ファイナルエッセイ

### トンプソン・デイアンドレ

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### サービスラーニング

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# サービスラーニングの経験

# 私は今まで7回のサービスラーニングを行いました。オードテラスの学校は休みの日があるので、生徒達に教えただけでなくボランティアもしました。9月16日水曜日からサービスラーニングを初めて行いました。私の担当はオードテラス小学校でした。小学生とまだ知り合っていなかったので、私達はサイトディレクターに紹介されました。最初に、サイトディレクターと話し合い、体育館で自己紹介をしました。それから、円になって学生に様々な質問をしました。例えば、日本語の言葉について、皆さんに「誰か知っていますか？」と尋ねました。興奮して手を上げて皆さんはありがとうとかおはようとかと答えてくれました。そんな時、本当にいい子供だなって思いました。興奮したら、子供は普通うるさいので、私達は、前もって説明していた、うるさくなったら、「皆さん」を聞くと、静かにするよう子供たちに促しました。その後外で、の品後のクラスに選ばれた生徒達は私達と知り合いになりました。みんなの名前を学び、もう一回ルールを繰り返してじゃんけん電車をしました。皆さん楽しんだようでした。

最初はサイトビジットだけだったので、あまり教えることが出来ませんでしたが、次から本当に一回目のサービスラニングを行いました。私達の授業案にては、3つの内容を教えるつもりでしたが、実際に2つの内容を教えることが出来ました。それから、「Guess your Neighbor’s Name」というのゲームをしました。「Guess your Neighbor’s Name」というのは、カタカナの書き方の紙を見ずにとなりに座っていた人の名前をカタカナで当てるゲームです。さらに、私達ヤバいグループメンバーの名前も当てました。その後は曜日を教えました。漢字で月曜日から日曜日までホワイトボードに書きました。生徒達に「What Day is This」と尋ねました。一ずつ正しいの漢字を書きました。初めて教えたので、いい事とチャレンジがありました。いい事について、生徒達は楽しんで様々なこと学んで授業終わった後、生徒達が片付けました。CPYは「Life Skills」を教えるので、生徒達は行儀がよいです。チャレンジについて授業ちゅうに教室は暑いし、一部の学生は「It’s Hot」や「I’m Hungry」と言いました。他に授業案のタイミングはちょっと外れました。今度、私達はサービスラニングに行く前に私達は図書館で集まって準備をしてサービスラニングに行います。その次のサービスラニングでは車が壊れたわけで、オードテラスに行けませんでした。学校で教えるのは初めてですので今までテンションが上がっていました。もっと教えるにしたがって、自信が強くなります。教えることがだんだん上手になりますけれどいい事もあれば、チャレンジもあります。ですから、サービスラニングが終わっているたびに、私たちヤバいグループはうまくいった事とうまくいかなかったことを検討しています。

さらに、生徒たちを飽きさせることなく学習に集中させるために、4回目の授業案の活動から7回目まで、生徒達の日本に対する興味や関心を、活動を通して高めたいです。それで、講義ではなく体を動かせる活動を行いました。活動の内容としては、色やお箸使うことを行いました。まず、色はローマ字でホワイトボードに書き、言い方を教えました。一回繰り返し、生徒達は私達にスペイン語で色言い方を教えてくれました。外でツイスターゲームをしに行き、タコゲームもしました。そして主な活動の内容としては、生徒達はお箸を使ってみたいので、お箸の持ち方を教えて上げました。

最後の活動の内容については、工作と歌を生徒達に教えました。その前の活動でいくつか生徒達は絵を書きたいからと言いったので、折り紙とかお面の作る方を教えたいです。サンクスギビングの休みの前に歌を通して、体の名前を教え、外で日本語の数字の学習とアクティビティを行いました。「アメリカンホップスコッチ」を通して、日本語の数字を復習をしました。

これから、英語で私が学んだ事とサービスラーニングのアウトカムを書いています。

This has been a challenging, but amazing class. I have been able to engage in community projects of importance and relevance that have allowed me to deepen my knowledge of Japanese language and culture. Through my community service, I have been able to participate in a multilingual and multicultural community. In this community, we were able to teach Japanese language and culture to elementary students. These are marginalized students who come from 90% Hispanic households who are heritage Spanish speakers.

**Course Learning Outcomes 1-3, 5:**

According to the article *Diversity and Inclusion of Sociopolitical Issues in Foreign Language Classrooms*, learning a foreign language enables learners to understand a culture, worldview, and unique way of life that are different from their own, helping reduce ethnocentrism and stereotypes (Kubota, Austin and Saito-Abbott 1). By teaching these students Japanese culture and language, we have been able to expose them to a culture that is drastically different than their own. By doing this, we are able to allow the students to see similarities and differences within each culture, which in return should reduce prejudices that occur often in American culture.

**Course Learning Outcome 4: Demonstrate communication skills in Japanese**

Each week a group conducted oral presentations about the various aspects of foreign language education and its impact on global awareness in our target language. In order to participate in these discussions, we were required to read articles and write in depth critical reflection assignments in our native language. Through Presentational and Interpersonal modes of communication, I was able to strengthen my proficiency in the Japanese language. I strengthened my proficiency by collaborating with Japanese native speakers and writing site reflections in the target language. This collaboration, allowed us to be able to cross check each other’s use of the foreign language and build deep friendships. While the site reflections allowed us to strengthen our interpersonal writing skills in the target language.

**Service Learning Outcome 1: Self & Social Awareness**

In the article, *What Is a Stereotype,* I learned that negative and positive stereotypes exist, but both can cause harm. Because stereotypes leave no room for individuality, they can be limiting. Therefore it is important to judge specific individuals rather than groups of which they’re apart of (Nittle)*.* Through this article, I learned the importance of looking at the student’s individually rather than judging them by their group. Since many of our students come from underrepresented groups, it is important to make sure they are included in our lessons. Although I was not able to adapt every single lesson to somehow fit in with their cultural background, there was one activity where we were very successful in connecting Japanese and Hispanic culture. While teaching colors in Japanese, we also were able to ask the students what each color was in their native language. This allowed us to connect with these students on a deeper level. I believe by including student’s in our lesson plans when we are able to, will help strengthen the connections that are made between multicultural communities. That is why quality education is important.

**Service Learning Outcome 2: Service and Social Responsibility**

Today’s education is in need of being reformed. Our department of education, has done an excellent job of identifying the need for uniform standards across the nation. These are known as world readiness standards. The world readiness standards for foreign language learning, focus on the following five areas, communication, cultures, connections, comparisons and communities. The goal is to prepare learners to apply the skills and understandings measured by the standards, to bring global competence to their future careers and experiences (ACTFL). In order to achieve service and social responsibility, it is important that our education be based on a global approach. There are four goals of global education. The first goal is to ensure our students are familiar with world problems, their causes and possible solutions. The second goal is to acquire skills such as critical and creative thinking that are necessary in solving these world problems. The third goal is to acquire a global attitude based on appreciation of other cultures and empathy for others. The final goal is democratic participation in the local and global community to solve world problems (Cates 1). By exposing our students to different cultures, they are able to see the differences and similarities in each other so they can be more informed and less likely to have stereotypes and prejudices.

**Service Learning Outcome 3: Community & Social Justice**

By completing a community scan, we were able to research the demographics of the group we were going to be serving. According to the article *Sit Down. Be Quiet. Pay Attention.,* It is important that we slow down, even curtail some of our direct service work, and examine what we are doing, by going into communities and organizations to “sit down, be quiet and pay attention” (Sigmon). By doing this, you are able to truly identify the needs of the community you are serving to effectively make an impact on them.

Before teaching our students, we asked all of them what did they know about Japan currently. This helped us to understand what they knew, but also allowed us to see if they had stereotypes toward the Japanese. We then were able to create lesson plans to break the stereotypes, by educating the student’s on what is true and what is false. In addition, we asked the students what they wanted to learn. This created a sense of ownership amongst the students. I believe by doing this, it allowed us to create more effective lessons that the students were actually interested in. Lastly, we conducted a community scan. In this community scan, we researched the demographics of our school, the area that surrounded the school and the challenges that these students faced or may face by completing a site visit to speak with the site director.

**Service Learning Outcome 4: Multicultural Community Building/Civic Engagement**

According to the article by childcare education institute, there are two major ingredients that make a multicultural program a success. First take the time to learn the backgrounds of your students, as well as your geographic area. Second, having an attitude of acceptance and respect for other cultures are the ingredients that effectively aid in creating culturally diverse environments in the classroom.

In addition to creating multicultural classrooms, we must also promote foreign language education amongst marginalized students. It is important to make sure these students also have access to foreign language learning and not just individuals from the group of majority. By including marginalized students, we are promoting multicultural community building and ensuring that these individual students also have a chance in the global economy.

**Conclusion:**

How awesome it is to have a class, which truly helps us develop our critical thinking skills not only in our target language but also in our native language. Although quite intensive at times due to the content of some of the topics being discussed, it pushes all of us to think critically individually and as a group so that we can collaborate on topics of interest. Furthermore, some students may not have a desire to become teachers after graduating, however the content discussed in class can be helpful in their career of choice.

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