Connecting Spanish Heritage Language Students with the Community through Service-Learning

Patricia MacGregor-Mendoza and Gabriela Moreno
New Mexico State University

ABSTRACT

In addition to enhancing language skills of their students, instructors of Spanish as a Heritage Language (SHL) learners seek to address the social and emotional needs of their students yet are challenged to do so only in a classroom setting. Service-learning (SL) offers the authentic opportunities in which learners can employ their language skills and evaluate how these abilities are valued outside of the classroom setting. In addition to encouraging deep grounding of the course material, SL promotes learners' general abilities in critical thinking, self-awareness, knowledge, tolerance, and compassion (Eyler & Giles, 1999). We add to the emerging literature of SL with SHL populations (e.g., Trujillo, 2009; Martínez, 2010; Leeman, Rabin & Román-Mendoza, 2011; Petrov, 2013) and find that SL is a powerful tool to not only connect SHL learners to their identity, the Spanish language, and the community, but also to validate the high level of cultural and linguistic skills that SHL students already possess and to spur the development of more skills. Moreover, integrating SL in SHL courses aids learners in developing their knowledge of the Spanish language and of course material far and beyond what could be accomplished in the classroom alone and allows the community to provide students with valuable knowledge, skills and insights as well.

Keywords: *heritage language, service-learning, consciousness, discourse models*

INTRODUCTION

Spanish as a Heritage language (SHL) learners bring linguistic and cultural attributes to language courses that are often overlooked and underemployed in a typical classroom setting. Despite the acknowledged advantages they have over L2 learners SHL learners are often insecure about their language abilities and doubt the comprehensiveness and the value of their skills. This lack of confidence in their linguistic knowledge feeds their uncertainty of how to take the knowledge and skills they have acquired in largely informal contexts and transition these skills into formal academic settings. Moreover, classroom settings often serve to raise more doubts about SHL learners' mastery of Spanish than they do to affirm learners' skills and do little to provide authentic opportunities for SHL learners to apply their skills (Beaudrie & Ducar, 2005; Beaudrie, Ducar & Relaño-Pastor, 2009).

Much of the SHL literature discusses learners' needs from a programmatic standpoint; however, the field has not advanced enough in addressing learners' other needs at the student level (Carreira, 2012). Many SHL classroom texts still present a decontextualized emphasis on acquiring features of a standard dialect without a balance of an appreciation of local dialectal varieties (Leeman, 2005; Leeman & Martínez, 2007). This lack of genuine connection between the language of the classroom and the language of the community further marginalizes SHL students leaving them underrepresented and neglected in a space where they should be able to

find a connection (Helmer, 2013). Educators need to integrate activities that bridge the gap between the language of the community and that of the classroom in order to allow SHL learners to identify and access their funds of knowledge and apply them in meaningful ways inside and outside the classroom. Doing so can help meet both the linguistic and psychosocial needs of SHL students and encourage the development of their language skills in academic and personal realms.

One of the means by which instructors can foster this union between the community and the classroom is through the use of Service-learning (SL). SL activities oblige students to think outside the box and emphasize the development of critical thinking and overall consciousness. When couched within the context of a language course this means that students must critically examine and question not only their beliefs regarding the linguistic and cultural skills they possess, but also they must effectively apply, and at times construct, new knowledge in real time in real-life scenarios. This consciousness heightens students' sense of awareness of themselves, their skills, language, community and their communities' needs. Consciousness, developed through SL experiences, further grounds abstract notions of language in a practical reality and allows students to move from theory to action. Students not only witness first-hand the importance of using the heritage language in the community, but they also discover for themselves intrinsic and extrinsic motivations to learn more.

While different from simple volunteer efforts, internships or community service, SL purposefully grounds course and learning objectives through the opportunity to apply a variety of skills in service to an organization within a community setting. The linguistic and cultural resources that HL students bring to the classroom makes Service-learning a natural fit for students to grow in their confidence in their abilities while aiding a local organization provide service to the same communities of which they are a part. From a pedagogical standpoint, SL offered real-life and real-language experiences, the opportunity to extend the reach of learning beyond the classroom setting and the chance to provide meaningful service to the community.

To illustrate the applicability of SL activities in SHL classrooms we examine our own experiences integrating SL activities in courses with SHL learners in a Hispanic-Serving, land-grant institution in the southwestern United States. We also demonstrate how the applicability of our experiences stretch beyond our region and particular HL. Still, our targeted examination of SHL learners is relevant given the growth and dispersion of Spanish-speaking communities across the U.S. over the last 30 years (U.S. Census Bureau, 2012; Pew Research Center, 2013) resulting in the increasing enrollment of Latino students in institutions of higher education (Fry & Taylor, 2013). Of the total U.S. Latino population of 52.3 million, nearly 75% claim to speak Spanish at home (U.S. Census Bureau, 2012; Ryan, 2013). While no specific statistics exist regarding how many of those college-bound students enter into Spanish as a Heritage Language (SHL) courses, the proportion of U.S.-born Latino children being raised in homes where only English is spoken stands at 40%, a figure that has remained virtually unchanged since the 1980s (Krogstad, Stepler & López, 2015). As such, we can estimate that at least 60% of U.S.-born college-bound Latinos come from homes where Spanish has been spoken to some extent during their upbringing.

Much support exists in higher education research on the benefits of SL in Spanish language classrooms; however, the research has lagged in taking SHL learners into consideration.

Currently, the largest body of research regarding SL in language classrooms has focused on the benefits afforded to L2 learners (e.g., Klein, Hellebrandt, Arries, & Varona, 2003; Zlotkowski, Hellebrandt & Varona, 2005; Lear & Abbott, 2008). Many of these studies describe experiences of L2 students' first contact with Spanish speakers outside of their classrooms and the linguistic and cultural enrichment gained from those experiences.

The benefits of SL opportunities with SHL learners have only begun to be examined more recently (e.g., Trujillo, 2009; Rivera-Mills & Trujillo, 2010; Leeman, Rabin & Román-Mendoza, 2011). Nonetheless, the growing number of SHL students attending college obliges teachers and researchers to examine not only the academic needs of SHL learners, but also the ways in which we can aid them in linking their knowledge to extracurricular arenas. Moreover, the growing needs of organizations to provide services in Spanish compels educators to continue to explore avenues of incorporating SL in our courses to connect the community to the classroom. Finally, as not all language programs can count on an established level of institutional infrastructure to facilitate the implementation of SL, the challenge lies in integrating SL experiences in courses where SHL learners are present where no precedent, institutional framework, or financial support exists for doing so. The present article addresses the efforts to integrate SL opportunities in meaningful ways in two existing upper-division courses where SHL students are numerous, *Composition for Spanish Speakers*, and *Introducción a la Lingüística Hispánica*.

REVIEW OF THE LITERATURE

While many activities can provide opportunities for students to participate in service to their community, not all of these activities can be considered Service-learning. Volunteerism implies that people undertake a cause without compensation, but also without a long-term goal and without a focus on particular learning objectives (St. Clair Lesman, 2003). Terms such as Community Service and Community-Based Learning generally put the emphasis on the context in which the service or learning takes place. Other programs, such as Peer Helping and Youth Service, place emphasis on the participants providing the service (Varenhorst, 2004). Experiential learning is a comprehensive term under which SL can be placed, but it emphasizes broadly all types of hands-on learning. Community Engagement or Community Engaged Learning are yet other broad terms describing projects that seek to energize the participation of members from many facets of a community—political, educational, individual stakeholders—in order to address the community's pressing problems (Weerts & Sandmann, 2008). What each of these types of programs have in common is that they are designed to employ a community's diverse resources to a task; however, their objectives in how and why those resources are applied may differ slightly.

The key to true SL is the focus on learning that is acquired through service to the community. According to the documentation guiding service-learning for the State University of New York (2008):

> Service-learning pedagogy helps enhance student learning of course content and has shown benefits in student development. Because service-learning requires partnership with community organizations it can help generate learning objectives for courses. Students benefit from the structured reflection activities required of service-learning courses. The core element of service-learning is always a

commitment to both learning and service that transforms both providers and recipients and brings benefits to all stakeholders. (p. 4)

That is to say that from the outset there are specific gains in knowledge or learning outcomes envisioned by the instructor to be enhanced by or fulfilled through the students' service to the community. Thus, SL takes advantage of the students' participation in the community organization as a vehicle for critical reflection on the course material and lessons learned through this participation. The effects of this reflection are broad, fostering increases in critical thinking, self-awareness, knowledge, and tolerance, to name just a few (Eyler & Giles, 1999).

Particular attention has been given to the integration of SL in Spanish courses since the late 1990s. The foundation laid in two collections (Klein, Hellebrandt, Arries, & Varona, 2003; Zlotkowski, Hellebrandt & Varona, 2005) have been used to guide the execution of SL specifically in Spanish classes, but with an emphasis on L2 contexts. The articles in these collections have not only documented the means to acquire greater language competence (Lizardi-Rivera, 2005; Mullaney, 2005), but also have pointed to the gains in cultural awareness (Varas, 2005; Varona, 2005), critical thinking (Varona & Balauz, 2003), and personal growth (St. Clair Lesman, 2003) made by students who have participated in service-learning. Similar findings were found in some of the works included in a Special Issue of *Hispania* (2013) devoted to examining various models of Service-Learning and Community Engaged Learning. Students who served in diverse capacities as translators (Bugel, 2013; Faszer-McMahon, 2013), Saturday School literacy facilitators (Tijunelis, Satterfield & Benkí, 2013), and creators of media shorts highlight the social problems in Latin American countries that they travel to visit (García, Pierce & Zambrano, 2013) as well as participated in other projects increased their critical awareness of social issues and improved their language abilities.

Although the articles and chapters in these previous volumes focus primarily on the experiences of L2 learners, more recently scholars have examined how SL opportunities can be integrated into Spanish courses populated by SHL learners (Trujillo, 2009; Martínez, 2010; Leeman, Rabin & Román-Mendoza, 2011; Petrov, 2013). Because of their acquisition of Spanish in a home and community environment, SHL learners have "typically acquired sociolinguistic rules that govern the choice of registers appropriate for verbal interaction…" and "…have learned and adopted many of the customs, values and traditions (collectively 'culture') that define the ethnolinguistic community into which they were born" (Campbell & Rosenthal, 2000, p. 168). As such, SHL learners' broader cultural and linguistic knowledge allows them to make deeper connections between the course material and the community beyond the classroom (Trujillo, 2009).

Researchers have found that SHL learners discover that they can not only make more meaningful links within their communities, but can also make bridges beyond them by understanding the prominent place that the Spanish language occupies globally (Leeman, Rabin & Román-Mendoza, 2011). Leeman, Rabin & Román-Mendoza's students made this discovery, noting that while their language skills were useful in navigating their community context, they were also useful in making connections to Spanish-speaking communities elsewhere, and realizing that their abilities could be globally positioned rather than just locally situated. These studies recognized that the established connections of SHL students with the local Spanish speaking community provided advantages that not only facilitated their integration into the local

organizations, but also fostered a broader and deeper understanding of their language skills and abilities, and allowed them to serve their community in more profound ways.

The skills that SHL learners possess are also assets in SL endeavors and can and should be employed to the advantage of both the students and the community. In a pioneering effort bridging the cultural and pragmatic knowledge of SHL learners' skills and community needs, Martínez (2010) established an academic minor in health care at his institution for SHL students. The series of courses he developed provided SHL students with linguistic and cultural knowledge and awareness gained through a heavy integration of coursework and community service in local health care institutions. His insight in matching students' skills with community needs, as well as creating a sustainable institutional structure, has been recognized as a model for designing curricula around community service needs.

Petrov (2013) highlighted the distinction between the L2 and SHL participants in language-based SL, stating that "In the heritage speaker Spanish class, the principal reasons for including service-learning are less related to language proficiency development than to achieving attitudinal learning goals, encouraging development of positive Latino identities, and effecting increased engagement with the Latino communities [of the region]." Consonant with these goals, the students in Petrov's study noted that they developed a greater sense of identity, community awareness, and self-empowerment, and also improved their professional skills as managers, teachers, and communicators.

In all, the studies focusing on SHL learners point to the value of incorporating SL in language courses and the linguistic and cultural advantages that SHL learners bring to the task of interacting in Spanish-speaking communities in the U.S. SHL learners' natural assets are such that they make the fulfillment of the SL more broad-reaching, make the SL more mutually beneficial to students and community, and allow for more profound critical reflection on the part of the students. In the end, these skills can be more easily translated into a fruitful career path for students.

A challenge faced by instructors wishing to integrate SL in their courses is in evaluating whether the SL experience influences students positively or negatively with respect to the course or program in which SL is integrated. While there is no set of standards and benchmarks outlining a means to guide SHL curricula, many of the studies integrating SL in L2 contexts mentioned have used the World Readiness Standards for Learning Languages as a guideline (e.g., Lear & Abbott, 2008; Abbott & Lear, 2010). These standards emphasize the integration of five principles commonly known as the 5Cs: Communication, Connections, Communities, Comparisons and Cultures (National Standards Collaborative Board, 2015).

While the 5Cs were designed with L2 learners in mind, they often fall short in capturing the breadth of skills and abilities that SHL learners bring to bear on language tasks. Noting the imperfect fit of the 5Cs with regard to SHL learners, Trujillo (2009) proposed a Five C +1 model, adding the element of Consciousness to this list. Trujillo's (2009) interpretation of Consciousness is based on Freire's (2005) concept of *concientização*. In Freire's perspective, "*[c]onscientização* is the deepening of the attitude of awareness characteristic of all emergence" (2000, p. 109).

In educational spheres, the development of c*onscientização* is a process that evolves over time as one continues to engage in reflective processes that challenge the status quo of both society and education. For Freire, the awareness of the alternate realities of others motivates the internalization of a new perception of reality. As students challenge their current views of reality and open themselves to the perspectives of others,

> …they begin to see how they themselves acted while actually experiencing the situation they are now analyzing, and thus reach a "perception of their previous perception." By achieving this awareness, they come to perceive reality differently; by broadening the horizon of their perception, they discover more easily in their "background awareness" the dialectical relations between the two dimensions of reality. (p. 115)

Consciousness, then, is not necessarily a fully formed concept or firmly held belief; rather, it is a recognition of new ideas, the awareness of new ways of thinking and the cognizance of different perspectives and different realities. Given that students write about their SL experiences in the community, they have the opportunity to not only draw upon their knowledge of the systems of grammar, phonology and vocabulary, but they can tap into the social, pragmatic and cultural knowledge that L2 learners would normally not have access to. As such, the concept of Consciousness appeared to be the most appropriate focus around which to assess the value of the integration of SL in our courses.

Our search for instances of Consciousness in our students' writing was further guided by Gee's (2005) notions of "Discourse models." For Gee,

> Discourse models are "storylines," families of connected images, or (informal) "theories" shared by people belonging to specific social or cultural groups… [that] "explain," relative to the standards of the group, why words have the various situated meanings they do and fuel their ability to grow more. (p. 95)

Thus students' expressions of Consciousness of their community experiences not only reveal their impression of their participation in SL; they will simultaneously reflect aspects of the students' identities, background, and previous knowledge based on their life experiences. These expressions may affirm underlying cultural and linguistic connections or may counter or contradict a series of beliefs, since Gee (2005) remarks that "Discourse models embed assumptions about what is "appropriate," "typical," and/ or "normal," they are, through and through, political" (p. 84).

In order to uncover these linguistic and cultural undercurrents Gee suggests that researchers ask,

> What must I assume this person (consciously or unconsciously) believes in order to make deep sense of what they are saying?," or, to put the question another way, "What 'theories' must the person (consciously or unconsciously) hold such that they are using just these situated meanings? (p. 87)

These queries remind researchers to not only reflect on the words that informants express, but also to recall the broader sociocultural and historical context that surrounds and influences how experiences are interpreted by informants.

SETTING
The community in which this project took place is situated some 35 miles from the U.S.-Mexico border in a county in which more than 67% of the residents are Hispanic or Latino in origin (U.S. Census Bureau, 2015). The local institution of higher education, New Mexico State University, is recognized as a Hispanic Serving Institution, with nearly 49% of the enrolled students identifying as Hispanic or Latino, a segment of the student population which has increased by 23% in the last decade (New Mexico State University, 2015; Office of Institutional Analysis, 2014). Despite the presence of a culturally and linguistically diverse student population, there is no established infrastructure on our campus that promotes or coordinates SL to allow students to interface with the Spanish speaking community. Moreover, there are no courses in our Spanish curriculum specifically oriented around SL. Although some courses have incorporated community-based projects from time to time, there has been no sustained effort to promote the integration of SL in our courses.

Both authors recognized not only the natural linguistic resources possessed by the students but also the various needs of our community at large. We sought ways to provide students with the opportunity to participate in activities that allowed them to critically reflect on the manner in which Spanish was being used in the community as well as on how their own abilities could be of value in an authentic context. In addition to consulting the works already cited above, we formulated activities and guidelines inspired by resources such as sample syllabi and SL toolkits found through the National Service-Learning Clearinghouse (n.d.). and Campus Compact (n.d.).

The lack of institutional infrastructure for SL, as well as the lack of financial resources available at our university, obliged us to initiate this endeavor with only one local non-profit, La Clínica de Familia (LCDF), with which both authors have established contacts. A meeting between the LCDF CEO, head of Human Resources and key medical personnel as well as faculty and the Department Head of Languages and Linguistics culminated in 5-year agreement to accept students as volunteers prior to initiating the project.

A Federally Qualified Health Center (FQHC), LCDF began in 1978 providing migrant health services and continues to serve the Southern New Mexico low-income population as well as the majority of the region's Spanish speaking population at the six sites spread across Southern New Mexico. LCDF thus operates as a safety net provider, offering a full range of medical services including family practice, dentistry, women's health and behavioral health serving a balance of uninsured, underinsured and publically insured clients on a sliding scale fee basis. LCDF also has an established partnership on campus supporting a local Early Child Headstart program. Both the diversity in LCDF's locations and the services it provides offers students multiple opportunities to apply their skills.

METHODOLOGY
To initiate our SL pilot we selected two courses at the third year level. Both courses require students to have completed coursework beyond the basic level sequence and also require

students to have fulfilled a 300-level grammar review course. For both courses, all classroom activities and assignments are conducted entirely in Spanish.

The first class, Spanish 315, *Composition for Spanish Speakers*, fulfills a composition requirement for majors and minors in Spanish. This course is tailored to SHL/SNS students and enrolled 16 students in the semester when we initiated the SL pilot. The other course, Spanish 340, *Introducción a la Lingüística Hispánica*, is an elective that is open to all students who have completed both their 300-level grammar and composition requirements. Spanish 340 offers an overview of several areas of linguistics using the study of the Spanish language as its focus. Although this course is not designed for SHL/SNS students, the profile of our student population is skewed toward these students; in the semester when we initiated this pilot, only one of the 19 students enrolled was identified as an L2 speaker of Spanish, although highly fluent.

As this was our initial implementation of SL in our courses we integrated the SL component in the same manner despite the different emphases in course content. Students opted either to shadow providers to serve as interpreters at any of the clinic sites in any of the specialties (family medical, dentistry, women's health or behavioral health) or translate documents (policies and procedures, flyers, pamphlets) for the Early Head Start program. Both courses required students to spend a minimum of 10 hours outside of class applying their Spanish skills in service to LCDF and had students sign a formal agreement acknowledging their responsibilities in undertaking service activities off campus (see Appendix A). Students kept track of the hours they served at the site and had their respective supervisors sign off on the hours they served. These time sheets were turned in prior to the end of the semester for confirmation. Students completed between eight and twelve hours during the semester with the majority completing ten or more.

To document their learning related to their service, students in both courses were required to submit ten journal entries and one final reflective paper. Pairs of journal entries of a minimum length of 250 words each and were submitted every two to three weeks during the semester. In their journal entries, students were asked to provide details regarding their observations of the Spanish language while completing their service. They were free to select the themes around which to organize their entries, although suggestions for themes were provided as potential inspiration and to prevent students from reciting a list of activities without analyzing the linguistic skills they had applied or which sociolinguistic events they had observed while on site. Suggested themes included literacy (print, cultural, medical, etc.), conflict, courtesy, dignity, diversity, status, ethics, and power. Within the homework category, journal entries counted for 10% of the students' final grade.

At the end of the semester students submitted a 3-5 page reflection paper In their final reflective papers, students were to consider their experiences more holistically and critically examine the significance of their SL experience, relate the knowledge they gained from the SL experience to the material covered in the course and to describe how the SL experience related to their future plans. Students also gave a five-minute oral presentation in class summarizing their final reflections. The final reflection paper and presentation together counted for 15% of the final grade in Spanish 340 and 17% of the grade in Spanish 315. The instructions for these assignments were provided to students in Spanish, and translated versions of the assignment instructions for each are found in the Appendix B.

The texts that students submitted were analyzed for themes reflecting Consciousness. While not engaging in a deep examination of the structural features of how students communicated various facets of this concept, we looked for expressions that illustrated noticing, changes in perspectives, new ways of examining events, outcomes or identities. In some instances past-tense expressions denoting discoveries such as "*no sabía* [I didn't know]," "*aprendí* [I learned]," "*me di cuenta* [I realized]" "*me puse a pensar* [I began to think]," or "*me fijé* [I noticed]" signaled direct evidence of students' heightened awareness of practices that had previously gone unexamined or of events that ran counter to their perceived experiences. We also found, consistent with Sfard & Prusak (2005), that information about learners' identities, either reaffirmed or transformed, was generally expressed more "in present tense and formulated as factual assertions" (p. 18) such as *"...yo soy el producto del lugar donde vivo, los Estados Unidos de América y gracias a eso tengo más oportunidades...*[I am the product of the place where I live, the United States of America and thanks to that, I've got more opportunities…]"

As the fragments of student writing reflecting Consciousness were identified and extracted, a number of themes began to emerge illustrating different emphases around which learners' Consciousness was centered. These themes were Consciousness of 1) self/identity; 2) sociocultural linguistic skills; 3) the systems of the Spanish language; 4) the community and fulfillment of the community's needs; and 5) the value of the SL experience. In analyzing students' reflections we also found it useful to reflect on the questions raised by Gee (2005) in order to situate these expressions within the Discourse models that underlay and (sub)consciously influence their representations of Consciousness (Gee, 2005).

Some may argue that the use of students' narratives may limit their utility unless we openly recognize students' writing about their experiences as co-constructed, that is, created with an instructor and a grade in mind (e.g., Talmy, 2011). We acknowledge here the co-constructiveness of students reporting on their experiences. Furthermore, we are in agreement with Salmon (in press, cited in Reissman, 2008) who notes that current research perspectives recognize co-construction as an accepted part of narratives since:

> All narratives are, in a fundamental sense, co-constructed. The audience, whether physically present or not, exerts a crucial influence on what can and cannot be said, how things should be expressed, what can be taken for granted, what needs explaining, and so on. We now recognize that the personal account, in research interviews, which has traditionally been seen as the expression of a single subjectivity, is in fact always a co-construction. (p. 31)

We thus accept the students' accounts as the perspectives that they have chosen to represent as their experiences and interpretations of a particular reality and acknowledge that they may choose to represent these experiences and interpretations differently to others.

What follows are representative samples of these various themes on Consciousness as revealed in various students' *diarios* (D) and *proyectos finales* (PF) from each course. The coding that follows each excerpt indicates a coded student identifier, the source document, the course, and the lines from which each quote is extracted. These excerpts retain occasional orthographic errors and are presented in uncorrected form (except in instances in which errors may have caused confusion).

RESULTS
Several themes emerged in the students' journal entries and their final project essays across both classes. Students addressed their Consciousness of 1) themselves and their identity; 2) their sociocultural and linguistic skills; 3) formal aspects of Spanish; 4) the community's needs and the fulfillment of those needs; and 5) the value of the SL experience. In gathering students' comments on these themes we reflected on the guiding questions recommended by Gee (2005) to better understand the situated meanings of their observations.

Consciousness of Self/Identity
In reviewing their experiences, learners often took the opportunity to reflect upon themselves. Although they only engaged in SL activities for an average of 10 hours, they expressed how they viewed themselves either before, during or after their SL experience. In doing so, students discovered facets of their character, their identity as members of a culturally and linguistically defined group or uncovered previously undisclosed personal qualities. Other students came to challenge previously held views or shed old visions or versions of themselves, and considered new prospects for their own futures:

> Nacer y crecer en México me hacía sentir segura de lo que hacía como traductora, pero me di cuenta que después de vivir algunos años en los Estados Unidos la forma de hablar y de traducir al español han cambiado. Por eso mismo considero que la cultura en la que vivimos modifica la forma en la que hablamos y nos expresamos, ya no somos ni de aquí ni de allá.
> [Being born and raised in Mexico made me feel sure about what I was doing as a translator, but I realized that after living in the US for a few years the way to speak and translate to Spanish has changed. That's why I think that the culture in which we live changes the way we speak and express ourselves, we're neither from here nor from there.] *(EL, D, 315, 9-13)*

> Lo que aprendí de mi misma fue que si no me daba por vencida y ponía mucho empeño ya después se facilitaba traducir los documentos porque me fui familiarizando con el contexto de cómo las cosas están escritas y con el vocabulario que utilizaban.
> [What I learned about myself was that if I didn't give up and if I really tried, then translating documents got easier for me because I got more familiar with the context and how things were written and with the vocabulary that they used.] (SD, PF, 340, 33-36)

> …a veces no sé una palabra específica y me da vergüenza porque me siento menos hispano debido a mi débil vocabulario, pero ya entiendo que no es mi culpa porque yo soy el producto del lugar donde vivo, los Estados Unidos de América y gracias a eso tengo más oportunidades aquí en vez de México…
> […sometimes I don't know a specific word and I'm embarrassed because I feel less Hispanic due to my weak vocabulary, but now I understand that it's not my fault because I am a product of the place I live, the USA and because of that I have more opportunities here than in Mexico…] *(AE, PF, 340, 51-53)*

As can be seen, underlying students' expressions are their doubts about who represents a "true Spanish speaker" and how they measure up. As often is the case among HLLs, their instruction in their heritage language has been inconsistent (e.g., MacGregor-Mendoza, 1998, 2005; Kagan, 2012), is sometimes influenced by a history of punitive measures taken against relatives who spoke the language outside of the home (MacGregor-Mendoza, 2000), and is often fueled by the marginalization of the language and by extension, its speakers by mainstream society (e.g., Galindo, 1996; Carrasco & Rigelhaupt, 2003; Kagan, 2012). As a result HLLs often dismiss, discount or qualify their linguistic abilities as less than ideal (e.g., Beaudrie & Ducar, 2005; Correa, 2011; Leeman, Rabin & Román-Mendoza, 2011) and aren't initially aware of their knowledge of variations in register (e.g., Colombi, 2008).

In the students' perspectives here, they reveal that language is not static but rather an entity that changes and responds both to the location in which one lives and the task in which one engages. The experience opens their eyes not only to the situated nature of Spanish, but also to the value of local norms as compatible with an idealized standard. As a portion of their identity is reflected in their perception of their language abilities, this heightened awareness of the value of local language norms raised in their SL experiences sharpens their assessment of their self and their identity. Similar to Petrov (2013) we found SL to aid in countering learners' misgivings about the Spanish language and to provide them with authentic experiences with which to make positive associations between the language and their identity.

Consciousness of One's Own Sociocultural Linguistic Skills
In a related theme that arose in their writing, students spoke of their impressions of their degree of knowledge of Spanish. As the SL experience often exposed them to or required them to perform new tasks in Spanish, they often came face-to-face with what they felt were gaps in their knowledge and had to draw on a variety of skills to fill in these gaps. Confronting these new situations often led to a sense of anxiety about their ability to perform linguistic tasks that they had never attempted previously, or felt that were above their current level of skill. Despite their initial anxieties, students often pushed themselves to meet these challenges. Although students often expressed that they were stretched beyond their comfort zones, by facing these fears and putting in the time to practice students grew in their knowledge of the language and were even inspired to continue to learn more:

> ...había algunos términos médicos ingleses que yo no sabía cómo traducir y tuve que recurrir a otros medios para el paciente entender como signos de uso, o imágenes, así que fue muy interesante aprender nuevo vocabulario durante mi proyecto de aprendizaje servicio y no puedo esperar a tener la oportunidad de hacerlo de nuevo.
> […there were some English medical terms that I didn't know how to translate and I had to use other resources to make the patient understand like gestures, or images, so it was interesting to learn new vocabulary during my service-learning project and I can't wait to have the opportunity to do it again.] *(CO, D, 315, 22-26)*

…hubo un caso en el que una mujer llegó y por su situación le daba vergüenza tener un intérprete del sexo masculino, pidió que me quedara fuera de la vista pero aun así la enfermera necesitaba venir a pedirme un poco de traducción.
[…there was a case where a woman came in and because of her situation she was embarrassed to have a male interpreter; she asked me to wait outside of the room but the nurse still needed to come out and ask me a bit of translation.] *(DE, D, 340, 20-23)*

Aprendí como traducir oraciones de inglés a español manteniendo su significado traduciendo el mensaje, no traduciendo las palabras literalmente. Aprendí como formar un memo.
[I learned how to translate sentences from English to Spanish maintaining the meaning of the message, not translating words literally. I learned how to make a memo.] *(MR, D, 315, 1-2)*

Tengo que decir exactamente lo que dice el consejero y los pacientes. Pero si puedo enseñar mi simpatía y es preferible. El consejero no quiere que me oiga como un robot, si no como una persona real con sentimientos.
[I have to say exactly what the counselor and the patients say. But I can show my sympathy and it's better to do so. The counselor doesn't want me to sound like a robot, rather like a real person with feelings.] *(AC, D, 340, 38-40)*

Underlying students' reflections is the notion of what is culturally appropriate. In each of these situations, students indicated a sense of awareness of the audience that was either present or implied. This awareness dictated the selection of vocabulary and syntax but students recognized that it went beyond just putting the right words in the right order. Instead, the communication of a message or the delivery of services effectively, efficiently and appropriately includes having a sense of how to express one's self formally and objectively as well as a knowledge of cultural taboos and an ability to convey empathy when necessary. As SHLs, students are more sensitive to cultural and linguistic cues from their interlocutor and can access the required knowledge and shift linguistically to meet their speaker's needs.

Consciousness of Formal Aspects of the Spanish Language
Beyond learning about themselves and their abilities, students were also able to deepen their critical awareness of the Spanish language. While students' concepts of Spanish are often bundled with conflicting senses and sentiments of what is "correct" from a personal point of view, their participation in SL experiences allowed them to distance themselves from their personal connections to Spanish and instead consider Spanish from a more objective viewpoint. In particular, students frequently expressed how the tasks they undertook highlighted the syntactic and semantic differences between Spanish and English. Students also illustrated through their writing the connections they were making of the content studied in class with their experiences in the community setting.

Trabajando con los documentos y a la vez estudiando la lingüística ayudo mucho en entender el español hasta el inglés. Para construir ciertas palabras como las palabras complejas tenemos que tomar palabras simples y combinarlas con otras partes y crear nuevas palabras. Esto me ayudó mucho en construir las oraciones.
[Working with the documents while we were studying linguistics helped a lot in understanding Spanish and even English. In order to make up certain words like compound words we have to take simple words and combine them with others and create new words. This helped me a lot in putting sentences together.] *(LS, D, 340, 8-11)*

Al atender las llamadas me di cuenta de la importancia del estilo formal e informal, tengo mucho tiempo sin hablar con alguien de un estilo formal, puesto que con mis padres hablo de una forma informal. Me toco atender llamadas donde personas se referían a ti de una forma muy formal y otras que hablaban muy informal, al principio me sacó de onda pero ya después me puse a pensar y supe que no es su intención al hablar así , simplemente es la manera en la que ellos hablan, igual que yo.
[Answering calls I learned the importance of formal and informal styles, it's been a long time since I've spoken to someone in a formal style since I always speak informally to my parents. I had to answer calls where people would refer to you in a formal way and others where they spoke informally, at first it was confusing but later I began to think and I realized that they're not talking that way on purpose, it's just the way they speak, just like me.] *(JL, D, 315, 6-11)*

En la clínica de familia usan diferentes tipos de español, por ejemplo cuando están escribiendo una receta médica o referencia con otro doctor usan el español con terminología médica. Pero cuando están explicando a un paciente algo sobre su salud usan el español simple para que los pacientes entiendan lo que es dicho. Cuando las recepcionistas hablan entre ellas usan el code switching muy seguido para expresar conversaciones personales. Pero cuando hablan sobre el historial médico de un paciente usan el español con terminología médica o el inglés.
[In La Clínica de Familia they use many different types of Spanish, for example when they're writing a medical prescription or a referral for another doctor they use Spanish with medical terminology. But when they're explaining to a patient something about their health they use a simpler Spanish so the patients understand what's being said. When the receptionists speak amongst themselves they code-switch a lot for personal conversations. But when they're talking about a patient's medical history they use Spanish with medical terminology or English] *(NI, D, 315, 8-13)*

…me di cuenta de que traducir era una responsabilidad muy grande. Uno de los retos que tuve fue darme cuenta de que público iba a leer los documentos para así escribirlos a un nivel académico adecuado y entendible. Para poder

darme una idea leí un poco sobre el programa y llegue a la conclusión de que los padres no tenían mucha educación. Uno de los requisitos era de tener ingresos muy bajos, y por lógica entendí que las personas no estudiadas tienen salarios bajos. Por otro lado, también ofrece servicios a estudiantes y esto me hizo dudar un poco de a qué nivel debía escribir los documentos. Al final decidí escribirlos como a un nivel de 9no grado para que fuera comprensible para los que no estudiaron y a la vez bastante buenos para los que estaban en el proceso de estudiar.

[I realized that translating was a big responsibility. One of my challenges was that I had to think about the public that was going to read the documents so I could write them at an acceptable, understandable level. In order to get that sense I had to read a bit about the program and I came to the conclusion that the parents didn't have much education. One of the requirements was to be low income so I logically understood that they would be people that didn't have studies because they had low salaries. On the other hand, they also offer services to students and that made me doubt a little about what level I should write the documents in. In the end I decided I would write them at about a 9th grade level so they'd be comprehensible to those who didn't have schooling and still be good for those who were still studying.] *(GA, PF, 340, 60-69)*

Al principio del semestre cubrimos la evolución o más bien la historia de la lengua española. … Con esto en mente me puse a pensar que tal vez en un futuro estas dos variaciones regionales podrían convertirse en otros lenguajes y al igual que el latín, el español seria dividido.

[At the beginning of the semester we covered the evolution, or rather the history of the Spanish language. … With that in mind I began to think that maybe in the future those two regional variations could become other languages and just like Latin, Spanish would be divided.] (DE, PF, 340, 15, 23-25)

In these excerpts students take the spotlight off themselves and their own personal experiences as they consider Spanish. By uncoupling their personal identity from Spanish they can reflect upon the linguistic structure dispassionately and engage in a critical examination of the language as a set of systems. Underlying these discoveries is the realization that the study of Spanish constitutes a "real" academic discipline which is a notion that often has run counter to their academic experiences with the language.

Since SHL learners have received the bulk of their knowledge about the Spanish language in a natural setting, they often enter Spanish courses with a set of false impressions and expectations. Their impressions of their Spanish language abilities frequently carry the imprint of the judgments received from family and friends; they have the sense that their skills don't measure up to some vague, idealized standard. In addition, given that SHL learners' comprehension skills are often better than their productive skills, they may confuse their ability to understand the instructor with the advancement of knowledge and thus underestimate the effort needed to transform their language abilities in an academic environment. As such, SHL learners may feel

they only need apply their instincts regarding what sounds right to them to be successful. Participating in SL experiences causes SHL learners to reconsider their knowledge of Spanish, adopt an objective perspective from which it can be viewed, and revise their own learning goals. SHL learners further discover that they can examine Spanish from a distance without placing their ego or identity at risk.

Consciousness of Community and the Fulfillment of the Community's Needs
In addition to learning to view Spanish from an objective perspective, learners turned a critical eye toward their community and the organization that served the community's needs. Through their service, students developed a newfound awareness of characteristics typically found in the community and how these characteristics were often reflected as needs or problems within the community. This awareness included recognizing the demand for translation and interpretation services and the recognition of how a lack of bilingual services hindered access to a large segment of the population. Information about community needs were also revealed by the topics of the documents they were asked to translate. Some students were also able to recognize that the issues their community faced were concerns that persisted beyond the level of just their community:

> Aunque había muchas personas allí que podían hablar en español, nadie de estos personas podían escribir en español, mucho menos transcribir en la lengua. A veces había una persona que podría escribir en español, pero no tuvo confianza suficiente en su capacidad para traducir.
> [Although there were a lot of people there who could speak Spanish, none of them could write Spanish, much less transcribe [sic: translate] the language. Occasionally there was someone who could write in Spanish but s/he didn't have enough confidence in his/her ability to translate.] *(HNC, PF, 340, 19-21)*

> Otro tema que iba a abarcar es también la falta de comunicación, es muy estresante estar en una situación donde nadie te comprende, siente impotencia al saber que no puedes hacer que alguien te entienda y más en situaciones de alta importancia como a las que se somete la clínica. El tener personal bilingüe ayuda a personas que no dominan el inglés a sentirse un poco más tranquilos y menos estresados permitiéndoles pensar con más claridad y comunicar lo que necesitan…
> [Another theme I wanted to touch on is also lack of communication, it's stressful to be in a situation where nobody understands you, you feel powerless knowing that you can't make someone understand you and even more so in very important situations like the ones people get into in the clinic. Having bilingual personnel helps people who aren't dominant in English feel a little calmer and less stressed allowing them to think more clearly and to express what they need…] *(JL, D, 315, 11-16)*

Al estar allí me quede pensando que triste es que no tenemos más consejeros o doctores que hablen las dos lenguas por que es necesario en un lugar como aquí. ¿Cómo se va a sentir un paciente con un doctor o consejero que no lo entiende bien? Es muy difícil tenerle confianza al principio a alguien que va a saber cada aspecto de tu vida y ni te entienden cuando hablas.

[While I was there I kept thinking how sad we don't have more counselors and doctors that speak two languages because it's necessary in a place like this. How is a patient going to feel with a doctor or counselor that doesn't understand him/her well? In the beginning it's very difficult to trust someone who's going to know every aspect of your life if they don't even understand you when you speak.] *(AC, D, 340, 9-12)*

En esta región del país se toma muy desapercibida la necesidad de intérpretes y traductores… Por lo cual, se deben de tomar más en serio los diplomados de universidad en español para algo más que enseñar la lengua en una escuela. En muchos campos de trabajo se puede aplicar el conocimiento de ser proficiente bilingüe.

[In this region of the country there's an unspoken expectation of the need of interpreters and translators… For this reason they should take graduates in Spanish into account for more than just teaching language in a school. The knowledge of being a proficient bilingual can be applied in many different work areas.] *(DE, D, 340, 12-16)*

No voy a seguir una carrera en ligústica, ni uno de traductor pero quiero trabajar en la política. En la política hay mucha gente solamente hablan español. …. Yo quiero apelar a la gente que no saben hablar inglés, la gente que solamente habla español. Quiero que esta gente tenga la oportunidad a tener el conocimiento cuando votan.

[I'm not going to get a major in linguistics, nor be a translator, rather I want to be in politics. In politics there are a lot of people who only speak Spanish…I want to appeal to the people who don't speak English, the people that only speak Spanish. I want those people to have the chance to be knowledgeable when they vote.] *(CA, PF, 340, 39-45)*

In these instances, SHL learners are drawing upon both their linguistic knowledge as Spanish speakers and their extra-linguistic knowledge as members of a larger community and critical evaluators of a service organization to assess whether the community is being served fully and appropriately. By translating documents or interpreting in a clinic setting students were able to identify the gaps in the services being provided to Spanish dominant community members. Moreover, they were able to empathize with those with critical needs who were hindered in their ability to secure access to them without information readily available to them in Spanish. Students further demonstrated an ability to extrapolate beyond the circumstances of their service and hypothesize about similar situations or project their intentions for the future.

Consciousness of Value of the SL Experience

Learners' reflections on their overall SL experience is another theme that arose from their writing. In their reflections students commented on the significance of the SL experience and how in the time they spent outside the classroom they discovered valuable lessons about themselves and their skills, their community, and the Spanish language. Students also reported gaining a more realistic idea of what translation and interpretation truly entailed and a better understanding of how critical the need for quality translation and interpretation services were in their community. Students also were able to see how their SL experiences provided them with a better understanding of the course material.

> Este servicio social me ayudó a darme cuenta que tan importante es el saber un idioma y a cuenta gente se puede ayudar.
> [This social service helped me realize how important it is to know a language and how many people you can help.] *(JL, D, 315, 17-18)*

> Hacer estas horas de servicio me ayudo a mejorar mis habilidades de traducción, es una práctica que me ayudara mucho ya que mi propósito al tomar clases de español es para conseguir mi licenciatura en español para poder ser traductora.
> [Doing these service hours helped me improve my translation skills, it's a practice that will help me a lot since my plan in taking Spanish classes is to get my degree in Spanish so I can become a translator.] *(MR, D, 315, 18-21)*

> En general esa experiencia es una cosa que estudiantes de español necesitan tener, no solamente para ayudar su comunidad, pero también para tener encuentros reales en español en lugar de simplemente leer sobre ellos en libros de texto. Eso es lo que falta en las clases de algún lenguaje—la aplicación de la vida real.
> [Overall that experience is something that students of Spanish need to have, not only to help their community, but also to have real-life encounters in Spanish instead of simply reading about them in textbooks. That's what's missing in language classes—the application of real life.] *(HNC, PF, 340, 62-66)*

> En conclusión, el servicio voluntario fue una buena experiencia en varios aspectos. El servicio nos dio una gran oportunidad de servir a la comunidad con nuestras habilidades con el idioma y también nos mostró las posibilidades que tenemos de hacer una carrera del uso de nuestros idiomas. El servicio no[s] ayudo también a reflexionar en los aspectos en que necesitamos que mejorar del los idiomas. El vocabulario fue lo mas difícil, por el motivo en que hay veces en que se nos olvidan la palabras o no sabemos como traducir una frase. También hay que tener confianza en si mismo.
> [In the end the volunteer service was a good experience in many aspects. The service gave us a great chance to serve the community with our language skills

and also showed us the avenues we have to make a career using our languages. The service helped us also to reflect on language aspects on which we need to improve. The vocabulary was the toughest because sometimes we forget words and we don't know how to translate them. You also need to have confidence in yourself.] *(YR, PF, 340, 46-51)*

Durante el tiempo de trabajo comunitario tuve la oportunidad de pensar en lo difícil que es no saber alguno de los dos idiomas, muchas veces las personas que no hablan español sienten que tienen menos derechos y se sienten intimidados y muchas de las veces no hacen o dicen lo que ellos quisieran, esto me recuerda a mi mama, ella muchas de las veces no dice o hace las cosas al menos que yo este con ella, para servirle de su traductora. [During the time I spent doing community service I had the chance to think about how difficult it is not to know something about both languages, a lot of times people who don't know Spanish [sic: English] feel like they have less rights and they feel intimidated and a lot of times they don't do or say what they want, that reminds me of my mom, a lot of times she doesn't say or do things unless I'm with her to be her translator.] *(EL, D, 315, 13-18)*

Estas pocas horas aquí me dieron la idea de poder trabajar como intérprete mientras acabo mi carrera en educación secundaria. Este trabajo/servicio me ayudo a decidirme más que la carrera de español que escogí es lo que quiero hacer el resto de mi vida. Poder ayudar a estudiantes a aprender español como segundo idioma o aprender el español correctamente a estudiantes que ya hablan español es lo que quiero empezar a hacer al graduarme. Enseñar español no es nada mas dentro de las escuelas, es algo que también s muy necesario fuera en la comunidad. Las personas necesitan la ayuda de traducción y de aprendizaje al español. Me gustaría ofrecer más mi tiempo hacia la comunidad y traducir documentos importantes para oficinas medicas, oficinas de gobierno, escuelas, y otros lugares que lo necesiten. La lingüística es algo muy importante y estar en esta clase me sirvió mucho al hacer este trabajo en la guardería. [These few hours here gave me an idea of how to work as an interpreter while I finish my degree in secondary education. This work/service helped me decide that the Spanish major that I chose is what I want to do for the rest of my life. Being able to help students learn Spanish as a second language or for students who already speak Spanish to learn it correctly is what I want to start to do when I graduate. Teaching Spanish isn't just in the schools it's also something very necessary out in the community. People need help from translation and from learning Spanish. I would like to offer more of my time in the community and translate important documents for medical offices, government offices, schools and other places that need them. Linguistics is something that's very important and being in this class helped me a lot when I was doing the work in the preschool.] *(MR, PF, 340, 38-47)*

> Mi servicio en Early Head Start como traductora me ayudó a mejorar mi español para comunicar más eficazmente. Ahora me siento más confidente en mis habilidades de comunicar en español, entonces creo que podré comunicar bien con mis pacientes españoles en el futuro. También, muchos de los documentos que traduje tenía información sobre la salud, entonces aprendí más información y términos médicos que puedo usar cuando soy enfermera.
> [My service as a translator at Early Head Start helped me improve my Spanish in order to communicate more effectively. Now I feel more confident in my communication skills in Spanish and I think I could communicate well with my future Spanish speaking patients. Also a lot of the documents that I translated contained health information so I learned a lot of information and medical terms that I can use when I become a nurse.] *(JV, PF, 340, 46-50)*

While instructors often look for and reflect upon the value of new teaching strategies with respect to the investment of effort and the learning gained, learners are not often called upon to do the same. As SL experiences require students' engagement in academic activities above and beyond the limits of a classroom setting, this reflection on the part of the students is critical not only to get their underlying sense of "Was it worth it?", but also to acquire a more complete and objective view of which skills, knowledge, and perspectives are directly attributable to the SL activities that cannot be accessed through the classroom alone. Moreover, learners and faculty can see how activities that are not teacher-centered or student-centered, but rather community-centered, raise students' confidence and compassion and provide an avenue for the integration and validation of locally-based knowledge.

DISCUSSION

Our initial implementation of SL in our two courses was two-fold. First, we were motivated by the desire to provide authentic opportunities for SHL learners to apply their skills in Spanish outside of the classroom. Second, we felt the need to engage our SHL learners in much needed community outreach. In providing SL opportunities we hoped that students would gain new insights on the wealth of skills they already possessed and also see how they could effectively apply those skills in service to their community. We faced many challenges: there was no SL model to follow in our program, no institutional guidance, no established connections with local agencies and no funding to support our efforts. Understandably, we were uncertain of both our path and our outcomes, yet were committed to explore this new endeavor and evaluate its potential benefits or shortcomings.

In general our findings demonstrate that there are multiple benefits to be gained from the integration of even a modest investment of SL in SHL classrooms, sufficient to encourage us to continue and expand our efforts. Many of those benefits reflect notions of tolerance, engagement, a sense of reward in serving others and an enhancement in critical thinking skills (e.g., Eyler & Giles, 1999), which typify SL experiences in general. However, our findings revealed that our students dug even deeper. Through the multifaceted and intersecting concepts of language, culture, community and identity, the SHL students in our courses displayed the ability to examine their reality differently, illustrating the essence of c*onscientização* (Freire, 2005). Many of the diverse themes of Consciousness that arose in the SHL learners' writing reflected several cultural and linguistic qualities that distinguish HL learners from L2 learners and place them at

an advantage when assisting HL communities. Our SHL learners were able to draw upon their personal background for skills and experiences that not only enhanced their delivery of services in the organization, but this "insider knowledge" also deepened their examinations of themselves, their languages and their community.

Centering SL opportunities on a critical examination of language in HL communities heightens HL learners' awareness of themselves and of their relationship to others in their community (Moran, 2001; Trujillo, 2009; Leeman, Rabin & Román-Mendoza, 2011). Student participants in our study came to see language as an element that refined or (re-)defined who they were as individuals. In some cases this redefinition entailed implicit questioning of previously stigmatized aspects of their language use and situating the Spanish language in the context of the U.S. and understanding how that context, and contact with English, influenced their identity, language development, and performance. Thus, learners were able to develop their perception of their knowledge of Spanish and reflect on the ways Spanish connects to how they see themselves and how they want to be perceived.

We also found that through their SL experiences SHL learners discovered the richness and complexities of Spanish and observed the varieties of Spanish that coexist in our community. In doing so, students gained new insights about Spanish as not only a local language, but also as a global one and connected lexical, phonetic and intonational variations in Spanish with real individuals, similar to the global contextualization of the -language realized by the participants in Leeman, Rabin & Román-Mendoza (2011). Students thus not only raised their awareness of Spanish as a bridge to other Spanish speakers, but they also learned to recognize the value of local language norms.

SHL learners were further able to recognize the importance of context, audience, and registers in the selection of vocabulary in oral and written exchanges. Students also critically identified and examined the degree of skills they already possessed to manage these tasks and projected what they needed to do to continue to develop these skills. Moreover, they learned to discern and resolve differences between English and Spanish and to devise strategies to apply when problems present themselves in the future.

The Consciousness fostered by the SL experiences allowed SHL learners to become more mindful of the community's needs. Learners were able to see the successes as well as the gaps in the delivery of services. Moreover, learners realized the significant role their voluntary efforts played in helping the organization deliver services to non-English speaking individuals.

While the themes related to Consciousness examined here resulted from the students' work in two courses during one semester, we do not believe that these themes are limited in time or scope. We thus anticipate that these and others will continue to arise in future semesters. Crucially, although the instructions for the journals and reflective papers call upon learners to be alert while in the linguistic environment of the organization, they were not overly directive. Thus, with limited guidance students were able to make impressive discoveries for themselves.

Service-learning also supported and amplified the academic material in our courses. Students were able to make critical links between the materials presented in class and their responsibilities as linguistic and cultural intermediaries while participating in a SL experience. Students observed language-related themes, such as lexical, stylistic and regional variation and the

historical evolution of the language, realized in real people. In this way, the SL experience resonated with SHL learners, and grounded their understanding of various features of the Spanish language to a greater degree than a classroom experience alone.

The SL experience also offered students a host of extracurricular advantages. SHL learners were able to gain an insider's view of how the organization worked and were able to evaluate whether their career might include a job in this or a related field. Learners were able to network with key individuals outside of the university who could serve as resources or provide recommendations for future employment. Moreover, they were able to connect their school experience with life after school and envision using their skills in future classes and jobs.

In addition, as a result of our combined efforts, over 400 hours of service in one semester were provided voluntarily to local organizations. While there remain great needs in our community, our initial efforts here have taken critical steps in applying the resources to meet those needs.

Encouraged by this first round of success we have begun to seek additional organizations that need volunteers and bilingual speakers. In subsequent semesters, in addition to working with LCDF, students have donated their services to a variety of other organizations, many of which have approached the students to ask for more civic involvement. These non-profits provide a host of services including community empowerment and social justice, to social and legal assistance, help to victims of domestic violence, and developing literacy skills. In the future, we hope to arrange for our students to volunteer their services in local police departments and shadow court interpreters to gain insight into how Spanish can be used in these settings.

Additionally, while we have established relationships for our courses, we would like to share our success with others in the department. We feel that balancing the students' efforts in the classroom with service in the community will enhance students' skills and knowledge. Moreover, through SL we could bridge the divide between the university population and the community at large, which could help create a positive image of our students within the community and open the possibilities of employment opportunities for them once they graduate.

Eventually we hope to integrate SL as a permanent part of our department and institution's infrastructure, adding not only to the number of courses that integrate SL but also creating courses that place primary emphasis on SL. We are considering developing a certificate program in SL where students will take 12 or more credits in coursework that integrates SL and document a minimum of 60 hours of SL. By integrating our program offerings with SL we could optimize students' opportunities to develop their linguistic and academic skills while growing in their knowledge of the community and seeing practical ways to apply their linguistic skills. This work could strengthen and validate the connections between the university and the community as discussed above.

Overall, we found that for HL student populations SL is a powerful pedagogical tool that can connect students to their heritage language and their community and thus encourage students to self-acknowledge, self-validate, and further develop their linguistic and cultural skills on their own. For students and instructors participating in SL, the critical reflection characteristic of such endeavors reinforces classroom learning and stimulates the examination of course themes outside of class. For the local organizations, SL provides an informal yet skilled resource to bridge the

gaps in critical services to individuals who might have barriers to access; it also demonstrates that the university and organization share some common goals.

The reciprocal nature of SL was found to be more powerful than originally anticipated. While it was originally envisioned that the much needed services provided by students would benefit the community, the amount of knowledge and perspective gained by learners from their involvement was remarkable. Furthermore, our aspiration to bridge the gap between the academic environment and the community is successfully accomplished through the students' and organizations' work and dedication. While the students provided services, the community returned the favor many times over by providing students with wisdom and enlightenment and a means to strengthen their ties with their families, culture and language.

REFERENCES

Abbott, A., & Lear, D. (2010). The Connections Goal Area in Spanish Community Service-Learning: Possibilities and Limitations. *Foreign Language Annals*, *43*(2), 231–245.

Beaudrie, S., & Ducar, C. (2005). Beginning level university programs: Creating a space for all heritage language learners. *Heritage Language Journal*, *3*(1), 1–26.

Beaudrie, S., Ducar, C., & Relaño-Pastor, A. M. (2009). Curricular perspectives in the heritage language context: assessing culture and identity. *Language, Culture and Curriculum*, *22*(2), 157–174.

Bugel, T. (2013). Translation as a multilingual and multicultural mirror framed by service-learning. *Hispania*, *96*(2), 369–382.

Campbell, R. N., & Rosenthal, J. W. (2000). Heritage languages. In J. W. Rosenthal (Ed.), *Handbook of undergraduate second language education* (pp. 165–183). Mahwah, NJ: Lawrence Elrbaum Associates.

Campus Compact. (n.d.) Campus compact higher education coalition [website]. Boston, MA. Retrieved from http://www.compact.org

Carrasco, R. L., & Rigelhaupt, F. (2003). META: a model for the continued acquisition of Spanish by Spanish/English bilinguals in the United States. In A. Roca & M. C. Colombi (Eds.), *Mi lengua: Spanish as a heritage language in the United States* (pp. 170-197). Washington, DC: Georgetown University Press.

Carreira, M. (2012). Meeting the needs of heritage language learners: Approaches, strategies, and research. In S. Beaudrie & M. Fairclough (Eds.), *Spanish as a heritage language in the United States: The state of the field* (pp. 223–240). Washington, D.C.: Georgetown University Press.

Colombi, M. C. (2008). Academic language development in Latino students' writing in Spanish. In M. J. Schleppegrell & M. C. Colombi (Eds.), *Developing advanced literacy in first and second languages: Meaning with power* (pp. 67–86). New York, NY: Routledge.

Correa, M. (2011). Advocating for critical pedagogical approaches to teaching Spanish as a heritage language: Some considerations. *Foreign Language Annals, 44*(2), 308-320.

Eyler, J., and Giles, D. (1999). *Where's the learning in service-learning?* San Francisco, CA: Jossey-Bass.

Faszer-McMahon, D. (2013). Social networking, microlending, and translation in the Spanish service-learning classroom. *Hispania*, *96*(2), 252–263.

Freire, P. (2005). *Pedagogy of the Oppressed*. New York: Continuum.

Fry, R., & Taylor, P. (2013). *Hispanic high school graduates pass Whites in rate of college enrollment*. Washington, D.C.: Pew Hispanic Center.

Galindo, L. (1996). Language use and language attitudes: a study of border women. *The Bilingual Review/La revista bilingüe*, *21*(1), 5-17.

García, J., Pierce, J. M., & Zambrano, A. (2013). Programas comunitarios de educación audiovisual como alternativa al aprendizaje-servicio en el extranjero. *Hispania*, *96*(2), 342–354.

Gee, J. P. (2005). *An Introduction to discourse analysis: Theory and method* (2nd ed.). New York, NY: Routledge.

Helmer, K. A. (2013). A twice-told tale: Voices of resistance in a Borderlands Spanish heritage language class. *Anthropology & Education Quarterly*, *44*(3), 269–285.

Kagan, O. (2012). Intercultural competence of heritage language learners: Motivation, identity, language attitudes, and the curriculum. In *Proceedings of Intercultural Competence Conference*, *2,* 72–84.

Klein, C., Hellebrandt, J., Arries, J., & Varona, L. T. (Eds.). (2003). *Juntos: Community partnerships in Spanish and Portuguese (*American Association of Teachers of Spanish and Portuguese professional development series handbook: Vol. 5). Boston, MA: Thompson Heinle.

Krogstad, J. M., López, M. H., & Rohal, M. (2015). *English proficiency on the rise among Latinos: U.S. born driving language changes*. Washington, D.C.: Pew Research Center. Retrieved from http://www.pewhispanic.org/2015/05/12/english-proficiency-on-the-rise-among-latinos/.

Lear, D. W., & Abbott, A. R. (2008). Foreign language professional standards and CSL: Achieving the 5C's. *Michigan Journal of Community Service Learning (Spring)*, 76–86.

Leeman, J. (2005). Engaging critical pedagogy: Spanish for native speakers. *Foreign Language Annals*, *38*(1), 35-45.

Leeman, J., & Martínez, G. (2007). From identity to commodity: Ideologies of Spanish in heritage language textbooks. *Critical Inquiry in Language Studies*, *4*(1), 35–65.

Leeman, J., Rabin, L., & Román-Mendoza, E. (2011). Critical pedagogy beyond the classroom walls: Community service-learning and Spanish heritage language education. *Heritage Language Journal*, *8*(3), 1–22.

Lizardi-Rivera, C. (2005). Learning the basics of Spanish translation: Articulating a balance between theory and practice through community service. In E. Zlotkowski, J. Hellebrandt, & L. T. Varona (Eds.), *Construyendo puentes (Building bridges): Concepts and models for service-learning in Spanish (American Association for Higher Education series on service-learning in the disciplines)* (pp. 107–122). Sterling, VA: Stylus Publishing.

MacGregor-Mendoza, P. (1998). Language and the bilingual teacher: Use, attitudes, roles, *Southwest Journal of Linguistics, 17*(2), 83-99.

MacGregor-Mendoza, P. (2000). Aquí no se habla español: Stories of linguistic repression in Southwest schools. *Bilingual Research Journal, 24*(4): 333-345.

MacGregor-Mendoza, P. (2005). El Desplazamiento intergeneracional del español en los Estados Unidos: Una aproximación. In L. A. Ortiz López y M. Lacorte (Eds.), *Contactos y contextos lingüísticos: El español en los Estados Unidos y en contacto con otras lenguas* (pp. 287-300). Madrid: Lingüística Iberoamericana.

Martínez, G. (2010). Medical Spanish for heritage learners: A prescription to improve the health of Spanish-speaking communities. In S. V. Rivera-Mills & J. A. Trujillo (Eds.), *Building communities and making connections* (pp. 2–15). Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Moran, P. (2001). *Teaching culture: Perspectives in practice*. Boston, MA: Heinle & Heinle.

Mullaney, J. (2005). Service-learning and language-acquisition theory and practice. In E. Zlotkowski, J. Hellebrandt, & L. T. Varona (Eds.), *Construyendo puentes (Building bridges): Concepts and models for service-learning in Spanish (American Association for Higher Education series on service-learning in the disciplines)* (pp. 49–60). Sterling, VA: Stylus Publishing.

National Service-Learning Clearinghouse. (n.d.) [website]. National Youth Leadership Council/Generator School Network. Retrieved from https://gsn.nylc.org/clearinghouse

The National Standards Collaborative Board. (2015). *World-Readiness Standards for Learning Languages* (4th ed.). Alexandria, VA: The National Standards Collaborative Board.

New Mexico State University. (2015). *New Mexico State University fall 2015 factbook*. Las Cruces, NM. Retrieved from https://oia.nmsu.edu/files/2016/05/Factbook-2015-2.pdf

Office of Institutional Analysis, New Mexico State University. (2014). *Data Report on student enrollment*. Las Cruces, NM.

Petrov, L. A. (2013). A pilot study of service-learning in a Spanish heritage speaker course: Community engagement, identity, and language in the Chicago area. *Hispania*, *96*(2), 310–327.

Pew Research Center. (2013). *U.S. Hispanic Population by County: 1980-2011*. Washington, D.C. Retrieved from http://www.pewhispanic.org/2013/08/29/u-s-hispanic-population-by-county-1980-2011/

Reissman, C. K. (2008). *Narrative methods for the human sciences*. Thousand Oaks, CA: Sage Publications.

Rivera-Mills, S., & Trujillo, J. A. (Eds.). (2010). *Building communities and making connections*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Ryan, C. (2013). *Language use in the United States: 2011*. Washington, DC: U.S. Census Bureau. Retrieved from https://www.census.gov/prod/2013pubs/acs-22.pdf

Sfard, A., & Prusak, A. (2005). Telling identities: In search of an analytic tool for investigating learning as a culturally shaped activity. *Educational Researcher*, *34*(4), 14–22.

St. Clair Lesman, A. (2003). From service-learning to social activism: Growing the "soul of a citizen." In C. Klein, J. Hellebrandt, J. Arries, & L. T. Varona (Eds.), *Juntos: Community partnerships in Spanish and Portuguese (American Association of Teachers of Spanish and Portuguese professional development series handbook: Vol. 5)* (pp. 29–35). Boston, MA: Thompson Heinle.

State University of New York. (2008). *Service Learning: A toolkit*. Albany, NY. Retrieved from http://www.nycampuscompact.org/uploads/1/0/6/3/10630880/service_learning_toolkit_final_2009_01_26.pdf

Talmy, S. (2011). The interview as collaborative achievement: Interaction, identity, and ideology in a speech event. *Applied linguistics*, *32*(1): 25–42.

Tijunelis, V., Satterfield, T., & Benkí, J. R. (2013). Linking Service-Learning Opportunities and Domestic Immersion Experiences in US Latino Communities: A Case Study of the "En Nuestra Lengua" Project. Hispania, 96(2), 264–282.

Trujillo, J. A. (2009). Con todos: Using learning communities to promote intellectual and social engagement in the Spanish curriculum. In M. Lacorte & J. Leeman (Eds.), *Español en Estados Unidos y otros contextos de contacto: Sociolingüística, ideología y pedagogía* (pp. 369–395). Madrid: Iberoamericana.

U.S. Census Bureau. (2012). *Current population survey, annual social and economic supplement, population by sex, age, Hispanic origin, and race, Table 1*. Washington, D.C. Available from http://www.census.gov

U.S. Census Bureau. (2015). *Quick facts, Doña Ana County, NM*. Washington, D.C. Retrieved from http://www.census.gov/quickfacts/table/PST045215/35013

Varas, P. (2005). Raising cultural awareness through service-learning in Spanish culture and conversation. In E. Zlotkowski, J. Hellebrandt, & L. T. Varona (Eds.), *Construyendo puentes (Building bridges): Concepts and models for service-learning in Spanish (American Association for Higher Education series on service-learning in the disciplines)* (pp. 123–136). Sterling, VA: Stylus Publishing.

Varenhorst, B. B. (2004). Tapping the power of peer helping. *Reclaiming Children and Youth*, *13*(3), 130–133.

Varona, L. T. (2005). From instrumental to interactive to critical knowledge through service-learning in Spanish. In E. Zlotkowski, J. Hellebrandt, & L. T. Varona (Eds.), *Construyendo puentes (Building bridges): Concepts and models for service-learning in Spanish (American Association for Higher Education series on service-learning in the disciplines)* (pp. 61–76). Sterling, VA: Stylus Publishing.

Varona, L. T., & Balauz, M. V. (2003). When everyday life becomes the focus of attention in intermediate Spanish courses. In C. Klein, J. Hellebrandt, J. Arries, & L. T. Varona (Eds.), *Juntos: Community partnerships in Spanish and Portuguese (American Association of Teachers of Spanish and Portuguese professional development series handbook: Vol. 5)* (pp. 69–82). Boston: Thompson Heinle.

Weerts, D. J., & Sandmann, L. R. (2008). Building a two-way street: Challenges and opportunities for community engagement at research universities. *The Review of Higher Education*, *32*(1), 73–106.

Zlotkowski, E., Hellebrandt, J., & Varona, L. T. (Eds.). (2005). *Construyendo puentes (Building bridges): Concepts and models for service-learning in Spanish (American Association for Higher Education series on service-learning in the disciplines)*. Sterling, VA: Stylus Publishing.

APPENDIX A
Service-Learning Agreement

Student name (print)	Student ID number
Telephone (primary)	Email address
Course number /Semester	Instructor name

The mission of the Department of Languages and Linguistics is to engage students in the discovery, learning, and critical study of world languages, literatures, and cultures from diverse viewpoints so that they may broaden their understanding of and make meaningful contributions to a complex, interdependent, global community.

In light of our Department's commitment to our mission, we encourage our students to enhance their education through providing meaningful service to their community. Your service in a local community organization will be demanding but will also provide you with the opportunity to learn outside of the classroom, to apply your skills and knowledge in real-life scenarios, to gain more skills, knowledge and awareness beyond the classroom setting, and to foster a sense of self-awareness and compassion and care for others. By participating in this Service Learning Experience you declare and agree to the following:

1. I am committed to volunteer at the organization for no less than 10 hours during the semester.
2. I understand that I will commit to a schedule of - dates and times to serve at the organization. If I am unable to make a scheduled shift I will contact my designated supervisor at the organization and the Department of Languages and Linguistics as soon as possible (preferably no less than 24 hrs. in advance).
3. I will not bring any unauthorized visitors or friends to my community service organization.
4. All interactions with other staff, volunteers, community members, and clients that my community service organization serves will be appropriate and professional. I understand that I am expected to act in a mature manner at all times.
5. I will record all hours worked/served on my Service Verification Form and will seek out my supervisor's signature each time I serve my organization.
6. I understand that NMSU's Code of Student Conduct and behavior expectations is in effect while at my community service organization. Further, I understand that if my behavior comes into conflict with those expectations then I am subject to the consequences as outlined in that policy.
7. I will comply with all community service organization policies, standards and regulations and serve in a professional manner with respect for others, especially with regard to **confidentiality**. I understand that all activities in which I am involved as a service-learner, are strictly confidential. I will not release any type of personal information concerning clients of the community service organization.
8. I understand that to participate in this program, I am required to travel to and from my assigned agency. I further understand and agree that New Mexico State University is neither

responsible nor liable for any injury, damage, or loss incurred while traveling to or from the agency, or while at the agency, and that I am solely responsible for my actions, inactions, and/or behavior while participating in this program, and agree to and shall save and hold harmless New Mexico State University, its Board of Regents, faculty, staff, agents, and employees from any claims, actions or judgments including the expenditure of attorney's fees and costs arising from my actions or inactions during my participation in this program.

9. I certify that I have no physical condition or disability that I have not disclosed which might affect my participation in this program. Should I develop a condition or injury that limits my participation in the program (i.e., am unable to lift required weights), I will immediately notify the Department of Languages and Linguistics and provide medical documentation as required.

I hereby affirm that I have read and understand the terms and conditions of this Service Learning Agreement and agree to accept these terms and conditions. I further agree and acknowledge that I will abide by all responsibilities as outlined in this document.

Student
Signature_____Date_____

APPENDIX B
Journal Entries

For each hour of service in the clinic you should write one journal entry. Each entry will be a minimum of 250 words in Spanish. When writing, you should adopt a style that is formal, objective, and academic, not personal. At each journal deadline on our course calendar you should turn in a total of two entries.

Each journal entry should represent a critical reflection of 1 to 3 specific themes that are revealed or manifested through language and should include references to the themes we've studied in class. Entries should not simply represent a summary of the activities you completed in your service that day, nor how you felt about them; rather, they should be a synthesis of what you have been able to discover, analyze or infer about the Spanish language based on your participation with the organization. The themes that appear below can be used to stimulate both your observations as well as your reflections, but you are not restricted to addressing only these themes.

age/generation
civility
confidentiality
conflict
courtesy
creativity
critical thinking
cultural awareness
culture
dignity
diversity
effective communication
environmental knowledge
ethics/morality

formal/informal style
gender
humanity
identifying needs/
problems
identifying solutions
identity
lack of communication
language competency
language fluency
language policy
linguistic register
literacy
medical knowledge
medical needs

poverty
power
pragmatics
self awareness
spoken vs. written
language
status
technological competency
tolerance
translation
verbal vs. non-verbal
language
vocabulary

APPENDIX C
Final Project

Throughout the semester you had the opportunity to provide language-based services to a non-profit organization. For the final project, you will write a 3-5 page essay that is double-spaced and without extra spaces between paragraphs, with 1" margins on all sides and written in 12 pt. using either Times New Roman or Arial font.

In your essay, reflect on your overall experiences responding to each of the themes below. The questions for each of them are designed to help stimulate your thoughts; however, your essay should not be written as if it were an interview.

1. **Briefly describe the site where you provided service.** What was it like? What characterized the service you provided? With whom did you interact at the site? In what way? etc.
2. **Critically examine your experience and your participation:** How was the service you provided meaningful to the organization? What did it mean to you personally? Was it what you expected or not? What do you think of your experiences? What did you learn that you didn't know before regarding the organization, regarding what their needs are and why, and regarding what they expected of you? What did you learn that you didn't know before regarding your own personal skills and language abilities? What skills do you think you still need to acquire or improve that you hadn't noticed before? What did you learn about yourself?
3. **Make connections between your service experiences the topics of the course and your future plans.** How did the experience of going outside the classroom to provide service help you to see the topics discussed in class differently? What impact has this experience had in how you see your life, additional studies and your future career? What did your experiences teach you about the available resources and the needs of the community? In what way can you envision applying what you have learned?
4. **Offer advice to other students.** What linguistic and logistic challenges did you face and what did you do to resolve them? What advice would you give to others to make the process easier and to increase the benefits to the organization and to students?