UNIVERSITETI I EJL
ЈИЕ УНИВЕРЗИТЕТ
SEE UNIVERSITY

SERVICE LEARNING IN ENGLISH LANGUAGE TEACHING

Arta Vinca, B.A., University of Prishtina

M.A., South East European University

Mentored By: Docent Dr. Aida Koçi

September 2011

Table of Contents

ACKNOWLEDGEMENTS

I wish to thank all who were involved in this lengthy process for their patience and valuable dedication in assisting me in the writing of this thesis. Without their hard work and kindness, reading and revising, the completion of this study would not have been possible.

To Dr. Aida Koçi, my professor and mentor, without whom I would have never made it beyond the proposal process. The guidance and support were tireless as she made me learn about a very interesting subject and helped me think about up to date topics and challenges in the field of ESL. She also pushed my writing to a level I did not think it could get.

Her suggestions, guidance and feedback were outstanding, which guided me to produce a dissertation that I am very proud of today. It all started as a prospective idea with few milestones down the road. Her experience and knowledge in the field of Service Learning steered me throughout the writing of this thesis. All those long hours taken from her Sunday afternoons, made this final product possible. Dr, Koci, I cannot thank you enough for all what you have done to make this journey easier!

I need to extend special thanks to my dear husband, Vegim, and my two beautiful children, Vesa and Trimi. I express honest gratitude for your heavenly patience, strength and emotional support in times of distress. Also I thank you for the understanding shown for my absence when you all needed me around to help with your homework and preps before tests, to go shopping, or to serve a good meal on our table. I am so very grateful to have such a wonderful family who believed in me, motivated me and loved me every step of the journey. This final product I proudly dedicate to "YOU".

The last thank you goes to my parents who educated me from the beginning of my life; I followed their footsteps to become a teacher just like they brought me up. I want to thank my mom for all the care and support in obtaining this degree. I am glad to have made you proud of me.

ABSTRACT

As an ESL teacher my primary goal has always been to integrate the most up to date teaching approaches and strategies that will assist my students is scaffolding as they make every effort to learn the language at the best level. Integration of the most up to date teaching approaches and strategies will advance students' critical thinking skills, cultural competence, and the ability to reflect upon the content - related experience gained outside of the classroom. Thus Service Learning aims in an ESL class are to help the students use the academic knowledge outside of the classroom setting, while they interact and help the community they live in.

The researcher (I) finds Service Learning as an appropriate tool that will compliment and complete an ESL course, by helping students to bridge their academic knowledge with real and challenging learning situations outside the classroom, which will promote learning and professionally equip future ESL teachers while this being the integrative part of the ESL curriculum. Service Learning is an interactive teaching approach in which students are being tasked out with more challenging assignments that are at the same time course requirements, by promoting "learning by doing". The challenging assignment s, the bridging of both academic content and real life situations helps students in acquiring new knowledge/language through experience and reflection.

The present study can be also utilized as a suggestion and guidance tool in incorporating service-learning into the existing ESL curriculum, while hoping to motivate other teachers to test service-learning within their courses. The students with Service Learning experience within NACD course were participants in a project that was piloted. The aim of the study was to identify and analyze the benefits that were extracted from this Service Learning project. Surveys

were created to investigate students' opinions of their Service Learning activity within NACD course; whether Service Learning experience built learning capacity and if that promoted learning and interaction with the community where future teachers will teach. The surveys reported significant outcomes for both parties involved.

The study describes a benefiting model of student-community engagement for both: the community and the students, while providing valuable skills and training to students in associating academic knowledge to real world solutions through "learning by doing".

Chapter I: Introduction

1.1 Service Learning in English Language Teaching

Service Learning is a new approach that merges the academic work with real life situations, this encourages the students to reflect on their own experience in life and think in a critical way about it (National Service-Learning Clearinghouse, 2007). The history of Service Learning has implanted its roots in various programs and projects that historically advocated productive education. The disciplines and subjects of education where this approach has been rooted are a vast pool, starting from elementary schools and moving to institutes of higher education; Starting from contexts such as: science, history, psychology, composition and management (National Service-Learning Clearinghouse, 2007) and lately integrating it into language Learning Courses, that is the primary focus subject in the present study.

The interest for research and study in the field of Service Learning has occupied both, public and private institutions, and several studies have been conducted on the integration of

Service Learning. The 2006 Campus Contact study that I will refer to at this point proved that Service Learning is well integrated into college settings in America. Campus Contact advocated promotion of public practice in higher education, by focusing in engagement in civil society, community service and Service Learning itself (Campus contact, 2007). The results showed that 91% of the campuses (out of 1000 institutions that were being surveyed) that they attended offered courses that incorporated Service Learning (Campus contact, 2007).

As was mentioned earlier the fields where Service Learning is incorporated in the American educational System is vast. This starts with the incorporation of an academic content in real world settings that is facilitated through Service Learning programs in institutes of higher education and reaches an assortment of discipline areas including the sciences, history, psychology and English language. The hands-on policy that Service Learning advocates has been successfully integrated in science course – for instance in chemistry where students are tasked out to test the level of lead in their households and then test and elaborate the results in a chemistry lab in school (National Service-Learning Clearinghouse, 2007). In a history class Service Learning was incorporated through a task that students had to interview and conduct a discussion with war veterans on a variety of topics that were relevant to interviewees such institutions and facilities that support war veterans (hospitals and Centers) (National Service-Learning Clearinghouse, 2007). Relevant fieldwork in Psychology may be considered when the class is tasked out to do social service agencies; different shelters and so on that are relevant to Psychology classes (National Service-Learning Clearinghouse, 2007).

English Language teachers have also experimented with Service Learning, and this has resulted with a positive outcome. For example in an English literature class students were offered

to teach young students and to help them in increasing and improving literacy skills (National Service-Learning Clearinghouse, 2007).

All of the above courses' main goals were to apply academic content knowledge to real world community settings. The approach that best facilitates the meeting of such goals is undeniably the hands- on approach of Service Learning. The implementation of Service Learning is the revolution and the evolution that the current unproductive educational system has to undergo if we believe that its sustainability needs to be revitalized. This is the change that needs to be implemented in order to gather the benefits out of the educational system and to facilitate the application of the knowledge gained in schools. This is a brief history of Service Learning initiatives in America and shows that the implementation of Service learning can help students learn information and actualize the application of the knowledge outside the classroom; this approach has benefited student learning and communities. When we zoom into the Balkans, specifically in Macedonia and Kosovo, the situation is totally different. Education has been excluded and kept in isolation from community and real life experience.

For decades learning in schools was presented as an isolated cell that operates only within the school framework. In Kosova besides the full and active engagement of the international community the awareness of the importance of the community and the engagement of it in the overall education system through schools and the importance of meeting the community's needs or advocate those needs is still at a very low level. These types of projects are not a part of education and national curriculum. So at the start it is obvious that there is a lot to explore and a need to research Service Learning in particular in Kosovo and for the sake of data gathering and the research in Macedonia also.

In the two above mentioned countries which are used for this research the education system, like in many other East European post-communist countries, was greatly influenced by communist models of education. As a result, our students have been taught their L2 (second language) for a long period of time by memorizing grammatical rules and isolated words extracted from texts and this whole activity was complimented with translating sentences from English into Albanian and vice-versa and drill activities. The former communist system education was led by an iron-fist methodology that was implemented in national curriculum, which glorified the communism as a perfect ideology. There was no room for innovations or project based learning other than the traditional approach. However, the modern teaching ideology is combining with that of Kosova since the country ended the last war and ultimately changed its ideology, status and governing politics in 1998. Consequently, traditional English Language teaching method changed, and it is giving room to new era and ideologies that will bring productive methods and approaches in education. As a result of the isolated policies that former communist countries experienced today the need for Service Learning in the Balkans is bigger than ever and the need for its implementation into national curriculum is critical. I will again have to stress that this is changing day by day. This study aims to assess whether and how the teaching practice in a private University is affected by these new methods and changes respectively if the interest for Service Learning in ELT classes is present and what are the direct outcomes in terms of language proficiency.

Service Learning as a notion is not popular in former communist countries. This has come as a result of lack of expertise and knowledge in the Service Learning field. But Service Learning is being given priority lately; there are schools that have taken the initial steps towards implementing Service Learning through various projects. The impact of the American practice is

obvious if we take a look at the projects organized in the last 6 years in Prishtina. A program launched by US Aid - Learning about Justice was developed to facilitate citizen's understanding of the justice system and increase awareness. This initiative is the first one of this kind nationwide that targeted primary school students, specifically second and third grade students. Series of three coloring books: "Learning about Law," "Learning about Judges," and "Learning about Responsibility" initiated the program. Also 20,000 coloring books in 9 different municipalities in 2010 and 2011were distributed throughout Kosovo for this project. This initiative resulted with a better understanding of the justice system for over thousands of young students and hundreds of teachers throughout Kosovo incorporated the initiative as part of their classroom instruction for generations to come. Students and teachers have taken the initiative further by acting in mock trials and visiting their local courts to see how the system operates. See the following link: http://www.drejtesia-ks.org/?cid=2,15,166 .

Another similar initiative was taken by the University of Prishtina, English Language Department, Division of Interpreting and Translating. This division tasked out future interpreters and translator to complete 40 hours of active translation of daily news at the Kosova Live News Agency. The head of the department saw this as a challenge to her students that will equip them with real application of the skills and the knowledge that they gained in class. This hands-on activity gave them a clear picture about their future career, the challenges that it has, and the requirements of their future profession. While experiencing first hand translating the students helped the agency also. The pool of translators that reported in the facility and the productivity marked a significant success in the outcomes of the agency. Also a similar initiative is taken by the same University the division of Teaching, where the students where tasked out to teach a six week elementary – beginner level English Language course. The students could chose to teach in

a rural school, areas that were seriously affected by the war, local orphanage, local social centers, or newly established language schools.

The tutoring experience for these institutions proved to be very beneficiary to both student tutors and the learners also. The opportunity to practice and reflect what they learned in school prepared the students for real life careers in teaching, it equipped them with techniques and skills that a classroom requires, and it made them proud of themselves in doing all of this. It is also very important to mention that it built care and understanding for a bigger community of which some of them had not heard prior to this experience.

1.2. Background of the study

Service Learning is dedicated to implement changes within an educational system by committing to it with serious motivation that derives from agent's interest, emotions and spirit. These tools make Service Learning a device that will lead towards a change that will result with higher thinking skills in learners, improved ability to reflect on experience, better understanding of real life problems, engagement in the community where learner lives, and preparation for life outside of the classroom. A youth geared with such skills will without any doubts pave the road to a brighter problem-solving future.

A particular subject that requires a special interest in my region and also broader is the ESL program and the introduction of Service Learning in this program. The common questions that ESL teachers ask are the following: 1. Have my students learned what they were taught? 2. Can they use what they were taught in real life situations? 3. Is their knowledge serving them in

class only? 4. And finally, can they be fluent in real life situations when using English Language?

Thanks to the work and theories of many researchers the first steps are taken towards implementing positive changes to current education and ESL. The pillar of this idea was installed by John Dewey, to whose work and achievements we must refer to when speaking about learning based on experience. In *Experience and Nature* Dewey states that experiential learning has an impact on epistemology:

"…the ways in which we believe and expect have a tremendous effect on what we believe and expect … We discover that we believe many things not because the things are so but because we have become habituated (to them) through the weight of authority, by imitation, prestige, institution, and unconscious effect of language" (quoted by Kolb 1984:161).

These two notions that Dewey emphasized: the connection of the students with learning, and how students know what they know is in fact believed to facilitate second language learning at best because is self- driven way and not imposed by another party, authority, or a teacher.

Besides experience, reflection is another crucial component of the learning cycle. According to David Kolb:

"The learner is directly in touch with the realities being studied… (He or she has a direct encounter with the phenomenon being studied), rather merely thinking about the encounter or only considering the possibility of doing something with it" (quoted by Kolb 1984:161).

This concept is not new, and it is a very important one for ESL classes too. Language learners need a context that they understand in order to discuss endless ideas, express opinions,

thoughts, experiences and what they have observed through the learning process, which at the same is meaningful. Furthermore, as Minor stated, in order to learn in language learning classes students should respond to real life issues and not to learn in isolation where the tasks become boring and tiresome, but it has to be a meaningful context in which they feel comfortable if we want them to remember and reflect (Minor, 2001). This leads us to the point that Minor stated that teaching in isolation from meaningful context can never result with remembering of that same information unless we apply drill and learning by heart. In second language learning environment the ideal medium where learning can happen is only by introducing meaningful activities, the benefit of this according to Minor is that the learner will learn more, faster, and substantial knowledge without practicing drills and memorizing isolated context (Minor, 2001).

In an ESL class students' cognitive skills and acquisition enhances only when they are exposed to context that relates to meaning.

According to Laura Latulippe (1999) students' proficiency in a second/foreign language is in direct correlation with the amount of their exposure to meaningful context and they should be exposed to it wherever and whenever possible.

Another benefit for the students of ESL is the development of human values (Minor 2001), and the true picture about the society and its value. The degree that our students obtain should ultimately prepare them for their future life. On this Howard Berry and Linda Chisholm believe that:

"Foremost among the purposes (of higher education) is that of giving young adults the skills and breadth of knowledge to think deeply about the structures of their society and to appropriate values which must govern their personal and professional lives (Chisholm, 1999:12)".

Learning a language through Service Learning in ESL class helps students use what they have learned when they leave their classroom , reflect upon that experience and what they learned when they are back in class in order to enhance learning , and it promotes humane values.

According to Kendall: an effective program is the one that has the following elements:

- Engages people in responsible and challenging actions for the common good;

- Provides structured opportunities for people to reflect on their service experience;

- Articulates clear service and learning goals for everyone involved;

- Clarifies the responsibility of each person and organization involved;

- Includes training, supervision, monitoring, support, recognition and evaluation to meet service and learning goals;

- Is committed to program participation by and with diverse population (Kendall, 1990:40).

1.3. Significance of the study

The main components of Service Learning are reflection and experience and both are considered as very important components in the language learning process. Since Service Learning is built on team work, it combines learning objectives with service objectives, teaches responsibility to young students and raises community needs awareness through teaching; it means that its authentic nature can fully apply to real life, which is also a crucial element in language learning. The final goal of Service Learning – that of meeting course contents while engaging students in learning by doing and reflecting upon their own experience can have a positive effect on language learning process, since it will "engage all their senses" and will "carry out" the knowledge "into acts", this will guide learners to apply their classroom

knowledge in real situations by using the language learned towards actual production (Dewey, 1916). According to Dewey:

… "Schools are compelled to rely upon motives…which are foreign to truly moral activity. But in the schools where the children are getting their knowledge by doing things, it is presented to them through all their senses and carried over into acts

(quoted in: John and Evelyn, 1962: 225)".

Also Dewey made a note of another very important element in learning that is closely related to awards. Schools that promote awarding policies for better achievement in fact result with a negative effect in their students because they will be tempted to their "best" and use every possible mean to achieve a score. Whereas in learning by doing this award policy is reduced and so is the negative temptation to cheat:

"Since the children are no longer working for awards their temptation to cheat is reduced to the minimum (quoted in: John and Evelyn, 1962: 226)".

The history of this idea is the basic core of the American education system and this is also implemented in it. The industrialization, globalization challenges and the new reality in Kosova require an innovative teaching method, a way that will place the focus in real life, in the community and the real problems, a way based on learning by doing in which environment both the input and context will be comprehensible for the students. In my ten-year long career as an ESL teacher formerly in high school and lately in the higher education level, I have constantly strived to create a productive environment and to offer my students the best possible approach and method, so that they can learn from it, and to help them reach their ultimate goal in ESL –

through providing the best possible resources and guidance in order for them skillfully to acquire and channelize the newly- acquired knowledge. The transition period from communist period, that lasted for decades in the Balkans and also broader in Eastern Europe, was lengthy and tedious. Education experts struggled with serious challenges and difficulties to implement an innovative idea that will alter this teaching tradition in which teaching policies were based on: ensuring free education for all, placing importance in increasing the national literacy level, developing the educational system, improving its quality and ultimately orient education to meet socialist standards in the region. The need for changes, for innovative methods that will facilitate learning process and place the learner in the center of the learning process was obvious. Every student is an individual and as teachers we cannot tailor a "one size fits all" lesson, and expect 80% acquisition from them. Our role in class is that of a leader and of a mentor that doesn't tend to do all but rather the one that delegates authorities to students and guides them through the completion of the task. Interactive learning in groups, active participation in class, critical thinking development, and freedom in expressing ideas and thoughts should have a crucial place in our lesson plans. Student-centered classroom gives the learner more opportunities to learn, to process, and to produce. Everyday there is noticed a growing interest in service-learning as an approach in ESL classes, the chance to incorporate concepts learnt in class with real life experiences, presents an opportunity for the learners to develop cultural competence as well, critical thinking, and to reproduce this experience in their real lives once a situation presents. National Service Office for Service-Learning states the following elements as important and valuable for Service Learning:

1. Clear educational goals which require the application of concepts, content, and skills from the academic disciplines and involve students in the construction of their own knowledge.

2. Engagement of students in challenging and meaningful tasks

3. Tasks which meet genuine community needs and have significant consequences

4. Student voice which is involved in the design, implementation, and evaluation of Service Learning projects

5. Diversity which is valued and recognized

6. Communication and interaction with the partner community are part of the process.

7. Reflection which takes place before, during, and after service, and encourages critical thinking, which is a central force in the design and fulfillment of curricular objectives.

8. Students' service work is acknowledged, celebrated, and validated. (National Service-Learning Cooperative, 1999).

The need for change in education that practices the traditional teaching method is in its highest point in the Balkans. Service Learning has been seen as the "vehicle to effect change", as Susan McAleavy (2008) claimed service-learning offers this vehicle by engaging the emotions and the spirit, which can be embedded through reflection. The following phrase "food for thought" was suggested for consideration about incorporating service-learning in the curriculum:

"Do we want our students to leave the classroom with motivation to continue their learning, with more skills to apply and contribute to society? Do we wish to seek ways to touch our students' pre-formed attitudes and to have them question such attitudes in light of new information? (McAleavy, 2008:3).

There is an initiative about implementing Service Learning in the Balkans. Since this correlates with to date democracy, and this being the primary focus of the Balkan countries the interest grows every day. To illustrate the effort for implementing SL in ESL I will mention some initiatives: Service Learning Conference, held in Bijela, Montenegro in June, 2006 under the topic: "Increasing Community Impact and Educational Outcomes in Higher Education". This was a program that was developed by the South – Eastern Europe Junior Faculty, and was supported by the American Councils. This was an initiative for the Balkans and it continues to develop and expand as a program in the region. It is valuable to mention the pioneer of SL method in FYROM, respectively in the SEEU, Aida Koçi, who implemented this method in classroom. The merit as a JFDP alumna was for being able to modify her lectures in order her students to understand the challenges that special needs students face every day. This speaks loud that Service Learning can be implemented in every course subject, in this particular one she used her "Needs Analysis" course to create and involve students in a meaningful seminar where they had the chance to personally hear the challenges of two disabled students and the experts of that field. Professor Koçi's hope that the students will reflect on the experience and the knowledge gained from this project in their future employment as teachers marked this initiative as a milestone in the vast see of SL prospect.

Growing globalization trends and its implementation in everyday business and learning makes English Language the language of the global economy, of education and as such a high level of proficiency in English Language is now more important than ever. English language teaching and learning is integrated in national curriculum starting from 1st grade and moving to the Academic level of education. But can this be a proof that students' English language

proficiency level should have reached a sufficient level? Counting the years of sitting in an English Language class we would expect a positive outcome but unfortunately it is not the case.

The majority of the students do not succeed to use the learned language skills outside of the classroom setting and beyond the book context. Just to illustrate I will mention that a very prestigious University in Kosovo that offers English only courses had a shocking experience with the TOEFL test results of the students. First year students who were enrolled in the academic year 2009 and did not achieve the benchmark score on the TOFL test were aloud enrollments under the condition that they will take an extra preparatory course that will prepare them for the TOEFL test that they had to take at the end of the academic year. Besides the engagement of the professors and the extra hours spent on a prep class the number of students that scored 60% was very low. The majority (70%) of students did not pass the test. This is where Service Learning can be implemented by presenting opportunities to develop English language learning outside of the classroom content, while contributing to the community where learners live, study, and tend to spend their future or abroad if an opportunity presents.

1.4. Aims and Objectives of the study

The general aim of this research is to explore teacher's willingness to implement SL into ESL program. At the same time, the research will examine the students' views on SL as a project oriented program. The investigation of this research will be done through a questionnaire and the aims are the following:

- To identify the possibilities of implementing SL at University of Prishtina.
- To analyze the students' attitude towards SL.
- To suggest the methods to implement SL in the curriculum.

- To motivate ESL teachers and students to be part of it.

1.5. Description of Thesis Organization

The purpose of this study is to examine the ways in which using the language through a Service Learning experience may positively affect the participants' English language acquisition and most importantly, improve their English language skills. The findings of this study could suggest changes within English language curriculum that will help language students improve and develop their language proficiency. At the same time will help teachers in improving and promoting actual learning of the language and its production and usage for the needs and the purposes of the learners. The pedagogical suggestions that may result from this study could recommend English language learning classes to move outside of the classroom and beyond toward real life situations.

This research will explore the teachers' attitude towards SL and the way students focus on experiential learning. The goal of this study is to show that SL is reciprocally beneficial, the needed service that will be provided to the community and the significant learning experience that will be presented to the students in language learning process.

1.6. Conclusion

Analyzing various benefits of SL is an essential aspect of this research. There are several characteristics that this study contains. First of all, the results about the students' perceptions will help teachers incorporate SL effectively in an ESL classroom. Additionally, teachers will consider students' experience and attitude related to SL. Another important point is that previous

studies and researches related to SL are added in the research paper in order to demonstrate the views of other researchers concerning SL and what they have concluded.

Finally, this study will focus on the teacher's roles in incorporating SL in ESL, the acceptance of this new method in post communist countries' education system (Kosova and Macedonia). Additionally, this research paper is a description of effective methods in developing student's language learning and in the development of their skills that will serve the life purpose of the learners.

CHAPTER II: LITERATURE REVIEW

2.1. A brief history of Service Learning in ESL

To look into the history of Service Learning means to look way back into the history and the path that US has taken in creating the country, building democracy, and seeding the legislation. The National Service-Learning Clearinghouse defines service-learning as follows:

"Service-learning combines service objectives with learning objectives with the intent that the activity changes both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content" (National Service-Learning Clearinghouse, 2007: 1)".

According to this theory Service Learning is an educational philosophy that covers both learning and teaching process. It aims to teach the students what to do and how to do it in a given

circumstance through applying those standards to the community needs. This philosophy has a set goal- that is to develop and increase the experiences of the both parties involved – the receivers and the givers of the service- in this case the community and the students, in order to provide both with experience and reflection.

The critical component of a successful Service Learning is the connection between the educational content of a subject, and the needs of the community where the subject is being studied. This particular connection, the click between the two mediums of both areas that of the content and of the community need is what makes Service Learning a different subject from community service initiatives.

The pioneer country that established the grounds for Service Learning is America. Service practice started very early in the US, to track this we have to dig into the early years of the 20th Century when the community needed help and assistance after the industrialization and urbanization, and this is when the sense for serving has its roots (Reyes, 2009). The emphasis on volunteerism, community service, civic awareness and responsibility, experiential education, and cooperative learning, is authentic at current times even in a higher level than in the past due to a society and life change in the globalization process.

"Service above self" and the question: "What would it take to change the world?" - signify the Rotarians worldwide. Rotary is only one club among many clubs service oriented clubs in the world, in fact it is the first service club organization, with more than 1.2 million members in 33,000 clubs worldwide. Rotary club members are volunteers who work locally, regionally, and internationally to combat hunger, improve health and sanitation, provide education and job training, promote peace, and eradicate polio under the motto "Service above

Self" (Rotary International, 2011). A true Rotarian works and helps in the name of the cause – "We can make a difference in the world".

U.S democracy is built on a service oriented belief and it is closely related to the service that the citizens call for and practice as individuals or in groups with their joint efforts to become a sustainable part of the society they live in and the community they belong to. As mentioned above service occurred in different shapes throughout the history of the United States: as a social movement, organization, or agency, aiming to reduce poverty, to eliminate racism, or preserve natural habitat. The people that decided to "look within and beyond" their lives in order to incorporate other individuals, communities, and sometimes, the whole world were the true promoters and the pioneers of Service (Reyes, 2009). This speaks loudly for the foundation of service and the commitment to real life and participation in the community.

The benefits that can result from practiced services are three- fold: the receivers can benefit by fulfilling their needs, the givers can benefit by gaining experience and learning by doing, and the whole community benefits by having committed members that care and work for the good of the community they live in. The encouraging effect that Service Learning Experience can have in line with those mentioned is to reveal in learners development as an individual and as an active and responsible member of the community. In Service Learning a very important connection is the link between learning itself and the experience outside of the learning setting- classroom. According to Eyler and Giles:

"Learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems." (Eyler and Giles, 1999.109).

This setting enables the students to apply the knowledge gained in classroom while they experience a positive learning experience. As Astin and Sax (1998) stated:

"participating in service activities during the undergraduate years substantially enhances the student's academic development, life skill development and sense of civic responsibility" (Astin and Sax, 1998:255).

These are the three factors that shape up the character of a young person on his way of becoming an educated person. By applying their knowledge in a new and unfamiliar ways students` develop their critical thinking skills. Additionally, they became more involved since they take more responsibility for their own learning and became autonomy learners. These are the pillars of education in the 21st century. According to Eyler (2000):

"Intellectual outcomes, cognitive development, problem solving skills, and transfer of learning are at the heart of the school and college mission and yet we know relatively little about how they are affected by service 10 learning" (Eyler, 2000:11).

2.2. The pioneer researchers of Service Learning

In the 1900s when America was facing industrialization and urbanization, issues related to war and peace, women's rights, and racism, were prevalent in society. John Dewey started his path in educating his people about moral behavior and all the issues that concern it. Dewey placed education and its importance as an inseparable cell of moral and the issues that are related to it. His strong beliefs in education and what it should represent state clearly the role of education:

"an embryonic life, active with types of occupations that reflect the life of the larger society and permeated throughout with the spirit of art, history, and science" (Dewey, 1910: 18).

The mission of education according to Dewey is to effectively educate the people so that they will become successful members of the democratic society. Every person of the society attends school and goes through education. At this point in their lives the school plays an important role in teaching and training these persons to become members of the community they belong to, in educating them in the spirit of service. Only under these conditions and this type of mission statements the school will accomplish its primary mission in educating the students and only then this will successfully reflect into the broader society that will be strong, successful and carrying:

"when the school introduces and trains each child of society into membership within such a little community, saturating him with the spirit of service, and providing him with the instruments of effective self-direction, we shall have the deepest and best guaranty of a larger society which is worthy, lovely, and harmonious" (Dewey, 1910. 29).

Jane Addams showed an interest in similar subjects that were of interest to Dewy: social work, community development, service, women's rights, and peace. The Hull House, in the Chicago area was the project settlement that secured Addams a place in this group of pioneers. The Hull House settlement is without any question the best ESL related Service Learning in the history of Service Learning. Its establishment had to do with English Language courses that were offered to immigrants who did not have access to schools, who were affected by limited job opportunities, poor medical services, and who struggled with English language. The motivation

that Adam's had for the Hull house and the service that he offered to the poor community was drive by the idea to:

"to help repair the social damage caused by immigration, urbanization, and industrialization" and "to reassert older moral and ethical values in a vocabulary that made them meaningful to victims of rapid social change" (Harris, Rothman, & Thernstrom, 1969,139).

Addams had to work closely with other members of the society and with different agencies such as friends, trainees in social services, City Hall, and the Children's Aid, that would help her accomplish her mission by offering their services for free since the settlement did not have any capital or funds to start the operation and its mission. According to Smith the Hull House setting represented the following:

"Should unify and universalize human experience in a way that colleges and universities with their rigid departmental divisions cannot or were not willing to do" (Smith, 1984, 416).

The vision of the settlement to Addams was closely related with the need for a change in higher education. This stage is seen as the one that finalizes the development of the personality and the academic achievement. This is the preparation period for the real life that the students are about to start once they pass this stage. The calls for a change in higher education and the way that classes are oriented began to occur more often.

Paolo Freire defined Service Learning "as a radical critical pedagogy (Freire, 1970, 2003:75). The instructions in class according to Freire are teacher- centered and in a setting where the teacher plays the role of the "narrator" in Freire's opinion the education is seen as "suffering from narration sickness" (Freire, 1970, 2003:75). He calls for a change that will orient

the instructions to "transformative educational philosophy" that will integrate analysis and strategies to solve problems, and will involve human relationships. This type of learning – Service Learning according to Freire will take the learners to thorough discovery of the subject and their personal character (Freire, 1970, 2003).

Another scholar whose "four-stage cycle" model in experiential theory can be applied to Service Learning is David Kolb. This model involves the concrete experience, abstract conceptualization, active experimentation and reflective observation (Kolb, 2006). These cycles characterize a scale of understanding: starting from feeling (a concrete experience) to thinking (an abstract conceptualization) to doing (an active experimentation) and lastly to watching (a reflective observation) (Kolb, 2006). The first two cycles that of concrete experience and abstract conceptualization are the common vehicle that drives the traditional classroom setting the teacher centered classroom. The last two cycles are the core of a productive and positive Service Learning program: active experimentation and reflective observation, which never occur in a traditional classroom setting. This goals and aims are fully applicable to Service Learning.

In 1980's the focus was placed to improve the role of the community service in higher education. As a result of this joint effort of presidents of three Universities and the Educational Commission of the State a non-profit organization under the name of Campus Contact was established. Campus Contact introduced Service Learning through their "Integrating Service with Academic Study (ISAS)" program (Campus Contact, 2007). The task of the ISAS program is to assist higher education institutions in successfully creating their Service Learning program that will incorporate their academic content of their courses with the needs of their communities (Campus Contact, 2007).

2.3. Common goals of English Language Learning and Service-Learning

Service Learning in language acquisition courses is viewed as a useful pedagogy, a philosophy, and an approach that facilitates students in creating and developing the ultimate language skills and functions that are required for second language learning (Reyes 2007).

These critical skills and functions are not the focus in the traditional classroom setting and therefore as a result learning does not fully occur. Being able to speak a language fluently does not mean only speaking it but it requires a mastery of more skills and this cannot happen within a night or with a wave of a magic stick. I currently teach English Language Preparatory Course at a prestigious University in Prishtina and the course is open to public and also to the students of the University. The students that sign up for this particular ESL class usually take this course for two reasons: because they either did not score high enough to continue their education, or because they need to take an admission test to enroll for studies in the University. For the public the reasons would be the following: to create an advanced level vocabulary that will make them fluent in academic level, they need to take a test that is a prerequisite for their further studies, because the company they work for is restructuring its staff and employees based on their language performance, or for a job interview that has prepared a testing session for the candidates. In both cases the stress level is very high. Do the students have a high motivation, I would not be able to answer at this point, and this may be a subject to another study in the future, which will examine their motivation under these circumstances.

It is both a constant strive and a challenge for me as their instructor to equip my students with the best skills and tools possible in order for them to learn and be able to achieve their goals. Most of them will ask the following question: "how fast can I master the advanced level"? Yes, is there a set answer to this question? Sometimes the learners say the following: "the course book says that on completion of this level I will be able to master: discussion topics, listening, supporting opinions with reasons, brainstorming, perspective taking, storytelling, dilemma analysis, identifying consequences, problem analysis, needs assessment, identifying solutions, working in groups, and planning, and producing language". These are their expectations from the ESL course. In this case the stress for better performance is reasonable since the result will reflect in their success in further studies or employment, both crucial elements in life.

Consequently, I need to remind and ask myself quiet often the following questions in order to be able to meet their needs: Am I doing the right thing? Are they learning? Am I going too fast with the material? What exactly they need? And by asking this I know that I am not the only teacher in this field that does the same. This is where the connection between the course content and the application in real life situations comes in life, this is where Service Learning can play its role by taking the students outside the classroom setting and outside from the book content, and prepare them for the real show outside of the school.

In my other job as an Albanian Language instructor for the Maryland University College University, at the education center of the Military Base Camp Bondsteel, the situation is a bit different. The US army students take Albanian language course for the following reasons: first they earn credit for the taken course, but what is even more important to them is the reason that this will take their peace keeping mission beyond the mission itself, and will enable them as troops to blend in with the local community, and this will enable a successful accomplishment of

their mission. They think if they are out on a mission and if they speak Albanian to the people the communication becomes easier and they are better accepted and respected for speaking and learning the language. They also state that in the Albanian language course the cultural and traditional customs knowledge that they gain helps even more in developing their understanding and tolerance towards this ethnically diverse community. So they learn the language for to do more at work and go beyond the boundaries of the mission they serve for. But, again they want to learn and be able to speak it just like the other mentioned group. Their need to be kept up dated with the ongoing situation, the real life of the citizens, to be able to walk out and converse with people, to shop, go out and order the food they like, or for socializing purposes. This is a real life setting that requires me to provide them with a content that they will apply outside of the classroom.

In attempt to combine Service Learning with Albanian Language course I have asked my student to apply Albanian in their daily job duties when out on a mission. The students from the aviation detachment have an ongoing program to facilitate the local schools in tutoring for ESL programs. This perfectly matched the prospect since my students were native English speakers and the receivers of the service were non native speakers of English, or native Albanian speakers. They attended the ESL classes throughout the whole semester in a local public High school Gjon Sereçi. The group that they met twice a week for 45 minutes consisted of 25 seven grade students. Their tasks were to tutor the students in reading and pronunciation as a part of their program. The outcome was positive at the end in students' accomplishment to improve their reading skills and pronunciation. On the other hand the Service Learning "givers" also gained experience from this by learning and practicing what they have learned in my class during

socializing period with the seven graders. This helped me understand better the concept of Service Learning and how to incorporate that in language learning.

This last year I was lucky to sign up for a class at SEEU in the Master level and to have the chance to learn more about the ESL field and about the strategies and methods that I had never heard before in my teaching career. The Subject that got my full attention is the current one that is being discussed in this research- Service Learning, its history, goals, and incorporation in Language Learning that was introduced in the Needs Analysis Course, taught by Aida Koçi. The goals and standards of Service Learning are in line with the standard goals of language learning and therefore the connection is already there. In this research the focus is on the method, and the acceptance of Service Learning by both the receivers of it – the community and the givers of it the students. What is it that our traditional classroom setting lacks and as a result our students fail to perform in the desired level? The famous Confucius said:

"Tell me and I will forget. Show me and I will remember. Involve me and I will understand" (Confucius quotes, 2006).

According to Confucius out of the three ways of teaching only one proves to be the drive to apply knowledge, which is only if we involve our learners in learning by doing, will they remember and use that particular knowledge in their lives. If we only "tell" our students we have then passed on and dumped that information to them, in this case the probability exists that they will forget the information presented. On the other hand a probability that the learners will acquire knowledge and remember what is presented exists at some level if we "show" them the correct information and skills (Confucius quotes, 2006). In a close alignment with the goals and elements of both Service Learning and language education is "involving". It is assessed as the

most effective strategy in learning that helps learners as co-constructers to understand the value of the knowledge that they are acquiring (Confucius quotes, 2006). As Wink (1997) states there is a need for learners to go forward beyond just rote memorization. In Wink's opinion:

"knowledge is not a question of memorization; it is a question of acquiring the object" (Wink, 1997:87).

Two important education organizations in US have identified a set of important elements and goals of Service Learning; the first one is The National Commission on Service Learning which identified three components that the Service Learning experience has to meet:

"Enrich learning through active participation and involvement, promote a sense of civic responsibility and foster community involvement" (Learning in Deed, 2007).

Whereas the identification that The National Standards for Foreign Language Education published by the American Council on the Teaching of Foreign Languages (ACTFL) in 1996, are the following five goal standards:

Standard 1: Communication (Communicating in a language other than English)

Standard 2: Cultures (Gain knowledge and understanding of other cultures)

Standard 3: Connections (Connect with other disciplines and acquire information)

Standard 4: Comparisons (Develop insight into the nature of language and culture)

Standard 5: Communities (Participate in multilingual communities at home and around the world) (The National Standards for Foreign Language Education, 2007).

Communication, Cultures, and Communities derive as the most relevant components of Service Learning goal standards. The National Standards for Foreign Language Education (2007) stresses the needs that a language learning setting has: first is the need for communication in the

target language, second is the attempt to know the target language cultural products, point of views and practices, besides these tow needs and standards that usually occur in class setting, the one that can encourage and improve the learning process the exposure to native speakers of the target language and culture, as well as use of the language outside the classroom setting. The third goal is the one that requires field engagement, reflection and experience that can be attained only through Service Learning. Since both fields that of Service Learning and ESL have corresponding goals implementing Service Learning in ESL program is highly recommended due to its productivity. What to date's ESL program lacks is the interaction with native speakers of the target language. This was stressed forty years ago by Nostrand:

"No matter how technically dexterous a student's training in the foreign language, if he avoids contact with native speakers of that language and if he lacks respect for their world view, of what value is his training? Where can it be put to use? What educational breadth has it inspired?"

(Nostrand, 1966: 4).

Service Learning can help learners of a foreign language with exposure and contacts with native speaker through engaging the learner into the community that speaks the target language.

The importance of exposure to the target language was noticed by Tse (2000) who conducted a qualitative research of foreign language courses. The study presented ten open ended questions to a group of fifty-one students with experience in taken foreign language classes in their high school or college years. The questions were directed to find out about their learning experiences, views and overall reflections on one hand, and methods and strategies used for instruction and evaluation of their own level of success (Tse, 2000). The participants feeling of the classroom environment was negative and they claimed that the instruction given in class

were not practical, they stated they were not presented with opportunities to practice the target language, so they specifically stressed: "need for outside exposure to the language in order to succeed" (Tse, 2000: 82). Service Learning focuses much of its work in the field, so this is where it combines with Language Learning and it might fulfill this need, maintaining learners' motivation in language learning through application and use of the language in real life setting.

Another study that supported the factor of motivation and exposure in language learning was conducted by Robinson and Nocon (1996). Their study consisted of students of Spanish conducting ethnographic interviews in Spanish language. The research was conducted to find out about learners' attitudes and opinions about Spanish language culture and community. Robinson and Nocon stated their students' interviews with native Spanish speakers in person will have: "positive effect on their students' desire to study the Spanish language and culture, as well as use it to communicate" (Robinson-Stuart & Nocon, 1996: 44). Initially the participants were 26 students in their third semester of language study and the follow up group ended with 39 students participating in the study. Their attitudes and feelings towards Spanish language were pre and post surveyed. The post survey resulted in positive attitudes towards learning Spanish language. Students learned that learning the language was necessary y to making Mexican friends and taking the class "exposes them to a necessary subject" (Robinson-Stuart & Nocon, 1996. 44). This project also increased the learners' desire and motivation to learn about the Hispanic culture and heritage and develop an appreciation for the Hispanic community. This represents a typical experiential learning, and addresses the analogous issues and goals that normally a Service Learning program would also meet.

Based on the results of the previous researches on motivation and attitudes in language

learning, it can be concluded that Service Learning can create the conditions for a successful

ESL course.

Chapter III PREVIOUS STUDIES ON SERVICE LEARNING

3.1 Projects and Research on Service Learning and Foreign Language

A review of the previous studies that have been conducted in the field of Service Learning and language learning will provide the grounds for significant answers to questions that are being investigated. Service Learning is a rather young field in our country, although it has been used as a tool for teaching for a long time in the U.S.A. According to Rehling, higher education institutions have incorporated service to the community as a degree requirement and a part of their teaching curricula. The service that the students will provide to the community in order to fulfill their needs is a requirement to obtaining a degree.

Institutionalization of Service Learning has prepared the grounds for its incorporation in the academic curricula by various professors. They utilize Service Learning to combine community service and academic content through incorporation of the classroom philosophy into the community-serving organizations (Rehling, 2000, 77-89).

Additionally, many studies have been carried out to find out the impact of the service learning on the learners. Many researchers have also examined the attitudes and views of the

participants involved in the service learning. (Bordelon & Phillips, 2006; Prosser & Levesque, 1997; Weglarz & Seybert, 2004).

Studies and researches are conducted in order to illuminate and clarify the importance and the positive effect of Service learning in ESL in order to establish the evolution of this program. Many institutions since 2000 have implemented Service learning in their curriculum. As an illustration, Sacred Heart University, has successfully integrated Service Learning in their ESL classes. Their ESL students go into the community on weekly basis and they visit and serve a local soup kitchen, an elementary school, a tutoring agency, a retirement community, and a Habitat for Humanity construction project, etc. The services they offer include preparing and serving food, assisting teachers, tutoring, etc. In class they reflect on numerous feelings, thoughts, experiences and observations they've had. They also research and read about the issues they have observed in field (homelessness, treatment of the elderly, childhood education) (Minor, 2001). Service Learning can help learners of a foreign language with exposure and creating contacts with native speakers introducing the learner into the community that speaks the target language.

Service Learning focuses much of its work in the field. When combined with Language Learning, it might fulfill the need to maintain learners' motivation in language learning through application and use of the language in real life setting.

Previous researches on motivation and attitudes in language learning led us to believe that Service Learning can create the conditions for a successful ESL course. An interesting service learning project is Mullaney's which grouped Hispanic students of ESL with Spanish students whose native language was English. This gave both groups an opportunity to have a conversational partner and enabled a two-way information exchange and experience. To enhance

their linguistic development they were integrated into the community college This was done with the intention to make them feel as part of the community and also to give them the opportunity to practice English language while conversing with native speakers. The students did not have this chance to interact with native speakers in everyday life. In this project, t they performed a service that was identified need into the community, developed their sense of caring for others, enhancing their civic responsibility, and encouraging their language learning experience (Hellebrandt, 1999).

Dawson's (2006) service is another example of combining community involvement and language learning. His work –engaged the people of the Sitka Tribe in Alaska. The students' service in this project was to interview the elders of the Sitka Tribe in order to document their verbal history into transfer it to a written media. The students also assisted them in translating from their Indigenous into English. This inspired Native American students to learn more about their cultural heritage and customs and history while enhancing their academic achievement in History.

The research conducted by Bordelon & Phillips, 2006, found that the students' attitude toward the Service Learning project were positive. From the Midwestern Community College project, Weglarz & Seybert (2004: 84) concluded that: interpersonal development, social growth, civic responsibility and general intellectual and academic maturity were the benefits that participants experienced and gained. This was another positive attitude of Service Learning participants. Participants in a Service Learning literacy project noted enhancement in cultural knowledge, motivation and interest to apply this knowledge in their work field (Prosser & Levesque, 1997).

Service Learning research has also studied the motivation and character development of program participants. The investigation of the self- identity in service Learning was the subject of the investigation conducted by Jones and Abes (2004) and Reed, Jernstedt, Hawley, Reber and DuBois (2005). The participants stated that their motivation for future involvement in the community had increased. In this study, the concentration towards the participants' academic attainment and cognitive advancement was also increased.. In the finding of Jones & Abes, 2004, the term of "open-mindedness" also occurred throughout the research.

Another examination was conducted by Batchelder and Root (1994.) Their focus was if Service Learning was a catalyst for the development of cognition and personality. In this study there were two groups of participants involved. These were control and experimental groups that were constructed of participants in service learning courses and those enrolled in classes that did not contain a service learning element. Both groups provided written pro and post responses about the social concerns. Batchelder and Root recognized that "random assignment of subjects to different courses or experiences was not possible" (Batchelder and Root, 1994. 343).The students were free to select the courses for this study as they preferred. The following was concluded for the study:

"Participation in Service Learning courses had a significant effect on multidimensionality, differentiation and uncertainty/resolve in the responses to the situations which were relevant to the Service Learning course" (Batchelder & Root, 1994:343).

3.2. Research on Academic Achievement

In this section, we will look into and refer to the researches that have already been conducted. The focus on academic achievement has been directed in two directions: academic achievement as a result of service learning experience in the K-12education, and academic

achievement in higher education. The field K-12 has more results in terms of research conducted on the direct impact of the Service Learning experience and in increased academic achievement and "mastery of the course content", According to Billing, elementary, middle and high school students recorded a positive impact as a result of their service learning experience:

"data consistently showed that students engaged in Service Learning experiences had higher scores on course assessments than students who did not participate" (Billig, 2004 in Malkin, 2010: 31)

According to the report presented to California Department of Education by Weiler, LaGoy, Crane and Rovner's (1999) students who engaged in service learning projects at elementary, middle and high school levels had higher test scores than those who were not involved in community learning projects.(Weiler et al., 1998). Additionally, a higher GPA was reported for the participants in the Florida Learn and Serve research that was conducted by Follman and Muldoon (1997). A similar result was found in Shumer's (1994) study that he conducted in a magnet school in a metropolitan area. The participants achieved a higher GPA as a result of their field work in comparison to the comparison group in Follman and Muldoon (1997) study (Malkin, 2010).

The data gathered about Service Learning and increased academic achievement at the K-12 level has been positive. The research between service learning and academic achievements in higher education is much scarcer. In this focus, the data gathered comes primarily through the self evaluation/reflection from the participants, and therefore is not considered as scientifically viable.

One study that attempted to study the issues of cognitive benefits in language service learning experiences in higher education was conducted by Caldwell (2007). She investigated a service learning project that was integrated in a third level Spanish course where the students were acting out and narrating stories in an after school program for children. As Caldwell cited her students' perspective: "I had to practice a lot" (Caldwell, 2007:470). She concluded through observation that their linguistic skills increased -"Speaking abilities gradually improved" (Malkin, 2010).

Under such settings, the students "Incidental Learning of vocabulary" occurs by participating in Service learning projects Students are included in the community and work in a real life setting such as the companies that they provide their services for as translators and tutors.

There are also studies (Grassi, Hanley, & Liston's (2004)) that aimed at studying the increased academic achievement as a result of service learning experience. The results were self reported by the learners and were also accepted by Colorado Student Assessment Program (CASP) and grade point averages (GPA). Even though the results showed enhanced performance by the service learning group it still could not be considered fundamental without a control group and other variables, which could not result in favor of service learning experience (Grassi, Hanley, & Liston's (2004) in Malkin, 2010).

In Weldon & Trautmann, 2003 study the participants' journals reflected that they had generous and solid interactions in the Spanish language during their service learning experience. Participants also realized the benefits of "utilizing numerous communication strategies" to convey meaning in the target language when interacting with native speakers (Weldon & Trautmann, 2003: 582, in Malkin, 2010).

The potential of the academic development of the participants was the focus of the research of Prosser and Levesque (1997) in the literacy tutoring, the receivers' potential was the focus. In order to evaluate the direct impact of the tutor in this research a pre and post assessment in reading was given to third graders that participated in the research. As Prosser and Levesque (1997) acknowledged the number of the students that managed to read on the grade level and above increased considerably (Prosser & Levesque, 1997). But like other studies conducted this one also did not research the "givers" of the Service Learning- students' experience from the project and their cognitive development.

All the above mentioned studies did contribute to the field of Service Learning in Language Learning, but this is only a milestone. More quantitative/empirical data is required to prove the positive effect of service learning experience in the language learning field. What can be drawn as conclusion from previous studies is that they lacked a pre-service data and a control group to validate the studies. According to Grassi, the researchers note down that:

"It cannot be inferred that these high achievement levels were caused as a result of the students' inclusion in service learning programs" (Grassi et al., 2004:99).

The lack of data to validate the finding is the limitation of the previous studies such is the case with Mullaney's (2005) study. Varas's research (2005) also did not present a relevant data to validate the assumptions.

3.3. Research on Service Learning Participants' Attitudes towards Foreign   Language Learning

A great deal of research on Service Learning has been conducted to study the attitude of the participants toward the target language, the culture of that language and proficiency outcomes. The studies that the researcher has carried out are focused in analyzing the "attitudes, opinions, and the perceptions" of the participants as they learn Spanish language and culture (Malkin, 2010). The studies in this field are not quantitative.

A study of a descriptive nature is conducted by Beebe and DeCosta (1993).The aim of this study was to find out the effects of learning Spanish by using a service learning project in the language program called the Santa Clara University Eastside Research Project. The project focused on two goals: to study the relationship between the college and the next-door door community; and to implement active learning into the Spanish language courses at the University (Beebe and DeCosta, 1993 cited in Malkin, 2010). In this study, Intermediate level Spanish class students at Santa Clara University were tasked out to do   field work in a neighboring Hispanic Community in East San José, California. The students were tasked to communicate with the community through in different settings such as friendly talks, active listening of the community members' stories, and helping the homeless. The students had to report about their experiences and were asked to keep a reflective journal that recorded their experiences. In order to integrate the academic content and the community needs, interviews with open- ended questions were formulated. All of these activities resulted in positive data that was gathered on the participants' attitude towards the experience with Learning Spanish. Beebe & De Costa, 1993, stated that

participants were able to identify their restrictions and their proficiency (Malkin, 2010). At the

end, the study reported increased awareness on diversity and tolerance. This research`s main

focus was to: "revitalize the curriculum with the simple but necessary element of reality at its

most human and personal level" (Beebe & De Costa, 1993, p. 890, in Malkin 2010).

Another study that examined the perspectives of service learning language participants'

and their experience in community engagement was conducted by Morris (2001). Morris studied

the motivation and attitudes in a Spanish service learning program at the University of Minnesota

through a pre and post survey data, and interviews with 95 students in an Intermediate Service

Learning Spanish course (Malkin, 2010). The students that indicated a low motivation at the

beginning of the course were the focus of this study. The students were tasked with working

three hours a week at Spanish-speaking organizations, where they tutored, interpreted, or carried

out counseling at daycare or women's shelter (Malkin, 2010). The data gathered by Morris's

study revealed positive changes in attitudes towards Spanish language speakers and also reports

expanded Cross-cultural awareness and respect for Spanish speakers.

In a study of a similar interest conducted in 1997. Overfield also examined the attitude of

the participants in a Service Learning language Program. The study included 13 participants

from the University of Pittsburgh at the beginning and intermediate level, who were involved in

a required Spanish service learning project. The interaction that students had with a "neighboring

community" was with Cubans (Malkin, 2010). The whole process of service learning exchange

was completed with assignments and reflective journals about their experience. The information

extracted from these journals indicated the following: participants' positive attitude towards the

target language; enjoyment of interaction and communication with Spanish speakers; the value

given to the new language learned in an authentic real situation and awareness of their individual

learning process that encouraged them to actively participate in their own learning (Overfield, 1997.12, in Malkin, 2010).

Polansky's (2004) study was another study in the field of attitude of the participants. This program tested the effect of the Service Learning in a tutoring program that would help to connect the university, Carnegie Mellon and the neighboring public schools. In this Service Learning program, 80 foreign language students were required to spend six hours per week for 15 weeks in a public school. The students were assigned to work with diverse groups, starting from tutoring elementary learners in introductory foreign language learning, to preparing secondary students for International Baccalaureate examinations. In both cases, the study itself and all the participants reacted positively to the service learning experience (Polansky, 2004, in Malkin, 2010).

Another descriptive study on attitude is conducted by Weldon and Trautmann's (2003). This study was conducted at the University of North Carolina-Asheville. The Spanish course students participated in service learning experiences with a local health center. The participants had to complete 6 to 12 hours of field work. They had to provide interpreting and translating service and were also required to keep reflective journals of their experience. These researchers explored the significance of service learning as a factor in accomplishing the American Council on the Teaching of Foreign Languages (ACTFL) five goal standards: Communication, Cultures, Connections, Comparisons and Communities. The study concluded that service learning had a positive impact on the students' learning across all five standards (Malkin, 2010). In the Weldon & Trautmann, 2003 study, the participants' journals reflected that they had generous and solid interactions in the Spanish language during their service learning experience. Participants also realized "utilizing numerous communication strategies" to convey meaning in the target

language when interacting with native speakers (Weldon & Trautmann, 2003: 582, in Malkin, 2010). During their learning experience, they were able to make "interlanguage comparisons"; and work on the language register where they noticed the relation between language and power. This whole process was completed with enhanced motivation. (Weldon & Trautmann, 2003, in Malkin, 2010). A suggested formative assessment during the service learning experience was proposed along with other recommendations for improvement.

A study in the same filed that incorporated Total Physical Response (TPR) in a children's after-school program was conducted by Caldwell (2007). The five students in this study were in their third year of language study. The TPR approach was used in this storytelling project in honor of Hispanic Heritage month. The effects of the storytelling in the University students were positive in relation to their self esteem development and engagement in the community (Caldwell, 2007).

"Construyendo Puentes" (Building Bridges): Concepts and models for service-learning in Spanish, is a book that summarized service learning and language education research. Once again the qualitative component of the service learning experience along with the attitudes, opinions, and perceptions of the participants is being investigated (Malkin, 2010). This kind of project can be implemented in the Teacher Training Departments and Foreign Language Department. The students can be sent to the American Corner in Prishtina,Tetovo, Skopje, and Struga to teach or co-teach with professionals in the field. Apart from this, they can do service learning projects in the local schools, libraries or businesses in the community. According to Tucker, M.L., McCarthy, A. M., Hoxmeier J. A., and Margarita, M. L., in a course subject where the professor utilizes Service Learning projects the results of the imitation of a real business practice into the content of the subject, is marked with increased competitive advantage of the

participants in their real work against the participants that lack this type of experience (Tucker, M.L., McCarthy, A. M., Hoxmeier J. A., and Margarita, M. L., 1998).

3.5. Summary

All the previous research that were discussed focus on the opinions and the attitudes of the participants in language service learning projects. The data and the results that derive from such studies are not supported since they contain only qualitative data and are only descriptive in nature. Caldwell (2007)and Varas (2005) state the importance of academic achievement in language learning increases with service learning experiences and also stress the need for the subject to be addressed in future research. According to Kondo (2005), self reported success and academic achievement that participant's state and that is proved by the score of their language proficiency is considered a valuable measure (Malkin, 2010). But again valid and objective data is required together with substantive empirical data, pre and post measures, and comparison groups. These primary factors could point out academic growth as a result of service learning.

The studies that investigate the effects of service learning in language learning and learners' academic growth require quantitative analyses for the study to be confirmed. According to Eyler (2000): "future research needs to push ahead to empirically answer questions about improving the academic effectiveness of service-learning" (Eyler, 2000:8 in Malkin, 2010).The measurement of the academic achievement is not valid if the only results come from qualitative measures, Valid results can derive from empirical ones which will then point out the positive effect of service learning in language learning programs. Once valid results have been collected, recommendations and modifications to the program and e curriculum can be made.

Just as Service Learning helps students achieve higher educational results due to its emphasis on integrating theoretical knowledge and real-world experience, it also helps current instructors by integrating the different parts of their professional life like teaching, research, and outreach. According to Martin and Haque (2001):

"Many faculty members have three job components: research, teaching, and service (outreach). However, there is an increasing tendency for faculty members to be faced with higher expectations in all of these components. Service learning provides a way to become more efficient and effective by combining efforts on these components. The effort on a service-learning project obviously contributes to our outreach component and, as we have mentioned, we believe it greatly benefits teaching. In addition, a service learning project may also provide research, consulting, and grant opportunities for faculty" (Martin and Haque, 2001: 5).

Chapter IV- Research Design and Methodology

4.1 Purpose of Study

The purpose of the present research is to study students' views and attitude towards service learning as a project oriented program in combination with an ESL course in higher education in a private college, as well as to measure the willingness of the teachers to implement Service Learning in the ESL courses that they teach. The investigation of this research was conducted through a survey. The survey was designed for undergraduate students in the Needs Analyses and Course Design course and ESL teachers who worked on service learning projects at SEEU in Tetovo, Macedonia.

The findings from this research recommend ways:

- To analyze the students' attitude towards Service Learning experience in the field of Language Learning.

- To identify the possibilities of further implementing SL at Universities.

- To recommend practical methods of how to implement Service Learning in the curriculum.

- Motivate teachers and students to be part of it.

The purpose of this study is to examine the ways in which using the language through a service learning experience may positively affect the participants' approach towards English language learning, and most importantly, to improve their English language skills.

The findings of this study could suggest changes within English language curriculum that will help language students improve and develop their language proficiency, increase their academic achievement and at the same time will help teachers in improving and promoting actual academic achievement of the language and its production and usage for the needs and the purposes of the learners. The suggestions that result from this study could alter the traditional learning of English language classes and move them outside of the classroom and beyond towards real life situations, where the actual learning can take place.

This research investigated students' attitude towards Service Learning and the way students focus on experiential learning and how they benefit from it. The goal of this study is to show that SL is also reciprocally beneficial for the community, because needed services will be provided. A significant learning experience will be presented to the students in language learning process once they undergo the Service Learning experience.

4.2 Research Questions

Q1: Why should we promote service-learning?

Q2: Why is it important that service-learning be incorporated in the traditional curriculum?

Q3: How can service-learning be incorporated in language learning syllabus?

4.3 Research Hypothesis

H1. Service Learning is a cutting edge methodology that helps not only the community but educators and learners also it can be adapted to any course that is taught in the school.

H2. Service Learning helps students understand better the content of the course because they learn by doing which fits in with the goals of the Bologna process.

H3. Service Learning gives students an opportunity to use their knowledge in a socially meaningful context which improves the relevance and applicability of their knowledge.

4.4 Research Design and Methodology

The research methodology that was used in this research was gathered by the qualitative method by use of: students' surveys. The surveys were distributed to the students at the SEEU in Tetovo. SEEU has introduced Service Learning in 2006, and the selection of the students was done based on their 5 year participation in this program.

Analysis of different methods for Service Learning incorporation into Language Learning program is the primary aspect of this research. However, there are other characteristics that this study contains. The findings and the justification of the successes of service learning experiences in ESL course will have remarkable pedagogical implications on the language programs at institutes of higher education in the region of the study.

The present study examined service learning participants' attitude and experience in a Service Learning combined class. The two SEEU lecturers, Aida Koçi and Sandra Bruno, introduced Service Learning to their Master's level students through the Division of Teaching course: "*Needs Analysis and Course Design*" in May 2006. According to Aida Koçi (2010), their students went through a preparation phase of four steps:

- " Description of what a Service Learning approach is, what was the specific topic for it: disability, and how it would be included in the course

- One seminar organized with experts on education for disabled students, Peace Corps volunteers

- One seminar organized around the testimony of disabled students

- Decide how to play an active role answering to one specific need. They were asked to interview teachers in their own communities about their experiences with disabled students. Students organized the data from their interviews, combined it with the information they learned at the seminars, and used their newfound knowledge to design improvements to the existing educational infrastructure, and to incorporate those designs into a pamphlet that were distributed to school directors and University faculty" (Koçi, 2010).

The study was conducted in small Southwestern towns and Tetovo, where SEEU is located. The reason for this project was the lack of knowledge and awareness for special educational programs for students with special needs. This study focused on the awareness about the needs of people with special needs. The study focused on the difficulties of this experience and the outcomes were monitored and observed (Koçi, 2010) (see Appendix B).It is expected that the results of students' perceptions will help teachers incorporate Service Learning effectively in an ESL classroom in their future teaching. Additionally, teachers will consider students' experience and attitude related to Service Learning. This knowledge will assist them in tailoring their classes with the aim to achieve success in meeting the course content.

The outcomes, limitations, recommendations and results of previous studies and research related to Service Learning have been taken into consideration and have served as main component for the research conduction process. Finally, this study focused on the teacher's role in incorporating Service Learning in ESL and the acceptance of this new method in post communist countries' education. Additionally, this research can serve as a descriptive tool for

effective incorporation of methods in developing student's language learning and in the development of their skills that will serve the life purpose of the learners.

Professors in Macedonia and in the broader region are starting to acknowledge the importance of including the Service Learning project within their curriculum. This year (2011) Aida Koçi, myself, students of SEEU, and State Department Alumni will help the State Department Alumni from Croatia to incorporate Service learning projects in the universities in Croatia. For more information please look at the following website: https://alumni.state.gov.

4.4.1   Participants

Service Learning is new subject in education and as such there is a little research conducted in the field. Aida Koçi and Sandra Bruno introduced Service Learning to their students in the course Needs Analysis and Course Design at the English Language Department in undergraduate studies (see Appendix C), with the intention to train the future teachers who will educate new generations. The idea to educate the teachers from the perspective of the students and the experience gained will help the future teachers in acquiring awareness about the community with special needs, forming new skills that will assist them throughout their career as ESL teachers, and in adjusting teaching methods. The perspective of a student helped them become independent learners through learning by doing/explaining to others.

Participants in the present study consisted of undergraduate college students who participated in the Needs Analysis and Course and Design class taught by Aida Koçi at the SEEU University during the 2008-2009 academic years, in 30 students registered in the Needs Analyses course during the fall semester, a total of 30 took part in this study.

4.4.2 Instruments

The materials for this study consisted of a post course survey (Appendix A).The participants completed surveys at the end of the semester. The surveys were all completed in person at the campus of SEEU during the participants' Needs Analysis and Course Design class session. The survey offered outstanding insight into foreign language learning and attitudes, as well as service learning experiences.

4.4.3 Procedures

This present study will make use of implementing procedures to achieve the purpose of the study. A survey was distributed in order to obtain data related to student's background and their perception of Service Learning. Students were given instructions and the researcher explained the purpose of the survey. Afterwards, a teacher's survey was distributed in order to gain general information in relation to teacher's attitude towards SL and the way its implementation   into an ESL classroom.

Chapter V: ANALYSIS OF RESULTS AND DISCUSSIONS

The participants of the current study were 30 prospective teachers that joined the Service Learning pilot project- Accommodating Students with Special Needs (ASSN) that was initiated within the course Needs Analyses and Course Design (NACD). The students were engaged with the intention to connect the course content with actual experience in the field, and as prospective teachers to gain knowledge and awareness about distinct features and challenges that influence the community where they will teach, to prepare them to identify the needs of the community with special needs in order for them to identify their needs, and finally how to accommodate them in existing schools, which at the same time is core of the course subject NACD.

This study surveyed 30 prospective teachers after they completed the course and the project. The survey focused on the participants' opinions about service learning experience. Students answered questions about their acquisition of new knowledge about the community of people with special needs, their impressions with this type of projects, the outcomes of the work, and the benefits and challenges that service learning projects presented. They were also asked if they, increased their professional skills, and understanding of Needs Analyses and Course Design content.

5.1 Students' Survey

The survey included both closed and open-ended questions. The set of closed-ended questions for the evaluation were self-ratings of respondents' on their experience throughout the Service Learning Project. Students judged themselves on application of the academic content of NACD course to a real-world situation through service-learning; better understanding of this

academic topic; better understanding of the academic content; how service-learning helped them gain knowledge and skills that will help them beyond this class; how it motivated them to think about their future career; their personal contribution to the project; positive contribution to the community partner; recommendations to implement Service Learning; and the willingness to take another Service Learning class in the future. These nine questions were measured on 4 - point scales, (1 = Strongly disagree and 4 = Strongly agree). Open-ended questions asked respondents to describe the most beneficial aspect of the service-learning component of the course, skills/knowledge they gained by participating in the service-learning project and identification of any elements of the service-learning experience obstructed their ability to learn. The questions were asked upon completion of the ASSN pilot project within NACD.

The surveys were sent via e-mail to 30 (n=30) students of NACD at SEEU, of which all 30 (n=30) responded at a prompt time. This resulted in data from one hundred percent of the participants. The statements used for the self-evaluation included in the survey are:

1. I was able to apply a part of the knowledge gained in the course to raise the awareness towards people with special needs.

2. I gained a better understanding of the different tasks through the service-learning experience.

3. I learned more because of the service-learning experience.

4. The service-learning in this class helped me to gain knowledge that I will apply in my future career.

5. The service-learning in this class helped me to think about diversity in the classroom.

6. I feel that I contributed to the community.

7. I felt that my/our project made a positive contribution not only to people with special needs but to understand my peers as well.

8. I will use service-learning in my classes in the future.

9. I will read more on service-learning and use it in my teaching in the future.

On the statement if the ASSN Service Learning project helped them to apply the knowledge acquired during the class session in NACD in the real setting with the community of people with special needs, all of the participants replied positively. Out of 30 participants, 100% (*n=30)* responded: "Strongly Agree".

Similarly to the statement if ASSN project helped them to gain a better understanding for e different tasks in the academic topics that are included in NACD course, out of *n*=30, 100% (*n=30)* responded with "Strongly Agree".

To the question if the Service Learning experience helped the students learn NACD academic content better, 30 out of 30 participants 100% (*n=30)* responded: "Strongly Agree" to the question if the Service Learning experience helped the students learn NACD academic content better.

In regards to the statement about the attainment of new knowledge and skills from the Service-Learning experience in the NADC – ASSN class project, participants responded positively. (30 participants) 100% (*n=300))*: "Strongly Agree".

This experience also motivated the participants to think about their future career and professional options, *n*=30, 50% (*n=15)* responded with "Strongly Agree", and 50% (*n=15)* responded with "Agree". See table 1.
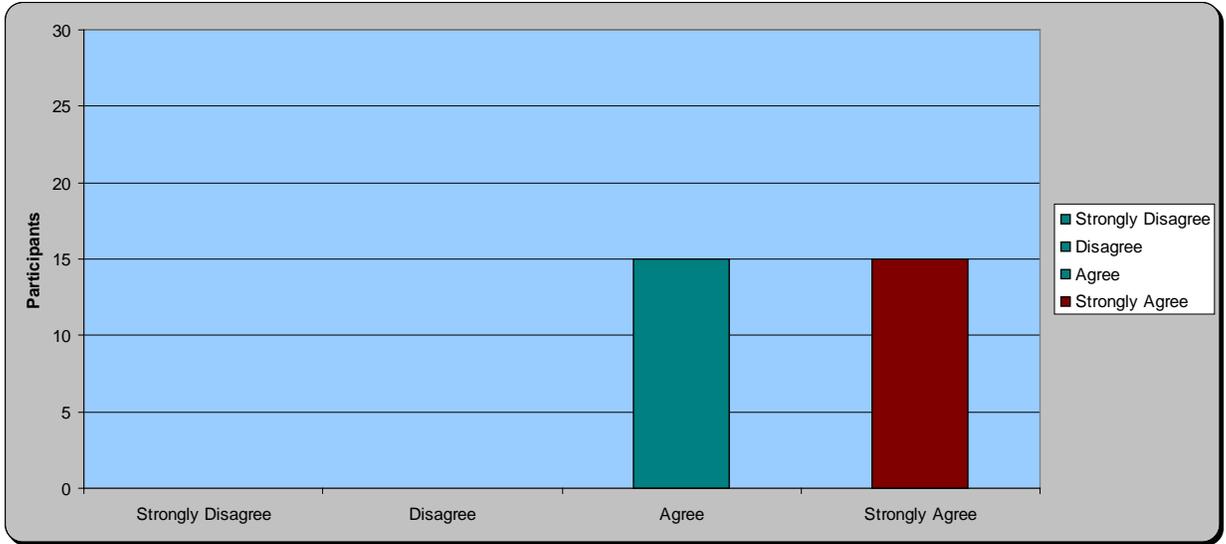
Table 1

30 out of 30 participants 100% (*n=30*) responded: "Strongly Agree" with the statements about positive contribution to the group and positive contribution to the community partner.

The participants' recommendations to incorporate service-learning into the NACD class in the future were also positive. Out of 30 participants, 100% (*n=30*) responded: "Strongly Agree".

If they were interested in taking another service-learning class in the future, out of *n=*30, 50% (*n=15*) responded with "Strongly Agree", and 50% (*n=15*) responded with "Agree". See table 2.
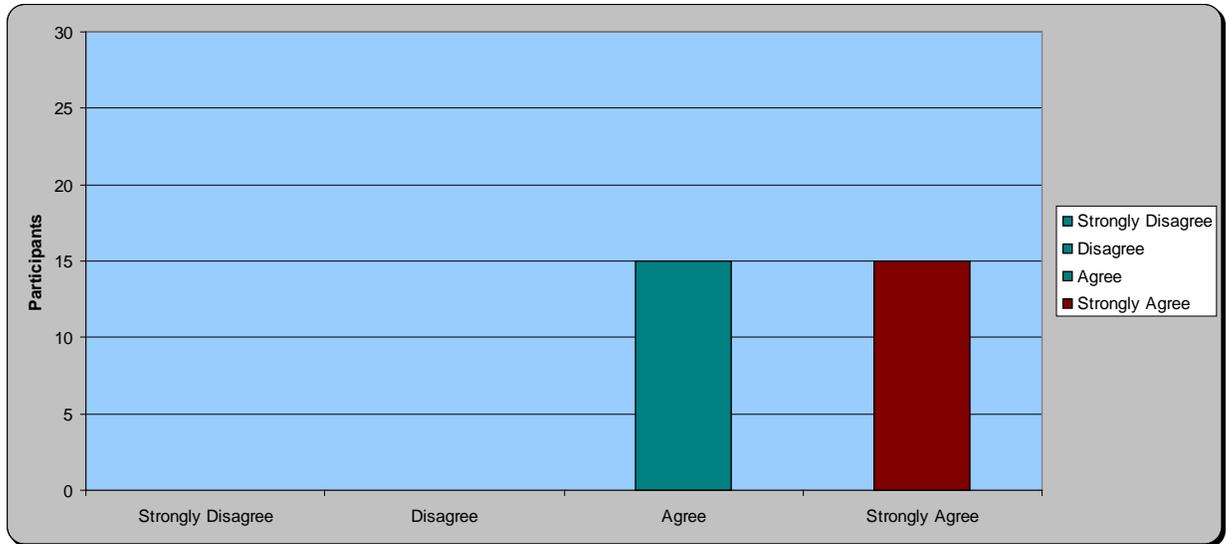
Table 2

The survey also contained two open ended questions:

1. What was the most beneficial aspect of the service-learning component of the course? What skills/knowledge did you gain by participating in Service Learning?

2. Were there any elements of Service Learning experience that you feel obstructed your ability to learn?

Only 3 participants (10%, n=3) responded to the open – ended questions. The most beneficial aspects of Service Learning component of the course were seen the following: development of critical thinking; increased communication with the world; successful operation as a team and involvement within the university and the projects:

"The most beneficial aspect of the service – learning component of the course for the students is that they can develop their critical thinking, increase their communication with the outside world, as well as gaining the ability to work in teams. Another important learning outcome of this course is that it provides opportunities for students to develop

closer relationship with the university and work on projects that are within it." (Survey participant).

A participant responded to the same question as follows:

"According to my opinion you can learn a lot from this course, from exploring your career options to developing communication, critical thinking, teamwork, leadership and problem-solving skills. Furthermore, you can not only build closer relations with faculties and community partners, but also interact within. Finally, I consider each of these aspects beneficial but in my opinion the development of critical thinking and leadership is the most beneficial aspect of the service-learning component of the course"(Survey participant).

The third respondent stated the following:

"The service-learning in this class helped me to think about my career and professional options and also, the service-learning in this class helped me to gain knowledge and skills that will help me beyond this class" (Survey participant).

To the second question, a participant responded that she was satisfied with the Service Learning project and that she considers that there is nothing to be added since everything was covered.

"Honestly I have nothing to add in the service learning project because I thing that everything was covered and done well" (Survey participant).

The second participant stated the following:

"Since the main issues were covered in the program throughout the course, I do not consider that anything else should be added to the course schedule". (Survey participant)

The third participant also stated interest to take another course in the future:

"I will consider taking another service-learning class in the future". (Survey participant)

None of the 3 participants added additional comments.

The findings resulted with the following answers for the research questions:

Research Question 1. Why should we promote Service-Learning?

Data analysis resulted with the benefits that suggest the usefulness of Service Learning program as a model for student-community engagement for both parties involved, therefore we should promote its implementation as an innovative idea in education to develop students' learning into a higher level by promoting 'learning by doing' outside of the classroom setting.

Research Question 2. Why is it important that Service Learning be incorporated in the traditional curriculum?

• The findings reveal that the learners' attitude towards Service Learning projects is positive and also is its importance in language learning courses. The traditional

method has not proven to be successful enough and to help students in achieving higher language proficiency.

• Prospective teachers' attitude towards Service Learning program and its incorporation into ESL program proved to be at the highest level.

• Beneficiary outcomes to the students engaged in Service Learning projects were all positive.

• Therefore its incorporation into traditional curriculum is highly recommended.

Research Question 3. How can Service Learning be incorporated in language learning syllabus?

• Putting an optional Service Learning component into practice within a language course's syllabus could potentially increase the students' motivation to learn more and perform better.

• Any course can incorporate Service Learning project that will engage students beyond the classroom and towards meeting a general goal, such is the case with NACD.

Chapter VI - CONCLUSIONS AND RECOMMENDATIONS

In this chapter conclusions and recommendations are presented that derive from the present study. As was expected, the data analysis proved the usefulness of a Service Learning program as a model for student-community engagement for the community and students Implementing Service learning into education can push student learning to a higher level by promoting "learning by doing." The research investigated the learners' attitude towards SL projects and presented its importance in language learning courses such as NACD. Additionally, the study presented the attitude of the prospective teachers towards Service Learning program, its incorporation into ESL program, and the beneficiary outcomes to the students who will be engaged in Service Learning projects.

ESL teaching courses have tremendous potential for supporting the development of such revolutionary initiatives that will support the needed adjustment of the ESL curriculum. This can be done by involving the needs of the local communities, providing valuable skills and training to prospective teachers, and by bridging academic content with real world situations.

The participants of the study had the opportunity to be personally engaged in the community where they will teach while aiming to the goals of the course content and the needs of the community.

The results presented in this paper demonstrate the benefits for the students as prospective teachers and the benefits to the partner community- students with special needs.

In this present study participants' attitudes towards English language teaching and service learning, were analyzed using data from surveys. The data was used to address the research questions addressed at the beginning of the study.

This in-depth analysis closely investigated the service learning participants' attitudes towards the project, as well as their perceptions about language learning component within this setting.

The opportunity that both subjects, English language learning and service learning, offer for the learners is the applicability in real life. These two fields have similar goals as far as academic content and real life situations are concerned. The setting outside of the classroom environment can have a positive impact on the learners' attitude towards learning of the content. An outside of the classroom setting can offer a potential to use course content in particular language and achieve the curricular goals of the course at the same time. This is crucial for a successful foreign language learning program development.

Service learning offers real life situations and useful language exchanges that cannot be offered to the students within the framework and the boundaries of the academic setting only. In the present study, the participants had a genuine awareness and appreciation for the difficulty of studying and using a foreign language outside the classroom environment. Their service learning experience offered them a realistic understanding of the course content impacted their attitudes towards the NACD course at the undergraduate studies in the field of ESL. As discussed in Chapter IV, participants demonstrated positive attitudes towards the combined course at the outset of the study.

The present study found that these prospective teachers seem to understand the value and importance of foreign language teaching and the experience that the students can get from a service learning project. They also appeared more excited about future service learning projects and their profession.

The fact that the participants revealed so many positive changes in their attitudes from the start of the study until the end is strongly believed to have resulted from the service learning experiences and their ability to link coursework and service to the community where they will teach in the future.

The academic benefits that such a program offers to its students are evident and can potentially transform them into successful future ESL teacher. These teachers can become very successful curriculum builders and course developers for ESL programs. It was determined that the participants exhibited a definite increased desire to teach the English language both inside and outside the academic setting, including students with special needs. After their service learning experience, the participants wanted to continue their service learning project. This indicates the positive impact that this experience had on them. Through more service learning, these participants will be provided with opportunities to improve their teaching skills and provide benefits to their students. Additional coursework and activity outside of an academic setting can offer learners opportunities to reflect and practice what they have learned in class. When this type of a course is combined within a language course, the chances for offering a real life component that will increase students' enthusiasm and motivation exist.

Putting an optional service learning component into practice within a language course's curriculum could potentially increase the students' motivation to learn more and perform better.

Educational benefits that Service learning opportunities can offer to the participants have been proven. Students cannot improve their knowledge significantly through class interaction only since this method and setting is not sufficient for true language learning. It is fundamental to consider the need to operate 'Outside of the box' and reflect on previous experience, in order for learning to become authentic. Therefore the aim to integrate Service Learning opportunities within course content is essential in higher education. However, we must bear in mind that this has to be offered to our students on optional bases to avoid "Free labor". Service learning will increase their motivation to participate and their sense of feeling important for doing something.

The findings of the present study can serve as guidance for designing future service learning projects and also for integrating a service learning component into a language class.

Chapter VII: LIMITATIONS OF STUDY

The present study had several limitations worth noting. First, the number of the participants was limited and small. It can't be said that the participants in this study represented all English language teaching college students. It covered only a certain number (30 in total).

In the present study the participation of the teachers that had Service Learning experience was very limited, if any. Obviously, Service Learning is a new subject and therefore many teachers lack knowledge and information on the subject area. Due to this, the study was limited to survey the teachers and getting their opinion on this matter.

Another limitation of the study was the lack of a control and comparison group that would firmly validate the findings. The results of this study may also be used in other academic settings, various fields, different levels of language learning, and with a larger number of participants. The present study offers several paths for future research opportunities. It was designed for application to a NACD class at a three year college. It can be applied in another four year university, secondary high school setting or community college.

Further research on the topic of service learning may allow in-depth analyses of the attitudes and linguistic understanding of the participants in this study, particularly their general language proficiency, which was not covered in this present study.

REFERENCES

Anderson, J. E. and Sungur, E. A., "Community service statistics projects," *The American Statistician*, 53 (2), 1999, pp.132-136. Arries, J. (2005). Critical Pedagogy and Service-Learning in Spanish: Crossing borders in the freshman seminar. In J. Hellebrandt, & L. Varona (Eds.), Construyendo Puentes (Building Bridges) - Concepts and Models for Service Learning in Spanish (pp. 33-33-48). New York, New York: Stylus Publishing.

Astin, A. W., & Sax, L. J. (1998). How undergraduates are affected by service participation. Journal of College Student Involvement, 39, 251-263.

Bachman, L.F. & Palmer, A.S. (forthcoming). Language assessment in practice. Oxford: Oxford University Press

Batchelder, T., & Root, S. (1994). Effects of an undergraduate program to integrate academic learning and service: Cognitive, prosocial cognitive, and identity outcomes. Journal of Adolescence, 17, 341-355.

Beebe, R., & DeCosta, E. (1993). Teaching beyond the classroom - The Santa Clara University Eastside project community service and the Spanish classroom. Hispania, 76, 884-891. Bhatti, T. (n.d.). SSHRC and Knowledge Mobilization. Retrieved 05/29/ 2011 from: http://www1.unitedway.ca/sites/PortalEN/PublicSite/EVENTS%20AND%20MEETINGS/SSHRC%20%20Knowledge%20Mobilization_May%202008_1.pdf

Berry, H., & Chisholm, L. (1999). Service-Learning in Higher Education Around the World. New York: The International Partnership for Service-Learning.

Billig, Bordelon, T. D., & Phillips, I. (2006). Service-learning: What students have to say. Active Learning in Higher Education: The Journal of the Institute for Learning and Teaching, 7(2), 143-153.

Caldwell, W. (2007). Taking Spanish outside the box: A model for integrating Service Learning

into foreign language study. Foreign Language Annals, 40(3), 463-471.

Campus contact. (2007). Campus Contact annual membership survey, 2006. Providence, RI: Campus Contact.

Center for Applied Second Language Studies (CASLS). (2008) STAMP. Retrieved 05/20, 2011, from http://www.casls.uoregon.edu/STAMP2.php

Confucius quotes. (2006). Retrieved 04/23, 2011, from http://quotes.libertytree. ca/quotes_by/confucius

Dewey, J. (1910). The school and society. University of Chicago Press, 18.

Dewey, J. and Dewey, E. 1915 Schools of Tomorrow. New York, reprinted 1962, pp 225. Carbondale: Southern Illinois University Press.

Dornyei, Z. (1994). Motivation and Motivating in the Foreign Language Classroom. The Modern Language Journal, 78(3), 273-284.

Dornyei, Z. (2001). New Themes and Approaches in Second Language Motivation Research. Annual Review of Applied Linguistics, 21, 43-59.

Dornyei, Z. & Csizer, K. (2002). Some Dynamics of Language Attitudes and Motivation: Results of a Longitudinal Nationwide Survey. Applied Linguistics, 23(4), 421-462.

Ely, C. M. (1986). Language learning motivation: A descriptive and causal analysis. The Modern Language Journal, 70(1), 28-35.

Eyler, J. (2000). What do we most need to know about the impact of Service Learning on student learning? Michigan Journal of Community Service Learning (2000), 02/23/07.

Eyler, J. & Giles, D. E., Jr. (1999). Where's the learning in service-learning? Jossey-Bass higher and adult education series.

Follman, J., & Muldoon, K. (1997). Florida Learn and Service 1995-96: What were the Outcomes? National Association of Secondary School Principals, NAASP Bulletin, 81, 29-36.

Freire, P. (1970, 2003). Pedagogy of the oppressed. New York, New York: Continuum.

Frey, H. & Sadek, C. (1971). A Study of Attitudes among Elementary Spanish Students at UCLA. Hispania, 54(3), 428-438.

Glisan, E. W. (1987). Beginning Spanish students: A survey of attitudes at the University of Pittsburgh. Hispania, 70(2), 381-394.

Grassi, E., Hanley, D., & Liston, D. (2004). Service-learning: An innovative approach for second language learners. Journal of Experiential Education, 27(1), 87-110.

Hale, A. (2005). Service-learning and Spanish: A missing link. In J. Hellebrandt, & L. Varona (Eds.), Construyendo Puentes (Building Bridges): Concepts and models for service-learning in Spanish (pp. 9-32) New York, New York: Stylus Publishing.

Harris, N., Rothman, D. J., & Thernstrom, S. (1969). *The history of the United States: 1850 to the present.* (Vol. 2) NY: Holt, Rinehart and Winston, Inc.History of Suitcases for Kids. Retrieved 04/12/2011 from:http://www.suitcasesforkids.org/ Hellebrandt, J., Ed, & Varona, Lucia T , Ed. (2005). Construyendo Puentes (Building Bridges): Concepts and models for service-learning in Spanish. AAHE's series on service-learning in the disciplines. New York, New York: Stylus Publishing.

Jones, S. R., & Abes, E. S. (2004). Enduring influences of service-learning on college students' identity development. Journal of College Student Development, 45(2), 149-166.

Kendall, J. (1990). Principles of Good Practice in Combining Service and Learning. in *Combining Service and Learning: A Resource Book for Community and Public Service Vol. I*, National Society for Internships and Experiential Education, Raleigh, N.C.: NSIEE.

Kolb, D.A. 1984. Experiential learning: experience as the source of learning and development: 161. Englewood Cliffs, CA: Prentice Hall.

Kondo, K. (1997). Social-psychological factors affecting language maintenance: Interviews with Shin Nisei university students. Linguistics and Education, 9,369-408.

Latulippe, L. (1999). Lessons learned from being a student again (Part 1). *TESOL Matters*, *9*(1), 18. http://www.tesol.org/pubs/articles/index.htmlLear, D.W., & Abbott, A.R. (2008). Foreign Language Professional Standards and CSL: Achieving the 5 C's. Michigan Journal of Community Service Learning 14(2), 76-86.

Learn and Serve America. (2007) Impact of Learn and Serve America. Retrieved 5/7, 2011, from http://www.learnandserve.org/about/role_impact/index.asp

Learning in Deed. (2007) Learning in Deed: Engaging youth, Making a Difference. Retrieved 5/7, 2011, from http://www.learningindeed.org

Learning skills academy - the Dewey community. (2006). Retrieved 4/23, 2011, from

http://www.lsa.pvt.k12.nh.us/LSAbrochures/Dewey%20Newsletter.pdf

Malkin, F. (2010). The Effects of Service Learning Participation in Foreign Language Classes On Students' Attitudes Towards the Spanish Language and Culture And Their Language Proficiency. Program in Bilingual Education Department of Teaching and Learning. Steinhardt School of Culture, Education, and Human Development New York University.

Martin, J. Texas A&M University, Department of Construction Science, College Station, TX 77843-3137 jmartin@taz.tamu.edu .

Masgoret, A.M. & Gardner, R.C. (2003). Attitudes, Motivation, and Second Language Learning: A Meta-Analysis of Studies Conducted by Gardner and Associates. Language Learning, 53(1), 1213-163.

McAleavey, S.J. Disciplinary Pathways to Service Learning. Service-Learning: Theory and Rationale. Center for Public Policy and Service, Mesa Community College Mesa, Arizona.

Minor, J. L. (2001, April). Using Service Learning as Part of an ESL Program. Internet TESL Journal, 7 (4).

Modern Language Association. (2007). New MLA Survey Shows Significant Increases in Foreign Language Study at U.S. Colleges and Universities Press Release. Retrieved 04/22, 2011, from http://www.mla.org/2006_flenrollmentsurvey.

Mohammed E. Haque, Texas A&M University, Department of Construction Science, College Station, TX 77843-3137 mhaque@taz.tamu.edu

Morris, F. A. (2001). Serving the community and learning a foreign language: Evaluating a service-learning programme. Language, Culture and Curriculum, 14(3), 244-255.

Mullaney, J. (2005). Service-learning and language acquisition theory and practice. In J. Hellebrandt, & L. Varona (Eds.), Construyendo Puentes (Building Bridges) - Concepts and Models for service-learning in Spanish (pp. 49-60). New York, New York: Stylus Publishing.

National Service-Learning Cooperative 1999, Essential Elements of Service-Learning. Roseville,

MN: National Youth Leadership Council.

Palmer, C. E. and E. J. Savoie 2002, Challenges to Connecting Sociology and Service-Learning. Sociological Practice: A Journal of Clinical and Applied Sociology, 4(1): 89-97.National Service-Learning Clearinghouse. (2007). Retrieved 04/06, 2011, from

      http://www.servicelearning.org/welcome_to_servicelearning.html

Smith, P. (1984). *The rise of industrial America: A people's history of the post-reconstruction era.* (Vol. 6). New York: McGraw-Hill Book Company.

National Service Learning Partnership. (2007). Retrieved 04/06, 2007, from

      http://www.service-learningpartnership.org

The National Standards for Foreign Language Education. (2007). Retrieved

      4/23, 2011, from http://www.actfl.org/i4a/pages/index.cfm?pageid=3392

Nostrand, H. (1966). Describing and teaching the sociocultural context of a foreign language and literature. In A. Valdman (Ed.), Trends in language teaching (pp. 1-1-25). New York, New York: McGraw Hill.

Overfield, D. (1997). An approach to service in the foreign language classroom. Mosaic, 4(2), 11-13.

Plann, S. (2002). Latinos and Literacy: An Upper-Division Spanish Course with Service Learning. Hispania, 85 (2), 330-338.

Polansky, S. G. (2004). Tutoring for community outreach: A course model for language learning and bridge building between universities and public schools. Foreign Language Annals, 37(3), 367-373.

Prosser, T. M., & Levesque, J. A. (1997). Supporting literacy through Service Learning. Reading Teacher, 51(1), 32-38.

Reed, V., Jernstedt, C., Hawley, J., Reber, E., & DuBois, C. (2005). Effects of a small scale, very short term Service Learning experience on college students. Journal of Adolescence, 28, 359-359-368.

Rehling, L., "Doing good while doing well: Service Learning internships," Business Communication Quarterly, 63 (1), 2000, pp.77-89.

Reyes, A. F. (2009). Incorporating service-learning into the ESL curriculum: What aspiring practitioners need to know. M.A., University of Massachusetts Boston.

Robinson-Stuart, G., & Nocon, H. (1996). Second culture acquisition: Ethnography in the

foreign language classroom. The Modern Language Journal, 80(4), 431-449.

Rotary International (2011).

http://www.rotary.org/EN/ABOUTUS/SITETOOLS/Pages/ridefault.aspx.

Sakuragi, T. (2006). The relationship between attitudes toward language study and cross-cultural attitudes. International Journal of Intercultural Relations, 2006, 30, (1), 19-31.

Shumer, R. (1994). Community-Based Learning: Humanizing Education. Journal of Adolescence, 17(4), 357-367.

Stier, K. W., "Integrating Research into Undergraduate Coursework to Provide Professional Experiences," Journal of Construction Education, 1 (1), 1997:15-24.

Tse, L. (2000). Student perceptions of foreign language study: A qualitative analysis of foreign language autobiographies. The Modern Language Journal, 84(1), 69-84.

Tucker, M.L., McCarthy, A. M., Hoxmeier J. A., and Margarita, M. L., "Community service learning increases communication skills across the business curriculum," Business Communication Quarterly, 61 (2), 1998: 88-99) http://www.ac-see.org/alumni/servicelearning/acsliprojects.htm

Varas, P. (2005). Raising cultural awareness through Service Learning in Spanish culture and conversation: Tutoring in the migrant education program in Salem. In J. Hellebrandt, & L. Varona (Eds.), Construyendo Puentes (Building Bridges) - Concepts and models for service-learning in Spanish (pp. 123-136) New York, New York: Stylus Publishing.

Varona, L. (2005). From instrumental to interactive to critical knowledge through service learning in Spanish. In J. Hellebrandt, & L. Varona (Eds.), Construyendo Puentes (Building Bridges) - Concepts and models for Service Learning in Spanish (pp. 61-76). New York, New York: Stylus Publishing.

Weglarz, S., & Seybert, J. (2004). Participant perceptions of a community college service-learning program. Community College Journal of Research and Practice, 28, 123-132.

Weiler, D., LaGoy, A., Crane, E., & Rovner, A. (1998). An Evaluation of K-12 Service-Learning in California: Pase II Final Report. Emeryville, CA: RPP International with the Search Institute.

Weldon, A., & Trautmann, G. (2003). Spanish and service-learning: Pedagogy and praxis. Hispania, 86(3), 574-585.

Wink, J. (1997). Critical Pedagogy: Notes from the Real World. White Plains, New York:

   Longman.

APPENDICIES:

APPENDIX A: Students' Survey

Service-Learning Accommodating Students with Special Needs Questionnaire for Students

During this last semester as a part of your NACD course you took part in a Service-Learning project **Accommodating Students with Special Needs.** This pilot project was designed to bond your in class gained knowledge with real-life situation in your community. As a part of my research on Service Learning I have considered this survey which will provide me with your feedback on this aspect of the course. Please answer the following questions truthfully to contribute towards a best results and findings of my research.

SCALED RESPONSES: Please underline the option that best matches your response to the statements provided.

I was able to apply a part of the knowledge gained in the course to raise the awareness towards people with special needs.	Strongly Disagree	Disagree	**<u>Agree</u>**	Strongly Agree
I gained a better understanding of the different tasks through the service-learning experience.	Strongly Disagree	Disagree	**<u>Agree</u>**	Strongly Agree
I learned more because of the service-learning experience.	Strongly Disagree	Disagree	**<u>Agree</u>**	Strongly Agree
The service-learning in this class equipped me with adequate knowledge which I will apply in my future career.	Strongly Disagree	Disagree	**<u>Agree</u>**	Strongly Agree

The service-learning in this class helped me to think about diversity in the classroom.	Strongly Disagree	Disagree	**<u>Agree</u>**	Strongly Agree
I feel that I contributed to the community.	Strongly Disagree	Disagree	**<u>Agree</u>**	Strongly Agree
I believe that this project made a positive contribution not only to people with special needs but understand my peers as well.	Strongly Disagree	Disagree	**<u>Agree</u>**	Strongly Agree
I will use service-learning in my classes in the future.	Strongly Disagree	Disagree	**<u>Agree</u>**	Strongly Agree
I will read more on service-learning and use it in my teaching in the future.	Strongly Disagree	Disagree	**<u>Agree</u>**	Strongly Agree

OPEN-ENDED QUESTIONS:

3. What was the most beneficial aspect of the service-learning component of the course? In what ways do you think you have benefited by participating in the service-learning?

- The service-learning in this class helped me to think about my career and professional options and also, the service-learning in this class helped me to gain knowledge and skills that will help me beyond this class.

Any additional comments?

APPENDIX B: Book of Abstracts of the Regional JFDP Alumni Conference

Service Learning and People with Special Needs in Education 1Aida Koci
South Eastern European University, Tetovo
R. Macedonia

Introduction
Service Learning incorporates learning in the classroom with the broader community by engaging students in organized projects where they apply skills and knowledge, critical thinking and reflection in order to meet an identified need in their community (Woods, 2002; Russell, 2007; Well & Graber, 2004; Jennings, 2001; Moser, 2005). The idea behind Service Learning is to include a community service project as part of the teachers' lesson plans. In other words, a Service Learning project is an assignment given out by the teacher to be completed by the students.

In the paper, we will describe how we put on a meaningful Service Learning for students in the course, "Needs Analysis and Course Design" The preparation of the students, all of whom planed to be future educators, went through 4 steps:

description of what a Service Learning approach is, what was the specific topic for it: disability, and how it would be included in the course

one seminar organized with experts on education for disabled students

one seminar organized around the testimony of disabled students

decide how to play an active role answering to one specific need. They were asked to interview teachers in their own communities about their experiences with disabled students. Students organized the data from their interviews, combined it with the information they learned at the seminars, and used their newfound knowledge to design improvements to the existing educational infrastructure, and to incorporate those designs into a pamphlet that will be distributed to school directors and University faculty.

The paper will describe the difficulties encountered in monitoring this experience, as well as the outcomes.

Elaboration of the problem
The Southeast European University is located in an area of Macedonia where there are no special educational programs for students with special needs. One of the problems that we , the lecturers of the course Aida Koçi and Sandra Bruno and students have identified in the course, Needs Analysis and Course Design, is the lack of knowledge for the people with special needs; actually there is no place in the community where this issue could be dealt with. Our students will be teaching next year and need skills to apply to a variety of situations and learning needs.

The workshop that we organized for the first time in May 2006 was a good starting point for both our students and the local teachers. We continued working on the project in the following years. The benefit of the project for the community was three fold. First of all, we raised awareness and disseminated information about the needs of the people with special needs; to understand and tolerate differences in the classroom, and to adjust the teaching methods (identify various kinds of handicaps, analyze the needs associated to the different categories, include the specific needs in their teaching process), as well as suggest possible steps to be taken in order to make the learning process of the disabled people easier. Second, the project worked to help diminish discrimination against disabled people, especially in education. More importantly people learn about the current situation in the various institutions in the area .Students analyzed how these institutions can improve their physical environment, as well as the services they offer, in order to be better adapted to the special needs. Moreover, students learned more about how to make negotiation and initiate changes in the community where they live.

Conclusions

As future teachers, our students were probably going to be faced with handicapped children in their classes. What did our students learn?

that there was various different kinds of handicaps, and that the categories were not rigid ones

that dealing with impairment necessitates a high amount of empathy to properly deal with affective aspects involved (and that empathy is not pity)

how to behave psychologically toward handicapped persons: listening to their needs, inventing solutions with them, treating handicapped persons as others as much as possible (at least concerning certain aspects) but without neglecting their particularity

how to integrate handicapped people into the pedagogy: adapting the environment in order to all pupils to attain the same objective (the issue is to avoid to not lower the objectives) ; working with the pupils to have them realize that they all have different kind of difficulties and that they can help each other as soon as they accept this matter of fact ; having meta-cognitive reflection on understanding various ways of having mental representation, solving problems … ; include that fact that helping others help ourselves (feeling useful, having new friends, sharing experiences…)

As students this pedagogy helped them in learning to learn by themselves: searching information, listening to others to better understand a situation by taking into account various points of view about this situation, learning by explaining to others …

With the Service Learning approach they learned or improved lots of competencies that will be useful all their life long (transferable competencies):

better know the others while working in groups, and go further thanks to differences within the group

managing a project: being on time with tasks, managing a budget, negotiating, adapting the project to material and technical constraints

using technical artifacts and environments to produce concrete objects (printed documents, printed T-Shirts, shooting and editing films …)

run interviews: directive or non-directive interviews are techniques that can only be mastered by doing

theoretical / practical relationships enrich our understanding of reality

As citizens, they also learned a lot: civil right, associative power, networks …

References

Anderson, J.B.(1998). Service-Learning in Teacher Education, *ERIC Clearinghouse on Teaching and Teacher Education*. Washington, DC.

Bowley, Erin.(2003). The Minnesota Campus Civic Engagement Study: Defining Civic Engagement in a New Century. *Minnesota Higher Education Services Office and Minnesota Campus Compact*, Saint Paul, MN.

Freud: http://en.wikipedia.org/wiki/Defense_mechanism

Jennings, M. (2001). Two very special Service Learning projects. *Phi Delta Kappan*, 82, 474-475.

Rehling, L.(2000). Doing good while doing well: Service Learning internships, *Business Communication Quarterly*, 63 (1),pp.77-89.

Roehlkepartain, E. C. (2007). "Service-Learning with Disadvantaged Youth" (fact sheet). Scotts Valley, CA: National Service-Learning Clearinghouse (www.servicelearning.org).

Russell-Bowie, D. (2007). Community engagement enhancing creative arts education in a primary school setting. *The Australasian Journal of Community Engagement,* 2(1), 205-210.

Tucker, M.L., McCarthy, A. M., Hoxmeier J. A., and Margarita, M. L.(1998). Community Service Learning increases communication skills across the business curriculum, *Business Communication Quarterly*, 61 (2), pp. 88-99.

Stier, K. W. (1997). Integrating Research into Undergraduate Coursework to Provide Professional Experiences," *Journal of Construction Education*, 1 (1), 1997, pp. 15-24.

Woods, Michael.(2002).Research on Service Learning." *Agricultural Education Magazine* 75, no.2 (Sep-Oct): 24-25.

www.servicelearning.org

Keywords: Service Learning, education, people with special needs, community.

COURSE SYLLABUS

Fall, 2009

NEEDS ANALYSIS AND COURSE DESIGN

Instructor: Aida Koci

Office: 1002/02

Email address: a.koci@seeu.edu.mk

Class hours: Friday 19.00-21.45

COURSE DESCRIPTION:

This course will be orientated towards pragmatic aspects of teaching, especially needs analysis and course design, starting by general consideration and continuing with more specific aspects. Students will be introduced to the different kinds of needs: individual and social needs, the impacts of needs analysis on course design: impact on the definition of objectives and contents, impact on the pedagogy and methodology. We will also work on kinds of data on which needs analysis operates: wishes, performances, student's awareness of lacks, metacognitive skills. Teaching delivery will be by one 1.5 hours practical preparation class and one 1 hour synthesis per week. The students will analyze various materials and make an oral presentation. The practical preparation class will be aimed at a general introductory approach to the material, by working in group and individually to consider some issues by answering questions, and preparing an oral presentation of their results. Material will be: case studies, theoretical texts, extracts from textbooks, data collected by the students.

COURSE OBJECTIVES:

- To elaborate with the students on the main concepts and methods used in needs analysis and course design.

- To make relationships between analysis and practice, between qualitative description of needs and decisions in terms of content of teaching and learning situation.

ASSESSMENT:

Students will be assessed on the basis of participation (20%), final exam (40%), final project (40%).

- Participation will be evaluated on: participation in work group and oral presentation, whole group participation.

- Final exam will be an in-class exam in which you will have the opportunity to demonstrate your understanding and synthesis of course material – assigned readings as well as material presented in our class meetings.

- Final Project: a 10-15 pages document will present a teaching sequence for a particular language acquisition objective. This out-of-class paper will be a typed, double-spaced essay no more than 5 pages in length. It is due Friday, December 23rd. The topic of this essay will be presented in class. The assignment will ask you to both critically think and write, and will draw from the course reading assignments. You will share the results of your own research with the class. A high quality presentation will address the concern of the assignment, be focused, and adhere to time requirements. Late papers will not be accepted.

ATTENDANCE: Attendance at lectures is compulsory, and should help you to know the parameters of the course and to gain an overall grasp of the knowledge of particular aspects of the subject. It will also help you to derive maximum advantage from the books and articles you read. You are expected to do some preparation for these and to play an active role, as participation in the discussions will help you to organize your ideas and learn from others.

Attendance will be graded as follows:

NO absences   A+

ONE Absence   A

TWO Absences   B

THREE Absences C

FOUR or more Absences F

PLAGIARISM:

Academic Misconduct:
Plagiarism falls under the category of academic misconduct. In an academic environment using other's ideas, writings, findings, and so on are acceptable only if you give credit to that person or source from which you are obtaining information. To plagiarize is to use and present someone else's writing, ideas, and thoughts as your own. Whether you paraphrase information or directly quote it, if the words and ideas you are using are someone else's, you must indicate this. Even if you obtain information from an Internet site, it must be cited. If you have further questions about what constitutes plagiarism, please contact me before you turn in any written assignments. I will not accept the excuse that you did know you were plagiarizing.
Cell phones are a disruption to the classroom; please turn off the cell-phones during class sessions.

I am looking forward to a fun and engaging semester with you all. I am eager to hear your thoughts and understanding of the subject matter at hand. Above all, please remember, at any time throughout the semester, if you find that you are having trouble with the course material, or you are concerned about your standing in the class, or you have any general questions about the class itself, please feel free to contact me. If you cannot make it to my office hours, then let me know we can set up an alternative time to meet.

 *Note: I reserve the right to alter this schedule any time during the semester if I feel it necessary.

Course Outline

WEEKS 1-2	Introduction to the course: review of syllabus; expectations regarding assignments; instructions for the online component of the course. General introduction: what is "needs analysis and course design". General introduction to the different kinds of needs : individual and social needs. Needs depending on age. The impacts of needs analysis on course design : impact on the definition of objectives and contents, impact on the pedagogy and methodology. Kinds of data on which needs analysis operates: wishes, performances, student's awareness of lacks, metacognitive skills.

	Co-construction of the syllabus: list of the teaching-learning situations to be developed in the portfolio.
WEEKS 3-4	General introduction to the different kinds of needs : individual and social needs. Needs depending on age. The impacts of needs analysis on course design: impact on the definition of objectives and contents, impact on the pedagogy and methodology. Kinds of data on which needs analysis operates : wishes, performances, student's awareness of lacks, metacognitive skills. Co-construction of the syllabus: list of the teaching-learning situations to be developed in the portfolio.
WEEKS 5-6	Methodological issues in learner needs analysis. Situation analysis-societal, project, institutional, teacher, learner and adoption factors./ Profiling the factors identified in the situational analysis.
WEEKS 7-8	Planning goals and learning outcomes The ideology of the curriculum/ Stating curriculum outcomes/ Nonlanguage outcomes and process objectives, Discussion questions and activities
WEEKS 9-10	Course planning and syllabus design The course rationale/Describing the entry level/Choosing course content/Determining the scope and sequence/Planning the course structure/ Preparing the scope and sequence plan/ Discussion questions and activities
WEEKS 11-12	Providing for effective teaching The institution/ The teachers/ The teaching process/The learning process/ The role and design of instructional materials Authentic versus created materials/Textbooks/Evaluating textbooks/Adapting textbooks/Preparing

| | materials for a program/Managing a materials writing project/ Monitoring the use of materials/ Discussion questions and activities

Approaches to evaluation

Purpose of evaluation/Issues in program evaluation/Procedures used in conducting evaluations |
|---|---|
| **WEEKS 13-14** | Assessment and Testing |

Course Reader:

1. J. Yalden. 1987. Principles of Course Design for Language Teaching. Cambridge University Press.

2. Long H.Micheal. 2005. Second Language Needs Analysis. Cambridge University Press.

3. Richards C.Jack.2001.Curriculum Development in Language Teaching. Cambridge University Press.