

High-Impact Practices in a Hispanic Linguistics Course: Facilitating Lessons about Linguistic Diversity and Advocacy

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Abstract

This investigation examines how students responded to the content and critical approach in an undergraduate course in Hispanic linguistics titled “Bilingualism in the Spanish-Speaking World.” To enhance learning, students participated in one of two high-impact practices (HIPs)—service-learning or a research investigation—as their final project. On an end-of-course questionnaire both final project groups strongly indicated that they would advocate for and educate others about linguistic diversity. Findings also suggest that both HIPs fostered meaningful connections to the critical topics covered in class. To conclude, recommendations are offered for how K-16 programs might include “linguistics” lessons that emphasize social justice.

Key words: *critical pedagogy, Hispanic linguistics, service-learning, undergraduate research, social justice education*

Background

There is growing consensus among educators that social justice should have an integral presence in the world language curriculum (Glynn, Wesely, & Wassell, 2014; Johnson, 2015; Norton & Toohey, 2004; Osborn, 2006; Randolph & Johnson, 2017). Osborn (2006) defined *social justice* as the “equitable sharing of social power and benefits within a society” (as cited in Randolph & Johnson, 2017, p. 10). Scholars are recommending that language practitioners integrate lessons on social justice, along with those designed to develop learners’ proficiency, to create “more welcoming learning experiences for *all* students” (Glynn et al., 2014, p. i) and to address issues like “immigration, diversity, inclusion, multiculturalism, and globalism [...] that relate to and are informed by language and language study” (Randolph & Johnson, 2017, p. 9-10). In this article, I, too, will advocate for including social justice education in the world language classroom, which entails incorporating content and critical pedagogical techniques to address “difference, power, or social stratification in the classroom or in the world” (Johnson & Randolph, 2015, p. 36). I will describe one specific content course in Hispanic linguistics (HL)—“Bilingualism in the Spanish-Speaking World”—that was particularly conducive to fostering a deeper understanding of critical topics such as language use, language prestige, and the relationship of power and language on the societal level. Along with the guiding principles of social justice education and critical pedagogy, the critical approach of the course was one akin to what Walsh (1991) deemed “critical bilingualism,” where learners became

aware of their “ability to not just speak two languages, but to be conscious of the sociocultural, political, and ideological contexts in which the languages (and there the speakers) are positioned and function” (p. 127, as cited in Pennycook, 2001, p. 15).

Furthermore, to complement the assertion that world language classrooms are “uniquely suited to challenge, confront, and disrupt misconceptions, untruths, and stereotypes that lead to structural inequality and discrimination based on social and human differences” (Glynn et al., 2014, p. 3), I contend that courses that fall under the general category of HL provide ideal learning environments in which lessons on social justice can be integrated due to the very nature of the discipline itself. I will also explain how two high-impact practices (HIPs) in undergraduate education—or those attested educational opportunities that promote deep learning and provide students from diverse background with considerable learning benefits (Kuh, 2008, p. 9)—helped to not only reinforce course content, but more importantly gave students multiple opportunities to interact with the local Hispanic community in the area. Moreover, the present article serves to show K-16 language practitioners that while the featured course is situated in an upper-level postsecondary context, it is possible to glean ideas from the activities in this course to develop level-appropriate modules on social justice through a linguistics perspective for learners of Spanish in a variety of academic environments.

Critical Pedagogies in Hispanic Linguistics

Within the field of HL, or “Spanish linguistics” to some, scholars and educators consider the Spanish language as their object of inquiry. Before moving forward, it is important to understand the type of content that is emphasized in a *linguistics* course, as it differs substantially from the skills and knowledge traditionally emphasized in a second language class. *Linguistics* is the scientific study of language. Language is the intricate system of verbal signs that allow us to express complex thoughts and emotions to other speakers in different social and cultural contexts. A skill that is considered a uniquely human ability, language is also “used as a probe into the human mind” and one that reflects a speaker’s identity on both individually and on the societal level (Mihalicek & Wilson, 2011 p. 3). Linguists stress that just because a person knows how to speak a language, one cannot assume that this individual is an expert of the complexities of that language. To increase knowledge about human language, linguists can choose to examine one common element of multiple languages in order to uncover universal patterns, or, as with HL, they might study one language in particular. Like in the field of general linguistics, there are numerous branches of HL that range from the analysis of particular elements of the Spanish language (e.g., phonetics and phonology, morphology, syntax, semantics, pragmatics) to considering the interplay between society and the Spanish language at the macro level (e.g., language acquisition, dialectology, sociolinguistics, language contact, bilingualism, Spanish in the United States).

These latter fields are typically considered as belonging to the subfield “applied linguistics,” as these linguists delve into how language is employed in a particular social, cultural, and political context, rather than examining discrete aspects of the

language in isolation. Applied linguistics is often an interdisciplinary endeavor in which researchers are particularly interested in “language, its users and uses, and their underlying social and material conditions.” (“About Applied Linguistics,” n.d., para. 1). Pennycook (2001) distinguished applied linguistics from *critical* applied linguistics and contended that “since critical applied linguistics deals with many domains of significant language use [...], we stand [...] at the very heart of the most crucial education, cultural, and political issues of our time” (p. 168). When informing practice, Pennycook stipulated that critical applied linguistics must include both a *critical* component—or a political critique of the issues at hand, not just “a way of thinking”—and a constant *reflection* on language’s role in society so that the synergy between theory and practice never becomes crystalized (pp. 172-173, italics added). The course that formed part of this investigation is one that aligned with the critical applied linguistics approach per Pennycook’s criteria in that, as discussed in subsequent sections, students critically examined and reflected upon how Spanish and Spanish-speakers are perceived and valued in different social, political, and geographical contexts.

For several decades, linguists have adopted this type of critical approach to language study and have applied it to combat racism and other social justice issues in the public domain (Baugh, 1999, p. 9). Fitzgerald (2007) asserted that “the field of linguistics may be uniquely positioned to make contributions to a culture of service in academia. The knowledge of linguistics has been deployed as a tool to fight language discrimination that affects marginalized groups” (p. 1). Courses that feature the role of power and language prestige, language variation and change, language acquisition, Spanish and Spanish speakers in contact with other languages and linguistic groups, or how regional and social factors shape language use, are especially favorable for the inclusion of social justice education, and therefore can easily embrace critical pedagogy. They create a space for such necessary discussion about the language students are studying, which many have not had before. It is all too common that advanced Spanish students—native, heritage, and non-native speakers alike—have never reflected on their own opinions about which varieties of Spanish are considered prestigious and stigmatized, why these beliefs exist, and where these ideologies stem from. Most have never contemplated why certain languages are offered as academic subjects in educational contexts and others are not, and why students typically begin the study of a second language (L2) at a stage in their lives when producing native-like speech is quite difficult, but not impossible (cf. Moyer, 2014). Furthermore, since Hispanics and Spanish-speakers in the United States are central to several politicized debates related to language use on the national level, such as linguistic discrimination, language access, and bilingual education, powerful lessons offered through coursework in HL can open students’ perspectives to these topics. If done purposefully and carefully, HL classes facilitate multiple opportunities for learning about social justice, as students can critically examine language—a uniquely human practice in which they engage hundreds of times per day—and develop a nuanced understanding of why speakers have used language as a tool to discriminate against others “based on social and human differences” (Glynn et al., 2014, pp. 1-2).

High-Impact Practices in Hispanic Linguistics

The present analysis will likewise explore if and how HIPs can foster deep learning of critical lessons in HL. The American Association of Colleges and Universities (AAC&U) identified ten HIPs in undergraduate education. The ten HIPs that the AAC&U has identified are: first-year seminars and experiences; common intellectual experiences; learning communities; writing-intensive courses; collaborative assignments and projects; undergraduate research; diversity and global learning; service- and community-based learning; internships; and, capstone course and projects (Kuh, 2008). All of these HIPs involve “deep approaches,” which, as Kuh explained, “are important because students who use these approaches tend to earn higher grades and retain, integrate, and transfer information at higher rates” (Kuh, 2008, p. 14). The two HIPs of the present investigation—service-learning and undergraduate research—were selected not only because of their attested impact, but also they prompted students to implement fundamental theoretical concepts in a real-world context by interacting with the local bilingual community.

Service-learning is a type of experiential pedagogy that connects students enrolled in a particular academic course with a service placement that will benefit the community. The linchpin of service-learning pedagogy is regular critical reflection, as it has been shown to facilitate personal growth, lessons on civic responsibility, and an enhanced understanding of the academic content itself (Ash & Clayton, 2009). In a typical service-learning course, students visit the service site on a regular basis. Common placements in which students interact directly with the community could include tutoring in different educational contexts, working in homeless shelters, and interpreting during medical visits, among many others (“Types of Service Projects,” n.d., para. 7). In terms of the second HIP in the present article, undergraduate research, Kuh (2008) explained that “the goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions” (p. 10). Undergraduate research does not involve community engagement as an inherent characteristic of the activity, as does service-learning; however, this HIP does sometimes require students to interact with community members to obtain data or to document observations.

While some headway has been made in terms of best practices for the HL classroom (Correa, 2011; Knouse, Gupton, & Abreu, 2015; Stokes, 2004; Villa, 2004), scholarship on HIPs in HL and general linguistics courses is somewhat scarce, but compelling. Fitzgerald (2009) found that service-learning in linguistics “provides a perfect real-world context for putting into practice lessons about language, race, immigrants, and ideology” (p. 218). She argued that, through tutoring speakers of English as a Second Language (ESL) in a general linguistics course, students learned crucial lessons related to diversity. These students were exposed to linguistically, racially, religiously, and socioeconomically diverse communities, ones with which many were not familiar previously. Fitzgerald (2010) also concluded that the service-learning component in her linguistics class allowed students to reevaluate their previous attitudes toward language learning, bilingual education, and the importance of diversity.

Benefits about service-learning in linguistics were likewise reported by Guglani (2016). Guglani integrated a service experience in an advanced HL class on Spanish in the United States. She found that even though they felt anxious and reluctant at first, most students overcame their fears about communicating with native speakers and gained confidence in their communicative abilities and academic knowledge by the end of the semester. Guglani studied the connection between learners' anxiety levels when speaking with a native speaker and their ability to achieve intercultural or global competence, or "the ability to communicate with respect and cultural understanding in more than one language" (ACTFL, 2014, para. 1). Since "high levels of anxiety are detrimental to communication and intercultural adjustment [Gudykunst, 1993, 1998]" (p. 130), Guglani suggested that service-learning practitioners consider implementing pre-service training sessions to help students prepare for these intercultural encounters as well as activities during the semester through which students can voice and process their sources of anxiety. Although Guglani's analysis primarily emphasized the aforementioned affective variables that shaped students' experiences in service-learning, she also highlighted that part of students' increased confidence was due to their improved ability to recognize linguistic patterns and dialectal phenomena when interacting with community members. Thus, it appears from these previous investigations that service-learning in linguistics and HL courses, as found in other disciplines and general Spanish language courses (see Knouse & Salgado-Robles, 2015, pp. 55-57), can have a multitude of positive effects even though this experiential learning practice will inevitably come with challenges.

Regarding the second HIP considered in the present analysis, undergraduate research, Shapiro (2010) firmly advocated that linguistics instructors incorporate undergraduate research in these classes, as it was the "most effective way—perhaps the only effective way—of achieving change in [linguistic] attitudes" (p. 47). Shapiro implemented a low-stakes class project that required students to adopt a non-standard variant in their own speech (e.g., the use of "a" instead of "an" in "a apple") and to analyze interlocutors' reactions to the use of a non-standard form. Shapiro's primary motivation for including this activity was to change the "deeply ingrained attitudes that are reinforced by students' social networks, the mainstream media, and even the school system" (p. 47). From her experience, the only viable way to achieve "prosocial attitudes" about different linguistic varieties was through facilitating research-based activities in which students arrived at the desired conclusions on their own. Shapiro adamantly believed that a lecture-style approach would reinforce negative attitudes toward non-standard linguistic forms, varieties, and speakers. Thus, through this small-scale, research-based activity, Shapiro guided her students through reevaluating their positions on the role of the hegemonic variety of a language, since many entered the class with the belief that non-standard speakers of English "should just learn the rule" (p. 47). After implementing the non-standard form themselves, many student-researchers reported feeling "silenced" and "ashamed" due to the reaction of their interlocutors (p. 50). Most students came to the realization that "this is what speakers of stigmatized dialects face every day, and changing their dialect would be much harder still, since it wouldn't be a single isolated feature but a whole interconnected system of morphological, syntactic, and phonological rules" (p. 50). With ideas germane to social justice in mind, Shapiro concluded that:

...language prejudices (which are among the last prejudices people find socially acceptable to demonstrate in polite society) perpetuate and enhance social division [...]. I believe that the most effective (and perhaps only) way to break people of these misconceptions is to give them real empathy for the Other. That we can do so while giving students an introduction to undergraduate research and the scientific method is a happy point of synergy that I wish more instructors of linguistics would embrace (p. 51).

In essence, Shapiro called for more research- and inquiry-based learning in linguistic coursework to target language attitudes. Inquiry-based learning is a pedagogical approach that is related to undergraduate research in which students “learn content as well as discipline-specific reasoning skills and practices [...] by collaboratively engaging in investigations” (Hmelo-Silver, Duncan, & Chinn, 2007, p. 100). Even though this class activity was not as extensive or robust as other undergraduate research endeavors (cf. Council on Undergraduate Research, n.d.), Shapiro’s account substantively indicates that research activities could facilitate lessons on social justice to undergraduates studying linguistics.

While there is a small body of scholarship about the two specific HIPs in linguistics and HL, the cases that have been presented in this section offered convincing evidence regarding their potential to positively change students’ attitudes toward language and other speakers, increase students’ global competence, and assist them in the learning of material in a course with a critical applied linguistics focus. Thus, as described in detail in subsequent sections, service-learning and undergraduate research were integrated as final project options in a HL course and the effectiveness of each pedagogical practice is explored in the present investigation. This research fills in the gaps of scholarship regarding effective pedagogy in HL, the effect of HIPs in language courses, and how social justice education can be facilitated through a HL course.

Action Research in Social Justice Education

This investigation examines the practices implemented in an upper-level undergraduate HL course titled “Bilingualism in the Spanish-Speaking World.” The present author also taught the course. Therefore, this study aligns with action research methodology, as I evaluated and reflected on practices in my own classroom in order to enhance my own instruction and to inform other professionals in the field (Chamot, Barnhardt, & Dirstine, 1998). In fact, one of Randolph and Johnson’s (2017) “calls for action” was an increase in action research focused on social justice in the language classroom (p. 28). In particular, I wanted to assess the effectiveness of the two HIPs incorporated in this HL offering—a service-learning experience and a research project—and to determine if one proved more advantageous in facilitating lesson on social justice, global competence, and future intentions of advocacy and interaction with the Hispanic community. Furthermore, I wanted to evaluate how students responded to the critical focus of the course. To that end, I analyzed students’ responses on a beginning and an end-of-term questionnaire, student reflections, and my observations as the instructor. Thus, the questions that guided this investigation were as follows:

RQ1: To what extent is there a relationship between students' HIP final project option and their ratings on the end-of-course questionnaire regarding the quality of the project?

RQ2: On the beginning and end-of-term questionnaires, how do students in the two project groups self-assess their abilities in the following components that correlate to global competence, one of the desired outcomes of social justice education (Randolph & Johnson, 2017, p. 12)?

RQ3: To what extent are students' future intentions of advocacy for and collaboration with the Hispanic community related to their HIP, as documented by their ratings on the end-of-course questionnaire and their reflections?

RQ4: How did all students respond to the critical approach in this HL offering, as noted by my observations and indicated on the end-of-course questionnaire?

Methodology

Profile of Participants

All of the participants (N=18) were undergraduate students enrolled in the course described above. The class was comprised of primarily upperclassmen (seven juniors and six seniors); the remaining five students were in their second year at the university. Out of the 18 participants, 16 students were studying Spanish as one of their academic majors and two students were taking the class as an elective. There were 16 females and two males in the course. All students responded to two online questionnaires: one distributed at the beginning of the term and one at the end (see Appendices A and B). These questionnaires were used to gather demographic information as well as the data for the study; the latter will be discussed at length in subsequent sections. All participants indicated that English as their most dominant language at the beginning of the semester. In terms of self-reported speaking proficiency in Spanish, one student believed s/he spoke Spanish at the "intermediate" level, 14 students self-reported that they were at the "advanced" level, two rated themselves as "superior" speakers, and one considered herself/himself a "native speaker." Students self-reported levels of linguistic proficiency were not based on ACTFL's Proficiency Guidelines, but rather on their overall impressions on what a novice, intermediate, advanced, superior, or native speaker would be (see Appendices A and B for how those survey items were worded).

Prior to the term, 11 participants had spent time in a Spanish-speaking country as part of a study abroad program, four had visited a Spanish-speaking country for vacation or as part of a mission trip, and three had never traveled to a Spanish-speaking country. While most students had considerable experience abroad, less than half of the class (n=8) indicated that they had regular contact with a Spanish speaker at the beginning of the term. Only three students indicated that they interacted with a native Spanish-speaking individual on a frequent basis (i.e., daily or every other day). With regard to prior exposure to linguistics or HL as an academic subject, 14 of the 18 students had some type of academic experience at the undergraduate level, whereas the other four students had no previous coursework in the discipline.

A Course on Critical Bilingualism

The course “Bilingualism in the Spanish-Speaking World” took place at a liberal arts university in the United States. The class was conducted in Spanish and counted as an elective toward the Spanish major. In terms of specific content, students were introduced to basic concepts in linguistics at the beginning of the term, as not all had taken a course in linguistics before. Next, students considered language ideology theory and Lippi-Green’s (2012) “Language Subordination Model,” which explains the processes through which non-standard varieties and minority languages and their speakers are subjugated on the societal level (pp. 63-73). Students also considered concepts like *normative monolingualism*, or the idea that speaking one language is the norm and that multilingualism is an aberration to this practice (Fuller, 2013, p. 4) as well as *linguistic freedom*, defined as “the right to identify with, to maintain and to fully develop one’s mother tongue(s)” (Skutnabb-Kangas, 1988, p. 22). Students learned about key issues of bilingualism in Spanish-speaking regions in *El bilingüismo en el mundo hispanohablante* (Montrul, 2012) and detailed linguistic phenomena observed in these areas in *El español en contacto con otras lenguas* (Klee & Lynch, 2009). To complement these readings, students watched videos online and read narratives that highlighted bilingual individuals’ experiences with identity formation and linguistic discrimination (see Appendix C for a list of materials). There was a particular emphasis on Spanish in the United States in this course, so that students were equipped to participate in the HIP final projects described in the subsequent sections of this article. Nonetheless, students likewise considered Spanish in contact with languages in Spain and Latin America and made connections with their personal experiences if they had studied abroad or traveled to these regions.

All students, regardless of their final project selection, participated in required class activities that created a culture of inquiry and a context for experiential learning on key lessons on bilingualism and language ideology. First, students wrote about their own language identities on the class’s online forum and reflected on how, as speakers of English and Spanish, knowing more than one language influenced their sense of self. They also had an opportunity to read their classmates’ reflections and comment on them. Second, students took part in two experimental tasks commonly employed in linguistic or psychological analyses of bilinguals that students’ measured language dominance and their reaction time to cognitive tasks (Appendix C). Through these activities, they observed firsthand the tools that linguists and psychologists utilize to research different facets of bilingualism. Third, in groups of two or 3, students created a public service announcement—a short commercial-like video designed to educate the public for the greater good—on an aspect of bilingualism about which they determined others in their community should be informed. These videos were presented at a public forum during a campus-wide research presentation day toward the end of the term. Fourth, students designed and carried out quasi-sociolinguistic interviews with local bilingual Spanish-English speakers in their area regarding their preferences and experiences with speaking the two languages.⁴ Fifth, to reinforce key components in each of the three major units, bilingual guest speakers (i.e., Spanish-English, Spanish-Catalan, Spanish-Galician) visited the class either in person or through videoconferencing technology to share with students their per-

sonal experiences as bilingual speakers in the same social and geographical contexts that the class was investigating at the time. After each visit, students wrote a reflection about what they learned most from the discussion and posted these comments to an online forum located on the class page on the university's course management system. Finally, three take-home essays were assigned upon completing each major unit to ensure that students were able to synthesize and articulate essential information in Spanish and to justify their stance on debatable topics by using the empirical studies and theoretical frameworks considered in class.

Final Project Option One: Service-Learning at an Extended School Program

During the first week of the term, students selected one of two HIPs to pursue as a final project: (1) a service-learning experience that consisted in completing a minimum of 20 hours of service at a local extended school program or (2) a research project in which students identified a topic germane to the course and carried out a small-scale investigation. According to Larmer (2014), students are more motivated and invested when they have more “voice and choice” (p. 43) in project-based learning. Thus, students were allowed to choose which HIP option they wanted to pursue. Both final projects were worth 25% of the final grade for the course. Thirteen students selected the service-learning option, and five students chose the research project. Both are described in detail below (see Appendix D for project descriptions distributed to students).

In order to incorporate social justice education in the language classroom, community-based pedagogies, such as service-learning, can be an effective way to integrate these lessons. The 13 students that participated in the service-learning experience agreed to volunteer for 20 hours of service at a local non-profit organization that serves elementary and secondary-aged children through their extended school opportunities (i.e., after-school, family night, and summer camp programs). This organization was identified as an ideal partner for a service-learning collaboration for this course, because (1) the personnel at the organization and the instructor had collaborated successfully together in the past, (2) the organization was currently searching for volunteers to help with their programs, (3) 100% of students enrolled in the after-school program were Hispanic, (4) the organization was in a convenient location for undergraduate students with limited transportation, and (5) the mission of the organization—to assist at-risk youth by eliminating the barriers that could hinder them—was compatible with social justice education. Upon completing a training session with one of the coordinators of the organization, students began serving at the organization three weeks after the semester began. The majority of the undergraduate volunteers assisted in the after-school program two hours on a pre-established day each week, Monday through Thursday. Volunteers in the after-school program typically worked with younger students on reading in English and other homework assignments. Also, all service-learning students participated in ESL classes for parents of the children enrolled in the after-school program as conversation partners.

Students that chose the service-learning final project also committed to writing six reflections over the course of the term, which allowed them to process their encounters at the organization and to make deeper connections with the course (cf. Ash & Clayton, 2009). Students wrote five regular reflections in Spanish that were

between 300-400 words in length, as well as one longer final reflection (600-700 words) that summarized their experience and asked them how they were going to move forward (see Appendix D). Reflections were also utilized to confirm that students were consistently attending and participating in a responsible manner while at the organization. Supervisors at the community organization evaluated participants' performance at midterm and at the end of their service experience, which was shared with the students.

Final Project Option Two: Research Investigation

The second option—a pilot research project that focused on a topic related to the course—was offered for those students that were more interested in conducting an investigative study. This type of HIP endeavor required students to interact with Spanish and English speakers off-campus in order to collect and analyze an original data set. Like service-learning, students pursuing this HIP project option engaged with individuals in the greater community, which aligned with methods commonly implemented in social justice education. Yet, unlike the structured requirements of the service-learning project, students' level of community engagement varied according to the nature of the project and students' individual recruitment efforts. These five students conducted an analysis that examined either a particular linguistic feature of bilingual speech or community members' attitudes about a topic that was covered during the term (see Table 1 for students' research topics).

Table 1

Topics of Students' Research Projects

Student	Topic of Investigation
1	Bilingual speaker ratings of the use of attested and non-attested loan-words in Spanish
2	Bilingual speaker ratings of the use of calques in Spanish
3	Opinions on a national language in the United States: Bilinguals vs. monolingual English speakers
4	Opinions on bilingual education in the United States: Bilinguals vs. monolingual English speakers
5	The effects of two-way immersion programs in Spanish on opinions about cultural acceptance and the importance of bilingualism

To provide students with time to become more familiar with the content and potential foci of their investigations, students submitted a proposal after five weeks in the course. Students submitted IRB proposals to the university's committee before midterm and, if warranted, revised the content of their proposals. Upon receiving final approval by the IRB committee, students were charged with collecting data from at least 30 participants and had approximately one month to complete their data collection. Students were encouraged to use the Social Network Method, or the "friend of a friend" technique (Milroy, 1987), which utilized their existing social connections to solicit participation. During this stage of the investigation, most student

researchers met individually with me to discuss their progress, to address any concerns that arose, and to analyze the results. At the end of the term, students turned in a 10- to 12-page paper written in Spanish that provided an introduction, a literature review, the methodology of their study, their findings, an analysis of the results, and general conclusions (see Appendix D for project instructions and assessment).

Data Analysis

As previously stated, this action research endeavor utilized data collected from two online questionnaires, student reflections, and my observations. The two questionnaires were administered to all students of the course: one at the beginning of the term and one at the end (Appendices A and B). On both instruments, students responded to six questions regarding their perceived abilities in Spanish that corresponded to global competence (RQ2). These components were as follows: cultural knowledge, knowledge of local Spanish-speaking communities, frequency of interaction with the local Hispanic community, speaking proficiency level in Spanish, anxiety when speaking Spanish, and confidence in speaking Spanish. Students used a 5-point Likert scale to self-assess the first four components and a sliding scale from 1 to 10 to indicate their levels of anxiety and confidence. While it is recognized that self-reported abilities can be problematic when studying gains in SLA, they nonetheless provided the teacher-researcher useful information of how students' perceptions of their abilities changed over time. In addition, on the end-of-term survey participants responded to items that assessed their opinions regarding the quality of their HIP final project option (RQ1), their intentions of advocating for and educating others on linguistic diversity (RQ3), and their overall assessment of social justice pedagogy (RQ4). Students could optionally explain their ratings after each section as an open-ended response. These qualitative survey data were particularly helpful when addressing RQ1 and RQ4.

Mean scores of the items in both the beginning and end-of-term surveys were calculated. Non-parametric statistical analyses were utilized to ascertain if there were statistical differences in the mean scores between the service-learning and research students. Even though Dörnyei and Csizér (2012) specified that 30 participants or more are needed in order to ensure that statistical analyses are reliable in research that utilizes questionnaire data, the same authors stipulated that "smaller sample sizes can be compensated for by using certain special non-parametric statistical procedures (see Dörnyei, 2007)" (p. 82). A Mann-Whitney U Test is preferred in lieu of an independent-samples t-test to compare the means between two groups when there is a small sample size and when the data are not normally distributed (Larson-Hall, 2010, p. 376). The results from the Mann Whitney U test are reported in the present investigation to explain statistical differences in the mean scores between the two groups. Likewise, instead of paired samples t-tests, the non-parametric Wilcoxon Signed Rank Test was used to identify statistically significant differences in the self-reported abilities related to global competence from the beginning to the end of the term (p. 381).

To triangulate the quantitative findings in RQ3 and RQ4, I utilized students' reflections and drew on my observations as the instructor. In terms of written reflections, all 18 students wrote three reflections throughout the term about topics

related to course content. Those students that participated in service-learning produced more written reflections, as reflective practices were an integral part of the HIP final project option. Thus, the majority of the reflections utilized in the analysis came from these students. Research students provided me with additional reflections related to their experience after the term concluded, but in an informal and ad hoc manner. To complement these insights and to respond to the RQs, I used my field notes and observations as the instructor of the course, which is a common methodological practice in action research (Wallace, 1998).

Results

RQ1

The first research question—To what extent is there a relationship between students' HIP final project option and their ratings on the end-of-course questionnaire regarding the quality of the project?—was addressed in the survey questions provided in Table 2. The results in Table 2 are grouped into three categories: all students combined (N=18), students that participated in the service-learning experience (n=13), and students that chose the research project option (n=5).

Table 2

Mean Scores of Student Ratings of the Final Projects by Group

Item	Question	All students		Service-learning		Research	
		M	SD	M	SD	M	SD
1	By participating in this final project option I was better able to understand the content of the course. ^a	4.00	0.97	3.92	1.12	4.20	0.45
2	The final project option showed me firsthand how bilinguals use language.	4.33	0.84	4.38	0.96	4.20	0.45
3	I wish I chose the other final project option.	1.39	0.50	1.15*	0.38	2.00	0.00
4	I recommend this project option again in future classes like ours.	4.56	0.62	4.54	0.66	4.60	0.54
5	I am proud of what I have done for the final project.	4.56	0.62	4.62	0.65	4.40	0.55
6	I needed more guidance and training for the final project.	2.22	0.80	1.92**	0.49	3.00	1.00

^a Students had 5 options to rate these survey items, from 1 ("strongly disagree") to 5 ("strongly agree")

*A statistically significant difference between groups was found ($U = 5$; $p = 0.004$)

**A statistically significant difference between groups was found ($U = 12.5$; $p = 0.046$)

The first two survey items presented in Table 2 directly required students to assess the value of their final project option in terms of making more meaningful connections to the course content overall (Item 1) and providing them with opportunities to observe common linguistic and social phenomena found in bilingual speech (Item 2). The results of Item 1 suggest that the students pursuing the research project rated this option slightly higher than the service-learning students; yet, no statistically significant difference was found between the groups, which could be due to the small group size of the research students ($n=5$). Overall, students in the class indicated that both projects were beneficial in fostering the learning of the course material. As seen in the quotes below, two service-learning students optionally provided further explanation on the end-of-course survey of how the real-world context positively contributed to their learning. There were no comments provided by the research students.

I am a huge believer in hands on learning outside of the classroom, and feel that I learned the most by interacting with the actual bilingual community. The things that I learned with the children at [the organization] our [*sic*] lessons that will stay with me longer than those I learned in a book. (Participant 1, service-learning)

The service-learning project is so rewarding. It allows you to see the information that you're learning in class in the real world, but it also allows you to build connections with the Hispanic community in [city]. I highly recommend it. (Participant 2, service-learning)

For Item 2, students that participated in service-learning indicated that they were more likely to witness firsthand the linguistic phenomena produced by bilingual speakers. While the research students rated this survey item slightly lower, they agreed with this statement as well. No statistically significant differences were found between the groups, and it appears that both HIPs facilitated ample opportunities for firsthand observations of the linguistic phenomena learned about throughout the course.

Items 3 – 6 on the end-of-term survey targeted students' opinions regarding satisfaction with the project options themselves. The results of Items 4 and 5 indicate that students of both groups were quite satisfied with their respective experience; there were no statistically significant differences found between the two groups. Overall, the class strongly believed that the projects should be offered again in the future and that students from both groups were proud of the work they accomplished through these activities. Two service-learning students offered general thoughts about their experience in the comments below.

I really enjoyed working with the kids at [the organization], and I highly recommend offering the same option next time you teach the class. Not only does it benefit us, but it really benefits the kids there (and helps [coordinator's name] a ton). (Participant 5, service-learning)

I think the service-learning is a wonderful option—very gratifying and worthwhile. I'm thankful for that connection. (Participant 6, service-learning)

While the different groups' ratings in survey items 1 and 2 were fairly similar, statistically significant differences between the service-learning and research students' opinions were found in Items 3 and 6. The service-learning students more strongly disagreed that they wished they had chosen the other project option ($M = 1.15$; $SD = 0.38$) and the research students, while still disagreeing ($M = 2.00$; $SD = 0.00$), did so less strongly than the service-learning students ($U = 5$; $p = 0.004$). With regard to Item 6, students in the service-learning group expressed that they did not lack training or preparation in order to successfully work with the community partner ($M = 1.92$; $SD = 0.49$), whereas the research students indicated that they could have used more training ($M = 3.00$; $SD = 1.00$) when compared to the service-learning students ($U = 12.5$; $p = 0.046$). One research student opined that the small size of the pilot project encumbered the quality of the analysis, even though the required number of participants ($N=30$) for the research project was acceptable.

I feel like I was not able to do a very sophisticated analysis of the data. I'm not sure such a small sample size even produced data worth considering, although the information was interesting. (Participant 7, research)

Nonetheless, while differences were found in those areas, both final project groups expressed satisfaction with their HIP, that these HIPs enhanced their understanding of the course content, and that both options should be repeated in future iterations of the course.

RQ2

The second research question relates to the different components that are subsumed under global competence and how the two HIPs affected students' development in these areas. The areas related to global competence that formed part of the study were cultural knowledge, knowledge of the local Hispanic community, frequency of interaction, speaking proficiency in Spanish, anxiety when speaking in Spanish, and confidence when speaking in Spanish. Table 3 displays the comparisons between the service-learning and research students' self-evaluations of each component. Mean scores for both the beginning and end-of-term surveys show the progression of students' ratings over time. Regarding self-reported cultural knowledge (Item 7, Table 3), the ratings from service-learning and research students were fairly similar. Both groups assessed their cultural knowledge as "intermediate" or "advanced," even though the service-learning students began with less self-reported cultural knowledge than the research students. Both groups finished the course with the same average of "advanced" self-reported cultural knowledge; yet, service-learning students made +0.47 in self-reported gains in cultural knowledge, while the research students made +0.20. Students' self-assessed evaluation of their knowledge of the Hispanic community were also somewhat similar when comparing the two groups (Item 8, Table 3). As with cultural knowledge, both final project groups finished the term with a similar score indicating an "advanced" understanding of the local Hispanic community. However, service-learning students began the term with slightly less familiarity than research students and they made modest improvements of +0.30 whereas research students did not make gains in their perceived knowledge of the local Hispanic community.

Table 3

Mean Scores of Students' Self-Evaluations of Components Related to Global Competence Over Time

Item	Self-reported abilities*	All students		Service-learning		Research	
		M	SD	M	SD	M	SD
7	<i>Cultural knowledge^a</i>						
	Beginning	2.61	0.78	2.53	0.78	2.80	0.84
	End	3.00	0.59	3.00	0.58	3.00	0.71
	Change	+0.39		+0.47		+0.20	
8	<i>Knowledge of local Hispanic community^b</i>						
	Beginning	2.72	0.89	2.62	0.77	3.00	1.22
	End	2.94	0.73	2.92	0.76	3.00	0.70
	Change	+0.22		+0.30		0.00	
9	<i>Frequency of interaction with Hispanic community^c</i>						
	Beginning	2.22	1.21	1.82	0.90	3.20	1.48
	End	2.56	0.98	2.53	1.05	2.60	0.89
	Change	+0.34		+0.71		-0.60	
10	<i>Speaking proficiency^a</i>						
	Beginning	3.17	0.62	3.15	0.69	3.20	0.45
	End	3.28	0.67	3.23	0.73	3.40	0.55
	Change	+0.11		+0.08		+0.20	
11	<i>Anxiety when speaking Spanish^d</i>						
	Beginning	4.61	2.30	5.15	2.19	3.20	2.17
	End	3.61	1.72	3.85	1.86	3.00	1.22
	Change	-1.00		-1.30		-0.20	
12	<i>Confidence when speaking Spanish^d</i>						
	Beginning	5.61	1.79	5.54	1.98	5.80	1.30
	End	6.39	1.88	6.38	1.71	6.40	2.51
	Change	+0.78		+0.84		+0.60	

^a Students had 5 options to rate their abilities, from 1 "novice" to 5 "native."

^b Students had 5 options to rate their knowledge, from 1 "none" to 5 "a great deal."

^c Students had 5 options to rate their interaction, from 1 "none or hardly at all" to 5 "a great deal."

^d Students had 10 options to rate their anxiety or confidence levels, from 1 "none" to 10 "extreme."

*No statistically significant differences were found between the groups or over time within the same group.

The optional comments in the end-of-term survey provide some insight into why the service-learning students appeared to grow slightly more in these areas. Two service-learning participants claimed that the HIP, along with other class assignments, helped them obtain more knowledge about the local Hispanic population.

After volunteering at [community partner's name] and conducting our interview assignment with a member of the Hispanic Community, I feel I have a better understanding of the demographic and a stronger connection with the community. (Participant 8, service-learning)

I have learned a lot about the demographics of [city's] Hispanic population and the resources available to Hispanics. I have also gotten to know several members of the Hispanic community through the service-learning aspect of the class as well as through some of the [class'] projects. (Participant 9, service-learning)

Yet, other students mentioned that the more they became involved in the community, the more they realized that they still have plenty to learn about the local Hispanic population.

I think that participating in [community partner's name] has helped me learn more about the Hispanic community in [city], while also opening my eyes to how much I have yet to learn about the Hispanic community in [city]. (Participant 10, service-learning)

I have learned a lot during the interview project and other things but still lack knowledge. (Participant 11, research)

I've been learning more and more about the Hispanic community in [city] thanks to classes that I've taken at [institution's name], but there's absolutely so much more out there to explore. (Participant 12, service-learning)

One research student attributed his/her limited knowledge of the Hispanic community and their cultures due to his/her final project choice in the class. S/he stated:

I did not have the time/opportunity to participate/volunteer for [community partner's name], therefore my knowledge of the Hispanic culture in [city] is not very extensive. (Participant 13, research)

Where changes in the levels of cultural knowledge and knowledge of the local Hispanic community were not too substantial in either group, one notices the increased frequency of interaction with native speakers in the service-learning group (Item 9, Table 3) from the beginning of the term to the end, with gains of +0.69. The research students' ratings on the beginning-of-term survey indicated that they interacted with native speakers more frequently at the onset; however, the end-of-term ratings reveal that interactions decreased in frequency by the end of the term (-0.60).

The data presented in Items 10, 11, and 12 of Table 3 relate to students' self-reported speaking proficiency level in Spanish, their anxiety level when speaking Spanish, and their self-confidence when speaking in Spanish, respectively. In terms of proficiency level (Item 10), service-learning and research students rated them-

selves as “advanced” speakers at the beginning of the term. The research students made more gains in self-reported proficiency (+0.20) when compared to service-learning students (+0.08) over the course of the term. When one examines the results for anxiety in Item 11, however, more noteworthy comparisons can be made between the two groups. Service-learning students began the term with higher levels of anxiety, when compared to research students, and made more strides in reducing these levels by the end of the course when compared to research students. While service-learning students decreased their anxiety levels by -1.30 and research students by -0.20, the former group still rated their anxiety levels higher than the latter on the end-of-term questionnaire. With regard to confidence in speaking in Spanish (Item 12), both groups began the term with similar levels and both made analogous gains in confidence by the end of the term, with service-learning students increasing their confidence by +0.84 and research students by +0.60.

Mann-Whitney U Tests were performed in each factor group and no statistical differences were found between the groups in regard to their self-reported levels of cultural knowledge, knowledge of the community, frequency of interaction, speaking ability, anxiety, or confidence. Due to uneven sample sizes and the small number of research students, it is difficult to identify with conviction the exact reason for a lack of statistical significance. Additionally, after conducting Wilcoxon Signed Rank Tests, no statistically significant differences were found from the beginning to the end in either group in any of the self-reported components. While there were no statistically significant differences and gains in the discrete categories were fairly modest, the service-learning students appeared to be the group that made more self-reported gains upon completing the course due to having lower levels at the beginning of the experience than those students that selected the research project.

RQ3

To evaluate RQ3—To what extent are students’ future intentions of advocacy for and collaboration with the Hispanic community related to their HIP?—students were asked to respond to Items 13-16 listed in Table 4. As the results show, overall, students rated these statements quite high, indicating that they “strongly agreed” or “agreed” with each of the survey items listed in Table 4. There were no statistically significant differences found between the two groups’ ratings of these four statements. Of note are the mean scores for Item 14, which related to advocating for and celebrating linguistic diversity, as this item received the highest ratings from both the service-learning and research students. Another salient finding was the mean scores in Item 15: service-learning students agreed more strongly that they would educate others about the variable nature of languages in the future, while the research students moderately agreed they would do so. Nonetheless, all students on either HIP project group strongly indicated on the questionnaire they would continue investing in relationships with the Hispanic community and advocating for linguistic diversity and inclusion.

Table 4

Mean Scores of Future Interaction with Hispanic Community and Advocacy for Linguistic Diversity by Group

Item	Question	All students		Service-learning		Research	
		M	SD	M	SD	M	SD
13	I will continue to collaborate with the Hispanic community in [local area] and/or where I live next in some capacity. ^a	4.39	0.70	4.38	0.65	4.40	0.65
14	I will advocate for the appreciation and celebration of linguistic diversity in our society.	4.83	0.38	4.84	0.38	4.80	0.45
15	I will educate and inform others on how spoken languages are inherently variable and change is nature and inevitable.	4.56	0.98	4.77	0.45	4.00	1.73
16	I will advocate for speakers of languages other than English, so they may have the same opportunities and access to information as English-speakers do.	4.78	0.43	4.77	0.44	4.80	0.44

^a Students had 5 options to rate these survey items, from 1 (“strongly disagree”) to 5 (“strongly agree”).

To triangulate these ratings on the end-of-term questionnaire, I analyzed excerpts from students’ reflections and my own observations. On their final reflections, which were initially written in Spanish, but translated to English for the purposes of this article, service-learning students responded to a prompt on how they would promote linguistic diversity in the future. Of the 13 service-learning students, eight indicated that future professional experiences would give them a platform to not only educate others (Item 15, Table 4), but also to collaborate with the Hispanic community (Item 13, Table 4). As a continuation of this work, students planned to serve as medical interpreters, educators, and interns at local non-profit organizations. One student remarked how the service-learning experience helped her become more knowledgeable about bilingual communities and linguistic diversity in the United States, which would benefit her own Spanish students after she became a certified Spanish instructor.

[In my future class] I want to emphasize that bilingualism is necessary to preserve minority languages. I hope my class promotes linguistic and cultural diversity in the future, because I have realized its impor-

tance. I feel less ignorant, and my interactions with the parents and children [at the service] helped with this.

Another future Spanish teacher mentioned how she hoped to instill in her future students a love for the Spanish language, Spanish speakers, and Hispanic cultures to the extent that they themselves would want to advocate for the community and linguistic diversity. This same individual also stated in her final reflection that through an internship working with adult learners of Spanish the following summer, she would have an additional, more immediate opportunity to inform others about the power of being bilingual.

Through this position, I will encourage other people to explore and open another part of their linguistic identities through the study of English or Spanish. With this new knowledge, they will write their own stories as bilingual speakers.

One student with plans to intern at another non-profit the following fall described that this future professional experience would allow her to apply the principles she gleaned the course and HIP project.

I will use the knowledge of Spanish in the U.S. and bilingualism in my job with [a non-profit]. I am aware of the challenges of living in the U.S. without [the ability] to speak English, but also the numerous benefits of being bilingual in any country, society, and culture.

Not all service-learning students framed their reflections about advocating for linguistic diversity around professional experiences. Instead, several described how they could be effective in more intimate, personal settings. One student acknowledged that educating herself and those around her about issues of linguistic diversity are important first steps to take, even though she did not believe that she could be an advocate in public settings.

I am not at a point in my life where I can go in public and advocate for linguistic diversity in general, but I think that through conversations with others I can increase public awareness about the benefits of bilingualism and change the way in which people perceive phenomena like 'Spanglish.' I have always thought that education is one important way to achieve change, thus, I think the first step is for students to educate those around us about bilingualism.

Similarly, another individual believed that it was his obligation to inform others around him about topics related to linguistic diversity.

Because of the discussions and materials that we read, I am very grateful for having taken this class. I have realized the importance of linguistic diversity. I have never known that the U.S. is so behind in comparison to other countries in terms of levels of bilingualism and bilingual educational programs. But now I know that I will be an advocate in supporting linguistic diversity. To educate other people about the role of Spanish in the U.S., I have to say what I think in situations in which harmful attitudes are present. Daily, I have to change the general mentality and defend bilingualism and linguistic diversity.

Furthermore, a service-learning student connected her plans for advocacy with Chimamanda Ngozi Adichie's TED Talk on "The Danger of a Single Story" (Adichie, 2009). According to Adichie, when we challenge or "reject" stereotypical notions about historically marginalized groups, we are able to learn about others' uniqueness and who they truly are. This student planned on educating others about the negative consequences that can result if we rely on superficial understandings or gross generalizations about the speakers of a particular linguistic group, which is, in this case, bilingual Spanish-English speakers in the United States.

Learning about bilingualism is learning about somebody else's experience. This is the way that I plan on advocating for linguistic diversity. I am going to educate others about the "danger of a single story" by telling others about the lives of bilinguals. It's something that I never knew about, being someone who has lived in the same place and has been involved with the same people all her life. I think all people, especially the ones in my circle, need to learn about this danger.

While research students were not required to reflect on their HIP project to the same extent as service-learning students, what the research students planned to do after the term corroborated their future intentions of collaborating with the Hispanic community. Of the five research students, two were planning on studying abroad in a Spanish-speaking country for a semester, two were seeking professional opportunities in different Spanish-speaking countries after graduation, and one student received a job offer to specifically work with Spanish speakers in the United States. These plans were not a direct result of students' participation in the class; nevertheless, they corroborate the results of Item 13 in Table 4. In terms of advocating for linguistic diversity in the future (Items 14 and 16, Table 4), through informal reflections, research students expressed similar intentions of advocacy for linguistic diversity to the service-learning students. One research student commented that her own reexamination and embracing of linguistic diversity was a crucial precursor to taking future action in advocating for linguistic rights.

I, as a student, can begin advocating for the Hispanic community by starting with my own perceptions of the community. How can I advocate for them in the future, when I succumb to believe in certain opinion and stereotypes that marginalize others? I believe over the course I developed cultural empathy as well that has helped me connect to the Hispanic communities and understand the social consequences of living in a society with more than one language.

Additionally, another research student discussed the importance of advocating for linguistic diversity, because denying someone the right to speak languages other than English is closely tied to other forms of discrimination.

It is [...] important to respect linguistic diversity for the same reasons we fight for any other form of diversity. Pushing an "English only" agenda excludes people and ignores the long history of Spanish and other languages in the US, [which] we studied in [our class]. Likewise, language discrimination is often tied with classism, racism, ethnocentrism and other things that [support] systems of inequality in the US.

These excerpts from both groups' reflections appear to corroborate the high ratings in Table 4 that these students felt strongly about the importance of educating others about and advocating for linguistic diversity and the rights of bilingual speakers in the United States.

RQ4

To address the final research question— How did all students respond to the critical approach in this HL offering?—I primarily used my own observations and, to a lesser degree, the answers to the final, open-ended question on the end-of-term survey. As the instructor of this course, I wanted to evaluate how students reacted to a course with a critical focus, especially since the vast majority of them belonged to the dominant linguistic and social groups in the United States and had not confronted these concepts in their own lives before. Over the course of the term I observed that students fully embraced the critical approach to the course and found value in those pedagogical approaches related to social justice education in which they reevaluated systems of power and oppression related to language use. Many students had studied Spanish for years; however, they had never considered notions such as linguistic status and language as power in previous Spanish classes. In fact, one student remarked that “before studying linguistics, I thought language as [*sic*] solely a form of communication. However, I've learned language is much more powerful.” For most students, this was a completely new concept.

While there is still more to learn, I believe that most students left the class with a better awareness of the systemic marginalization of Spanish-speakers in the United States and that of speakers of minority languages in Spain and Latin America. With the support of Lippi-Green's (2012) theoretical framework, students carefully examined the dominant ideologies about bilingual speech and speakers of languages other than English, and started to realize how dominant ideologies are formed. In terms of language as a social phenomenon as discussed in Montrul (2012), students found it illuminating that in some social and geographical contexts Spanish is the majority language; however, in the United States, this same language holds a drastically different status. They reconsidered pervasive attitudes toward the varieties of Spanish spoken the United States by reading and listening to powerful narratives and personal anecdotes. Students started to understand more about the bilingual processes—such as calques, code-switching, and loanwords—that make up some the characteristic features of U.S. Spanish that, unfortunately, can carry negative connotations. Before this course, many had little to no knowledge of how linguists study these and other phenomena and, as found in Klee and Lynch (2009), how linguists have brought to light salient patterns in bilingual speech by utilizing empirical evidence and scientific inquiry. Most importantly, it was the HIP project that breathed life into the abstract critical concepts and facilitated their implementation as students interacted in the local Spanish-speaking community.

The last item of the end-of-course questionnaire provided some additional insights on how students responded to critical pedagogy. Students could write in an answer to the prompt, “Is there anything else you'd like to share about the class in general?” Of the 18 participants, four provided a response, and they speak to students' appreciation of the “real-world” applicability of the course content, critical pedagogy, and the hands-on nature of both HIPs.

This has been one of my favorite Spanish courses that I have ever taken at [student's institution]. I learned a lot [and] I felt like it was information that would actually be useful for me in the real world. (Participant 1, service-learning)

This class really opened my eyes to different trends in linguistics and the impact that cultures can have on languages. (Participant 2, service-learning)

I think there were a few too many assignments, but I think it was a great course and I'm really glad I took it. I'm thankful to have gained a deeper appreciation for the multiple stories of each multilingual speaker, and I think that cultural sensitivity is a really important and valuable part of studying a [sic] languages. This class honors the importance of cultural sensitivity. (Participant 3, service-learning)

I very much enjoyed this class. I am a hands-on learner, and I enjoyed the projects, interviews, etc. in this class. I think that learning the sociocultural implications of what we learn in any class (including Spanish) is very important to have a holistic understanding of the course and how it affects life in the "real world," and I thought this class did an awesome job of showing how it affects/is affected by the world and society as a whole. (Participant 4, research)

Even though there were only a few comments provided on the survey, all of the responses offered by students seem to corroborate that they reacted quite positively to the critical approach to the content and the real-world applicability of the HIP final project options. Given that one student noted that s/he was overwhelmed by the amount of work, this is an area that will be taken into account when offering the course in the future. Nonetheless, it appears that these students valued considering how historical and present-day societal hierarchies play a crucial role in issues related to bilingualism and language ideology.

Discussion

When examining the results as a whole, students of both groups responded favorably to the content focused on social justice, critical pedagogy, and both HIP project options. In terms of content, these 18 advanced Spanish students reconsidered a subject matter—Spanish—that they had been studying in a formal academic context for years. Through a critical approach and a linguist's perspective, this HL course afforded students a space compatible with social justice education, as it was one that "easily transform[ed] into a learning environment that promote[d] critical thinking and agency for social change" (Glynn et al., 2014, pp. 3-4). The examination of social inequalities related to language—such as linguistic discrimination and negative attitudes toward Spanish speakers in the United States—was new to many students. By the end of the class, several came to the conclusion that linguistic oppression and marginalization were unjust. They indicated that they would use their newfound knowledge to disabuse others of common misconceptions pertaining to bilingualism that reinforced systems of oppression and power.

Likewise, the pedagogical strategies imbedded in the course appeared to be ef-

fective in facilitating lessons on social justice and advocacy. Specifically, the HIPs in this HL offering were viable means to help students connect deeply with the course material, as these activities “typically demand[ed] that students devote considerable time and effort to purposeful tasks” (Kuh, 2008, p. 14). Both the service-learning and research final project option allowed students to deeply connect with the material as well as with members in the surrounding community. Students of both groups were pleased with what they accomplished during the term on their final projects, and recommended these techniques for future classes. The HIPs used were compatible with social justice education in that they facilitated community-based learning experiences and, through either service or an empirical investigation, a reexamination of linguistic and societal inequities. Figure 1 below is a visual representation of how the HIPs brought together the fundamental critical components of the featured HL course.

With this said, the results of the present analysis suggest that the service-learning students were slightly more satisfied with their project option when compared to the research students. From more sustained interactions over a 12-week period, it appears that service-learning students were able to forge closer relationships with members of the local Hispanic community when compared to the research students. Research students had to interact with more Spanish speakers in terms of raw numbers of individuals; however, these interactions were more superficial and done mainly to collect the necessary data. Perhaps with more sustained interaction, research students would have established closer relationships with community members.

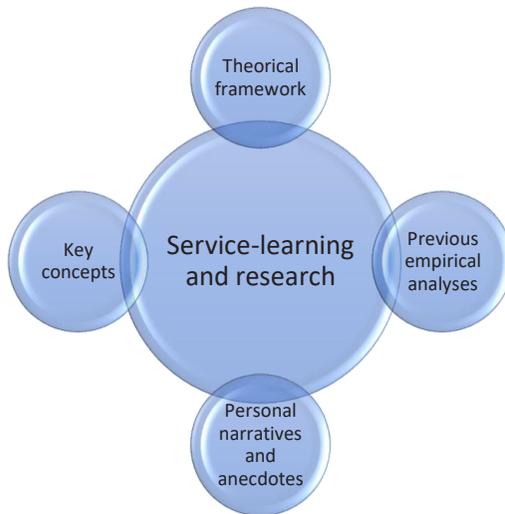


Figure 1. The intersection of critical pedagogy and high-impact practices as experienced in the Hispanic linguistics course “Bilingualism in the Spanish-Speaking World.”

In terms of global competence, a crucial component and outcome of social justice education, the fact that service-learning more frequently and intensely interacted with community members appeared to facilitate more perceived gains over time when compared to the research students. While the improvements made by the service-learning are encouraging, it is important to note that the research students’ ratings were higher in all six areas at the beginning of the term. Nonetheless, with

a few adjustments to the research project—such as the inclusion of additional face-to-face data collection strategies that would increase their frequency of interactions with NSs or a case study approach to the investigations—research students could advance more in these areas related to global competence. All of this is not to say that undergraduate research should assume second place to service-learning in HL courses. In fact, the research students expressed that their final project option permitted them to make more relevant connections to the course material than service-learning students.

A salient finding of the present analysis, as evidenced in the data that addressed RQ3, was that students of both groups strongly agreed that they would advocate for linguistic diversity and equitable practices for access to languages other than English, and had intentions of continuing their collaboration with the Hispanic population. Many service-learning students mentioned in their final reflections that future professional opportunities would afford them the ability to collaborate with Hispanic communities and advocate for linguistic diversity and, if not, they would educate others on a more personal level. The research students likewise showed these intentions through informal reflection and their future plans. This strong commitment to advocacy and the community showed me, as the instructor, that students not only grasped the material, but were also personally enlightened by it. Had students been ambivalent about the lessons on language variation, patterns in bilingual speech, linguistic diversity, and linguistic freedom that guided the course, the data would have reflected more mixed reactions among students. Two ambitious, but crucial learning objectives of the class were to instill in students a sense of responsibility to advocate for others with realities potentially different from their own and for them to utilize their newly acquired knowledge during the term to become better informed, more empathetic community members. Randolph and Johnson (2017) stated that “critical pedagogy prepares students to resist, reconsider, reflect, and enact change in response to social inequity” (p. 18), which are key components for social change and a more inclusive, equitable society. It appears that by the end of the semester these students achieved the first three areas, and had strong intentions to perform the fourth. At the same time, it is crucial to recognize that while student intentionality is an important and promising step, it is not the end of the road. What learners actually decide to do when they leave our classrooms could be quite different from what they indicated on the end-of-term survey. A future direction could be integrating concrete advocacy practices (i.e., calling representatives, writing letters or Op-Ed articles) in Spanish courses themselves, as described by Abbott (2017a). In an ideal scenario, it would be fascinating to speak to these individuals again in five years to discover if they followed through with these promises. For now, the results suggest that the seeds of “prosocial attitudes” (Shapiro, 2010, p. 47) and advocacy have been planted. We must simply wait to see if the fruits of this labor will grow.

Limitations

There are some clear limitations to the present investigation that warrant mentioning. First, the small and unequal sample sizes of the two groups did not allow for more robust statistical analyses or definitive conclusions. In addition, it is difficult to conclude that the observed gains related to global competence (RQ2) were made ex-

clusively because of the class, the HIP experiences, or another type of academic opportunity in conjunction with the present one. Along the same vein, instead of self-reported measures of speaking proficiency, a simulated oral proficiency interview could have been implemented at the beginning and the end to measure progress, but this was not feasible in this project, due to time and personnel constraints. Also, the next time the class is offered, both beginning and end-of-course surveys will be redesigned to show pre- and end-of-term measures of advocacy and appreciation for linguistic diversity as presented in RQ3, and more targeted questions about attitudes toward Spanish-speakers, diversity, and non-standard varieties of Spanish, some of which is seen in Fitzgerald (2010), will be added to better track gains. Lastly, it is highly recommended that research students engage in more regular critical reflection, so they may process the HIP experience to the same extent as the service-learning students.

Recommendations

In this section, I would like to offer some recommendations not only to HL instructors, but also all Spanish language educators that are interested in including some of the strategies and content in their classes. First, the present investigation offers convincing evidence that practitioners of HL incorporate either HIP in their classes in order to create meaningful connections between theory and practice for students. It is common for introductory courses on HL to be devoid of community-based components like service-learning or research projects and to embrace a lecture-style format (Knouse et al., 2015; Shapiro, 2010, p. 48). A variety of obstacles—such as class size, a lack of a local Hispanic community, time constraints, or instructor reticence—are commonly cited reasons. Yet, I would argue that it is vital to engage students studying HL through community-based practices that connect them to Spanish-speaking populations outside of the classroom. These experiential learning opportunities not only facilitate dialogue on linguistic diversity and social justice for marginalized groups in our society, but also they help learners achieve enhanced levels of global competence through more frequent and meaningful interactions with Spanish-speakers. Thus, community-based learning can help students become more reflective, culturally-sensitive, and empathetic citizens. Perhaps HL instructors could start with one activity (e.g., a sociolinguistic interview) to test the waters with sending students into the community, and build from there. If HL educators are interested in establishing a service-learning program for their students, helpful guidelines are found in Fitzgerald (2010). I welcome HL instructors to utilize and adapt the materials for both the service-learning and research projects included in the appendices as well.

Secondly, I would like to encourage all K-16 Spanish language instructors to consider integrating some key lessons gleaned from linguistics that are relevant to social and linguistic justice in their classes. Learners do not need to be at an advanced stage in their undergraduate careers, as were the participants of this study, to learn about language variation among native speakers, bilingualism, and how language attitudes are formed, nor do instructors need to be expert linguists themselves to impart this material. As McWhorter (2011) explained, language is messy, not elegant; illogical, not logical; oral, not always written; mixed, never pure; and intricate,

not simple (pp. 12-14). Most learners have never thought about language in such a way, unless they have had some sort of previous academic training. The dominant institutions in our society (e.g., educational system, mainstream media) have inculcated us to believe that we should speak how we write, that speakers of non-standard varieties are inferior, and that it is perfectly acceptable to negatively judge someone if they use accented or stigmatized speech. Linguists directly combat these misconceptions. Unfortunately, linguists are also notorious for not making this vital information and other relevant findings accessible to the general public (Bauer & Trudgill, 1998, p. xv). Furthermore, if linguistics or HL courses are not frequently offered in Spanish language programs, it is difficult to reach a large number of language learners that pass through these classrooms. Notably, Lidz and Kronrod (2014) found that outreach programs on linguistics were successful and created more awareness about language in K-12 academic settings that traditionally have not incorporated such material. Language educators in K-16 settings are in an exceptional position to achieve this awareness and disabuse learners of the common erroneous notions about the language that their students are studying, as they have direct access to these learners on a much more regular basis than do linguists.

To promote more awareness and general understanding about human language in a Spanish class, language instructors of introductory levels (e.g., Spanish 1, Spanish 101) should consider incorporating material about the nature of language and how we develop opinions toward certain forms and varieties. Of course, the lessons must be age and level appropriate, and they should be the ones with which instructors feel the most comfortable. A resource that could be easily incorporated in a secondary Spanish class, for example, is the text *Spanish Speakers in the United States* (Fuller, 2013). Readings on normative monolingualism, Mock Spanish, social (in) equality, marginalization, language and dialect prestige, bilingual education, accent discrimination, and other issues that affect native and heritage speakers of Spanish in the United States to some degree can serve a point of departure for discussions and subsequent activities that embrace both an inquiry and a community-based learning approach (cf. Abbott, 2017b and Knouse, 2017). Other “linguistics” lessons as discussed in Knouse (2017), such as those that utilize online corpora and dictionaries or those in which students learn about linguistic variation and language contact in the Spanish-speaking world, can be integrated to increase students’ knowledge of critical concepts related to Spanish, how the language has evolved and varies, and how to effectively communicate with native speakers. As with an inquiry-based approach and per Shapiro’s (2010) strong recommendation, students must be the researchers of this knowledge, or the message of these lessons will be lost or misinterpreted. While it might be necessary that some of these activities are conducted in English, I would argue that it is a trade-off worth pursuing (cf. Johnson, 2015), especially if the other 90% of class time is in the target language.

Conclusions

The present study examined how students responded to two different HIPs within a HL course on bilingualism and language contact. Learners of both groups indicated favorable experiences with the service-learning and research projects in terms of how each respective option complemented the course content. Likewise,

both groups made moderate gains in the areas that come together to create globally competent language users and strongly affirmed that they would continue to advocate for linguistic diversity and collaborate with the target community. In this article it has also been explained how HL connects the humanities with the sciences, as experts in the discipline use scientific methods and means to explain a phenomenon—language—that is uniquely human. Unfortunately, another human practice that is all too common is how different social, ethnic, and linguistic groups use language against one another to judge, to discriminate, to marginalize, and to divide. We, as language educators, need to apprise our learners of these problematic trends and provide them with the necessary linguistic information, tools, and competencies so they can successfully combat these issues once they leave our classrooms.

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Appendix A

Beginning-of-Term Survey

I choose the following option as my final project:

- Service Learning with Reflection Papers
- Research Paper and Linguistic Analysis (Topic TBD)

Tell me briefly why you'd like to pursue this option.

General information

Year at university

- 1st
- 2nd
- 3rd
- 4th
- 5th or more
- Other _____

Major and Interdisciplinary Minor (if applicable). If you have not declared a major, write "undecided."

How old are you?

- 17 years old
- 18 years old
- 19 years old
- 20 years old
- 21 years old
- 22 years old
- 23 years old
- Other _____

What is your most dominant language?

Besides Spanish, what other languages have you learned or know? Write "none" if your only languages are English and (learning Spanish).

Previous classroom experience with Spanish (if any)

How much academic Spanish did you take in Elementary School?

- None
- 0 -1 year
- 1-2 years
- 2 -3 years
- 3+ years

How long and often did you have these classes in Elementary School?

- I didn't take Spanish in Elementary School
- Once a week
- A few times a week
- Everyday

How much academic Spanish did you take in Middle School?

- None
- 1/2 of a year
- 1 year
- 2 years
- 3 years

How long and how often did you have these classes in Middle School?

- I didn't take Spanish in Middle School
- Once a week
- A few times a week
- Everyday

How much academic Spanish did you take in High School? Please indicate the levels that you have taken.

- I did not take Spanish in High School
- Spanish 1 or Spanish 1 Honors
- Spanish 2 or Spanish 2 Honors
- Spanish 3 or Spanish 3 Honors
- Spanish 4 or Spanish 4 Honors
- Spanish 5 or Spanish 5 AP/Honors
- Spanish 6
- Other Spanish course _____

My High School used the following schedule system...

- Each class lasted the entire academic year and met every day (for the most part).
- Each class lasted one semester (1/2 the school year) and met every day (for the most part).
- Each class lasted the entire academic year and met on only some days per week.
- Each class lasted one semester (1/2 the school year) and met on only some days per week.
- Other format _____

List all of the Spanish courses you have had at our institution (SPN with the numbers). Answers could look like: SPN-215, 270, and 300.

List any linguistics courses you have had at our institution (LNG courses, relevant ENG and FYW courses).

Please tell me why you are taking this course. Check all options that apply.

- To fulfill a requirement for the Spanish major or Interdisciplinary minor
- The Spanish language interests me
- I am a good Spanish student; languages come naturally to me
- To learn how to speak and write Spanish in order to communicate with others
- To be able to travel to Spanish-speaking countries in the future
- To use in my future career
- To learn more about Hispanic/Spanish cultures
- To connect with members of my community who speak Spanish
- I like Linguistics, or the scientific study of language
- Other _____
- I'm a little tired of literature classes

Have you been abroad to a Spanish-speaking country?

- Yes
- No

To where did you travel? Please list all locations/trips, why you went, when it was, and for how long you stayed. Example: "Mexico, vacation with family, Summer 2014, for one week."

Do you have some sort of regular contact with a Spanish-speaker or a Spanish-speaking community?

- Yes
- No

Describe your contact with the Spanish-speaker (i.e., is it a friend, co-worker, etc.) or the community (i.e., group of friends, family, etc.).

Please rate your abilities in Spanish. Please be honest with your answers.

Speaking in Spanish

- Novice. I can say only a few scripted expressions.
- Intermediate. I can have short and choppy conversations about present situations.
- Advanced. I can have adequate conversations in the present, past, and future.
- Superior. I am almost fluent in the language.
- Native speaker. I am a native speaker of the language.

Knowledge of Hispanic cultures

- Novice. I know some basic information about Hispanic cultures.
- Intermediate. I know about and have studied Hispanic cultures somewhat.
- Advanced. I have a very good understanding of some Hispanic cultures.
- Superior. I have a deep understanding of Hispanic cultures.
- Native culture. I identify most with a Hispanic culture and have a deep knowledge of other Hispanic cultures.

Please indicate your level of nervousness or anxiety when speaking in Spanish using the slider.

1 = not nervous/anxious whatsoever 5 = somewhat nervous/anxious 10 = extremely nervous/anxious

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Please indicate your level of confidence when speaking in Spanish using the slider.

1 = not confident whatsoever 5 = somewhat confident 10 = extremely confident

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

How much do you interact in Spanish with Spanish-speakers in person?

- None at all or hardly ever.
- A little, a once or twice every other week.
- A moderate amount, a few times per week.
- A lot, every other day.
- A great deal, multiple times daily.

How much do you interact in Spanish with Spanish-speakers in person?

- None at all or hardly ever.
- A little, a once or twice every other week.
- A moderate amount, a few times per week.
- A lot, every other day.
- A great deal, multiple times daily.

How much do you know about the Hispanic community in [local area]?

- None at all.
- A little.
- A moderate amount.
- A lot.
- A great deal.

How much do you want to know about the Hispanic community in [local area]?

- None at all.
- A little.
- A moderate amount.
- A lot.
- A great deal.

Explain to me your answer to the question above.

Appendix B

End-of-Term Survey

Please rate your abilities in Spanish.

Speaking in Spanish

- Novice. I can say only a few scripted expressions.
- Intermediate. I can have short and choppy conversations about present situations.
- Advanced. I can have adequate conversations in the present, past, and future.
- Superior. I am almost fluent in the language.
- Native speaker. I am a native speaker of the language.

Knowledge of Hispanic cultures

- Novice. I know some basic information about Hispanic cultures.
- Intermediate. I know about and have studied Hispanic cultures somewhat.
- Advanced. I have a very good understanding of some Hispanic cultures.
- Superior. I have a deep understanding of Hispanic cultures.
- Native culture. I identify most with a Hispanic culture and have a deep knowledge of other Hispanic cultures.

Please indicate your level of nervousness or anxiety when speaking in Spanish using the slider.

1 = not nervous/anxious whatsoever 5 = somewhat nervous/anxious 10 = extremely nervous/anxious

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Please indicate your level of confidence when speaking in Spanish using the slider. 1 = not confident whatsoever 5 = somewhat confident 10 = extremely confident

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

How much do you interact in Spanish with Spanish-speakers in person?

- None at all or hardly ever.
- A little, a once or twice every other week.
- A moderate amount, a few times per week.
- A lot, every other day.
- A great deal, multiple times daily.

How much do you know about the Hispanic community in [local area]?

- None at all.
- A little.
- A moderate amount.
- A lot.
- A great deal.

Explain to me your answer to the question above.

Which final project option did you choose to complete?

- Service-learning and reflections
- Carrying out a linguistic study

Please rate the following statements about your final project option you chose.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
By participating in this final project option I was able to understand the content of the course (SPN-400) better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This final project option showed me first-hand how bilinguals use language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am proud of what I have done for the final project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I needed more guidance and training for the final project (either in service-learning or the linguistic study).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish I chose to do the other final project option.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I recommend to offer this project option again in future classes like SPN-400.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any additional information about the final project, should you wish.

Please rate the following statements about some potential future actions after taking this class.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I will continue to collaborate with the Hispanic community in [local area] and/or where I live next in some capacity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will advocate for the appreciation and celebration of linguistic diversity in our society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will educate and inform others on how spoken languages are inherently variable and change is nature and inevitable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will advocate for speakers of languages other than English, so they may have the same opportunities and access to information as English speakers do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is there anything else you'd like to share about the class in general?

Appendix C

Readings and Multimedia Materials

Theoretical Frameworks:

- Edstrom, A., & García Vizcaíno, M. J. (2008). Me dicen que tengo que tomar una clase de lingüística. Se trata de gramática y la conversación, ¿no?. In J. D. Ewald & A. Edstrom (Eds.), *El español a través de la lingüística* (pp. 1-13). Somerville, MA: Cascadilla Press.
- Klee, C., & Lynch, A. (2009). Klee, C. A., & Lynch, A. (2009). *El español en contacto con otras lenguas*. Washington D.C.: Georgetown University Press.
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- Montrul, S. (2012). *El bilingüismo en el mundo hispanohablante*. Malden, MA: Wiley-Blackwell.

Bilingual Narratives:

- Burciaga, J. A. (1988). *Weedee peepo: A collection of essays* (2nd ed.). Edinburg, TX: Pan American University Press.
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Videos and Motion Pictures:

- Adichie, C. N. (2009). The danger of a single story. Ted Talk. Retrieved from https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story
- “Jane the Virgin cast put to the Spanglish test.” (2015). Retrieved from https://www.youtube.com/watch?v=zNcGNtm_Ars
- Martínez-Lázaro, E (Director). (2014). *Ocho apellidos vascos* [Motion picture]. Spain, LaZona Films, Kowalski Films, Telecinco Cinema.
- Médem, J. (Producer), Zuazua, K. (Producer), Médem, J. (Director). (2003). *La pelota vasca: la piel contra la piedra* [Motion picture]. Spain, Golem Distribución.
- Remirez, A. (Producer), & De la Fuente, R. (Director). (2015). *Minerita* [Motion picture]. Spain/Bolivia, Kanaki Films.

Experimental Materials Used in Research on Bilingualism

- The Bilingual Language Profile (BLP) by Birdsong, Gertken, and Amengual (2012): <https://sites.la.utexas.edu/bilingual/>
- An online Stroop experiment (Chudler, n.d.): <https://faculty.washington.edu/chudler/java/ready.html>.

Appendix D

Final Project Options

Option #1: Service Learning and Reflection Papers

DESCRIPTION

[Organization] is a faith-based, non-profit organization located in the Berea area (less than 10 minutes from campus). They have a growing extended-learning program and 100% of the children enrolled are Hispanic. Almost all of the children are in ELL/ESL programs at their schools. There is a range of English-Spanish dominance amongst the children, from completely proficient in English to limited English proficiency.

You can choose to work with elementary or secondary children, but more help is needed with the elementary program. Work on site typically includes reading with the children, tutoring them in their academic subjects, playing games, greeting the parents, and helping the coordinators with various tasks.

Serving at the organization (75%)

- You must complete at least 20 service hours. You may complete more hours if you wish; this will boost your grade. It will not hurt your grade if you complete only 20 hours. You must get your hour log signed by the organization's personnel each time you attend.
- In terms of scheduling, the organization prefers 2-hour blocks once a week.
- You must attend a brief training session (TBD) in order to prepare you for working with community members (which counts toward your hours).
- The coordinators and I both will assess your effectiveness, initiative, responsibility, and reliability throughout the term. Responsibility and reliability are the keys to success!

Reflections (25%)

You will write 5 reflections, 300-400 words in length, in Spanish, and turned in via Moodle. There will also be a longer final reflection at the end of the course. Topics for bi-monthly reflections are:

- **Reflexión #1: ¿Qué tal comenzó?**
 - Escribe una reflexión (300-400 palabras) sobre cómo comenzó tu experiencia prestando servicio en [la organización]. Describe tus primeras impresiones en general (del sitio, de los niños, de la organización, de los organizadores) y lo que hiciste durante las primeras visitas. También reflexiona sobre lo siguiente: ¿Qué idiomas oíste y en qué contextos? ¿Qué idioma usaron los chicos contigo? ¿Y los chicos entre ellos mismos? Si fuiste a una clase de ESL, ¿qué notaste en cuanto al nivel de inglés de los padres? Incluye lo que pienses es relevante. Revisa la gramática, la concordancia, y la ortografía de la reflexión con cuidado por favor.
- **Reflexión 2: Observaciones lingüísticas**
 - Escribe una reflexión (300-400 palabras) sobre (1) qué hiciste desde la última reflexión y (2) tus observaciones sobre específicos fenómenos lingüísticos (e.g., transferencia, simplificación, alternancia de códigos, préstamos, diferentes grados de uso entre generaciones, etc.). Revisa la gramática, la concordancia, y la ortografía de la reflexión con cuidado por favor.
- **Reflexión #3: La actividad con los libros bilingües o los libros en español**
 - Escribe 300-400 palabras sobre (1) qué hiciste estas dos semanas y si algo pasó fuera de lo normal por bien o mal y (2) cómo te salió la lectura del libro bilingüe (en inglés y español) o el libro en español. En cuanto al último tema, ¿cómo se llamaba el libro que leíste con el niño o los niños? ¿Le(s) gustó? ¿Qué pensaron sobre la lectura? Revisa la gramática, la concordancia, y la ortografía de la reflexión con cuidado por favor.
- **Reflexión #4: Las relaciones con los estudiantes**
 - Escribe una reflexión (300-400 palabras) sobre (1) qué hiciste desde la última reflexión y (2) cómo te conectas / te relacionas con los niños. En cuanto al (2), háblame sobre tus relaciones personales con los estudiantes, cómo han desarrollado a lo largo del semestre, y por qué estas conexiones son importantes. Revisa la gramática, la concordancia, y la ortografía de la reflexión con cuidado por favor.

- **Reflexión 5: Tema libre**
 - Escribe una reflexión (300-400 palabras) sobre (1) qué hiciste desde la última reflexión y (2) algo de que quieras escribir (tema libre). En cuanto al (2), puede ser un tema lingüístico, educacional, relacional, personal, etc. Pero, tiene que ser **un tema concreto** y no una extensión del (1). Revisa la gramática, la concordancia, y la ortografía de la reflexión con cuidado por favor.
- **Reflexión final: Lecciones importantes y ¿ahora qué?**
 - Escribe sobre los temas siguientes. No contestes las preguntas en orden; tienes que incluir los temas, pero en un trabajo final organizado.
 - ¿Cuáles eran tus metas al comenzar este semestre prestando servicio en [la organización]? ¿Las lograste? ¿Por qué sí o no?
 - ¿Cuáles han sido las lecciones (1) académicas, (2) personales, y (3) profesionales más importantes relacionadas con la clase que aprendiste a través de prestar servicio?
 - ¿Cómo vas a usar el conocimiento recogido a través de esta experiencia en el futuro (e.g., en tu vida personal, en tus clases de español, en tu carrera)?
 - ¿Y ahora qué? ¿Vas a continuar prestando servicio en la comunidad? ¿Vas a abogar por la diversidad lingüística? ¿Cómo vas a educar a otros sobre el “peligro de una única historia,” el español que se habla en los EE.UU., y/o el bilingüismo en general? ¿Cómo?

Option #2: Research Paper and Linguistic Analysis

DESCRIPTION

Individually, you will choose a topic related to our class. You will research what has been done on that topic and conduct an original linguistic analysis as well. The final paper must be written in Spanish, be between 10-12 pages in length (not including figures or bibliography), and have the following structure:

- Introduction to topic and literature review (~2 pages)
- Current study and methodology (~1 page)
- Results (~2-3 pages)
- Analysis and discussion of results (~2-3 pages)
- Conclusion (~1 page)
- Bibliography (>5 sources in APA) and appendices (figures) (~1 page)

TOPIC OPTIONS

(1) Your topic can focus on the opinions of individuals on an issue we have examined (e.g., opinions on bilingual education, language use in the US, national language in the US, importance of monolingualism vs. bilingualism). You will create an online survey, distribute it to at least 30 individuals (not only [university's name] students; your sample must be fairly distributed among age and gender), and you will analyze the data.

(2) Or, you could analyze a linguistic structure based on speech samples produced by bilingual speakers. It is most practical to analyze bilingual Spanish-English speakers. You need to include at least 10 participants. Possible structures are (but are not limited to):

- Pronunciation of various sounds
- Lexical use (e.g., the preference of *troca* or *camioneta*)
- The rate of subject pronoun use
- Grammaticality judgements re: indicative vs. subjunctive

IMPORTANT ASPECTS TO KEEP IN MIND

1. You will write an IRB proposal for this project, and I will help you with this. It takes time to get approved, especially if revisions are warranted.
2. **The bulk of your efforts will be identifying, recruiting, and interacting with participants, designing your study, collecting the data, and analyzing the data.**

Evaluación

Contenido y calidad (60%)

- Buena explicación de los estudios previos
- Conexiones relevantes con el estudio presente con los previos
- Profundidad del análisis y buena interpretación de los datos
- Conexiones con la clase y lo que hemos estudiado este semestre

Otros detalles (20%)

- Buenas fuentes empleadas y una variedad de recursos usados
- Uso de tablas y/o estadísticas para presentar los resultados de manera clara y coherente
- Una presentación profesional general
- Mucha revisión del lenguaje; falta de errores; tono académico empleado en el trabajo

Logística (20%)

- IRB entregado a tiempo
- Borrador entregado a tiempo
- Trabajo final entregado a tiempo
- Bibliografía y citas en APA de manera consistente