DOES SERVICE-LEARNING HAVE THE POTENTIAL TO INCREASE LEARNER MOTIVATION IN THE COMMUNITY COLLEGE ESL CLASSROOM?

by

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To my husband, Jon, who never doubted my ability or drive to complete this capstone.
Thank you for your continuing love, support and encouragement.

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CHAPTER ONE: INTRODUCTION

The Beginning of an Interest

In October of 2007, I was hired as a service-learning coordinator in the Office of Student Life at a large community college in suburban Minneapolis and remained in this position for almost three years. I worked with a variety of students during my time there and helped set up academic volunteer experiences for many different courses and instructors. The English as a Second Language (ESL) course instructors, or "English for Academic Purposes" (EAP) instructors at this institution are very supportive of incorporating service-learning activities into their curricula and many EAP students were, because of this, offered the opportunity to engage in volunteer work outside of the classroom that connected back to their classroom learning. Service-learning volunteer opportunities are part of the syllabus and coursework in academic classes. The experiences outside of the classroom give the students "real-life" experiences with classroom content. These experiences are then brought back to the classroom via discussion and reflection to help enhance the classroom learning and discussion. This is service-learning.

Service-learning is "a well-established pedagogy in community college programs throughout the United States" (Glicker, pg 40). While participating in service-learning activities, students make direct connections between academic classroom concepts and involvement in community issues that affect their neighborhoods. Service-learning assists students in developing academic knowledge and civic skills and helps faculty move to a learner-centered, community-centered

pedagogy (Glicker, 2006). A general goal of service-learning is to create a shift in education from an emphasis on teaching and teacher-centered classrooms to student-centered active learning (Morris, 2001). Service-learning is active, experiential learning that engages in activities in the community that tie directly back to what is being learned in the classroom. Service-learning activities encourage students to work in the community with people different than themselves, with diverse backgrounds (Morris, 2001). In the case of service-learning for the language learning classroom, service-learning creates situations in which language learners have the opportunity to interact with native speakers outside of the classroom.

According to Pak (2007), research on service-learning has demonstrated many positive learning outcomes such as increased communicative competence, increased self-confidence and an increase in feelings of friendships and closeness with classmates, the instructor and the community. It also helps students make direct connections between class concepts and hands-on activities. Service-learning not only increases students' academic performance in the classroom, but also student participation in the classroom. Students often experience increased self-confidence and are more excited about and involved in school as a result of participating in service-learning activities (Grassi, 2004). ESL/EAP teachers are beginning to buy into the idea of service-learning in their language learning classrooms. It is a method to help students feel more connected and comfortable in practicing their language fluency. Much research has indicated that service-learning

has increased motivation in students; the question is whether this extends to the motivation of students in language classrooms.

Throughout my time at this particular institution, my department received very positive feedback from EAP students about their service-learning projects. They reflected on enjoying interacting with native speakers, feeling a deeper connection to the community, and being excited about meeting people outside of the classroom and learning more about what was going on in the community outside of the walls of the college. Students were also excited about opportunities for future service-learning activities, some of them stating that the service-learning experience was the best part of their courses and they hoped that their courses the following semester offered this option. Many students who got involved with service-learning at this institution continued volunteering at their service sites after they had received their classroom credit although there was no longer the incentive of classroom grades for their service time.

Curiosity Beyond My Coordinator Role

Shortly after beginning to work in the field of service-learning, I took on a volunteer teaching role with low-level adult ESL beginners. Many of my students were unfamiliar with the world of volunteering and often unfamiliar with the world outside of their limited neighborhoods or single city blocks. I wondered, too, if they would enjoy service-learning activities and if it could help motivate them to invest more deeply in their English studies. My classroom had varying levels of attendance each week, due to a variety of factors, and I wondered if students would become

more motivated to attend class and learn more English when exposed to service-learning activities and authentic interactions with native English speakers outside of the classroom. I also wondered if they felt very connected to English-speaking communities outside of the classroom. For some of my students, their two hour course four times a week was their lone interaction with a native English speaker.

I never had a chance to introduce these particular students to any service-learning experiences as I had them just two hours a week and did not serve as the main classroom teacher. While I remain curious about all levels of language and the effects that service-learning might have on their motivation levels, the community college classroom is the medium through which I observe the motivation levels of ESL/EAP students. It is at this level that I was able to find classrooms with service-learning options and through these classrooms that I answer the question: Is there evidence to suggest that service-learning has the potential to increase motivation as described by Dornyei's list of motivational conditions and techniques? I want to know if the service-learning classroom presents motivational techniques that make it a more comprehensive motivational environment than a non-service-learning classroom.

I chose to study ESL/EAP students at the community college level not only because this was where I found the service-learning opportunities being offered, but also because I have witnessed very well-organized and successful service-learning programs at this level and am interested in the effects that service-learning activities have on these students' motivation levels.

My Interest in Motivation

As a Peace Corps volunteer in Zambia from 2005-2007, I learned an obscure Bantu language in my mid-twenties. It was challenging to learn and frustrating to keep up. I know I'd have given up without a close connection to my community and involvement in life outside of my hut. My motivation to learn was based on my desire to connect and work with my native Chichewa-speaking neighbors. If English language learners are isolated in their homes or in their small communities of non-English speakers here in the United States, even at school, I doubt that motivation to learn English is very high. By connecting further to the native-speaking community, I hypothesize that the motivation levels of language learners increases. As I hope to someday teach at the community college level, this is another reason I chose to focus here. As a teacher, one of my intentions is to find what motivates my students and to find ways to increase student learning outcomes. It will be fascinating to learn about the effect that service-learning has on ESL/EAP students and whether it adds to their level of motivation to learn English, as volunteering directly in my village with native Chichewa speakers had the greatest effect on increasing my language-learning motivation.

Service-Learning Overview

Service-learning is a type of experiential learning that recognizes the importance of combining knowledge and experience (Minor, 2002). It promotes learner autonomy by providing unpredictable, real-life situations for students in which they can practice classroom lessons. It helps bring to life the curricula for

students and engages them deeper with the course subject matter therefore increasing learner satisfaction by making learning more meaningful, stimulating and enjoyable (Grassi, 2004). These real life experiences are set up in the form of volunteering for community organizations, many of whose doors could not open each day without the help of community volunteers. Service-learning engages students and shows them how what they are learning in the classroom can be directly applied to real life problems (Grassi, 2004). Across the country, a large number of campuses are committing to civic purposes and encouraging their students to get involved in the community outside the walls of the campus.

A successful service-learning program must meet three criteria (Pak, 2007). First, it must offer enhanced academic learning by providing academic experience with formal evaluation and documentation of the experience. Second, service-learning must be relevant to what is being learned in the classroom. For example, service-learning for a nursing course might require students to practice, in an actual clinic, the procedures learned beforehand in the classroom. In the case with service-learning in the English language course, it might be an opportunity to practice English language concepts from the classroom out in the community with native speakers. Third, service-learning programs must offer purposeful civic learning. It must oblige students to enter the community outside of the walls of the college and engage in civic lessons. This includes exposing them to experiences that connect them to their communities and enhance their knowledge about what is going on outside the walls of the campus (Pak, 2007). This learning outside of the walls of the

college has been known to create some discomfort in instructors as their sense of control of the lessons decreases and their classrooms move away from predictability (Pak, 2007). These classrooms move into a "messy" service-learning realm involving, many times, multiple community partners. These shifts, however, can positively affect motivation for second language learning (Pak, 2007).

It is clear that service-learning has been successful in increasing student motivation in a variety of classrooms, some research even suggesting service-learning's effect on motivation in the language learning classroom. Though it is not yet commonly found here, service-learning is gaining popularity for its plethora of benefits to students in language classrooms. This research looks specifically into the motivational strategies that the service-learning pedagogy presents.

The Purpose of this Research

The purpose of this study is to answer the question: Is there evidence to suggest that service-learning has the potential to increase motivation as described by Dornyei's list of motivational conditions and techniques? I want to know if the service-learning classroom involves a set of comprehensive techniques that add to the motivational environment of the classroom and, therefore, the motivation of students.

While it is clear that service-learning has been successful in increasing student motivation in a variety of classrooms, little research has been done on the effects service-learning has on student motivation and attitudes in the language learning classroom (Morris, 2001). While the number of instructors offering service-

learning options in ESL/EAP classrooms is on the rise, it is still not common in these environments. By showing that service-learning activities in language classrooms do increase motivation and participation, this study will help readers understand how engagement beyond the classroom can positively affect students' motivation in language learning classrooms and will make the case for more EAP instructors to incorporate service-learning activities into their curricula.

My role as researcher in this study is as an interviewer and direct observer. I took an unstructured interviewing approach at the Midwest institution so that different questions could be asked of different students. Each of their experiences varied and I used guiding questions to ask about a variety of motivational techniques that I did not have time to ask each student about individually. As a direct observer at both institutions, I was given access to journals and presentations given in class rather than participating directly.

Chapter Summary

In this introduction I have explained why this research is interesting to me and how the project came to be. I have given a general definition of service-learning and discussed some of the positive effects it has on student learning outcomes. This research is part of a fresh look at the effects of service-learning, particularly in the language learning classroom. Successful in increasing student motivation in the mainstream classroom, this is a look at service-learning pedagogy used in the language classroom and how it may increase student motivation and participation here through the use of motivational teaching strategies.

Chapter two is a literature review of research about motivation, service-learning, language learning motivation and includes information about the overlap of the service-learning pedagogy and motivational teaching practices in the language classroom. In chapter three I will review the methods that were used to collect and analyze data and chapter four will include the results of the study. In the final chapter, chapter five, I will summarize the study, present major findings and discuss possible implications and limitations of the study. I will also include recommendations for appropriate research activities for further study.

CHAPTER TWO: LITERATURE REVIEW

As stated in chapter one, the purpose of this study was to answer the question: Is there evidence to suggest that service-learning has the potential to increase motivation as described by Dornyei's list of motivational conditions and techniques? This chapter is a review of the research about service-learning and its implementation in the language learning classroom. It also reviews common areas of research in second language learning motivation and the overlap of the service-learning pedagogy and motivational teaching practices.

Service-Learning in the Language Learning Classroom

Service-learning, long recognized as an excellent tool for engaging students in learning, has recently been discovered to be particularly well-suited to be able to assist with the learning and social needs of ESL students (Russell, 2007). The plethora of benefits of service-learning in the ESL/EAP classroom includes personal, social and cognitive learning outcomes. In 2002, it was noted that service-learning had been gaining popularity in a variety of academic disciplines all across the world, yet its use in language learning classrooms had been relatively uninvestigated (Minor, 2002). Six years later, in 2008, it was said of the teaching pedagogy that it was growing in popularity among language educators because of its ability to connect students to the target language community, providing real and authentic experiences in which students can use the target language (Bloom, 2008). When purposes are real and authentic, language learners are more likely to be motivated as they are obtaining language input authentically, from real people and other

sources outside of the classroom (Bloom, 2008). These types of experiences also prepare students for unpredictable language demands in natural language settings (Eyring, 2001).

Personal and Social Benefits

Instructors are learning that service-learning is an excellent way in which to give language learners many opportunities to experience success and to build their confidence in producing the English language. Language educators want to increase the access to these opportunities that will likely help enhance communicative ability and many times the classroom atmosphere may not be enough to do so. Volunteer experiences with a community organization not only contribute to students' language development, but also to their social integration into the target culture, thus, decreasing students' sense of alienation and also helping reach the goal of exposure to authentic language in order to increase communicative ability. Service-learning instructors help facilitate the process of students becoming an integral part of the target society by helping set up ways to maximize opportunities to communicate in English (Dudley, 2007).

According to the National Center for Dropout Prevention, one of the characteristics of a student at-risk for dropping out is alienation from school and the community (Grassi, 2006). Often, their cultural and language differences cause ESL students to feel alienated from both their school and their community. Students who get involved with service-learning often feel attachment toward and at times even ownership of their community (Russell, 2007). According to Braunstein (2006), by

the end of the term in which they were involved with service-learning, "participants generally express a sense of belonging to the community and satisfaction in their contribution to it" (62). Service-learning helps to provide an environment of support for learners' emotional and social needs as they decipher meaning both inside of the classroom and outside of it (Eyring, 2007).

Service-learning has been proven to promote stronger relationships in the classroom and to help develop group cohesiveness and cooperation. Typically people who feel alienated do not participate in school or community organizations, whereas this involvement can help prevent these feelings of alienation and, therefore, dropout. When engagement happens, at-risk behavior begins to decrease. By capitalizing on the valuable skills that these students have to offer the community, by enrolling them as both leaders and givers of service so that they are valued, data indicates that this is where "engagement" occurs (Grassi, 2006). Because it can help with student retention and empower students, service-learning should be implemented in adult programs (Glicker, 2006). Though students are beginners or "novices" in that they have recently been introduced to the community organization at which they will be serving or to the issue they will focus on, they also have just the skills that the community organizations need. Many service-learning partner institutions cannot open their doors every day without the help of volunteers. Though the work they need done may not require a very skilled volunteer workforce, they do need this assistance in order to function and for the overall success of the organization. Students are, in this sense, the experts, and this

factor can also have a motivation-increasing effect, adding to the list of personal and social benefits (Overfield, 2007).

Cognitive Benefits

In a study done on Hispanic English language youth service-learners, not only did participation in and excitement about school increase, but there was an impact on academic skills as students also earned better grades. In another study done with ESL youth, participation as well as academic achievement increased (Grassi, 2004). Other cognitive benefits of service-learning include the promotion of active learning and the enhancement of social responsibility, moral reasoning and problem solving (Minor, 2002). The service-learning student will most likely have a greater understanding of the community and a greater knowledge about community issues after participating as a volunteer off of campus (Grassi, 2004). Also, the ways in which the student will participate in activities at the community site for each volunteer shift cannot be predicted. The nature of the activities will vary depending on when they participate, what they are assigned to do that day, and with whom they come in contact. Language development is an indirect process, full of inventions, disruptions and unpredictability (Overfield, 2007). Service-learning opportunities can and do often provide the social and cultural contexts for authentic communicative practice that are so important, but not always available in the predictable classroom.

Motivation in Second Language Learning

With its personal, social and cognitive benefits, along with its tendency to combine meaningful language contexts, service-learning can be very motivating. Service helps engage students and shows them that their learning can be applied to the world outside of the classroom. When in-class learning is connected and complements students' experiences in the real world, the learning is more motivating and meaningful to them. While back in class they listen, discuss, write and read, the opportunity to connect course content with personal experience or service is what makes these lessons meaningful and motivates students to fully grasp the material for use outside of the classroom (Minor, 2002).

Motivation is one of the most important concepts in psychology and its theories explain why humans act and think as they do in varying situations (Guilloteaux, 2009). Without motivation, individuals with great skill and ability are not often able to accomplish long-term goals. Motivation is of great importance in language education and represents "one of the most appealing, complex variables used to explain individual differences in language learning" (Vaezi, pg 54). Motivation is the crucial energy students need to initiate language learning and is the driving force in sustaining this long and often taxing process (Guilloteaux, 2009). Therefore it is no surprise that strategies to develop teaching practices that keep student motivation in mind have received attention and effort has been put into producing motivation-sensitive teaching practices.

There are two conceptualizations of motivation in second language learning: 'integrative vs. instrumental' (Gardner as cited in Pak, 2007). With integrative motivation, the learner wishes to identify him or herself with the culture that speaks the language. With instrumental motivation, the learner holds pragmatic interests such as employment, passing an exam or being promoted. Psychology highlights the "superiority of the integrative aspect" of this motivation theory, claiming that "attitudes and orientations of the learner toward the community of speakers of the target language are the most important factors" influencing the student's learning of that second language (Pak, pg. 33-34). Many aspects of the service-learning pedagogy cater directly to integrative motivation, the commonly viewed 'superior' aspect of the motivation theory.

Regardless of the two conceptualizations of motivation in second language learning, there is one common element in all motivational approaches in the L2 field and this is that they are all based on the (arguable and naïve) belief that all students are motivated to learn given the right conditions, and that instructors can provide these conditions in their classrooms (Dornyei, 2001). Dornyei proposed a motivational strategy 'system' of four main dimensions in order to organize a long list of motivational techniques. These strategy categories include: Creating Basic Motivational Conditions, Generating Initial Motivation, Maintaining and Protecting Motivation, and Encouraging Positive Retrospective Self-Evaluation. He believes that motivation in most students can at least be worked on and increased and he examined how motivational strategies of teaching practices appear to affect the

motivated learning behavior of students. These motivational strategies refer to intentional interventions applied by the teacher to elicit student motivation, and purposefully used self-regulating strategies used by students to manage their own motivation levels (Guilloteaux, 2008).

Dornyei's Four Motivation Strategy Categories

Dornyei and Otto created a process-oriented organization for organizing lists of motivational techniques into different categories. This model proposes the advantage of comprehensiveness over other models as it follows the motivational process from initial spark of motivation to the completion and evaluation of the motivated action (Dornyei, 2001). This process-oriented organization includes four key units.

Creating Basic Motivational Conditions

Creating Basic Motivational Conditions involves setting up for effective use of motivational strategies and having in place certain preconditions before making further attempts to generate motivational conditions (Dornyei, 2001). The most important of these motivational conditions include creating a pleasant and supportive classroom atmosphere, supporting a cohesive learner group with appropriate group norms, and demonstrating appropriate teacher behaviors and a good relationship with the students. These three things collectively mold the learning environment (Dornyei, 2001).

Creating a pleasant and supportive classroom atmosphere.

- Encouraging students to express their opinions

- Helping decrease student anxiety but creating a relaxed and supportive atmosphere
- Creating a learning environment protected from ridicule and embarrassment
- Being patient and encouraging and supporting student learning efforts

Supporting a cohesive learner group with appropriate norms.

- Emphasizing "us" and "them": defining the group against others
- Harvesting a public commitment to the group
- Spending time together and giving the chance to learn about each other
- Providing opportunities for contact and interaction with group members

Appropriate teacher behaviors and a good relationship with the students.

- Finding opportunities to talk with students on a personal level
- Letting students know the teacher has thought about them
- Recognizing individual student effort
- Taking student learning process and achievement seriously
- Teaching the subject matter with enthusiasm in both words and body language

Generating Initial Motivation

Generating Initial Motivation involves teachers contributing actively to generating positive student attitudes in students toward learning the materials. Teachers must contribute actively to generating positive student attitudes toward learning the material by helping generate initial motivation in the classrooms.

Instructors do this by enhancing learners' language-related values and attitudes, increasing learner goal-orientedness, making the curriculum relevant for the learners and creating realistic learner beliefs (Dornyei, 2001).

Enhancing learners' language-related values and attitudes.

- Arousing the students' curiosity and attention, creating an attractive image for the course
- Making the L2 real by using authentic materials and promoting contact with native speakers
- Reiterating the role of the L2 in the world and its usefulness both for the students and for their community
- Establishing incentive systems that offer rewards for completion of tasks (i.e. course points)

Increasing learner goal-orientedness.

- Helping students realize why they are going to be involved in a learning activity and what the goals for the activity are
- Constructing activities that can pursue many different kinds of goals

Making the curriculum relevant for the learners.

- Building students' personal goals and desired learning topics into the curriculum

- Sharing information about why the curriculum is desirable and valuable
- Creating a relationship between the learning activity and the outside world

Creating realistic learner beliefs.

- Initiating discussion about learner goals and beliefs about language learning
- Helping learners understand reasonable criteria for success
- Informing learners that mastery of a second language is achieved in a variety of ways

Maintaining and Protecting Motivation

In Maintaining and Protecting Motivation, motivation must be nurtured and protected. Learners tend to lose sight of their goals or to get tired of an activity and become distracted. Instructors can facilitate this protection of motivation by improving the quality of the learning experience, increasing the learners' self-confidence and creating learner autonomy.

Improving the quality of the learning experience.

- Varying the classroom tasks and activities and making them challenging
- Including new elements in the classroom and relating the content of tasks to learners' natural interest
- Making corrections and "working on" the group as a whole to establish norms and avoid humiliating criticisms

Increasing the learners' self confidence.

- Helping to dispel unrealistic fears of failing

- Emphasizing what learners can do, rather than what they cannot do. Providing regular experiences of success
- Making learners feel they are making a useful contribution. Creating situations in which learners can demonstrate proficiency or come forward to offer help

Creating learner autonomy.

- Allowing students real choices
- Sharing responsibility with students for the organization of their learning
- Encouraging student contributions, peer teaching and projects

Encouraging Positive Retrospective Self-Evaluation

Finally, the "post-actional" phase of Encouraging Positing Retrospective Self-Evaluation has been recommended. This is based on the idea that the way students feel about past accomplishments and the amount of satisfaction they experience after completing tasks successfully (and the reasons they give for these successes/failures) will determine how teachers approach subsequent learning tasks. Teachers can help learners to evaluate their accomplishments in a positive way and to take credit for them by promoting attributions to effort rather than ability, providing motivational feedback, and increasing learner satisfaction.

Promoting attributions to effort rather than to ability.

- Emphasizing low effort exerted on student's part as the main reason for underachievement, or;

- Emphasizing skills/knowledge that were missing and assuring student these can be mastered

Providing motivational feedback.

- Providing models of success to observe. Showing that students are capable of attaining success in the situation
- Communicating that the instructor believes that the student is capable of reaching the goals of the classroom

Increasing learner satisfaction.

- Allowing students to create finished products they can perform or display
- Encouraging them to be proud after accomplishing a task
- Checking in on their progress from time to time and celebrating their successes

Many, if not the majority of motivation strategies provided by Dornyei are a natural element of service-learning (Pak, 2007). Service-learning promotes inter-member acceptance and group cohesiveness including time spent together, learning about each other, proximity, contact, interaction, rewarding nature of the group experience, cooperation with one another, joint hardship experienced together, common threat and public commitment to the group. Service-learning also introduces learners to additional perspectives on the world that can reveal to them why they are involved in the classroom learning, directly increasing their goal-orientedness. The teaching pedagogy also makes the classroom curriculum extremely relevant for the learners, helping to further generate initial motivation.

Service-learning can also facilitate the creation of realistic learner beliefs as they are out in the community interacting with authentic dialogue and native English speakers.

In occupying the "Maintaining and Protecting Motivation" and "Encouraging Positive Retrospective Self-Evaluation" categories listed above, service-learning encourages students to keep their goals in sight by reducing boredom and distraction from their goal. Well-designed service-learning courses improve the quality of the learning experience by increasing intrinsic enjoyment of participating in learning and enhancing learners' social image. They also allow for learner autonomy outside of a structured classroom and have a positive effect on learner self-confidence. Finally, reflection activities, a key element in a successful service-learning structure, allow students to evaluate themselves and their experiences throughout the course and "take stock" from time to time of their progress throughout the semester. While grades have a tendency to be a judgment of overall success or failure in a course, reflection activities (whether through journal or discussion activities) allow students to celebrate success or accomplishment in the activities they have completed.

Not only in these final two motivational categories, but in all four of Dornyei's motivational categories do aspects of service-learning populate the main dimensions of the motivational strategy system (Pak, 2007). Examples of my data collected from the two institutions of higher education indicate that service-learning activities indeed populate each of the four motivational categories and indicate,

therefore, that the service-learning pedagogy may increase student motivation and participation through the use of these motivational teaching strategies.

With its multitude of personal, social, psychological, and cognitive benefits, and its tendency to connect course content to meaningful contexts, service-learning is a highly motivating teaching strategy. The recollection and application of what language students learn in the classroom happens frequently in service-learning because they are engaged in hands-on activities that offer meaningful practical experiences and contexts. Service-learning motivates students as it offers them a chance to learn about and problem-solve issues that they care about in their own communities.

Conclusion

This chapter reviewed some of the research about service-learning and its implementation in the language learning classroom. It also looked at language learning motivation theory and how aspects of the service-learning pedagogy occupy each of the motivational teaching strategies. The following chapter will provide a detailed account of the convenience-sample participant population and setting at each of the community colleges where data was collected and will provide an explanation of specific questionnaire and reflective data collection instruments that were used to collect data from both the students and the classroom instructors.

CHAPTER THREE: METHODS

This was a classroom-based convenience-sample qualitative study done to look at the effects of service-learning on the language learning motivation of community college ESL/EAP students and to determine: Is there evidence to suggest that service-learning has the potential to increase motivation as described by Dornyei's list of motivational conditions and techniques? This chapter provides a discussion of the methods used and a detailed account of the case study participant population and setting. It also provides an explanation of specific instruments used in the collection of data.

Participants and Setting

This study focuses on English language learners enrolled in ESL/EAP courses at two North American community colleges that offer service-learning options; one a large suburban Midwest community college and the other in a suburban Northwest community.

Students at the suburban Midwest community college are given a placement test and are placed into the EAP course track if they are not yet prepared for mainstream English Composition. A prerequisite high-level reading course or a score on the placement test mentioned above will qualify students for these highest-level EAP courses at the institution at which they are able to enroll in the section of the course with the service-learning option.

Students at the suburban Northwest community college take an internal placement test administered by the ESL department upon beginning in the program.

This gives them their initial placement into levels 1-5. Students are required to be at the level 4 or 5 in order to be eligible for this service-learning course. Students are not required to have a certain TOEFL score, but are required "intensive" because they are enrolled in the Intensive ESL program at the college. These students attend the institution on non-immigrant visas. The class is a cross-section of the institution's general international student population, with the majority of students coming from Korea, Vietnam and China with smaller amounts of Arabic-speaking, Japanese and European students.

Participants were introduced to the service-learning project at the beginning of their spring quarter/semester of 2011. They became actively involved in service-learning projects during this semester and agreed to participate in the case study by signing the consent form and hearing the details of the data collection. During the semester, students had participated in a variety of different service-learning projects, which included:

- Tutoring elementary students in math or reading
- Serving and cleaning up after meals at a neighborhood community center
- Collecting and delivering furniture and other household goods to an organization that redistributes them
- Providing companionship and assistance with activities at a retirement home
- Assisting with program activities at the Boys and Girls Club
- Tutoring math and computer skills at local adult basic education site
- Volunteering with children's activities in a Somali community center

Discussion of Methods

A qualitative approach was taken for this study in order to capture the dynamic aspects of the service-learning classroom. Important effects of service-learning cannot be completely captured by statistical analysis and a descriptive qualitative approach was needed to capture the voice of the language learners in each of these classrooms and to determine the meaning of the experiences had by the individual students outside of their classrooms. A convenience sample classroom study was selected due to the researcher's access to the two language classrooms and the fact that English language classrooms with service-learning structures are rare. While this is not an attempt to generalize the effects of service-learning on the English language learner across the spectrum of all English language learners, it provides useful information about the benefits of incorporating a service-learning structure in a language classroom. It is an attempt made to cover a spectrum of levels of English language learning (low beginning level international students to high level 'English for Academic Purposes' students), but likely leaves out a large group of mid-level ESL learners as this study focuses on the bottom (lowest) level and top (highest) level.

Interviewing was chosen as a data collection method in order to interact with the students and hear stories about their experiences first-hand. Teacher questionnaires were used in order to gain insight into instructor perspective about the effects that service-learning has on their students and to take a deeper look into how the instructor formulated the course to incorporate the service-learning

component. Finally, reflection journal entries were analyzed. Journals were chosen as a data collection tool because both courses incorporate journaling as part of the course grade and the topics for these journal activities are centered on the service-learning experience. In these journals, students reflect on successes and accomplishments they have had in their service-learning placements. Each instructor was open to the researcher formulating some of the class journal prompts. Specific questions were posed and could then be expanded on by students, capturing more information and reflective analysis than a twenty minute interview. Refer to Table 3.1 for an overview of the data collection methods used at each institution.

Table 3.1

Data Collection Methods

Educational Institution #1 – Northwest	Educational Institution #2 – Midwest
Journal entries	*Online discussion boards*
Oral presentations	*Student interviews*
Instructor questionnaire	*Instructor questionnaire*

Data Collection Tools / Research Instruments

Ten students at the Midwest community college were interviewed about their service-learning experiences in April of 2011, near the end of the semester. The principal investigator engaged in a twenty-minute interview with each student, which inquired about his or her service-learning experience. Questions were formulated using Dornyei's (2001) proposed four-dimension motivation strategy system and information was gathered about the motivation of the students to learn English and the effects that their service-learning experience may have had on their language learning motivation levels. Questions were formed, by the principal investigator, from each of the four motivational strategy categories: creating basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation.

All of the interviews were conducted in person individually during the time the class met during the week (See Appendix A for a complete list of interview questions). Examples of questions students were asked included:

Creating Basic Motivational Conditions

- What group work did you do with your classmates in this course? Did you like this? Did you work together on your service-learning projects?
- How is this course different than your other courses at the college?

Generating Initial Motivation

- What parts of your English did you get to practice in the community?
- How did your community experience help you to practice your language?

Maintaining and Protecting Motivation

- Have you ever done anything like this before? What training did you receive on how to complete the tasks at the community site?
- Was service-learning interesting? Was it fun? Do you like learning like this?

Encouraging Positive Retrospective Self-Evaluation

- What were you expecting this experience to be like at the beginning of the semester? Did you ever think that you would do something like this in the community?
- What important work have you done in the community this semester/quarter? Do you get to write about this? Do you share your stories about this in class?

Instructor feedback was also solicited in each of these classrooms to determine levels of student motivation and engagement over the course of the term. This feedback was collected using a brief questionnaire about the group of service-learners who participated. Questions mirrored those asked of the students regarding their motivation levels using Dornyei's four-dimension motivation strategy system. Questions similar to those asked of students were given to instructors (See Appendix B for a complete list of instructor questions). Some examples of instructor questions include:

Creating Basic Motivational Conditions

- Were learners hesitant to volunteer at their community agencies? What do you think reduced their anxiety about this to the point that they did it?

Generating Initial Motivation

- Did you see an increase in the attention, participation, volunteering or interest of any of your service-learning students over the course of the quarter/semester? Do you think that service-learning had anything to do with this? If so, why?

Maintaining and Protecting Motivation

- How do you think learners' experiences in the community helped to increase their self-confidence? Do you have any specific examples of this?

Encouraging Positive Retrospective Self-Evaluation

- Have you offered a chance for students to receive positive feedback from their peers? What about from their community partners? In what ways are you able to offer them positive feedback?

Finally, as reflection is an important component of service-learning and a key to what makes a service-learning course effective, separate reflection activities were also used to collect data to determine student motivation levels at each institution. In the Northwest classroom, final oral presentations were given about each of the 13 students' service-learning experiences and videotaped versions of these speeches were used in the data collection. The instructor asked the students to address some of these "motivational strategy categories" questions, given by the researcher, in their presentations, and had students answer others in written journals. Excerpts from these journals are included in the data collection and include answers to

questions prompted by the researcher formulated to address the four motivational categories. According to Pak (2007), "Diary studies have gained considerable acceptance in the field of second language acquisition because they are useful for identifying attitudes, motivations and other variables relevant to the teaching and learning process." Examples of journal instructions included prompts like the ones listed below (See Appendix C for a complete list of journal prompts).

Creating Basic Motivational Conditions

- Were you focused on your grade for this course or were you focused more on another goal?
- What risks did you take this semester? Did you know about the organization you volunteered at before you went there? Was that scary? Why did you do it?

Generating Initial Motivation

- What experience are you getting out of volunteering and how will this help you in the future? Did you gain any skills? What will you be able to do now?
- Did your service-learning work help you to practice the English that you have learned in your classroom? Do you think your English has improved because of volunteering?

Maintaining and Protecting Motivation

- What things did you do at your community site? Was it the same every day? Did you get bored?

- Has your confidence in your English skills increased because of your community work? If so, how?

Encouraging Positive Retrospective Self-Evaluation

- How has your experience in the community impacted you? What was your biggest accomplishment at your community site?

Student online discussion modules were used to gather reflection data at the Midwest institution. Throughout the semester, these students used an online course module to interact with their fellow classmates and share thoughts and reflections about their classroom and service-learning experiences. The instructor posed questions particularly about service-learning and included some questions authored by the researcher.

Data Analysis Techniques

In order to highlight useful information and help suggest conclusions, data collected will be classified into one (or more) of Dornyei's main motivational strategy categories: Creating Basic Motivational Conditions, Generating Initial Motivation, Maintaining and Protecting Motivation, and Encouraging Positive Retrospective Self-Evaluation. Motivational strategies of teaching practices affect the motivated learning behavior of students. The more of these strategy categories that service-learning activities fit within, the more likely it is that the service-learning teaching strategy has an effect on the motivation of learners. The more motivational strategies instructors use in their service-learning classrooms, the

more evident it is that service-learning is a natural setting that affects the motivation of learners.

Data points were categorized subjectively, most commonly pulling certain words or "themes" from responses. For example, any data points that included the word "self-confidence," were categorized into the "Maintaining and Protecting Motivation" motivational category; the motivational technique "increasing the learner's self-confidence." If data points mentioned or demonstrated what was indicated in the motivational techniques, they were categorized there. For example, a subcategory under the motivational technique of "creating a pleasant and supportive classroom atmosphere" is "encouraging students to express their opinions." Two data points that were categorized here include: *"No assignment for every day – more fun and more about talking. We share thoughts and practice our English and see different points of view. More fun."* and, *"wow! it was really nice of you and your brother to help other people in you neighborhood i really believe that this kind of attitude should change how americans think about foreign people in this country , i really get mortified and ashamed when i watch the news sometimes and see some disturbance caused by a foreign it upsets me. i wish all of us could follow this good example of being a good individual for our communities."* The first indicates that the student feels s/he has the chance to share thoughts with other students. The second indicates that the students were given the chance to do so – this example taken from student journal activities that were shared on a discussion board for classmates to view.

Some data points fell into more than one subcategory and some even under more than one of the four motivational categories; for example, this data point: *"It is great program that has built my confidence to speak in public. I am not afraid of being laugh at because of my accent since everybody is an English learner. I know everybody in the discussion so it makes it so easy to talk to anybody. I used to shy off from speaking English to strangers because they don't sympathize with English learners and they don't even put the time to try to understand you as long as they realize you have an accent. When I am in intercultural circle service, I feel like I am talking to family members or friends and that motivates me to speak more. We also talk about important topics, which enable us to learn each other's cultures, experience and believe. Being in the sampler discussion makes feel that you are not the only one with English problem and that there are so many other people like me out there in the real world."*

Because of its indications that the student enjoyed the atmosphere of the classroom, their comfort within that classroom, and the feeling of being part of a safe cohesive group, this data point very easily fits under the motivational category of "Creating Basic Motivational Conditions" and into the motivational techniques of 1) **Creating a pleasant and supportive classroom atmosphere** with these two subcategories:

- Helping decrease student anxiety by creating a relaxed and supportive atmosphere
- Creating a learning environment protected from ridicule and embarrassment

as well as into the motivational technique of 2) **Supporting a cohesive learner group with appropriate norms** within these two subcategories:

- Emphasizing "us" and "them": defining the group against others
- Spending time together and giving the chance to learn about each other

Because of the first sentence in this data point, it was also categorized under the "Maintaining and Protecting Motivation" category under the technique of "increasing the learner's self-confidence."

Forty-six of the data points were presented to a colleague to categorize. With all but three of the data points, the colleague placed the data points into the same four motivational categories as they were originally placed, though sometimes differing across subcategories. In all cases of opposing categorizations, consent was reached after brief discussion, in two cases resulting in the placement of the data point into the suggested motivational category.

Conclusion and Preview of the Following Chapter

This chapter has provided information about the convenience-study participant population from the two North American community colleges and the setting in which the research was conducted. It has also given information about the specific data collection instruments of student interviews, teacher feedback and student reflection such as which questions were posed, how they were posed, and how they were then analyzed. In the next chapter I will provide more information about the actual data that was collected and the process taken to analyze it.

CHAPTER FOUR: RESULTS

I am researching how involvement in service-learning activities might have an effect on the language learning motivation of community college-level English language learners. It is through collecting data at two institutions of higher learning that I seek to answer the question: Is there evidence to suggest that service-learning has the potential to increase learner motivation as described by Dornyei's list of motivational conditions and techniques? I want to know if the service-learning classroom presents motivational techniques that make it a comprehensive motivational environment.

In the previous chapter, I discussed my methods, participants, setting, data collection tools and data analysis techniques. In this chapter, I report the results of my study by categorizing student responses to journal assignments, interview questions, online discussion boards, and in final service project presentations, as well as instructor feedback, into each of Dornyei's four motivation categories: Creating Basic Motivational Conditions, Generating Initial Motivation, Maintaining and Protecting Motivation, and Encouraging Positive Retrospective Self-Evaluation.

Creating Basic Motivational Conditions

Dornyei's first category, Creating Basic Motivational Conditions, helps set the stage for the effective use of motivational strategies by addressing the motivational techniques of creation of a pleasant and supportive atmosphere in the classroom,

supporting a cohesive learner group with appropriate norms, and appropriate teacher behaviors and a good relationship with the students (Dornyei, 2001).

Creating a Pleasant and Supportive Classroom Atmosphere

There are four subcategories here as discussed in Chapter 3: Encouraging students to express their opinions, helping decrease student anxiety by creating a relaxed and supportive atmosphere, creating a learning environment protected from ridicule and embarrassment, and being patient and encouraging and supporting student learning efforts.

Encouraging students to express their opinions. Overall, the following three themes were identified: Discussion, Freedom and Thoughtfulness.

i. Discussion

"No assignment for every day, more fun and more about talking. We share thoughts and practice our English and see different points of view. More fun."

ii. Freedom of Speech

"This class was more free. More active and made me feel comfortable."

"I also feel shy when I speak English in a public area because I am afraid as other listen my accent. On the other hand, I enjoy speaking with others in Intercultural Circle Service (service-learning). Even though I need time to talk, they understand me. It is

always good to improve my English skill. I hope that we will get our goal in the end of this semester."

iii. Thoughtfulness

"This class's classroom atmosphere is more active, free, and thoughtful than other classes."

"We share thoughts and practice our English and see different points of view. More fun."

These three themes can be taken as evidence that the service-learning classroom environment encouraged students to express their opinions, which contributed to a pleasant and supportive classroom atmosphere. (See Appendix D for more direct quotations.)

<u>Helping decrease student anxiety by creating a relaxed and supportive atmosphere.</u>

Overall, three themes were identified: Help/Support, Comfort and Inclusion. Students commented repeatedly on these aspects of the classroom atmosphere.

i. Help/Support

"Yes, I feel supported by my classmates. They always trying to gave me some advice to me."

"During the entire time all my classmates have been helping me with an assignment if it was a necessity."

ii. Comfort

"Yes, this class I like most. The atmosphere is friendly and the constant change of activity."

"I practice my English language. The first time I felt shy, but the second time I conversed with people. I enjoyed myself talking to people and the instructors are kind."

iii. Inclusion

"Being in the sampler discussion makes feel that you are not the only one with English problem and that there are so many other people like me out there in the real world."

"Because they always helped me when I needed helps. We always worked into groups."

Overall, these three themes can be taken as evidence that the service-learning classroom environment helped decrease student anxiety, which contributed to a pleasant and supportive classroom atmosphere. (See Appendix D for more direct student quotations.)

<u>Creating a learning environment protected from ridicule and embarrassment.</u> The two themes identified here included: Feeling Understood and Safety. Student responses indicated some evidence of feelings of being understood while in the service-learning classroom environment as well as a sense of safety.

i. Feeling Understood

"Even though I need time to talk, they understand me. It is always good to improve my English skill."

"When I talk the class, the teacher and my classmates know we can't speak English completely. I used to shy off from speaking English to strangers because they don't sympathize with English learners and they don't even put the time to try to understand you as long as they realize you have an accent. When I am in intercultural circle service, I feel like I am talking to family members or friends and that motivates me to speak more."

ii. Safety

"I find that interesting that you have a place where you can talk and don't worry about other people trying to laugh or make fun of you because you have an accent. I think sometimes in life it is good to feel like you belong somewhere and not all the time trying to be someone you are really not."

Overall, these two themes of Feeling Understood and Safety can be taken as evidence that the service-learning classroom created a pleasant and supportive classroom atmosphere.

<u>Being patient and encouraging and supporting student learning efforts.</u> One theme, Instructor Support was identified here. There was reference in the data to

student interactions with instructors and the encouragement and support offered to students throughout the semester.

i. Instructor Support

"The teacher is so friendly. I'm so different with them, because my pronunciation is bad"

"When I talk the class, the teacher and my classmates know we can't speak English completely"

Overall, the theme of Instructor Support can be taken as evidence that the service-learning classroom environment modeled patience, encouraged and supported student learning efforts, which contributed to a pleasant and supportive classroom atmosphere.

Interpretation of Data for Creating a Pleasant and Supportive Classroom Atmosphere

Students appreciated the thoughtful, free discussions that the service-learning classroom provided; these discussions helped improve their English skills while they shared their thoughts learned about the different opinions of their classmates in a supportive and safe environment free of the risk of ridicule. Students reported feeling understood in the group, even though they needed more time to communicate effectively, and that they belonged – therefore taking opportunities to participate more and to support and encourage one another. Some students

reported being more motivated to speak in this class than others because they felt like they were talking to friends; they reported not having to worry about being laughed at or made fun of in the classroom because of their accents. Many comments from students described how they were no longer "worried" about these things.

There is also evidence of instructor encouragement in student journals, which were responded to regularly by the instructor as part of the course. Encouraging words were provided, as well as answers to questions and explanations of situations if needed. Student feedback indicates that the classroom instructors seemed to take on an involved role in these service-learning classrooms, offering support in the classroom activities as well as feedback and encouragement for their community activities - a sign of patience as well as an additional factor in the supportive and pleasant classroom atmosphere.

Supporting a Cohesive Learner Group with Appropriate Norms

There are four subcategories here as discussed in Chapter 3: Emphasizing "us" and "them" to define the group against others, harvesting a public commitment to the group, spending time together and giving the chance to learn about each other and providing opportunities for contact and interaction with group members.

Emphasizing "us" and "them": defining the group against others. Students made use of the terms "us" and "them" various times throughout the data.

i. We

"We" was used many times in student paraphrases referencing students in the classroom in phrases that included how "we" could develop more skills, how "we" need to follow this procedure and how "we" are all in positions similar to one another. "We" was also used in reference to non-native English speakers in general: "We should all follow this good example, they don't even try to understand as long as we have an accent," etc.

ii. They

"They" was used in reference to people at the students' service-learning sites, with students wondering if "they" can understand my English, if "they" see me with friendly eyes, that "they" know I'm an international student and speak slowly, etc. "They" was also used to describe native English speakers in general: "They don't have extra time for us, they don't sympathize with English learners," etc.

Overall, the emphasis on "us" and "them" can be taken as evidence that the service-learning classroom helped support a cohesive learner group with appropriate norms. Students made use of the terms *We* and *They* various time throughout the data.

<u>Harvesting a public commitment to the group.</u> The theme of Gather was identified under the technique of harvesting a public commitment to the group.

i. Gather

"Although we come from different countries and we have our own culture and our own languages, today we bring it to the senior center and we share with the seniors. However diverse our background is, we gather or we look like a real family. We taught them our past and our future will look like."

"You had such a great experience by helping other people. i mean this is really good help serve the food for the poor people who really needed.I had done this kind of volunteer before too. I really loved it. i feel happy when i can make other people happy with a big smile. Dont forget to tell me when you are planning to do this again, so we both can do this together."

Overall, the theme of gathering together can be taken as evidence that the service-learning classroom harvested a public commitment to the group therefore helping support a cohesive learner group with appropriate norms.

<u>Spending time together and giving the change to learn about each other</u>. Two themes were identified here: Know and Learn.

i. Know

"It is great program that has built my confidence to speak in public. I am not afraid of being laugh at because of my accent since everybody is an English learner. I know everybody in the discussion so it makes it so easy to talk to anybody."

"I have had a chance to get to know all my classmates well."

ii. Learn

"We also talk about important topics, which enable us to learn each other's cultures, experience and believe."

"We met in a classroom, and we got a discussion with various subjects. We could share our experiences to others, and I learned a variety of diverse culture from their religion. If I didn't take this activity, I would never know about it. I was able to learn that there are multiple points of view and more than one right answer."

Overall, the two themes of Know and Learn can be taken as evidence that the service-learning classroom environment gave students the chance to spend time together and to learn about each other, which helped support a cohesive learner group with appropriate norms. (See Appendix D for more direct quotations.)

Providing opportunities for contact and interaction with group members. Two themes were identified under this technique: Group and Together. Students used these two terms many times in these data points, indicating that they had specific groups defined and time spent in these groups together.

i. Group

"Because they always helped me when I needed helps. We always worked into groups."

"Yes, my group members were very helpful. they gave me lots of advice, it was very helpful."

ii. Together

"We are from different countries, but we spent every week together."

"Within the class, we do group projects, small group work, team activities (including quizzes). I really stress that we can all succeed together."

Overall, these two themes of Group and Together can be taken as evidence that the service-learning classroom environment gave students opportunities for contact and interaction with group members, which helped support a cohesive learner group with appropriate norms. (See Appendix D for more direct quotations.)

Interpretation of Data for Supporting a Cohesive Learner Group with Appropriate Norms

With their use of the terms "we" and "they", students organized themselves into not only a group of "non-native speakers" at each institution, but also a group of students in a particular classroom at the particular educational institution – a cohesive learner group.

Students talked about being part of a group going to the service site. An instructor talked about the group projects, the small group work and the team activities that are done in the classroom. Students reported spending each week at their service site together and encouraged classmates from different service sites to tell them when they were going to serve again so that they could come along to serve together. An instructor also mentioned she stressed to students that they can

all succeed together and encouraged students to work as teams. Not only were students encouraged to interact with their classmates in the classroom during discussions and projects and activities; many also served out in the community together as a group with one or up to five classmates at the same service site, each of these activities giving the students opportunities for contact and to interact with one another to aid in the forming of a cohesive learner group.

Appropriate Teacher Behaviors and a Good Relationship with the Students

As outlined in Chapter 3, Dornyei proposes five subcategories here that deal with appropriate teacher behaviors and a good relationship with the students. They include:

i. Finding opportunities to talk with students on a personal level
ii. Letting students know the teacher has thought about them
iii. Recognizing individual student effort
iv. Taking student learning process and achievement seriously
v. Teaching the subject matter with enthusiasm in both words and body language

Far fewer data points were collected that included feedback about the instructors and their behaviors. The data collection tools focused more on student responses to their service-learning experiences. The evidence of appropriate teacher behaviors and a good relationship with the students comes from instructor

responses that reported instructors commenting on student online journal discussion board as often as possible, speaking earnestly with students about participating fully when they are at their service sites, and feedback about the pride the instructor feels when students go on to get involved in activities on campus as a result of the confidence service-learning helped to build in that student. Many students, too, commented on the friendliness or kindness of the advice and encouragement that the instructor provided in response to student anxieties about volunteering in the community. No data indicated that the subject matter was taught with enthusiasm in both words and body language.

Summary of Creating Basic Motivational Conditions

Data from students and instructors on the three techniques of Creating Basic Motivational Conditions indicates that basic motivational conditions were created. Specifically, the service-learning classroom created a thoughtful and friendly atmosphere where students enjoyed sharing, and liked camaraderie with, fellow classmates. They felt free to share their opinions, felt safe and felt they had help and extra encouragement from both fellow students and the instructor. Students also felt part of learner group where they could share experiences, learn together with the help of multiple points of view, and could interact as part of the group involved in team activities. Students had help from their group of classmates, which they got to know very well and to which they felt commitment, and interacted often with fellow students and their instructors as well. The two instructors involved in the

study here were described as “friendly” and “kind” and supported students in their class endeavors.

Generating Initial Motivation

Dornyei’s second motivational category, Generating Initial Motivation, includes motivational techniques that are needed to generate positive student attitudes towards learning the subject matter even if the ‘basic motivational conditions’ described above are in place. These include enhancing learners’ language-related values and attitudes, increasing learner goal-orientedness, making the curriculum relevant for the learners and creating realistic learner beliefs (Dornyei, 2001).

Enhancing Learners’ Language-Related Values and Attitudes

There are four subcategories here as discussed in Chapter 3: Arousing the students’ curiosity and attention and creating an attractive image for the course, making the L2 real by using authentic materials and promoting contact with native speakers, reiterating the role of the L2 in the world and its usefulness both for the students and for their community, and establishing incentive systems that offer rewards for completion of tasks.

Arousing the students’ curiosity and attention, creating an attractive image for the course. Two themes were identified under this subcategory: Attendance and Interest.

i. Attendance

"One student seemed to become more cognizant of presenting a more professional attitude in class. Also, several of the students seemed to attend more as the semester went on. It's very unusual to end a semester with 19/19 developmental writing students still in the class."

ii. Interest

"With this program, learning English has become more interesting. I has become able to express myself in practice and could be trained more intensively than in the classroom."

"I got so good experiences from our class. I want to keep going go there."

"I do because they said, only a few people can join this class and I love challenge. So I just try it."

Overall, the two themes of Attendance and Interest can be taken as evidence that the service-learning classroom environment aroused student curiosity and attention and created an attractive image for the course, helping to enhance learners' language-related values and attitudes.

<u>Making the L2 real by using authentic materials and promoting contact with native speakers.</u> Students reported being exposed to a variety of authentic learning

materials and situations in the community as they were interacting with native speakers.

i. Authentic Materials and Situations

"The kids in my volunteer class taught me a lot about North American culture, like, you rock!"

"This class not only can learn speaking and listening skill but also not how to deal the problems when we communicate with people."

ii. Native Speakers

"Where I volunteer is actually helping me improve my English language speaking. All the time that I'm in their volunteering I speak English with the little children that I help. All most all the children that are in the community center which is where I volunteer speak English."

"I have learnt more about American culture and have been communicating with different people a lot. This experience I can apply in work as well as in life. The benefits moment happened for me with an understanding of native speakers and I picked up some of their accent."

The data categorized into these two themes can be taken as evidence that service-learning made the L2 real using this authentic material and promoting contact with

native speakers, helping enhance learners' language-related values and attitudes. (See Appendix D for more direct quotations.)

Reiterating the role of the L2 in the world and its usefulness both for the students and for their community. Student responses indicated that they found "usefulness" in their service-learning experiences.

i. Usefulness

This is wonderful experience to me. I never think will wonderful like this. I gain a lot of experience. Without this class, I never know how volunteer as much as like now. This experience makes me more better in International student work-group."

"This class not only can learn speaking and listening skill but also not how to deal the problems when we communicate with people."

The student data that has been categorized under the theme of "usefulness," can be taken as evidence that these experiences helped to enhance their language-related values and attitudes. (See Appendix D for more direct quotations.)

Establishing incentive systems that offer rewards for completion of tasks (i.e. course points). Students reported a variety of rewards. Some of these were internal or were rewarding to students personally, others were external or rewarded the student in concrete, objective way.

i. Internal Rewards

"Wanted to experience something new. Not just doing it for class – I love math too. Going to keep tutoring with it. I like it. Important to me."

"I saw their happy face when the food coming. I treated them very well because I know no matter what they look like, rich or poor, they still have the right to treat well. I really love this position. After the volunteer I felt really good about my self and all the people who helped for it. I am so proud of the community that we have help for other people."

ii. External Rewards

"Scholarships and finding a job."

"It's interesting to do it, but I did it more to build my credit in this class. And for my experience."

"Heard if you apply for college it is good to have volunteer work on your resume."

Students also experienced external rewards for completing tasks such as new skills, experiences to include on resumes and to put on applications for scholarships and jobs, and course points for credit. All of these rewards can be taken as evidence that service-learning helped establish incentive systems that offered rewards for completion of tasks, which helped enhance learners' language-related values and attitudes.

Interpretation of Data for Enhancing Learners' Language-Related Values and Attitudes

Service-learning seemed to arouse the interest of many students in this study. One instructor noticed that several of the students seemed to attend class more often as the semester went on, also stating that it is unusual for this particular course to end a semester with 19/19 students still in the class. Students reported that English has become more interesting because of the service-learning activity and because they were exposed to authentic learning situations and materials. Two examples of this include: hearing English slang terms from the mouth of native speaker and having to decipher them on the spot and having to deal with the problems, immediately, that came up when there was ineffective communication. Students reported having a better understanding of native speakers after working with them and having picked up some of their accent. Students also commented on meeting many native speakers and learning that they are friendly and nice, and having fun, laughing and playing together with American kids.

The knowledge gained through these language-learning situations included opportunities for students to achieve other "useful" things, for both themselves and for their communities, as well. One student reported that the experience she got from participating in class activities made her better in an international student work-group. Other students also reported that in addition to speaking and listening

skills, they learned to deal with problems through communicating with people at their service sites.

Along with "useful" things, the service-learning experiences also offered rewards. Students reported the rewards of feeling good about themselves, feeling happy when they saw the joy of the people they were serving and feeling proud of being part of a community that has help for people who need it. Students were also intrinsically rewarded for participating because they enjoyed the activity, or externally because they learned new skills and gained new experiences to include on resumes and to put on applications for scholarships and jobs. These rewards can be taken as evidence that service-learning helped establish incentive systems that offered rewards for completion of tasks, which helped enhance learners' language-related values and attitudes.

Increasing Learner Goal-Orientedness

Two subcategories fall under this motivational technique as discussed in Chapter 3: Helping students realize why they are going to be involved in a learning activity and what the goals for the activity are, and constructing activities that can pursue many different kinds of goals.

Helping students realize why they are going to be involved in a learning activity and what the goals for the activity are. Students seemed to understand that a main purpose of service-learning activities in the language learning classroom was to get

them out and practicing their language skills in the community – that these activities are an opportunity to learn more English and to improve English skills. Data points that indicate this include:

"I know my English is bad, but the native speakers are nice; and, I don't mind what the other people's thinking, I just want to try my best, try to improve my English."

"When I volunteer in the Boys and Girls Club, I got the opportunity to practice my English skills and get close with some Americans."

Constructing activities that can pursue many different kinds of goals. Students reported opportunities to pursue many different kinds of goals through service-learning activities, such as:

"I have gotten a chance to correct pronunciation and use vocabulary which I have learned in ESL. When I come back in Korea, I will help my husband (doctor) to treat an American patient in the clinics."

"Heard if you apply for college it is good to have volunteer work on your resume."

"I chose the volunteer program called, America reads America counts. The reason I chose that is because I love kids and I enjoy spending time with them."

(See Appendix D for more direct quotations.)

Interpretation of Data for Increasing Learner Goal-Orientedness

Not only are the above data points evidence that the students understood the purpose of service-learning in the course, they also indicate that students took advantage of the chance to pursue their own personal interests while participating in their service-learning activities. One instructor explained how students from past semesters were invited back to the classroom to share their experiences and help new students connect the activities to classroom goals – this seemed to help student understanding. Other non-language-related goals were also pursued.

Making the Curriculum Relevant for the Learners

Three subcategories fall under the technique of 'making the curriculum relevant for the learners," as discussed in Chapter 3: Building students' personal goals and desired learning topics into the curriculum, sharing information about why the curriculum is desirable and valuable, and creating a relationship between the learning activity and the outside world.

Building students' personal goals and desired learning topics into the curriculum. The two themes identified here were Experience and Learning:

i. Experience

"Wanted to experience something new."

"It's interesting to do it, but I did it more to build my credit in this class. And for my experience."

ii. Learning

"Comumnication. It will help me comumnicate with people and improve my pronunciation."

"I want to learn how to speak like a American"

"I prefer to learn out in the community. Because I can meet many native speakers to practice my English."

The two themes of Experience and Learning can be taken as evidence that service-learning helped build students' personal goals and desired learning topics into the curriculum, therefore making the curriculum relevant for the learners. (See Appendix D for more direct quotations.)

Sharing information about why the curriculum is desirable and valuable. One instructor stated that there is sometimes reluctance to service-learning at the beginning of the class because students don't understand the connection of this with their education. She stated that learners were often angry at her about having to spend their time on volunteer activities because it is seemingly not connecting to the classroom. She began inviting her former learners (language learners from some of the current students' countries and social groups) into the classroom at the beginning of the semester to describe their experiences and to help new students make the connection between service-learning and the coursework, therefore making the curriculum relevant to the learners.

Creating a relationship between the learning activity and the outside world. A theme reported here was students taking away lessons greater than those based solely on language learning.

"I know what the seniors think about and I can take care of them better. It will help me to know human life."

"This class not only can learn speaking and listening skill but also not how to deal the problems when we communicate with people."

"I can't change this kind of experience with any money. I will never go to this community if I am not take this class."

These "larger lessons" that connected the learning activity to the outside world also helped make the curriculum relevant to the learners. (See Appendix D for more direct quotations.)

Interpretation of Data for Making the Curriculum Relevant for the Learners

Students reported wanting to get more experience and skills for their future and wanting to get experience during living in America and they seemed to know that service-learning was an outlet for this. They also reported many different learning goals including learning more about idioms, how to speak like an American, how to make American friends and how to improve pronunciation.

Students were given the information about why the curriculum was valuable to them and there was a theme reported about students taking away lessons greater than those based solely on language learning. Learners reported getting to better "know human life," learning "what was true in life," receiving a lot of experience learning about not only vocabulary and culture, but about history and culture as well and learning about how to deal with problems that come up when they were communicating with people. Other students recognized that they would never have gone out into a particular community if it hadn't been for this class and that they were afraid of the community before they started volunteering.

Overall, service-learning activities seemed to help make the language learning curriculum relevant to the learners, according to student reports. Students brought a variety of goals and desired learning topics to the classroom and had many of these addressed/met through the service-learning projects as well as in the classroom. Instructors used outside people to help students see the relevance of these projects to their education. While students picked up on the improvements they were making in their language skills, they also made a connection between the learning activities and the world outside of the classroom.

Creating Realistic Learner Beliefs

Three subcategories fall here under the technique of "creating realistic learner beliefs": Initiating discussion about learner goals and beliefs about language

learning, helping learners understand reasonable criteria for success, and informing learners that mastery of a second language is achieved in a variety of ways.

Initiating discussion about learner goals and beliefs about language learning. Students discussed a variety of topics in the classrooms, including their goals and beliefs about language learning. These discussions were also encouraged in other forums such as: Online Discussions and Journal Entries and were a vehicle for helping create realistic learner beliefs.

i. Online Discussions

Students at one of the institutions were required to answer online discussion questions periodically throughout the semester in a forum set up by the instructor. They shared about how they felt their English was improving and how this experience had given them more motivation to improve certain language skills. One student even shared with the class online how he once thought "it would be discourtesy if I volunteer with my weak English. However, now I know that it will be the one of the ways to improve English skill if I do volunteer. It will be a good opportunity to dispel my fear while helping others. I believe that you will get a great achievement."

ii. Journal Entries

Students at one institution completed journal entries for their instructor. They answered questions posed by the instructor and described how their experiences

were similar and not similar to what they were expecting, how their goals for language learning had shifted over the course of the semester and how native speakers are friendly and happy to help.

Helping learners understand reasonable criteria for success. Many responses from students in the data points indicated that they recognized the improvements they were making, helping to create realistic learner beliefs. Although perhaps the improvements were not large, there was a lot of positivity in student responses:

"I just want to try my best, try to improve my English"

"After this class, I become more friendly, and feel confident when speaking native speakers. Sharing my ideas was my biggest accomplishment at community."

"I focused on my grade and I also focused on the experience, it's important to me."

(See Appendix D for additional direct quotations.)

Informing learners that mastery of a second language is achieved in a variety of ways.

Students shared the improvements they felt they had made in two general areas: Language Items and Culture.

i. Language Items

"I learned that if I want to practice English, I actively approached them first."

"I can know some American slangs."

"In general, my experience has not been rewarding. But I could learn survival English."

ii. Culture

"First of all, I think the most important part I think is it taught us how to go into one part of the American culture. They always taught us, "don't do that, be that, do that." I have a moment, it is very sad - when Paul play his guitar, many of the senior said "stop." That makes *me UGH, that is so surprising! How can she say that? And other seniors said, Stop, that is not polite! That was my moment that was surprising."*

"I explain about math – they just stare – then I know they couldn't understand. I am happy if they understand. I am learning more English, I learned about a funny culture day. The teacher lectured about St. Patrick's Day and I'm learning cultural things."

These improvements listed in the two themes can be taken as evidence that service-learning informed learners that mastery of a second language is achieved in a variety of ways, once again helping create realistic learner beliefs.

Interpretation of Data for Creating Realistic Learner Beliefs

It is apparent that learners had realistic beliefs about success in the language as they shared thoughts and feelings through journal entries and online discussions, seemed to realize that they were making positive improvements throughout the course of the semester (even if seemingly insignificant), and recognized specific items they were learning about language and the community culture.

Students reported wanting to try their best to improve their English, that sharing ideas at site was the biggest accomplishment for that semester and that the experience was a good motivation to learn more while helping others. One student noticed that she was communicating better with the children at her site and that her English was getting better and her accent more intelligible – that she was making progress in this way in her English language skills. One student stated that his confidence has increased "for sure" and that "I'm not too bad at this – I can help people."

Summary of Generating Initial Motivation

Data from students and instructors on the three strategies of Generating Initial Motivation indicates the initial motivation was generated. Specifically, the service-learning experience attracted student attention and provided authenticity in materials and experience. Part of this authenticity was access to native speakers. Students found their experiences "useful" in a variety of ways and also reaped rewards from the experience, both intrinsic and extrinsic. They seemed to know the reasons for the service-learning structure of the course and understood the goals laid out for them, but were also given room to pursue some of their own goals with the course. The course was, therefore, relevant to their lives and what they wanted to learn or experience. This helped students connect their class experience with the outside world. They were given various forums to share their experiences such as online discussion boards, classroom discussions, journal entries and classroom

presentations. It was here they were able to explore reasonable criteria for success in language learning as well as explore the idea that mastery of a language can come in a variety of forms.

Maintaining and Protecting Motivation

Dornyei's third motivational category, Maintaining and Protecting Motivation, includes three techniques to actively nurture and protect student motivation while students are well on their way to achieving classroom goals. These include improving the quality of the learning experience, increasing the learners' self-confidence, and creating learner autonomy (Dornyei, 2001).

Improving the Quality of the Learning Experience

There are three subcategories here as discussed in Chapter 3; they include varying the classroom tasks and activities and making them challenging, including new elements in the classroom and relating the content of tasks to learners' natural interest, and making corrections and "working on" the group as a whole to establish norms and avoid humiliating criticisms.

Varying the classroom tasks and activities and making them challenging. In the following data points, students are responding to their experiences at their service-learning community sites particularly, many of which are different sites and where students do a variety of different things to serve. A theme that came up here was that of Anxiety.

i. Anxiety

"Before to start my volunteering, I was afraid of being community."

"I did not know about this organization, and it was scary."

The data points above indicate that some students were nervous to go out into the community and this was a challenge for them. (See Appendix D for additional direct quotations.)

Including new elements in the classroom and relating the content of tasks to learners' natural interest. A variety of elements new to the learners were present in the service-learning classroom. They also had a chance to explore further their own interests.

"I got the opportunity to know my child's teacher, and also my daughter's behavior at school. It is a great place to work. The most important thing that I have learned is to be around my child's school."

"I like learning out in the community. I like being physically active."

"Yes, I do like it. It's interesting than only stay in classroom."

(See Appendix D for additional direct quotations.)

Making corrections and "working on" the group as a whole to establish norms and avoid humiliating criticisms. Classroom and online discussions gave students the chance to process about their experiences at their service sites – sometimes

talking about the things that went wrong or mistakes that they had made. Students also made references to some cultural conversations they had with other service-learning students that helped them learn different cultural things.

Interpretation of Data for Improving the Quality of the Learning Experience.

Some comments from students about beginning their service experiences indicated that they felt nervous and anxious about their service sites at first, indicating that this was a challenging assignment for some. The concept of service-learning was new for many of the students in these service-learning courses. The chance to go out and practice their language with native speakers was novel to them for a college course. Students had a choice about where to serve and this gave them the opportunity to tap into some of their own personal interests. A few students used the service opportunity as a chance to further explore careers in which they were interested, like teaching in particular, and were excited to learn more about the teaching profession first-hand. Challenging, varied classroom activities that incorporated the interests of learners and helped students learn from one another as a group all improved the quality of the classroom atmosphere.

Increasing the Learners' Self Confidence

Confidence can be a key factor determining the effort and persistence one displays (Dornyei, 2001). Increasing and maintaining the learners' confidence is demonstrated in the three subcategories of helping to dispel unrealistic fears of

failing, emphasizing what learners can do rather than what they cannot do and providing regular experiences of success, and making learners feel they are making a useful contribution by creating situations in which learners can demonstrate proficiency or come forward to offer help; each of these assisting in maintaining and protecting motivation.

Helping to dispel unrealistic fears of failing. Students shared stories of being initially nervous or anxious about their service-learning projects and having those fears gradually decrease as the semester progressed.

"I was kind of nervous on the first day of tutoring. The first thing that came to my mind was what if I screw up? I'm not a native speaker so I may not be able to help them. However later, I realized that it is actually going to be a good motivation for me to learn more while I am trying to help others."

"I always thought that it would be discourtesy if I volunteer with my weak English. However, now I know that it will be the one of the ways to improve English skill if I do volunteer. It will be a good opportunity to dispel my fear while helping others. I believe that you will get a great achievement."

"Before to start my volunteering, I was afraid of being community."

Emphasizing what learners can do, rather than what they cannot do. Providing regular experiences of success. These service-learning classrooms were set up with

opportunities for students to share their experiences, and therefore their successes, with classmates. Students did this through online discussions and well as through the final presentations about their service sites.

"I am comfortable with this now, I'm not too bad at this – I can help people."

"I had a good experience with AR/AC. I like kids and want to spend time with them. My limited knowledge can help the kids improve – I didn't know that."

"After this class, I become more friendly, and feel confident when speaking native speakers."

The above data points can be taken as evidence that service-learning classrooms provided the chance for students to share their experiences of success with one another – focusing here rather than on what they did not accomplish.

<u>Making learners feel they are making a useful contribution. Creating situations in which learners can demonstrate proficiency or come forward to offer help.</u> The two themes of Help and Satisfaction were identified here.

i. Help

"Yes, very important. Because to teach knowledge to someone is very important. They need help so of course I have to teach them what I know. I feel more proud of who I am and also them."

"I had a good experience with AR/AC. I like kids and want to spend time with them. My limited knowledge can help the kids improve – I didn't know that."

"Being able to relate to these students because I was in the same position as them before. I used to slack off, never go to class, so as soon as I came to college now, I'm able to relate to what the students are going through because I've been in the same stage as them so being able to help them makes a difference in my life and their's."

ii. Satisfaction

"My service-learning work was very important to me because it not only benefited me to learn language but it also was pleasant to help people."

"Learning how to play and be close with kids are not something you can really learn by paying or anything. It was very worthy."

"I saw their happy face when the food coming. I treated them very well because I know no matter what they look like, rich or poor, they still have the right to treat well. I really love this position. After the volunteer I felt really good about my self and all the people who helped for it. I am so proud of the community that we have help for other people."

The data points that fall under the two themes of Help and Satisfaction can be taken as evidence that service-learning helped learners feel that they were making a useful contribution, this helping to increase their confidence.

Interpretation of Data for Increasing Learner Self-Confidence

Students indicated that the requirement of going out into the community for a class assignment was not as scary as they had imagined and that they could contribute at their site even with limited English skills. Students shared their successes with one another through online discussions and well as through the final presentations about their service sites. Students indicated they had become more confident speaking with native speakers, and that they were able to help others in the community. They reported that it was pleasant to help people, and they learned they could make a difference. The increase in learner confidence helped maintain and protect student motivation.

Creating Learner Autonomy

Becoming an autonomous learner is beneficial to learning. To assist students in this process, Dornyei proposes three subcategories here under the motivational technique of creating learner autonomy. These include allowing students real choices, sharing responsibility with students for the organization of their learning, and encouraging student contributions, peer teaching and projects.

i. Allowing students real choices

ii. Sharing responsibility with students for the organization of their learning

iii. Encouraging student contributions, peer teaching and projects

Interpretation of Data for Creating Learner Autonomy

Students were offered opportunities to work in a variety of different community organizations working with different populations of people while doing different activities in each of these settings, with the choice of where to serve. In this, they were given responsibility to choose how they were going to learn. One student made the choice to volunteer at her child's school – which was very rewarding for her. Students also made reference to classmates helping them with assignments and that their group members were very helpful with advice and feedback about their service site experiences. In both of the service-learning classrooms, group work and projects – as well as learning from one another through discussions and other similar student contributions – were encouraged and made up a large portion of each instructor's course.

The service-learning classrooms created learner autonomy by allowing students real choices, allowing students to share the responsibility for the organization of their learning, and encouraging student contributions, peer teaching and projects. This learner autonomy helped maintain and protect student motivation.

Summary of Maintaining and Protecting Motivation

Data from students and instructors on the three strategies of Maintaining and Protecting Motivation indicates that motivation was maintained and protected.

Specifically, the quality of these classrooms was improved through the variety of activities in which students participated and found success. New to most of them, students indicated in many cases that service-learning increased their confidence and that they became more comfortable in their volunteer roles experiencing successes at their sites and then sharing them with classmates. Students were satisfied with their projects when they realized they were able to help out in the community. Instructor and student feedback both indicate that service-learning experiences seem to have helped increase learner confidence in many students; this theme was the most apparent in the data (see Appendix E for a comprehensive list of direct student quotes on self-confidence). Students enjoyed the autonomy of service-learning – the fact that they could choose where they would serve, and therefore how they would learn. Each of these three strategies helped maintain and protect student motivation.

Encouraging Positive Retrospective Self-Evaluation

Dornyei's fourth and final motivational category, Encouraging Positive Retrospective Self-Evaluation, includes three techniques that help students evaluate their achievements in a positive light by taking credit for these accomplishments (Dornyei, 2001). These include promoting attributions to effort rather than to ability, providing motivational feedback, and increasing learner satisfaction. Far fewer data points fell into each of these categories so a **brief analyzing overview** of this fourth motivational category is presented here.

Promoting Attributions to Effort Rather than to Ability

Two subcategories fall here under the technique of "promoting attributions to effort rather than to ability" and help encourage positive retrospective self-evaluation:

i. Emphasizing low effort exerted on student's part as the main reason for underachievement, or;
ii. Emphasizing skills/knowledge that were missing and assuring student these can be mastered

One student wrote, "I realize that my English skills are very lack and I must make an effort diligently." Another student reflected on her role in the classroom, realizing the young students looked up to her by stating the following: "so i don't want to disappoint them i know they look up to me, for them i am a kind of a cool big sister that is supposedly really smart because is going to college so everything i say and how i say it must be right including the way i pronounce my words so i have to be very careful."

Providing Motivational Feedback

Two subcategories also fall here under the motivational technique of "providing motivational feedback," and help encourage positive retrospective self-evaluation:

i. Providing models of success to observe. Showing that students are capable of attaining success in the situation
ii. Communicating that the instructor believes that the student is capable of reaching the goals of the classroom

In addition to having students in the classroom who had participated in service-learning in the past share their experiences, one instructor invited a panel of her former students who had participated come back to speak with current students. Both helped the other students, new to service-learning, to acclimate. Students also shared with one another about their experiences through online journal entries. They were able to share their stories and successes. One student reflects about the first day of tutoring and how nervous she felt, but once the children smiled at her she "knew it was going to be ok." Another student reflected on the day the instructor introduced the service-learning project and how he was staring down at the paper with the information about tutoring children and thought that "I can probably do tutoring and help kids out in the community." These reflections are shared with the entire class and are used as models for success to let other students know that even those who have been successful with service-learning were at one time nervous and unsure of themselves. Students shared that it was beneficial to hear about others' difficulties and stories.

In both classrooms, the instructors were very supportive of students' service-learning experiences. Students reflected on the support they received from their

instructors that not only led to a supportive classroom atmosphere, but helped students feel capable of reaching classroom goals. One student reported, "At first I thought that I cannot do this. But then it was different. I talked to the teacher about it and she said I could do it. Now I like it."

Increasing Learner Satisfaction

Finally, three subcategories fall under the motivational technique of "increasing learner satisfaction" and help encourage positive retrospective self-evaluation:

i. Allowing students to create finished products they can perform or display
ii. Encouraging them to be proud after accomplishing a task
iii. Checking in on their progress from time to time and celebrating their successes

Data points categorized here under increasing learner satisfaction include:

"I've been able to pass along a compliment. For one student, I conveyed high praise that she'd earned. She was ecstatic!"

"Also for students who had done an off-campus project, I gave them copies of letters that were sent. One student had done a huge amount of work and the community partner just emailed a letter to me with their hours. I asked the partner to send me on letterhead detailing two or three tasks the student had done well. I gave the student a

copy of this letter for their portfolio and stressed how important these types of documents would be in the work world."

In one classroom, students created and presented final presentations to the rest of the class about their service-learning experiences. They were able to display pictures of their service sites and, at times, of the people they worked with and served. They were very personalized presentations and learners shared personal information about their experiences doing service-learning. There was a lot of laughter during the presentations, along with heart-felt stories. The whole class got to hear about what the student had done that semester at the service site.

In the other classroom, students were able to reflect on their experiences and share them with classmates throughout the semester in online journal discussions. This was less of a final finished product, but was an opportunity for the instructor to check in on student progress and satisfaction periodically throughout the semester to give feedback, encouragement and advice, and to celebrate with them their successes. This same instructor also reported that she had shared with students the report letters mailed to her about each student from the staff at their community sites. In some cases, copies of these positive letters were added to student portfolios for future use. Students were excited about these letters and "ecstatic," even, when the instructor shared praise for their work in this way.

<u>Summary of Encouraging Positive Retrospective Self-Evaluation</u>

Data from students and instructors on the three strategies of Evaluating Positive Retrospective Self-Evaluation indicates that reflection upon service-learning experiences was positive. Specifically, students found rewards more in the effort they realized that they had exerted in the course, rather than any final accomplishments. They also benefitted from periodic feedback about their potential in reaching their goals as well as their actual successes. Finally, students were generally satisfied with their experiences as they were then able to present successes to classmates, encouraged to be proud of their work in the course.

Data Interpretation: Summary and Connections

Creating Basic Motivational Conditions

In order for motivational strategies to be used effectively, the scene must be set for their effective use. Certain preconditions must be put in place (basic motivational conditions must be created) before other attempts at facilitating motivation can be effective; basic conditions must be present in the environment (Dornyei, 2001).

Data from students and instructors on the three techniques of Creating Basic Motivational Conditions seems to indicate these basic motivational conditions had been created in the classroom environment. Specifically, students were encouraged to and felt free to express their opinions in the supportive, inclusive atmosphere without the fear of ridicule or being misunderstood. Instructor support and

relationship as well as feelings of connection and commitment to the group of language learners also appear to have aided in creating these conditions, giving students time with one another and the opportunity to interact – furthermore creating these basic motivational conditions in the classroom.

Students reported that opportunities to speak and feel comfortable communicating are hard to find. In discussing their service opportunities, students reported that native English speakers don't always sympathize with English learners and don't put in time to understand them so here in the class it was motivating to speak more because of the pleasant and supportive class atmosphere where it feels like they belong and are part of a supportive and safe family. Students seemed to be drawn to the cohesiveness of the classroom "family" group with many opportunities to learn more about each other and encourage one another. Direct interaction with the classroom instructor may also have played a role in creating these basic motivational conditions for the class.

Generating Initial Motivation

Once general motivational conditions are in place, instructors must actively contribute to generating positivity towards the classroom and the curriculum (Dornyei, 2001). It appears that in this study, strategies were used in both classrooms that helped generate positive student attitudes toward learning. Specifically, students' interest and attention in class seemed to have been enhanced due to the authentic situations in which they were learning. Learners seemed to

recognize the usefulness of the 'language beyond the walls of classroom' rewards as they were experiencing internal and external rewards and understanding the purpose of the activities.

Students also seemed to recognize the value of the curriculum both inside and outside of the classroom and helped one another create realistic goals while sharing language learning beliefs and success stories that looked very different from one another. Student reports about aspects of the service-learning courses also seem to indicate student engagement and interest in the learning activities. Native speaker contact and the authentic nature of these interactions and experiences, while presenting challenges and uneasiness in some students, looked to be useful to many students both intrinsically as well as extrinsically. Connecting these community activities to educational purposes and to the outside world in general was attempted and it seems many students saw this connection clearly, and made connections of their own. The activities met many of the goals the instructors had for the courses and also helped learners meet some goals of their own. Learners had mainly positive things to say about the improvements they had made throughout the semester, mostly in response to their community activities.

Maintaining and Protecting Motivation

It is the tendency to lose sight of a goal, to get bored or to be distracted, if initial motivation wears out. Motivation must be maintained and actively protected (Dornyei, 2001). Data from students and instructors on the three techniques of

Maintaining and Protecting Motivation appear to indicate that instructors incorporated strategies into their courses that helped to maintain and protect the building of motivation of their students throughout the semester. Specifically, not only were tasks varied in the classroom and out in the community, they were reported as challenging and included new elements that touched on students' interests. Students were also given opportunities through community experiences and discussions with one another to address and reduce fears of failing and to witness experiences of success – many times their own successes of feeling as though they were making useful contributions in their community. Students were helping others and seemed satisfied by that. They were given real choices and therefore took a front seat in organizing their learning. They felt that their contributions were valued not only in the community but also in the classroom.

Students seemed to experience quality in the service-learning classroom due to varying activities that they seemed to enjoy. Participating in these activities appeared to improve student confidence as they became more comfortable in their community roles. They found they were able to contribute in their vast varieties of different projects and this was reported to be satisfying.

Encouraging Positive Retrospective Self-Evaluation

By encouraging students to take credit for their accomplishments, instructors can help students evaluate their achievements in a positive light (Dornyei, 2001). Data from students and instructors on the three techniques of

Encouraging Positive and Retrospective Self-Evaluation appear to indicate that instructors incorporated postactional strategies into their courses that helped encourage students to take credit for their accomplishments. Specifically, not only were students given opportunities to reflect on their successes (and their setbacks), they were also provided examples of successes to observe and follow and were given encouragement about their ability to reach their goals on the part of the instructor as well as fellow classmates. Learner satisfaction also seemed to increase as they created finished products to display, and were encouraged to feel pride and celebrate after accomplishing goals.

Conclusions

While evidence of motivational teaching strategies being used effectively in this study reside in each of Dornyei's motivational categories, stronger evidence seems to exist under Generating Initial Motivation and Maintaining and Protecting Motivation categories. Though much information regarding Creating Basic Motivation existed in the data as students described enjoying the safe, supportive class atmosphere and the camaraderie with fellow students and encouragement from teaching staff, more data points trended toward describing the generation of initial motivation and the maintenance and protection of motivation.

Generating Initial Motivation

Students shared a lot about: English being more interesting in this learning environment, native speakers being friendly, having good authentic environments in which to practice English, the service-learning experiences being very useful in reaching goals and helping build skills for use in the future, having good feelings, having valuable experiences, having a chance to be in an environment where they could really learn, having a chance to discuss their experiences and therefore recognize their successes.

Maintaining and Protecting Motivation

Students shared a lot about: being out of their comfort zones, experiencing the course being a challenge, exposure to a new idea/concept, learning in a way that taps their personal interests, an increase in confidence levels and choices about where they would serve as well as a say in the structure of their learning. The impact of service-learning on the English confidence of students seemed to exist most frequently in the data points.

Within the category of Evaluating Positive Retrospective Self-Evaluation, instructors also seemed to effectively provide motivational feedback by encouraging students to share their difficulties and positive stories with one another, helping them believe that they could succeed, and giving them examples of success they could emulate. Instructor also appeared to successfully use the strategies to increase learner satisfaction in the classroom. The service-learning experiences seemed to have provided quality outlets for producing finished products, encouraging pride in

student accomplishments and celebrating successes together. Reflection being an important part of an effective service-learning model, both instructors also had a reflection piece (or more than one) built into the course. These reflection tools used in the classrooms gave students a chance to process their experiences, present their experiences, and reflect on their successes and areas of learning.

Revisiting the Literature Review

Data points that included students expressing their interest in the classroom learning, their connection with their classmates and their satisfaction with their service-learning experiences show that service-learning experiences not only engage students in learning, but are also well-suited for the learning and social needs of ESL students (Russell, 2007).

The students studied in the two ESL classrooms served out in their local communities and, therefore were connected to the target language community which provided real and authentic experiences to practice English (Bloom, 2008). These real and authentic experiences also helped prepare students for language situations that were unpredictable and where they, therefore, had to problem solve and use their skills in these real situations rather than in a controlled classroom atmosphere (Eyring, 2006).

At the end of the term, as well as throughout the term, students gave multiple points of feedback that indicated that they felt a belonging to and a satisfaction

about their contribution to the community (Braunstein, 2006). With this belonging and satisfaction seemed to come a sense of empowerment. One instructor also indicated that retention seemed high by sharing, "Several of the students seemed to attend more as the semester went on. It's very unusual to end a semester with 19/19 developmental writing students still in the class." According to Glicker (2006), because of its effects on retention and empowerment, service-learning should be implemented in adult programs like the two studied here.

With some of their feedback, students indicated that service-learning got them out of their comfort zones and outside of the walls of campus – and that they probably would never have done something like this had it not been for the opportunity presented in their course. Student data points indicated that they had a greater understanding of their community and a greater knowledge of the issues in their community because of their involvement in programs off-campus (Grassi, 2004). Along with their newfound community knowledge, students also got a chance to practice and, therefore, increase their English skills. This was a top goal for many of them and an objective of both of the classrooms highlighted here. Students developed these skills in service-learning atmospheres that commonly are and, for them, were at times full of disruptions and unpredictability (Overfield, 2007).

Data points from the research indicate that aspects of the service-learning classroom fall into the four motivational categories described by Dornyei. Many, if

not the majority of motivation strategies provided by Dornyei are a natural element of service-learning (Pak, 2007).

The research looks specifically into motivation and the strategies that the service-learning pedagogy presents that motivate language learners. The observations indicate that these service-learning classrooms naturally involve comprehensive techniques that add to the motivational environment of the classroom and, therefore, to student motivation. As other research suggests, service-learning increases motivation in the mainstream classroom. As the observations in this research suggest, this extends to student motivation in the language classroom.

Summary

Chapter four has presented the findings of this study; these findings include the results from student interviews, observations from student journal activities and classroom presentations, the general findings and how they relate to research reviewed in chapter two. Chapter five will give general conclusions about the research findings and a reflection on thoughts regarding limitations of the study and suggestions for future study on this subject.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the study, presents major findings, discusses possible implications and limitations of the study, and offers recommendations on future research on this topic.

Study Summary

This study involved two groups of students: a group of EAP students of varying language backgrounds in a community college classroom in a suburban Midwest city, the other a group of low-level ESL international students in a classroom in a suburban Northwest city. The purpose of the study was to answer the question: Is there evidence to suggest that service-learning has the potential to increase motivation as described by Dornyei's list of motivational conditions and techniques? The study used a classroom-based convenience-sample qualitative approach to gather data through multiple tools including student journaling activities, student interviews, instructor feedback and final project presentations.

These tools provided results that indicated that aspects of the service-learning classroom fall into the four motivational categories described by Dornyei and, therefore, naturally involve comprehensive techniques that add to the motivational environment of the classroom and, therefore, to student motivation. Major themes included a decreased sense of alienation and a sense of belonging, the

appreciation of authentic language situations in which to practice speaking and a sense of pride in the contribution students were making to the community.

Research on the effects of service-learning on student motivation in mainstream courses is ubiquitous, but research on the effects of service-learning on student motivation in the ESL classroom is limited. Being that service-learning classrooms have aspects that fall naturally into each of Dornyei's motivational categories, it will be interesting for more research to surface that looks at service-learning in the ESL classroom and perhaps take a quantitative approach to look at increase in student motivation. With more data showing that the ESL service-learning classroom is naturally motivating, more ESL instructors at the community college level might look further into how to implement the pedagogy in their own courses.

Limitations and Challenges

There were many limitations to this study, the first being the small number of participants. The convenience sample used is not representative of all ESL students involved in service-learning and results can therefore not be generalized. Also, in this study, service-learning may have contributed to the fact that their responses to questions fell into Dornyei's motivational categories, but the results were not compared to a sample of ESL students who did not participate in service-learning and we can therefore not be sure that service-learning was the sole reason.

There were a few limitations and challenges in working with an educational institution so far away. First, the lower level international students at the Northwestern community college did not understand or did not answer every question I asked them to respond to in writing (the journal responses) and I was not able to be there to clarify, like I would be able to do if I conducted this study on my own classroom of students. Second, the journaling activity that was proposed and accepted as a semester-long writing project (as bi-weekly student journals), became a short exit questionnaire and many of the students responded accordingly (with short answers). The sample size of students gave me the information that I was looking for, but if I was able to present my own students with these questions as more journal-type responses and tie their responses in to their grades somehow, I would likely have gotten more thorough and detailed feedback.

Finally, the instructor at the Midwest community college did not view the journal responses until after student grades were due. It was clear that she incorporated this component into her classroom almost solely for the purpose of my research and did almost no follow-up and feedback on most of what they had written, though she said she was planning to do more. I believe this could have been more effective and a great additional motivational tool if instructor feedback was given throughout the semester as the students were answering. This is something I would do in my own classroom. I assume there is little motivation, other than to

share experiences with fellow students, to write quality answers to the questions asked if the instructor will not view or respond to them.

Suggestions for Further Research

A quantitative look at the effects of service-learning on the motivation of ESL students would be interesting and would likely uncover different information about service-learning and appeal to different readers interested in the topic. Enumeration using a Likert Scale would be a suggestion. A study that took the quantitative data from an ESL classroom that incorporated service-learning and compared it to the same quantitative data from an ESL classroom that did not participate in service-learning is also suggested. This would allow the researcher to compare the results from the two groups to see if, in fact, service-learning had measurable effects on student motivation or measurable effects on other classroom components. This leads me to my final suggestion of getting a more in-depth look at the instructor angle to broaden the research question. My next step would be to find out what specifics ESL instructors are curious about in regards to the service-learning pedagogy and its use in their classroom.

How Findings May be Disseminated or Used

A copy of this capstone will be available in the library at Hamline University as well as on the Hamline University website. I plan to share the results of my study

with the ESL departments at both of the community colleges included in this study, as well as the service-learning department of one of the institutions.

Summary

In gathering the responses from the students both in writing and verbally, I was impressed by their gained knowledge of their communities. They were sharing information about the different non-profit organizations and how they operated and what the effects they have on the local community. I was also impressed by the depth of some of the responses and the enjoyment and "life change" that the students seemed to get out of service-learning. An example of this is: "I always thought that it would be a discourtesy if I volunteer with my weak English. However, now I know that it will be one of the ways to improve my English skills if I do volunteer. It will be a good opportunity to dispel my fear while helping others. I believe that you will get a great achievement." There was a lot of good-humored and supportive laughter during the classroom presentations of service-learning projects. Some of them were very personal and the students seemed to really enjoy them and liked learning about what their classmates did out in the community. The students used PowerPoint and incorporated presentation skills like visual aids and the use of transitional statements, with which I was also very impressed.

This research contributes to research in the areas of ESL pedagogy as well as service-learning research. In both classrooms I observed, service-learning seemed to have positive effects on ESL student motivation. With knowledge about effective

service-learning pedagogy and techniques, instructors can use service-learning in their classrooms to their, and their students, advantage. I will continue to read about service-learning practices as I believe in their effectiveness in learning in general. I will also incorporate the pedagogy into my future ESL classrooms and encourage colleagues to do the same. I believe involvement in the community outside the walls of educational institution gives students an authentic connection to native speakers and a chance to practice newly acquired language skills in a controlled setting. Without the encouragement to venture outside of the college, many students would not take the opportunity to connect beyond their immediate classroom communities. Service-learning gives them this opportunity, and encourages these connections, in a way so that students feel valued for the work they are doing and get authentic practice of the language that they are enrolled in the class to master.

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APPENDIX A

Student Interview Questions

Questions for Student Interviews:

Creating Basic Motivational Conditions

What risks did you take this semester? Did you know about the organization you volunteered at before you went there? Was that scary? Why did you do it?

How is this course different than your other courses at the college?

Do you know your instructor for this course better than instructors in your other courses? Why do you think you know this instructor better than other instructors?

Do you know your classmates in this course better than students in some of your other classes? Why do you think you got to know them better than in other classes?

What group work did you do with your classmates in this course? Did you like this? Did you work together on any service-learning things?

How did you have to work together with your classmates in this course? Did you work together on any important issues?

In what other courses would you like the chance to do service-learning?

Generating Initial Motivation

Is your service-learning work important? Why?

How did your community experience help you to practice your language?

What parts of your English did you get to practice in the community?

Is there anything you learned about English in the community that you didn't learn in the classroom?

How has your service-learning experience helped you to be successful in other courses?

What did you like about your experience in the community? How did it help you? Did it teach you anything? If so, what?

What did you learn about English that you didn't know before you volunteered in the community?

What interaction did you have with native English speakers? Did you like this? What thoughts of yours about native speakers did this experience change?

Maintaining and Protecting Motivation

What was interesting about service-learning? What was fun? Why do you like learning like this?

How do you think your confidence in your English skills has increased because of your community work? Why?

What things did you do at your community site? What was different each day? Did you ever get bored?

What have you done before that is similar to this? What training did you receive on how to complete the tasks at the community site?

Do you like learning like this outside of the classroom? Why?

What was difficult (or exciting) about having to respond to the organization's changing needs?

What problem-solving did you have to do at your community site?

Encouraging Positive Retrospective Self –Evaluation

What important work have you done in the community this semester/quarter? Do you get to write about this? Do you share your stories about this in class?

What were you expecting this class to be like at the beginning of the semester/quarter? Did you ever think that you would do something like this in the community?

Will you forget your community experience quickly? How has it impacted you?

APPENDIX B

Instructor Questionnaire

Questions for Instructor Feedback:

(CBMC): Creating Basic Motivational Conditions
(GIM): Generating Initial Motivation
(MAPM): Maintaining and Protecting Motivation
(EPRSE): Encouraging Positive Retrospective Self-Evaluation

- Did you welcome guest speakers into your classroom who presented expertise or a new perspective or skills for your students? How did students respond to this? (GIM)

- Do you think service-learning opportunities helped reduce your students' language anxiety over time? What do you think was helpful – why did this happen? (CBMC)

- Do you think students formed good relationships out in the community? (MAPM)

- What techniques did you use to build a supportive environment for your students? Do you think the service-learning experiences helped with this at all? If so, how? (CBMC)

- Did you set explicit class goals for the service-learning projects? What did this look like? Do you think students felt like they could meet these goals? (CBMC)

- Did you do anything specific to promote cooperation among students throughout the semester? (CBMC)

- Have you offered a chance for students to receive positive feedback from their peers? What about from their community partners? In what ways are you able to offer them positive feedback? (EPRSE)

- Did you see an increase in the attention, participation, volunteering or interest of any of your service-learning students over the course of the quarter/semester? Do you think that service-learning had anything to do with this? If so, why? (GIM)

- Were learners hesitant to volunteer at their community agencies? What do you think reduced their anxiety about this to the point that they did it? (CBMC)

- Do you provide any materials designed to meet students' service and learning needs for their community sites? (MAPM)

- How do you think learners' experiences in the community helped to increase their self-confidence? Do you have any specific examples of this? (MAPM)

APPENDIX C

Student Journal Prompts

Reflection Journal Prompts:

(CBMC): Creating Basic Motivational Conditions
(GIM): Generating Initial Motivation
(MAPM): Maintaining and Protecting Motivation
(EPRSE): Encouraging Positive Retrospective Self-Evaluation
(Note: This whole journal exercise covers EPRSE, this is why there is just one question asked from this category – they are "doing" this category here, while journaling)

- Your organization has changing needs – every day is probably different. Is it difficult to respond to these different things every day? Do you think this is exciting? Give an example of this from your experience. (MAPM)

- Have you had a chance to get to know your classmates well? Do you know them well? (CBMC)

- Are you benefitting from service-learning? If so, how? What experience are you getting out of volunteering and how will this help you in the future? Did you gain any skills? What will you be able to do now? (GIM)

- Do you identify more with North American culture since your experience volunteering in the community? Why? (GIM)

- Do you feel supported by your classmates in this class? Why? Do you like this experience of working in a team? Why? (CBMC)

- Did your service-learning work help you to practice the English that you have learned in your classroom? How has your English has improved because of volunteering? (GIM)

- What did you learn about your community? How is this different than what you thought? (MAPM)

- Why is your service-learning work important? (MAPM)

- What risks did you take this semester? Did you know about the organization you volunteered at before you went there? Was that scary? Why did you do it? (CBMC)

- Do you like learning out in the community or would you prefer to learn in a classroom setting only? Why? (MAPM)

- Has your confidence in your English skills increased because of your community work? If so, how? (MAPM)

- What has been your favorite experience at your volunteer site so far? (MAPM)

- What has been a negative experience you have had at your volunteer site? Describe your feelings. What did you learn from this experience? (GIM)

- Has your service-learning experience been rewarding? What did you get out of this experience? (GIM)

- Were you focused on your grade for this course or were you focused more on another goal? (CBMC)

- What did you learn about your community? How is this different than what you thought? (GIM)

- How do you think native speakers at your community site see you? What do they think about you? Is this different than what other native speakers think about you? (MAPM)

- How is this classroom atmosphere different from any other classes that you have? (CBMC)

- What things did you do at your community site? Was it the same every day? Did you get bored? (MAPM)

- How has your experience in the community impacted you? What was your biggest accomplishment at your community site? (EPRSE)

APPENDIX D

Direct Student Quotations within Dornyei's Four Motivation Categories

CREATING BASIC MOTIVATIONAL CONDITIONS

Creating a pleasant and supportive classroom atmosphere.

Encouraging students to express their opinions

- *"It is great program that has built my confidence to speak in public. I am not afraid of being laugh at because of my accent since everybody is an English learner. I know everybody in the discussion so it makes it so easy to talk to anybody. I used to shy off from speaking English to strangers because they don't sympathize with English learners and they don't even put the time to try to understand you as long as they realize you have an accent. When I am in intercultural circle service, I feel like I am talking to family members or friends and that motivates me to speak more. We also talk about important topics, which enable us to learn each other's cultures, experience and believe. Being in the sampler discussion makes feel that you are not the only one with English problem and that there are so many other people like me out there in the real world."*
- *"Yes, this class I like most. The atmosphere is friendly and the constant change of activity."*
- *"Yes, I feel supported by my classmates. They always trying to gave me some advice to me."*

- *"Didn't want to show my weakness of English before. Now I want to speak to them and can ask them for their help, etc. I liked it, but it's hard to find these opportunities."*
- *"We could share other students opinion."*
- *"Discussion in a group and exchanging ideas with such diverse people enable us to learn from each others' different perspectives."*

<u>Helping decrease student anxiety by creating a relaxed and supportive atmosphere</u>

- *"Some classmates helped me a lot."*
- *"I was little worried about my grades but not really. It was more for my own good."*
- *"Even though I need time to talk, they understand me."*

<u>Creating a learning environment protected from ridicule and embarrassment</u>

- No additional direct quotations

<u>Being patient and encouraging and supporting student learning efforts</u>

- No additional direct quotations

Supporting a cohesive learner group with appropriate norms.

<u>Emphasizing "us" and "them": defining the group against others</u>

- No additional direct quotations

Harvesting a public commitment to the group

- No additional direct quotations

Spending time together and giving the chance to learn about each other

- *"Of course! I have already known all of their names and I asked them a lot of information about their background as a friend."*
- *"Discussion in a group and exchanging ideas with such diverse people enable us to learn from each others' different perspectives."*

Providing opportunities for contact and interaction with group members

- *"I knew my teammates in my volunteer group only."*
- *"We will now share our experience from the senior center. This is my group. My group had five members. We are from different countries, but we spent every week together. It's really hard to do well in the same group but different countries but we have many help to do our job well."*

Appropriate teacher behaviors and a good relationship with the students.

- No additional direct quotations

GENERATING INITIAL MOTIVATION

Enhancing learners' language-related values and attitudes.

Arousing the students' curiosity and attention, creating an attractive image for the course

- No additional direct quotations

Making the L2 real by using authentic materials and promoting contact with native speakers

- *"In my class, the first time, my first feeling is nervous because my English is bad and the kids seem very shy and they are just waiting for me to talk. But after that I am doing better and better because the teacher is very nice. She told me that you don't have to worry about that. Just talk to kids and be a friend. She gave me a lot of courage and confidence to talk to the kids."*
- *"So as I go there to do my job or volunteer I feel my English language increasing bit by bit. I learn new words from the children since they know English more than I do. I do not think there is a place which I practice English as much as where I volunteer."*
- *"i got to interract with the clients and it helps drives away the fear of speaking in public or to audience. Normally i introduce myself to them and let them know right away that everything in the ware house has been donated just to give them an idea to what they going to see or recieved. And this opens a conversation to most of the clients. some of them starts asking question right away like when is the ware house going to deliver their furnitures to them? The*

answer is the next business day. so the conversation goes on and on and this helps to improved my vocabulary as well."

Reiterating the role of the L2 in the world and its usefulness both for the students and for their community

- *"This class not only improved our speaking and listening skills, but also let us know how to deal with a problem with the seniors in the senior center."*
- *"Kids ask, "Where do you go to school?" They asked me and I told them *institution* and they asked, "Really? *institution* has black people?" And I say yes, why not? He is Mexican and he thinks that the people will be separated. Yes, he said I never knew that. Now he knows everyone can go to *institution*. It's good to communicate with people, they have the knowledge more idea. Open their mind, to show them things they never knew before. And also they can show you things that you never knew."*

Establishing incentive systems that offer rewards for completion of tasks (i.e. course points)

- No additional direct quotations

Increasing learner goal-orientedness.

Helping students realize why they are going to be involved in a learning activity and what the goals for the activity are

- No additional direct quotations

Constructing activities that can pursue many different kinds of goals

- *"This experience helped me become a morning person, get up early and changed my daily routine. Also I met a great kid and we got pretty close. I was happy."*
- *"with my volunteer tutoring for third graders i feel is giving me even more motivation to improve my pronunciation skills"*
- *"I wanted to get experience during living in America*
- *"I felt I need more effort and I need more practice to speak English. Sometimes when I read a book with the kids I can understand the whole thing but sometimes some people I cannot speak. Speaking is very difficult so I need more practice."*

Making the curriculum relevant for the learners.

Building students' personal goals and desired learning topics into the curriculum

- *"I wanted to get experience during living in America"*
- *"To me, this activity is a good way to either learning more English or to have a good experience once of my lifetime."*
- *"I can go out to meet a lot of native speakers, and I can get some experience skills for my future."*
- *"I got so good experiences from our class. I want to keep going go there."*

- *"My pronunication is better than before; and, I have more confidant to talk to American. It might help me to get a American friend easily."*

Sharing information about why the curriculum is desirable and valuable

- No additional direct quotations

Creating a relationship between the learning activity and the outside world

- *"It let me know what was true in our life, and we need to do our best to change something. I felt sad due to the seniors' children were not stayed with them, they must felt very lonely."*
- *"Yes, I do. I learned a lot of things America culture. There are totally different between Korea's education and American education."*
- *"Before to start my volunteering, I was afraid of being community."*
- *"The first thing I have realized is when you are teaching something to people, you master it and your knowledge of it increases. So, as I was teaching the children about their culture and religion I myself was learning it as well."*
- *"it is amazing the cultural variety here in united states, in the class where i am helping i saw that as well and before i went to it i thought i was going to find i little bit of divided class environment like say hispanic kids all together in a group or asian in their own group or something like that (or maybe i just watched too much t.v) but when i went there it was just a group of kids that don't care about differences, skin colors, or maybe a way of dressing they all*

enjoy their company, they all had this one thing in common, their innocence and the a simple way to see the world around them."

Creating realistic learner beliefs.

Initiating discussion about learner goals and beliefs about language learning

- No additional direct quotations

Helping learners understand reasonable criteria for success

- *"Every day the teacher who I work with she gives me vocabulary and tells me to teach the vocabulary. It's kind of a review for me. Revise my memory. Words that I used to hear a long time ago. I see the list of words that I must teach. Good refresher. New vocab – I teach them. I get more vocabulary. The language, right? Communication. I am communicating with the children in my 2nd language. I get more – my English gets a little bit better. My accent – I am communicating with these children whose first language is English. I get more progress in my language. English language."*

Informing learners that mastery of a second language is achieved in a variety of ways

- No additional direct quotations

MAINTAINING AND PROTECTING MOTIVATION

Improving the quality of the learning experience.

Varying the classroom tasks and activities and making them challenging

- *"So, I felt nervous, but I felt better soon because the teacher and the kids are nice."*
- *"I was kind of nervous on the first day of tutoring. The first thing that came to my mind was what if I screw up? I'm not a native speaker so I may not be able to help them."*

Including new elements in the classroom and relating the content of tasks to learners' natural interest

- *"Let them choose the project in which they would get involved"*
- *"It's going to help me reach my goals and in my career that I'm looking forward to. To learn more about how the teachers do their classroom."*
- *"I did this because I want to get experience. I want to watch teachers and how they teach and to watch kids. My major is education. The culture is very different. I am changing my behavior. Patting heads/touching shoulders of kids."*
- *"I learned that I could give advice! I could help out other tutors. I won't forget this – impact. I'm applying my sciences into teaching now – maybe I will be a science teacher! I have an easy connection with kids."*

<u>Making corrections and "working on" the group as a whole to establish norms and avoid humiliating criticisms</u>

- No additional direct quotations

Increasing the learners' self-confidence.

- No additional data points. See Appendix E for additional self-confidence quotations.

Creating learner autonomy.

- No additional direct quotations

APPENDIX E

Student Self-Confidence Direct Quotations

Student Self-Confidence Direct Quotations

"Yes, I know from experience that these experiences have greatly increased self-confidence."

"Yes, my confidence has increased. I think I had more confidence to learn English after I came into the community."

"My confidence got better."

"I gained a lot of confidence from this class."

"My confidence in my communication skills increase because as I started volunteering in this center I'm learning to speak and communicate with people in the English language."

"My new little friends wiped out any fear or lack of confidence in me. I overcame my shyness and low self-confidence to speak out because tutoring kids made my English ability strengthen."

"My self-esteem has improved. I realized that my speaking skill and self-esteem have improved whenever I participate in this tutoring. Right now if I talk to the students I am losing my fear of talking to other people. I think it has helped my confidence to increase."

"Presenting gave me more confidence."

"It is great program that has built my confidence to speak in public. I am not afraid of being laugh at because of my accent since everybody is an English learner. I know everybody in the discussion so it makes it so easy to talk to anybody.

"In my class, the first time, my first feeling is nervous because my English is bad and the kids seem very shy and they are just waiting for me to talk. But after that I am doing better and better because the teacher is very nice. She told me that you don't have to worry about that. Just talk to kids and be a friend. She gave me a lot of courage and confidence to talk to the kids."

"Yes, my confidence has increased, I can now communicate freely. I can talk to American more easily after I did my volunteer job. Now I think Im better in work team. But in English, I think I already confidence. Yes, I am little bit proud of myself. It (my confidence) got better. I could have a little confidence. It seemed that I improved pronunciation and accent. I can speak English with the co-workers and

the residents comfortably. Not really. Most of the time I spent were with kids and it wasn't too hard. Better than before I went to the senior center."

"I think I have more confident to learn English after I came to community."

"After this class, I become more friendly, and feel confident when speaking native speakers. Sharing my ideas was my biggest accomplishment at community."

"This was a big challenge for me because my English is not perfect; however I can be more confident with my English."

"Yes, I gain a lot of confidence from in this class."

"So as I go there to do my job or volunteer I feel my English language increasing bit by bit. I learn new words from the children since they know English more than I do. I do not think there is a place which I practice English as much as where I volunteer. Even when I'm in school I do not speak English that much because the people that I hung out or my classmates are old as I'm and came to the united states of America recently as me, so when I'm with them I just speak my language and I do not get the chance to practice my English speaking. My confidence in my communication skills increased because as I started volunteering from this center I'm learning to speak and communicate with the people both in the English language and even my mother tongue because there are people who do not speak English. So I feel my communication skills are improving as I'm speaking these Somali American kids."

"i really like this experience, they don't know how much they are helping me every time they come to me when they have a question about the class, or just to tell me a joke and make me smile because i am also a little shy sometimes and to open up to other it has always been an issue with me but my new little friends had wiped out any fear or lack of confidence in me, encouraging me to keep up with my readings, with my learning of new words and to practice my pronunciation even more than before."

"I felt like I overcame my shyness and low self-confidence to speak out because tutoring kids made me English ability strengthen. I am volunteering with second grade at Elementary School. Teaching them is really hard for me, on the contrary, I am learning many things from them. I am really enjoying with them."

"My English has improved because of the Sampler Activities, tutoring in the America count program. I am volunteering in the second grade class at Ridgeview elementary school. At the first time, I was nervous and afraid of teaching and

helping for them as a non-speaker. Although I knew how to teach Math to the children, it was hard to explain to them. However, when the children understood and responded the answers to questions by my tutoring, my self-esteem had improved."

"I realized that tutoring to the children was better than studying English myself on the desk. Also, my English has improved by children's responses. For example, If they couldn't understand what I said, they looked at me like I didn't understand or didn't respond right away. After that, I had to change to appropriate vocabulary and sentences. If they could understand what I said, I could also learn how I could communicate with them. I could remember proper words and sentences in order to communicate and explain with them and then use those sentences to another student. I realized that my speaking skill and self-esteem have improved whenever I participated in this tutoring."

"Like I said, before I just work and study, work and study and that made me antisocial. My interaction with people wasn't like right now. Right now if I talk to the students I am losing my fear of talking to other people. If they talk to me and ask me questions, I talk to them and answer their questions. I think it has helped my confidence to increase.:

"Confidence in English. First if you don't have the words for it, you're not going to be able to do it. You feeling good about it. First I didn't feel that, but later I did feel that. Because I can see it. You are already in the middle of the system and you can see it. You're not thinking about it because you are already in it. But first I was thinking about it."

"Confidence. Yup. My confidence in English because before I had kind of I think about myself and think when I'm speaking the English language the people think that my English is bad. I cover my mouth or don't say anything because people maybe think this guy has an accent, a weird accent. I express my English language. I talk to these guys, children. More experience trusting myself, who I am. No shame on what I say, keep speaking English language. Children will get more benefit from me and I will get more experience and see more things that I haven't seen before."

"I was reading the paper in front of the others in my small group and then presenting it to the full group. Presenting gave me more confidence because I was talking in front of people I didn't know and then to the whole class."