Learning the Language of Global Citizenship:
Strengthening Service-Learning in TESOL **(2015)**
J. M. Perren & A. J. Wurr (Eds.)
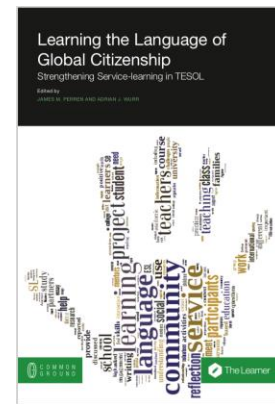Common Ground Publishing
Pages: vii + 602
ISBN 978-1-61229-814-6 (paper)
ISBN 978-1-61229-815-3 (pdf)
Cost: $29.94 (new on Amazon.com)

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An ambitious work dealing with the timely topic of service-learning (SL) in TESOL, this book builds upon *Learning the Language of Global Citizenship: Service-Learning in Applied Linguistics*, published in 2007. Whereas the first volume presented a solid foundation linking service-learning with TESOL, this 2105 edited work—*Learning the Language of Global Citizenship: Strengthening Service-Learning in TESOL*—expands the conversation with a thoughtful and comprehensive presentation of research in multiple settings (higher education, community-based programs, and teacher education) from contributors including emerging and established academics, teacher trainers, and instructors. Following an introductory chapter by the two editors, Adrian J. Wurr and James M. Perren, focusing on the themes of ELLs as service providers, contributors' theoretical contributions, and the ways in which linguistics can inform SL, with the goal of advancing scholarship on SL in TESOL, this 602-pages edited work is divided into six parts—*Higher Education and Intensive English Programs, Higher Education and English for Academic Purposes, Higher Education: Contextual Variety, Higher Education: TESOL Teacher Education, Teacher Education in Adult and Immigrant Settings,* and *Teacher Education in K12 Settings*—each of which contains three or four research studies focusing on a specific context, encompassing a diverse collection of 21 chapters.

The first part (Chapters 2–4) focuses on SL within intensive English programs (IEPs) in higher education. Chapter 2, "Service-learning as a Course Component in an Intensive English Program," is a case study on the development and implementation of a SL project integrated within a university IEP, examining the impact of SL on ESL students, particularly with regard to their perceptions of cultural understanding, language acquisition, and confidence in oral and written communication. Through in-depth interviews, Chapter 3, "Attitudes, Behaviors, and the Longitudinal Impact of Social Justice Service-Learning for Language Learners," explores the long-term impact of social justice SL on attitudes and behaviors of international students assisting and tutoring at a refugee resettlement center. Chapter 4, "Bridging Cultures and Generations: An Exploration of Intergenerational and Intercultural Oral History Projects with English Language Learners," presents the results of a SL experience in which college students

interviewed multilingual older adults in an intergenerational oral history project.

The second part (Chapters 5–7) deals with service-learning within the English for Academic Purposes (EAP) context. Chapter 5, "Integrating Service-Learning in EAP Programs: Building the Village that it Takes," considers the integration of SL in a college level ESL/EAP reading course to examine the impact, as gauged through written reflection, on participants in terms of social awareness and the relationship between service and community. A community SL project, in which international students worked with third-graders in an elementary classroom, is described in Chapter 6, "When the Experiential and Multi-modal Go Global: Lessons from Three Community Projects in a 'Preparation for College Writing' Class," with particular focus on translingual and transcultural pedagogy. Chapter 7, "'It was Sort of Hard to Understand Them at Times': Community Perspectives on ELL Students in Service-Learning Partnerships," examines the power dynamics of SL by analyzing interviews with a teacher and students who were "served" by a university-based SL project.

The third part (Chapters 8–10) explores the contextual variety of SL in higher education. The development and self-awareness of interculturality in the context of a masters-level SL course is the subject of Chapter 8, "Nested Interculturality, Multiple Knowledges, and Situated Identities through Service-Learning in Language Education," in which graduate students worked with several community partners, including charter schools and various community-based nonprofits. Chapter 9, "The Potential of Service-Learning in Shifting ESL Adults' Sense of Agency in an Informal ESL Literacy Center," examines the potential of SL to shift adult English learners' beliefs and perceptions, and proposes the extension of SL to informal ESL settings. Chapter 10, "Building a Human Rights Curriculum to Support Digital Service-learning," documents the development of a human rights curriculum within a web-based SL project at a community college, culminating in a functioning webpage dealing with human rights issues.

The fourth part (Chapters 11–13) focuses on TESOL teacher training within higher education. Chapter 11, "Meeting the Challenges of Service-Learning Teaching with International TESOL Student Teachers," follows TESOL student teachers as they work with community-based ESL programs, with emphasis on development of teacher identity, balance of service and learning, and institutional support issues. The experiences of pre-service TESOL teachers, through the analysis of reflective journals, is examined in Chapter 12, "Transforming Pre-service Teacher Identities in Rural Service-learning for TESOL," as participants work with immigrant communities in the rural South and negotiate roles and competencies, as well as their own preconceptions and attitudes. Chapter 13, "Developing Intercultural Competence in TESOL Service-learning: Volunteer Tutoring for Recently-Arrived Adult Refugees in Learning English as a Second Language," focuses on the development of intercultural competence by volunteer tutors of recently-arrived refugees in Australia, while simultaneously experimenting with teaching methodologies and curriculum development.

The fifth part (Chapters 14–17) examines SL in teacher education within the context of adult and immigrant ESL settings. Chapter 14, "Building Bridges through a Community English Literacy Program for Low-Income Migrant Workers in Qatar," presents a study which documents, through surveys and interviews, the SL experience of university students who volunteered to teach at a community English literacy program for migrant workers in Qatar. Chapter 15, "Island to Island: TESOL Students Teach Homeless Micronesian Migrants in Hawaii," follows TESOL students as they embark on a SL project teaching Micronesian adult immigrants at a homeless shelter in Hawaii. An ongoing seven-year project in which university students participate in a Spanish-English exchange program in Hispanic immigrant communities

is described in Chapter 16, "Re-envisioning Teacher Preparation: The Transformative Power of Teachers Studying 'Abroad' in the Neighborhood," as English-speaking participants "study abroad" in local communities, living with Spanish-speaking host families. Chapter 17, "'Who's Helping?' Conceptualizing Citizenship in a Community-based English Language Program," presents an ongoing ethnographic study in which college students participate as conversation partners with members of the local immigrant community, and interactions are examined through interviews, journals, and field observations.

The final part (Chapters 18–21) explores SL in K-12 teacher education. EFL learners' funds of knowledge are explored in Chapter 18, "More than Volunteering: Tapping EFL Learners' Funds of Knowledge in a Short-term Service-Learning Program in Taiwan," by way of a mixed-methods study of college volunteers' experiences at two elementary schools in Taiwan, with attention to reciprocity between service providers and recipients, as well as the divide between urban and rural schools. Through in-depth interviews, Chapter 19, "Reframing Service-learning in Curriculum Reform in TESOL Teacher Education in Indonesia," examines the service-learning experience in Indonesia, where national curriculum reform has resulted in the integration of SL throughout teacher education programs, beginning in the first year. Utilizing Critical Race Pedagogy, Chapter 20, "'Because I Want to Serve the Gringos': Critical Race Pedagogy and Teaching English in Mexico," examines the case of teaching English in the "Mayan Riviera" in Mexico, where reliance on tourism has shaped language goals and expectations in a hybrid yet divided space. Chapter 21, "Bridging the Gap for English Learners: Service-Learning Digital Mentorship for School Success," deals with the use of technology to connect TESOL graduate students with at-risk middle schoolers through digital mentorship.

Overall, this edited volume can serve as a valuable resource for both TESOL professionals and students who are interested in how service-learning can benefit both teachers and learners, while contributing to social responsibility of the TESOL field. In addition to presenting a wide variety of research in multiple contexts, *Learning the Language of Global Citizenship* utilizes solid research methodology, highlights the importance of qualitative research in describing service-learning experiences, and conveys respect for marginalized communities that are frequently the recipients of SL endeavors. The stated goal of promoting further research and advancing scholarship in the area of service-learning in TESOL is enhanced by this well-crafted volume. As such, it would be a welcome and useful addition to the library of students and professionals alike.

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