

**Engaged Practices Innovation (EPI) Program
Grant Proposal**

Asian Languages: Engaged teaching for engaged learning

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1. Introduction and Background

As any of us who have stepped in front of a classroom can attest, teaching is itself an excellent form of learning. We propose to develop a crosslisted service-learning course (CHIN 196/JAPN 196/ANTH 196 Asian Languages Teaching Practicum) that sends intermediate and advanced students of Chinese and Japanese language, consulting with native Chinese/Japanese-speaking students interested in language education, into local schools to teach basic Chinese and Japanese language/culture skills to young children. The primary goals of this service-learning course are to: (a) allow students of Asian languages to increase their own confidence and proficiency through the challenge of teaching; (b) allow native Chinese/Japanese-speaking students to improve intercultural communication competence through a new perspective on their native languages; (c) provide an opportunity for all students to gain marketable skills in language teaching that they can use following graduation; and (d) create a context for serving the community in a way that increases awareness and appreciation of the value of education in Asian language/culture offered at UVM and the importance of early language instruction.

2. Description of the project in the context of current literature

Leading theories of language instruction suggest that some of the most effective ways to cement advanced language skills include experimentation and providing external motivation beyond the classroom (Oxford 1990, Hale 1999). Chinese and Japanese speakers at UVM face particular challenges in finding local and regional contexts in which to further advance their skills. Service-learning is a well-researched high-impact practice (Bringle, Phillips, and Hudson 2004, Kuh 2008) with the potential to increase student involvement in the material while providing valuable connections with and service to the local community. A handful of highly innovative second language programs around the country have begun to employ “learners as teachers” service-learning projects to further train their students (Barreneche 2011; Barreneche and Ramos-Flores 2013; Kistler and Crosby 2014).¹

The cross-listed course we propose will have intermediate and advanced students of Chinese and Japanese language, consulting with native Chinese/Japanese-speaking students interested in language education, teach weekly language courses in two local schools: Trinity Children’s Center and Sustainability Academy. These two major Asian languages are of vital business, communication, and security interest, and increasing awareness of the importance of early childhood language education is a key service to the community.²

UVM students who participate in the program will develop a portfolio that will allow them to document their learning process as both language learners and language teachers. They will meet frequently early in the semester to develop syllabi and materials, and will

¹ Universities currently offering or experimenting with service-learning components to second language majors for undergraduates include Duke University, Santa Clara University, Portland State University, Rollins University, College of William and Mary, and University of Notre Dame.

² Due to budget cuts, the city of Burlington has eliminated foreign language instruction entirely at the elementary level, despite the fact that language acquisition experts agree that children in this younger age group are most adept at learning foreign languages.

then meet occasionally outside of their weekly teaching time to review their efforts, exchange ideas, and engage with reading materials on pedagogy, language structure, and language acquisition (with a particular focus on Asian languages).

The course will be sustainable in that once a syllabus, curriculum and partnerships with local schools are established, we hope to offer it annually as either a standalone course or a service-learning addition to an existing class. Supervision of the course will be shared among the hosting departments. We also plan to write-up the results of the project and disseminate our research in a professional publication venue.

3. Impact of the project on student engagement, success, and retention

We claim that by asking students themselves to become the teachers, they will become more deeply engaged in language-learning and multilingual education. Service-learning is a known high-impact practice that leads to increased records of student retention, success within college, and success beyond college. Both domestic and international students who participate will have a meaningful experience of community engagement that will enhance their UVM experience.

For language-learning, current research indicates that service-learning projects increase students' second language confidence and motivation to engage in further language-learning (Hale 1999, Wurr and Hellebrandt 2007). In terms of specific impacts of this course, students will:

- deepen their own understanding of the Asian languages through teaching
- learn how to formulate lesson plans, use teaching materials, and provide collaborative instruction
- have a valuable opportunity to engage with the diverse Burlington community
- gain marketable skills that they can draw upon as they apply for jobs after graduation (many go on to some form of teaching post-graduation)
- become aware of the power of early, more intensive foreign language/culture education in producing young global citizens

4. Assessment Plan

Students within the course will be assessed based on their preparation and participation, as well as a final research or reflection essay. Advanced students with specific interest in pedagogy may be asked to participate in a report on the methods used in this class and may be invited to present the results along with the instructors at a professional meeting or conference. All students will:

- participate in reading/discussion sections during the semester
- prepare a portfolio of their work with the children which includes curriculum, documentation, student work samples, journal entries, review of materials, etc
- be formally observed during the semester by supervising faculty (with the assessment rubric being part of their final portfolio)
- Write a final research or reflection paper on their own experience

We will also look to assess the overall success of the project through examining additional holistic outcomes; the program will be deemed successful if:

- UVM students of Chinese/Japanese reveal an enhanced grasp of language basics, including sounds, structures, and essential vocabularies.

- Schools participating in the program report that the young children are enjoying the classes, learning aspects of Asian languages and cultures, and enthusiastic to continue the program.
- UVM students perceive themselves to be more engaged with their communities and to be advocates of the importance of early childhood exposure to foreign languages and cultures to strengthen global citizenship.
- Native Chinese and Japanese speakers who are international students at UVM report enhanced intercultural communication skills and new perspectives on American culture through community engagement.

If this model of teaching-as-learning proves successful, we will look not only to continuing this course, but also to encouraging other modern language programs at UVM to consider adding this kind of course to their advanced language curricula.

Syllabus Outline (CHIN 196/JAPN 196/ANTH 196 Asian Languages Teaching Practicum)

- ❖ Week 1 (Jan 19): Language acquisition in early childhood, child language development, linguistic features of Chinese/Japanese, Language learning ideologies in the community, Service learning introduction
- ❖ Week 2 (Jan 26): Teaching Asian languages (pedagogical methods), Presenting Asian cultures in context, Using teaching materials effectively
- ❖ Week 3 - Week 4: Collaborative preparation of syllabi and lesson plans
- ❖ Week 5 - Week 13: Classroom teaching, Sustainability Academy and Trinity Children's Center [Week 8 – mid-semester evaluation and review]
- ❖ Week 14 - Week 15: Wrap-up presentations at schools, summative portfolios due

5. References

- Barreneche, Gabriel Ignacio. (2011). "Language Learners as Teachers: Integrating Service-Learning and the Advanced Language Course." *Hispania* 94.1: 103–20.
- Barreneche, G. I., Ramos Flores, H. N. (2013) "Integrated or Isolated Experiences?: Considering the Role of Service-Learning in the Spanish Language Curriculum.." *Hispania* 96 (2013): 215-228.
- Bringle, Robert G., Mindy A. Phillips, and Michael Hudson. (2004). *The Measure of Service Learning: Research Scales to Assess Student Experiences*. Washington, DC: APA.
- Hale, A. (1999). "Service-Learning and Spanish: A Missing Link". In *Construyendo Puentes (Building Bridges): Concepts and Models for Service-Learning in Spanish*. Edited by J. Hellebrandt & L. T. Varona, p. 9-31. Washington, DC: AAHE.
- Kistler, Sara and C. Crosby.(2014). *Integrating Service Learning into a Course on Teaching English Language Learners and Looking at Preliminary Data*. Pennsylvania Teacher Educator Vol. 13, Fall 2014.
- Kuh, G.D. 2008. *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities. Oxford: Oxford University Press.
- Wurr, A. J. and J. Hellebrandt (2007). *Learning the language of global citizenship: service-learning in applied linguistics*. Bolton, Mass: Anker Publications

Revised Budget Submission

EPI Grant Proposal: Asian Languages: Engaged teaching for engaged learning

Manetta/Suzuki Carlson/Hu

11/4/15

Itemized Budget:

(1) 0.5 CE overload lectureship (Hu)	\$4290
(2) 0.5 CE overload lectureship (Suzuki Carlson)	\$4290
(3) Compensation for course planning + fringe (Manetta)	\$1430
(4) Teaching materials for children (video/audio, books, supplies)	\$600
(6) Student/Lecturer conference travel budget for report on research	\$1000
TOTAL	\$11610

Budget justification:

(1)-(2) Lecturer Ying Hu and Senior Lecturer Kazuko Suzuki Carlson will each carry out half of the supervision duties for the three-credit course as an overload (0.5 CE). They will each receive \$2000 per credit hour plus 43% fringe ($\$2000 \times 1.5 = 3000$; $(.43 \times 3000) = 1299$; $3000 + 1299 = 4290$ per instructor).

(3) Associate Professor Emily Manetta will assist with supervision duties for the three-credit course without serving as an instructor of record. She will prepare the course syllabus, purchase materials, liaise with local schools to plan teaching spaces/times, and enroll children for language classes during fall 2015. She will also guest-facilitate in-class discussions early in the semester concerning early childhood language acquisition and child language development.

(4) Although the university owns any number of video/audio teaching materials for Chinese and Japanese, the content is typically geared toward college-age learners. This budget item is for purchase of age-appropriate language learning video/audio/book/workbook materials that will remain the permanent property of University of Vermont Department of Asian Languages and Literatures for future use. These funds will also cover some hands-on supplies such as origami paper or calligraphy ink for exposure to Japanese/Chinese culture.

(5) An additional \$1000 is set aside for student and lecturer travel to an appropriate conference or meeting to disseminate the results of the research associated with the methodologies being developed here. We seek a prominent venue to present and discuss this work, as it is at the forefront of high impact practices in language learning.

Cost Share:

The host departments for the crosslisted course, Anthropology and Asian Languages and Literatures, propose to share the costs of mounting the course in a limited capacity. Anthropology will commit to supporting one half of the Lecturer/Student travel budget (\$500). Asian languages and literatures will fund one half of the cost of the instructional materials purchased (\$300).

Request from Provost's Office:

The request from the Provost's Office is then:

$\$11610 - \$800 \text{ (cost share)} = \10810

7. Letters of support

Please see attached letters of support from: Trinity Children's Center, Sustainability Academy, the Department of Asian Languages and Literatures, the Department of Anthropology, and Bill Falls, Dean of the College of Arts and Sciences.