'Teaching English as Service' in Spanish Language Programs: A Translanguaging Approach

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In the context of Spanish language programs, service-learning provides authentic experiences to use the target language while working with the Latino community. However, in many cases the language competencies needed to work in the community do not always involve an exclusive use of the target language. This is the case of service-learning programs in which students teach English as a Second Language (ESL) to adults or children. This study presents a 'translanguaging pedagogy' in which tutoring sessions are planned around the use of both languages to teach and learn. Using a Critical Language Awareness framework, the academic content covered in the course examines the language experiences of adult ESL immigrants. This study advocates for framing target language use in service-learning as a "communicative performance" with the aim of shifting notions of monolingual language practices and integrate new conceptions about real-life communicative practices in service learning.

INTRODUCTION

In the context of language learning, service-learning provides students with opportunities to use the language in context while parallelly developing a more in-depth perspective about questions of social justice. One the most common partnerships in service-learning courses hosted in language departments, is the one formed with education agencies that offer adult ESL programs in libraries, schools, and other types of non-profit organizations (Baker, 2019; Carney, 2004; Ciriza & Teixeira, 2021; Elorriaga, 2007; Lear & Abbott, 2009; López, 2014; Rabin, 2009; Tilley-Lubbs et al., 2005; Varricchio, 2006). The reciprocal benefits of these types of service-learning partnerships, typically one-on-one English tutoring, are multiple: students not only gain a closer relationship with the Latino community, but also an understanding of the intergenerational difficulties of learning a second language (Arxer et al., 2017). At the same time, a conundrum arises as English Language Teaching can be perceived as detrimental to the Spanish language growth of university students since the service-learning experience revolves around tutoring or mentoring in the university student's native language, English. The limits of target language use in service-learning programs are discussed by Lear and Abbott (2009) who describe the following:

> Regarding language use in the community, students often expect to use all Spanish all the time. This may indeed occur, but many U.S. Spanish-speakers are bilingual, and others may want to use English. Students often work in an environment with

> monolinguals of both languages, thereby necessitating the use of both languages, according to the task at hand (p. 313)

As illustrated by Lear and Abbott (2009), one of the most common misalignments in Community Service Learning (henceforth, CSL) is the mismatch between students' idealized expectations i.e., learning the language through an authentic immersive experience, and the reality that the target language is not always employed in the context of community interactions. Unrealistic expectations can ultimately hinder students' general perception of CSL (Lear & Abbott, 2009; Zapata, 2011) and even lead to terminating community partnerships given the concern that students are not employing the target language to an adequate degree. At the same time, community experiences in which learners use their language skills with local native speakers can be difficult for many learners of Spanish. A recent quantitative study on the proficiency levels in Spanish programs has shown that most Spanish majors acquire an intermediate-high proficiency level according to ACTFL guidelines (Winke et al., 2020). In the context of service-learning, Zapata (2011) observes that in the case of intermediate-low level students, their limited knowledge of Spanish constrains their performance and diminishes their "overall perception of the project and their attitudes". The author proposes a revision of the "objectives and plans and adapt them accordingly so that L2 use can be maximized" (p. 100).

The current study offers a new perspective regarding service-learning by contextualizing it through a translanguaging lens (García, 2009) and moving beyond notions of monolingual language practices. The concept of translanguaging embraces the fluid linguistic practices of emergent bilinguals' shifting from benchmarks of fluency and accuracy to the learners' ability to perform communicatively (García, 2009). Translanguaging has been employed as a pedagogy that aims to increase L2 proficiency by scaffolding language learning through the L1 (Cenoz & Gorter, 2022) as well as a tool to foster peer-collaboration among students of different linguistic backgrounds (Martín-Beltran, 2004). This study argues that language pedagogies in service-learning should focus on cultivating 'language agency' defined as students' ability "to act on their own learning through actively utilizing the resources and affordances in the learning environment" (Li, 2020, p. 35). To tap into the learner's language agency, this pedagogical approach foregrounds interactions that draw on a speaker's linguistic repertoires. And, while translanguaging might not work in cases in which community partnerships involve higher levels of proficiency (e.g., interpreting in a medical setting), employing a translanguaging pedagogy in cases where Latino participants have (at least) a passive understanding of English has the potential of lowering the anxiety of L2 learners of Spanish without lowering levels of proficiency.

This study delineates a 'translanguaging pedagogy' (Cenoz & Gorter, 2022; García & Leiva, 2014) in which tutoring sessions carried out by Spanish university students are preplanned so that instruction is scaffolded to complete different tasks e.g., learning vocabulary, co-constructing metalinguistic knowledge, developing expository and argumentative writing, among others. Tutoring sessions aim at promoting language collaboration between participants through a structured planification around the use of both languages to teach and learn. Parallelly, academic content covered in the course examines the language experiences of adult ESL immigrants through the lens of studies on language and identity (Arxer et al. 2017; Block, 2003; Norton, 1995; Norton, 2013; Pavlenko & Blackledge, 2004). Following a Critical Language Awareness pedagogy (Holguín, 2018; Leeman, 2018; Lowther-Pereira 2015; Quan, 2020; Serafini, 2020), reflections and classroom discussions aim at channeling a community-oriented motivation to learn Spanish as an 'investment' (Peirce,

1995; Lado & Del Valle, 2022) mediated by the connections created between what students organically experience while teaching adult ESL learners and what they understand about how the immigrant context shapes English language learning. By framing language as a communicative performance, a translanguaging pedagogy further helps this critical perspective providing an alternative sustainable way for effective interaction with community members.

The first section of this study discusses the language pedagogy traditionally employed in service-learning. It proposes a 'multilingual workplace' perspective to contextualize the role of communicative strategies to engage with diverse communities. The second section centers on the concept of pedagogical translanguaging in the context of academic discussions around the use of the L1 in adult ESL. The third section describes the language pedagogy and the process of critical reflection employed in the service-learning program presented in this study. This service-learning experience focused on teaching Language Arts as it is presented in the General Education (GED) exam. The final section discusses the importance of integrating new conceptions about real-life communicative practices in service-learning.

SERVICE-LEARNING AND WORK-PLACE MULTILINGUALISM

In a recent review of the service-learning literature, Baker (2019) identifies over 70 different types of community partnerships ranging from teaching Spanish in K-12 schools, adult ESL education, medical Spanish, among others. In general, descriptions of how students are prepared to work linguistically with the community delineate the use of a Language for Specific Purpose approach which emphasizes the "practical, real-life use of oral and written Spanish" for the different fields in which the students will be serving (Salgado-Robles & Kirben, 2018, p. 174). The learning of specialized vocabulary in different fields is many times contextualized with authentic materials such as "readings related to the Hispanic community, including articles on immigration, healthcare, political and social programs… and other educational programs" (p. 175). Following an applied approach, some foreign language textbooks dedicate sections to questions of Spanish language variation and appropriate register use in the community (Abbott, 2009). CSL also underscores the importance of incorporating readings and a reflective process around Critical Language Awareness (CLA) to help learners gain "awareness of sociolinguistic and sociopolitical issues affecting local Latino communities" (Lowther-Pereira 2015, p.158). Given the pervasiveness of programs focused on teaching English as service, Rabin (2009) argues for the need to include a critical examination of the assimilationist language ideologies by which these English programs were historically constituted. Reflection topics can include for instance, learning about language hierarchies and ideologies or examining the impact of language policies and subtractive language education (Lowther-Pereira, 2015; Quan, 2020; Serafini, 2020).

While service-learning experiences can involve exclusive target language use, in some cases they cannot be characterized as purely "immersive". In their study of service-learning programs, Lear and Abbott (2009) note how in the case of university participants working in refugee assistance centers, the students "often field phone calls from Spanish-speakers, turn to the English-speaking expert in the office to ask for specific information and then return to the caller to relay that information" (p. 313). This illustrates a commonplace experience; namely, how depending on the community partner students might need to negotiate the use of languages or perform functions such as listening in one language while speaking in the other. Students might also resort to the use of translinguistic practices or the weaving of both languages to negotiate ideas or tasks during interactions. Similarly in contexts in which

university students provide a service to adult-ESL learners, opportunities to use Spanish to create interpersonal connections with the adult participants will be intertwined with the use of English. Thus, in some cases it is important to refrain from comparing CSL as a "study abroad experience taken locally" since the context of interaction and the proficiency of the L2 learner will constrain or expand *how much* or *in which moments* the target language is used.

Studies in 'workplace multilingualism' (Creese & Blackedge, 2019; Kubota, 2013) shed light on the dynamic role that translinguistic practices play in multilingual workplaces. In their study of interactions in the information desks of public libraries, Creese and Blackedge (2019) present the case of a library assistant to illustrate how those working with multilingual communities use translinguistic practices to avoid communication breakdowns and create moments of human engagement. Given the importance of openness and inclusivity in many public workplaces, Creese and Blackedge (2019) posit that translanguaging becomes an important resource to create spaces "predicated on cooperation, creativity, criticality, and accommodation" (p. 13). In the case of Japanese transcultural workers in China, Kubota (2013) argues that the language required for transcultural work does not always reflect the idealized full-fledged communicative skills in English touted in conventional approaches to teaching of English as a lingua franca. Kubota focuses on the importance of non-linguistic "foundational dispositions" which "are attitudes and awareness necessary to build mutual trust" such as "being interested in the culture or having non-prejudiced and non-discriminatory attitudes" (p. 11). As such, acquiring a professional competence in multilingual settings is concerned with the human side of communication, or as Kubota puts it, with the symbolic competence of "interact(ing) with local people on an equal stance, as partners" (p. 15). Kubota also notices that transcultural workers resort to communicative practices that could be considered in many cases "limited" or "grammatically simplified" such as "including paraphrasing to compensate for unlearned linguistic items, using nonverbal strategies, using L1 knowledge (e.g., brush talk)" (p.15) without impeding communication. More than linguistic skills, Kubota argues, it is the use of these communicative strategies combined with cultural knowledge and dispositions that allows those working in transcultural environments to engage across differences.

Studies in workplace multilingualism prompt important considerations about the communicative strategies needed to service the community since many community partnerships are created around similar public services in multilingual environments e.g., teaching in libraries or schools. First, they underscore that border-crossing communication is not a question of managing interactions in perfectly grammatical ways, but rather a question of navigating interactions in a culturally sensitive manner even with "limited" repertoires. Second, they highlight the importance of non-linguistic qualities during interactions including how border crossing communicative skills involve "how to negotiate linguistic and cultural diversity, and how to affirm difference" (Kubota, 2013, p. 17).

Complemented by a critical language awareness approach, a translanguaging perspective to service learning has the potential of developing student's perspective on the complexity of communicative practices. Lado and Del Valle (2022) argue that critical language awareness can channel students' 'investments' to learn Spanish as it can help learners "become more likely to connect with the experiences that Spanish speakers face in their community" (p.19) as opposed to other indexes that construct Spanish language learning as 'foreign' or 'cosmopolitan'. In their study, Lado and Del Valle examined the implementation of critical language awareness content in a beginner's class to study how it shaped students' attitudes towards the learning of Spanish. The authors observed that, by including problems that local communities face to maintain Spanish, critical language awareness allowed learners to "connect with the language in a way that changed how they approached learning Spanish" (p.

19). Following this perspective, the current study describes a pedagogy in which a translanguaging disposition is included in the content of critical language awareness as an important perspective to understand communication in multilingual communities. This translanguaging disposition aims at channeling an investment in the learning of Spanish that is community-oriented, but also based on the importance of fluid language practices and collaborative accommodation.

TRANSLANGUAGING PEDAGOGIES AND ADULT ESL LEARNERS

Workplace multilingualism highlights two aspects: a) translanguaging as a common practice in multilingual workplaces; and b) the role and functions that different languages take in different professional settings. In the context of teaching ESL as service, a foundational element would be to understand the role that the learner's L1 plays in English language acquisition, and the role of the bilingual teacher in using the L1 to support the learner. To contextualize the acquisition of professional skills in service-learning programs devoted to teaching, university students could benefit from learning how fields such as ESL and TESOL have increasingly shifted perspectives about using the learners' L1 from viewing it as inhibiting language acquisition to normalizing practices in which students and teachers use both the L1 and L2 to teach and learn (Canagaragh, 2011; Palmer et al., 2014; Sayer, 2013). More than two decades ago, the influential work of Elsa Auerbach (1993) underscored the importance of using the learner's L1 as support for L2 learning especially among adults with limited literacy or schooling in their native languages. Auerbach posited that strategies such a translating or exploring ideas in the L1 were in fact effective bridges to foster a more rapid progress in English language learning. Similarly, Huertas-Macias and Kerphart (2009) advocated for the use of the L1 in adult ESL courses particularly in ESL courses in which there is a strong emphasis on content, such as civics or general education which tend to present complex content in the target language.

In recent years, the 'multilingual turn' (May, 2014) to second language acquisition has gradually shifted perspectives on the role of L1 and L2 in the educational setting. In this context, pedagogical translanguaging raises as a form of classroom instruction in which the teacher deliberately plans "around the use of different languages for input and output… based on the use of students' resources from the whole linguistic repertoire" (Cenoz, 2017, p. 194). Different from "spontaneous translanguaging", a "translanguaging pedagogy" strategically uses the learner's L1 in a planned manner to support the scaffolding of academic content and foster the building of literacy skills (Cenoz & Gorter, 2022; García & Leiva, 2014). This involves integrating both languages in a functional manner. The L1 is used to access pre-existing knowledge and more in-depth meanings. Once information is made clearer and richer in the L1, the learner can construct more complex arguments in the target language.

Applications of translinguistic pedagogies in the context of service-learning are still scarce even though they can bridge important understandings to the context of teaching English as service. Barbosa (2020) describes a service-learning program in which Spanish majors and pre-service bilingual teachers seeking certification to teach Spanish, tutored Spanish-speaking high school students with the goal of advancing their English skills. The program evolved to use a translanguaging pedagogy in which high school participants and university students used both languages to teach and learn. Barbosa illustrates the use of a translanguaging pedagogy in the following example:

> For example, they [high school students] would read a newspaper article in English, have to answer comprehension questions in Spanish, write a short response to the article in English, and then compare their opinions with the other students in the group by using any linguistic resources that they thought were necessary (p. 9)

Barbosa's example illustrates a common practice in translanguaging pedagogy in which the learner can use their L1 i.e., Spanish, as 'output' to respond in a discussion or during comprehension exercises (Cenoz & Gorter, 2022). In contrast to the English-only approaches to tutoring sessions, Barbosa (2020) noted that by shifting to a pedadogical translanguaging methodology, high school students were able to engage more fully in the tutoring sessions. She argued that this positive outcome was in part mediated by affective motivations as students saw their home languages validated.

Similarly, this pedagogy has the potential of impacting the language proficiencies of Spanish foreign language university students. Since Spanish is employed to scaffold content with participants, university students will have a concrete structure as to *when* and *how* to use Spanish in the context of English tutoring. At the same time, studies have shown how granting the use of spontaneous translanguaging can ease the fears associated with speaking the target language (Spanish) since it focuses on the ability to communicate as a performative practice instead of having complete "control" and "mastering" of the L2 (Cenoz, Santos & Gorter, 2022). The objective is to increase language agency while building a fluid, organic collaboration between ESL learners and participants. The following sections describe how the language framework that was employed in a service-learning course focused on teaching the Language Arts portion of the General Education Diploma to advanced English Language learners.

CONTEXT OF THE SERVICE-LEARNING EXPERIENCE

Participants in the Service-Learning Experience

The service-learning course described in this study is located in a Predominantly White University (PWI) in the U.S. Southwest in a city with a high bilingual population. With the mission of "eliminating barriers that may prevent employees for pursuing further educational goals" the Educational Pathways program hosted in Human Resources department at this university, provides professional development courses in General Education (GED) and adult ESL courses. These courses aim at advancing the educational goals of staff members working in different facilities at the university (e.g., custodians, grounds maintenance, residential housekeeping) and are primarily attended by staff from Latino backgrounds.

In recent years, the coordinator from the Human Resources department has partnered with the Spanish department to embed the 'GED: English Language Arts' tutoring sessions as part of the Spanish upper-division three-credit course 'Service-learning in the Latino Community'. Carried out by students majoring and minoring in Spanish, tutoring sessions occur for eight weeks and last over 1-hour a week. Prior to initiating the sessions, university students receive four weeks of training (over 12 hours) in critical bilingualism and pedagogical translanguaging. After every tutoring session, university students also attend a two-hour debriefing as part of the class. These debriefing sessions are employed to discuss lesson plans and further cover the academic content of the class.

During the Fall 2021, 16 university students enrolled in the service-learning course and nine adult ESL participants regularly attended the 'GED: Language arts' tutoring sessions.

Most of the sessions involved two university students working with the same participant throughout the eight-weeks. The language proficiency assessment carried out at the beginning of the semester showed that six university students had an advanced-low level oral skills in Spanish, while five were at the intermediate-high level, and five were at the intermediate-low level according to ACTFL guidelines. In the case of the ESL participants, all of them came from Mexico; seven of them had sixth grade level instruction in their native countries, and two of them had eighth grade level instruction. Seven of them had advanced-low level oral skills in English and two of them had intermediate-high level. Following the structure of the GED Language Arts class the content of the tutoring sessions focused strategies for reading and writing such as finding the main topic of a text, inferencing information, paraphrasing, creating short argumentative paragraphs, and English grammar and punctuation.

ADULT ESL SERVICE-LEARNING TRAINING

Organization of the Training Sessions

Following Cenoz and Santos (2020), a four-week training course on pedagogical translanguaging was implemented before starting the tutoring sessions. Training was divided in two stages: the first stage examined the context of immigrant English language learning and the role of translanguaging in multilingual workplaces. The second part centered on lesson planning following a pedagogical translanguaging approach served to delineate the expectations of Spanish language use for students tutoring in the program.

- Weeks 1-2. Preparation. During the first weeks, students learned about English language acquisition in the immigrant context. The course also introduced the concept of "workplace multilingualism" to provide context of how those working with bilingual communities use translanguaging practices to interact in public service encounters.
- Week 3-4. Pedagogical training. Students were introduced to translanguaging pedagogies and looked at examples of pedagogical translanguaging lesson plans (Cenoz & Gorter, 2022). After the class, students prepared and submitted two lesson plans based on the pedagogy which were implemented during the first tutoring sessions.
- Weeks 5-13. Implementation. During the next weeks, students met with the participants for one-hour tutoring. After the class, the course continued with academic content on critical language pedagogy. The post-tutoring sessions were also used to revise lesson plans and create subsequent lesson plans.

As part of the service-learning course assessment, students have to turn in six lesson plans as well as nine critical reflections and three language diaries.

Understanding the Context of English Language Acquisition

The first sessions of the class focused on understanding the context of language acquisition of adult English learners. Conversations with students revealed somewhat veiled deficit-based beliefs around the immigrant experience and the process of learning English for adults. For instance, many students struggled to understand the reasons why some adult learners are long-life learners of English not recognizing the social complexities of acculturation and adaptation. In some cases, students made oblique connections between their own Spanish learning

background and the immigrant language learning experience, indicating preconceived notions that equates "textbook learning" and the mere application of language rules and norms as sufficient for language acquisition (Kimball, 2015).

During the course, students read research on critical bilingualism that illuminated how aspects such as literacy, social status, gender, or social class, shape the learning experience (Block 2003; Norton; 2013; Norton & Toohey, 2004; Menard-Warwick, 2008). For instance, through the stories presented in Bonnie Norton's (1994) and Norton's (2013) seminal publications on language and identity, students learned that immigrants are not always allowed the "right to speak" based on their social status and race. Students were prompted to reflect on the emotions of ESL learners when they were placed as "illegitimate" speakers during interactions with English speaking interlocutors (Peirce, 1995). Other reflective essays focused on examining how in the immigrant context English learning cannot be separated from gender roles, as is the case for many immigrant mothers who are responsible for domestic work and childrearing responsibilities. Drawing from literacy platforms (Proliteracy, 2018), the class also examined how recent budgetary cuts to literacy programs have gradually compromised the maintenance of these programs and the impact on the social inclusion of immigrants. Students also learned about how other countries linguistically integrate immigrant communities discovering how, for instance, in some European countries and Canada immigrants receive over 400 hours of English language learning for free, while in the United States these services are gradually dwindling (Khazan, 2021).

These sessions challenged the students to think about their own language privilege as speakers of English and foreign language students of Spanish in the US. Along these lines, students discussed readings that delved into the discriminatory experiences of Latino immigrants when speaking Spanish in public and how this discrimination persists in many public arenas of the United Sates. These discussions served to highlight the disconnect between the racialized language status of Spanish in the US, and the more elitist status of Spanish as a foreign language in the university context (Pomerantz & Schwartz, 2011). During these discussions, students were able to discover that their experience of learning Spanish is a privileged one. For instance, their Spanish learning environment involves experiences with patient interlocutors who accommodate to their target language proficiency. In contrast, Latino immigrants are confronted with persistent linguistic discrimination for speaking accented and/or little English (Lippi-Green, 2012). Similarly, Spanish language learners' draw on the target language in a way that allows them to traverse low-stakes situations in the U.S. This practice stands in stark contrast to the many high-stakes situations in which Latinos have to use their English e.g., during doctor's visits (Pomeratz & Schwartz, 2011). These discussions also provided context to understand how, by virtue of being speakers of non-accented English, their identity and privilege remain "intact and uncontested" (Pomeratz & Schwartz, 2011).

Studies on workplace multilingualism (Canagaragh 2011; Creese & Blackedge, 2019; García-Mateus & Palmer, 2017) served to illustrate ways in which translinguistic language practices allow those working with bilingual communities, especially teachers, build more horizontal and reciprocal relations with emergent bilinguals. The objective was to think beyond the idea that "full fluency" is the only requirement for communication. The notion of cultivating a "communicative disposition" becomes an essential skill for "collaborative accommodations" during interactions (Kubota, 2013). A session dedicated to "language agency in service learning" delved into the importance of being courageous when communicating in Spanish during the tutoring experience. This discussion was framed as a question of "investing" in Spanish as a local language as opposed to viewing it under the lens of a commodified or cosmopolitan foreign language void from any ties to the community's

language and identity (Lado & Del Valle, 2022). The main objective of these discussions was to channel a desire to speak Spanish varieties that were mediated through a sociolinguistic understanding of the language identities of ESL learners and their struggles to learn the dominant language. The concept of translanguaging was introduced as an alternative way to create agentic moments in learning by weaving both languages during their interactions.

The work of Martín-Beltran (2014) served to exemplify howc languaging practices function during collaborative work. Examples of classroom translanguaging practices could be an alternative way to interact with participants and create learning opportunities e.g., learn about the meanings of new words, provide insights on how to build argumentative points, explain grammar, etc. These readings helped frame translanguaging practices in a positive light while also dispelling the negative connotations that hybrid practices (e.g., code-switching or code-mixing) tend to have in the community and among language learners. The objective of this language orientation was to think about translanguaging as a facilitation of mutual rapport despite varied degrees of communicative competences among the interlocutors.

Learning about Translanguaging Pedagogies

Translanguaging pedagogies were employed as the main pedagogical framework of the tutoring sessions focused on preparing students for the *GED: Reasoning through Language Arts* exam. This exam targets high school level reading, writing, and grammatical skills. The exam's exercises are focused on skills such as answering questions based on reading passages, correcting grammar and word choice, and composing an extended response to a writing prompt based on reading one or two passages (Kaplan, 2022). To this end, the training sessions aimed at explaining how to integrate the learner's L1 in the scaffolding of instruction based on theories of adult language learning (e.g., Auerbach, 1993).

The training on "pedagogical translanguaging" was divided in two stages: theoretical explanations underpinning translanguaging theories and lesson planning strategies. During the first stage, student-tutors were asked to identify crucial moments in which the use of the learners' L1 could be beneficial to teach and learn English. Using their own learning experiences, students identified that language teachers commonly shift to English in their Spanish classes at certain junctures of classroom instruction: to explain difficult grammatical topics; clarify information from texts; provide translations; or facilitate interpersonal relations. Building on the idea of teacher's language alternation, a translanguaging pedagogy was presented as going beyond instructor's code-switching (García & Wei, 2014), specifically highlighting how pedagogical translanguaging is a more functionally integrated use of the learner's L1 and L2 for instruction. Following this approach, several lesson plans were introduced as applied examples of this pedagogy. The lesson plans illustrated the following ways of using a translanguaging pedagogy:

- Use of Spanish during pre-reading activities of an English text.
- Use of Spanish to discuss English readings.
- Use of Spanish to help learners build the argumentative points for the written text.
- Use of Spanish to model paragraph structure. For instance, tutors could model a paragraph in Spanish to talk about its structure (e.g., topic sentence, supporting sentence, and closing transition sentences) and then compare it to an English paragraph.

- Crosslinguistic comparisons between English and Spanish to explain metalinguistic information. For instance, tutors compare how capitalization is different in both languages e.g., days of the week, languages, writing titles, etc.

The translanguaging pedagogy served to frame the language roles that tutors should take with the aim of increasing language output. As such, tutors were asked to use their Spanish, or spontaneous translanguaging strategies, in the following moments:

- To ask comprehension questions and during pre-reading activities.
- To approach topics as collaborative discussions
- To discuss the meanings of words
- To model the structure of argumentative paragraphs in Spanish and English
- To create crosslinguistic comparisons during grammatical explanations
- To provide directions about an exercise
- To clarify information
- To foster interpersonal relations with the participants

After the third week of the training sessions, students started creating the first lesson plan in which they developed their own didactical exercises following the pedagogy. The lesson plans were written in Spanish and included: the language level of the participant; learning objectives; organization and materials for the translanguaging session; information about how English and Spanish was going to be used at different junctures of the lesson plan; and a description of the procedures to carry out the exercises. Students had to time the different activities, explain how the session would be assessed, and provide the materials to complete the homework (Cenoz & Gorter, 2022). Alongside with the lesson plan, students had to include a one-page dossier about the ways in which they would use Spanish to provide directions to ESL students.

(1) Maria, hoy vamos a aprender sobre las diferentes formas de energía como eólica, nuclear, hidráulica. Luego vamos a hacer un ejercicio en el que compares los beneficios o cosas negativas de e la energía eólica con la nuclear.
Maria today we are going to learn about wind energy. Maria, today we are going to learn about the different forms of energy such as wind, nuclear, hydraulic. Then we are going to do an exercise in which you compare the benefits or negatives of wind energy with nuclear energy.

The main objective of this dossier is to make students investigate the use of content vocabulary in different areas (e.g., 'hidráulica', *eolic*) before the lesson in order to better prepare them to instruct in Spanish during the tutoring session.

Implementation

The pedagogy allowed the tutoring sessions to provide a structured way to use both languages which allowed for moments of Spanish and English immersion. Following the GED exam, many of the lesson plans for the ESL students focused on a topical argumentative theme (e.g., combustion vs. electric cars; anxiety and mental health issues across generations; the topic of student athletes at the university). The main objective was to create a 200-word argumentative paragraph about the topic.

A typical tutoring session started with a warm-up in which students and participants talked about their weekends, families, or work in Spanish. Afterwards, the tutors presented the topic and lesson plan objectives of the day which typically included pre-reading activities carried out in Spanish, a reading in English, followed by comprehension and discussion questions in Spanish (or translanguaging), and a writing section in English. One of the main aspects that was observed during the implementation of this pedagogy was how students and participants worked together using Spanish and spontaneous translanguaging to collaboratively create knowledge or understand complex meanings. For instance, during the thinking progress of building the arguments for the paragraphs, the sentence, "What do you want to say?" was many times asked when tutors wanted participants to clarify information that they had written in English. Martin-Beltran (2014) similarly found that by using, "What do you want to say?" the sentence was in itself a discursive pattern which "served as an invitation to co-construct meaning in a multilingual space" (p. 214). In those instances, rather than shifting into English, the tutors asked the participants to clarify their ideas in Spanish. These types of clarifications continued with students and participants using Spanish until the learner understood the information. Similarly, when the ESL participant and student did not know the meaning of a word in English, the university students used Spanish to explain the meaning. This presented a reciprocal opportunity for learning, as both ESL learners and university students drew upon their repertoires to create understandings. By promoting a space for language immersion in Spanish during ESL tutoring sessions, university students were able to increase their language agency. Parallelly, spontaneous translanguaging served as a bridge in moments in which university students did not know how to circumvent information in full-fledged Spanish.

DISCUSSION AND CONCLUSION

Service-learning provides important experiences for target language use; however, it is important to critically reflect on the fact that the language competencies needed to work in the community do not always involve an exclusive use of the target language. Following a translanguaging perspective, this study advocates to frame target language use in service-learning as a "communicative performance" in order to shift notions of grammatical accuracy and fluency. The aim is to bring to the students' level of awareness the fact that "language agency" is multifaceted and can occur in different forms including by maximizing their repertoires and translanguaging practices. This study illustrates how a translanguaging pedagogy can be employed in the context of "teaching English as service" by creating ESL tutoring sessions in which students and participants use their Spanish at certain junctures of the tutoring sessions. In doing so, this pedagogy provides a frame and a structure of *how* and *when* to use the target language. It also promotes the necessary scaffolding to learn English for the ESL participants. The translanguaging orientation provides opportunities for Spanish language use and frames the tutor-student interactions as a question of communicative performance, which in turn has the potential of diminishing the anxiety of learners with lower proficiency.

Even though service-learning is touted as an immersive experience, there is a need to highlight the non-linguistic qualities of engaging in "border-crossing" communication (Kubota, 2013). In this study, a workplace-multilingualism approach is employed to examine how the competencies required for working in communities go beyond the ability to approximate to someone else's language with accuracy and fluency. Using a CLA pedagogy, the academic content of the class aims at shaping "the very context in which the language is

learned and used" (Kramsch and Whiteside 2008, p. 664; as cited in Kubota, 2013, p. 3). In the field of Spanish, studies in CLA have commonly centered on questions of Spanish language oppression, Spanish language hierarchies, and ideologies to mold student's language attitudes. However, in the context of teaching English as service, the CLA approach presented in this study brings awareness about the experiences of acculturation and assimilation of the adult English language learner. In this sense, the literature on language and identity in the fields of TESOL and ESL bridges important understandings about how the learner's experience is shaped by their "affective stances toward the project of learning and using the English language" (Ciriza-Lope, Shappeck, & Arxer, 2016, p. 287). Gaining an understanding about the adult learner's process of language socialization helps shape students' attitudes and communicative dispositions when interacting with participants. It puts to the forefront "soft skills" such as their willingness to accommodate to new linguistic practices, communicate in multiple languages and registers, and expand their cultural awareness of themselves and others. The aim is that students approach interactions with the ESL participants through an affect-based understanding with the aim of thinking about communication not as question of speaking with perfectly formed utterances, but rather on the socially accepted "pragmatic skills that might make another person trust you, understand your perspective, or laugh at your jokes" (Ciriza-Lope et al., 2016, p. 298).

Lado and Del Valle (2022) have argued for a reconceptualization of language programs and the "the near-mythical character of exclusive use of the target language" (p. 20) i.e., the commonly held belief that the student's native language use inhibits acquisition. The authors advocate for the inclusion of language-related content in English especially when this content can bring awareness about important aspects of the community and can promote new investments in Spanish language learning. The authors show how including CLA units in English enhances the connections between the students' social experiences with language and the classroom content, without being detrimental to the overall student's Spanish language performance. In this sense, service-learning provides an influential site to integrate new conceptions about real-life communicative practices in both languages. Furthermore, a translanguaging pedagogy in service-learning provides an alternative understanding of the ways in which effective interaction with community members occurs. By highlighting how heteroglossic practices are commonplace in multilingual environments, we as educators just might be able to increase target language self-efficacy and an overall greater investment in Spanish.

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