Service-Learning, an Integral Part of Heritage Language Education: A Case Study of an Advanced-level Korean Language Class

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ABSTRACT

While a growing body of literature testifies to the effects of service-learning in language education, little empirical research has examined the implementation of service-learning courses in minority heritage languages. This chapter discusses the first implementation and effects of Korean service-learning course for Korean heritage language learners at an institution of higher education. Participants engaged in service activities at one of four community sites with different missions. By analyzing students' post-service surveys and course assignments, as well as the community partners' post-service surveys, we were able to demonstrate the effectiveness and benefits of the service-learning course for Korean heritage language students. Conducting service-learning at authentic work contexts in Koreatown in Los Angeles was found to enhance the language learners' linguistic and socio-cultural awareness and develop their social responsibility and sense of kinship in a multicultural and multilingual metropolitan area such as Los Angeles. Moreover, by working on projects requiring Korean language skills, Korean heritage language learners developed their academic-professional proficiency, such as the use of formal speech styles, and realized other linguistic subtleties in Korean. The results from this study contribute to the current body of work on service-learning by adding a perspective from a population that has barely been represented in previous research.

Keywords: *service-learning, Korean, advanced, Koreatown, challenge(s)*

1. INTRODUCTION

The past two decades have witnessed the growth of service-learning as an instructional tool in higher education. Service-learning is a pedagogical approach that emphasizes students' civic engagement within academic curricula. It is distinguished from volunteerism or internship in that the service in service-learning is always performed within an academic framework and is accompanied by reflective assignments (Bringle & Hatcher, 1995). Service-learning primarily focuses on enhancing students' understanding of course materials by providing them with opportunities to serve in the local community with the skills and knowledge they acquire in class.

A growing body of literature testifies to the effects of service-learning in a variety of disciplines, including language education. However, a vast majority of those studies that have examined service-learning in relation to language education are based on Spanish courses, with some exceptions in other languages such as English as a Second Language, French, or Russian. This chapter examines the effects of service-learning in an advanced-

level Korean class where all the students were heritage language learners. Not only does this article address the issues pertaining to heritage language education, but it also aims to see the effects of service-learning in a minority language like Korean. The results from this study contribute to the current body of work on service-learning by adding a perspective from a population that has barely been represented in previous research.

The organization of this chapter is as follows. We begin with the background on service-learning in Section 2.1 and how it is applied to language education in Section 2.2. Section 2.3 introduces the characteristics of Korean heritage language learners to show the need for service-learning with this student population. We present data and methodology in Section 3 by describing the implementation of a service-learning Korean class at the University of California, Los Angeles (UCLA). In Section 4 we discuss our findings from the students' surveys and course assignments as well as the community partners' post-service surveys. Finally, Section 5 summarizes the benefits, challenges, and pedagogical implications of service-learning Korean classes.

2. REVIEW OF LITERATURE
2.1 Service-learning: Benefits and Challenges
Service-learning, with its roots in the theories of experiential learning by John Dewey (1942) and Paolo Freire (1970), has developed as "a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities" (Seifer & Connors, 2007, p. 5). An increasing number of educators and researchers document the positive learning outcomes resulting from service-learning. To name a few, over the course of the service-learning experience students can achieve personal growth, gain interpersonal skills, and have opportunities to use their academic knowledge in authentic contexts. Service-learning can even be a transformative experience that enhances students' critical thinking abilities and citizenship development. Most importantly, it places equal emphasis on one's academic and social growth (Abbott & Lear, 2010; Astin, Vogelgesang, Ikeda, & Yee, 2000; Bettencourt, 2015; Eyler & Giles, 1999; Jacoby, 1996; Reyes, 2009; Speck, 2001).

In implementation, incorporating service-learning into academic curricula is not without challenges. Apart from a variety of logistic issues that can arise in the phase of designing and coordinating a service-learning program, things can also go wrong unexpectedly upon the actual launch of the program. Jones, Gilbride-Brown, and Gasiorski's (2005) study on student resistance to service-learning shows that even well-intended, well-designed service-learning programs are not necessarily received as such and that the same program can be met with different reactions due to the individual variations in characteristics on the part of students. In addition to program-specific challenges, there are also objections to service-learning on a more general level (Eby, 1998; Egger, 2008). According to Speck (2001), three major challenges or objections to service-learning are that it "takes [professors] too much time and too many resources; it should not be required; and it should be resisted because it is a form of indoctrination" (p. 9).

Despite these potential theoretical and practical challenges, however, the service-learning courses and programs are on the rise across various disciplines, resulting in a rapid increase in their number on college and university campuses over the past decade (Elyer & Giles, 1999; Prentice & Robinson, 2010). The field of language education has been no exception. Attempts have been made to incorporate service-learning components into language classes, among which the vast majority involve Spanish programs (Hellebrandt, Arries, & Varona, 2004; Hellebrandt & Varona, 1999; Wurr & Hellebrandt, 2007). This trend is also true at UCLA, the location of the current research (Lim, 2009). For many years Spanish had been the only language program offering service-learning courses on a regular basis at UCLA. According to Minor (2002), service-learning is much better integrated in Spanish programs than it is in English as a Second Language (ESL) programs, which is a large area in the field of language education in the U.S. Although concentrated in a few languages, previous research discusses theoretical grounds for bringing service-learning into the field of language education that could apply across languages.

2.2 Service-learning at the Service of Language Education
Along with the overall growth of service-learning in higher education, the field of language education has also seen a gradual increase in the number of courses that incorporate service-learning components in their curriculum. Boyle and Overfield (1999) claim that sociocultural theory and the notion of communicative competence provide a theoretical justification for the benefits of service-learning in language education. Sociocultural theory, based on the work of Vygotsky (1986), considers social interaction as a crucial factor in learners' development, and service-learning offers just that – authentic social interaction – to language learners. Furthermore, the notion of communicative competence (Hymes, 1972) speaks to the limitations of traditional foreign language classes, in which the focus is often placed on grammatical accuracy. For learners to achieve balanced competencies in all aspects of communication, including grammatical, sociolinguistic, and strategic competence, it is essential to give them the opportunities to use the target language for genuine communicative needs in an authentic context (Savignon, 1997). Again, this is possible in a service-learning language course.

Barreneche (2011) suggested that service-learning can be a response to a call for a new integrative language teaching approach as urged in the report by the MLA Ad Hoc Committee on Foreign Languages (2007). According to the report, language education needs to address not only linguistic objectives but also produce "educated speakers who have deep translingual and transcultural competence" (p. 3). Through service-learning projects, students engage with native speakers of the target language and gain access to cultural differences therein. Service-learning therefore enhances students' translingual and transcultural competence. Study abroad programs may achieve such goals but are not as affordable or available for some students and institutions.

Lear and Abbott (2008) proved the efficacy of service-learning for language education by examining how service-learning facilitates students' success at satisfying the National Standards for Foreign Language Learning (now known as the World-Readiness Standards for Learning Languages), the so-called "five Cs." A successful learner fulfilling the five

Cs will "use language to *communicate* for real purposes, understand multi*cultural* and global issues, *connect* with other disciplines and acquire new knowledge, make *comparisons* with their own language and culture, and participate in multilingual *communities*" (p. 77; emphasis in original). According to Lear and Abbott, while the first four Cs–communication, cultures, connections, and comparisons—may be addressed within the classroom context to varying degrees, the fifth C, communities, goes beyond the classroom context, to which service-learning offers a solution. Abbott and Lear (2010) further demonstrated students' successes in making *connections* between academic curricula and related social actions by taking a Spanish community service-learning class.

Various types of services can be coupled with language courses, including tutoring, translating, language exchange, and immigrant assistance. The range of possible service activities is determined by a number of factors concerning all parties involved: the students, the university, and the community. With regard to students, in particular, a distinction is commonly made between heritage language learners and non-heritage language learners. Heritage language students constitute a unique group of language learners and potential service providers in that they have some measurable proficiency even at the very beginning level, usually more so in receptive language skills and less so in productive language skills. In addition, the language is closely related to their cultural background and identity (Valdés, 2001). Those service options meaningful and doable for heritage language students, therefore, may not have the same positive effects for non-heritage language learners. The Korean service-learning course analyzed in this chapter targets this particular student population, namely, heritage language learners. Heritage learners make up a vast majority of students in most advanced-level Korean classes at UCLA although the enrollment of non-heritage students is rapidly increasing particularly in lower levels. The next section shows characteristics of Korean heritage students at UCLA and the rationale behind the implementation of a service-learning course for this group of students.

2.3 Korean Heritage Language Learners and the Need for Service-learning
Although different types of populations can be categorized as Korean heritage language learners, the most widely accepted categorization considers them "children of first-generation Korean immigrants who grow up hearing and speaking Korean to varying degrees in the home and community" (Lee & Shin, 2008, p. 2). Typical Korean heritage learners would be bilingual in Korean and English as young children, but start speaking only or mostly English to their parents after the age of five (Jeon, 2010; King, 1998; Min, 2000; Shin, 2005; Shin & Milroy, 1999). Lee and Shin (2008) reported that "the rate of heritage language attrition among second generation Koreans is one of the highest among Asian Americans" (p. 8). As such, a major challenge facing the Korean community in the U.S. is ensuring intergenerational transmission of the Korean language.

Korean American children are left with few opportunities to learn Korean at an early age except for community-based weekend schools.[1] Given the lack of recognition of these schools by public school systems in addition to a scarcity of well-designed teaching materials, students show very little motivation to attend weekend schools. Consequently,

the vast majority of Korean heritage students begin formal heritage language education upon entering college.

UCLA has one of the largest Korean language programs in the U.S., offering separate classes for heritage learners and non-heritage learners at the beginning level. The number of non-heritage students decreases as the level goes up, and the majority of students enrolled in advanced- and superior-level classes are Korean heritage learners. However, heritage language students do not fit in traditional foreign language classes since their language behavior and needs are quite different from those of foreign language learners (Lee & Shin, 2008; King 1998; Sohn & Shin, 2007; Wang, 2015). As with other heritage language learners, one of the most commonly observed linguistic features among Korean heritage language learners is a severe gap between oral/aural skills and written literacy. Despite limited literacy skills, most heritage students are placed into advanced-level Korean classes because they display a high degree of fluency in spoken Korean. Yet, traditional Korean classes, which tend to emphasize grammar and written texts, appear to inhibit heritage language development (Cho, 2015). This is illustrated by a second-generation Korean American student's remark below.

> There is generally too much emphasis on written grammatical forms. For me, the problem was that memorizing so much grammar proved to be counter-productive and inhibited my ability to speak freely for a long time. (Cho, 2015, p. 35)

Lack of needed interaction with native Korean speakers in an authentic setting is another factor that inhibits heritage language development. According to Cho (2015), the Korean language is not widely used by parents in Korean immigrant families, particularly once their children start school. Her study shows that only 30.4% of the participants (out of 260 second generation Korean American high school students) spoke Korean most or all of the time with their parents.

In addition to second generation Korean Americans, there is another large group of Korean heritage learners in Korean classes nationwide. This group came to America from South Korea for early study abroad (Abelmann, 2012; Lo, Abelmann, Kwon, & Okazaki, 2015).[2] Study abroad students appear to possess native-like proficiency in daily spoken Korean. However, they display limited proficiency in abstract and academic topics since they had left Korea at a young age and thus missed opportunities to use the language in formal academic settings. Korean American students face similar challenges because they have acquired conversational fluency at home and thus lack knowledge of a formal register and speech styles required in formal professional settings.

The advanced-level Korean service-learning course analyzed in this study was designed to meet the academic needs of both groups of heritage learners. The large Korean community in Los Angeles offered ample resources for service-learning to be incorporated into Korean language education. We expected that the service-learning course would expand a traditional Korean class and complement the development of heritage language learning by providing students with authentic contexts to use the target

language in a formal register. It was additionally anticipated that interacting with other Korean speakers in the community through service-learning would provide heritage students with enhanced awareness of their cultural background and identity. The following questions guided our research:

    a) In what ways, if any, does service-learning enhance Korean heritage language learners' linguistic and socio-cultural awareness?
    b) How does service-learning help students make connections between their knowledge from class and authentic language use?
    c) To what extent does service-learning foster students' awareness of their cultural identity?

3. METHODOLOGY

3.1 Setting and Participants

Starting Fall 2014, "Advanced Korean with Service-Learning" has been offered at UCLA one quarter per academic year. In order to enroll in the course, students have to demonstrate a high level proficiency in Korean by either passing a placement test or completing a prerequisite course. Each class is 1.5 hours and meets twice a week. In addition, students work at a pre-approved off-campus community site for a minimum of 20 hours during the quarter. In-class activities and discussions deal with both linguistic knowledge, such as formal/informal speech styles in different social settings, and sociocultural issues pertaining to the work at the community sites. On the first day of class, the director of the UCLA Center for Community Learning and the site coordinators from the community partners were invited to class to give guest lectures on service-learning and community service activities.

The data for this study was collected over a span of three quarters, which included a total of 50 students and four community partners. All students were from a Korean-heritage background although there was a wide range of variations in terms of their exposure to the Korean language and culture. The largest group consisted of students who were born in Korea and moved to the U.S. in their pre- or early teens. They either immigrated with their parents (i.e., the so-called 1.5 generation Korean Americans) or came as early study abroad international students who had left Korea before they entered middle or high school. The second group of the students were born in Korea, and then moved to another country in Asia (e.g., China, Japan, Singapore, etc.) with parents before coming to the U.S. for college education. These students are usually multilinguals although their academic proficiency in Korean is limited. Lastly, each quarter there were a couple of students who graduated from high school in Korea, and came to America for their college education. Although they displayed a high level of proficiency in Korean, the instructor decided to accommodate these students in the course because the class assessment was not solely based on linguistic proficiency but was done through the comprehensive evaluation of weekly journals, reflection papers, and a final project.

The four community partners were all located in the heart of Koreatown in Los Angeles, approximately a 20-minute drive from UCLA.[3] The Korean Cultural Center (KCC),

operated by the Korean government, runs a Korean language program called the "Sejong Institute." They offer evening classes ranging from introductory to advanced levels with an aggregate enrollment of 200-250 students who are mostly non-Korean adults. The second community partner was a cardiology hospital. Most of the hospital's patients are first-generation elderly Korean immigrants who have very limited or no knowledge of English. The third community partner was a public elementary school with a Korean-English dual language program.[4] The students enrolled in the dual language program include both English-speaking and Korean-speaking students, and they receive content instruction in both languages. Despite the excellence of the program, however, the partnership with this community site was discontinued after the first quarter due to the school's limited hours and extra regulations (e.g., X-rays results required of service-learning students). Instead, the Koreatown Youth and Community Center (KYCC), a multi-service organization, was added to our community partner list from the second quarter. As a non-profit organization, KYCC offers a wide range of services and programs in education, health, housing, and finance for immigrants (e.g., Hispanic and Korean) and economically disadvantaged youth and families.

Most students were matched with their preferred site unless their schedule conflicted with that site's schedule. While the four community partners had different missions, all participants were placed in contexts where they utilized and developed their heritage language skills through the integration of course readings and community services. The distribution of the service-learning students across the community sites and the tasks performed at each site are summarized in Table 1.

Table 1.

Student Distribution and Tasks

Community Partner	Number of Students	Student Tasks
Korean Cultural Center (KCC)	28	Assist instructors in adult Korean language classes; tutor non-Korean adult learners enrolled in Korean classes; serve as a conversation partner in Korean; present weekly video clips on Korean culture in class
Cardiology hospital	11	Provide translation from English to Korean; assist administrative tasks; organize and digitize physicians' and nurse practitioners' notes; assist patients with creating email accounts for a medical portal and filling out forms; measure patients' weight, body temperature, and blood pressure

| Public elementary school | 2 | Assist teachers in Korean-English dual language programs; help both Korean heritage and non-heritage children in Korean class; work with children for content subjects (e.g., math); play with children at a playground; assist extracurricular activities |
| Koreatown Youth and Community Center (KYCC) | 9 | Assist low-income families in preparing income tax forms by providing basic information and arranging appointments with volunteer accountants; conduct surveys with small business owners in Koreatown; translate brochures for low-income families with children pertaining to education and health issues; participate at a preschool center for children of low-income families; assist teachers to develop activities for afterschool programs |

3.2 Data Collection and Analysis

The data for this study was collected to examine the impact of service-learning on both the students and the community partners. The students' reactions to service-learning were analyzed in two ways: direct access to their responses to survey questions and reflective writings, and a more indirect assessment through their final projects. The survey for students (Appendix A) was conducted anonymously during the final week of instruction and was completed by all 50 participants. The reflective writings were composed of online journals and reading reaction papers. In the online journals, collected three times a quarter in Weeks 3, 6, and 9, students reflected on their service-learning experience and made connections between their experiences and in-class discussions. The students could view each other's posts on the course website. The reading reaction papers were collected twice a quarter in Weeks 4 and 7 to promote close readings of the course material and develop students' critical thinking skills. For each paper, students selected two course readings, one in English and another in Korean, and wrote a formal essay about them with a remark on their connections to the service-learning experience. The effect of service-learning was also assessed through the students' final projects. The requirement of the project was to write a 12-page research paper on a topic of the students' own choice that addressed any linguistic or sociocultural issues they had witnessed during their service-learning experience.

In order to analyze the community partners' reactions, a survey (Appendix B) was conducted a few weeks after all students had completed their service requirements. The survey was distributed to the service-learning coordinator of each community site through an online survey tool (i.e., Google Forms) or via email. All of the community partners completed the survey except for the public elementary school that worked with us for the first quarter only. KCC had two respondents: the service-learning coordinator who managed student assignments and scheduling, and the head instructor of the Sejong Institute who worked with the service-learning students in class. In addition to the survey,

the UCLA instructor's personal communication with each community partner throughout the term was also considered when analyzing the impact of service-learning on the community partners.

The data was analyzed using thematic analysis (Braun & Clarke, 2006). The responses to surveys and the students' reflective comments in their writing assignments were reviewed in such a way that a set of themes may be identified across participants and data sets. According to Braun and Clarke (2006), "[a] theme captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set" (p. 82). The themes thus identified were then coded, refined, and categorized with additional reviews of the data. The final step of the analysis involved selecting quotations that were representative of each theme and making inferences based on the findings.

4. FINDINGS
4.1 Students' Self-Assessment of Service-learning Activities
Throughout the term the authors were able to observe the student reflections on the service-learning experience via various means, including course assignments, in-class discussions, and the post-service survey. This section primarily focuses on the findings from the reflection assignments (e.g., online journals and reading reaction papers) and the post-service survey, both of which directly inquired about the students' responses to service-learning.

Although the assignments and the survey were all collected at different points of the quarter, students' responses were largely consistent across the data. And yet, it was interesting to note how students' desires to understand the issues related to their services had deepened over time. For instance, the students' reflections near the beginning of the quarter tend to be centered on the "newness" surrounding their service-learning experiences. They seem excited and sometimes anxious about their new experiences, and surprised to see what had been unknown to them until then. The following quotations, all taken from the first online journal (JNL1) collected in Week 3, illustrate the students' general initial reflections.[5]

> [The] importance of not only being bilingual but bicultural was highlighted in the class, and I am excited to apply it in the upcoming weeks. – JNL1, SGL, EN

> I was nervous about the first encounter but was surprised to meet the kind hospitality of the hospital staff. [...] I realized that most patients in this hospital were the elderly, and I thought this was an opportunity for me to get used to the use of the Korean honorific style. – JNL1, DYK, KR

> It was amazing and new to me that each student in the same class had different proficiency levels in English and Korean. The teacher

managed the class with speed and order, switching between Korean and English according to the individual student's level. It was a truly astoundingly amazing scene. – JNL1, SJL, KR

I was disappointed at myself that I had thought too easily of this activity. I was confident about my Korean skills and had no doubt about my ability to teach them. However, when one student asked a question about the Korean particles, I wasn't able to explain well and thought that I had been too self-confident. – JNL1, YJL, KR

As the term progresses, the students seem to become not only more comfortable with their tasks but more attentive to and analytical about the issues that emerge at the service site as shown in their second set of journal entries below.

Even though I've been noticing more students absent than present in class, I am so thankful and honestly proud of these students, who are so passionately learning Korean. I will continue to strive with my limited knowledge to teach them pronunciation of the Korean language. On the other hand, there are students, who ask me about Korean culture based on K-dramas. [...] I am the eye for foreigners interested in Korea. – JNL2, NCL, EN

It was interesting to note the nurse would use *banmal* (the casual style) [to a patient] […] in a reassuring tone all the while referring to her as *emenim* ('mother'). I think the nurses using *banmal* is purposeful. I think she does it to establish herself as an authority figure who has the power to reassure patients.– JNL2, SGL, EN

What I've been recognizing at the site recently is the patient's use of the casual style. Although some patients used the honorific style to me, most of them used the casual style to me. Even though they may see me at their grandchildren's age, a hospital is a public place and I'm someone who works there. Therefore, I think that basic respect is essential, if not the honorific terms. [...] I will be more observant to find out their intentions [behind the use of the casual style]. – JNL2, JNK, KR

In addition to the gradual development of the students' perception of the service-learning activities, both reflective assignments and the survey results showed several positive outcomes of service-learning for the student participants. Although some of these outcomes clearly echo what has previously been found in other service-learning language classes, it is meaningful to add a perspective from the Korean heritage language class, a severely underrepresented student group in service-learning literature. Furthermore, the fact that the Korean heritage learners in this study were students of diverse backgrounds (e.g., Korean American, early-study-abroad international students, etc.) speaks to the potential of service-learning as an effective teaching approach for a variety of heritage language learners. The remainder of this section is organized into the four themes that emerged recurrently in the student reflections: perceived positive impact on language and

communication skills, personal growth, enhanced self-esteem and self-respect to the heritage language and culture, and positive impact on career choices.

Perceived Positive Impact on Language and Communication Skills
Regardless of the assigned community site, students from all sites indicated the improvement of their Korean language skills as one of the benefits of the service-learning activities. Their comments show details as to which aspect of their services contributed to their learning. SV denotes a comment in the survey; the other comments are from reflective assignments, including online journals (JNL) and reading reaction papers (RD).

> The translation task was greatly helpful for me. I learned new Korean and English words, and my sentence construction ability also seemed to have improved. – JNL3, JNK, KR

> I was able to learn what types of honorific forms are used in the service industry and how they can be used incorrectly. – SV, KR

> Even though going to the service-learning each week was time-consuming, I found the experience beneficial to my Korean skills. […] I've also acquired skills to communicate with people in all range of ages from 20's all the way to 50's. – SV, EN

> Teaching someone the Korean letters was a learning moment for myself at the same time. – SV, KR

> I've always been able to speak Korean, but teaching it made me realize that I still have a long way to go. [Service-learning gave me] a chance to look back upon my own proficiency level. – SV, KR

> Because I don't know the Korean grammar, I felt that I should study Korean more and try to be of more help to the students. I felt the students' passion for learning Korean. –JNL2, MJP, KR

> I was glad to realize which parts [of Korean] I need improving. – SV, KR

> There were times when I, a Korean person, couldn't answer [questions about Korean], so I thought that I needed to study and learn a little more. – JNL1, YJK, KR

On the other hand, another group of students was delighted to be of help to the community using their Korean-English bilingual abilities. The second comment below shows clearly how the authentic tasks in service-learning can boost a student's motivation and feeling of accomplishment.

> It was challenging at first, but after I got used to it and now that I am finished with it, I can reflect back upon my volunteering experience,

[and] I can proudly say that I feel proud of my dual language skills. –
SV, EN

When I got essay assignments from school, I would put more weight on
quantity than quality just to meet the page requirements. However, I
realized that I cannot accomplish these translation tasks with the
attitude of 'filling in the pages' or 'just getting it over with.' So I made
sincere efforts. It was rewarding and I was proud of myself that I could
help the hospital staff and patients with my Korean skills. – JNL3,
JNK, KR

Personal Growth

Another recurring comments in the reflection assignments and the survey showed that
service-learning had a positive impact on students' personal growth. More specifically,
the students seem to have acquired interpersonal skills through exposure to diverse
groups of people beyond their comfort zone, which they found personally beneficial.

I used to be not good at having conversations with people I met for the
first time. While working as a TA, I approached and talked to the
students first to become close to them. By doing so, I've gained self-
confidence to talk to someone in the first encounter in a more natural
manner, and I seem to have improved on my communication skills as
well. So the past 8 weeks were rewarding to me. – JNL3, JGB, KR

To be approachable to the students, I took the initiative to start
conversations with them and had to be more proactive than my usual
passive self. In that sense, it was a very helpful experience to me. –
JNL3, MJP, KR

As a matter of fact, I hadn't really enjoyed being around children.
Through service-learning, I've learned to get along with them, and I'm
glad that I can be a little more approachable to them now. – SV, KR

As the students established personal relationships with the people at the service sites,
their sense of responsibility and compassion grew. That is, the service-learning
experience helped them develop their basic sense of citizenship.

As weeks go by, I can feel that it's becoming less awkward with the
students and that the areas I can help with are expanding. On the one
hand I'm glad about that, but on the other hand, I feel the pressure to do
a good job. – JNL2, YJL, KR

I realized that being able to speak Korean and teach Korean are
different. I felt a responsibility and was always prepared so as not to
teach something incorrect. – SV, KR

It was a little difficult to have conversations with shy children, but I only see them briefly once a week, so I'll always try to give each one of them compliments and encouragement with smiles. Also, looking at the innocent children, I felt a sense of duty to teach them patiently and correctly even with a single Korean word. – JNL2, SJL, KR

I learned a lot about being patient and compassionate. – SV, EN

Enhanced Self-Esteem and Self-Respect to the Heritage Language and Culture
In addition to improvements in language and social skills, the service-learning experience has also helped Korean heritage learners view their own heritage language and culture in a more positive light. As one student commented in her first reading reaction paper (RD1), there is a prevalent view among many Koreans that being proficient in English is extremely important in one's education, and in turn, the Korean language and culture receives relatively little attention:

As English is highly emphasized in the Korean education system, many Koreans emigrate to or study abroad in the US to acquire the English language. As an international student, I've also spent a lot of time and energy on learning English and understanding and immersing myself in the US culture. Now I'm struck with the thought that, while I was learning a second language other than my own mother tongue, how much I know about my mother tongue and what kind of efforts I've made to improve on it. – RD1, MJP, KR

Most participants in the study were also familiar with this view regardless of their status as Korean American or early-study-abroad international students. Therefore, the opportunity to serve the community with their Korean ability was an eye-opener for many.

There were students in the Korean Cultural Center who started to learn Korean because of the influence of the Korean wave, and some even wanted to study abroad in Korea. I was able to feel the great influence and value of the Korean wave and its ripple effect on the interest in the Korean language. – JNL2, MJP, KR

I met many students who were passionate about learning Korean, which made me proud of my Korean heritage. – JNL3, HJS, KR

I've known about the Korean wave through news, but by teaching and interacting with the students I could feel it at a personal level. I was amazed and proud that the status of Korea and its language has been raised much more than before. – JNL3, YJK, KR

Positive Impact on Career Choices
Lastly, many students appreciated the service-learning activities as they could experience authentic tasks in society outside the campus. Even though some students expressed difficulty due to the time-consuming commute and lack of ability for providing quality service (e.g., insufficient knowledge of Korean grammar or medical terms, low interpersonal skills), in the post-service survey 72% of the students expressed their desire to participate in a community service project again in the future. Below are some of the comments from the survey with regard to the impact of service-learning on their career choices.

> Teaching a language is difficult. It provided me a valuable experience which made me wish to earn teaching credentials in the future. – SV, KR

> I gained interest in a field that I haven't thought about. – SV, KR

> I think that service-learning helped me develop a broader insight into my career choices. – SV, KR

> I was glad that through service-learning I was able to experience in advance something that I may get to experience in the future. – SV, KR

> It was possible to experience something similar to internships. – SV, KR

4.2 Student Learning Observed through Final Projects
This section shows the findings from the students' final projects. While the reflective assignments and the student survey provided relatively direct access to the students' reaction to service-learning, the final projects had the students go beyond reflection by turning their experiences into research questions and seeking answers to them. Understandably, there were overlapping reflective comments in both types of the data from the students. Nonetheless, as a culmination of all the course work and service-learning experiences, the final projects seemed to show the students' deeper understanding of some of the issues that were addressed in their reflective comments.

The final projects raised a variety of topics, such as Korean language pedagogy, students' motivation factors in Korean classes at the Korean Cultural Center, translation of medical terms at a hospital, Korean speech styles among patients, nurses, and doctors at a hospital in Koreatown, Affordable Care Act medical care plans, health issues for elderly Korean immigrants, and sociocultural awareness of the Korean language and culture. The results of the final projects are summarized below according to the four community partners: the Korean Cultural Center, the public elementary school, the local hospital, and the Koreatown Youth and Community Center.

The Korean Cultural Center (KCC)
First, the students who participated in service activities at KCC conducted group projects. One of the group projects examined motivation factors for Korean language learning. Using a large sample size of surveys and interviews, the group explored a possible

difference in motivation factors between non-Korean adult learners at KCC and Korean heritage learners at UCLA. (The surveys were collected from beginning and intermediate Korean classes at both sites.) The research results showed that non-Korean adult learners at KCC displayed diverse motivation factors from business and politics to entertainment (i.e., the so-called *Korean wave*, such as Korean pop music, dance, and cinema) and culture. In contrast, the vast majority (75%) of the Korean heritage students at UCLA indicated K-pop and music as the main reason for learning Korean.

Another group project examined difficulties of the Korean language for beginning non-Korean adult learners. Introductory Korean begins with learning the Korean alphabet. Pronunciation of Korean sounds is extremely difficult for English speaking non-Korean students at KCC, because the sounds of consonants and vowels do not align or equate with the English ones. In fact, Korean is among the most difficult languages for native English speakers to learn due to the vast differences between English and Korean in pronunciation, vocabulary, grammar, and writing system, as well as honorifics and underlying socio-cultural traditions (H. Sohn, 1999).[6] Through tutoring activities, the project participants learned of the challenges that non-Korean students face. For example, native English speakers (i.e., non-Korean students) at KCC have a great deal of difficulty differentiating Korean consonants.[7]

Through service-learning activities at KCC, which mainly comprised tutoring, the project team concluded in the final paper that the Korean course with service-learning widened their perspectives of the challenges and issues facing non-heritage Korean learners. Previously, their image of English-speaking Korean language learners was biased toward the image of K-pop; however, after speaking to many native English speakers at KCC and conducting the survey, they realized how diverse each student's motives were. A project participant remarks, "I have always taken for granted my bilingual background. I realized there is a large population of Korean-Americans and non-Korean adults who desire to learn Korean. Through my experience, I have gained an approach to teaching Korean to a person with no Korean background." Another participant at KCC addressed the urgent need for developing online Korean materials for native English speakers. She commented in her final paper, "If it weren't for this service learning Korean class, I won't have understood the need for online study materials for language learners to provide guidance with challenging aspects of the Korean language such as pronunciation."

Elementary School with a Korean-English Dual Language Program
The service-learning participants at the elementary school conducted a final project on bilingual acquisition in the Korean-English dual language program. The school has two distinct groups of students in the dual language program. One group is Korean-speaking students with limited English proficiency. The other group is English-speaking non-Korean students. The UCLA participants observed how young Korean-heritage speakers with limited English proficiency and English-speaking non-Korean students develop both English and Korean language skills through content instruction.[8] The participants found that sheltered content instruction at the dual language program is highly effective for

children in acquiring both language and content simultaneously (cf. Brinton, Snow, & Wesche, 2003; Sohn & Merrill, 2007).

The participants pointed out in their final research that service-learning at the dual language program enhanced their socio-cultural awareness and sensitivity for Korean heritage traditions. For instance, a female participant described her reaction to a Korean music class at the elementary school as follows: "I was very impressed with the performance of Korean traditional songs by non-Korean children at the school. I know only two of the five songs they sang in Korean. As a Korean-heritage speaker, I'd like to learn more about the Korean tradition and culture." In addition, the service learning at the dual language program enhanced communication skills and developed a career interest in language education. Another participant at the elementary school developed a keen interest in language pedagogy after observing her mentor's classes over 10 weeks. The following reflection expresses her reaction: "I am very inspired by the dual language program teachers who are extremely capable and proficient in both English and Korean. I'd like to be a bilingual teacher like my mentor, Ms. Kim (second grade teacher). She offered me great advice on how to be a teacher at the dual language program."

A Local Hospital
This experience gave the service-learning participants opportunities to enhance their heritage language skills, particularly by using polite speech styles and academic/professional vocabulary. The hospital setting also provided an ideal context for those students who were pursuing a career in health-related areas. These students maximized their service-learning experience by actively interacting with all parties in the setting, including patients, physicians, and staff members.

Analysis of the final projects at the cardiology hospital shows that service-learning in that setting enhanced Korean heritage participants' linguistic and sociocultural awareness of a formal register, professional academic language, and honorific forms in Korean. As discussed earlier, Korean honorifics are especially difficult to acquire and master for Korean heritage learners (O'Grady, Lee, & Choo, 2013). For the final project, the service-learning participants at the hospital examined the use of honorific forms and casual speech styles among patients, doctors, and nurses at the cardiology hospital. With the hospital located in Koreatown, most of the patients are elderly Korean immigrants with very limited English proficiency. To best serve the patients, most of the staff members, including a cardiologist, speak both Korean and English fluently. In Korean society it is assumed that the younger person will use a polite speech style to their elder counterpart.[9] However, the UCLA participants noticed a peculiar pattern in conversation between young nurses and elderly patients even though both groups spoke Korean fluently. Specifically, Korean nurses at the hospital tended to mix polite and non-polite speech styles to the elderly patients. Analyzing a collection of overheard conversations (through note-taking), the project team found that the choice of speech styles depended on their role, either as a provider of medical service or as a provider of emotional care.[10] The Korean nurses tended to use honorific forms when explaining medical procedures to the patients. In contrast, they tended to use familiar (non-honorific) style when they acted

more in the capacity of a caretaker. The distinction between the two roles became more evident when the project team observed nurses performing a medical procedure.

Another service group at the cardiology hospital analyzed the behavior of the elderly cardiac patients. The group noticed that many of the patients were first-generation Korean immigrants who largely distrusted the American medical procedures that they found unfamiliar. As such, they complained about a new medical care system, which required patients' email account. Many of the patients were defensive and disgruntled. In order to resolve these issues, the UCLA project team developed written guidelines in Korean so these patients could be well-informed about any new policies pertinent to medical insurance and procedures.

The Koreatown Youth and Community Center (KYCC)
Finally, the students at KYCC gained new knowledge in critical social issues through their service activities with the multi-service community partner. For instance, a group of students conducted a large-scale survey with Korean immigrants (a total of 94 participants aged 20's to 60's) to examine if there is a correlation between their knowledge of marijuana and its use. The research results indicate that the younger generation tends to be less aware of the negative effect of the drug and are more permissive about its use, whereas the older generation participants are more aware of marijuana's negative effects and less permissive of its use. Thus, the project team concluded that there is a strong need for educating the young generation of immigrants about drugs. Another group at the same community partner examined code switching between English and Korean by preschoolers during play. Other groups worked on the volunteer income tax assistance (VITA) program at KYCC. They conducted a final project on the ways to promote the VITA program, which is greatly beneficial among low-income Hispanic and Korean immigrants in Southern California. Using a large sample survey and interviews, the project team identified problems with the existing program and suggested solutions for their resolution. Although the volunteering students at VITA program were not majoring in accounting, they were still able to acquire the knowledge necessary to help these people.

In sum, the final projects at all four community sites addressed the students' service activities. By observing professionals (e.g., teachers, doctors, nurses, and accountants) working in their disciplines, the service-learning students gained an appreciation for the importance of acquiring a high-level proficiency in heritage language. Additionally, the involvement in language teaching at the local school and the Korean Cultural Center and providing service at the hospital enhanced Korean heritage language learners' awareness of social responsibility, communication skills, the subtleties of the Korean language, and most importantly, confidence in their cultural identities. Finally, the service activities at KYCC fostered civic engagement and commitment to community needs.

4.3 Responses from the Community
This section presents the results from the survey conducted on the community partners. Asked what they were most satisfied with in regards to the student services, both the

service-learning coordinator and the instructor at KCC appreciated the students serving as teaching assistants before and during class. This supplemented what normally lack in their Korean program; namely, the instructor's office hours, and therefore the one-on-one engagement with students, which were not provided enough due to the high student-to-instructor ratio. The cardiology hospital indicated that the students were helpful with both clerical duties and other tasks that involved direct interaction with patients. It is interesting to note that, even though a few students sometimes expressed in their reflections a desire to do more language-involved tasks than clerical duties, both types of help were equally appreciated on the part of the community partner.

All the respondents replied that the service-learning students had met their expectations, although the instructor at KCC had hoped that the students would have gained a deeper understanding of the institute such as its student diversity in terms of age and learning objectives. On the other hand, the coordinator at the hospital assessed the student services highly positively: "The students exceeded our expectations. Any skepticism that the clinic staff had was pushed aside with appreciation." Because the skills the students brought to the service sites were language-focused, the hospital, where the main services require a different set of special skills (i.e., medical knowledge), might have had low expectations in terms of the extent to which the students could be of help for them.

Views on the areas of improvement and challenges were different among the respondents. The responses from the hospital often spoke to logistical issues, such as the number of service-learning students that the staff could handle and the transportation for the students. The issues particularly pertaining to the hospital setting, such as patient privacy, presented complications for them as they delegated meaningful, course-related tasks to the students. On the other hand, the responses from KCC indicated that there needed to be closer and more direct collaboration between UCLA and the instructors at KCC, not just the service-learning coordinator. Although there seemed to be a mutual understanding about the nature of the course between the UCLA instructor and the service-learning coordinator, it was unclear whether the same was true with each instructor at KCC. According to the head instructor at KCC, some instructors' lack of understanding of the service-learning course resulted in variations in the workload and task types imposed on the service-learning students. Her comment is a reminder that it is critical to establish a solid understanding of service-learning with as many parties involved as possible before students begin their service. Moreover, maintaining regular contact with the community partners throughout the term needs to be closely monitored. Based on the feedback from KCC, the UCLA instructor now holds a preparation meeting with both the coordinator and the instructors at KCC before the quarter starts.

Lastly, as for the key factors of a successful service-learning program, KCC and KYCC mentioned student commitment and service time, and the hospital picked the cooperation between the community partner and the students. Through the service-learning project, they hoped that the students gained leadership and new perspectives for prospective careers as they have become better acquainted with how to use Korean in a professional setting.

The service-learning Korean course for this study was originally designed for one quarter. However, after the completion of the first service-learning class (10-week term), community partners asked to have it extended beyond one term. This indicates that service-learning is reciprocally beneficial for both students and community partners. We decided henceforth to keep a long-term partnership with the community partners. Currently, UCLA offers a two-term sequence of advanced Korean class with service-learning. Students may enroll in service-learning class for two quarters with an option to continue serving on the same community partner after one quarter or switch to another site. In the future, we hope to implement service-learning in lower level language courses as well, for both heritage and non-heritage students.

5. DISCUSSION

We have discussed an implementation of service-learning for Korean heritage language students in U.S. higher education. Specifically, we have examined how service-learning enhances Korean heritage language learners' linguistic and socio-cultural awareness and helps them make connections between their knowledge from class and authentic language use. In addition, we have explored how service-learning fosters students' awareness of their heritage identity through interactions with Korean speakers in authentic contexts or non-heritage Korean language learners. The findings from the present study indicate that service-learning is an essential component of heritage language education, especially for less commonly taught languages such as Korean.

Some challenges remain in implementing service-learning. First of all, it was difficult and cumbersome to communicate and coordinate with multiple community partners in different disciplines. Moreover, there were occasional and unexpected changes in the supervising staff at a community site without any notification, leading to some confusion among the participants and the faculty. It would be ideal to have a single site supervisor at each community organization to coordinate service schedules and serve as a contact person for the students and the faculty throughout the partnership. Additionally, although the faculty and the community partner agreed with the roles and responsibilities prior to the service activities, the community organization sometimes assigned additional tasks to the participants, adding unexpectedly to their workload. Maintaining open and clear communication with community partners throughout students' service was vital to the success of service-learning.

Another challenge was the number of students that can be accommodated by the community partners. While KYCC and KCC were able to support more than 10 students each term, the local hospital accepted only several students for the service project due to the limited number of staff. Consequently, some participants who were interested in health areas could not have service-learning experiences at the hospital.

For the students participating in service-learning, commuting to the community site posed quite a challenge, especially for the evening program at a community partner located near downtown area. Some students did not have the use of a car so they used public

transportation. As a result, it took an entire day for their service-learning activities. In the future, it would be helpful to get support from the campus vehicle services (e.g., a vanpool service).

Workload issues were another big challenge for the students. Since service-learning course incorporates off-campus activities on top of regular classes, it increases students' workload. Without reducing some of the existing requirements for the course, adding a service-learning component may be burdensome to the students.

The faculty in charge of the advanced Korean service-learning course also faced some challenges. For instance, it was difficult to provide reading materials pertaining to different service projects; while the participants who served as tutors at KCC had a strong interest in language pedagogy, those at the hospital showed a keen interest in material related to medicine. During the first two years of the service-learning class, the instructor compiled articles from diverse areas, including immigrants in America, language identity and multicultural society, speech styles in Korean, etc. However, it was still difficult to satisfy the varying needs of students who encountered various challenges throughout the service experiences. From the third year, the instructor selected a book entitled *A Different Republic of Korea That Only Koreans Do Not Know* (Pastreich, 2013), written in Korean by an American scholar about South Korea's strengths and unique characteristics from a foreigner's perspective. Students' response to the book was very positive since it deals with a wide range of topics, such as Korean pop music and cinema, history, and technology, from a fresh and unique perspective.

Despite some challenges, we have found positive effects on students, faculty, and community organizations. One was that, when the service-learning course was over, some participants at the Korean Cultural Center wanted to continue volunteering as tutors for adult Korean learners because they felt such a need for Korean language acquisition existed. Moreover, community partners preferred long-term relationships with the faculty and the participants beyond one quarter. Apparently long-term relationships lead to greater benefits, deeper impact on the communities involved, and greater reciprocity in the participants in service-learning (Stoecker, Tryon, & Hilgendorf, 2009).

The findings of this study have some pedagogical implications on heritage language education. First, despite the great diversity of heritage language background and their proficiency levels, the students experienced how their bilingual and/or heritage language skills benefit society. The service-learning experiences provided unique and special opportunities for the heritage and minority language students to enhance their heritage language as well as socio-cultural identity. Second, the service-learning Korean class was able to accommodate diverse students from second generation Korean Americans to native Korean speakers by integrating academic study into a meaningful service project. The mixed class was also tenable because the evaluation method was not confined to a mastery of language materials but a comprehensive assessment, such as student's weekly reflections on the service-learning experience and a final project. From the instructor's view, such a comprehensive assessment was much more effective and meaningful than

those assessment tools commonly used in foreign language programs (e.g., in-class quizzes and written exams).

6. LIMITATIONS

This study was conducted to document the first implementation of Korean service-learning class at a higher institute in the U.S. While the results show many benefits of the service-learning language class, this study has some limitations. First, the specific measurement of students' learning (e.g., ACTFL proficiency level) remains unexplored in this study. However, given the short duration of the service-learning classes in this study (i.e., ten weeks), the ACTFL proficiency scales may not be effective in measuring the development of the participants' language proficiency. Second, the number of the participants in this study is relatively small. To ensure a valid measure of participants' linguistic and socio-cultural awareness, further development of an assessment tool with a larger participant pool is necessary. Finally, the data for this study was collected in a geographical area where there is a large Korean community. As such, the participants had available diverse opportunities for service-learning in authentic and professional settings, leading to more positive results. In areas where there is a dearth of Korean communities, students may need to opt for other means, such as online service-learning.

Despite these limitations, analyses of both students' reflections and community partners' responses indicate that service-learning not only enhances heritage students' linguistic and socio-cultural awareness but fosters their cultural identities.

7. CONCLUSION

Little empirical research has examined the implementation of service-learning courses in minority heritage languages. This chapter has discussed the implementation and effects of a service-learning Korean course designed for advanced-level Korean heritage language learners on the college level. We have presented service activities with four community partners with different missions: the Korean Cultural Center, a hospital, a public elementary school, and the Koreatown Youth and Community Center. Having multiple partners widened students' perspectives on various social, cultural, and linguistic issues. By analyzing the post-service surveys of students and community partners, as well as students' reflective assignments and final research projects, we were able to demonstrate the effectiveness and benefits of service-learning for Korean heritage language students. More specifically, conducting service-learning at authentic work contexts in Koreatown was found to enhance the language learners' linguistic and socio-cultural awareness, and develop their social responsibility and sense of kinship in a multicultural and multilingual metropolitan area such as Los Angeles. By working on projects involving Korean language skills, Korean heritage language learners developed academic-professional proficiency, including formal speech styles and other linguistic subtleties in Korean.

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APPENDIX A

Student Post-Service Survey

Thank you for taking this survey. You may provide your answers in either Korean or English. Data collected from this survey may be used for research purposes.

1. Personal Information
   a. 4-digit code # (your birthday, e.g. 0918):
   b. Age:
   c. Gender:
   d. Major:

2. How would you summarize your overall experience with the service-learning project? Is there anything you learned about yourself or about the community through the service-learning project?

3. What were the most beneficial and the most challenging aspects of the service-learning project?

4. Before this service-learning project, what profession were you intending to pursue? Do you feel that your participation in this service-learning project has given you a new perspective on your career choice?

5. If you had the opportunity to participate in a community service project in the future, would you? Do you have any suggestions for improving the service-learning component of this course?

Thank you for taking the survey.

APPENDIX B

Community Partner Post-Service Survey

Thank you for taking this survey. You may provide your answers in either Korean or English. Data collected from this survey may be used for research purposes.

1. Name of your organization:
2. Please list the specific service students engaged in at your site.
3. What were you satisfied with? What was the best aspect of this partnership for your organization? What factors led to this success?
4. What do you think could have been better? What aspects of the partnership would you change?
5. Do you feel that you had a clear sense of the course's focus and learning objectives?
6. What do you hope students have learned from their experience with your organization?
7. To what extent did the students serving in your organization meet your expectations? Are there ways that we can better prepare students for their service at your organization? What do you wish students had known beforehand?
8. What were challenges that occurred during the partnership?

Thank you for taking the survey.

NOTES

1. There are a few schools, however, which offer a Korean-English dual language program for K-12 students in the Los Angeles Unified School District. More details are provided in Section 3.1 and 4.2.

2. The number of South Korean international students studying abroad in the U.S. has soared since the 1990s. According to the 2015 Open Doors Report on International Educational Exchange (Institute of International Education, 2015), South Korea ranks third in places of origin (following China and India) for international students who enrolled in American colleges and post-colleges. California is the top host state for these international students. Many Korean parents also take into consideration the large Korean community in California when they send their children to America for early study abroad.

3. Koreatown in Los Angeles is populated by a large Korean community. According to the U.S. Census Bureau's American Community Survey estimates for 2012-2015, California has the highest number of Korean speakers (total 375,856) among all states. Los Angeles County alone has 183,717 speakers of Korean language (U.S. Census Bureau, 2016).

4. The Los Angeles Unified School District (LAUSD) began the Korean dual language program in 1992 in a kindergarten class of 30 students. As the only Korean-English dual language program for K-12 in the U.S., the LAUSD serves more than 1,100 students annually in ten schools throughout the school district in Los Angeles.

5. Each data extract was coded with the data source (e.g., JNL: online journal), the participant's pseudonym initial, and the language in which the comment was originally provided (e.g., KR: Korean; EN: English).

6. The Foreign Service Institute in the U.S. categorizes world languages into five levels of difficulty. Arabic, Chinese, Japanese, and Korean belong to Category V languages, which are exceptionally difficult for native English speakers. English speakers require three times as much time to learn these languages than to learn Category I languages, such as Spanish, French, Italian and Portuguese (Foreign Service Institute, U.S. Department of State, n.d.).

7. Unless the pronunciation of words is exaggerated, students have trouble deciphering certain consonant and vowel sounds. As a result, students need to go through a period of acknowledging and understanding the material in order to continue through introductory Korean and proceed onto the next level.

8. The Korean dual language program at this elementary school is grounded in the principles of sheltered content instruction. This approach advocates the simultaneous learning of language and content with "sheltering" of the instructional delivery (Sohn & Merrill, 2007).

9. There are four major speech styles in Korean (i.e., formal polite, informal polite, familiar, and plain style), which are grammatically marked in sentence enders. The choice of the style depends on the person to whom one is talking.

10. In order to protect the privacy of the patients, students were not allowed to record conversations at the hospital.