoring began during week three and ended on the last day of university classes, with semesters consisting of fifteen weeks of classes. Tutors met three hours weekly with their classmates and instructor, and they met three to four hours weekly at their tutoring site, where they and other tutors worked with adult English language learners.

In addition to those meetings, tutors did readings from three assigned books for the class: *Essential linguistics: What you need know to teach reading, ESL, spelling, phonics, and grammar* (Freeman and Freeman 2004), *English with an accent* (Lippi-Green 1997) and *Teaching community: A Pedagogy of hope* (Hooks 2003). They also kept weekly journals of their activities, did at least three guided reflections responding to prompts (one pre-service, at least one during-service, and a post-service reflection), and completed a final project of their choosing (subject to instructor approval) on a topic related to language or multiculturalism/diversity. Because the tutors did not always have a linguistics background, we consistently included training and necessary background knowledge for a wide range of tutors.
In the next two sections, I discuss specific activities that we worked into the curriculum with the goal of enhancing and assessing what tutors learned. Before going on to that, I would recommend that the following steps be part of establishing any service-learning project:

- Start small and pilot ideas, finding ways to trouble-shoot potential problems.
- Establish a community partnership with existing agencies and programs – talk to people there and see what kinds of services they need and consider how you might match them with the resources that you and your students can offer. This is more consistent with advocacy and empowerment research models (Cameron et al. 1992; Boyle-Baise 2002; Rice 2006), is done with the community, and is more likely to yield a partnership that addresses genuine community concerns and needs while creating stakeholders essential to project success.
- Examine the curriculum in your department and see how it might be adapted to integrate service-learning. I recently revamped the TESOL practicum course for students earning a M.A. in TESOL at UT Arlington, increasing the volunteer service teaching requirement from seven hours to thirty-three hours in summer and forty-five hours for long semesters. This type of change can obviously have a major impact on the community, as well as on the university students.

The role of reflection in service-learning
I believe the greatest impact on me has been how outspoken I am about the issue of language diversity and language attitudes. This project made it real and personal to me. --Student reflection

 Appropriately developed and guided reflective activities before, during, and after service can have a significant effect on student learning and the experience of service-learning. Ideally, students are engaging in guided reflection at every stage during the semester: before service begins, during service, and after the service experience. Eyler (2001: 37) proposes the map in Figure 1 to help instructors create well-integrated reflections to pair with the service activities.

**Figure 1** "Mapping Service-Learning Reflection" – as proposed by Eyler (2001:37)

<table>
<thead>
<tr>
<th>Reflection alone</th>
<th>Activities Before Service</th>
<th>Activities During Service</th>
<th>Activities After Service</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Letter to myself</td>
<td>Structured journals</td>
<td>Reflective essay</td>
</tr>
<tr>
<td>Reflection with classmates</td>
<td>Hopes and fears Giant Likert scale</td>
<td>Service-learning theatre Mixed team discussion</td>
<td>Team presentation Collage or mural Video</td>
</tr>
<tr>
<td>Reflection with community partners</td>
<td>Planning with community Asset mapping</td>
<td>Lessons learned, debriefing</td>
<td>Presentation to community group</td>
</tr>
</tbody>
</table>

Typical activities in linguistics courses are more often analytic, hypothesis-driven, with an emphasis on the scientific method and predictions. When structured appropriately, reflection offers a way to gauge student learning. One strategy that I have employed to encourage honest
reflection and learning is to state openly that reflective writing completed by the deadline will earn full credit, so that students feel they have the freedom to express themselves honestly and critically without affecting their grade.

Pre-service activities started with a set of guided prompts. Students were asked to respond, either to specific questions in a question/answer format, or to write a letter to themselves, as suggested by the before service components in Eyler's map (Figure 1). During one of the semesters, graduate students working at one of the tutoring sites interviewed the undergraduate tutors, asking, for example, why tutors chose to take this service-learning course. One tutor said, "I love to be involved in community service and teaching ESL is a need that wasn’t fulfilled." A very different reaction came up with a tutor who ultimately withdrew from the class: "I would do whatever in order…to get an A…I have a personal issue helping foreigners because most of them come to the US to take advantage of us." These two very different responses indicate that students can be honest in their revelations and that the instructors may have very different assumptions about student motivation, for example, or other factors behind student participation in the service experience.

Figure 2 gives a variety of prompts that I have used at various points in the service-learning classes. While many of these prompts were focused on individual students' reflection, other reflective activities were directed to the class as a whole, and at other points, community partners and a subset of the university personnel evaluated the project and what was working and what was not.
Pre-service Reflection Prompts
a. What is your experience in learning language, besides your home/native language? Which languages? How long did you learn them? Where (school, study abroad, other)?
b. Are you worried that you have nothing to offer? What might you have to offer?
c. What are your goals for yourself in the tutoring experience?
d. If you grew up speaking English in the home, which dialect(s) was/were used at home? (follow-up question) What are people's attitudes towards this dialect? Do people characterize it positively, negatively, or neutrally? Explain.
e. Do you think you might make a difference with your work on this project? Explain why/why not.

During-service Reflection Prompts
f. How, if at all, do you feel you have been "open to learning" during this class?
g. Have you had experiences during ESL tutoring that triggered feelings of uncertainty, fear, or discomfort? Explain what provoked them and how you have dealt with them.
h. Have you done reflective writing in your weekly journal? What effect, if any, has it had on your learning process?
i. This class is designed to emphasize a collaborative/cooperative model of learning, rather than a competitive one. How, if at all, do you see that working? Do you still see competition winning out in the class? What experiences enhance the collaborative and cooperative approach?
j. Who initiates most of the talk in your tutoring? How is knowledge constructed in your tutoring sessions? Who contributes this knowledge?
k. Share one rewarding tutoring experience.
l. Share one frustrating tutoring experience.
m. Ideally, there are layers of community involved in this project: you and your student(s), you and your fellow tutors at your site, our Wed group, and the entire group of people involved in this project at any level. Have any of these layers changed how you think about your own personal identity (ethnic, cultural, linguistic, racial, gender, sexual orientation, or some other dimension)?
n. How are things at your site overall? Share any specific concerns that you have.
o. Have you seen any of the technical concepts of linguistics (i.e., allophones) operate in your tutoring session? Explain.
p. Do you feel this tutoring experience is affecting you positively? negatively? not at all? Explain why you feel this way.
q. What are your goals for yourself in this project for the next month?

Post-service Reflection Prompts
r. How, if at all, has this project affected your own language attitudes? Explain.
s. Did this project change any beliefs you have about immigrants or non-native speakers of English? Explain.
t. How, if at all, did this project affect how you view Spanish speakers? Explain.
u. What is the biggest strength at your site? What is the biggest weakness?
v. From what type of additional support/information/training would a tutor benefit?
w. What would be your message to future tutors?
x. Look at your pre-service reflection again. How, if at all, has this project changed you or had an impact?

In developing these prompts, I drew on the Service Reflection Toolkit (Northwest Services Academy 2006), which also encourages instructors to appeal to different senses in reflection. One class session, I brought in a number of foods, herbs, and spices in plastic bags. The goal of the exercise was to explore the role of privilege in constructing knowledge, and to create a during service activity that would allow reflection with classmates (cf. Figure 1). That particular

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1Prompts (e.g.,j,v) also appear in Fitzgerald (2009: 226).
semester, while the majority of tutors were Anglo, we had a small group with a South Asian background. I went to a local Indian market and purchased various types of lentils, spices, and food products. The students had an impromptu unrecorded quiz where they had to identify the bags' contents. One bag contained a peanut butter cup (so labeled by the manufacturer), to include an item that would likely allow everyone to earn at least one point. The bags were passed around. The tutors from South Asian backgrounds recognized familiar smells and foods, while many others found the items completely (or mostly) unfamiliar. The quiz privileged the identity and cultural knowledge of the South Asian tutors over the others' backgrounds. This type of sensory reflection allowed reflection as a group to think about who determined which knowledge was considered important and "shared" in the classroom, by shifting the dynamic so that those tutors typically in the majority find themselves without privileged knowledge, and reflect upon that experience.

Another strategy engaged the tutors in designing their own reflection prompts. We collected those on an electronic webboard for use in some writing assignments, again an opportunity to create some reflection with classmates. Some of these appear in Figure 3.

**Figure 3. Reflective Prompts Created by the Students**

a. Has teaching ESL allowed you to discover any new or potential career paths?
b. Which student [adult English language learner] has had the biggest impact on you and why?
c. What is one thing in your life that you know you cannot take for granted?
d. What do you think you will remember the most from your tutoring experience?
e. With the exception of your tutoring experiences, how do you feel that you have taken the discussion in the classroom out into the "real world?"
f. This semester, we have talked extensively about how service has been a learning tool. In turn, how has learning been a service to you and/or society?
g. How have you taken what you have learned in this class and in teaching ESL and applied it to life experiences?

Much of this section has addressed the types of guided prompts appropriate for reflective activities, but the student writing demonstrates how this tool also reveals student attitudes (see Fitzgerald et al. 2007a, b for more detail on this). For example, the reflective writings show a strong difference on self-identity and language between Anglo and Latino tutors. In both cases, the groups recognize some of the stigma and discrimination attached to their home language variety, but the Anglo students still seem to find value and use in it, while the Latino students often echo the harsh critiques of Spanish-English bilingualism found in the larger U.S. society, unsurprising given negative societal attitudes toward the immigration of Spanish speakers. (The project occurred in West Texas, so most student tutors self-identified as Texans.)

One Anglo tutor wrote the following, a sentiment echoed in the reflections of several other Anglo tutors:
I think that most people who are not from this region see my dialect as backward and ignorant. Between the strong Texas accent and some of our idioms, many people see this dialect as an indication that West Texans are stupid or ignorant… like the way that I speak. I think that it is part of who I am. Even though many people have a negative attitude towards my dialect, I would not change it even if I could.

In contrast, the Latino students' writing suggests they have internalized more of the negative dialogue on Spanish-English code-switching. One Latino tutor wrote:

I have a positive attitude about my being able to speak 2 languages. I was born here in the U.S. I believe it is vital for a state that is so close to the border of a Spanish speaking society...Being from West Texas, we tend to be a bit lazy when speaking our language. The term Tex Mex is used when some describe our language here. However, I am very aware when people use it, and I strive to speak the language as purely as I am able to.

Another Latino tutor reflected on home language in this way:

Lately my father has been speaking "Spanglish" just so that his clients will feel more comfortable with him (he is an attorney), but I really discourage it. The words he uses and the way he speaks when he does this sounds quite vulgar to me. My mom speaks only English and also does not like when my dad sticks in the odd Spanish slang word.

The reflections reveal the personal beliefs of students. Sometimes, the most surprising reflections came from students who had taken prior linguistics courses, and yet still revealed very negative attitudes about nonstandard or stigmatized varieties. This raises the question of how effectively traditional linguistic pedagogies address and change long-held language beliefs. In the next section, I address whether one semester of service-learning has an impact on student beliefs.

**Results of language and diversity attitude surveys**

I noticed how some members of my family reacted when I told them about this experience. Some were excited while others made jokes about the students. I find it hard not to create a scene and risk hurting a family member by asking them to respect others as I feel like my input would have no real effect. I realize that some people have an attitude towards something without ever fully knowing all the details that surround it. You cannot change an attitude overnight that has been ingrained.

---Student reflection

To learn more about any impact on students from the service-learning class, over several semesters, we administered a survey on attitudes about language and multiculturalism (Fitzgerald et al. 2007a, b). This pre- and post-service survey was administered electronically in a way that we could document student participation, but not link individual students’ names with their responses. The surveys were a required element of the grade for the course and were only available online for a window of approximately one week, once before tutoring began, and then
again after tutoring finished, before the semester's end. We asked fifty-eight questions, with half of those related to the demographics of the student tutors. The remaining twenty-nine questions asked students to respond on a five point scale to different attitude statements relating to diversity and language, with one corresponding to "strongly disagree" and five corresponding to "strongly agree."

During the duration of this project, we administered various versions of this assessment; the discussion here focuses on results from the Fall 2006 assessment of eighteen undergraduate student tutors. Our analysis of student responses using a series of paired t-tests comparing the pre-service and post-service scores revealed that two of the twenty-nine attitude questions showed a statistically significant change (p ≤ 0.05), with three others trending toward statistical significance (0.05 ≤ p ≤ 0.10).

**Figure 4. Changes in Select Attitudes Surveyed in Fall 2006 (p ≤ 0.10)**
Positive mean differences indicate more agreement over time; negative mean differences indicate less agreement.

<table>
<thead>
<tr>
<th>Statement on the Survey</th>
<th>Pre-Service Mean</th>
<th>Post-Service Mean</th>
<th>Mean Difference</th>
<th>t</th>
<th>d.f.</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>For most adults, a second language can be learned fluently by studying several hours a week for about the length of a semester.</td>
<td>2.278</td>
<td>1.722</td>
<td>-0.556</td>
<td>3.007</td>
<td>17</td>
<td>0.008</td>
</tr>
<tr>
<td>I have been in predominantly Latino neighborhoods in Lubbock.</td>
<td>2.500</td>
<td>3.278</td>
<td>0.778</td>
<td>-3.112</td>
<td>17</td>
<td>0.006</td>
</tr>
<tr>
<td>Bilingual education for children is unnecessary.</td>
<td>1.889</td>
<td>1.500</td>
<td>-0.389</td>
<td>1.800</td>
<td>17</td>
<td>0.090</td>
</tr>
<tr>
<td>In the U.S., it is easy for all children to learn English in the U.S.</td>
<td>2.833</td>
<td>2.444</td>
<td>-0.389</td>
<td>1.800</td>
<td>17</td>
<td>0.090</td>
</tr>
<tr>
<td>I believe racial diversity is a good thing.</td>
<td>4.278</td>
<td>4.556</td>
<td>0.278</td>
<td>-1.761</td>
<td>17</td>
<td>0.096</td>
</tr>
</tbody>
</table>

One significant change in attitude came with more students strongly disagreeing with the statement that second language fluency can be attained over the course of a semester by studying for a few hours a week, with the mean difference between pre-service and post-service responses coming in at -0.556 (p = 0.008). We also had results showing that we were achieving our service-learning goal of increasing awareness of and interaction with the diverse groups in Lubbock: for the item “I have been in predominantly Latino neighborhoods in Lubbock,” there was a mean increase of 0.778 (p = 0.006).

We also saw changes (aggregated across students) that indicate a trend, although not statistically significant at the 95% confidence level. The three statements showing this trend were the statement "Bilingual education for children is unnecessary" (stronger disagreement,
with 1.889 pre-test vs. 1.500 post-test scores), "In the U.S., it is easy for all children to learn English in the U.S." (stronger disagreement, with pre-test = 2.833 vs. post-test = 2.444), and the statement "I believe racial diversity is a good thing" (stronger agreement, pre-test = 4.278 vs. post-test = 4.556). Each of these items merits further investigation over the course of the project, thereby yielding an increased sample size and – perhaps – mean differences that meet the 95% confidence threshold.

No other items on the survey presented mean pre-service / post-service differences with p-values less than 0.10. The full set of results for these attitude questions is in Appendix 1.

As we linguists evaluate how our expertise can contribute to contemporary debates on issues relevant to language, and as we assume our responsibility for the greater public interest in educating our students about language issues, we might consider ways that different pedagogies, including service-learning, could play a positive role. Having students tutor adult English language learners and reflect upon the rate of progress of these learners in attaining fluency is one approach that can raise awareness of what second language learning involves. Additionally, administering quantitative surveys on language beliefs offers a way to assess student learning by providing a context where students know their answers will not accrue penalties.

**Conclusion**

I hope that the people we teach will be able to get better jobs and communicate better with things they learned from us... I hope that this experience is a good one that changes our life and gets rid of whatever stereotypes I still might have inside of me.

--Student reflection

The different models of service-learning outlined here can be deployed to create a rigorous and highly rewarding academic experience with a tremendous amount of writing and face-to-face activities. In our ESL project in Lubbock, we had an end of semester event where everyone came together, shared, and celebrated with a potluck meal. We used this opportunity as a way for the English learners to express their feelings on this experience, either in writing ahead of time at the tutoring site, or by standing up and speaking to the group. Tutors also spoke, sharing the impact how the service experience had an impact on them. Often tutors felt they were accomplishing very little, maybe not even making a difference. A capstone banquet offers a time for recognition and acknowledgement of the semester’s accomplishments, where everyone involved in this project can share its impact. It also fits into Eyler's map (Figure 1) as a reflection with community partners after the service activity. For some tutors, this experience has led them to continue their tutoring another semester or even to contemplate their career path in a different way.

The university students involved in this project often emerged with a raised consciousness of language and linguistic behavior. They were asked to be responsible, accountable, and to develop communication and teaching skills, as well as their ability to work in teams. These are transferrable skills valuable in a wide variety of professions. No matter what a tutor's background was upon entering this project, all tutors finished their service having more recognition of the diversity in our community. The adult English language learners were such a diverse group, coming from Mexico, Central America, China, Sri Lanka, Korea, Turkey, and a host of other countries, with different religious backgrounds, different educational backgrounds, and different levels of English ability. Many of our tutors are choosing language-related careers,
like linguistics, speech pathology and communicative disorders, and teaching ESL. This type of project impacts societal attitudes about language, helps raise awareness of language-related professions, and influences career choices.
References

Baugh, John. 2007. Linguistic contributions to the advancement of racial justice within and beyond the African diaspora. Language and Linguistics Compass 1.331-349.


Heuser, Linda. 1999. Service-learning as a pedagogy to promote the content, cross-cultural, and language-learning of ESL students. TESL Canada Journal 17.54-71.


Kaplan, Betina and Teresa Pérez-Gamboa. 2003. Stepping out of the classroom to increase Spanish language skills and cultural awareness. Models for excellence in second language
## Appendix 1: Language Attitude Questions from Fall 2006

For the complete survey, go to [http://ling.uta.edu/~colleen/servicelearning_survey.html](http://ling.uta.edu/~colleen/servicelearning_survey.html)

The omitted questions 1-23 relate to demographic factors and 44-49 relate to language background of parents and grandparents.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006 questions and results</th>
<th>Pre-test mean</th>
<th>Post-test mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.</td>
<td>It is easy for people to learn a second language as an adult.</td>
<td>2.389</td>
<td>2.167</td>
</tr>
<tr>
<td>25.</td>
<td>For most adults, a second language can be learned fluently by studying for several hours a week for about the length of a semester.</td>
<td>2.278</td>
<td>1.722</td>
</tr>
<tr>
<td>26.</td>
<td>Fewer and fewer people speak English in the United States.</td>
<td>2.667</td>
<td>2.833</td>
</tr>
<tr>
<td>27.</td>
<td>Most immigrants come to the United States and do not want to learn English.</td>
<td>1.722</td>
<td>1.667</td>
</tr>
<tr>
<td>28.</td>
<td>Most immigrants come to the United States and do not want their children to learn English.</td>
<td>1.389</td>
<td>1.444</td>
</tr>
<tr>
<td>29.</td>
<td>Many immigrants come to the United States and do not want their children to learn the immigrant language.</td>
<td>2.444</td>
<td>2.722</td>
</tr>
<tr>
<td>30.</td>
<td>Immigrants to the U.S. should be required to learn English to become citizens.</td>
<td>3.167</td>
<td>3.000</td>
</tr>
<tr>
<td>31.</td>
<td>The U.S. is weaker economically because of the presence of so many immigrant languages.</td>
<td>1.944</td>
<td>1.889</td>
</tr>
<tr>
<td>32.</td>
<td>The U.S. is weaker politically because of the presence of so many immigrant languages.</td>
<td>1.889</td>
<td>1.722</td>
</tr>
<tr>
<td>33.</td>
<td>The U.S. is weaker in terms of national security because of the presence of so many immigrant languages.</td>
<td>1.833</td>
<td>2.056</td>
</tr>
<tr>
<td>34.</td>
<td>Immigrant languages are a positive cultural, intellectual, and economic resource in the U.S. that should be retained.</td>
<td>4.333</td>
<td>4.333</td>
</tr>
<tr>
<td>35.</td>
<td>I experience significant exposure to the Spanish language in my daily life.</td>
<td>2.778</td>
<td>2.889</td>
</tr>
<tr>
<td>36.</td>
<td>I took Spanish classes at the high school level.</td>
<td>4.056</td>
<td>4.111</td>
</tr>
<tr>
<td>37.</td>
<td>I took/am taking Spanish at the college level.</td>
<td>3.278</td>
<td>3.222</td>
</tr>
<tr>
<td>38.</td>
<td>I am fluent in Spanish.</td>
<td>2.222</td>
<td>2.278</td>
</tr>
<tr>
<td>39.</td>
<td>Adult classes in English as a second language should be free for anyone in the U.S.</td>
<td>4.222</td>
<td>4.333</td>
</tr>
<tr>
<td>40.</td>
<td>The government should help to provide free ESL classes for adults.</td>
<td>3.944</td>
<td>4.278</td>
</tr>
<tr>
<td>41.</td>
<td>Bilingual education for children is unnecessary.</td>
<td>1.889</td>
<td>1.500</td>
</tr>
<tr>
<td>42.</td>
<td>Instead of bilingual classes or ESL classes, children whose first language is not English should take all their classes with native speakers of English.</td>
<td>2.056</td>
<td>2.000</td>
</tr>
<tr>
<td>43.</td>
<td>In the U.S., it is easy for all children to learn English in the U.S.</td>
<td>2.833</td>
<td>2.444</td>
</tr>
<tr>
<td>50.</td>
<td>Learning another language is something everyone should do.</td>
<td>4.389</td>
<td>4.500</td>
</tr>
<tr>
<td>51.</td>
<td>There is no need for Americans to learn languages other than English.</td>
<td>1.500</td>
<td>1.278</td>
</tr>
<tr>
<td>52.</td>
<td>Texas Tech University is diverse, in terms of the students.</td>
<td>2.389</td>
<td>2.333</td>
</tr>
<tr>
<td>53.</td>
<td>Texas Tech University is diverse, in terms of the faculty</td>
<td>2.389</td>
<td>2.444</td>
</tr>
<tr>
<td>54.</td>
<td>Lubbock is nearly all Anglo; it is not a diverse city.</td>
<td>2.389</td>
<td>2.444</td>
</tr>
<tr>
<td>55.</td>
<td>I have been in predominantly Latino neighborhoods in Lubbock.</td>
<td>2.5</td>
<td>3.278</td>
</tr>
<tr>
<td>56.</td>
<td>I believe racial diversity is a good thing.</td>
<td>4.278</td>
<td>4.556</td>
</tr>
<tr>
<td>57.</td>
<td>I believe ethnic diversity is a good thing.</td>
<td>4.444</td>
<td>4.611</td>
</tr>
<tr>
<td>58.</td>
<td>I believe linguistic diversity is a good thing.</td>
<td>4.222</td>
<td>4.556</td>
</tr>
</tbody>
</table>