

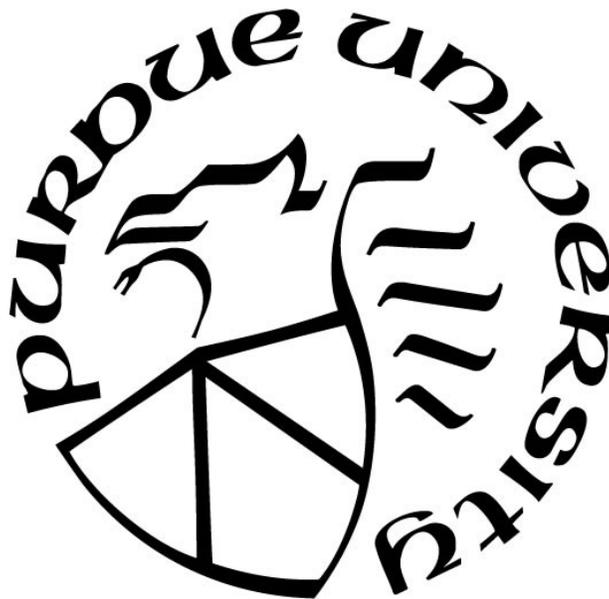
**THE IMPACT OF PARTICIPATION IN A SERVICE-LEARNING
PROGRAM ON UNIVERSITY STUDENTS' MOTIVATION FOR
LEARNING JAPANESE**

by
Nagi Fujie

A Thesis

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**THE PURDUE UNIVERSITY GRADUATE SCHOOL
STATEMENT OF COMMITTEE APPROVAL**

Dr. Atsushi Fukada, Chair

Department of East Asian Languages

Dr. Kazumi Hatasa

Department of East Asian Languages

Dr. Mariko Moroishi Wei

Department of East Asian Languages

Approved by:

Dr. Jen William

Head of the Graduate Program

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ABSTRACT

Author: Fujie, Nagi. MA

Institution: Purdue University

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Title: The Impact of Participation in a Service-learning Program on University Students'
Motivation for Learning Japanese

Committee Chair: Atsushi Fukada

Service-learning is an organized volunteer activity in which learners serve the community while utilizing and enhancing their own skills, thus benefiting both the learners and the community. Studies have shown that students gain various benefits from participating in a service-learning activity, especially in their academic skills and civic growth through continued reflections (Eyler, Giles, & Braxton, 1997; Eyler & Giles, 1999; Billig, 2000; Grassi et al., 2004; Steinberg, Bringle, & Williams, 2010), often increasing their motivation to learn the related subject (Steinberg et al., 2010). Service-learning has been implemented in foreign language courses in the United States, especially Spanish (Barreneche & Ramos-Flores, 2013). However, service-learning literature on Japanese as a foreign language is limited.

The researcher founded a service-learning program in the Japanese language. In the program, the university students enrolled in intermediate- or higher-level Japanese courses help Japanese children with their schoolwork as volunteer tutors. The researcher conducted a qualitative case study on four of the student-tutors to examine the program's potential benefits to maintain and enhance the student-tutors' various motivations toward learning Japanese. The Volunteer Functions Inventory (VFI) (Clary, Snyder, & Ridge, 1998) was used as an analysis scheme, which reports six most commonly found functions, or varying motivations, for participating in a volunteer activity. The student-tutors indicated five out of the six VFI functions, showing a connection between their service-learning experience and their personal growth. They built strong connections with the Japanese community and kept their motivation to improve their Japanese skills to better help the children. It is hoped that the present research will contribute to providing an example of Japanese service-learning in the U.S.

CHAPTER 1: INTRODUCTION

On the first day I attended my fifth-grade class in an American elementary school, I barely understood anything. I was sad that I couldn't express myself well and was rarely part of the class, but at least I didn't experience any academic pressure. When I began middle school, I needed to work harder in my classes. My English understanding was still so limited that I had to carry around my electric dictionary all the time. As an ESL student, one of my most memorable moments was in seventh grade when a group of university students volunteered to help the ESL students. One of them, Amaya-san (pseudonym), helped me while speaking Japanese. Since Amaya-san explained the homework questions and textbook contents in Japanese, I could understand and complete more of my homework. His help even allowed me to have time to work on extra credit assignments. At first, I was happy for his visits simply because I could complete more of my homework. As the visits continued, I began looking forward to seeing him, not only for his help, but also for fun chats with him. It was fun to be able to share stories of small happenings during the day. I was also always impressed that he could speak Japanese so well as a learner, and it gave me a hope that maybe I also would be that good at English someday. Until this day, I still remember how much I appreciated Amaya-san's visits.

Nagi Fujie, personal reflection, 2019

The researcher's experience as a sojourner child living in a city in the Midwestern United States (U.S.) significantly affected her research interests. While she attended a university in Japan for her bachelor's degree, she returned to the city to pursue her master's degree in Japanese pedagogy. Upon meeting her former Japanese friend from childhood and discussing the bilingual education of her friend's child as well as the difficulty of education for the community's Japanese children, she was led to an idea of starting a Japanese after-school program. The idea was for the university students learning Japanese to help Japanese children with their school work. She began seeking information to organize a Japanese after-school program to help Japanese children in the community who are facing challenges today, and to provide university students an opportunity to build connections with Japanese community members.

The researcher was introduced to the field of service-learning as an ideal framework for the Japanese after-school program. Service-learning is an organized volunteer activity in which learners serve the community while utilizing and enhancing their own skills, thus benefiting both the learners and the community. Bringle and Hatcher (2009), leading scholars in the field, highlight the two components of service-learning as the service activity "meets identified community needs" (p.38) and that students "reflect on the service activity to further their understanding of the discipline, enhancing their sense of personal values and civic responsibility" (p.38). Service-learning provides the learners with a chance to learn from periodical reflection and discussions with their classmates and instructor. Through periodical reflections, learners are able to self-evaluate their abilities and set new goals for their future endeavor (Steinberg, et al., 2010). Studies have shown that students gain various benefits from participating in a service-learning activity, especially in their academic skills and civic growth (Eyler, Giles, & Braxton, 1997; Eyler & Giles, 1999; Billig, 2000; Grassi et al., 2004; Steinberg, 2010), often increasing their motivation to learn the related subject (Steinberg, et al, 2010). The present research developed from the researcher's childhood experience, her current position as a Japanese instructor at the university, and literature on the emerging field of service-learning, in the hope that it will contribute to building a helpful model for service-learning in Japanese as a foreign language context.

Implementation of Service-Learning

Higher education institutions in the United States have been increasingly implementing service-learning into their programs. For example, engineering students serve the community by building or designing tools for specific community needs at Purdue University through its EPICS program (Purdue University, n.d.). At the Kansai University of International Studies in Hyogo, Japan, there are service-learning courses, whose activities include recording local history by

interviewing residents of the community surrounding the university and helping foreign residents with their Japanese studies (Kansai University of International Studies, 2017). One of the emerging fields in service-learning is its application to second and foreign language education. Spanish service-learning programs in the U.S. have been researched the most, demonstrating many benefits of the language service-learning (e.g., Hale, 1999; Hellebrandt and Varona, 1999; Morris, 2001; Barreneche & Ramos-Flores, 2013). For example, Hale (1999) found that an authentic use of the target language in Spanish service-learning enhanced students' self-confidence, their cultural understanding, and their motivation for language learning by building relationships with the community partners. Morris (2001) also found that learners of Spanish who originally had low motivation toward learning the language increased their motivation and built genuine interest toward the Spanish language and culture through their service-learning experience.

Service-learning has also been implemented in Japanese language programs in the U. S. (e.g., University of Utah, 2015; Duke University, n.d.; Middlebury College, 2017), but studies on such programs are limited. Hanaoka (2016) at the University of Hawai'i at Manoa utilized service-learning as a part of her community-based learning course and found that Japanese heritage learners strengthened their language affiliation from the course through interactions with Japanese residents and through volunteering at a Japanese festival. In a Japanese as a second language context, studies by Kurokawa (2009, 2012) reported that the international students studying Japanese in Japan were able to benefit from a service-learning course, noting students' improved Japanese skills and their stronger sense of community.

Japanese After-School Program

Based on the successful outcomes reported in studies on Spanish service-learning and limited yet insightful findings from research on Japanese service-learning, it was expected that organizing the Japanese after-school program in a form of service-learning in the city would benefit both the Japanese children and the university students learning Japanese. The city serves as a unique site for a service-learning program for Japanese language learners. The university in the city has high enrollments in their Japanese classes, offering general Japanese language courses in eight levels and other courses related to Japanese culture, society, and literature. While students have chances to practice speaking Japanese at the Japanese Tea Hour on campus and consume Japanese media using the Internet, it is rare for them to find opportunities to interact with Japanese speakers outside of campus. In addition, Japanese families temporarily live in the city because of their jobs with Japanese automobile company branches. Children of such families often face challenges including schoolwork and English comprehension. While most families move back to Japan after three to five years, English skills are crucial for children's personal and academic development while they spend part of their childhood in the U.S. Therefore, there are two needs in the city: 1) a need for the university students to practice Japanese outside of campus; and 2) for Japanese children new to the community to receive help on their schoolwork from Japanese-English speakers. The researcher founded a Japanese after-school program in November 2017 based on these two needs and her own experience as a sojourner child. In the program, the university students enrolled in intermediate or higher-level Japanese courses help Japanese children with their schoolwork. The Japanese language is the medium used to assist children in better understanding their English materials while they are still acquiring English.

Present Study

To find out if the program would be feasible and beneficial to student-tutors, the researcher conducted a pilot study on two student-tutors who volunteered for two sessions held in November 2017. The researcher analyzed student-tutors' responses during a reflection session and interviews using the Volunteer Functions Inventory (VFI) framework developed by Clary, Snyder, and Ridge (1998). VFI served as a useful guideline to organize findings since it is a reliable tool (Chacón, Guitérrez, Sauto, Vecina, & Pérez, 2017) that reports the six most commonly found functions, or varying motivations, for participating in a volunteer activity. In addition, it is a suitable analysis scheme for a language service-learning experience since the functions of VFI align well with the variables of the second language (L2) motivation. The student-tutors viewed the program positively and commented how it was good practice for their potential teaching careers and indicated their improved understanding of the Japanese community in the city. In addition, both participants indicated their interests in participating in the same or a similar program in the future.

Based on the successful results of the pilot study, the researcher continued the Japanese after-school program in the 2018 spring semester and conducted a qualitative case study on four of the volunteer student-tutors. The four student-tutors volunteered for at least five sessions during the semester. During the sessions, the researcher took observation notes, and each participant completed a reflection questionnaire after each session. The researcher provided feedback on each response of the reflection questionnaire, mostly focusing on encouraging the student-tutors and providing advice as necessary, such as suggestion for activities. At the conclusion of the program, the researcher conducted an interview with each student-tutor. To find out the program's

potential benefits for student-tutors, the researcher analyzed student-tutors' responses to the reflection questionnaire and interviews using the VFI.

The researcher formulated the following research questions for the study:

RQ1: How was the design and implementation of the service-learning program? Is there evidence for its adherence to the definition of service-learning by Bringle and Hatcher (2009)?

RQ2: What kinds of motivations related to Japanese learning were enhanced and shifted through student-tutors' service-learning experience?

CHAPTER 2: RESEARCH BACKGROUND

Service-learning

Service-learning is an organized volunteer activity in which learners serve the community while utilizing and enhancing their own skills, thus benefiting both the learners and the community. Service-learning originated from the philosophy of experiential learning advocated by an education scholar, John Dewey (1938). In experiential learning, the cyclical process of learner action and reflection is emphasized. (Whitley, 2014). Later, two education field scholars, Kolb (1984) and Freire (1994) furthered Dewey's philosophy. Kolb has furthered the field by his attempt to create a model for the empirical study of a learning process and the outcomes of experiential learning (Crabtree, 2008). Freire (1994) was notable for shifting the emphasis from individual to social analysis, claiming education is political and that it involves power relation and critical reflection towards such relationships (Crabtree, 2008). Dewey, Kolb, and Freire are often recognized as founding fathers of service-learning (Deans, 1999; Crabtree, 2008; Whitley, 2014).

In the past two decades, service-learning has flourished in higher education in the United States (U.S.) in virtually any field of study (Crabtree, 2008; Whitley, 2014), and it has become more prevalent in recent years (Barreneche & Ramos-Flores, 2013). The growing popularity of service-learning programs in U.S. higher education is apparent from the high number of 1,100 college and university presidents in Campus Compact, a higher education association dedicated to campus-based civic engagement (Berger, 2015).

With an increasing application of service-learning in higher education and the increasing research being conducted in the field, handbooks for designing a service-learning curriculum and research have been published (Campus Compact, 2015; National Service-Learning Clearing House, 2010). A handbook written by leading service-learning researchers, Robert Bringle and Julie Hatcher (2009), begins by providing the definition of service-learning. However, they indicated that due to its wide variety in format, subjects of interest, and objectives, there is no one common definition of service-learning utilized by service-learning researchers. While details of each program vary, their definition provides important aspects of service-learning that are common in any academic field. Bringle and Hatcher (2009) defined service-learning as a:

course-based, credit bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs, and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility. (p.38).

This definition includes two important aspects of service-learning. First, service-learning engages students in repeated reflection on their own activities. Based on the importance of reflection in the experiential learning, service-learning scholars identify its crucial role in service-learning. According to a *Practitioner's Guide to Reflection in Service-Learning* written by Eyler, Giles, and Schmiede (1996), the practice of reflection provides the link between an important service-learning experience and the students' learning. Reflective activity is composed of five phases, which are: suggestion of action, intellectualization of possible problems and solutions, hypothesis development based on observation and previous knowledge, reasoning of hypothesis, and testing the hypothesis in action. Through the reflection, students gain an

understanding of a social problem, its possible solution, and link between their previous and new knowledge (Eyler, et. al., 1996).

A second important factor of service-learning is its reciprocal nature. *Service-Learning Research Primer*, a service-learning handbook by the National Service-Learning Clearinghouse (2010), stated that both the students and the community stakeholders mutually benefit from a service-learning program when it is well-designed (Steinberg, et al., 2010). A qualitative case study by d'Arlach, Sánchez, and Feuer (2009) emphasized the reciprocity in service-learning. In their study on service-learning of an English-Spanish language partner program, it is observed that the key to the program's success was the participants' understanding of reciprocity. It is important for community members to understand the values they have. It is also important for university students and faculty to admit they are not necessarily the experts, thus both community members as well as students and faculty are equal partners that have something to learn from each other. While students may not be experts, they apply their strengths by using relevant skills directly related to their field of study in a service-learning program (Indiana University, n.d.). Therefore, service-learning can be a practical chance for students to gain experience in their fields and improving their skills through the activities. However, the benefits of service-learning are not limited to academic learning. The next section highlights the various benefits students may gain from their experience with service-learning.

Benefits of Service-Learning

Research studies on service-learning have shown diverse benefits of service-learning activities. For example, Grassi, Hanley, and Liston (2004) stated service-learning may "improve participating students' academic achievement, increase

engagement in school, improve teacher/student relationships, increase personal/civic responsibility, increase knowledge of careers and job skills, and decrease at-risk behaviors and dropout rates" (p.88). The two most emphasized benefits by service-learning scholars are participants' application of academic skills and their civic growth (Eyler, Giles, & Braxton, 1997; Eyler & Giles, 1999; Billig, 2000; Grassi et al., 2004; Steinberg, 2010).

Eyler et. al. (1997) showed a strong connection between students' growth in citizenship and service-learning experience by analyzing data from more than 20 schools to note the outcomes of college students participating in service-learning programs. Billig (2000) also showed that service-learning experience fosters the participants' civic responsibility and their citizenship skills. Billig's research shows how students' involvement in the community leads students to be more aware of their own abilities and of the difference they can make for their community. The students' involvement in a well-structured and long-term service-learning program also increases their likelihood to continue their community involvement (Billig, 2000; Steinberg, 2010). A study by Lear and Abbot (2008) reported that the participant from their study continued to participate in different volunteer programs after completing the service-learning program of the researchers' study.

In addition, participation in a service-learning program leads to an increase in the participants' motivation related to maintaining and furthering the skills related to their field of study. Motivation is a critical factor in education, including foreign language education. Research studies have shown positive correlations between students' higher motivation and their language learning performance. There are multiple aspects to the second language (L2) motivation due to the complex nature of language learning (Dörnyei, 1998). Dörnyei (1994) provided an historical overview of motivation in the second language learning context and the impact of motivation in the classroom. His discussion made an important shift for motivation

research in second or foreign language classrooms. Dörnyei and other motivation scholars in the 1990s criticized Gardner's influential view toward motivation because of its narrow implication while acknowledging the important basis Gardner had built in the field. Dörnyei (1994) discussed various aspects of L2 motivation, especially the important notion that motivation is dynamic and it may shift positively or negatively throughout the course of learning. For example, L2 motivation may shift from an intrinsic motivation, such as a genuine interest toward subject, to an extrinsic motivation, such as an objective to earn a good grade in a language class. Throughout the years, Dörnyei established several L2 motivation theories that are still relevant today. In his study in 1994, Dörnyei not only discussed dynamic nature of L2 motivation, but he also discussed a cognitive view of motivation that was lacking previously in Gardner's motivation studies. Dörnyei identified three categories of the cognitive view of motivation: self-efficacy, or an individual's judgement; self-confidence, or the belief of one's ability to achieve certain tasks; and the need for achievement, or one's interest in achieving certain tasks (Dörnyei, 1994). Dörnyei (1998) later proposed another important motivation theory for the classroom: the goal orientation theory. The goal orientation theory involves two kinds of motivation, which are mastery orientation, or a motivation to complete tasks, and performance orientation, or a motivation influenced by ego, leading students to demonstrate an ability or a good grade (Dörnyei, 1998).

In the following years, other motivation scholars including Noels and Ushioda contributed to L2 motivation research, suggesting additional theories especially focused on learner's self-motivation. Dörnyei synthesized the previous scholars' theories into L2 Motivational Self System (Dörnyei, 2005). The L2 Motivational Self System consists of three dimensions of Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience. The

first two dimensions are psychological features of motivation. In Ideal L2 Self, a learner has an image of a kind of person he or she wants to become and work towards the Ideal Self. Ought-to L2 Self works rather oppositely; the motivation originates from trying to avoid the imagined negative outcomes. The last dimension, L2 Learning Experience, is a motivation generated from situation-specific experience. Dörnyei's studies enhanced the L2 motivation field by indicating its complex nature and defining various aspects of motivations. L2 motivation research involves various subfields including investigations of methods of motivating L2 learners and measuring L2 motivation. It is notable that experiential learning, including service-learning, is one of the pedagogies that may be effective in increasing L2 learners' motivation.

Research by Hale (1999) suggested that an authentic use of the target language, such as in a service-learning setting, increases students' motivation in language learning. Hale stated the goal of language education as a learners' development of communicative competence. She believed that one way to provide an interactive and context-based environment to nurture communicative competence is achieved in service-learning courses. Hale (1999) discussed that the critical pedagogy most influentially noted by Freire (1994) is particularly applicable to language learning, noting the need to document language and cultural learning outcomes of service-learning. Hale indicated that critical pedagogy involves the "educational transformation that includes dialogue, reflective thought, and social action" (p.16). Following critical pedagogy framework, Hale (1999) collected "voices" of the service-learning participants, or the discussions throughout the duration of service-learning. By analyzing the voices, she found the themes of overall beneficial feeling towards service-learning, motivation for language learning through building relationships, self-confidence gained through service-learning, connections to language and culture learning, and the participants' change of attitude.

Other research by Morris (2001) reported the significance of service-learning as an effective tool to raise participants' motivation toward L2 learning and language skills. Morris (2001) analyzed, both quantitatively and qualitatively, whether students demonstrated a positive change in motivation and attitudes after completing a service-learning course using their Spanish language skills. Based on the responses to a survey conducted prior to the study, Morris took a sample of 95 students who indicated low motivation to learn Spanish at the beginning of the study. The students who indicated low motivation were taking the course to merely fulfill requirements for their major or minor. In addition, they originally began learning Spanish because foreign language credits were required for their high school diploma and Spanish was the only foreign language offered at their schools.

Through quantitative analysis of surveys and qualitative analysis of interviews, Morris (2001) found that service-learning was effective in raising student's L2 motivation. From quantitative analysis of the pre- and post-survey, a higher mean score was reported on each survey item, suggesting an increase in students' motivation following the service-learning experience. Qualitative analysis of students' comments indicated a positive change in attitude toward the Spanish language and culture. For example, the students wanted to learn the language and culture because they genuinely believed in its cultural richness and would like to communicate more with the community members. Thus, Morris (2001) concluded that while providing information through books in classes did not raise the students' motivation, providing opportunities for social contact and social practice through service-learning positively influenced students' attitude and motivation toward learning Spanish. This finding is crucial to the application of service-learning to foreign language programs, because it indicates service-learning's capability

to raise students' motivation by providing a meaningful, communicative context; other on-campus programs may have difficulty creating such contexts.

Application of Service-Learning

As more benefits were discovered in service-learning research studies, higher education institutions especially in the U.S., are increasingly implementing service-learning into their curricula. Service-learning is applied to a variety of fields (Crabtree, 2008; Whitley, 2014). For example, Purdue University offers the EPICS program in which engineering students serve the community by building or designing tools for specific community needs (Purdue University, n.d.). At Kansai University of International Studies in Hyogo, Japan, there are courses offered in the form of service-learning with a variety of opportunities including interacting with children with disabilities through sports, recording local history by interviewing residents of the community surrounding the university, and helping foreign residents with their Japanese studies (Kansai University of International Studies, 2017).

While service-learning is applied in various academic fields, one of the emerging topics in service-learning is its application to second and foreign language education. The growing number of U.S. service-learning research studies on language education suggests practitioners' belief that service-learning benefits the pedagogy. Hale (1999) claimed that the critical pedagogy, one aspect of the foundation of service-learning, is particularly applicable for language learning. She indicated that in both critical pedagogy and language learning, building a skill involves more than acquiring knowledge, and applying the knowledge in a community is necessary for building a skill. In language service-learning programs, since participating students are placed in a community to use their language skills, they have opportunities to build communicative skills in the language. While service-learning may be beneficial for any foreign language courses, service-learning in Spanish language education is especially common in the

U.S. due to the language's popularity and demands in the country (Barreneche & Ramos-Flores, 2013). This is apparent from a large number of books and journal volumes devoted to the collection of Spanish service-learning, such as a volume edited by Hellebrandt and Varona (1999), contributing to the growth of the field of language service-learning (Barreneche & Ramos-Flores, 2013).

With the recognized importance of providing communicative and authentic contexts in language learning, another emerging application of service-learning is international service-learning. International service learning serves as an intersection between service-learning and study abroad. According to Crabtree (2008), international service-learning consists of the service-learning framework, international learning, language learning of the field, and a theory of the academic field specific to each service-learning activity. International service-learning is practiced at various institutions including those in North America, Europe, and Asia. For example, *Service-Learning in Asia* edited by Xing and Ma (2010) presented specific examples of international service-learning from Asian universities. An article in the volume by Sato, McCarthy, Murakami, Nishio, and Yamamoto (2010) discussed international service-learning programs at International Christian University in Tokyo, Japan, a leading institution in Japan for its application of service-learning into their curricula. The school has partnerships with universities in Korea, India, Nanjing, Thailand, Taiwan, Hong Kong, Indonesia, and Philippines. Service-learning activities vary among locations, but many involve teaching language and culture at a local school or helping at medical facilities and child care centers. Sato et al. (2010) noted that international service-learning was beneficial, indicating that service-learning built strong connections among program participants, enhanced the practice of service-learning among universities, and improved participants'

learning by involving them in periodical reflection and connecting their learning with each program's goal.

Service-learning in Japanese

While language service-learning is increasing in languages such as Spanish, little research has been done on service-learning in Japanese. In a Japanese as a foreign language context, the offering of service-learning courses and service-learning programs are apparent from reviewing online course lists and webpages related to Japanese service-learning. For example, the University of Utah offers a service-learning course in Japanese (University of Utah, 2015) and other institutions in the U.S. have reported their service-learning activities on the Japanese departments' websites (Duke University, n.d.; Middlebury College, 2017). Yet, only a few studies have examined service-learning programs or courses offered in Japanese language programs.

A study by Hanaoka (2016) at the University of Hawai'i at Manoa utilized service-learning in Japanese as a foreign language context, although service-learning was not the main component of her study. The research focused on how a learner's language affiliation, or the learner's self-identification based on the language, may be built through community-based instruction. In her research that used community-based instruction, students engaged in a combination of activities that included conducting ethnographic interviews with neighboring Japanese residents and participating in service-learning activities. They involved students to help prepare for and participate in a local Japanese festival. While the researcher did not precisely note the kind of service-learning activity the students were involved in (since service-learning was not her primary focus), she reported that the community-based instruction raised the students' awareness of how their Japanese language skills and understanding of the culture may be relevant in their lives. The case is especially relevant since many students were Japanese

heritage language learners. Through interactions with the residents using Japanese, even a minimal usage to greet or to respond, the students felt a special connection with the language and their personal background. While there was no follow-up research, Hanaoka (2016) suggested the learners' likelihood of increased motivation for future language learning.

Only a few reports are available on implementations of service-learning in Japanese as a second language context. Such studies reported the effectiveness of service-learning in Japanese as a second language context for international students studying the Japanese language in Japan. Kurokawa (2009), a Japanese language educator at the International Christian University in Tokyo, Japan, discussed the history of higher education service-learning in Japan and began exploring the possible benefits of service-learning in Japanese language education. While she did not organize a Japanese language course in a form of service-learning then, she analyzed the effects of service-learning with two learners of Japanese who had volunteer experiences. Kurokawa (2009) analyzed their journals, e-mail conversations, and interviews. One student volunteered at an elderly housing and another at a non-profit organization working with the impoverished. Kurokawa's (2009) qualitative analysis revealed the following themes: improvement in the students' language skills, their increased civic responsibility, and their increased engagement in socio-cultural learning.

Later, Kurokawa (2012) organized Japanese service-learning courses and conducted a qualitative analysis to report benefits of service-learning in the Japanese as a second language context. The course was held in the International Christian University and five advanced-level learners of Japanese enrolled in the course visited residents of elderly housing to listen to the residents' stories and write biographies for them. The researcher prepared the students for the visits by first providing background about

service-learning and providing information about the aging population. The students visited the elderly residents five times during the course. The students were asked to keep a journal record about their observations. The researcher also conducted a post-course survey and individual interviews with the students. Kurokawa then conducted a qualitative analysis on students' journal entries and individual interviews. She identified benefits of service-learning for international students who were in Japan to learn Japanese, such as their improved Japanese writing skills and their strong feelings of accomplishments, all of which led to the students feeling as if they were a meaningful part of the community rather than feeling like outsiders. As for Japanese writing skills, the learners reported that they were less intimidated to write an essay as long as 10,000 characters in Japanese because they had been repeatedly writing in Japanese to report their service-learning activity. In interviews, the students also reported how their involvement in the service-learning activity felt meaningful to both them and to the elderly residents.

Another case of service-learning in the Japanese as a second language context is reported by Ide and Doi (2016) in their implementation of service-learning at Nanzan University, Nagoya, Japan. The authors analyzed the experience of intermediate-level learners of Japanese who were involved in volunteer activities that were the components of a Japanese service-learning course. The course set two main goals, which were for the students to improve their Japanese presentation and communication skills; and to gain an understanding of Japanese society and culture. The students visited an after-school facility for local Japanese children to provide opportunities for children to learn foreign cultures. The 13-week course was organized as follows: a preparation period of five weeks; a service-learning activity for two weeks; a midterm reflection activity and preparation for the next service-learning activity for two weeks; the second service-learning activity for two weeks; and the final reflection for two weeks. During the service-learning activity, the university students prepared games from their home countries to

present and play with the children. The students reported their experience through responses to reflection questionnaires, presentations during the course, and a final report at the end of the course. Through students' writings and presentations, Ide and Doi suggested that students were able to feel self-growth from building activities, interacting with the children, and improving their skills after reflecting on their experiences. However, the study lacked in an analytical framework and only provided a few students' quotes from the study. Therefore, it is unclear how the experience was effective for the students.

Outside of the studies reviewed above, there are no notable studies on service-learning in Japanese courses or programs. Since service-learning research in Spanish is fairly common, it is clear that there is a research gap on the application of service-learning, depending on the languages. While some universities are starting to offer service-learning opportunities in Japanese courses or programs, studies and formal reports on Japanese service-learning are still uncommon. Considering the growing application of service-learning in foreign language education in the U.S. in Spanish and the benefits reported in limited studies on Japanese service-learning, it is expected that courses in Japanese as a foreign language would benefit both the language learners and the community.

Research Design for Service-learning Research

The handbook by National Service-Learning Clearinghouse (2010) suggested research design for service-learning studies. Depending on the research goals, utilizing either a quantitative or qualitative method or both could be effective. Assessment methods may include surveys, questionnaires, interviews, and document reviews of reflection products. Triangulation of the data incorporating various data sources is

suggested. In qualitative analysis, there are several approaches including: storytelling approaches to elicit a chronological flow of the events; case study approaches that focus on an individual or a group; and analytical framework approaches in which the process of learning is the center of the analysis.

Open coding or deductive analysis of data may be a useful methodology for service-learning research. With open coding, researchers develop coding frames by discovering common themes found throughout the data, while with deductive analysis, researchers analyze the data following a pre-existing framework. Both types of coding are important in both quantitative and qualitative research. Bringle and Hatcher (2009) stated there is a "symbiotic relationship between theory and research" (p.6) and that the inductive process generates a principle from specific findings while the deductive process may generate testable hypotheses from a principle. Thus, the cycle of inductive and deductive process evaluates the appropriateness of a theory (Bringle & Hatcher, 2009). According to Bringle and Hatcher's discussion focusing on the theory in service-learning research, "all research, both quantitative and qualitative, is most beneficial when the design of research is guided by a theory and when the information that is gained through data collection is relevant to supporting, developing, refining, and revising a theory" (Bringle & Hatcher, 2000, p.69).

For service-learning to develop as a field, it is important for researchers to follow a well-developed theory and framework. Reporting based on a common theory and framework is beneficial to develop a common understanding and guide researchers for future research. In addition, studies conducted using a common theory and framework are comparable. However, despite the growing popularity of service-learning studies especially in the past two decades, service-learning researchers claimed there was a lack of studies investigating theory in the field because most studies focused on service-learning program design and program evaluation

(Bringle & Hatcher, 2000; Lear & Abbott, 2008; Taggart & Crisp, 2011; Whitley, 2014). Answering to the need to develop theory and research framework in service-learning, Whitley (2014) provided a detailed historical overview of theories that had been applied in service-learning research, beginning with the three influential researchers from educational fields, Dewey (1938), Kolb (1984), and Freire (1994). The three researchers developed the field of experiential learning, which often served as an original basis for service-learning research. In experiential learning, the cyclical process of learner reflection is emphasized, which is an important aspect of today's service-learning (Whitley, 2014).

As a practical guideline for service-learning researchers, Whitley (2014) created a framework of service-learning theories called "draft conceptual framework of service-learning effects" (p.21). The framework categorized the past service-learning research studies that developed, discussed, and applied various service-learning theories. The framework is inclusive of nearly 100 subcategories, which proves the complexity and difficulty of theory establishment in the field. However, Whitley presented the theories in an understandable manner by categorizing them into four broader categories of service-learning context; service-learning experience; mediating variables; and proximal and distal outcomes. However, as Jorge (2003) noted, there was still a need to construct a service-learning theory in a specific discipline, such as language learning.

The study by Mullaney (1999), a Spanish language teacher, discussed language acquisition theories in connection with the Spanish service-learning project she coordinated. Namely, she found that her service-learning project had connections with Krashen's theories, Long's interaction hypothesis, and Vygotsky's socio-cultural theory. Mullaney (1999) further emphasized the importance of communicative competence and

authentic use of language in second and foreign language education, validating with Savignon's communicative competence and ACTFL's Standards for Foreign Language Learning, a model commonly followed by language teachers adhering to the communicative approach.

First, Mullaney (1999) discussed aspects of service-learning related to Krashen's theories, which include the importance of meaningful and authentic use of language, the affective filter hypothesis, and Krashen's emphasis on natural language environment to foster learners' language development. The author claimed that her service-learning project aligned with these theories by providing an authentic communicative context in a small group environment to speak in the target language. Second, Mullaney discussed Long's interaction hypothesis that she found to be part of her service-learning project. Long's hypothesis claimed the importance of input for language learning and how there must be an interaction and negotiation of meaning on top of input. Long's hypothesis is also applicable in the service-learning context; participants of a service-learning activity are continuously involved in direct interaction with the community members to understand each other's needs. Third, Mullaney discussed Vygotsky's socio-cultural theory. The theory emphasized the importance of humans being social beings, as also stated in ACTFL standard: "language and communication are at the heart of human experience" (Mullaney, p.56). The social interaction among members was achieved in Mullaney's service-learning project since social interaction with the community stakeholders is necessary to understand their need.

Mullaney's article provided an important overview of how language service-learning aligns with SLA theories and the ACTFL standards. However, there is a limitation that her observation is based on only one Spanish service-learning program supervised by the author herself. In addition, while she provided students' reflection writings in the appendix of the article,

there is no rigorous analysis conducted on them. Lastly, her observation of the program mostly focused on the service-learning context and did not review student outcomes.

Analysis Frameworks for Service-learning Research for Language Education

Five C's. Previous service-learning studies suggested two notable frameworks used for deductive analysis in service-learning for language education. The first framework is the "five C's" model by American Council on the Teachers of Foreign Languages (ACTFL), which notes the five standards for learning languages: Communications, Cultures, Connections, Comparisons, and Communities. The aforementioned study by Mullaney (1999) outlined the possible positive outcomes of Spanish service-learning that aligned with SLA theories and the five C's. In addition, Weldon and Trautmann's (2003) study discussed the potential of participants of Spanish service-learning achieving the five C's through the experience, referring to the Mullaney's (1999) study. The authors' institution, the University of North Carolina-Asheville, is a public liberal arts institution, which has strong support for the application of service-learning in their curricula. Weldon and Trautmann (2003) conducted a qualitative analysis on students' experience of a course where they were doing medical interpretation in Spanish for Latino families at a local health center. The researchers concluded that the students were able to "learn" according to the five C's. Through communication with the community members, students were able to gain a wide range of experience including learning about Latino cultures and building connections with the community and its members.

Lear and Abbot (2008) also utilized the five C's as an analysis scheme to research how community service-learning impacted students' achievements of the five C's. They designed a qualitative case study to conduct an in-depth analysis on one student, Steve,

who participated in a business Spanish service-learning program. The authors analyzed for presence and absence of each of five C's in Steve's written work for the course such as journals and reports, communications between the researchers and Steve, and communications between the community partner and the researchers. The findings indicated that Steve had achieved each C in the five C's, and the authors reported its lasting impact by noting his continuation of Spanish learning even after the end of the service-learning program.

Volunteer Functions Inventory. Another useful framework is the Volunteer Functions Inventory (VFI) developed by Clary, Snyder, and Ridge (1998). VFI reports the six most commonly found functions, or varying motivation for participating in a volunteer activity. In the original study, each VFI function was measured on a seven-point Likert-scale and quantitatively reported varying motivation of participants. While service-learning research lacked theory exploration, VFI is a reliable tool to measure motivations of service-learning participants. Chacón, Guitérrez, Sauto, Vecina, and Pérez (2017) reviewed studies that utilized VFI in social science fields and they found at least 67 independent studies that utilized VFI as a measurement tool to consider for their review. However, VFI is also used in qualitative studies focused on students' motivation for participating in a volunteer activity, including activities related to the language field and service-learning programs. The current study also utilizes VFI as a framework for qualitative deductive analysis.

Functions of Volunteer Functions Inventory

It is notable that the reasons for participating in service-learning activities often align with the volunteerism values illustrated in the Volunteer Functions Inventory (VFI) (Clary et al., 1998). VFI is a useful tool for researchers and readers of the research to understand the varying benefits from the same volunteer activity gained by each participant. According to a meta-analysis by Chacón et al. (2017), VFI has been shown to be a reliable tool. They compiled

previous service-learning research utilizing VFI. Through statistical analysis of 67 individual data sets, researchers concluded that VFI effectively summarizes the six common motivational values experienced by participants of an activity (Chacón et al, 2017).

VFI has been one of the commonly utilized analysis tools of service-learning studies. For example, Pearl and Christensen (2017) measured the varying motivation for freshmen to participate in a service-learning activity. VFI has also been used as a model to create survey questions. Pearl and Christensen conducted a quantitative analysis of survey results to measure the varying motivation based on the participants' race and gender. Brody and Wright (2004) also utilized VFI to illustrate the importance of self-expansion, comparing a group of students with service-learning experience against another group of students without that experience. VFI lists six functions of volunteerism, which are the: values function, understanding function, social function, career function, protective function, and enhancement function. It is notable that the VFI aligns well with L2 motivation theories. VFI's functionalist basis corresponds to the multi-dimensional nature of L2 motivation as discussed by Dörnyei (1998). In addition, Finkelstein's (2009) findings showed motivation variables are interrelated rather than mutually exclusive, aligning with the VFI's functionalism basis and multi-dimension nature of L2 motivation. The understanding, social, and career functions align with the self-determination theory of motivation, and the value, protective, and enhancement functions align with cognitive theories of motivation. In addition, the understanding, social, career, and enhancement functions align well with benefits found in the past language service-learning research studies and anecdotes, variables of motivation, found in L2 motivation studies. The following includes the definition and examples of each function.

Values Function. According to Clary et al. (1998), the values function allows the volunteer participants to express that they have "altruistic and humanitarian concerns for others" through their participation in the volunteer activity (p.1517). For example, participants may express that they feel the importance of helping others (Pearl & Christensen, 2017). In the current study, participants commented on their general willingness to help aside from their application of Japanese skills.

Understanding function. The understanding function allows the volunteer participants to gain knowledge, skills, or experience directly related to the activity. Clary et al. (1998) noted that this function is significant in that participants of volunteer activities acquire chances to gain skills and knowledge that they may not otherwise gain from other experience. *Where's the Learning in the Service-Learning* by Eyler and Giles (1999), one of the first books to validate service-learning as an educational method, stated that the participants of service-learning activities often gain academic skills through the experience. Results related to the understanding function was found in Grassi et al. (2004) as students' development in academic skills, and Hale (1999) also mentioned students' increased chance for communicative practice and communication skill-building. An example from the present study includes the participants' improved skill of conversing in Japanese.

Social function. Related to service-learning's reciprocal nature between the service provider and the receiver, the social function is often found through the volunteer participants' involvement in service. The function relates to such statements as "I have friends who are enrolled in service-learning courses," and "Service-learning is an important activity to the people I know best." Hale (1999) reported findings related to the social function that service-learning provided a relationship-building opportunity for the students. The main focus of the research by Morris (2001) is relatable to the social function, since she emphasized the importance of

socializing in a real-life setting. Examples from the present study include the participants motivated to attend sessions expecting fun interactions and to help the children due to a close relationship they built with the Japanese families.

Career function. The career function allows the volunteer participants to connect the service-learning experience with their personal goals and enhance their career development. For example, the activity may be practice for their prospective career or may be a possible resume builder for the participants. The career function was mentioned in Grassi et al. (2004) on a student comment on future career. While it was not the main focus, Morris (2001) also included one survey question asking about the relationship between the service motivation and the participating students' career. In the present research, students were able to set more specific goals for their future career based on the service-learning experience.

Protective function. The protective function allows the volunteer participants to protect their self-ego by using volunteer activity as a nest to escape from their difficulties or negative self-image. Clary et al. (1998) stated, "Volunteering can reduce feelings of guilt over being more fortunate than other people and help a volunteer to escape from negative feelings and personal problems" (p.1518). The researchers referred to a study by Frisch and Gerard (1981) as an example, which investigated characteristics and motives of Red Cross volunteers. Frisch and Gerald found that while most volunteers serve for altruistic reasons, some Red Cross volunteers serve to cope with stressful life events such as widowhood, physical disabilities, or retirement. One volunteer mentioned that her reason to volunteer was to maintain her mental health (Frisch & Gerald, 1981). In more recent research, it is found that participation in a volunteer activity may help the participants to feel less lonely or provide them with an escape from their negative

feelings or personal troubles by having an opportunity to interact with others (Pearl & Christensen, 2017).

Enhancement function. The enhancement function can be defined in contrast to the protective function. Instead of a negative view toward self-ego in protective function, the enhancement function focuses on the positive motivation. Clary et al. (1998) defined the function as how volunteer participants may build their confidence through observing the successful results of their own work (Clary, et al., 1998). Stukas et al. (1999) commented that the enhancement function is beneficial in improving the students' motivation because increased self-esteem would encourage the students to utilize their skills. Dörnyei (1998) stated how motivation could help students build L2 confidence, which is closely related to the enhancement function. Grassi et al.'s (2004) comment is also relatable to enhancement function, since he indicated that high motivation could be a source of empowerment for students. Hale (1999) also mentioned how service-learning experience could build self-confidence in students. Participants in the current research commented that they feel better or more confident about their Japanese speaking abilities after their experience of tutoring at the after-school program.

Japanese After-School Program

A city in the Midwestern U.S., home to the main campus of the university of the research site, serves as a unique site for a service-learning program in the Japanese language. The university offers Japanese courses in four levels including beginner-, intermediate-, and advance-level courses. The university has a high enrollment of Japanese language learners. In Fall 2018, about 200 students enrolled in Japanese level I (Japanese 101) and three sections of Japanese level V (Japanese 301) are nearly full. Japanese classes are mostly taught with the communicative approach, and the students are encouraged to actively participate in their classes. In addition, students have further opportunities to practice speaking and listening to Japanese

during the weekly Japanese Tea Hour and monthly Japanese Movie Nights. However, while students may easily find and consume Japanese media using the Internet, it is rare for them to find opportunities to interact with Japanese speakers outside of the campus. Therefore, students, especially for those in intermediate or higher levels, need to find places to use their Japanese skills in real-life situations.

Outside of the campus, 30-40 Japanese children in their K-12 education commute to Japanese school on Saturdays from the city, since many Japanese families temporarily reside in the city for their jobs and studies. Most Japanese children of such families attend local American public schools on the weekdays and a Japanese school on Saturdays to keep up with education in Japanese style, which includes classes of Japanese language, mathematics, and social studies. The city is in a county which has one of the highest Japanese population in the state. Because a Japanese car company branch is located in a neighboring city, many families reside in the city for only three to five years to work for the company or its related company's temporary job posts. While such children face varying challenges, they often especially have difficulties with completing homework from their American school due to their limited understanding of English. Such homework often assumes American cultural background knowledge, which makes it extra challenging for the children new to the community. Children often also face difficulties balancing the schoolwork from the American school and the Japanese Saturday school.

In sum, there are two needs in the community. First, the university students need a place to practice Japanese outside of the campus, and second, Japanese children who are new to the community need help on their schoolwork from Japanese-English speakers. Based on these two needs and the researcher's own experience as a sojourner child, the

researcher designed and implemented a Japanese after-school program to meet the two needs simultaneously. The main objective of the Japanese after-school program was for both the university students and the local Japanese children to benefit in learning from each other. Through snowball sampling of the Japanese children and online survey answers from the university students, the researcher built the connection between the two communities in the form of a Japanese after-school program. In the Japanese after-school program, the university students enrolled in JPNS 301 and JPNS 401 helped Japanese children as volunteer teachers. Japanese language was used as the medium to aid children better understand their English materials while the children were still in the process of acquiring English.

Prior to the program of the current research, a pilot version of the program was held. The pilot program consisted of two one-hour sessions in November 2017. E-mails to gather the university students were sent through the instructor's courses: Japanese 301 and Japanese 401. A total of 15 students from the two levels responded expressing interest in participating in the program, of which seven were scheduled to be volunteer tutors for the pilot program. Out of seven students, four of them were enrolled in Japanese 301 and three of them were enrolled in Japanese 401. Through snowball sampling of the Japanese community members, ten Japanese children participated in the program's two sessions. The university students' task was to tutor Japanese children by assisting with their schoolwork from their American schools or to help the children with their study of English. Japanese children brought their own homework or textbooks they needed to receive help with. During each session, the students were assigned one or two Japanese children to tutor. The assignment was decided according to each student's preference of the children's age and the subject areas to assist with. A similar survey was sent to Japanese guardians asking subject areas their children want to receive help with.

After the two sessions, two student tutors agreed to participate in a reflection session and an interview with the researcher. The reflection session was held for about 30 minutes using a pre-formatted handout to help the participants collect their thoughts (cf. Appendix A). In addition to the reflection session, each participant had an interview with the researcher for about 30 minutes. In the interview, the researcher asked about the participant's experience with the program, thoughts after the program, lessons learned from the program, and the connection of the experience with their Japanese learning goals (cf. Appendix B). Overall, the pilot program and the data collection ran smoothly. The data collected from the two participants in the pilot program indicated positive impressions toward the program. All but the protective function of VFI was found from the data. For example, both participants made comments related to the career function by explaining that the experience was good practice for their potential teaching career. They also made comments related to the understanding function of VFI with their improved understanding of the city's community, such as realizing that there is a stable Japanese population outside of the campus. In addition, both participants indicated their interests in participating in the same or a similar program in the future.

CHAPTER 3: METHOD

Overview

The researcher organized a Japanese after-school program in spring 2018 semester. In the program, university students enrolled in intermediate- or higher-level Japanese courses helped Japanese children with their schoolwork and English. The Japanese children's grade levels ranged from first grade to seventh grade. Each university tutor was given a semi-permanent assignment to a child based on their teaching preferences in terms of the target age and the school subjects. Assignments were also intended to maximize attention to the specific needs of each child and to encourage the two parties to form a bond with each other through the sessions.

As the organizer of the after-school program, the researcher held the sessions between February 5, 2018 and April 4, 2018. During the sessions, the researcher took observation notes and each participant completed reflection questionnaire after each session. At the conclusion of the program, the researcher conducted an interview with each participant in April 2018.

A qualitative case study was conducted to gain insight into each participant's view on the Japanese after-school program, their maintained or gained motivation toward learning Japanese, and their maintained or gained Japanese skills at the end of the program. A case study is suitable for answering the research questions to provide an in-depth description of each participant's experience (Bingle, 2003).

Participants

The researcher established two inclusion criteria for choosing participants for the research. The first criterion is for the participant to be an active member of the program, defined as the participant attending at least five sessions out of six on Monday sessions or five sessions out of seven on Wednesday sessions. The second criterion is for the participant to be a student

enrolled in the university's third-year general Japanese or higher-level course. Six undergraduate students participated as volunteer tutors for the program and five of them met both criteria. All five of them were invited to participate in the research and four of them agreed to participate. The researcher included those four participants for the study. A total of four participants is deemed sufficient for the qualitative case study valuing a few meaningful cases. (Steinberg et al, 2010) The four participants were all students enrolled in Japanese 302 at the time, which is the intermediate Japanese course that falls in the sixth semester of the general Japanese language course sequence. The average age of the participants was 21. Following is a brief profile of each participant. All participant names were replaced with pseudonyms.

Participant 1: Ryan. Ryan is a male senior student majoring in linguistics and minoring in Japanese. He has an experience of studying abroad in Japan for two months and hopes to reside and work in Japan after his graduation. He helped Keiko with her third-grade English and mathematics homework and Miki with her fifth-grade English and history homework.

Participant 2: Edward. Edward is a male senior student majoring in Asian Studies and linguistics and minoring in Japanese and Anthropology. He hopes to study linguistics at the graduate level. He helped Mari with her third-grade English study and Yuto with his fifth-grade English reading homework.

Participant 3: Taylor. Taylor is a female junior student majoring in Japanese and Asian Studies. She hopes to teach English in Japan in the future. She helped Mari with her third-grade English study and math homework.

Participant 4: Abby. Abby is a female senior student majoring in linguistics and minoring in Japanese. She hopes to be involved in teaching English in the future. She helped Shota with his first-grade Japanese reading and kanji.

Materials

Data collection methods included observation note-taking, a reflection questionnaire, and in-person semi-structured interviews at the conclusion of the program. Qualitative research utilizing multiple methods allows the researcher to identify themes by triangulating the results, and increases the validity of the findings (Creswell, 2013; Kiely, 2005).

Reflection questionnaire. The researcher provided an online questionnaire form for the participants to record their reflections. Reflections allowed the participants to summarize and organize their thoughts from their experience after each tutoring session. To help the participants focus on the content rather than the formality and accuracy of their responses, they were instructed to respond to the questionnaire in either Japanese or English, whichever language they were more able to intuitively write in. The reflection form had five sections asking what they taught, how they felt, what went well, what could be improved, and if they had any questions or comments for the researcher (see Appendix D for the reflection form).

Interview protocol. The researcher conducted a semi-structured interview with each participant, using an interview protocol with open-ended questions. Interviews allowed the researcher to assess information in more depth than other methods, such as the survey, allowed (Steinberg, 2010). The researcher had each participant choose a public place on campus to have an interview to maximize their comfort in sharing their stories. The interview questions focused on each participant's prior volunteer experience, experience with the program, thoughts after the program, what they learned from the program, and connections of their experience with their Japanese learning goals. The researcher asked specific questions about their feelings toward the

program, such as "What was challenging?" or "What was surprising?" (see Appendix C for the full list of questions).

Procedures

Before the first session of the after-school was held, the researcher held an orientation session for the university student tutors. In the session, the researcher briefly explained the concept of service-learning and the expectations for the tutors. The tutors were expected to try their best in helping their assigned child by using Japanese and English. The researcher also explained the importance of reflection in a service-learning program and required all the tutors to write a short reflection after each tutoring session.

The program was held on Mondays and Wednesdays between February 5, 2018 and April 4, 2018. On Mondays, a group of four Japanese children and four university students had a session and on Wednesdays, a group of three Japanese children and three university students had a session. However, due to schedule conflicts of the university students and the Japanese families, some sessions had to be canceled. In total, there were six Monday sessions and seven Wednesday sessions during the program period. The sessions were held in a meeting room of a local public library.

Each participant completed the reflection questionnaire after each session. Through continued reflection, the participants took note of how they felt during the program, including both their positive and the negative reactions. The researcher asked the participants to complete the questionnaire within a week of each session. However, when participants were occupied with school work and neglected to write within that week timeframe, the researcher reminded them to write about the previous two sessions. The researcher provided brief feedback on each reflection. The researcher's feedback was intended to encourage the participants' tutoring process and not meant to correct it. All

the responses to the reflection questionnaire were collected and used for the data analysis. All names that appeared in the responses were replaced with pseudonyms.

As the organizer of the program, the researcher was present at all program sessions. The researcher took observation notes of each participant's behavior during each session. The researcher mostly focused on how smoothly each participant was able to communicate with their assigned child and how comfortable they seemed in doing so. The content of the notes were used to formulate interview questions specific to each participant rather than for the note content itself to be used for the data analysis. At the conclusion of the program, the researcher conducted an interview with each participant. Each interview lasted approximately 30 minutes. Each interview was audio-recorded and was transcribed afterward for data analysis. All the names that appeared in the transcript were replaced with pseudonyms.

After collecting all the data, data analysis was conducted following these. Deductive analysis (Patton, 2002) was done by coding data for presence of the six functions of the Volunteer Functions Inventory (VFI) (Clary, et al, 1998). VFI was chosen as an analysis scheme since it is a reliable framework and aligns well with L2 service-learning benefits related to motivation. VFI is a useful and reliable tool for analyzing the six most commonly found motivations in volunteering. In addition, VFI is suitable for analysis scheme for language service-learning, as its functions align well with the benefits of language service-learning and anecdotes of L2 motivation. Using VFI as a framework, the researcher first looked for important quotes from each text and marked them. Then, the researcher tagged and labeled data by color-coding into categories related to each of the six functions of the VFI: value function, protective function, career function, understanding function, social function, and enhancement function. The researcher repeated the process to ensure all the significant quotes were included and sorted according to the correct themes.

CHAPTER 4: RESULTS AND DISCUSSION

The four student-tutors under investigation showed various feelings toward Japanese language and culture before, during, and after the program. The following sections chronicle the student-tutors' changing motivations toward learning the Japanese language based on each VFI function in a chronological order. Student comments made in Japanese are transcribed in Japanese scripts, followed by English translation. All the names are replaced with pseudonyms.

Results

Value function.

Prior to the program. The value function relates to motivation for helping others. It is notable that all the four student-tutors had previous volunteer experience as middle school and high school students. Ryan volunteered at a temple handing out food as a middle school student (Ryan, interview, April 25, 2018). Edward had an experience helping at a soup kitchen and visiting a veterans home during his high school years (Edward, interview, April 25, 2018). Taylor has had extensive volunteer experience since she was nine years old. She began helping with an ambulance squad when she was nine years old along with her parents, officially joining the squad at age 14. She was also involved in volunteering to read for children at a local elementary school as a high school student (Taylor, interview, April 23, 2018). Abby also had an experience volunteering while she was a high school student. She helped orphaned children with fundraising activities and planning fun activities to do with them (Abby, interview, April 20, 2018).

When asked if there could be any negative consequences for volunteering, student-tutors noted a few possible negative outcomes participating in a volunteer

activity. For example, Taylor and Ryan mentioned how such activity may be time-consuming, but they also stated that if volunteer participants are willing to put in effort, the time they commit to the activity would not be viewed as a negative outcome of volunteer activities. Ryan mentioned that depending on how a volunteer participant is treated in the volunteering environment, the participant may feel undervalued, but Ryan does not mention it as his personal experience.

When asked their reason for participating in the after-school program, Ryan and Edward mentioned their interests in helping people aside from gaining a chance to practice Japanese. Ryan stated that "前からちゃんとボランティアしたいとずっと思っていた (I had been wanting to properly volunteer for a while)" and "you get to feel a sense of contribution, like, you've contributed to something, to community, to people" (Ryan, interview, April 25, 2018). Edward also mentioned that "there are so many Japanese children out there who need help, I think it is fun to help them." (Edward, interview, April 25, 2018).

None of the student-tutors mentioned their prior volunteer experience as their motivation to participate in the program, and only Ryan and Edward mentioned that they were interested in helping others as the original motivation to participate in the program. While student-tutors may not be aware themselves, it seems that they already had high value function prior to the program. This tendency aligns with the finding by Lee and Chang (2007) that there is an association between empathy and likelihood of volunteering (as cited in Finkelstein, 2009, p.654). As discussed in the following, the program was effective to maintain their value function as can be seen from student-tutors' eagerness to help the children better.

During the program. Edward and Abby showed their value functions through additional effort they expended in tutoring. They frequently asked follow-up questions in response to the researcher's feedback on their reflections, wanting to help the children more effectively.

The process of how Edward came to effectively help his student, Yuto, is apparent from Edward's detailed responses to a reflection questionnaire after each session. He replied to the researcher's feedback on his reflections, providing even more detailed information or seeking further advice. For example, Edward mentioned that the book he was working on with Yuto did not seem the right level for him, and the topic of the book was not interesting for him either. Edward was concerned about Yuto to the extent Edward felt nervous to teach him and was concerned that Yuto may already be exhausted by the time he comes to the after-school program. Having read Edward's reflection, the researcher suggested using lower-level English activities and books with more pictures as a quick activity to take a break from the tutoring. Edward replied to the researcher with his interest in learning more about such activities, and Edward and the researcher met ten minutes prior to the usual beginning time of the session to allow the researcher to show Edward some possible activities (Edward, reflection 3). In the following session, Edward observed that "Yuto enjoyed himself more today. He was more active, responded to my questions, asked me questions, and even took the initiative to choose what he wanted to do" (Edward, reflection 4).

Prior to her first session, Abby was willing to prepare further than other student-tutors, asking specifically what kanji, a type of Japanese writing, to learn beforehand in order to help her student Shota with his first-grade Japanese study. In addition, when Abby wrote that she was not sure how to respond to her student's progress, the researcher suggested learning Japanese praise words may be helpful. Abby followed up with the researcher asking for more useful expressions not limited to praise words but also some backchanneling phrases (Abby, reflection 1).

Along with their follow-ups, both Edward and Abby noted that they are willing to help their students and want to be as useful as possible for their students. The actions they took beyond what was expected of them indicated their strong value function for them to participate in the program.

Post-program. Without prompting, the student-tutors noted that they would participate in this program again if it is offered and their schedules do not conflict with it. While Taylor did not indicate value function as her motivation to participate in the program prior to her experience, she stated as one of the points she enjoyed about the program as "just being able to help" after all the sessions (Taylor, interview, April 23, 2018).

Understanding function.

Prior to the program. The understanding function relates to the motivation toward maintaining and acquiring knowledge and skills. Edward and Taylor showed strong understanding function as their original reason to participate in the program; they mentioned their original motivation in participating was to practice speaking Japanese outside of the classroom setting. Edward mentioned he wanted to see how his theoretical teaching approach, which was rooted in linguistic theory, translated into the tutoring experience, while also having the opportunity to use Japanese outside of the classroom (Edward, interview, April 25, 2018). Taylor mentioned practicing her Japanese as her only original reason to participate in the program (Taylor, interview, April 23, 2018). She believed children would point out her Japanese errors more honestly than her teachers or classmates, who might ignore her errors to instead focus on conversation.

Edward and Abby mentioned their interest in learning about the nearby Japanese community (Abby, interview, April 20, 2018). Due to his interest in linguistic research, Edward specifically noted that "it's very difficult even being integrated into a society where you have to

learn English, so fast, so I think it's important to also be able to understand the societal aspects of language learning. Especially in American schools, since they are not well equipped to handle second language learners." (Edward, interview, April 25, 2018).

During the program. Taylor noted that during the program, her student corrected her Japanese as she wanted. For example, she remembered, "I used *たくさん* (many) too much especially when I'm supposed to be using *いっぱい* (much). So, it wasn't like a harsh correction, but just when they rephrase my question, they would correct parts." (Taylor, interview, April 23, 2018). By the time of the fifth session, Taylor was able to use a mixture of Japanese and English during the session, mentioning her new goal was to practice how to explain better with the mixture of English and Japanese (Taylor, reflection 5).

Student-tutors were also motivated to learn about each child's personality and be creative with how they tutored. For example, Abby learned that her student Shota likes to draw. She then had an idea to let him "draw" kanji to help him learn (Abby, interview, April 20, 2018). Ryan tutored two children of different ages. He mentioned how he changed the way he approached the younger child in the third grade by making it more fun rather than focusing too much on working (Ryan, interview, April 25, 2018).

Aside from tutoring skills, Taylor found it interesting to learn more about the current American education system. She mentioned how math was taught differently today compared to how she learned it as an elementary school student (Taylor, reflection 3, 4, interview).

Post-program. All four student-tutors mentioned that the opportunity to speak Japanese was helpful. They would like to continue to practice speaking Japanese after the service-learning experience, knowing speaking helped them improve their overall

Japanese language skills. Edward specifically mentioned that he would like to try language exchange partner program at a local community center to maintain an environment to speak Japanese (Edward, interview April 25, 2018).

Taylor also mentioned that the speaking aspect of the program was helpful. After she tutored for all of the sessions, she still found the program appealing as it was "a good practice on your Japanese [conversation]" (Taylor, interview, April 23, 2018). She specifically mentioned that while she would use both English and Japanese to tutor her student, she was still using more Japanese than she would be otherwise. She also felt it valuable that she was "able to have actual conversation with someone who I can use casual speech with," because her classmates still often use polite form, and she cannot practice casual speech with her teachers because the level of expected politeness is higher. She was glad to be in an environment where she was forced to use Japanese, which was an approach she wanted to try, but finding such an environment was difficult (Taylor, interview, April 23, 2018). Abby also mentioned that being able to talk with someone outside of the classroom is a helpful tool to improve one's language skill. She mentioned that she was able to practice daily conversation and felt she improved speaking in casual speech, even claiming that it is easier to speak casual Japanese than polite speech (Abby, interview, April 20, 2018). Taylor and Abby's comments about being in the environment where they are forced to speak the target language align with the comment by a learner of Spanish in Hale's (1999) research in which the learner said, "Service-learning definitely helped my language learning... it forced me to practice..." (p.18).

Beyond the motivation to practice speaking, Edward also felt motivated after realizing that keeping a journal and summarizing his own thoughts were helpful tasks in recognizing his tutoring ability and acknowledging ways to improve for the next session (Edward, interview April 25, 2018). It is also noteworthy that Taylor noticed cultural aspects of the environment

through her experience. She found it interesting to learn how Japanese children seemed well-behaved compared to American children. Taylor felt Japanese children were all well-behaved and while they may be distracted at times, they generally would come right back to work. However, she also noted that it may be due to the environment of the tutoring sessions (Taylor, interview, April 23, 2018).

The student-tutors were also able to evaluate their own Japanese ability in an authentic speaking situation to judge what they can and cannot do. The clear evaluation of themselves helped them set new goals for the following sessions or for their future learning of Japanese.

Social function.

Prior to the program. The social function relates to one's motivation for participating in a volunteer activity based on the participants' existing social connections and peer influence. Abby mentioned that she was introduced to the information about the Japanese after-school program from Ryan, who had a previous experience in the pilot version of the program. Abby was able to learn about the program and gain interest toward participating in it from hearing Ryan's first-hand experience. In her interview, Abby said, "Ryan さんのおかげでこのアフタースクールに出られました [thanks to Ryan, I could participate in the after-school]" (Abby, interview, April 20, 2018). This episode is significant because it again demonstrated that Ryan's maintained motivation toward participating in the program and that his motivation encouraged Abby to show her own interest in the program. Aside from her original connection with Ryan, Abby was also motivated to be a "bridge between the community and the university" (Abby, interview, April 20, 2018).

During the program. At first, student-tutors only had social connection with the researcher and fellow student-tutors. However, throughout the program, student-tutors built new social connection with the Japanese community. All the student-tutors mentioned the process of building relationships with the children and their parents, and the positive experience they have had. In reflections, Ryan noted it is a pleasure to work with his student (Ryan, reflection 3). Edward also built a relationship and felt he had fun, developing inside jokes with his student by the time of their second session (Edward, reflection 2). He again noted, "I always have fun with Mari [his student], and we are starting to understand each other more...we are very comfortable with each other now" (Edward, reflection 4). Taylor mentioned how she was pleasantly surprised to receive a Valentine's Day gift from her student (Taylor, reflection 2, interview).

Post-program. By the end of the program, all the student-tutors had built personal connections with the Japanese community and indicated their beliefs in the importance of building relationship with their children through their repeated meetings. Ryan commented that he "felt there was more understanding and comfort between the two people, two of us. Less formal, less nervous" (Ryan, interview, April 25, 2018). He deepened his view on importance of relationship building since he thinks a strong relationship not only makes teaching easier for teachers, but also it makes learning easier for children. He thinks that while children may be too nervous to ask questions when they do not know their teachers very well, they would be more comfortable to ask questions if they have strong relationships with their teachers (Ryan, interview, April 25, 2018). Ryan also shared his belief in the value of the communicative aspect of language. For him, Japanese was a tool to build a relationship:

"My communicative ability in Japanese let me build a relationship, with children... (children think) 'oh, this person understands my culture' more than if I was just an

American who did not speak Japanese. I felt the value that 'oh, I'm glad I can communicate in Japanese'" (Ryan, interview, April 25, 2018).

Edward also built a relationship with his students Mari and Yuto. By the second session, he felt the session "was fun. Me and Mari get along well and even have a few inside jokes at this point" (Edward, reflection 2). While he had more difficulty tutoring Yuto since he had difficult reading materials from his school, Edward noted, "once we got relaxed, I think I got a little better towards the end." (Edward, interview, April 25, 2018). Through the sessions, he realized that when feeling relaxed, "it was easier to actually to listen [to Japanese speech from his students]" (Edward, interview, April 25, 2018).

Taylor mentioned the relationship she built with her student as noted in her last reflection, "[I was] kinda sad because of last day" (Taylor, reflection 6). During the interview, Taylor explained her relationship with her student:

"[I was] not a friend, but more friend than just a teacher. Like, she could tell me random things, and I would make her laugh, which is kind of fun. But also usually sticking to the education... so I guess a friendly teacher?" (Taylor, interview, April 23, 2018).

Abby also built a relationship with her student, and by the end, she felt it was fun and interesting to chat with him. She mentioned that her student "brought the Harry Potter book, and we talked about Harry Potter, which was really fun!" (Abby, interview, April 20, 2018). By the last session, she was able to "really feel like Shota-kun [her student] was finally getting familiar with me." Overall, she felt the program was appealing because a student-tutor can have an "actual interaction with Japanese culture, people, outside the classroom" (Abby, interview, April 20, 2018).

All the student-tutors indicated general enjoyment from the overall experience through newly built relationships with the Japanese community. It is notable that their motivation toward the Japanese community had shifted from the understanding function, or simply acquiring the knowledge of the community, to the social function, in which they have built a personal relationship that is meaningful to them. The student-tutors were there because they wanted to see the children and interact with them.

While teachers and children's parents are both adults, Ryan noted a difference between the relationships he had with his Japanese teachers and the relationships he had with the children's parents. He especially noted the significance of mutual respect he felt with the parents. (Ryan, interview, April 25, 2018) This aligns with the d'Arlach et al.'s (2009) finding that showed the importance of reciprocity in service-learning. Ryan noticed that while there is a hierarchical relationship between teacher and student, he felt "a very strong respect from the other side [mothers]" (Ryan, interview, April 25, 2018). He noted that student-tutors respect the mothers for "bringing their child and trusting their child with us," but thought mothers probably also feel respect for the student-tutors for taking time out of their normal life and volunteering to teach their children. Ryan felt that the program being a volunteer activity rather than a paid tutoring service might had been an important factor that he received respect from the parents. Ryan overall felt good about the parent relationship, and said, "They [parents] bring it [the social standing] to the same level...[it was a] very positive experience I had." (Ryan, interview, April 25, 2018). While Ryan thought this was due to the volunteering nature of the program, it might also be due to what he knew about the difference in the social standing of teachers in Japan and in the U.S. In Japan, the hierarchy of teacher's higher standing is emphasized.

Career function.

Prior to the program. The career function relates to motivation for participating in a program arising from volunteers' career interests. When explicitly asked what the original motivation was to join the program, student-tutors indicated the value and understanding functions. In addition to those two, Edward also indicated his strong career function. Edward's career interest was not in teaching like the other three student-tutors, but he was interested in linguistics research. He believed first-hand experience with a young ESL student would help him learn more about Second Language Acquisition (SLA). He also believed the reactions he would receive from his students would help him prepare for a TEFL course he was planning to take over the summer following the spring semester tutoring program (Edward, interview, April 25, 2018). The other three student-tutors did not indicate the career function as their original motivation, but when asked how the program's experience connects to their career goals, they all had a vague idea of the relationship between their career interests and the experience they would gain from the service-learning.

Ryan had an interest in working in Japan upon graduation, possibly pursuing a teaching career. Thus, having practice teaching children and being familiar with the Japanese community in general motivated him to participate (Ryan, interview, April 25, 2018). Taylor had an interest in teaching languages, possibly teaching English in Japan. She believed participation in the program would help her gain teaching experience as well as build up her resume when applying for a teaching job, although she did not indicate her career function as her central motivation for participating in the program. (Taylor, interview, April 23, 2018) Lastly, Abby also had an interest in teaching ESL in the future, possibly even teaching English in Japan (Abby, interview, April 20, 2018).

Post-program. Through the experience of the program, student-tutors were able to find more specific goals. Edward found several research interests, and shared that he was "definitely looking into other factors [outside of grammar] that go into language learning...I think I'll focus more on the start of the second language learning, looking at mainly the output of second language learners" (Edward, interview, April 25, 2018). Abby felt it was a good first experience to possibly continue in her future career. From her experience tutoring the child through the program, she would like to also try teaching adults. While Taylor did not mention any specific career goals, she felt it was useful to practice tutoring, specifically a Japanese child, since she is interested in teaching English to children in Japan. She again mentioned the experience as being helpful for building up her resume to get her future job (Taylor, interview, April 23, 2018).

Protective function.

The protective function relates to motivation for protecting volunteer student-tutors' self-ego by escaping from their negative feelings toward themselves or situations they are in. For example, the function manifests itself in the statements such as "my service-learning course can provide me with a good escape from my own troubles," and "participating in service-learning relieves me of some of the guilt over being more fortunate than others"(Clary, et al., 1998). Abby and Taylor indicated that they hold negative views toward themselves regarding their language ability. While unclear, they may be indicating the protective function in trying to find a way to feel their Japanese language skills are useful. One of the student-tutors, Taylor, commented, "You would be using your free time and it is a nice thing to do, so might as well do it" (Taylor, interview, April 23, 2018). In general, she expressed this opinion about volunteering: "You don't get anything other than yourself feeling good, so you have to look at it positively, otherwise why would I do it?" (Taylor, interview, April 23, 2018). These comments from Taylor might indicate the protective function because by using her time to participate in Japanese service-learning, she

was trying to validate her societal value. There was no mention of maintaining the protective function after the program.

Enhancement function.

The enhancement function relates to motivation toward building self-confidence. Student-tutors did not indicate the enhancement function as their original motivation to participate in the program. However, through their program experience, they had improved self-confidence in their language ability during and after the program. Overall, student-tutors were able to feel that they could communicate in Japanese and their Japanese skills were useful to help children.

As mentioned in the value function, Edward felt nervous to teach his student Yuto at the beginning. He questioned his tutoring ability and felt he was not a good tutor for Yuto. He even commented, "I do not know if I am the right fit for Yuto... he may not be answering [his questions] since he doesn't think I will understand" (Edward, reflection 3). However, after engaging him with lower-level books and some language games, such as matching, Edward was better equipped to help Yuto and during the next session, he felt that "Yuto enjoyed himself more today" (Edward, reflection 4). Through observing the results of their improved tutoring performance, Edward felt more confident to teach as the sessions progressed.

Taylor originally viewed her Japanese ability rather negatively and questioned if she was able to help the child. In response to the researcher's question asking how confident she felt, she answered, "In the beginning not very confident. I was afraid I would be completely wrong and occasionally I would mess up in how I was speaking" (Taylor, interview, April 23, 2018). However, by the time of the third session (out of six sessions), Taylor noted that her student "got her homework assignment done and it

seemed as if I was able to be of assistance," and she had set her new goal to "be able to give better explanations" (Taylor, reflection 3). By the fourth session, she said, "I think I've basically got it for now" (Taylor, reflection 4). Overall, she felt that "I did a decently good job...I think I did good" (Taylor, interview, April 23, 2018). Her comments reveal that throughout the sessions, Taylor's confidence in her Japanese skills grew.

Ryan also grew more and more confident through the sessions. He felt comfortable with the environment from the first session since he had an experience with the program from the pilot version and thus was able to anticipate the atmosphere of the program (Ryan, reflection 1). Through the sessions, he commented more directly on his ability to tutor his students. By the third session, he said this about working with his student, "I was able to explain them [grammar questions] to her and as a result we were able to complete quite a bit of work" (Ryan, reflection 3). After the program, Ryan commented, "of course there is room for improvement, for everyone. But I think I did okay. I think I did decent with my children, especially like, grammar, social studies; I feel like I tutored well" (Ryan, interview, April 25, 2018).

It is notable that Abby's protective function (the negative view toward herself while trying to feel that her Japanese skills are useful) shifted to the enhancement function. She could feel how her Japanese skills were good enough to tutor her student in first-grade Japanese materials, and she could build and maintain confidence in her Japanese conversational skills. At the beginning of the program, she felt "a little anxious" and said that during her first tutoring, "I wasn't very useful" (Abby, reflection 1). However, by the second meeting, she "felt more confident," but said, "I still find it [tutoring her student] hard" (Abby, reflection 2). While Abby concluded that she still did not feel her Japanese skills were sufficient to teach her student, she was confident enough to say she felt better about her Japanese skills and that she felt she was good at conversing in casual speech (Abby, interview, April 20, 2018). She commented, "My

Japanese is not perfect and not even that good, but I can still talk to them [Japanese participants at the program]. So that was really nice" (Abby, interview, April 20, 2018).

Combinations of the functions. It is notable that some students' comments appeared as combinations of functions rather than individual ideas. For example, both the value and understanding functions seem to appear together when Abby and Edward followed up on their reflection feedback. Their eagerness to improve themselves was apparent from their tutoring processes and their extensive reflections. Through further interactions with the researcher to improve their tutoring skills and summarizations of their experiences through reflection, they improved their tutoring skills for each child. This process was possibly due to their value function of wanting to help their students and the understanding function of desiring to improve their skills.

In addition, the enhancement function appeared in combination with other functions. The enhancement and social functions appeared together in Taylor's comment about her student: "as I got to know her better, I felt a lot more confident" (Taylor, interview, April 23, 2018). Just like Taylor, Abby also mentioned the enhancement and social functions, but in addition, she mentioned the value function when she said an appealing point of the program was being able to "involve yourself [with the community] ... even as a beginner Japanese student, you can help children" (Abby, interview, April 20, 2018). Other student-tutors' comments also implied the relationship between the enhancement and value functions, since their improved Japanese skills relate to building their confidence in their teaching ability. The student-tutors having combinations of functions align with Finkelstein's (2009) findings showing motivation variables are interrelated rather than mutually exclusive.

Findings outside of the six functions. There were other notable findings that could not be categorized into the six functions. The first of such findings relates to student-tutors' comments that they wished they were better with their Japanese language skills during the sessions. At the beginning, Taylor noted that she wished her Japanese was better (Taylor, reflection 1). Even later, Taylor mentioned that while she might have built confidence through tutoring, she was unsure at times if her student understood her explanation, and she wished she was even better at her Japanese (Taylor, interview, April 23, 2018). Edward also expressed how it was sometimes frustrating to help his student Yuto; he commented, "I wish I could've helped him more than I did" (Edward, interview, April 25, 2018). While these comments seem to express a negative self-image, as a summation of the program, they could be understood as their motivation to learn further. The commentary aligns with Dörnyei's second language (L2) motivational self system especially with the ideal self and the ought-to L2 self of language learners, which has to do with motivation to work toward their ideal image as a student-tutor (Dörnyei, 2005).

Secondly, there were findings regarding the use of Japanese during the program. The more rigorous use of Japanese language was observed in the conversations between student-tutors and children's mothers. While this was unintentional, students were having to speak in Japanese with the mothers to understand the needs of the children and to report a summary of what they taught after the tutoring session. All the participants noted they had interactions with children's mothers and were able to communicate with them using Japanese. Ryan was the only one who explained the positive relationship he built with his student's mother. While the other student-tutors did not address this relationship aspect, it turned out to be an integral part of the program. The student-tutors were forced to use Japanese even more than they would with the children, gaining experience using Japanese with children and adults.

In addition, the student-tutors' improved language ability was apparent from the researcher's observation throughout the sessions. Student-tutors had less trouble understanding children in later sessions. They were better able to communicate using a combination of communication methods including writing and speaking, gestures and speaking, and mixing English and Japanese. Student-tutors also seemed more able to listen to and understand casual speech, not just speaking it. While their language abilities were not quantitatively measured, the researcher's observations of the participants corroborate their self-reported improvements of their Japanese skills.

Discussion

Throughout the sessions, student-tutors built various motivations toward learning Japanese and being involved in the service-learning. The findings suggest the following.

Meeting the needs of the participants. The Japanese after-school program was established based on the needs of the community members and the university students. First, the university students need a place to practice Japanese outside of campus, and second, Japanese children new to the community need help on their schoolwork from Japanese-English speakers. Findings specifically related to the understanding function show that student-tutors were able to meet the first need of practicing outside of the classroom. They had an opportunity to use Japanese, noting they felt it was good practice and that they had improved their Japanese language skills. They were able to help Japanese children with their academic materials, even though each student-tutor's experience varied depending on the child. Taylor explicitly noted how participating in the program allowed her to use Japanese.

An especially interesting case was the interaction of Abby and her student Shota. As a child who was born and raised in the U.S unlike other children, Shota needed help

with learning first-grade Japanese. Therefore, unlike other student-tutors, Abby had extensive experience speaking in casual Japanese and encouraging Shota to practice more Japanese. This may explain why unlike other participants, Abby was able to explicitly claim her improvement of speaking in casual Japanese.

In addition to general Japanese language skills, the program forced the student-tutors to gain tutoring skills. All the student-tutors had a future motive or research interest in teaching ESL or EFL. Therefore, while the career function was not the original motivation for every student-tutor to participate in the program, the program did enhance the career interests of the student-tutors as shown in the analysis of their career function. However, it must be noted that the Japanese after-school program lacked a key characteristic to be defined as service-learning, since there is no specific university course assigned solely for Japanese service-learning. In place of such a course, the researcher chose participants who were students enrolled in JPNS 302, a general Japanese language course, concurrently with the service-learning program. Thus, all the student-tutors were learning Japanese while volunteering, and presumably applying the learning from their Japanese course. However, while they were learning Japanese and had an interest in teaching language, student-tutors were not trained specifically to teach. The tutoring abilities they gained primarily developed from their creativity as well as applying and discussing suggestions from the researcher through reflection feedback. Casual conversations among the student-tutors and the researcher at the end of each session also helped build up their tutoring skills.

Since the present research focused on the findings from student-tutors, it is unclear if the needs of the Japanese children were met. From the researcher's observation, while the children and their parents seemed apprehensive about the program at the beginning, they seemed to have enjoyed the experience by the end. As parents communicated more with the researcher and the

student-tutors, the parents became more comfortable with the program. More familiarity with the student-tutors allowed the children to be more comfortable attending each session as well, often not only focusing on studying but also enjoying casual conversation. At the conclusion of the program, many parents asked if the program would be offered again, implying that they liked the program and would like to let their children join again. However, to validate the quality of the program in meeting children's needs, future research is necessary to collect data from the community, namely from the participating children and their parents.

The function of Japanese language in the program. It was the original intent of the program to use the Japanese language as a medium of communication to aid children in better understanding their English materials while they are still in the process of acquiring English. With the exception of Shota, the children ultimately needed to be able to understand academic materials mostly in English; yet, Japanese was a helpful tool to assure understanding. Edward and Taylor felt their Japanese skills were not sufficient when they thought Japanese was more appropriate to explain some concepts. Taylor eventually gained a skill in mixing Japanese and English to better explain ideas rather than maintaining one language, although she noted she still wishes she was better at Japanese during the program.

Ryan felt his Japanese ability was mostly fine throughout all sessions (Ryan, interview, April 25, 2018). The researcher asked in detail how he used English and Japanese while tutoring. When asked at what kind of moment he used Japanese, he said that he used Japanese when the children failed to understand something or while explaining complex concepts. He provided an example: "What's more difficult [than grammar] is like reading a passage...helping them go through their understanding of it... I

would use Japanese to kind of bridge the gap" (Ryan, interview, April 25, 2018). When the researcher wondered if Ryan used Japanese to explain social studies content, he replied in detail how he used English:

"意外と英語を使いましたね。 [I used English more than I had anticipated]... 私にとってそういう場合は [to me, in that kind of situation]、If you use Japanese too much, 逆にもっと難しくなると思いました。 [I thought it would make it more difficult]... If you explain using Japanese, that's like, she [his student] won't understand when there is like a test or a quiz... I wanted to explain it in English...even my explanation would be good review for the book. Probably I was about 70% English, 60 to 70%" (Ryan, interview, April 25, 2018).

Although Ryan mostly spoke in English to help children learn, he still felt the value of having Japanese communicative abilities as a relationship-building tool. As mentioned earlier in analysis of the social function, Ryan felt his communicative abilities in Japanese let him build a relationship with children, strengthening his view that a "language is a tool to build a relationship" (Ryan, interview, April 25, 2018).

While other student-tutors only mentioned the function of Japanese language as a tool for explanation, there seem to be several functions for Japanese language in the program. For example, children might feel more at ease knowing they could use Japanese if they fail to understand something in English. Both children and the student-tutors may have reduced anxiety when trying to speak, knowing they are both language learners. Lastly, having an understanding of diverse cultures or a willingness to learn and accept diverse cultures functions as a basis for relationship-building between the student-tutors and children.

Volunteer Functions Inventory (VFI) as an analysis scheme. VFI is one of the most commonly used tools to measure volunteer motivation. Motivation is an important factor for

recruiting volunteer participants and for their continuation of the volunteer activity (Chacón et al., 2017). While VFI is generally a tool to measure motivations before the programs for effective recruitment of volunteer participants (Chacón et al., 2017), in the current study, it was a useful analysis scheme. Using VFI, the researcher was able to clarify student-tutors' various motivations for participation in the Japanese service-learning and to observe shifts in motivations before, during, and after the program participation. Overall, it was noteworthy that student-tutors had varying levels of emphasis on each function, which aligned with the VFI's functionalism basis; for one volunteer activity, different service participants may employ different motivations for participating in it (Clary, et al., 1998).

The functionalism idea is also related to the dynamic nature of L2 motivation (Dörnyei, 1994) where there are multiple sources of motivations. According to Dörnyei (1994), sources and strength of various motivations may shift in the L2 learning process. The results in the current study reflect this dynamic nature of L2 motivation. Throughout the sessions, student-tutors had different levels of motivation or a shift from one motivation to another. For example, it seemed that student-tutors' understanding function of learning about the community shifted to the social function, since after having personal interaction, student-tutors developed a meaningful relationship and were willing to meet the children and their family for fun. In addition, each student-tutor experienced different kinds of functions and shifts of the functions through participation in the program. While the program itself was the same, each student-tutor's experience was unique, as outlined below.

Ryan originally showed the value and career functions. He indicated the value function as his willingness to help the community. He also indicated the career function

that how his service-learning experience may relate to his possible teaching career in the future. Throughout the service-learning experience, he strongly indicated the social function. He built a strong relationship with the children and their parents through the repeated meeting, especially noting how he felt the mutual respect between himself and the children's parents. He commented that such relationship-building was possible due to the volunteer nature of the program and his Japanese ability, and the experience strengthened his belief about the importance of language as a communication tool.

Edward originally showed the value, understanding, and career functions. He originally commented about his willingness to help the ESL children and his hope that the experience would develop his understanding of linguistics and build his career as a linguistic researcher. He strongly indicated his value, understanding, and career functions throughout the program as well. He wrote the most detailed responses to the reflection questionnaire of any student-tutors each time, carefully observed his own tutoring skills and the children's English ability. He also often wrote about his willingness to help as much as possible. He improved his Japanese skills through speaking Japanese during the sessions and his self-evaluation through periodical reflection. At the end, he found a new interest for his linguistic research to study about beginner-level ESL learners.

Abby indicated the understanding, social, and career functions at the beginning. It was unique that Abby had originally heard about the program from Ryan and joined the program. She strongly indicated the social and enhancement functions by the end of the program. She was anxious at the beginning, commenting how she felt her Japanese was not sufficient enough to help the children. Throughout the sessions, she built more confidence in her Japanese skills through improving her Japanese language skills and tutoring skills. She could feel her Japanese

ability was helpful for the child and she had fun by the last session since she had built a personal relationship with the child.

Taylor strongly indicated the understanding function to practice Japanese as her original motivation to join the program. She also indicated the career function when she said that the program was connected to her possible future career of teaching. Throughout the program, she especially indicated the understanding and career functions. As expected from her original motivation, she was able to practice Japanese throughout the experience, especially speaking. She also found it interesting to learn the current American school system and observe the Japanese children's behavior during the program. As her graduation was nearing, she felt the program was a strong resume builder especially since she was considering teaching English in Japan as one of her career possibilities.

There were no extensive findings in the protective function, but it should be noted that in Clary et al.'s (1998) study, the protective function received the lowest score for volunteer participants' functions. In Chacón et al.'s (2017) meta-analysis, the protective function also scored the lowest among all the six functions. Therefore, the absence of the protective function, especially during and after the program, may not be indicative of a deficiency in the program. In sum, the Japanese after-school program was effective as a service-learning program in motivating student-tutors to participate and in maintaining and enhancing various motivations to continue the service until the end of the program.

VFI functions and L2 motivation. As discussed in the previous chapter, VFI functions align with L2 motivations. While the protective function was not mentioned during or after the program, the function may be considered an exception. In the researcher's understanding, while the protective function may be related to the idea of

negative self-ego motivating a learner, there is no strong connection between it and the benefits related to raising L2 motivation. Extensive findings in the understanding, social, career, and enhancement functions suggest the effectiveness of the Japanese service-learning program in maintaining and intensifying student-tutors' various L2 motivations.

As noted previously regarding meeting the need of the participants, findings in the understanding function show that student-tutors seem to have increased their motivation for Japanese language learning. They were especially motivated to practice speaking in casual Japanese. It is often difficult for students to find L1 Japanese speakers to talk to in casual speech, and the service-learning offered them a place to do so. They have also built skills to carefully observe the situation to tailor their tutoring to each child.

The findings in the social function show that the program motivated the student-tutors to communicate with the children they had built a relationship with. As the sessions progressed, student-tutors felt a more personal connection and had fun meeting with their students. As the sessions proceeded, the program environment provided a basic motivational condition that has a "pleasant and supportive atmosphere," which is encouraged as a part of self-motivating strategies (Dörnyei, 2005). This finding aligned with the research by Morris (2001), which focused on the importance of social contact and social practice service-learning offers. Hale's (1999) finding that service-learning offered a "relationship-building opportunity" (p.19) also aligned with the findings in the social function, especially with the extensive comments provided by Ryan about how his Japanese allowed him to build a positive relationship with his students and his students' mothers.

The findings in the career function also showed a connection to L2 motivation. All the student-tutors were interested in language teaching. Ryan, Taylor, and Abby were interested in working in Japan as English teachers, and Edward was interested in experiencing language

teaching to better understand SLA. The experience allowed student-tutors to enhance their career interests, and they maintained their motivation to improve their tutoring ability for subsequent sessions. Edward was able to identify new research interests through interaction with ESL students. Abby and Taylor were able to gain experience in teaching, which was a possible connection to their future careers. These findings were similar to Grassi et al.'s (2004) findings when their students commented on their increased work skills and career awareness.

Lastly, the enhancement function is an important factor in L2 motivation since it relates to building of confidence. While Edward, Taylor, and Abby did not feel confident in their tutoring ability at the beginning of the program, they were able to improve throughout the experience. By the end, they had gained confidence in their Japanese skills, feeling their skills were useful in helping their students. Ryan was already confident in his Japanese skills, but through the sessions he explicitly experienced and recognized how his Japanese skills were helpful for tutoring his students and building relationships. Building and maintaining confidence is important since positive self-evaluation increases learner satisfaction and leads the learner to have a clearer ideal self as a goal to work toward (Dörnyei, 2005). It is also observable that service-learning was helpful for refining already existing goals and setting new goals related to learning Japanese for all the student-tutors, thus indicating maintained and enhanced motivation toward Japanese language learning.

Prior to the program, the researcher matched each student-tutor and Japanese child based on the language ability of the student-tutors and the children, while also paying attention to the children's academic needs. While it may not have been perfect, purposeful matching enabled maximum utilization of the university students' tutoring

abilities, thus improving the quality of assistance a child would receive. Being able to help but still having room for improvement allowed students to reflect and form a new goal for the next session. This aligns with Dörnyei's (2001) framework of motivational teaching practice: enhancing a learner to set a goal and gain self-confidence by achieving a goal. Overall, the program had a positive influence on the student-tutors in motivating their service participation as well as enhancing their motivation to learn their L2.

CHAPTER 5: CONCLUSION

In the foregoing chapters, the present research reported the process and the effects of implementing a Japanese service-learning program in a city in the Midwestern U.S. Based on qualitative analysis using Volunteer Functions Inventory (VFI) (Clary, et al., 1998) as an analysis scheme, the researcher found the program's influence on intermediate Japanese learners to maintain and increase various motivations toward community service and Japanese learning. The findings indicated that through participation in the program, the four student-tutors were able to learn about the nearby Japanese community, make personal connections with the community, and increase their motivation to learn Japanese and tutoring skills to help local Japanese children with their schoolwork.

Study Findings

The researcher formulated two research questions. The first research question sought to answer whether or not the design and implementation of the Japanese After School Program adhered to the definition of service-learning given by Bringle and Hatcher (2009). The findings suggest that the student-tutors benefited from the two features as defined by Bringle and Hatcher (2009), and the student-tutors enhanced their motivations throughout the experience. The second research question sought to answer what kinds of motivations related to Japanese learning were enhanced through the student-tutors' service-learning experience. By utilizing VFI as an analysis scheme, the researcher discovered that the student-tutors' had various motivations.

Regarding the first research question, there are two important components of service-learning as defined by Bringle and Hatcher (2009). First, service-learning has a

reciprocal nature that involves both the community and the students, and second, students learn from the service-learning experience through periodic reflection. While not every student-tutor originally indicated motivation to learn about the community, all four student-tutors gained an understanding of the Japanese community within the research location and they built personal connections with the children through their periodic meetings. Notably, Ryan described how he had a pleasant experience with the children and their parents, feeling the mutual respect given to each other due to the structure of the program. Additionally, Edward noted that periodic reflection was helpful for understanding his own Japanese language level and tutoring ability. While the other three student-tutors did not explicitly talk about the reflection questionnaire during their interviews, the questionnaire functioned well as a method for them to note their experience and set goals after each session. In addition, the questionnaire enabled the researcher to grasp student-tutor's experience and provide each student-tutor with specific advice. Overall, the Japanese after-school program satisfied the two elements of service-learning as defined by Bringle and Hatcher (2009).

Regarding the second research question, student-tutors experienced different kinds of motivations throughout the program. It is noteworthy that apart from the protective function, all student-tutors had all other five functions at some point in the program. Since the protective function received the lowest score in a meta-analysis by Chacón et al. (2017) and does not align with benefits of L2 motivation, its absence may not necessarily be indicative of a weakness of the program. The program seemed to have shifted Abby's view of herself from negative to positive, shifting from the protective function to the enhancement function. Regarding the enhancement of functions, all of the student-tutors were able to maintain and enhance various functions. For example, they improved their Japanese speaking skills according to their self-evaluations and hoped to continue practicing their spoken Japanese. They built personal

connections with the Japanese community through repeated meetings, which motivated them to attend the sessions expecting fun interactions, not simply to complete volunteer work. Student-tutors were more confident with their Japanese skills after the experience. By the end of the program, all student-tutors enhanced and newly built their value, understanding, social, career, and enhancement functions.

Limitations and Future Directions

Research method. The data collected in the present research were student-tutors' responses to the reflection questionnaire after each session and post-program interview. While there was no grade associated with the program, since all of the student-tutors personally knew the researcher as the organizer of the program, they might have leaned toward providing positive feedback. Especially during the post-program interview, it is possible that the student-tutors were more focused on commenting on their positive experience and impression of the program. Therefore, it would be ideal if a service-learning program and a research study are conducted by different people. In addition, while in-depth, qualitative analysis was possible for a limited number of participants, it may be beneficial to conduct a quantitative survey on anonymous participants to gain insight into participants' general feelings toward the program. Combining quantitative and qualitative methods would be ideal to confirm the general results of the program and complement the results of an in-depth qualitative analysis. However, such research may be difficult due to the limited number of participants in Japanese service-learning programs.

The findings of the present research are promising in that all four student-tutors indicated motivations toward learning Japanese, and those motivations derived from their participation in the program. However, the findings are limited to one semester of

experience for the four student-tutors. The findings would be more convincing if the data was collected for an extended duration, which ideally would be an academic year. Since student-tutors indicated their willingness to improve their speaking skills to better tutor their students, reports from a full academic year may have offered insights on whether or not the student-tutors maintained motivation in the second semester. Although the findings from the in-depth qualitative analysis shed light on each student-tutor's various motivations, they are limited to the current program. More research studies on different settings are necessary to seek the efficacy of Japanese service-learning.

Data from the community. A successful service-learning program must be beneficial to both the community and participating students (Steinberg, et al., 2010). The present research focused on the findings from the student-tutors, showing that the program was beneficial in motivating Japanese language learners. From the researcher's observation, both the children and their parents enjoyed the program as well. It was unclear whether the Japanese children who were new to the community received help they expected on their schoolwork; therefore, it was unclear whether that need of the community was met. To validate the quality of the program in meeting the need of the community stakeholders, future research is necessary to collect data from the community, namely from the participating children and their parents. For example, a researcher may collect data by interviewing the parents and the children at the beginning and the end of a program.

Assessment of the language skills. The findings indicate that Japanese service-learning was helpful for Japanese learners to maintain and enhance their motivations toward Japanese learning. The findings also suggest that student-tutors were able to improve their Japanese language skills. The student-tutors reported they were able to practice and improve their Japanese skills, especially their conversation skills. From the researcher's observation during the

sessions, student-tutors were better able to communicate in Japanese during the later sessions; they used a combination of communication methods including writing and speaking, gesturing and speaking, and mixing English and Japanese. The student-tutors seemed to be more confident speaking in a casual register and to have less trouble comprehending children in later sessions.

However, since the current research focused on the motivations of the Japanese learners and findings about Japanese language skills are based on self-reports from each student-tutor and the researcher's observations, it is unclear whether the student-tutors actually improved their Japanese skills. It is also possible that they improved skills in an area they did not notice themselves. As discussed in previous chapters, past studies have shown various benefits of service-learning programs, such as an improvement of language skills. For example, Morris (2001) focused on the Spanish communicative ability of a student using the five C's (communication, cultures, connections, comparisons, and communities) as an analysis scheme. To report the possible improvement of language skills of the Japanese service-learning program participants, future research is necessary to assess participants' language abilities before, during, and after the program. Quantitative analysis may be possible through conducting a pre- and post-test on Japanese language skills. Qualitative analysis may also be possible through analyzing their writing or speech throughout the sessions. For example, researchers may have the student-tutors write their reflections in Japanese and measure their improvement in their Japanese writing skills.

Effect of service-learning after the participation. The interviews with student-tutors were conducted within a month of the program's conclusion. All of the student-tutors conveyed their interest in participating in the same or similar programs in the

future, acknowledging the program as beneficial for their Japanese language goals. However, it is unclear how long the student-tutors maintained such motivations afterwards. For example, the program's lasting impact would be clearer if the student-tutors took a class on teaching ESL, continued tutoring language learners, sought a conversation partner, and/or maintained communication with the Japanese community. In order to report on whether the student-tutors maintained their motivations, it is necessary to conduct a study following the student-tutors' future directions in their language learning.

Towards Implementing the After-School Program as an Official University Course

As mentioned in chapter 2, according to Bringle and Hatcher (2009), service-learning is defined as a:

course-based, credit bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs, and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility. (p.38)

The Japanese after-school program was established for the student-tutors to meet the needs of the community and the students, and student-tutors did engage in periodic reflection. However, according to the definition, service-learning should ideally be a "course-based, credit bearing educational experience" (Bringle and Hatcher, 2009). The pre-requisite for student-tutors in the present research was for them to be concurrently taking the Japanese 302 course offered at their institution. In the course, student-tutors improved their general Japanese language skills.

However, the Japanese 302 course was not a course integrated with service-learning. While each student-tutor might have had a personal goal, it was difficult for the service-learning organizer to set service-learning related language learning goals and have a periodic meeting without a

service-learning course. Due to the lack of course-defined goals and periodic class time to meet, student-tutors did not have a chance to thoroughly reflect on or discuss their service performance to improve their skills. Therefore, it would be ideal for the university to offer a course specifically for Japanese service-learning and for the student-tutors to take the course to maximize the benefits of the Japanese service-learning program.

Having the Japanese after-school program implemented as a service-learning course would benefit both the student-tutors and the community, since student-tutors can build skill sets through the course; as a result, the student-tutors could better help the community. A service-learning course would also serve an administrative purpose. The course instructor could host an orientation explaining the purpose of the program to the student-tutors. The most important function it would serve, however, is a place for the instructor to regularly teach skills related to the course-specific goals and for the student-tutors to reflect on each tutoring session and discuss in detail as a group. From the researcher's observation of the sessions, there are several possible goals to set as a service-learning course. For example, acquiring skills in Japanese casual speech and skills in teaching would benefit student-tutors' for their future language learning and such skills are immediately applicable to service-learning sessions.

In general Japanese language courses, polite speech style is taught at the beginning and casual speech style is taught later. The speech styles vary significantly in Japanese language, requiring different conjugations and varying use of particles. Because students are more used to practicing in polite speech style, it is often difficult to practice casual speech style. In addition, while there may be class time to practice casual speech style, most classes are conducted in polite speech, since it is the most appropriate speech style in a classroom setting. For students to speak appropriately in various situations, it is

useful for students to acquire varying speech styles. In a service-learning program that involves children, a course could be a place to learn and practice casual speech style, which could be immediately applied when the student-tutors are talking with Japanese children. Setting a course goal would help clarify teaching and learning goals for the instructor and the students.

The ideal course flow of a service-learning would be: 1) student-tutors to submit their responses to the reflection questionnaire; 2) the instructor to provide feedback to the responses; and 3) have a class meeting. The class meeting time may be allotted mainly for two activities: 1) for the instructor to teach skills related to course goals and for the student-tutors to practice the taught skills; and 2) for the student-tutors to discuss their findings and questions in more detail than what they provided as responses to the reflection questionnaire. During the class, student-tutors can share additional details about their experience to expand upon their original responses to the reflection questionnaire, and that deeper reflection could be prompted by the instructor's feedback. When sharing, student-tutors can benefit from hearing various kinds of feedback from their classmates and learning from each other's unique experience, possibly applying new ideas to their own tutoring situation. By allotting time for discussions, the instructor may better identify each student-tutor's need from leading and hearing further discussions. The instructor could then further assist student-tutors by providing more specific advice during the discussions or in the feedback to the next student-tutors' questionnaire response.

In order to implement such a course, the requirement for recruiting Japanese children must be more clearly set. The purpose of this service-learning program was to help the Japanese children who were new to the community with their schoolwork. For example, the case of Abby was unique in that the assistance she provided did not match the intended purpose of the program. She helped a Japanese child with his first-grade Japanese reading and kanji, which asks for a higher Japanese ability than expected for a student-tutor of the program. Although Abby

was able to benefit from the program, there needs to be a stricter screening criterion for children participating in the program to maintain a clear purpose of the program. For example, it would fulfill the purpose of the program if the children are new to the community within two years of arriving the U.S., and if they need help with completing homework in English, rather than helping them with Japanese language skills.

It is also important to note the needs of the parents. While it was unintentional, the researcher observed that there was a more intensive use of Japanese language in the conversations between student-tutors and the children's mothers. Student-tutors needed to speak Japanese with the mothers to understand the needs of the children and to report a summary of what they taught after each tutoring session. The use of Japanese seemed essential for parents to communicate the educational needs of their children, which can be challenging with the teachers of local schools due to language barriers. In future programs, communication in Japanese with the parents could be an integral part of the program, and providing instruction for summarization in Japanese may be useful for student-tutors. It is also possible to offer tutoring sessions targeted toward Japanese parents for them to learn the English skills necessary for their daily lives and their children's educational needs. Such sessions might indirectly help their children as well since the parents may be better able to aid children with their homework.

Overall, the Japanese after-school program in the present research was successful. The future research on the program and application of new findings would contribute to its improvement. In addition, further findings may encourage other university towns in the U.S. to implement similar programs to meet the needs of the community and the learners of Japanese.

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APPENDIX A: REFLECTION SESSION WORKSHEET (PILOT PROGRAM)

「おためしアフタースクール」リフレクション

1. Let's remember basic information about what you did.

- WHO? だれに、教えましたか? 何年生の子供でしたか。その子供は、どんな子供でしたか。
Who did you teach? How was the child like (active, quiet, curious, etc.)

- WHAT? 何を、教えましたか? 何の授業の宿題でしたか。何の、勉強でしたか。
What did you teach? Homework from what subject? What study?

2. どう思いましたか? (How did you feel?)

Let's list some adjectives on how you felt:

- Fun

- Nervous

- Interesting

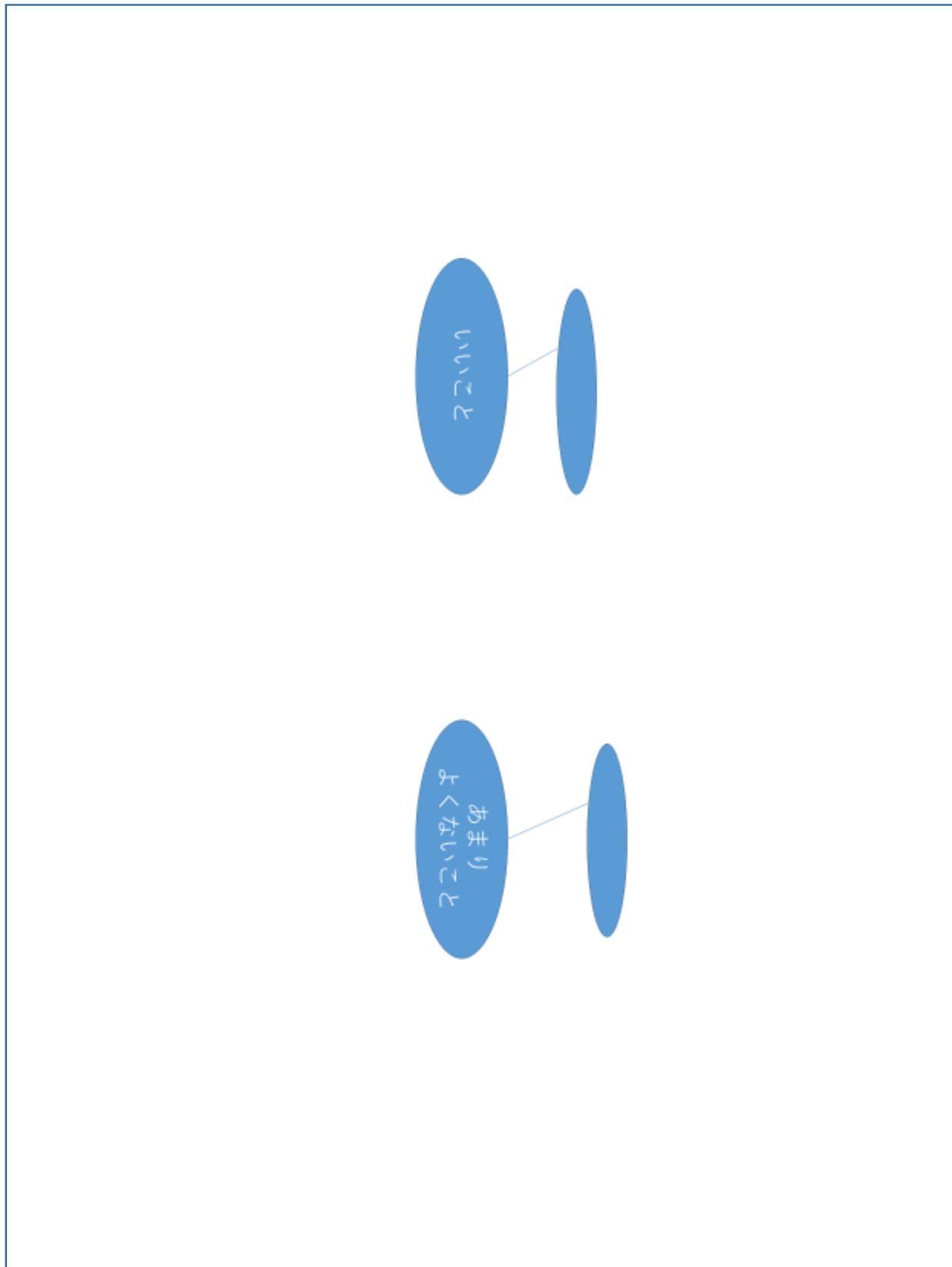
- Etc...

3. 2つのグループに、わけましょう。(Let's divide into 2 groups)

グループ 1 (Group 1, Positives)

グループ 2 (Group 2, Negatives)

4. クラウドマップを作りましょう。(Let's make cloud map) Keep asking “why” and expand the clouds!



5. HOW? どうやって、子供たちに教えましたか?子供たちに話すとき、工夫をしましたか?

What did you use to teach the children? How did you adjust yourself to the children?

6. みなさんは子供に教えるとき、いろいろなことをしたり、聞いたり、しました。どんなことが、よかったですか?どんなことが、あまりよくなかったですか?

よかったこと	よくなかったこと

7. みなさんの、とくいなことと、もっとがんばった方がいいことは、なんですか。

Things you are good at, things you want to work on harder

I'm good at...	I should work harder on...

8. これから、どんな日本語や日本文化の勉強をしてみたいですか。
From this experience, what aspects of Japanese language or culture would you like to study further? This can be your short-term or long-term goal of your future study.

9. Overall, what did you learn from the experience?

10. Overall, how did you feel about the experience?

APPENDIX B: INTERVIEW PROTOCOL FOR POST-AFTER-SCHOOL SESSIONS (PILOT PROGRAM)

Intro:

- Hello, thank you for taking time today to have an interview with me.
- This interview is to see the how you perceive Japanese learning and the influence of using Japanese outside of the classroom settings. I would like to hear how you felt about participating in the program and your thoughts toward Japanese learning.

Ask for permission:

- This interview is solely for my pilot study for Service-learning research. Since this is a pilot study, it is unlikely I will use it for a study to be published.
 - If, however, there may be a case to be used, all the personal information will be taken out of the data to protect your privacy.
 - If you don't mind, may I record our interview? The recording will not be shared with anyone. I will delete the recording after I am done analyzing our interview.
-

Experience of the program:

- What was the most fun part about the program?
What was not so un about the program?
 - I see, thank you. How did you feel about your teaching? Did you feel like you taught well?
 - How did you feel about your Japanese skill?
 - How confident did you feel with communicating with children?
-

Experience and thoughts after the Program:

- I see. Then, I think you've previously said you think this program would _____. How do you feel about it? Do you feel like you were able to do that?
 - What else did you learn from the program, if there was any?
 - How did it, or would it help with your goal for Japanese study?
 - Now that you've experienced the program, what do you think is appealing about the program?
-

Reasons for Further Learning:

- How do you think the experience of attending the Program might influence your future Japanese study?
 - What do you think is your goal for your Japanese study? It can be broad or specific.
 - How do you think you will approach the way of studying Japanese? Do you think you might study differently then previously?
 - Do you think you are more likely to get engaged in studying Japanese language or culture by yourself outside of the class assignment? If so, what do you think you might do?
-

Ending/ Permission for further questions:

I think that is all I wanted to talk about with you today.

Is there anything you would like to add?

Thank you so much again for your time today.

If you don't mind, can I contact you later if I have further clarifications if I have any?

APPENDIX C: INTERVIEW PROTOCOL FOR POST-AFTER SCHOOL SESSIONS (THE PRESENT STUDY)

Japanese After School Program: Interview Protocol (2018 Spring)

Intro:

- Hello, thank you for taking time today to have an interview with me.
- This interview is to see the how you perceive Japanese learning and the influence of using Japanese outside of the classroom settings. I would like to hear how you felt about participating in the program and your thoughts toward Japanese learning.

Ask for permission:

- This interview is solely for my study on Service-learning research.
 - All the personal information will be taken out of the data to protect your privacy.
 - If you don't mind, may I record our interview? The recording will not be shared with anyone. I will delete the recording after I am done analyzing our interview.
-

General Information:

- Year and major/minor

Background Questions:

- First of all, just to know your background in Japanese, when do you think was your first encounter with Japanese language or Japanese culture? For example, was it from popular culture?
 - When did you begin studying Japanese language? For example, was it a class at Purdue?
 - What is your goal for studying Japanese?
-

About the Program:

- Have you participated in any volunteer type activity in the past?
 - What do you think is the positive or negative points of participating in the volunteer activity?
 - Why were you interested in taking a part in After School program?
 - How is it related to your goal for Japanese study?
-

Experience of the program:

- How did you feel participating in the program? Fun, interesting, difficult...
- What did you enjoy about the program?
- What was the not-so-fun part about the program?
- How did you feel about your tutoring ability? What do you feel like you taught well or not well?

- How did you feel about your Japanese skill? Why do you think it was sufficient or not sufficient for tutoring the children?
- How confident did you feel with communicating with children?
- Relationship with the people/community?

Experience and thoughts after the Program:

- What was challenging?
- What was interesting?
- What was surprising?
- You've previously mentioned you think this program would _____. How do you feel about it now? (asked only if clear from previous reflection writing content)
- What else, outside of your expectation, did you learn from the program, if there was any?
- How did it, or would it help with your goal for Japanese study?
- Now that you've experienced the program, what do you think is appealing about the program?

Reasons for Further Learning:

- How do you think the experience of participating in the program might influence your future Japanese study?
- What do you think is your goal for your Japanese study? It can be broad or specific.
- How do you think you will approach the way of studying Japanese?
- How do you think you would engage yourself in studying Japanese language or culture outside of the class assignments?

Ending/ Permission for further questions:

That would be all I wanted to talk about with you today.

Is there anything you would like to add?

If you don't mind, can I contact you later if I have further clarifications if I have any?

Thank you again for your time today.

APPENDIX D: A SCREEN-SHOT IMAGE OF THE ONLINE REFLECTION QUESTIONNAIRE

1. 何を、教えましたか？ 何の授業の宿題でしたか。何の、勉強
でしたか。 What did you teach? Homework from what subject?
What study? *

Your answer

2. どう思いましたか？ How did you feel? (Fun, nervous,
interesting...); Why do you think you felt that way?

Your answer

3. 何がよかったと思いましたか？ What did you think was
good/went well about the session?

Your answer

4. もっと上手にしたいことがありますか？ What (if any) would
you want to improve for the next meeting?

Your answer

5. 質問したいことがありますか？ What would you want to know
for the next meeting (questions or anything you wondered about
during/after tutoring)?

Your answer
