

Service Learning/Field Experience Model of Success

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Preparing Future Second Language Teachers through Service Learning

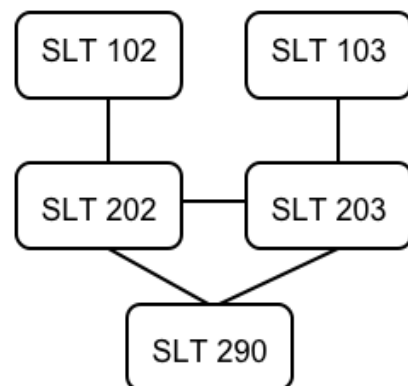
Key information/details about the Model

The Second Language Teaching (SLT) Program¹ at Kapi'olani Community College (KCC) provides specialized education for current Hawai'i state Department of Education (DOE) professionals and students who are interested in becoming English as a Second Language (ESL) and other second language tutors, teaching assistants, and – with additional education – teachers, both locally and abroad. Students have unique certificate and degree options, depending on their career goals and previous experiences.

The SLT Program consists of five core courses:

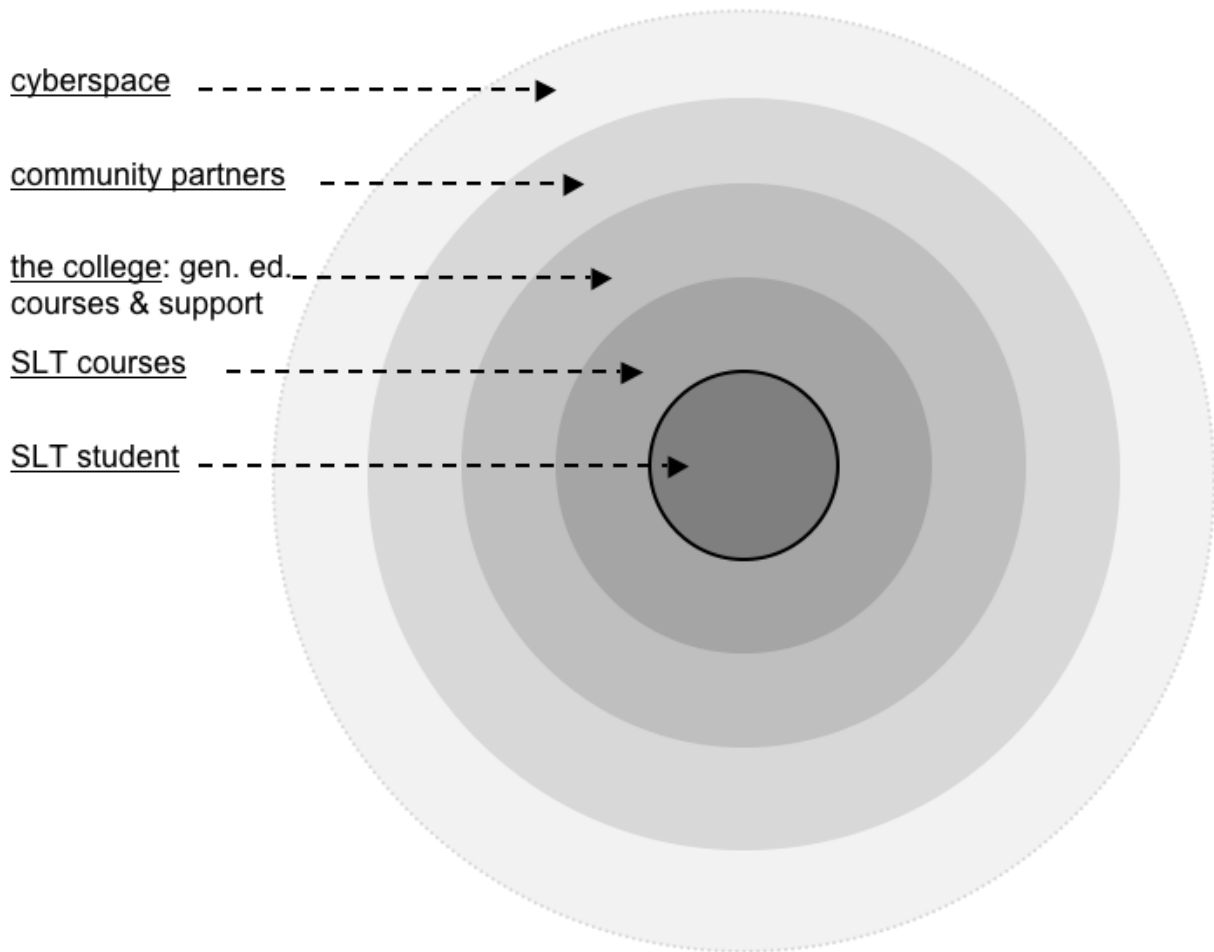
- SLT 102 – Second Language Learning
- SLT 103 – Second Language Teaching
- SLT 202 – Concepts and Issues in SLT
- SLT 203 – Integrating Content and SLT
- SLT 290 – Second Language Assessment

These five courses make up the core requirements of the Certificate of Completion in Teachers of English to Speakers of Other Languages (TESOL) and satisfy Humanities, Social Science, and elective general education requirements of the AA degree with an Emphasis in SLT.



Each course requires 20 hours of service learning in an educational setting with a focus on second language development. Although English is the language of instruction in the program and the most common second language that SLT students focus on, they are encouraged to seek service learning opportunities in any language that they are fluent in. As a result, SLT students also commonly provide tutoring for Japanese, Korean, and Chinese, which are the first language backgrounds of many of the students. In addition, SLT students are encouraged to choose service learning sites each semester at different levels of the education system, including pre-school, elementary, secondary, adult education and higher education. After completing the 100 hours of service learning required in these five courses, students are eligible to receive the President's Volunteer Service Award², which includes a medallion and a certificate signed by the President of the United States.

The SLT Program's service learning model is based on KCC's ecology of learning framework, which includes SLT students, SLT courses, the college (the Service Learning program, general education courses, and learning support services), community partners, and cyberspace.



SLT students are comprised of U.S. citizens and immigrants, and international students on F-1 visas. The SLT Program is open door, so there is no need to apply. Students are eligible to take SLT courses once they have qualified for freshman composition. The first two courses, SLT 102 and SLT 103, include tutor training and introductory-level instruction in the ethnographic research methods of observation, interviewing, artifact collection, data analysis, and reporting. In addition to the core SLT courses, students also complete their general education requirements across the college, which give students the breadth of content knowledge required to fulfill their AA degree with an emphasis in SLT. College-level support also includes the Service Learning Office³, which assists students with training and reporting requirements and which maintains healthy partnerships with a variety of educational institutions in our community. All SLT courses are web-enhanced to facilitate instruction. All course materials are stored online, many class discussions and reflections take place online, course projects are stored online, and tutor training is conducted online through web-based learning modules⁴. At the end of each semester, students from all SLT courses gather together for a banquet that showcases student projects and honors program graduates with certificates of program completion.

SLT Program graduates have sought positions in the U.S. as educational paraprofessionals in the Department of Education and as classroom assistants and tutors in private language schools. Some

graduates have traveled overseas or returned to their home countries to seek positions in private language schools with their credential. Other graduates have transferred to university-level BA programs in ESL, TESOL, or related fields.

Implementation Date

The SLT Program was officially approved spring 2009 for fall 2009 implementation. We are currently in our fourth year of our five-year program review cycle, during which time we are preparing a comprehensive program report and curriculum documents for course and program updates.

How the Model is innovative and/or unique

The most innovative feature of the SLT Program's service learning model is that by design it simultaneously satisfies many of the English Language Learners (ELL) teacher-training needs of its primary partners: the DOE, the College of Education (COE) at the University of Hawai'i-Manoa, and the Department of Second Language Studies (DSLS)⁵ at the University of Hawai'i-Manoa. According to current DOE data, upwards of 90 percent of the state's 11,000+ teachers are not adequately trained to work with ELLs, largely due to a gap in pre-service ELL teacher training. In addition, COE and DOE data show that 56 percent of new teachers leave the classroom within five years of being hired, which is attributed to the lack of classroom experience until the practicum requirement during their final semester of college. Furthermore, what was once a graduate-focused research department, the DSLS has recently added a BA Degree in SLS with courses at the upper-division level to satisfy the local need for highly qualified ESL teachers. Service learning in the SLT Program helps prepare undergraduates with foundational knowledge and skills to be more successful in upper-division teacher-training programs and to effectively work with ELLs by giving them classroom experiences from their first SLT courses in their freshman year.

Another unique feature of the model is that service learning is completely integrated in SLT course projects. As students complete their service learning requirements, they collect data for ethnographic research reports (SLT 102 and 103) and develop lesson plans, activities, and materials for their target populations (SLT 202, 203 and 290). This integration helps make the service learning practical and purposeful for the students while supporting class content and student learning objectives.

Indications of success

The primary indications of success of the SLT Program's service learning model are course and service learning completion rates. Since its inception, more than 90 percent of all SLT Program students have successfully completed their SLT courses with a grade of "C" or better, as well as all of their service learning requirements. Success is further indicated from community partners who consistently evaluate SLT students as good to excellent after completion of their service learning projects. Many SLT students have such positive learning experiences in their service learning sites that they choose to return to those sites in following semesters, and some students even maintain their community relationships and continue providing service after exiting from the SLT Program.

An additional indication of success comes from feedback from former SLT students who have graduated and entered the workforce or who have transferred to our primary transfer institution to pursue the BA Degree in SLS. These students consistently report that the service learning requirements of the SLT

Program provided them with practical experiences necessary to be successful in their new environments.

How the Model is replicable

The SLT Program's service learning model is most easily replicable in colleges that have an existing English for Speakers of Other Languages (ESOL) program, an existing campus service learning program with established partnerships⁶, and an existing teacher training program with partner educational institutions and programs. An absence of any one of these components will require considerably more effort to replicate the Model. At KCC, we had the ESOL and service learning programs and had to create the SLT program from scratch, a process that took nearly three years. With increased federal accountability and reporting requirements and widespread adoption of the Common Core State Standards, departments of education with large immigrant populations are faced with immense pre-service and in-service ELL teacher-training needs and look to the community college for assistance because of its expertise, flexibility, and rapid response time. ESOL faculty members with teacher-training experience are the most likely choice to develop an SLT-style program that serves the needs of the community. In fact, TESOL International Association has advocated for community college ESOL faculty to serve this need as they are uniquely positioned with expertise in language development and close relationships to high schools.

Link(s) to associated website(s), presentations, etc.

1. KCC STL Program: <http://core.kcc.hawaii.edu/slt/>
2. President's Volunteer Service Award: <http://www.presidentialserviceawards.gov/>
3. Service Learning at KCC: <http://kapiolani.hawaii.edu/object/servicelearning.html>
4. Tutor Training Online Course:
<http://www.stephens.edu/academics/arc/AcademicResourceCenterTutorTraining.html>
5. Department of Second Language Studies: <http://www.hawaii.edu/sls/sls/>
6. Campus Compact: <http://www.compact.org/initiatives/service-learning/>