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**PROSPECTIVE ENGLISH LANGUAGE TEACHERS' VIEWS ON THE
IMPLEMENTATION PROCESS AND THE OUTCOMES OF COMMUNITY
SERVICE PRACTICES COURSE**

MASTER THESIS

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Taahhütname

Yüksek Lisans tezi olarak sunduğum “**Prospective English Language Teachers’ Views on the Implementation Process and the Outcomes of Community Service Practices Course**” adlı çalışmanın, tarafımdan, bilimsel ahlak ve değerlere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yaparak yararlanmış olduğumu belirtir ve bunu onurumla doğrularım.

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TO MY FAMILY...

ABSTRACT

PROSPECTIVE ENGLISH LANGUAGE TEACHERS' VIEWS ON THE IMPLEMENTATION PROCESS AND THE OUTCOMES OF COMMUNITY SERVICE PRACTICES COURSE

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The aim of this study is to investigate the opinions of prospective teachers enrolled at the Department of English Language Teaching (ELT) concerning the implementation process and the outcomes of Community Service Practices (CSP) course. In addition, prospective teachers' views about the ways of increasing the efficiency of CSP course in ELT were detected. Both qualitative and quantitative methods were pursued in the research. First, in order to fulfill the aims of the study, a questionnaire was administered to 158 3rd year ELT pre-service teachers taking CSP course in Uludağ University, in the Spring Term of 2014-2015 Academic year. Second, 20 pre-service teachers were asked to respond to semi-structured interview questions to clarify the results obtained from the quantitative part of the research. Third, for the qualitative part of the research, content analysis was applied to analyze the views of pre-service teachers about the ways of increasing the efficiency of CSP course in ELT. As for data analysis, descriptive statistics and independent samples t-test were used to analyze the data obtained from the quantitative part of the questionnaire through SPSS 20 Program.

The results revealed that most of the prospective teachers performed the projects within the scope of Community Service Practices by experiencing/ doing themselves. The prospective teachers also indicated that they conducted the projects voluntarily. Based on gender factor, the results showed that female prospective teachers were more eager to participate in the activities/ projects. As for the gains of CSP course, prospective teachers emphasized that this course would provide them the opportunity to apply the experiences they obtained in their future English teaching profession and they also pointed out that the activities/projects they carried out within the framework of CSP course drove them to be more sensitive to social problems. The results also demonstrated that CSP course enabled prospective teachers to identify the needs of the society and it improved their self-confidence saliently. Another important finding was that prospective teachers' awareness of social responsibility increased and they became more sociable after they participated in community service practices. Bearing these findings in mind, some suggestions were put forward and some implications for further studies were mentioned at the end of the study.

ÖZET

İNGİLİZ DİLİ EĞİTİMİ ÖĞRETMEN ADAYLARININ TOPLUMA HİZMET UYGULAMALARI DERSİNİN İŞLEYİŞ SÜRECİ VE KAZANIMLARINA İLİŞKİN GÖRÜŞLERİ

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Bu çalışmanın amacı Topluma Hizmet Uygulamaları (THU) dersi kapsamında yürütülen faaliyetler/ projelerin uygulama süreci ve kazanımları ile ilgili İngiliz Dili Eğitimi Anabilim Dalı'nda öğrenim gören öğretmen adaylarının görüşlerini araştırmaktır. Buna ek olarak, Topluma Hizmet Uygulamalarının etkinliğinin artırılması yolları hakkında öğretmen adaylarının görüşleri saptanmıştır. Bu araştırma hem nitel hem nicel yöntemleri takip etti. İlk olarak, araştırmanın amaçlarını gerçekleştirmek amacıyla 2014-2015 Akademik yılı Bahar Döneminde Uludağ Üniversitesi İngiliz Dili Eğitimi Anabilim Dalında Topluma Hizmet Uygulamaları dersini alan 158 tane 3.ncü sınıf öğretmen adayına bir anket uygulanmıştır. İkinci olarak, araştırmanın nicel kısmından elde edilen sonuçları açıklığa kavuşturmak için 20 öğretmen adayından yarı yapılandırılmış mülakat sorularına cevap vermesi istendi. Üçüncü olarak, araştırmanın nitel kısmı için öğretmen adaylarının Topluma Hizmet Uygulamalarının etkinliğinin artırılması yollarına dair görüşlerini analiz etmek için içerik analizi uygulandı.

Veri analizine gelince, anketin nicel bölümünden elde edilen verileri analiz etmek için SPSS 20 Programı aracılığıyla betimleyici istatistikler ve bağımsız örneklem t-testi kullanıldı.

Çalışmanın sonuçları öğretmen adaylarının çoğunun Topluma Hizmet Uygulamaları kapsamındaki projeleri kendileri yaparak/yaşayarak gerçekleştirdiklerini ortaya çıkarmıştır. Öğretmen adayları aynı zamanda projeleri gönüllü yürüttüklerini belirtmişlerdir. Cinsiyet faktörüne dayanarak, sonuçlar kadın öğretmen adaylarının aktivitelere/projelere katılmaya daha istekli olduğunu göstermiştir. THU dersinin kazanımlarına gelince, öğretmen adayları bu ders onlara elde ettikleri deneyimleri gelecekteki İngilizce öğretmenlik mesleğinde uygulama fırsatı sağlayacağını vurgulamışlardır ve THU dersi çerçevesinde yürüttükleri faaliyetlerin/projelerin onları toplumsal sorunlara karşı daha duyarlı olmaya sevk ettiğini belirtmişlerdir. Sonuçlar ayrıca THU dersinin öğretmen adaylarına toplumun ihtiyaçlarını belirleme olanağı sağladığını ve onların öz güvenini belirgin bir şekilde geliştirdiğini göstermiştir. Bir diğer önemli bulgu ise topluma hizmet uygulamalarına katılmaları sonrasında öğretmen adaylarının sosyal sorumluluk farkındalığının artmış olmasıdır ve onların daha girişken hale gelmiş olmalarıdır. Bu bulgular göz önünde bulundurularak çalışmanın sonunda bazı öneriler sunuldu ve ileride yapılacak çalışmalara yönelik bazı önerilerden söz edildi.

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Abbreviations

AÇEV:	Mother Child Education Foundation
COOL:	Campus Outreach Opportunity League
CSP:	Community Service Practices
CLC:	Compact for Learning and Citizenship
ELT:	English Language Teaching
YÖK:	Higher Education Council
ÇOMU:	Çanakkale Onsekiz Mart University
NSEE:	National Society for Experiential Education
NCSA:	National and Community Service Act of 1990
NCSL:	National Commission on Service Learning
NGOs:	Non-Governmental Organizations
NSLC:	National Service Learning Clearinghouse
MEB:	Ministry of Education
TEGV:	Turkish Education Foundation
TEV:	Educational Volunteers Foundation of Turkey
TEMA:	Turkish Foundation for Combating Soil Erosion, for Reforestation, and the Protection of Natural Habitats.
UNICEF:	The United Nations Children's Fund

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CHAPTER I

INTRODUCTION

Introduction

Education has a vital role in shaping both the individual and society. One of the main goals of education is to educate responsible individuals who can research and find information ;can learn and process the information that he/ she has found, and who can use the information especially for the benefit of society. In this respect, to make the education faculties more functional, Community Service Practices (CSP) took place as a course in the curriculum of teaching programs at education faculties of universities in Turkey in 2006. As education programs are expected to grow up individuals with social responsibility, sensitivity to social problems, Community Service Practices has been of great prominence in university education in Turkey recent years. In this chapter, it is aimed to assess Community Service Practices in English Language Teaching and to present the reasons why the researcher decided to work on the present study entitled *Prospective English Language Teachers' Views on the Implementation Process and the Outcomes of Community Service Practices Course*. In this chapter, background of the study is presented in the light of literature review on the subject in question. The aim of the study is mentioned and research questions related to the study come after it. Significance of the study, assumptions and limitations of the study are presented subsequently. Prior to literature review, scope of the study is highlighted. Finally, literature review is made on the present study with its subheadings mentioned below.

Background of the Study

Teaching is one of the professional areas which largely bears social responsibility and teachers shoulder important duties and responsibilities such as integrating into society and fulfilling the function of leadership. In this respect, it is very important for preservice teachers to gain skills and experiences which aim to develop these aspects during the process of their pre-service training. Teacher candidates must recognize the society from various aspects in order to solve the problems easier caused by social factors or events in the institution that he or she will serve after he/she graduates. It cannot be said that a teacher candidate who does not recognize the society he or she lives in, who is alienated from society, who is insensitive to the problems of society and who do not know the characteristics affecting society positively will be successful in his or her professional work. Besides, teaching is a living, vibrant function which exists with social factors and features foremost and it is also a function that is directly affected by the recent developments (Erciyes University Education Faculty, Community Service Practices Directory, 2008).

Hence, it is of utmost importance that pre-service teachers; on the one hand, should gain the basic competencies of teacher training such as general knowledge, domain knowledge and pedagogical knowledge and on the other hand, they should be trained in the way that they should have appropriate qualifications and understanding that will contribute to the economic, social, and cultural development of society in the process of their pre-service training.

In this context, the Council of Higher Education (YÖK), within the scope of updating teacher training programmes, decided to put in a new course called “Community Service Practices” as a compulsory course in the curriculum of teaching programmes of faculties of education in 2006. Community Service Practices is scheduled in the third year (sixth semester) of the programs of education faculties and it consists of one theoretical and two

practice hours a week (Mersin University Education Faculty, Community Service Practices Directory, 2009). This course fills an important gap in terms of gaining preservice teachers many of knowledge, skills and attitudes they need to serve the community. The main objective of the course is to enable student teachers to prepare projects aimed at identifying current problems of society and providing solutions to those problems. In this course, preservice teachers are intended to comprehend the importance of community service practices, to determine the current problems of the society, to prepare projects aimed at finding solutions to the current problems of the society, to attend various scientific activities as audience, speaker or organizer, to participate in the various projects voluntarily within the framework of social responsibility and to acquire the basic knowledge and skills oriented to implementing community service activities at schools (YÖK, 2011).

The first examples of Community Service Practices (CSP) course have emerged due to social reform movements in the 1800s. Its foundations date back to 1900s, based on education reforms of John Dewey et al. at the University of Chicago (Titlebaum, Williamson, Daprano, Baer & Brahler 2004). Dewey (1966) emphasized that many factors in the social life affect an individual's social life. He also stressed that as an individual's social environment shapes his or her personality, the overall content of education should be primarily geared to the social needs of the individual. Education programs with social content first were created by Professor Herman Schneider who served at the Sinsinati University. By the year 1979, it was determined that those education programs had spread under various titles in 200 colleges and universities in the United States (National Service- Learning Clearinghouse [NSLC], 2011). It was seen that both colleges and universities increased their support to the programs including CSP by the 1990s. Universities and colleges made great efforts to understand the importance of practices with public content and to include these practices on the activities carried out (Gray, Ondaatje & Zakaras, 1999).

The first projection of CSP course in our country was mainly seen in the Village Institutes. It was witnessed that schools in Village Institutes were equipped with science, art and technology and they were restructured considering the needs of the society. Village Institutes were established with the purpose of realizing social change and development (Coşkun, 2009). Students learned at village institutes by experiencing themselves. School concept in village institutes was not limited only to classroom activities, but it also included extracurricular activities and continued to function as an institution to try to find solutions to the society's problems.

Universities bear great roles in rearranging the education to meet the needs of the age. In this sense, training preservice teachers addressing the changing needs of the age is among the most important basic tasks of faculties of education. It is possible to assume Community Service Practices as a sustainable and an institutional structure only through the contributions of faculties of education. Apart from the function of investigation and training, another task of Faculties of Education is to serve community (Çuhadar, 2008). Preservice teachers have the opportunity of applying the knowledge and skills they acquire through Community Service Practices in social life. In recent years, there have been cooperative and coordinated studies between universities and society in the field of teacher education in Turkey (Gökçe, 2011).

The research covering Community Service Practices (CSP) course is limited in our country but in recent years it has increased. It is of great importance for prospective teachers, instructors and educators to assess the Community Service Practices course which has been involved in English Language Teaching Programme since 2006 in depth, to determine in what extent the activities/projects carried out within the framework of Community Service Practices achieved the expected target. It is thought that this research will contribute to determining the existing problems and to eliminating these existing problems related to the Community Practices (CSP) course carried out at the Department of English Language

Teaching.

Purpose of the Study and Research Questions

The principal purpose of this study is to determine the opinions of student teachers about the community service course itself, the implementation process and outcomes of activities or/and projects they complete within the scope of community service practices in the department of English Language Teaching (ELT). In this respect, this study aims at investigating the following research questions:

RQ1: What are the prospective teachers' perspectives regarding the implementation process of activities/projects carried out within the scope of Community Service Practices in the ELT Department?

1.1 Is there a significant difference among prospective teachers' perspectives regarding the implementation process of the projects in terms of their gender?

1.2 Is there a significant difference among prospective teachers' perspectives regarding the implementation process of the projects in terms of the number of projects they participated?

RQ2: What are the prospective teachers' perspectives regarding the outcomes of Community Service Practices?

2.1 Is there a significant difference among prospective teachers' perspectives regarding the outcomes of Community Service Practices in terms of their gender?

2.2 Is there a significant difference among prospective teachers' perspectives regarding the outcomes of Community Service Practices in terms of the number of projects they participated?

RQ3: What are prospective teachers' perspectives regarding the ways of increasing the efficiency of Community Service Practices?

Significance of the Study

Community service learning is an effective teaching and learning approach that integrates meaningful community service into the curriculum (Roehlkepartain, 2009). It is reported that community service learning brings new life into the classroom, enhances academic performance, increases the interest of students in the subject and teaches them how to deal with problems (Hatcher & Erasmus, 2008).

Prospective teachers are at the heart of teaching/learning process. However, the author of this study found few research studies (Hismanoglu, 2005; Külekçi, 2014; Tülüce, 2014) but no comprehensive one regarding taking the views of student teachers about community service practices in ELT in Turkey; therefore, this research is significant in that it will contribute to the literature about this recently introduced practice that will also build the cooperation between the community and universities. If universities in Turkey intend to implement a sound ELT programme, CSP course must be also considered. CSP as a course in ELT will move English language education to the forefront in Turkey.

Assumptions of the Study

As for the assumptions of this present study, they are listed below:

1. Student teachers' responses to the open ended questions and the ideas of the experts at ELT are adequate enough to form the questionnaire items to collect the necessary data.
2. Student teachers who took part in this research are all third year students. They take the "Community Service Practices Course" the year in which the study is carried out. In this sense, they are expected to response to the questionnaire items objectively based on the experiences they gain during the implementation process of the activities/projects carried out within the scope of Community Service Practices course.

3. As all the participants took part in the present study voluntarily, the findings obtained from this study will mirror the genuine views of student teachers regarding the implementation process and outcomes of activities/ projects done within the scope of Community Service Practices course.

Limitations of the Study

As for limitations of this study, the opinions of student teachers from ELT Departments of different universities and from different preservice teacher training programs concerning the implementation process and outcomes of activities/projects carried out within the scope of Community Service Practices can be investigated and compared as further study. Concordantly; to see the long term effects of CSP course on prospective students, longitudinal studies might be carried out. In addition, the other stakeholders like the instructors who teach or who taught CSP course, the faculty, the institutions and the authorities might also be asked to state their opinions about the implementation process and gains of activities or and projects conducted within the scope of CSP course.

Scope of the Study

The thesis in question is comprised of four chapters. In Chapter One, the study with its background, purpose, research questions, significance, assumptions, and limitations is investigated. Afterwards, the literature on community service practices, project preparation and implementation process within the scope of Community Service Practices in ELT is reviewed. Related studies conducted in Turkey and abroad are also examined in this chapter. Chapter Two presents the methodology utilized in the research. The research method used in the study is mentioned in this chapter. The construction process of the questionnaire is explained in detail. Furthermore, the setting, participants, materials, the data collection and analysis processes of the pilot study and the main study are also described in depth. Chapter Three is about the findings of the study and lastly, Chapter Four presents the brief summary of

the study, conclusion and discussion of the results obtained from the findings. Additionally, suggestions for the instructors and curriculum designers and implications for further study are provided in this chapter.

Literature Review

Community Service Practices

Volunteering concept like “community service” includes implementing beneficial activities to the environment and society without any interest. However, although they have the same ultimate goal, the distinguishing feature among the concepts of “volunteerism”, “community service” and “community service practices” is that in the first two, the practitioners who perform activities are lack of the purpose of obtaining an educational attainment (Waterman, 1997). Community Service Practices Training is defined as a teaching and learning approach that enriches learning by integrating community service with academic study and that strengthens communities by teaching civic responsibility. This approach does not mean volunteering entirely. The activities done within the framework of Community Service Practices are associated with school subjects to strengthen learning in the classroom. Thus, in “Community Service Practices”, practitioners should gain educational attainment from the activities and in the process of realization of the activities/projects planned and organized beforehand, the activities/projects must be observed efficiently (Nathan & Kielsmeier, 1991).

Various ideas have been put forward regarding the definition of Community Service Practices in the historical process. Anderson (1998) stated that Community Service Practices can be considered both a teaching method and an educational philosophy. Enos & Troppe (1996) and Furco (1996) define Community Service Practices as a learning method which is beyond the traditional school boundaries. They indicated that Community Service Practices is a process under which individuals can realize themselves not only through what they learn at

school, but also through throwing themselves out of the artificial atmosphere of the classroom and stepping out to the real world, socializing, emerging their leadership characteristics and gaining social awareness. To put it differently, Community Service Practices is an interactive phenomenon which is based on an individual's serving society, embracing the society and learning while serving. Similarly, Harkavy, Puckett and Romer (2000) and Tonkin (2004) describes that Community Service Practices is a process which connects school with real life, and converts theory into practice.

In broad terms, Community Service Practices is a practice which is carried out to meet the needs of a community, is coordinated by a primary school, a secondary school, a higher education institution or a social service program. It is also a well-contemplated and organized learning method that promotes civic responsibility, under which students and participants learn and develop through active participation. Community Service Learning provides students or participants an opportunity to think deeply about their service experiences and to develop their opinions as well (The National and Community Service Act, 1990). Witmer and Anderson (1994) defines Community Service Practices as “doing a service in the school or community, and a learning process which is performed by thinking actively on this experience”. According to National Society for Experiential Education (NSEE), Community Service Practices Training is “ any carefully planned and supervised service experience under which students have predetermined learning objectives and they show intellectual effort actively about what they are learning throughout the period of service” (Billig, 2000). Community Service Learning is a teaching method that combines community needs with curriculum based education and it is a method that is related to academic content and standards. Community Service Learning helps students to identify the real problems of the society and meets the needs of the society. By definition, it is bi-directional and provides benefits both to the students and society. As part of public education, Community Service

Learning is an effective way to foster and encourage active citizenship. It is an applicable method to the students of all ages (National Commission on Service Learning [NCSL], 2002).

As seen above, there are various definitions of Community Service Practices; consequently, in order to assess any activity for community benefit within the scope of Community Service Practices, it must carry the following features:

- It must meet the needs of society.
- The process must be planned and monitored carefully by the educators.
- The project must be planned and carried out in collaboration with members of the school and community.
- Students must participate in the decision-making process and they must embrace the project.
- There must be a connection between classroom training and conducted training.
- Students must have a structured time frame that will reflect and discuss on their experiences (Compact For Learning and Citizenship [CLC], 2001; NCSL, 2002; National and Community Service Act, 1990); NSLC, 2011; Waterman, 1997; Witmer and Anderson, 1994).

The Fundamentals of Community Service Practices

Although regarded as the product of a new concept, the basics of Community Service Practices go back to ancient time thinkers. The theoretical origins of Community Service Practices can be taken up to Plato and Aristotle. These two philosophers reported that the purpose of education is to educate good citizens who can obtain information by themselves and who are ready to use this information in place and correctly. In the following periods of time, although the modern educational philosophers such as Locke, Kant, Mill and Rousseau contributed to the theorization of the “learning by serving” approach through approaches such as “character education”, “sensitive and effective education” and “civil participation”, it was,

undoubtedly, John Dewey who expressed the relationship between education and social structure most clearly and who made this understanding a systematic structure through his own way of thinking and who transformed it into an educational application (Rocheleau, 2004; Speck & Hoppe, 2004). His experiential approach and principle of learning by doing formed a basis for the fundamentals of learning by serving. The experiential approach which obtained its basics from Dewey's Progressive Education movement forms the theoretical basis of Community Service Practices training. Dewey argued that the most important requirement of education is student's active participation. He maintained that in the experimental education, in contrast to traditional education applications, students discover information by themselves. Dewey's educational views revolve around two elements. The first one is utilitarianism, and the other one is experientialism. As a pragmatist philosopher, he evaluated education as a lifelong activity and he measured everything done with its impact in life. He highlighted the importance of practice and the philosophy of learning by doing and experiencing, not theory. Dewey emphasized the neglected social aspect of education. He expressed his view that schools must be regulated as a social environment where students can prepare themselves to social life. He pointed out that the healthy individuals of a productive and peaceful society can be grown from schools only if children are given the opportunity to do business together (Lankard, 1995; Westheimer & Kahne, 1994; Witmer and Anderson, 1994).

Community Service Practices training is a kind of Progressive Education which was shaped by Dewey's views. Real social problems are discussed in the Community Service Practices training, students are required to produce a solution to these problems and students are given the opportunity to implement what has been learnt in the classroom. Learning by doing which derived mostly from John Dewey's Progressive Education movement found the most common application area in community service works in the USA. Considering the

development of Community Service Practices training in the USA in the 20th century, again Dewey's studies draw attention. Dewey's work entitled "The School and Society" which he wrote in 1903 was accepted as the basis of learning by doing in service works.

The objectives of Community Service practices are to develop and support social sensitivity and awareness; cooperation, solidarity, effective communication and self-evaluation skills; social responsibility and self-confidence of prospective teachers (YÖK, 2011). Realizing the objectives of Community Service Practices is only possible with the methods which are compatible with these objectives. In the Wingspread Conference organized by Honnet and Poulsen (1989) and which is about the realization of Community Service Practices training in an efficient, effective and purposeful manner, the principles of Community Service Practices training are listed as follows:

An effective program:

- must engage people in responsible and challenging actions for the common good.
- must provide structured opportunities for people to reflect critically on their service experience.
- must articulate clear service and learning goals for everyone involved.
- must allow for those with needs to define those needs.
- must clarify the responsibilities of each person and organization involved.
- must match service providers and service needs through a process that recognizes changing circumstances.
- must expect genuine, active and sustained organizational commitment.
- must include training, supervision, monitoring, support, recognition and evaluation to meet service and learning goals.
- must insure that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.

- must be committed to program participation by and with diverse populations.

Those principles can be generally considered as the expansion of the conceptualized principles of Robert Sigmon who put forward the concept of service-learning for the first time in 1967 (Honnet & Poulsen, 1989).

Community Service Practices which has gained prevalence and popularity increasingly in the intervening period has been used as a pedagogical method which can realize democratic citizenship in all educational levels by education circles.

Educational Aspect of Community Service Practices

“Community Service” concept was used as the term for the first time in 1966 in the USA. The first event where the relation between school and community service practices was established was “Atlanta Conference on Community Service” which was held in 1969. Atlanta conference final report (1970:48-49) which was held in Atlanta city of the United States of America recommended a model service-learning program and this program must be based on the following principles:

- Students must see the importance of their assigned tasks.
- Internships must require utilization of students’ education
- Both students and supervisors must understand their responsibilities clearly.
- Intern assignments do not displace regular employees.
- Students must consider in advance what they want to learn from assignments.
- All students must receive stipends for their work
- Students must consult with their academic advisers during jobs and write a report on completion.
- Academic recognition must be accorded to students’ learning experiences.
- Adequate follow-up must be carried out when appropriate so that new interns build upon work of predecessors rather than simply repeating it.

- The program administration must be non-political.

Also, Berman (2006:7) states that Service Learning involves the following understanding and skills:

- To define the needs of the community
- To plan and implement Community Service Practices according to the needs of society
- To arrange the education program achievements through the activities which are carried out within the context of Community Service Learning
- To grasp the importance of schools and civil society components for Community Service Learning
- To develop civic responsibility and awareness by participating Community Service Practices
- To strengthen moral values through Community Service Learning

Berman (2006: 8) acknowledges that what students learn through Community Service Practices include some skills such as having the ability to help others that are in need, to work as a team, and to show empathy towards others. She also highlights that students must comprehend the purposes of Community Service Practices and training program well. She adds that Community Service Practices provide students significant achievements such as rich experiences, long-term survival skills, being aware of the important values of society. She, then, stimulates that the learning rate and level of learning for each student is different. By having this awareness, teachers must conduct a flexible program that can ensure the participation of all students. Teachers must arrange the program that he or she is going to implement in a way that all the students will be able to participate in Community Service Practices effectively and efficiently.

Consequently, to perform Community Service Practices effectively and efficiently,

teachers or individuals who will implement the program must be able to grasp the different characteristics of students, to determine the activities to be carried out considering the characteristics of his or her students. To put it in a nutshell, Community Service Practices can be achieved only through understanding the qualifications of students in a good way.

The Fundamentals of Community Service Practices in Higher Education

Universities are important institutions which are in the service of society through scientific publications and projects, professional trained staff and most importantly through expressing their opinions on issues concerning society and through putting forward their expertise. However, research and teaching in university should not be only on the production and transfer of technologically applicable knowledge. Universities must set a target to educate students as the reliable citizens of the democratic order as well (Habermas, 1970). Apart from the functions of “scientific research” and “education and training”, universities undertake another essential task which is “community service function” as well. One of the aims of establishing universities from the past until today is to serve individuals. Many of the universities were founded with the aim of providing educational services to individuals (Flecky, 2011, p.5). It is seen that the basics of Community Service Practices were based on the education reforms of John Dewey and his colleagues in the Chicago University in the 1900s. Dewey came to the newly founded University of Chicago and he established a laboratory school where he could apply his ideas about education. Starting from his experiences at this school, he wrote his first major work of *The School and Society*. In 1903, he wrote a book called *Studies in Logical Theory* in which both his articles, his colleagues’ and his students’ articles were mentioned. John Dewey laid the intellectual foundations of community service practices training with these works (Titlebaum et al., 2004).

The first development in Community Service Learning was the start of Cooperative Education Movement at the University of Cincinnati in 1903. It is apparent that a

comprehensive training program pertaining to community service was first created by Professor Herman Schneider. It was seen that this program maintained its development regularly between 1930 and 1940. It was observed that by 1942, the number of programs dealing with this issue increased to 30 and they were sustained successfully. It was apparent that with the outbreak of the World War II, the programs with social content disrupted in the universities. During this period, health-care based programs took the place of social programs. In the year 1946 and onwards, comprehensive social programs seem to have entered a rapid developmental stage (NSLC, 2008).

The concept of community service practices training (service-learning) was first used by Robert Sigmon and William Ramsey in 1967 with its current meaning. Community Service Practices showed itself mostly through the works being carried out between universities and university students and through the works (University - Job Training Programs; National Youth Protection Association, and volunteer programs and such) being carried out in cooperation with universities – government - NGOs (non-governmental organizations). The first Community Service Practices Training conference was held in Atlanta in 1969. The participants in this conference made the following joint proposals:

- Universities should encourage students to serve the community and should recognize this education academically.
- Governments (federal, regional, etc.), educational institutions (faculties, high schools, etc.) and private organizations should collaborate to ensure maximum voluntary participation by allocating necessary funds.
- All persons and institutions involved in the process should act together by participating in the decision-making process

In the following years, extensive works were initiated to spread service-based training across the country with the establishment of the National Center of Community Service

Practices Training and with the gathering of the White House Youth Commission (Atlanta Service-Learning Conference Report, 1970). One of the most important developments in the context of community service is the organization of Campus Outreach Opportunity League (COOL) which was established to serve the community by students in 1984. This organization has searched the ways of using university resources in Community Service Practices more efficiently since 1984. Campus Outreach Opportunity League (COOL) advocates that national programs and current resources must be used not only for the professional and career development of the individuals who study at the university but also for the development of the social responsibility of the students. COOL also emphasizes that the path to a healthy social structure and a strong democracy passes through expanding Community Service Practices training. In the same vein, it was observed that the basic philosophy of some important institutions such as National Campus Compact, National Association of Service and Conservation Corps (NASCC), Youth Service America (YSA), National and Community Service Act of 1990 which were established in the period from 1980 to the present was to help individuals recognize the social life, to help them develop their social consciousness and to enable them involve to the solution of social problems (NSLC, 2008). Moreover, in the Wingspread Conference held in 1989 regarding Community Service Practices Training, practice guidelines were suggested to integrate the concepts of education and community service. In the issued joint declaration, it was expressed that education needed to be arranged for the democratic goals and to cultivate community leaders, early participation to the public life needed to be ensured (Wingspread Report, 2005).

It is evident that the importance and support that universities and colleges give to Community Service Practices since 1990's has increased substantially. From these years, universities and colleges have made great efforts to make students understand the importance of Community Service Practices, to make them include in the activities carried out.

Accordingly, Through National and Community Service Act (1990), the grants were connected to the legislation to support service and learning in schools and higher education institutions. Grants to support Community Service Practices Training were adopted as a strategy to enhance the young people's education and to ensure their active participation in society. Also due to the benefits it provided to the social groups with unmet needs, it was stressed that such learning incentives needed to be increased. In later years, higher education adopted the approach to community service and involvement in civil society itself. In other words, rather than individual actions carried out in several faculties in higher education, colleges and schools, spending much more effort beyond these actions was adopted as a new vision of higher education and, it was anticipated that universities could play a leadership role in the creation of school-community collaboration. Nowadays, in some universities in the United States like Chicago, Boston, La Salle, students in all the programs participate in the community service practices with the subjects they are interested in Community Service Centers. In the undergraduate programs of some universities such as Albany, University of North Texas, Community Service Practices course is taught as an elective course while it is taught as a compulsory course in some universities such as Redlands, Tennessee, the University of California. Students in this course produce community service projects on issues they are interested in to gain awareness of fulfilling their duties as citizens of community or they work in these type of projects. Even some universities like Ohio State, Hollins, Rider provide the students with the opportunity to perform their community service projects outside the country through exchange programs and protocols and allocate special funds for these projects. Not only in the United States but also in some European countries like United Kingdom, Denmark and Germany, similar applications are encountered as well. Indeed, in such practices in which self-confidence, entrepreneurship, creativity and accomplishing a variety of tasks through team spirit are expected as well as developing students' social

awareness, cross-border activities are increasing more and more (Butcher, Groundwater, Howard, Labone, McFadden, Mcmeniman, Malone, Martinez, Bailey, 2003; Gray, Ondaatje and Zagaras, 1999; Hatcher & Erasmus, 2008).

All in all, the importance of Community Service Practices has been increasing steadily from the past to the present and apart from the education programs of higher education, Community Service Practices has involved in primary and secondary education as well.

The Development of Community Service Practices in Turkey

Turkish culture host the understanding of cooperation, solidarity and working together traditionally. When we talk about community service function, actually it is referred that there is a wide range of educational literature stated by many different names such as community education, community-based education, community development, adult education, agricultural education, development education (Uğurlu & Kral, 2012). When we consider the development of Community Service Practices in Turkey, the origins of the underlying application dimension of this course go back to the Seljuk and Ottoman charitable foundation (waqf). Namely, when we look at our history, the waqfs which served in many areas like from the protection of the natural environment to improving the life quality of humans, from helping the elderly, orphans, children and the poor to protection of the animals adopted themselves the principle of social solidarity and cooperation (Elma, Kesten, Kırdoğan, Uzun, Dicle & Palavan, 2010).

When we arrived in the Republic Period, it can be said that Village Institutes which were opened to educate teacher candidates in the society, with the community and to educate them in the community-oriented manner could provide a basis to Community Service Practices as well. Through the laws relating to Village Institutes issued in the 1940s, it was intended to educate the teachers who would allow the development of the village through these institutes. The teachers who grew up in the Village Institutes were expected not only

educate and train the children in the village but they were also supposed to lead to the villagers in many issues such as modern farming techniques, vegetable gardening, fruit growing, pharmacy, nursing, carpentry. The need for personnel for these business branches were considered to be elected from the students who would be trained in these schools (Başaran, 2006; Erdem, Kıran & Susar, 2011).

Many education methods which were not applied until that day were used through the Village Institutes system in Turkey. “Job training”, which is perhaps one of the most important education methods, offered students the opportunity of learning by doing. Another important issue was that every year students maintained participating in management on a regular basis. Although “job training” formed the basis of Village Institutes, great importance was also given to the books. Not only books related to the course were used but also extracurricular books were included. Besides, Village Institutes followed the developments of the students that they trained closely. The most basic feature of the Village Institutes is that it provides training for all year long, tries to make everyone successful and it contains a mixed structure (Aydoğan, 2007, p.53). To sum up, the use of the concept of learning by doing in the Village Institutes, the adoption of not only class activities but also the extracurricular activities at the school, valuing the environment, all these elements are the measure of importance given to society and social problems by Village Institutes. When viewed from this aspect, it could be considered that the origin of the basic philosophy of Community Service Practices is based on the Village Institutes (Arcagök, 2011).

In 2006, a workshop named “Faculties of Education and Social Service Function through the perspective of Educational Sciences” was held with a participating group consisting of deans, vice deans and instructors from various universities, the representatives of agencies such as UNICEF, AÇEV, TEMA, TEV, TEGV, Ministry of Education officials, the members of various civil society organizations and representatives of trade unions in

Ankara University Faculty of Educational Sciences. In this workshop which was held regarding how and in what perspectives faculties of education could serve the society, education faculties' contributions to (1) educational institutions, (2) social life, and (3) to university life were examined within the context of community service (Dinçer, 2006). Hence, rather than the approach of community service practices training, what can be done to make society benefit from the capacities of faculties of education was focused in this workshop. One of the recommendations presented in the same workshop which was “ the idea of directing students towards social responsibility projects by opening credit courses in Education Faculties also lends support to the idea of Community Service Practices Training in the sense it was defined. To sum up, in the final declaration of the aforementioned workshop, necessary amendments in the programs of faculties of education were justified within the context of “Community Service Practices” and the basis of “Community Service Practices” course was laid (Öğülmüş, 2006).

The inclusion of Community Service Learning which is sustained more systematically than volunteerism and cooperation to the teacher training program is fairly new (*ibid*). CSP Guidelines which were created in order to connect the process of instruction of the course to the rules were prepared as the first (Tezbaşaran, Keleş, Özdemir, Üredi & Güngör, 2006); second, third and fourth versions (Tezbaşaran, Balcı, Alıcı, Gizir, Özdemir, Ergene & Eker, 2007; 2008; 2009) and considering these main frames, CSP Guidelines were used in every university by adapting it to its own structure. Later on, the application rules and procedures of the course were placed to the main frame at the Community Service Practices National Workshop (Mersin University Education Faculty, Community Service Practices Directory, 2009). Finally, CSP Guideline which was proposed by Teacher Training Turkish National Committee and approved in the meeting of Council of Higher Education (YÖK) dated

17.02.2011 was sent to all the faculties of education and the main principles of the implementation of the course were standardized.

According to the definition established by the Council of Higher Education, Community Service Practices bears the characteristics of being a course which aims to provide teacher candidates with the social responsibility awareness theoretically and practically and to develop their cooperation, solidarity, effective communication, and self-assessment skills during implementation. Community Service Practices course is a two credit required course and it is also a total of three hour course a week; one hour for theoretical lecture and two hours for practice (YÖK, 2011).

Moreover, in this course, theoretical and practical works are together under the guidance of an instructor; students are at the forefront and they undertake active tasks; the instructor remains in the background, observes student works, directs and guides students. Rather than in the classroom at the faculty, the course activities particularly are carried out in the society. It is also a very convenient course for students to select and implement study topics that they are interested in, eager to learn and practice and that they believe that they can obtain efficient results from these studies. As this course does not constrain students between the four walls of the school, it predisposes students to use their individual initiatives (Küçüköğlü, 2011).

The Purpose and Scope of Community Service Practices

As teaching becomes largely one of the profession fields which bear social responsibility and teachers have important duties and responsibilities such as integrating with the community, fulfilling the function of community leadership, it is of great importance for prospective teachers to gain experiences which pursue the goal of improving these aspects during their pre-service training (Gonzalez, 1993). The students who are faced with social problems and who have the opportunities of reflecting and discussing on these social

problems will exhibit more responsible and conscious attitude and behaviors towards social problems (Allen, 1997; Owen, 2000). If prospective teachers know the community from different aspects in the pre-service training, they can solve the problems easily caused by social differences in the institutions that they serve and around after they graduate. A prospective teacher who does not recognize the society he/she lives in, is alienated from society, is insensitive to social issues, and who does not know the properties that affect the society positively cannot easily be successful in his/her professional works because teaching function is a live function which exists with social properties and is affected by recent developments directly before anything else.

On the other hand, there appears to be significant deficiencies in the preparation of the students for the future in the conventional education system in our schools. As Coşkun (2009) stated, in scientific research carried out on the subject, it emerged that teachers mostly undertake tasks within the class and school boundaries; they cannot generate new classroom, school and community service scale events that will further enhance the classroom and school activities; they display individualistic, timid behaviors at school; they could not lead to the original activity projects and applications which will reflect to the community in teamwork, together with the community. Therefore, it is thought that Community Service Practices course will show the shortcomings to the prospective teachers and make them understand these shortcomings and this course will allow prospective teachers to produce solutions against such problems. In other words, through the events that will be held within the framework of this course, it is aimed to create social sensitivity and awareness, cooperation, solidarity, the consciousness of social responsibility and self-confidence with the prospective teachers and it is intended to support prospective teachers' effective communication and self-assessment skills.

In Community Service Practices course which was placed in the curriculum depending on the samples taken from abroad and created as a result of various studies, students serve the community on issues they are interested in with the purpose of meeting the educational needs of children and young people in the community and developing the awareness of fulfilling their duties as the citizens of the community. Some of these issues are preparing high school students to the university life, helping the teachers with the classroom projects in high schools, working as a classroom volunteer in primary schools, helping the students who are at secondary level and whose mother tongue is not English with their class works, giving individual training support to the students at the primary level in literacy programs after school and supporting the teachers in kindergartens in the campus (Dinçer, Ergül, Şen and Çabuk, 2011).

Placing “Community Service Practices” course to the all the programs of education faculties in 2006-2007 academic year is an important step taken towards social pedagogy. “Community Service Practices” course aims to help individuals to fulfill their responsibilities against the society they live in by taking their individual views and experiences into account in teamwork. In summary, this course aims to help teacher candidates to create transformations which leave positive and lasting traces in the society they live in and also it aims to increase students’ social awareness (Coşkun, 2009).

In the Community Service Practices course guideline issued by the Council of Higher Education (2011), it is mentioned that the students who take this course;

- are sensitive to local problems and find solutions to these problems.
- are sensitive to universal problems and find solutions to these problems.
- are active participants in solving local and global problems
- generate new projects against local and global problems

- are involved in new projects against local and global problems actively/ work in cooperation.
- establish effective communication both within the project and outside the projects while executing projects.
- participate in the scientific activities such as panels, conferences, congress, symposia as an audience, a speaker or an organizer.
- enhance self-assessment skills
- use creative thinking skills in all these events

When we look at some institutions where events can be carried out within the scope of Community Service Practices course, they can be listed as international aid organizations, public and private schools (especially mentally handicapped school, visually impaired school, deaf school, boarding primary schools, rural schools with combined classes, public and private hospitals, centers depending on the Child Protection Agency, orphanages, museums, historical sites, galleries and libraries, youth and cultural centers, scouting clubs, units attached to the municipalities, social service fields such as public soup-kitchen, nursing homes; universities, associations and foundations with public interest, prisons and reformatory schools, professional chambers, trade unions, organized industrial zones, mukhtar, school-family units...etc (YÖK, 2011).

The Outcomes of Community Service Practices

Community Service Practices is a product of understanding which tries to find solutions to social problems by applying the theoretical knowledge students acquired in the school (Speck & Hope, 2004). As for practical benefits of these practices, they are expected to contribute to the academic and intellectual development, to provide positive contributions to civic responsibility and awareness, to augment alternatives in career planning, to speed up the school development and to provide social contributions (Pritchard & Whitehead, 2004;

Waterman, 1997).

Duckenfield and Wright (1995) argued that as a product of a new pedagogical approach, service learning is a learning and teaching method which is in the triangle of “social service experience - academic education - citizenship consciousness”. To create a class with the values and objectives through service learning, there is a need to form a new behavior pattern that will stand out from the educational approach in which students have traditional roles, relationships, and norms and that will provide real socialization (Howard, 1998). We see that in service learning approach, social, emotional, academic and career-oriented learning fields combine in a traditional school. In addition to incentive effects of social and emotional development in a positive way, service learning also has the effect of enhancing career and academic results. It can be seen from Figure 1 that there is dynamics among social, emotional, career and academic learning. The diagram illustrates the dynamic link between these four areas in service learning.

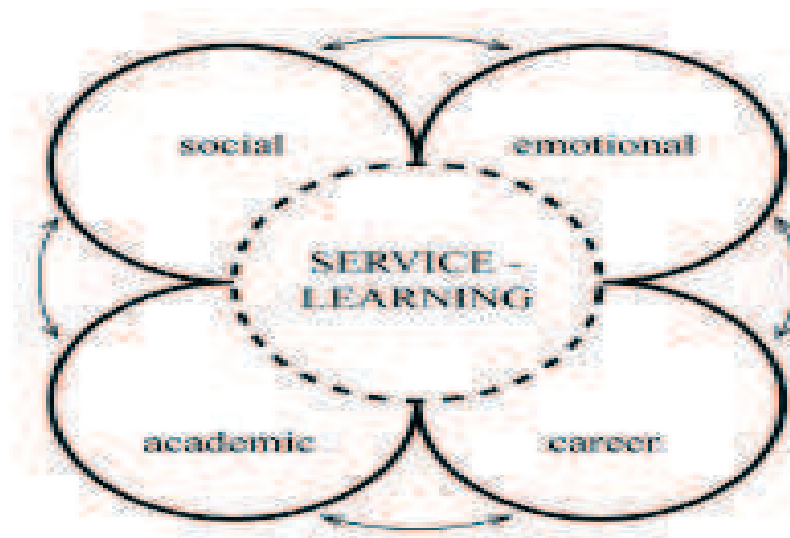


Figure-1: The Components of the Service Learning Process

(Wilczenski & Coomey, 2007, p.1)

Through service learning, individuals could both improve their social relations patterns and learn more about themselves by becoming aware of their affective characteristics; in a way, they could get a sense of affective satisfaction. In addition, as well as

social and emotional development, the skills which are gained through the active roles taken in the community will facilitate the academic growth and ultimately, will give individuals the skills and habits that will meet their career prospects more. Witmer and Anderson (1994) state that this form of service learning is the product of a multiple pedagogical approach which is based on the idea that students can learn best by doing - serving and reflecting upon their experiences.

Service learning is conceptualized as one of the multiple pedagogical strategies; it acts as a better education function for a better learning. Butin (2006) indicates that the system of service learning is seen as a tool that allows students to respect for diversity and allows them to be more tolerant and that improves the bond of citizenship for academic institutions. He maintains that the understanding of service learning as a post-modern pedagogy can be seen as a reaction against the rooting of learning in school monopoly taking part in traditional educational approaches. This pedagogy is focused on the complexity and uncertainty of the way we perceive ourselves and the world surrounding us.

Although the research on service learning is relatively new, there is strong evidence that this approach provides significant benefits to students, educators, and society. Studies on service learning in Turkey are carried out under the name of Community Service Practices. Billig (2000) listed the practical benefits of service learning activities as contribution to the academic learning, placing the consciousness of social responsibility, personal development and career planning. Within the scope of this study, the effects of service learning works to the gains of values are analyzed under four categories taking the classification of Billig into account.

The Impact of Community Service Practices on Academic Development

The research shows that there has been increase in the scores obtained from achievement tests when service learning activities are coordinated with the curriculum and

when the students who participated in the activities are helped to realize the true meaning of their service learning experiences. The studies carried out in California and Michigan revealed that the students who were well-organized and had service learning experiences obtained higher scores from the standardized tests than the ones who were lack of this experience (Akujobi & Simmons, 1997; Markus, Howard & King, 1993; Weiler, LaGoy, Crane & Royner, 1998). On the other hand, the research on secondary school students report that in the classes where service learning applications are maintained, the students have higher language, art and mathematics test scores averages and absenteeism among students is far less common than the classes where service learning practices are not sustained (Rolzinski, 1990; Shumer, 1994; Supik, 1996). In the same vein, research shows that there is a high correlation between the participation to the service learning process and high scores obtained from basic skills tests (Berkas, 1997; Dean & Murdock, 1992; Melchior, 1999; Shaffer, 1993; Shumer, 1994). As a result, the findings obtained from the research on service learning showed that participating in service learning experience increased students' motivation to learning and academic studies.

The Effect of Community Service Practices on the Sense of Responsibility

It is indisputable that the service learning process has a great influence on citizenship and social responsibility. Service learning process helps participating students to realize the social problems, to understand that the service they participated has an ethical dimension, and it also helps them to create a more sophisticated moral sense. In addition to this, in the research that were carried out, it was mentioned that students who participated in service learning practices were willing to participate in the social issues more actively by taking more responsibility and they developed an understanding that they could make a social difference (Melchior, 1999; O'Bannon, 1999).

Studies indicate that the students who participate in service learning activities actively

not only have more responsibility but they also perceive responsibility as an important value (Melchior, 1999; Scales & Blyth, 1997). It was also observed that the students who see themselves more adequate from social aspects are more empathic than the ones who do not participate in service learning activities (Morgan & Streb, 1999; O'Bannon, 1999). Moreover, Shaffer (1993) stated that the self-esteem and self-efficacy level of the students who participated in service learning activities increased substantially than their peers who did not participate in the service learning process.

In parallel with the studies conducted abroad, the research findings in Turkey demonstrate that Community Service Practices course raises the social sensitivity, awareness and responsibility of prospective teachers and it plays an effective role in their socialization by supporting the development of their leadership skills (Gürol & Özercan, 2010; Özdemir & Tokcan, 2010). On the other hand, there are important clues showing that the prospective teachers who participated in the Community Service Practices experience created strong links with the community by gaining some skills concerning the solution of social problems in the course process. As a result, it can be said that Community Service Practices course provides preservice teachers important social values and attributions. It is evident that Community Service Practices supports the personal development of individuals and it brings social awareness to preservice teachers as well. In this aspect, Community Service Practices contributes to the development of prospective teachers' social responsibility and it also helps them to establish meaningful bonds with the society they live in.

The Effect of Community Service Practices on the Development of Affective Characteristics

The research suggested that the behavioral problems of students who involved in service learning process decreased and it also showed that they were in less conflict with school rules and there was a remarkable reduction in their violent behaviours (Calabrese

&Schumer, 1986; Follman, 1998). With this aspect, service learning makes important contributions to the school as an institution. Research shows that the teachers and students are in more positive relationships and students' commitment to the school increases in the schools where active service learning activities are maintained. In addition, this learning approach brings various institutions of community and the school close together and it helps to improve mutual understanding through creating a bridge between young people and adults (Berkas, 1997; Melchior, 1999; Weiler et al., 1998). In this context, we can say that the perceptions and value judgments of students who experienced community service practices process have changed positively and; as a result, it is obvious that Community Service Practices makes significant contributions to the students' value gains.

Project Preparation and Implementation Process within the Scope of Community Service Practices in ELT

Through Community Service Practices, it is aimed to develop students' social responsibility consciousness; to drive prospective teachers to be concerned with the problems of society and to help them seek out solutions to these problems; to create social sensitivity and awareness in prospective teachers; to develop prospective teachers' cooperation, solidarity, communication and evaluation skills; to develop a sense of professional self-confidence in pre-service teachers. The realization of these goals can be achieved through the original works called projects that prospective teachers perform in the institutions or organizations they go for Community Service Practices (Pamukkale University, Education Faculty, CSP Directions, 2009). Projects constitute one of the most important building blocks of Community Service Practices. Thanks to the projects carried out, Community Service Practices course reaches its objectives and prospective teachers acquire some significant gains. In this context, in order to activate and increase the service of Department of English Language Teaching to the community, a project called "*Creating English Learning*

Environment through Second Life Digital Platform and the Establishment of University-Society Connection: A Pilot Study” was carried out at Uludag University. For more detailed information see Appendix VII and VIII.

The Scope of Projects

In the related literature, there are different definitions of the word “project”. Some researchers describe the concept of project as “project approach” (Hamurcu, 2003; Katz & Chard, 2000; Padgett, 2009), while others define it as “project-based learning” (Demirhan, 2002; Macdonell, 2007; Memişoğlu, 2008). When evaluated in terms of teaching approach, in projects, students come together around a central issue for a long term and they are expected to explore the existing problem in depth. The project approach requires different skills for the solution of problems and it allows solving problems in different ways. It requires the cooperation of groups from the start to the end of the projects. Teachers undertake router task in projects. Through the projects implemented, students select the issues in the social life as the study area (Collins & O’Brien, 2003).

In Community Service Practices, the starting point of the projects stems from the needs of the society; in other words, projects are carried out to meet the needs of the society. The ideas of people coming together to solve a particular problem gives direction to the formation of projects. When considered in terms of scope, it should be aimed to think about solving an issue in another way; to address the issue in another way during the implementation of projects (Çetin, 2007, pp. 10-15). Briefly, the areas prospective teachers are interested in create the project topics, and the ideas, opinions and suggestions of the preservice teachers resulting from their experiences of community service practices constitute the content of the projects. Projects cover the ideas about the issues student teachers deal with, the ideas they share with the group members, their decision-making stages, the ability to predict the future, their observations, the responsibilities they bear and their achievements

(Katz & Chard, 2000).

The Characteristics of Projects

Projects include features which allow the resolution of complex problems that are difficult to be solved by the students at large. Projects are seen as both voice and choice of students. Projects should include a number of features that improve students' academic development and learning skills. Projects are also required to have some features that improve students' critical thinking skills, collaboration skills, communication skills. Features that should be in the project can be listed as follows:

- Projects should contain sustainable and solvable subject areas. These subject areas should be in a content that will facilitate the learning of the students, and that will support their academic development.
- Projects should be in the changeable and improvable feature that will cover the skills of the students. In the traditional project approach, the content and acquirements of the project are presented to the students and students carry out the project based on these acquirements. Contrary to conventional practices, the content of the projects should be in a feature that can be changed by the students. The projects will thus take shape according to students' needs and abilities.
- Projects should provide students with new learning outcomes. Students should be able to produce new ideas and different thoughts through projects and they should seize the opportunity to present these ideas and thoughts.
- Projects should have the characteristics of improving students' communication skills such as critical thinking, problem solving and empathy.
- Students should have the skills that could apply what they have learned through the projects. They will be able to learn to work in teams and collaborate through projects. They will also be able to learn to respect what others think, listen to others' problems;

briefly, they will be able to establish empathy through projects.

- The projects should reflect the preferences of students in certain sizes.
- Students should be able to act freely in some of their preferences during the implementation of projects. In other words, some preferences should be left to the students during the implementation of the projects.
- Projects should contain a flexible feature. The failing aspects of the projects should be reconsidered based on feedbacks from students during the implementation of the projects.
- Another important feature of the project is its implementation and results' being printable and distributable. It is important to print the project implementations and results in terms of learning what students did, what effects the results of the project have at the local level (Buck Institute for Education, 2009).

Projects are required to bear properties which have various effects on the learning of students. Vygotsky argued that as the individual is in interaction with his/her environment, the project can contribute to the success of students. He stated that students' project experiences can greatly affect the outcome of their learning. To ensure students obtain the gains of projects, the projects that will be carried out must cover the skills of students (Schunk, 2008, p. 246).

In addition, there are many issues that need to be adhered to implement the projects within the framework of Community Service Practices in a qualified way and in accordance with the objectives. Some of these important issues are as follows:

- The applications that will be held in this course should aim at developing social sensitivity and awareness, cooperation, solidarity, effective communication and self-assessment skills, social responsibility and self-confidence in prospective teachers.
- The activities defined in the projects of Community Service Practices should be

incentive to reading, scientific, critical, be supportive to creative thinking and self-confidence for the target audience and they should also be motivating to learning, doing research, analyzing, making progress in the target audience regardless of the negative or inadequate conditions in which they are in.

- The activities defined in the Community Service Practices must be original activities apart from the pre-determined and planned ones in pre-service teachers' teaching programs and/or teaching practices or in institutions where the activities are carried out for the target audience.
- Community Service Projects consist of several activities. Each activity is designed with a project-based approach. Prospective teachers should be involved in one of the events they have proposed or in the defined activities in the projects that have been declared by the faculties.
- The activities carried out within the context of Community Service Practices, the attitudes that are adopted and the messages that are presented should have the quality of protecting Atatürk's principles and revolutions, obtaining the guidance of science and reason, supporting the national unity and integrity (Mersin University Education Faculty, Community Service Practices Directory, 2009).

When considered within the scope of Community Service Practices, projects are expected to serve all segments of society. To make this situation happen and to get the expected results from the projects, the characteristics of the projects that will be implemented should be suitable to the prospective teachers and students. The fact is that prospective teachers must develop and implement projects that can contribute to the solution of social problems. Projects that will be carried out should include social life in general so that students will take the opportunity of applying the information they have learned in class to the real life.

In short, community service projects play a vital role in the socialization of students, their being sensitive to social problems.

The Implementation Phases of Projects

The instructors who are responsible for Community Service Practices course and prospective teachers who take CSP course are required to plan the stages in detail before starting the project implementations. The implementation of projects can be listed in three main titles: planning, monitoring and evaluation. The success of project depends on the functionality and practicality of planning. In planning phase, course instructors and prospective teachers must prepare a detailed outline which involves each phase of the project. Afterwards, the project implementations should be carried out step by step according to the draft regulated. One important issue is that if pre-service teachers realize the project selections with the course instructors together before the project implementation phase, then they become involved in the project voluntarily and willingly. To put it in a nutshell, considering the prospective teachers' opinions regarding the selection of projects will provide them participate in the projects carried out within the scope of Community Service Practices more willingly (Erciyes University CSP Directory, 2008; Mersin University CSP Directory, 2009; Sinop University CSP Directory, 2007). Berman (2006) lists the stages of the projects conducted in the context of Community Service Practices in the following way:

- Having a developed project draft which covers the implementation phases of the project
- Starting the implementation of the project outline
- Revising the implementation phases of the completed projects and reorganizing the prepared project draft according to the needs
- Switching to supervision phase, the second phase of the project
- Evaluation of the project after the supervision stage, rearranging the draft according to

the needs

- Repeating this cycle until the termination of the project

Considering project-based learning approach, basic action steps of the projects that will be implemented can be listed as follows:

The identification of targets: Project based learning should be applied to achieve specific goals. Apart from the goals of the project, the quality of the project is another important factor that must be taken into account. Considering that project-based learning is a process-oriented approach, targets should include skills that are process-oriented (Erdem, 2002). The topics that will be selected in the project implementations must conform to the targets of the project. Students' ideas, opinions and criticisms should also be considered when the topics are determined (Sheppard & Stoller, 1995).

Determining and defining the problem that will be addressed: The next step after specifying the targets of the project is the determination and definition of the projects that will discuss the problem. At this stage, projects must have a structure that provokes learners to question, to imagine, and to motivate (Erdem, 2002).

The determination of the final report specifications and presentation format: The quality of products differs from each other depending on the scope and target of the project. To determine how to present the project, the course instructors and students should come together and discuss about it (Erdem, 2002). The products in the projects should consist of easily accessible sources by students. The project products should reflect the skills of students (Shepard & Stoller, 1995).

The determination of assessment scale: The phases of the projects vary according to the nature of the identified target. Every stage of the projects involves different skills according to the purpose of the projects. Children's being able to shoulder responsibility for their own works is one of the important points in evaluating projects. Children's participating

to the works willingly, being able to work in collaboration with others, getting problem-solving skills are the other considerations that must be taken into account while assessing the projects (Anlıak, Yılmaz, Beyazkürk, 2008, p. 110). The tasks children carry out in the projects must be in the quality of evaluating them. As a result, assessment scales are formed according to the target that was realized (Shepard & Stoller 1995).

Creating teams: Project works can be realized both as an individual and as a team. Maintaining project works individually develops students' independent study skills. On the other hand, working in teams in projects develops students' ability to work collaboratively (Erdem, 2002).

Planning the data collection process: Students work in teams at this stage. This phase constitutes the start of students' working in teams in a compatible way. At this stage of the project, every team collects information based on content of the subject discussed in the project through division of labour (Erdem, 2002; Gözütok, 2007).

Making work schedule: Work schedule indicates the duration of the projects which were outlined and the limits of projects which were determined beforehand and it also shows the time distribution of the activities that will be carried out during the process of the project. What days, weeks or months the events that will be carried out during the project works include is of great importance in terms of using time effectively (Erdem, 2002; Gözütok, 2007).

Determination of control points: Checking and evaluating the activities that were carried out at certain stages of the project implementation process offer important contributions to the orientation of project works and to the realization of project works at the targeted level (Berman 2006; Erdem 2002; Shepard & Stoller 1995).

Collecting information: Collecting information constitutes one of the most difficult and complicated part of the project works. In information gathering process, students must be

guided on issues including how to access the appropriate information about the project, which resources will be benefitted from within the framework of the project, what relevant information will be used etc. Printed publications, internet, libraries are important sources of information gathering. Subject area experts can be consulted as a resource. In this case, students are required to arrange the necessary procedures to reach the resource persons, to prepare a survey or interview forms (Erdem, 2002; Gözütok, 2007).

Organization of information: A lot of information can be collected for issues determined in accordance with project objectives. This information should be organized in accordance with the objectives of the projects effectively. Therefore, the topics in the projects will be expressed in the right way. It must be considered that the information should be organized in the most appropriate form and in a systematic way. In addition, whilst organizing information, the balanced distribution of written, numerical, and visual information rate is another important point that must be taken into account. While organizing information, there should be a linear relationship between information received from the resources and the information including personal comments (Erdem 2002; Gözütok 2007).

The presentation of project implementations: Projects are presented as stated in the planning stage. Both the format and process of the presentation are of paramount importance. Presentations may be in the form of posters, oral presentations or drama activities (Erdem, 2002; Gözütok, 2007). As a consequence, we should know very well that in order to achieve the expected goals, we must allocate enough time to each step of our project works.

In the various stages of projects underlying Community Service Practices, students serve individuals by joining civil society organizations in different qualities, communities or various institutions. For example, numerous activities such as trying to teach English to newcomer immigrants to the United States or compiling the experiences of the elderly by having a conversation with them in nursing homes are within the scope of Community

Service Practices (Cress, Collier & Reitenauer, 2013). In Turkey, the activities that are carried out within the scope of Community Service Practices can be listed as follows: caring the children in the Child Protection Agency, conducting book donation campaigns to rural schools, making a sound recording of a hundred basic works for the visually impaired people, organizing tree planting campaigns, attending to seminars, conferences, panels held on various topics etc.

The Benefits of Project Implementations

Students get a variety of experiences through Community Service Practices. Thanks to these experiences, students acquire various skills. Students learn the rules and orders of the institutions they practice, how to make an interview with the people through the projects they implement. Students come together for a common goal and develop social relations among themselves through implementation of projects (McClam, Diambra, Burton, Fuss & Fudge, 2008). Students exhibit more positive behaviours and attitudes towards individuals who are older than themselves thanks to the projects they carry out. The positive changes in students' behaviours and attitudes towards elder people result from students' participating in the project works together with these people, arranging miscellaneous activities by working together, and coming together for a common purpose (Dorfman, Murty, Evans, Ingram & Power, 2004, p.40).

Seitsinger (2005) emphasizes that the projects implemented within the scope of Community Service Practices are of great importance in the versatile development of students in the secondary education. She maintains that through the projects teachers implement, they contribute greatly to the development of students' critical thinking skills. Furthermore, she adds that different from the classical training program, the projects students conduct within the context of Community Service Practices include original, and creative applications that improve students' various skills.

The implemented projects show that students structure the information they learned with experience and they improve their own decision-making and self-esteem skills. Thanks to project implementations, students get acquainted with different cultures through social interaction with people in the community, they become more tolerant of individuals in different personalities and cultures. In addition, the projects carried out by means of Community Service Practices play an increasingly important role in the socialization of students. These projects both develop students' social skills and provide great contributions to students' emotional development (Simons & Cleary, 2006).

Students realize authentic learning by taking responsibility in the implementation of projects. By undertaking different tasks, students have the opportunity to use different learning approaches together. Additionally, students come together and they share their ideas and discuss about the ways of solving the problems. Students also recognize many individuals who come from different cultures and have different life experiences and they get the chance to benefit from the experiences of these individuals (Frank & Barzilai, 2006, p. 41).

Demirhan (2002) stated that through project implementations, students develop their time management skills by doing and experiencing. Thus, they can manage and control their task. Besides, students develop their empathy skills by putting themselves in the place of people in other professions. She indicated that students acquire a variety of skills and knowledge through project-based learning and they have a chance to use these skills and knowledge in social life.

Zimmerman (2010) stressed that great changes are observed in the students' understanding of education through project implementations. Students develop a number of different qualifications and skills through project implementations. She also declared that projects also increase students' world knowledge. Students acquire a variety of life skills

through the projects implemented. In other words, students prepare themselves to the difficulties of life through the projects.

All in all, it is seen that project implementations provide numerous benefits both to students, prospective teachers and teachers. It is worthy to note that implementing the projects within the scope of Community Service Practices efficiently and realizing the gains at the expected level depend heavily upon the appropriateness of the projects to students' needs and interests.

Related Studies

Some studies conducted in Turkey and abroad related to the subject of the study in question are mentioned in this part. Thus, the research study in question will be in integrity with other studies.

Studies conducted in Turkey

There have been many studies that evaluate the course of Community Service Practices based on the opinions of prospective teachers who study at various departments of faculties of education such as Primary School Education, Social Studies Education, Science Education, Preschool Teaching, Turkish Language Education, Music Education, etc... In the following section, the studies conducted in Turkey will be firstly presented based on the single department they were carried out then they will be reviewed according to the mixture of participants from different departments.

Studies carried out at the Department of English Language Teaching (ELT)

Hismanoğlu (2011) aimed at examining the opinions of pre-service EFL teachers concerning community service practices course in his study called "*Community Service Practice: A Real Opportunity for Applying Classroom Learning to Real Life Contexts*". The participants consisted of eighty two pre-service teachers of ELT Department enrolled at Lefke European University. A 10 item-questionnaire developed by the researcher was administered

to the EFL pre-service teachers of Turkish participants to elicit their views about Community Service Practices (CSP) course. Both quantitative and qualitative methods were applied to analyze the data obtained from the questionnaire. Upon the EFL learners' experiences of CSP course, to reveal more information about the challenges they faced and the benefits they gained from the course, they were interviewed. The findings of the study indicated that preservice teachers benefitted from practices of community service course in terms of academic development, personal improvement and social responsibility. They thought that if they could involve community service learning into their academic and personal lives, they would be knowledgeable and sensitive language learners. On the other hand, they experienced some difficulties during the implementation process of CSP course at the institutions in North Cyprus. Preservice teachers stated that institutions raised difficulties about giving official permissions to carry out the activities/projects.

Külekçi (2014), in her study entitled "*Experiences of pre-service English teachers gained through community service learning in kindergartens*", aimed to explore prospective English teachers' experiences that they gained during the implementation process of community service applications course. Qualitative case study design was employed in the study. As a data collection, 40 ELT prospective teachers' portfolios that they kept based on their observations for eleven weeks were utilized. Content analysis method was used to analyze the data obtained from prospective teachers' portfolios qualitatively through coding and category/theme formation. The reflections prospective teachers of English submitted through portfolios revealed that they encountered some challenges during the implementation process of CSP course. First of all, they admitted that they felt incompetent at keeping young learners motivated since their concentration span was too short. Additionally, they claimed that they were lack of a resource of materials for young learners. The ones at the kindergarten were insufficient and they were not suitable for that age group so they had to prepare their

own materials. However, prospective teachers pointed out that they obtained unique benefits from the activities they carried out at kindergartens within the framework of CSP course. Namely, teaching English to young learners at kindergartens increased their self-confidence. They became aware of their shortcomings and they were able to evaluate themselves. Most of all, they stated that they gained a lot of experiences about child psychology and about how to teach English to young learners efficiently. They maintained that these experiences would lead to development in their future teaching profession.

Tülüce (2014) aimed at determining the views of prospective teachers of ELT concerning the gains they obtained from CSP course. 28 3rd year ELT prospective teachers who were studying at Maltepe University Faculty of Education English Language Teaching Program English Language Teaching Program during 2011-2012 Academic year Spring Term participated in the study. In the study, teacher candidates were asked to write a report at the end of each week reflecting the implementation details, their performance, the process they experienced and their views about the outcomes of the implementation. The opinions obtained from teacher candidates were analyzed by using content analysis technique. The findings revealed that the participating prospective teachers of ELT improved themselves in terms of personal, professional, emotional and social aspects.

Studies conducted at the Preschool Education Programme

Küçükoğlu (2011) intended to scrutinize the views of prospective teachers regarding the course of community service learning (CSL). The participants of the study consisted of 41 prospective teachers enrolled at Ataturk University, Faculty of Education, Pre-school Education Programme. Qualitative methods were used to examine the implementation process of the course and to reveal how it contributed to the participants' personal, social and academic development. Moreover, semi-structured interview questions, and inductive coding technique and descriptive analysis of data were employed to collect data. As a result of the

study, participants pointed out that the activities/projects they did satisfied their expectations. An overwhelming number of prospective teachers emphasized that they would utilize the experience and knowledge they gained from community service learning course in their social, academic and professional lives.

In their study named “*An Example of Community Service Practice: Let’s Play with Concept Toys*”, Dinçer, Ergül, Şen and Çabuk (2011) aimed at supporting the concept information of children who do not receive pre-school education through concept toys and creating awareness in families about pre-school education. This project conducted with 29 3rd year undergraduate students who were enrolled at Ankara University Faculty of Educational Sciences Preschool Education Programme within the scope of “Community Service Practices” course lasted for 16 weeks including preparation, implementation and evaluation of the results and the benefits. Within the scope of project, it was studied with 884 children who did not receive pre-school education and 92 children who received pre-school education under the age group of 4-6. The results demonstrated that undergraduate students gained useful experiences by working with children who had different development traits in various environments. They also developed sensitivity to social problems. It was also seen that families gained concrete experiences about the necessity of pre-school education and children were found to make progress in their concept information. The findings also showed that the activities carried out within the scope of Community Service Practices supported prospective teachers’ specific area information related to preschool education and prospective teachers gained tangible experiences in the application of theoretical knowledge they obtained at school.

Acer, Şen and Ergül (2012) in their study entitled “*A study on the viewpoints of preschool teacher candidates on “Community Service” course*” aimed to determine preschool teacher candidates’ practices they realized within the context of “Community Service

Applications” and their opinions and suggestions concerning these practices. The participants were 19 3rd year pre-service teachers who were studying at Ankara University Faculty of Educational Sciences Preschool Education Undergraduate Program. Pre-service teachers who were involved in research developed joint projects in groups. They implemented the projects they developed for 8 weeks, 3 hours per week. At the end of applications, a form with open-ended questions was applied to the prospective teachers to evaluate the course. In the evaluation form, prospective teachers were asked to specify the contributions of practices they realized within the context of the course to themselves and to the society; to express the problems and eases they faced during the implementation of projects. They were also asked to state their opinions and criticisms pertaining to the conduct of “Community Service Practices” course. The responses students gave to the questions in the evaluation form were recorded and the statements contained in the responses were summarized and interpreted through descriptive analysis technique. The findings obtained from the analysis of the forms were examined in accordance with the gains of projects implemented within the scope of the course to the prospective teachers and to the society, the difficulties and eases that were experienced during the project implementation process and the criticisms and suggestions for this course. Accordingly, it was determined that “Community Service Practices” course not only contributed to the professional development of prospective teachers but it also contributed to their personal development in terms of self-confidence and communication.

Pirpir, Büyükbayraktar, Çiçekler and Er (2014), in their article called “*Pre-School Teacher Candidates’ Perceptions of Community Service Application Course*” dealt with the views of students who were studying at the pre-school education program about community service applications course. The population of the study is comprised of 122 third year college students who were attending community service practices course during the 2010-2011 Academic year at Konya Selçuk University Department of Early Childhood Education. The

study was carried out both qualitatively and quantitatively. An interview form prepared by the researchers was applied in order to determine the views of students on the course of community service applications. As a result, it was seen that while a large number of third-year students studying at the department of pre-school education thought that the course was necessary, a minority group of students considered that it was not. When considered in terms of the achievements of the course, students stated that the course contributed to their development of attitudes and personal characteristics such as cooperation, self-confidence, responsibility, awareness of social problems, positive learning related to career, knowing people and building relationship with them, cooperating with them, determination and moral values. In addition, students indicated that they recognized the organizations and associations which help people more closely; they had information and experience about the official correspondences and relationships with those organizations and associations. Students also mentioned that this course brought some benefits to them such as fusion with the community, being more sensitive against the problems and taking on responsibilities in society. Finally, students thought that this course would provide experience in their further professional lives and it would enable them to establish healthy cooperation with parents by providing the ability to deal with the problems on their own.

Studies conducted at the Department of Primary School Education

Çuhadar (2008), in her theoretical article named “*Educating Citizen Teachers through Community Service Practices*” set a target to scrutinize the purpose and content of Community Service Practices. She stated that the reason why Community Service Practices course took place in new training program was that an enlightened teacher is believed to have the capacity to determine the causes of the current problems of the society and to have the capacity to prepare projects to find solutions to these current problems. As a result of the research, she emphasized that in the theoretical part of the community service practices

course, the democratic citizenship and its requirements must be taught and in the application part, prospective teachers perform services to the community considering this awareness. Thus, she stated that they would find themselves as a subject of the society. She also reached the conclusion that the instructors should offer different projects which are capable of opening up new horizons to the students. Lastly, she advocated that learning through experiences will provide students with learning permanently.

Ayvacı and Akyıldız (2009) conducted a study named “*The Gains of Community Service Applications on Individuals and Society and the Expectations of Society*” to reveal the attitudes of the students who took the Community Service Applications course, the outcomes of the course, the goals and functions of the institutions and organizations providing services in the public service areas and to identify the needs of the society and the expectations of the community from the university. The study was carried out with 70 third year pre-service teachers studying at KTÜ Fatih Faculty of Education Department of Classroom Teaching and they were selected through random sampling method. Also, 10 school principals who participated in the works in the area of community service either directly or indirectly, 8 association managers, 4 mayors and 7 non-governmental organization (NGO) officials were involved in the study. A questionnaire consisting of 20 questions was applied to the students, whilst a semi-structured interview was administered to the managers of social service agencies. Research findings were analyzed in two steps. In the first phase of the study, the findings obtained from semi-structured interviews which were conducted with the managers of civil society organizations, the authorities of primary education institutions, and local administrators were presented. In the second phase of the study, the data obtained from the survey which was carried out with the 3rd year students who were responsible for Community Service Applications course were first calculated as percentages and then they were presented in tables. The results of the findings obtained from the interviews stressed that in order to lay

the foundations of social consciousness on students at an early age, community service practices should be put into practice regularly within the framework of the activities prepared considering cognitive processes. The interview findings also demonstrated that when the course content was evaluated, it was thought that this course must be shaped around the concept of civil society and participation. When the students who took Community Service Applications course were evaluated, it was concluded that the students could not find themselves qualified enough in overcoming the problems of the society with the activities carried out in the course; they couldn't be effective in solving social problems. It was also deduced that students developed positive attitudes about Community Service Applications; on the other hand; the students came to the conclusion that the activities for the implementation were time-consuming and they bore the anxiety that this situation might adversely affect their other courses. It was highlighted that if the Community Service Applications course was taught according to the course objectives, the students who took the course would be community service volunteers. The results also emphasized that community service practices could make a major contribution to the realization of university-community cooperation at a high level and the course could affect the social, cultural and economic development of the environment in this direction.

Çoban, Kaşkaya and Ağırbaş (2010) conducted a study called "*Comparing the Attitudes of Students studying at Classroom Teaching regarding Community Service Practices Course with Other Departments (Elazığ Sample)*" to determine how the Community Service Practices course was perceived by the students; to ascertain what impacts the applications had on students. Therefore, the research sample consisted of 213 pre-service teachers selected randomly from 408 pre-service teachers and enrolled at Erzinan University Faculty of Education in 2009-2010 Academic year. Screening model was applied in the study. In collecting the data of the study, 24 item Community Service Practices course attitude scale

which was compiled by researchers through review of literature was used. The obtained data were analyzed by using SPSS 15.0 statistical program. According to research findings, it was concluded that there was a significant difference among students of Classroom Teaching and the students studying at the departments of Physical Education, Science Teaching, Turkish and Music Education concerning their attitudes towards Community Service Applications; on the other hand, there was no significant difference among Classroom Teaching and the other departments. It was thought that the reason why the attitudes of students enrolled at Classroom Teaching differed significantly from those studying at Physical Education, Science Teaching, Turkish and Music Education was the course applications and social performances performed in the department of Classroom Teaching. The vast majority of pre-service teachers studying in Classroom Teaching stressed that Community Service Practices course increased their ability to communicate; they could fulfill the course requirements easily; they could suppress their excitement in front of the crowd thanks to this course; the application areas of the course were selected properly; the course increased their world knowledge and satisfied their curiosity about the environment; the aim of the course was clear and understandable. In brief, the course was useful in every aspect. Besides, Classroom Teaching students pointed out that the time allocated for the course was sufficient; the course was meaningful and necessary. The results of the findings also showed that the attitudes of Classroom Teaching students towards Community Service Practices course were at a high level. The researchers drew the conclusion that students' doing community work with civil society organizations due to the requirement of the course content and the course's being associated with daily life were effective in the formation of this perception.

Elma, Kesten, Kiroğlu, Uzun, Dicle and Palavan (2010) carried out a research named "*Pre-service Teachers' Perceptions Regarding the Community Service Practices Course*" to determine how Community Service Practices (CSP) course was perceived by prospective

teachers and to detect whether these perceptions showed differences in terms of different variables. The population of the study consisted of 3rd year pre-service teachers who were taking Community Service Practices course at Ondokuz Mayıs University, Department of Primary School Education during 2008-2009 Academic year. Sample selection was not made as the aim was to reach to the all prospective teachers who took CSP course. Whether the perceptions of prospective teachers concerning the course differed according to gender, membership to non-governmental organizations, the departments they studied at variables were examined by t-test and one dimensional analysis of variance. Overall, the research results demonstrated that prospective teachers had positive perceptions against the CSP course. The overwhelming number of the participants declared that the CSP course contributed to their socialization positively by improving their communication and problem solving skills, social responsibility, and sensitivity to social problems. However, according to the analysis of the study based on independent variables, there was a significant difference among the prospective teachers regarding their perceptions of socialization by gender variable. It was determined that female prospective teachers fostered positive thoughts on socialization than male ones. In other words, they were more eager to participate in the in-school and out of-school activities. Moreover, based on the findings of the study, it could be inferred that the in terms of students' personal developments, CSP course developed their human relations, self- confidence and leadership skills; contributed to their professional life, and it also enabled them to gain different point of views and empathy. In addition, in terms of department variable, there was a significant difference among the prospective teachers regarding their perceptions of institutions. In other words, the findings revealed that the perceptions of prospective teachers studying at different departments regarding the institutions they went for community service applications differed. It was observed that there was a significant difference between the opinions of pre-service teachers studying at the

Department of Pre-school Education and the opinions of pre-service teachers studying in the Department of Primary Education and Department of Science Education. Nonetheless, prospective teachers pointed out that as they were in interaction with administrators and people in different organizations, this experience facilitated them to understand the processes in governmental and non-governmental organizations better. Prospective teachers also gave some considerable suggestions about CSP course. First, they reported that they should be involved in the decision-making process to carry out CSP activities more actively. They also suggested that the time allocated for CSP activities was not adequate; if the aim is to realize satisfying outcomes from the course, it should be extended over a long time. Furthermore, the instructors who give this course should provide more guidance to the students. Lastly, it was suggested that a better communication and partnership should be developed among pre-service teachers, instructors/advisors, faculties and institutions/organizations.

In his MA thesis titled “*The Evaluation of The Service Learning at The Primary School Education Department*” Arcagök (2011) aimed to evaluate Community Service Practices in the Department of Primary School Teaching through the perspectives of the instructors, pre-service teachers, the civil society organizations and managers in public institutions. The phenomenology design was used in the qualitative part of the study. The research data were collected through semi-structured and non-leading interview technique. In the first phase of the study, 10 instructors who were supervising to Community Service Practices in Çanakkale Onsekiz Mart University Faculty of Education during the 2010-2011 academic year, 10 institution and organization managers who carried out activities within the scope of Community Service Practices constituted the sample of the study. In the second phase of the study, 269 third and fourth year students who were studying at Çanakkale Onsekiz Mart University, Department of Primary School Education in the 2010-2011 Academic year constituted the student scale sample. In the evaluation of the results, whether

there is a significant difference according to the variables such as gender, teaching style, the secondary school that was graduated, the number of projects that students participated within the scope of Community Service Practices was analyzed through statistical tests. In the analysis of the results obtained in the first step of the research, it was understood that instructors, institution and organization managers considered Community Service Practices important in terms of students' personal and social development. Managers of institutions and organizations stated that Community Service Applications contributed to students' learning by doing and it also developed students' social-oriented problem solving skills. As a result of the analysis of the survey findings in the second stage of the research, it was concluded that students were faced with various problems during the implementation of projects within the scope of Community Service Practices; on the other hand, they perceived Community Service Practices positively on the whole.

Horzum and Bektaş (2012) aimed to determine the effect of authentic learning on prospective teachers' attitudes and satisfaction towards community service practices course in their study entitled "*The Effect of Authentic Learning on Pre-Service Teachers' Attitude and Satisfaction towards Service Learning*". The research was carried out according to experimental design with a control and an experimental group. The study group of this study had a total of 70 pre-service teachers who were studying at the Department of Classroom Teaching and taking community service practices course. These pre-service teachers were randomly divided into two groups. The community service practices course was held with traditional methods in the control group; on the other hand; it was held with authentic learning activities in the experimental group. The application lasted twelve weeks totally. The results indicated that pre-service teachers who performed community service practices course with authentic learning activities showed significantly higher level of satisfaction towards community service practices and their attitudes towards the course were considerably more

positive compared to the pre-service teachers who carried out the community service practices course with traditional learning activities.

In the study entitled “*Evaluation of pre-service elementary teachers’ perceptions of community-service learning course*” Akcay and Ensar (2014) aimed to detect elementary education prospective teachers’ perceptions concerning Community Service Learning (CSL) course. The study group consisted of 102 prospective elementary teachers taking the CSL course during spring semesters of 2012-2013 in a university. As sources of data, The Survey of Prospective Teachers’ Perceptions of Community Service Practices, personal journals of prospective teachers and open-ended questions were applied. The survey contained five subscales including the socialization of prospective teachers, their personal development, their perceptions against the course, their perceptions against the institutions and their perceptions against the advisors. The results showed that prospective teachers mostly exhibited positive attitude towards the course in terms of socialization subscale. They claimed that they were able to communicate with people from different backgrounds and deal with current societal issues thanks to the course in question. They maintained that the course gave them the opportunity to promote their critical thinking skills and problem solving skills.

Küçüköğlü, Coşkun, Köse and Taşgın (2011) aimed to present the opinions of prospective teachers concerning Community Service Practices (CSP) course, to detect the problems resulted from the implementation process from the viewpoint of prospective teachers and to offer solutions to solve problems in their study named “*An Analysis on Preservice Teachers’ Views about Community Service Learning*”. Case study which is one of the qualitative research methods was employed in the study and the data were obtained from the 60 prospective teachers studying at the Classroom Teaching Programme and taking CSP course in the relevant semester in a public university. The findings obtained from the study demonstrated that prospective teachers generally perceived the objectives and contents of CSP

course correctly. Besides, prospective teachers implied that CSP course yielded them important gains in the context of social sensitivity, social awareness and social responsibility. However, it was also ascertained that prospective teachers experienced some problems about the planning, implementation and evaluation of the course.

Studies conducted at the Department of Science Education Teaching

Keleş and Aydın (2011) specified that the study titled “*Identifying Opinions of The Candidate Teachers of Science Education Department about the Lecture of Community Service Practices (CSP)*” was carried out for the purpose of determining the views of pre-service science teachers on the course of Community Service Practices which began to be taught as a compulsory subject since 2006. The study sample consisted of twelve prospective teachers studying at Ağrı İbrahim Çeçen University Department of Science Education and taking Community Service Practices course during spring term of 2009-2010 Academic year. Special case method was used and as a data collection tool, semi-structured interview was also applied in the study. The students with whom the interviews would be made were selected randomly from each group of 12 projects which were developed within the context of the course. The data obtained from the interviews were subjected to descriptive and content analysis. In the descriptive analysis, the views of the students obtained from interview data were analyzed taking the level of relevance and significance into account and some phrases were arranged by giving them exactly in quotes where necessary. In the content analysis; however, matrix was created from the available data. The results of the study demonstrated that Community Service Practices course helped prospective teachers to increase their sensitivity to the community, to raise awareness about the issues in the community and to relax morally.

Studies carried out at the Department of Social Sciences Teaching

Çetin and Sönmez (2009) conducted the study entitled “*The Evaluation of The*

Opinions of Social Sciences Teacher Candidates about the Practices in Social Services Lesson in Terms of Aims and Contents” in order to ascertain the views of social sciences prospective teachers regarding Community Service Practices course. The study was carried out with 3rd year prospective teachers studying at Gazi University Faculty of Education Department of Social Sciences Teaching during 2008-2009 Academic year. The purpose of this study was to present the views of prospective teachers studying at the Department of Social Sciences concerning the purpose and content of Community Service Practices course. The reason why the study was carried out with 3rd year prospective teachers was that they took this course for the first time. The results indicated that prospective teachers stated positive opinions on topics including the objectives and content of the course. It was also observed that if community service practices course is taught as envisaged, the goals which constitute the philosophy of the course such as social awareness, cooperation, solidarity, effective communication, supporting self-assessment skills, creating social responsibility and self-confidence will be achieved.

Gökçe (2011) conducted a study titled “*Social studies teacher candidates’ opinions about the practice of community service*”. 52 social sciences pre-service teachers from Anadolu University Faculty of Education participated in the study in the 2008-2009 Academic year. An open-ended questionnaire was used and semi-structured interview was conducted in the study. The data were analyzed by inductive analysis technique. As the results of the research, it was seen that the social sciences pre-service teachers’ assessment of community service applications were pretty positive. In addition, the contributions of community service applications to the pre-service teachers were identified; the suggestions of pre-service teachers were revealed and the works that pre-service teachers can perform in their professional life were determined at the end of this study. When looked at pre-service teachers’ assessment of community service applications, it was detected that the works some

pre-service teachers performed at primary schools and in the courses organized by the municipality enabled them to get teaching experience. Pre-service teachers expressed that these works increased their knowledge and skills. The data obtained from this study showed that pre-service teachers of social sciences had the opportunity to recognize the society more closely; and their sensitivity to social problems increased as a result of the experiences they gained. Social sciences pre-service teachers evaluated the effect of the community service applications they performed to their personal development in a positive way. They emphasized the activities they carried out within the scope of community service applications developed them from the social aspect; promoted their sense of responsibility, social solidarity, cooperation, and provided spiritual satisfaction. They also stressed that these activities increased their self-confidence; developed their problem-solving, communication and collaboration skills.

Tuncel, Kop and Katılmış (2011) aimed at detecting the ideas of prospective teachers of social sciences about “Community Service Applications” course in their study called “*Social Studies Teacher Candidates’ Views about Community Service Practices course*”. This study was designed based on the screening model which is one of the qualitative research methods. The prospective teachers studying at the Department of Social Sciences Teaching in Anadolu, Kafkas and Marmara University and taking the course of Community Service Practices constitute the research population. The sample is comprised of a total of 90 students; 30 students from each university. A survey was used as a data collection tool and expert opinion was utilized during the development of this survey. Open-ended questions were also included in the survey to determine the causes of student preferences. Based on the data obtained from research results, the evaluations were made considering the views of students and the objectives of the course and some suggestions that can contribute to the achievement of course objectives positively were made accordingly. According to findings, participants

believed that Community Service Applications course would contribute positively to the productivity of prospective teachers. In this context, participants thought that community service practices course would lead prospective teachers to integrate into society; to be more sensitive to social problems and to take the role of leadership in the actions to be taken in order to solve social problems. It was also observed that the activities carried out within the scope of Community Service Practices course provided prospective teachers the opportunity to practise about the solution of social problems they would face in their active teaching life in advance. In this regard, the course aforementioned offers prospective teachers to apply their theoretical knowledge as well. Thus, prospective teachers find an opportunity to apply what they have learnt in real life. Again, in this context, the course in question enables prospective teachers to realize their shortcomings and it is thought that prospective teachers need to develop themselves from this aspect. In connection with this idea, participants declared that Community Service Practices course serve to uncover and develop the human potential that will work in the solution of social problems. This course also provides teachers to develop their ability to capture up-to-date. Another outcome of the research findings was that community service practices course influences positively to the training of teachers who will contribute to solving social problems.

In their study entitled “*Pre-Service Social Studies Teachers’ Perceptions about Community Service Practices Course*” Kılınç and Dere (2014) aimed primarily at determining the perceptions of social studies pre-service teachers about Community Service Practices Course which was introduced in 2008-2009 academic year. Moreover, in this study, whether the perceptions of social studies pre-service teachers for this course differed in terms of several variables was also examined. Survey method was used in this study and the data were collected through “Scale of Pre-Service Teachers’ Perceptions of Community Service Practices Course” which was developed by Elma and et al., (2010). The study group consisted

of a total of 101 pre-service teachers studying at Dumlupınar University and Uşak University, Faculty of Education, Department of Elementary Education, Division of Social Studies Education and taking the Community Service Practices Course in the 2013-2014 Academic year. Whether the perceptions of preservice teachers about the course differed according to the number of projects, gender, university, variables were examined through independent samples t-test and one – way analysis of variance (ANOVA). According to the obtained results, it was concluded that preservice teachers had positive perceptions of the community service applications course. In the analysis performed according to independent variables, significant differences were found in the personal development dimension based on gender variable, in the socialization dimension by university variable and again in socialization dimension according to the number of projects variable. Namely, the female teacher candidates' thoughts about the contribution of CSP course on their personal development were found to be relatively more positive than male ones. Considering the university variable, it was determined that the students of Dumlupınar University had more positive thoughts about the socialization dimension of community service applications course compared to the thoughts of Uşak University students. In addition, it was inferred that within this course, the students who were involved in three or more projects reported more positive views about socialization issue compared to the students who involved only in one project.

Studies conducted at the Department of Computer Education and Instructional Technologies

Kocadere and Seferoğlu (2013) aimed to present examples from the practices that were carried out during the teaching process of Community Service Practices course which is taught in the Faculties of Education and to evaluate student views about the process in their study called “*Implementing the Community Services Course: Practice Examples and Evaluation of Students' Perceptions*”. The study was carried out with 44 3rd year students

studying at Hacettepe University Faculty of Education Department of Computer Education and Instructional Technologies and taking Community Service Practices course during 14 week course hour. A variety of projects addressed to serve the community were developed and put into practice for 14 weeks as part of this course. In this study, the examples of applications intended at structuring this course, the themes that emerged from the thoughts of students and the implications for the teaching of the course were explored. Prospective teachers were asked to keep diaries and prepare reports to evaluate the projects which were developed within the scope of the study and the course. Descriptive analysis of student reports which were collected at the end of 14 weeks were made and when the student reports were examined, it was understood that the most significant result of the study was that students developed their consciousness and awareness of community service thanks to the applications held in this course. In addition to gaining community service consciousness, the students who took Community Service Practices stated that they felt happiness, peace to do community service and they were proud of serving community. Moreover, as a result, they realized that their becoming conscious was not adequate; they also needed to raise the awareness of their environment. It was also inferred that students thought if everyone served the community at a certain level, the world would turn into a more beautiful place; they realized that without having the authority or power, everyone could serve the community; and they drew the conclusion that the activities implemented in this course made it possible to develop themselves. Consequently, it was understood that the course of Community Service Practices taught at Faculties of Education fills an important gap in the educational life of university youth and it contributed to their gaining awareness of community service. However, the results of this study indicated that there were some issues to be adjusted such as teaching the course in different environments with different student groups, the solution of various problems encountered at the institutions and organizations which were cooperated with,

problems that arose in the process of getting permission from the authorities and teacher candidates' preferences in community service.

Tosun (2014) aimed at presenting the views of students enrolled at the Department of Computer and Instructional Technologies (CEIT) about the Community Service Practices course which was conducted on a project basis in her study called "*Analyzing the Views of Ceit Department Students related to the Lesson of Project-Based Community Service Practices*". For this purpose, 40 students who were taking the course formed the sample of the study, and to collect data, face-to-face interview technique and semi-structured interview form consisting of seven questions prepared by the researcher were used. The collected data were analyzed by content analysis technique including primarily the processes of identifying patterns, coding and separation into categories. According to the findings of the study, pre-service teachers did not experience any problems with the institutions they developed projects. In addition, it was claimed that the course's being conducted on a project basis also played an important role in career choice of students. Namely, 24 out of 40 students who participated in the study expressed that they decided to be teachers and 11 students out of 40 also stated that they decided to become software developers. Another finding also suggested that the most important contribution of the course, in the personal sense, to the students was that students learnt time management and they found an opportunity to know their classmates more closely. The most important criticism of the students for the course was that their ideas and their technical knowledge and skills were not taken into account in the selection of project topics. Determining the project topics in the previous semester, distributing the duties in project groups more democratically were among the suggestions of students on the course. The researcher considered that these findings and the results obtained would shed light on project-based practices and works about the issue.

Studies conducted at the Department of Physical Education Teaching

In their qualitative study called “*University and Community Unifying: Community Service Course: Projects, Benefits and Problems (Bolu Example)*”, Mirzeoğlu, Özcan, Aktağ and Çoknaz (2011) aimed to identify the gains of prospective teachers they obtained through providing services to individuals and groups from different social, cultural and physical environments and to detect the problems they faced while they were providing services to those individuals and/or groups within the scope of Community Service Practices course which is taught in the last year of the Department of Physical Education Teaching. Fourth year students (14 girls, and 31 boys) studying at the AİBU Department of Physical Education Teaching participated in the study during the fall semester of the 2010-2011 academic year. Students who participated in the study formed 7 groups consisting of 4-8 people, and they conducted the projects identified at the beginning of the term practically at least 4 hours per week for 10-14 weeks. In the study, to collect data, the project reports students prepared during the semester and at the end of the semester for the course were used. To evaluate the information obtained from the study, coding was made on students’ statements by carrying out descriptive and content analysis and frequency and percentages belonging to coding were determined. As a result of research, prospective teachers of physical education developed and implemented seven projects particularly in two primary schools, two mental health centers, one prison, one different institution and organization, one special education and rehabilitation center and they served to a total of 224 people including 79 primary school students, 58 prisoners, 42 officers and 45 people who were having emotional and mental problems. According to the views of the prospective teachers, as a result of project implementations in Community Service Practices course, the most important gains of them were learning how to make collaborative work and the increase in their problem solving powers when they encounter situational problems; however, the most important problems they faced while

implementing their projects were the inability to perform the activities planned due to weather conditions and lack of space and material in the application of planned activities. Consequently, it can be inferred that prospective teachers achieved significant gains from CSP course.

In the study titled “*Perception Level of Public Service Applications by Students Taking Physical Education and Sports Education*” and conducted by Tilki, Hergüner and Yaman (2011), it was aimed to examine perception levels of students enrolled at the Department of Physical Education regarding community service practices course. A descriptive research method was used in this study. A literature review was made primarily on the subject then students’ views on the subject through the questionnaire that was used were determined in the study. The survey consisted of two parts. In the first part, there was personal information and in the second part, there were 30 items which were intended to reflect students’ perception levels of community service practices course. The population of the study consisted of 270 fourth year students studying at Sakarya University Faculty of Education Department of Physical Education and at Vocational School of Sports Management and Recreation in 2010-2011 Academic year. 150 students who also participated in the study voluntarily formed the sample of the study. The results presented that there wasn’t a significant difference when the perception levels of participants concerning community service practices course were scrutinized according to demographic variables such as gender, age, family income, the amount of the individual’s monthly expenditure, the place where he/she mostly lived. However, when the perception levels of students who were receiving Physical and Sports Education related to community service practices were examined based on the department variable, significant differences were observed. It was detected that the perception levels of physical education and sports department students about the community service practices course were rather higher although they took the course only for one

semester, compared to those of recreation and sports management department students who took the same course for two semesters. To be more precise, Physical Education and Sports department students thought that the course improved their communication skills; they were useful to society through the course; the experiences they gained would affect their professional life positively; they were contemplating to implement the activities they did in the course in the future compared to the students of recreation and sport management department.

The purpose of the research entitled “*Physical Education Teacher Candidates’ Perceptions towards Community Service Course*” and carried out by Ulucan (2012) was to determine how prospective teachers studying in Higher Schools of Physical Education and Sports in different universities perceived community service practices course and to detect whether these perceptions varied in terms of different variables. 146 fourth year physical education prospective teachers enrolled at Ahi Evran University, Aksaray University, Kastamonu University and İnönü University School of Physical Education and Sports and taking community service applications course during 2011-12 Academic year created the population of the study. As a data collection tool, “Prospective Teachers’ Perceptions of the Community Service Practices course scale” developed by Elma et al. (2010) was used. As a result of the research, it was seen that prospective teachers of physical education had positive perceptions towards the course based on the score averages they got from the scale. According to the analysis of the independent variables of the study, there was a meaningful relationship in the personal development sub-dimension of prospective teachers based on the universities they studied. The research findings demonstrated that there was a significant difference between the opinions of prospective teachers in Aksaray University and other universities. The prospective teachers in Aksaray University declared that in terms of personal and professional development, they benefitted from Community Service Practices course in a

better way. However, there was no significant relationship in all sub-dimensions based on gender variable and membership to non-governmental organizations variable.

Studies carried out at the Department of Turkish Education

Sevim (2011) aimed to assess the Community Service Applications course according to the ideas of Turkish teacher candidates in his study titled “*Opinions of Turkish Teacher Candidates towards Community Service Applications: The Sample of Atatürk University*”. In line with this purpose, the sample of the study which was determined by easily accessible sampling method consisted of 158 senior students studying at Atatürk University Kazım Karabekir Faculty of Education Turkish Education Department and the population of the study included 4th year students studying at the same department. As a data collection tool, a 16- item Likert type “Turkish Teacher Candidates’ Thoughts towards Community Service Practices Course Survey” developed by the researcher was used. In the analysis phase of the data, frequency and percentage values were evaluated in tables. As a result of the research, Turkish teacher candidates noted a general opinion that Community Service Practices Course did not achieve its objectives. They reported that they could not make progress at the point of noticing social problems. The vast majority of prospective teachers declared that they did not find the solidarity and cooperation among the institutions sufficient in the process of Community Service Practices. More precisely, not sharing the information obtained in the implementation process among the participant individuals and institutions or organizations at an adequate level caused the individuals and institutions not to be aware of each other and this situation led to failure.

Studies carried out at Music Teaching Department

Can (2012) aimed at identifying music teacher candidates’ opinions concerning the projects they conducted within the scope of CSP course in her study entitled “*An evaluation of the music teacher candidates’ views regarding the projects carried out in the social service*”

practice course”. Furthermore, the determination of project themes, planning, implementation and evaluation phases of the projects were scrutinized based on the views of prospective teachers of music teaching. 45 prospective teachers of music teaching education studying at Marmara University, Faculty of Education, Music Teacher Education Department and taking the CSP course participated in the study. To collect data, the researcher formed a questionnaire containing 4 parts with 45 items totally. As a result, the shortcomings occurred during the determination of project themes, planning, implementation and evaluation phases of the projects were detected and solutions were proposed to eliminate those shortcomings. In the project theme determination phase, prospective teachers were lack of sample projects that would guide them to fulfill their own projects in their profession. In the planning stage, the findings revealed that firstly, the objectives of the projects must be clarified clearly and the working scheme must be set distinctively. Last but not the least, the division of labour and responsibilities should be shared fairly among project team members. In the practice stage, the results demonstrated that the time allocated for the completion of projects was not adequate; it was specified that if the aim was to achieve the course objectives and to serve for the benefit of the society, the time allocated for CSP course should be extended over a year. In the assessment phase, it was detected that prospective teachers did not know how to present their works in written form or orally and they were not competent at preparing effective presentations. It was also suggested that course instructors should inform the teacher candidates about how and in what aspects they would be assessed.

Mixed Studies

Gürol and Özercan (2010) conducted a study called “*Determination of Opinions on the Implementation of Community Service Practices Course*” with the aim of revealing how effective the Community Service Practices course was on the students. Based on qualitative method, the study group consisted of 60 students who were selected randomly from Firat

University, Faculty of Education Departments of Computer Education and Instructional Technologies, Classroom Teaching, Science Education, Social Sciences, Mathematics and Turkish Language Teaching. The research data were collected through interview forms consisting of twelve open-ended questions. NVIVO software was used for data analysis. According to research findings, the majority of prospective teachers emphasized that they were aware of the objectives of the course. Half of the prospective teachers stressed that they carried out the applications voluntarily; however, the other half were of the opinion that they carried out the applications mandatorily for various reasons. The majority of prospective teachers stated that the activities carried out in the Community Service Practices course would bring benefits in their professional lives. Half of the prospective teachers also expressed that the activities were planned and the instructors were competent. Some of the prospective teachers said that they did not find the methodology pursued appropriate and some said that they found the methodology followed appropriate partially. An overwhelming number of prospective teachers highlighted that the works performed were assessed, some of them; however, indicated that process assessment was made. The majority of prospective teachers suggested that they did a lot of beneficial activities for the benefit of society. The results also specified that when Community Service Practices course is taught appropriately, it will be effective on prospective teachers and it will provide great benefits to the prospective teachers. As a last remark, prospective teachers proposed that to do the applications comfortably and in the best way, it is important to meet the financial support needed and it is necessary to solve the problems resulting from administrative processes in the short time.

In the study titled “*Evaluation of Community Service Course according to Pre-Service Teachers’ Views*”, Özdemir and Tokcan (2010) aimed to evaluate Community Service Practices course based on the opinions of pre-service teachers. A total of 187 pre-service teachers studying at Niğde University Faculty of Education Department of Classroom

Teaching, Social Sciences Teaching, Science Education Teaching, Turkish Education Teaching and Music Education Teaching created the study group. Based on the screening model, data were collected through “the evaluation scale of community service practices course” developed by the researchers and semi-structured interview technique. According to the findings of the study, pre-service teachers stated that Community Service Practices course must be a required course in teacher training; the course allowed them to gain social sensitivity, awareness and responsibility; the instructors mostly provided them with necessary guidance and the employees in the institutions they visited gave them the necessary assistance. On the other hand, they asserted that they were confronted with some shortcomings; namely, they declared that they had some difficulties in benefitting from faculty facilities; they were faced with some financial problems during implementation. It was also found out that the opinions of pre-service teachers differed from each other according to the teaching program they were enrolled at. There were significant differences among the views of participants in terms of the “instructors” sub-dimension of the scale used in the study. Unlike the pre-service teachers studying at Turkish Education, Classroom Teaching and Music Education, pre-service teachers of Social Sciences and Science Teaching implied that instructors guided them better. In the study, it was also found out that pre-service teachers of social sciences teaching believed much more to the benefits of CSP course compared to the pre-service teachers of Turkish Education and Classroom Teaching.

Cansaran, Orbay and Kalkan (2010), in their article named “*Building Bridge between University and Society through Community Service Applications*”, aimed at providing guidance to course instructors, prospective teachers, institutions which train teachers, civil society organizations and public institutions working with prospective teachers. 56 instructors working at Samsun Ondokuz Mayıs University constituted the population and sample of the study. In the data collection of the study, 27-item questionnaire developed in accordance with

the opinions of the instructors was used. The findings of the research revealed that the instructors thought that Community Service Practices would contribute to prospective teachers to become democratic, modern, sensitive individuals having citizenship consciousness. As a result, it was indicated that Community Service Practices improved the social leadership, the responsibility skills of the teacher candidates. Another important result was that instructors and students should be agreed upon the activities in the Community Service Applications. Most of the instructors expressed that the practices should be regulated according to social and economic levels of the society; the course should be taught for two semesters; instructors should join practices together with the teacher candidates. Lastly, it was highlighted by the researchers that Community Service Practices offers important opportunities in the fulfillment of social responsibilities towards society.

Küçükoğlu, Kaya, Bay, Taşgın and Ozan (2010) carried out a study titled “*Community Service Practices as an Approach Supporting Entrepreneurship and Participation in Teacher Training*” to reveal the perceptions of prospective teachers and their peers taking Community Service Practices course regarding the learning process by serving; to identify the main problems encountered in the process and to propose solutions. The study group consisted of 123 prospective teachers from the departments of Physical Education, Music Education, Turkish Education and French Teaching taking Community Service Practices course in Atatürk University, Kazım Karabekir Faculty of Education during 2009-2010 Academic year. The method of research was carried out within the framework of “phenomenology design” pattern which is one of the qualitative research designs. The interview form was used as data collection tool. The findings obtained from the results of the research revealed that many of the prospective teachers perceived the responsibilities undertaken in the process of Community Service Applications as a task; they were not volunteers enough except the required course hours; they saw themselves, course coordinators, partner organizations that

service was offered, teammates as a source of problems. The researchers suggested that Community Service Practices must occur from teaching and learning processes that support academic learning by developing a sense of responsibility and citizenship. It was concluded that prospective teachers who participated in the Community Service Practices did not have enough level of anticipated readiness (knowledge-attitudes and skills). Finally, it was stated by the researchers that Community Service Practices should not be regarded as a voluntary charity practice; it needs to be addressed as a life project which links the school and community.

Tanrıseven and Yelken (2011) aimed to investigate the gains of teacher candidates related to Community Service Practices course, the problems they faced; the solutions they offered in their article called "*Evaluation of Community Service Practices Course According to Prospective Teachers' Opinions*". The study group comprised of a total of 339 pre-service teachers, including 65 Early Childhood Education, 91 Classroom Teaching, 26 Science Education, 28 Mathematics Education, 78 English Teaching, 51 Turkish Education pre-service teachers and taking Community Service Practices course in Mersin University in 2008-2009 academic year. 204 female, 135 male pre-service teachers participated in the study. Screening model was used in the study. As for the data collection of the study, a questionnaire of Community Service Applications developed by researchers was administered. When the findings of the study examined, it was specified that pre-service teachers mostly agreed to the statements related to the gains of Community Service Practices course. 49 % of teacher candidates emphasized that they agreed to the idea that the course gave the opportunity to find solutions to social problems and 48 % of them mostly agreed to the idea that the course improved their project development skills for Community Service Applications. Similarly, 48 % of teacher candidates mostly agreed to the idea that the course developed their detailed project planning skills and 47 % of them reported that the course

developed their project implementation skills. Pre-service teachers highlighted that there were some challenges such as identifying the subject of the project in the planning phase of the project, the lack of information about the course, the limited time and determining the environment to do activities. Difficulties arising from the target group in the implementation phase of the projects, the legal process, the application environment and the project team were uttered by pre-service teachers. The difficulties faced during the implementation phase of Community Service Applications can be listed as in the following: the uncertainty in the reporting of the activities that were carried out, failure to make observation during the implementation of the project, failure to make evaluation about the project results and failure to make a systematic assessment. In addition, the researchers mentioned that it is also an important point to investigate the assessment process of the course. It was also emphasized by the researchers that how effective the assessment and evaluation processes of a course based on volunteerism need to be investigated.

Kesten, Dicle, Elma, Uzun, Kıröğlü and Palavan (2011) aimed to determine the views of managers in the official institutions and civil society organizations related to Community Service Applications in their study titled “*Opinions of the Governmental Agency And Nongovernmental Organization Administrators Regarding Community Service Learning*”. The working group of the study included nine administrators of the governmental agencies and non-governmental organizations that students went for practice in Samsun in 2008-2009 Academic year. Typical case organization method was applied in the study. Semi-structured interview technique was used in the data collection of the research. The interviews were conducted in the offices of government agency administrators with the participation of at least two of the researchers. In the analysis of data, descriptive analysis approach which is one of the qualitative data analysis techniques was adopted. According to the findings of the research, it became evident that lack of coordination was the biggest problem faced by the

institution administrators. The researchers came to the conclusion that the lack of cooperation between university and faculty, faculty and advisor, advisor and the student led to failure to provide the necessary cooperation and coordination between the institution and the student. It was concluded that there were some problems in the Community Service Applications such as the lack of an effective advisor - institution cooperation, the advisors' not knowing the application sufficiently, the differences in the way of course instructors' teaching the lesson. Moreover, the problems encountered in the implementation of the course were insufficient planning and coordination, students' not recognizing the institution and the lack of preliminary preparation. Consequently, it was emphasized that to increase the effectiveness of Community Service Applications, universities or faculties should fulfill their duties on administrative, bureaucratic, financial and technical matters.

Özdemir (2011) aimed at identifying faculty of education students' perceptions concerning Community Service Applications course in his study called "*Evaluation of Community Service Practices Course at Faculties of Education*". It was also aimed to ascertain the views of the students who were taking the course on the issues such as what responsibilities they shouldered and what they learnt within the context of the course. 206 fourth year students enrolled at Gazi University Faculty of Education, Departments of Elementary Education Mathematics Teaching, Science Teaching, Classroom Teaching, English Language Teaching, Turkish Teaching, Social Sciences Teaching, Psychological Counseling and Guidance participated in the study. The scale developed by the researcher was used to obtain the data. According to the findings, it was found that within the context of the course, students took part in the following activities most: visiting nursing homes, books and stationery help to the needy schools, reading and writing books for visually impaired students. Research findings also revealed that students had positive opinions related to community service practices course. The interests of the students in the process of the course and the

products they presented (events, projects, etc.) demonstrated that students adopted the course and found it significant. Besides, the results indicated that the students who took the “Community Service Practices” course became more sensitive to social issues, and they were willing to take a more active role in solving social problems. In addition, the students who took this course stated that their communication skills developed; they were able to play a more active role in the community and they could put forward innovative ideas for the solution of social problems.

Hasırcı and Sarı (2013), in their study titled “*An Analysis of Instructors and Teacher Candidates’ Views on Community Service Practices Course in the context of Democratic Citizenship Education*” wanted to evaluate the course of Community Service Practices taught at faculties of education considering the opinions of course instructors and teacher candidates and in the light of the evaluations, to examine the effectiveness of Community Service Practices (CSP) within the context of democratic citizenship education. 213 pre-service teachers studying at Çukurova University Faculty of Education and six instructors teaching Community Service Practices course participated in the study. As a data collection tool, Questionnaire of Opinions about Community Service Practices Course and semi-structured interview forms were utilized. As for the data analysis, the descriptive statistics of quantitative data were examined and the qualitative data were analyzed by using descriptive statistics. The findings obtained from the research results implied that pre-service teachers had positive opinions towards CSP course; they thought that the outcomes of the course were mostly realized and they believed that this course should be placed upon the programs of education faculties. Pre-service teachers also stated that CSP course highly contributed to their personal, professional, and social development. However, it was determined that this course made a relatively small contribution to gaining active participation behaviours which is an important feature of democratic citizenship. Teacher candidates explained the contributions of CSP

course in terms of the characteristics of democratic citizens were mainly as the development of the feeling of empathy, the increasing awareness of the injustice in society, the development of a sense of responsibility, and the belief that all people should have equal rights. Therefore, it is important to conduct this course which has an important place in the development of democracy and educating democratic citizens in a planned way.

Yılmaz (2011) conducted a study called “*Social Responsibility of Education Faculties and the Lesson of Community Service Practices: A Qualitative Study*” to evaluate the course of Community Service Practices within the scope of education faculties’ social responsibilities. For this purpose, first, the concept of social responsibility was explained and then it was discussed in terms of educational organizations. Then, the social responsibilities of education faculties were examined and in this context, the works that could be done in the CSP course were reviewed. Finally, it was strived to determine the views of the teaching staff and teacher candidates on CSP course. Data were collected through semi-structured interview forms. Descriptive analysis technique was used in the analysis of data. The study group consisted of 20 instructors conducting CSP course in 10 different faculties of education, 39 teacher candidates taking the aforementioned course. The names of the faculties were not disclosed due to some negative statements in the opinions of the participants. Purposeful sampling method was used in the determination of the working group. Participants were chosen from teacher education programs that CSP course took place. These programs included classroom teaching, social studies teaching, preschool teaching, Turkish teaching, psychological counseling and guidance programme. Participants suggested that CSP course was generally a very useful course. They stated that CSP course allowed teacher candidates to create awareness on social issues; it brought contribution to the integration with the community and it provided them to be intertwined with life. However, participants claimed that there were some problems related to the implementation of CSP course. These problems were usually

related to the planning of the course. For planning, it must be necessarily cooperated with the institutions. Besides, the institutions that would be cooperated with had to be informed about the course. According to participants, the interests of teacher candidates should be taken into consideration in order to conduct CSP course more effectively.

Erkan, Uludağ and Burçak (2012) aimed at determining the perceptions of Department of Primary Education pre-service teachers regarding Community Service Applications course and to identify whether these perceptions differed according to a variety of variables in their study titled “*Elementary School Teacher Candidates’ Perceptions of the Community Service Practice Course*”. 315 third year pre-service teachers enrolled at Hacettepe University Faculty of Education, Departments of Early Childhood Education, Primary School Teaching, Mathematics Teaching, and Science Education Teaching got involved in the study. As the data collection, “Personal Information Form” and “The Questionnaire of Pre-service Teachers’ Perceptions relating to Community Service Practices Course” were used. As a result, it was determined that pre-service teachers’ perceptions about Community Service Practices course were positive. Pre-service teachers declared that community service practices course enabled them to become socialized and affected their personal development positively. However, a significant difference was detected among pre-service teachers’ perceptions of institution and counseling dimensions according to the department variable. On the other hand, it was ascertained that teacher candidates’ perceptions towards this course did not show significant difference based on the age, sex, membership to a nongovernmental organization and voluntary participation to a civil society activity variables.

In their study entitled “*The Views of Teacher Candidates Related to the Process of Service-Learning and Its Attainments*”, Uğurlu and Kırıl (2012) focused on the impact of the Community Service Practices course on the training of teacher candidates and university-community integration. 74 teacher candidates participated in this qualitative research in which

the course was assessed in terms of its process and outcomes. In this study, fourteen week Community Service Practices course process of 74 students enrolled at Sinop University, Faculty of Education, Departments of Science Education and Classroom Teaching was observed and then the course was evaluated in terms of its process and outcomes through examining the selected files and the activity reports and taking the students' opinions. Suggestions were developed to make the course more effective and efficient through the evaluations of the course in terms of its contribution to one's personal and professional development, to the community, the difficulties encountered and the contribution of the projects produced to the society. Accordingly, it could be inferred that the sensitivity level of the participant teachers to social problems and their ability to identify problems were at the expected level. Students' opinions were generally positive during the implementation of the course. All of the participants noted positive opinions about the course. Participants stated that the course's contribution to their personal development was generally at a high level. All the participants agreed that their self-confidence, communication skills, understanding of team work developed obviously thanks to the course in question. In term of the course's contribution to their professional development, teacher candidates declared that it provided happiness and pride to them because of choosing the teaching profession; it mediated them to gain the skills that would be required in their profession; the communication skills, self-reliance and the understanding of teamwork it gained in their personal development would reflect on their success in their professions. They also reported that they gained experience in working with students in their works in schools; and by learning the procedures in the works they performed with the authorities they would prepare themselves to give counseling to their students in the future. As for the contribution of CSP course to society, teacher candidates mentioned that the course in question increased their social awareness; it enabled them to look more critical in determining the problems of society; it increased cooperation; it provided

them to become aware of the fact that although it seemed that there were a lot of non-governmental organizations (associations, foundations, etc.), most of them were only on signs and this situation encouraged them to be more active. The course also increased their belief that they could create a change alone, and it developed their sense of responsibility.

Küçüköğlü and Ozan (2014) aimed to determine the social responsibility levels of prospective teachers through the applications carried out within the scope of community service practices and to examine the differences between prospective teachers' social responsibility levels in terms of different variables in their study called "*An Analysis of Prospective Teachers' Social Responsibility Levels within the context of Community Service Practices Course*". The study was carried out by using scanning model. The study population consisted of prospective teachers who were studying at a faculty of education and who took community service practices course in the fall semester of 2013-14 academic year. The sample of the study was comprised of a total of 348 prospective teachers who were selected by convenient sampling method and who were studying at the departments of Turkish Education, Social Sciences, Pre-School and Guidance and Psychological Counselling. In this study, "Community Service Applications Inventory" which was developed by Olney and Grande (1995) to determine prospective teachers' levels of social responsibility through the course of community service applications was applied. The researchers formed the short form of the scale by reducing the 64-item original scale to 30 items and the Turkish adaptation, reliability and validity studies were conducted through the data obtained from 413 prospective teachers apart from the sample of the study. In the exploratory factor analysis, a three dimensional structure including "exploration", "realization", and "internalization" was obtained depending on the original scale. When the results of the study were analyzed, it was seen that the highest level of social responsibility that prospective teachers perceived within the scope of community service practices were at the exploration dimension; on the other

hand, the lowest level that they perceived were at the realization dimension. This situation was not consistent with the results expected from prospective teachers. It was expected that there had to be high level of social responsibility in the dimensions of realization and internalization. The step of exploration is the first step in terms of social responsibility level and it indicates that students primarily participate in the events to have fun, to be a part of any peer group, or to get high scores. In this respect, the exploration dimension's having higher mean than the other dimensions can be considered as a negative result. Finally, the social responsibility levels prospective teachers perceived within the scope of community service practices course did not vary statistically significant according to the gender, the program and GPA variables.

Studies conducted with the Instructors

Seban (2013) aimed to evaluate the Community Service Practices course which began to be taught as a compulsory subject in teacher education through the perspectives of the instructors who were teaching this course in her study named "*Faculty Perspectives of Community Service Learning in Teacher Education*". The purpose of the study, in particular, was to investigate how faculty members described community service; what advisors, participants thought about the characteristics of community experience and the kind of experiences they gained from this course and what kind of issues and problems they drew attention about the evaluation of the course. Data were obtained through the semi-structured interview which is one of the qualitative research data collection methods. Content analysis was used and the opinions concerning the course were classified in three categories including the purposes, the process and the place of the course in the program and then evaluation was made considering these categories. A total of 10 faculty members including 6 female and 4 male lecturers, 5 of whom from Classroom Teaching, 2 of whom from Pre-school Education, 2 of whom from English Language Teaching, 1 of whom from Department of Physical

Education volunteered to participate in the study. According to the research results, the course advisors stated that they wanted students to gain sensitivity to problems and needs, to acquire problem solving skills and the basis of making and implementing projects. Advisors stressed the importance of advisors' competency, the area of expertise and the choice of institutions in the conduct of the process. They also drew the attention to the issues such as the difficulty of evaluating the process, the inadequacy of a semester-long time for this course, and the necessity of volunteerism's being taken as a basis. Last but not the least, it was suggested that there is a need to conduct long term studies that will evaluate the process and the content in this area and that will measure the permanent impact of the course on students.

Ergül and Kurtulmuş (2014) intended to discuss instructors' views on community service applications course from the point of prospective teachers' gaining and developing permanent awareness of social responsibility in the study called "*Views of Academic Staff about Community Service Applications Course in Improving the Understanding of Social Responsibility*". Purposive sampling method was used in this study which was interwoven according to qualitative research method. Participants consisted of instructors who gave Community Service Applications course in a faculty of education. Data were collected through a structured interview form. Research results indicated that education faculties must give place to social responsibility in their mission and vision and it was identified that activities must be organized in order to gain social responsibility to students. Most of the participants reported that Community Service Applications course was not adequate in developing prospective teachers' social responsibilities. Participants also expressed that it was a major problem to confine prospective teachers' development of social responsibilities in a single course, and also inability to go beyond theory in this course and the course's being seen as an additional source were another important problems. To improve education faculty students' understanding of social responsibility except CSP course, the things that could be

done were evaluated under two main headings by the participants; namely, the things that could be done by the institutions and the ones that could be done by the course instructors. The participants also laid emphasis on the fact that faculties of education must produce social projects institutionally and thus must guide students in terms of social responsibility. In addition, it was also elaborated that it needs to be contacted with the institutions with various social aspects; visits need to be arranged to such institutions and it must be believed that social responsibility might be developed. Furthermore, participants suggested what instructors could do to improve the social responsibility of the Faculty of Education students. Taking an active role in the projects that will be carried out institutionally and guiding students in these projects are expected from the instructors. Besides, it was also discussed that the course instructors should work with students effectively; they should improve the dialogue with organizations related to their field; the trips should be arranged and they should keep the subject on the agenda frequently.

Studies Carried Out Abroad

Astin and Sax (1998) conducted a study called "*How Undergraduates are Affected by Service Participation*" to scrutinize the effect of the community service activities that undergraduate students participated on their developments. The sample of the study consisted of 3450 undergraduate students; 2,287 of whom were female and 1,163 of whom were male, taking part in the activities of 42 non-governmental organizations. The data were obtained through various surveys that were previously used. As for the types of services undergraduate students participated in; 73 % percent of undergraduate students participating in Community Service Applications conducted activities in the institutions dealing with education; 64.5 % were in institutions dealing with social needs; 53.3 % in institutions dealing with the environment; 22.1 % were in institutions relevant to social security. Besides, it was indicated that 18 % of students had participated in the Community Service Practices in less than one

month; 28 % of them participated in more than 12 months and 54 % participated in approximately 6 months. Based on the research results, it was observed that the academic developments, life skills, social responsibilities of students who participated in the events during their undergraduate studies increased greatly.

Billig (2000), in his theoretical article named “*Research on K-12 School-Based Service Learning: The Evidence Builds*”, aimed to determine the impacts of Community Service Practices by discussing the results of the studies conducted in the context of Community Service Practices. In his study where he discussed the results of studies conducted at different times and with different objectives, the researcher concluded that Community Service Practices has numerous benefits. It was emphasized by the researcher that the outcomes of Community Service Practices were affected by the environment in which the activities were conducted. It was highlighted that in order to achieve academic performance from Community Service Practices at the expected level, a set of clearly defined topics with borders open should be organized and added to the curriculum. Moreover, it was stressed that for the realization of the students’ participating in the social activities at the desired level, teachers need to help their students. It was also specified that research in depth need to be carried out to understand Community Service Practices better and correctly. Lastly, it was argued that if we want Community Service Practices to play an active role in students’ professional lives, the activities that will be performed are supposed to be in the quality that will improve their professional knowledge.

Rama, Ravenscrott, Wolcott and Zlotowski (2000) investigated the theoretical aspect of works conducted in the field of Community Service Practices extensively for the educators and researchers in their article entitled “*Service Learning Outcomes: Guidelines for Educators and Researchers*”. Researchers examined the studies carried out in the field of Community Service Practices in two different aspects including the effects of CSP on students’ intellectual

development and the effects of CSP on the personal development of students. Researchers scrutinized the studies that affected students' mental development under two titles including research conducted theoretically and research conducted experimentally. Based on the results obtained from theoretical research conducted in the context of Community Service Practices, it was identified that as students become conscious of the problems in daily life, they participate in Community Service Practices more willingly and motivated. It was also ascertained by the researchers that real life experiences facilitate students to analyze complex problems. The experimental researches carried out in Community Service Practices contained the GPA of students, student and faculty reports, students' writings and interviews with students. According to the results of experimental research findings, it was emphasized by the researchers that there was a positive relationship between students' mental development and Community Service Practices. Researchers classified the impact of Community Service Practices on students' personal development in two different ways as theoretical studies and experimental studies. The researchers mentioned that the theoretical studies which examined the relationship between the personal development of students and Community Service Practices included the ethical behaviours, the concept of honesty, the analysis of the activities carried out, and constructive behavior changes. Researchers also highlighted that the experimental factors including students' personal development within the context of Community Service Practices were not fully determined in the studies conducted. To conclude, researchers found out that to ensure the gains that will be obtained from CSP at the desired level, the applications need to be planned in advance; it is also important to know the characteristics of students and the environment in which the applications will be performed.

Astin, Vogelgesang, Ikeda and Yee (2000) conducted a study called "*How Service Learning Affects Students*" to determine the effects of Community Service Applications on undergraduate students' cognitive and intellectual development and to ascertain which

learning approaches of undergraduate students CSP improved. While the sample of the quantitative data of the study was comprised of 22, 236 students studying at various universities between 1994-1998, the qualitative data sample of the study were composed of the views of the faculty members and students. 30 % of students participating in the research stated that they got involved in Community Service Applications when they were undergraduate students at the university; on the other hand, 46 % of students stated that they participated in Community Service Applications at the diverse Civil Society Organizations and Public Enterprises. However, 24 % of students declared that they did not attend to the Community Service Applications. According to the results of the research findings based on the qualitative and quantitative research methods, it was concluded that the academic productivity of students who participated in community service practices and their demand for joining Community Service Applications after graduation increased considerably. Their self-confidence and leadership skills developed as well. It was highlighted by the researchers that students' opinions and thoughts about the meaning and importance of Community Service Applications were one of the most important factors determining the effectiveness of Community Service Applications. Researchers asserted that Community Service Applications is an important potential that combines the academic lives and individual lives of the students. Researchers maintained that there are important educational functions of Community Service Applications such as taking part in academic content, integrating individuals into society, developing student - student and student - faculty interaction and collaboration and improving students' and faculty members' critical thinking skills. Consequently, researchers suggested that different types of civil society organizations should be investigated comprehensively to implement Community Service Applications systematically and properly.

Simons and Clearly (2006) conducted a research titled "*The Influence of Service Learning on Students' Personal and Social Development*" to determine the impact of service

learning course on students' personal and social development and their learning outcomes. An explanatory method design was applied in this study. 142 undergraduate students enrolled in a psychology course in a private university from 2002 fall semester until 2004 spring semester participated in the study. As a result of the research, it was emerged that service learning course has a major contribution to the students' academic learning, social and personal development. Interestingly, it was emphasized that the social institutions where the activities of service learning are performed affect students' personal and social development saliently. Considering in this context, researchers stressed that it is of the utmost importance that advisors should obtain detailed information about the institutions when choosing the institutions in which the practices will be carried out; they should examine the activities that the institutions performed carefully and they should observe the functioning of the institutions. The research findings also revealed that students' perceptions towards society changed; they learned to make contact with individuals from different cultures and they became more tolerant towards cultural differences. Most of the students who participated in the service learning program emphasized that the program increased their personal information about the society and changed their perceptions on the whole. Finally, the researchers drew the conclusion that faculties' or universities' preferring short term projects instead of long-term projects will yield more positive results in terms of students.

Banerjee and Hausafus (2007) evaluated Faculties of Human Sciences and Consumer Sciences (FCS) which applied and did not apply service learning in their teaching programs through various variables in their study titled "*Faculty Use of Service- Learning: Perceptions, Motivations, and Impediments for the Human Sciences*". The study was conducted through a cross-sectional survey research method. While the population of the study consisted of 1662 faculty members, 368 randomly chosen faculty members created the sample of the study. The research data were collected electronically via e-mail. As a research instrument, three surveys

were utilized. Participants' professional experiences and their demographic features constituted the first survey of the study. In the second survey of the study, it was aimed to uncover how the added-value of service learning in teaching was perceived by the faculty members and the third survey aimed to reveal the barriers that faculty members encountered while they were carrying out service-learning in their teaching. As a response to the second survey, faculty members who implemented service-learning in their training programs stated that it was an effective learning strategy. They also stressed that service-learning contributed to the students' providing solutions to social problems. According to the findings of the research results, faculty members who conducted service-learning in their teaching reported that service learning enhanced students' personal development; it enabled communication between the university and non-governmental organizations; it contributed to the students' comprehending social problems systematically and also it increased students' tolerance culture. On the other hand, the main problems faculty members faced while implementing service-learning were the limited time, the shortage of resources and financial problems, lack of reward system, difficulties related to the inability of carrying out the activities efficiently, the negative feedbacks from students and community. To carry out service-learning in the teaching programs more efficiently and effectively in higher education institutions across the United States, it was emphasized that the gains of students, the time spent for the applications and cooperation are of great importance. As a consequence, although faculty members knew that the time allocated for service-learning and the support given were limited and they felt anxious about this situation, it was reached the conclusion that they were aware of the importance of student outcomes.

Tomkovick, Lester, Flunker and Wells (2008) aimed to determine the effects of service-learning program which had previously been involved in the training program of the university to the service learning program in the future in their empirical research called

“Linking Collegiate Service Learning to Future Volunteerism: Implications for Nonprofit Organizations”. The alumni who received service-learning course in the Midwestern University formed the population of the research. The sample of the research consisted of 131 graduate students who graduated from the management and marketing department at Midwestern University in 1998-2003. Those participants were reached through the registration database of the alumni who took the service learning course in those years and they were gotten in contact via e-mail ultimately. Research data were collected through the questionnaires that were sent to graduated students electronically. Based on the findings of the research, it was emerged that the volunteering behaviours that were acquired in the past within the context of service learning affected the volunteering behaviours in the future directly. The research results indicated that service-learning coordinators and faculty advisors must develop projects that students can participate voluntarily after they graduate by being in cooperation with civil society organizations. It was concluded that the administrators of Civil Society Organizations and faculty coordinators who conduct service-learning should exert more effort to ensure that graduate students will maintain their voluntary activities.

McClam, Diambra, Burton, Fuss and Fudge (2008) in their study called *“An Analysis of a Service-Learning Project: Students’ Expectations, Concerns, and Reflections”* aimed at reflecting the service-learning experiences of undergraduate students through their written assignments. The sample of the study consisted of 23 undergraduate students enrolled at a Southeastern University in the United States. 78 % of the participants were female and % 22 of them included male counterparts. The survey data were composed of pre-project and post-project written assignments of students. The assignments students wrote prior to project and the assignments students wrote to reflect their experiences after the project were used in the qualitative analysis of the survey data. Students were asked to write their expectations and concerns before the service -learning project. Researchers listed four headings under the title

of “expectations”; namely, practical experience, translation of theory to practice, skill development and career confirmation and they listed three headings under the title of “concerns”; namely, building relationship and rapport, self-confidence and gaining skills. The results of the research findings demonstrated that students gained real-life skills through the applications and they learned through experience. Students reported that they applied the knowledge they learned to real life experiences successfully. They also mentioned that they developed their self-reliance and cooperation skills through the service-learning project. The findings also indicated that experimental learning activities which planned well and the boundaries of which were clearly defined eliminated students’ concerns prior to application; they provided sense of self-confidence in students’ future professional lives; and the meaningful practices provided rich learning experiences for undergraduate students.

Kenary (2009) aimed to identify the perceptions of leadership behaviours of undergraduate students who experienced service learning in her doctoral thesis titled “*Service Learning Experience and Undergraduate Leadership Behaviours: An Action Research Case Study*”. 25 students who participated in the leadership training for a semester were selected by random sampling. 25 students were randomly assigned to 5 separate groups consisting of 5 students each. The method applied in this research was mixed-method action research case. In this research in which mixed method was used, the data were collected through triangulation. It could be inferred from the research findings that students’ experiences of service learning affected their leadership behaviours positively. It was also noted that faculties or universities need to apply experiential learning methods in the higher education courses to develop students’ leadership behaviours. Lastly, it was specified by the researcher that different types of research that measure students’ leadership behaviors should be conducted.

Gallant, Smale and Arai (2010) sought to determine the attitudes of undergraduate students who took part in compulsory community service practices during their high school

education about social responsibility and volunteerism in their research study entitled “ *Civic Engagement Through Mandatory Community Service: Implications of Serious Leisure*”. The sample of the study involved 865 undergraduate students who were studying at different departments such as health sciences, arts, social sciences, engineering, mathematics and natural sciences in a university in the south-west of Ontario, Canada in 2007 summer and fall semesters. The participants were chosen from those who participated in community service practices in their high schools. As a data collection tool, a questionnaire was used. The questionnaire was composed of four different parts. These parts were respectively listed as the part measuring the quality of the community service practices that students experienced in their high school education; the part containing the community service activities that students participated in their high schools; the part dealing with the current ideas of students related to social responsibility; and the part that mentioning the other factors such as religion, family that affected students’ active participation to the community services. The findings obtained from the research results indicated that there were significant results in the attitudes of students who had qualified experiences in the context of community service practices in the past about social responsibility and civic engagement. These high quality community service practices contributed students to participate in the community service practices willingly in their ongoing life. Moreover, it was ascertained that the students who participated in community service practices in their undergraduate education got fruitful achievements compared to their counterparts who did not experience it in terms of civic engagement and social responsibility in the future.

Manko (2010) aimed to determine the views of teachers on the implementation of service-learning in the classes depending on the experiences they had in her doctoral thesis titled “*An exploration of teachers’ perceptions of the value of employing service-learning in the classroom*”. The study group was comprised of 47 teachers who were selected out of 72

teachers through purposeful sampling method in the southwest state of Pennsylvania in the United States. The phenomenological method which is one of the qualitative research methods was applied in this research. The research data were obtained from the semi-structured interview form. The results showed that teachers understood the importance of adapting service learning into the curriculum and they highlighted numerous benefits of incorporating service learning into their classrooms. Teachers also noted that in order to get more efficient and effective outcomes from service-learning, sufficient time should be allocated for the applications and the applications need to be supported financially. They maintained that they should be educated well in order to carry out service-learning in the secondary schools fruitfully.

Ruso (2012) aimed at investigating the contribution of community-based service learning projects chiefly on college students' affective learning domain in her doctoral thesis entitled "*An Action Research in EMU: Integrating Community Based Service-Learning Projects*". This case study which was based on an action research project, tried to uncover a unique phenomenon (community based service learning project) in Eastern Mediterranean University. A total of 80 students who were studying at the fields of sports and recreation, tour and travel, and hospitality management constituted the sample of the study. The triangulation method containing different data collection tools was preferred and the data required were collected through pre-test, post-test, reflective writings and semi-structured interviews in this research study. Students participating in the project were of the opinion that Community Based Service Learning Project was a useful experience and worth spending time on it. The main findings of the research showed that community based service learning projects examined, formulated and clearly indicated the values of tasks that students performed within the context of the project. They also developed their collaboration and problem-solving skills which contributed importantly to their personal, professional and

cognitive development. As a result of the projects, not only cognitive training but also affective and behavioral growth including personal development was pursued for the purposes of higher education. The effective results obtained from this study promoted school administrations to adopt the community based service learning projects as a theoretical part of education.

In their study called "*Service-Learning Might be the Key: Learning from the Challenges and Implementation Strategies in EFL Teacher Education in Oman*", Al Barwani, Al-Mekhlafi and Nagaratham (2013) aimed to scrutinize the problems and difficulties that were experienced during the implementation process of service-learning in English as a Foreign Language (EFL) Education in Oman. The study also examined the strategies that could be applied to cope with the difficulties faced. A total of 65 participants including instructors of EFL, pre-service teachers, administrators and administrative staff at the pre-service education program in the college of education, Sultan Qaboos University got involved in the study. A questionnaire consisting of two parts was administered to the participants. In the first part, participants were asked to respond to 26 challenge items such as curricular, community, faculty and student matters; in the second part, they were asked to respond to 77 strategy items. Descriptive statistics were used in the analysis of the data. The findings of the study demonstrated that the importance of service-learning in EFL education was appreciated by every stakeholder. However, some challenges were experienced that might hinder the implementation of service learning effectively. Firstly, as for institutional matters, the results indicated that the administrators and administrative staff did not give enough support in service-learning implementations. Secondly, in regard to curricular matters, there was a lack of curriculum that service-learning was placed in at large. Thirdly, as regards to community matters, public students were lack of sites that they could perform their service-learning activities. Fourthly, with regard to faculty matters, the faculty was not ready to apply service-

learning as a teaching tool. Lastly, from the students' perspectives, they didn't have plenty of time to carry out service-learning activities; therefore, they admitted that they could not meet the requirements of service learning. To overcome those challenges, some strategies were offered such as integrating service learning into the curriculum of EFL education and instilling positive attitude to the stakeholders about service learning's being an effective teaching method and instructors' being knowledgeable about the theoretical and practical dimensions of service learning.

Seilstad (2014) aimed to explore the theoretical and pedagogical foundation of a service learning program for learners of English language at a public university and a local high school in Morocco in his article titled "*Designing, Implementing, and Evaluating a Department – Wide Service Learning Program for English Language Learners in Morocco*". As for the participants, 20 university and 17 high school students who were from various socio-economic and educational backgrounds involved in the study. As a data collection tool, students' written journals, an online survey, a paper survey, and students' final grades were used. To reflect their thoughts about the program, university students were asked to keep journals and they also filled in an online survey at the end of the program to specify their perspectives about the academic, personal, social and citizenship gains of the program. On the other hand, high school students completed a paper survey to state their general impressions about the program and to evaluate the program in terms of its academic outcomes. The author eventually used university students' final grades. The results obtained from the analysis of university students' reflection journals, evaluation surveys, and final grades indicated that university students felt that they personally got satisfied fully from involving in the language program as a service learning project; their final grades showed that they improved academically; they became more sociable; and they became more active citizens in service learning. As for the overall impressions of the high school students, they mentioned that the

program facilitated them to express themselves more confidently in English. The program improved their English on the whole.

He and Prater (2014) aimed at investigating the effect of a writing project as a part of the service learning project on teachers' developing their knowledge of English as a Second Language (ESL), and on their levels of reflection in the process of the project. The participants of the study consisted of 12 teacher candidates. They were selected from those who were taking *TED 603: Literacy Instruction for English Language Learners*; a course in which participants were required to carry out a writing project within the context of service learning. In this course participants were asked to guide English Learners (ELs) from different countries. As for the requirements of the writing project, the participants were obliged to aid students to choose a writing topic and to help them finalize the writing project. They were also asked to record their one-to-one meetings. Moreover, at the beginning and end of the semesters, personal information and beliefs of participants concerning working with learners of English were obtained. The data were collected qualitatively through the statements participants expressed about their beliefs before and after teaching and the journals of individual sessions throughout the semester. The findings obtained from the study showed that teacher candidates and English Learners gained a lot of benefits from this project. Teacher candidates declared that their professional and pedagogical knowledge developed as a result of this experience and it enabled them to develop different strategies to meet different language learners' individual needs. Students acknowledged that they would be able to choose their own topics and this increased their motivation. Teacher candidates emphasized that ELs brought many assets into the classroom since they could insert their cultural elements and first language in their writings. This resulted in ELs' expressing themselves more openly and teacher candidates' enhancing their cultural knowledge as well. However, the participants' levels of reflection were not in line with their level of ESL teaching experiences. Their

reflective practice was not enhanced. They were lack of critical reflection among them.

Summary

This introductory chapter starts with some key elements of a thesis such as the background of the study, purpose of the study and the research questions, significance of the study, assumptions of the study, limitations of the study, and scope of the study. In the literature review part, some basic issues of community service practices; namely, the fundamentals of community services, educational aspect of community service practices, the fundamentals of community services in higher education, the development of community service practices in Turkey, the purpose and scope of community service practices and the outcomes of community service practices are mentioned in succession comprehensively. Later on, in the second part of literature review, under the heading of project preparation and implementation process within the scope of community service practices in ELT, the scope of projects, the characteristics of projects, the implementation phases of projects and lastly the benefits of project implementations are presented. In the last part of the introductory chapter, the studies carried out in Turkey and abroad regarding community service practices are examined in depth. In the light of the related studies, the researcher of this study aimed to find out the views of prospective teachers on implementation process and outcomes of Community Service Practices Course and conducted this study to explore how CSP course is handled in the Division of English Language Teaching. Methodology and these issues will be discussed in detail in the following chapter.

CHAPTER II

METHODOLOGY

Introduction

This chapter is about the methodology utilized in the present study to find out the student teachers' perspectives on Community Service Practices course in English Language Teaching. In the first part, how the questionnaire was constructed and what parts it comprises are explained. In the second part of the chapter, the administration of the questionnaire is mentioned. In order to avoid any ambiguity in the main study, how piloting was conducted is explained in this part. Finally, the last part of the chapter is about the main study with its setting, participants, materials, procedure for data collection and analysis.

Research Method Used in the Study

The present study in which Community Service Practices course was evaluated by student teachers in the Department of English Language Teaching is descriptive in nature. Mixed method was used in this descriptive study. The study followed both qualitative and quantitative methods for the student teachers. Firstly, student teachers were asked to state their predictions and expectations from the course through open-ended questions at the beginning of the term. In the light of the student teachers' responses to the open-ended questions, a questionnaire was formed to obtain the views of student teachers regarding the implementation process and outcomes of Community Service Practices course in English Language Teaching. In the second part of the questionnaire, student teachers were asked to express their views about what should be done to increase the efficiency of Community

Service Practices course in ELT. Moreover, student teachers were interviewed to clarify the results obtained from the questionnaire items. The construction process and description of the open-ended questions, the questionnaire and interview questions used in the study are explained in detail below.

Construction of the Open-ended Questions, Questionnaire and Interview Questions

The survey was originally adapted from Arcagök's MA thesis (2011) entitled "*The Evaluation of the Service Learning at the Primary School Education Department*". However, the questionnaire items were reviewed and improved by considering the 64 student teachers and the expert's ideas in ELT. To achieve this, firstly, the researcher asked the student teachers to state their predictions and expectations about the course in question at the very beginning of 2014 Spring Semester through open ended questions (See Appendix A for the open-ended questions). The open-ended questions were formed by considering the literature review and the instructors' ideas. Consequently, the researcher constructed an item pool which has newly added items by reviewing the literature and by taking the ideas of both the student teachers and the instructors who teach this course into consideration. The item pool consists of 59 items and four parts (See Appendix B).

Before forming the questionnaire to be used in the pilot study, three instructors who supervise Community Practice Services in ELT at Uludağ University and one expert from ELT department in ÇOMU were asked to express their opinions about the questionnaire and some of them believed that the questionnaire items had been very long. Hence, the researcher revised the items of the questionnaire and some items were changed or omitted in the light of the instructors' and the expert's ideas. The questionnaire was limited to the 40 items and three parts (See Appendix C). It goes without saying that the revised items became shorter and much clearer for the students to be used in the piloting and main study.

Upon the construction of the questionnaire, the pilot study was conducted with 93 student teachers in ELT department at ÇOMU. The pilot study results revealed that there was ambiguity in some items in the questionnaire and thus the researcher clarified those unclear items. After the final form of the questionnaire constructed, the main study was implemented by the researcher.

The interview questions were developed by identifying the specific quantitative results that require more explanation. The responses of the participants to the interview questions were analyzed to get a deeper understanding of why some certain items were statistically salient or not salient.

Description of the Questionnaire

The questionnaire consists of three sections. In the introduction section, the purpose of the research is explained to the student teachers of English Language Teaching. It is also promised by the researcher that as the survey will be evaluated in bulk and kept confidential, participants do not need to write their names on the questionnaire.

In the first part, the participants are asked to state their gender to find out whether there is any difference between male and female participants with regard to their views on the implementation process and gains of Community Service Practices. Following gender, student teachers are asked to state the number of projects they participated within the scope of Community Service Practices and list the projects/activities they participated within the scope of Community Service Practices consecutively.

In the second part of the questionnaire, student teachers are expected to response to the items regarding the implementation process and gains of Community Service Practices. Accordingly, the student teachers are to put a cross (x) into the box which are appropriate for them. Likert- type scale was used in this questionnaire ranging from '5 = Strongly Agree' to '1 = Strongly Disagree'. In the light of literature, the researcher categorized the items into

two main components: implementation process and gains items. The implementation process consists of eight items (items 11, 13, 14, 15, 16, 17, 21, 23). The gains of CSP is comprised of three associated components; namely, career development, social/community development and self-improvement. This domain includes thirty-one items, of which five items (items 1, 2, 3, 12, 20) are related to career development, ten items (items 4, 5, 6, 7, 8, 9, 19, 22, 35, 36) to social/community development and sixteen items (items 10, 18, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37, 38, 39) are related to self-improvement component.

In the open ended (third) part of the questionnaire, the researcher aimed to identify student teachers' views on how to and what should be done to increase the efficiency of Community Service Practices in ELT. To do this, student teachers are asked to write about their comments on this issue (See Appendix D).

Administering the Questionnaire

The questionnaire was administered to the student teachers. To gather the data needed, the questionnaire was first piloted to avoid any difficulties, it was then utilized in the main study to collect the necessary data. *Pilot and Main Study* are explained below in detail considering the setting, participants, materials, procedures for data collection and data analysis.

The Pilot Study

The pilot study was carried out at Çanakkale Onsekiz Mart University. The questionnaire was piloted to the 105 student teachers in ELT Department. The researcher himself handed out the questionnaire to the available and volunteer student teachers. However, 93 out of 105 student teachers' questionnaires were evaluated since 12 questionnaires had many missing items; so, they were left out. Responding to the items of the questionnaire took nearly 15-20 minutes. Piloting was done in April, 2014. The process for data collection took two days. Afterwards, to get some implications for the main study, the

data collected from the student teachers were analyzed. The findings obtained from the pilot study revealed that the participants did not experience any tangible difficulty except the ambiguity of some terms when responding to the questionnaire items. Surprisingly, it was noticed by the researcher that items 11 and 16 have almost the same meanings so, by taking the expert's opinion into consideration, item 16 which seemed ambiguous was omitted and the ideal questionnaire items were restricted to 39 items for the main study.

As for the reliability of the items of the questionnaire, the analysis revealed a Cronbach's alpha score of $\alpha = .97$ over 40 items. This score indicated high reliability for the survey to be used in the study (Büyüköztürk, 2006).

Main Study

Setting

The main study was carried out at Uludağ University, Department of English Language Teaching. The 3rd year student teachers who were taking Community Service Practices course got involved in the study. The main study was conducted in May- June, 2014.

Sampling and Participants

As this study aims at getting the opinions of the students teachers on the implementation process and gains of Community Service Practices in ELT, the participants of the study consisted of 158 third year student teachers; 118 of whom were female (74.7 %) and 40 of whom were male (25.3 %). As a matter of fact, the number of the participants was 182 in total; yet, 24 participants' questionnaires with missing items holding more than 20 % of the total number of the questionnaire items were not involved in the study.

Materials

A questionnaire backed up by open ended questions and related literature review was used in this study to obtain the views of student teachers on the implementation process and

gains of Community Service Practices in ELT. Furthermore, in order to explore and interpret the statistical findings of the quantitative part of the study through broad perspectives, student teachers were also interviewed. To clarify the results emerged from the quantitative part, semi-structured interview questions were asked to the 20 interviewees (See Appendix E). Student teachers' responses to questionnaire items and open ended part of the questionnaire and their responses to the interview questions helped the researcher to assess Community Service Practices in ELT on the whole.

Data Collection

As for the data collection, the researcher aimed to conduct the study to 158 student teachers. Therefore, he got more than 450 copies of the students' questionnaire. In the third and fourth weeks of April 2014, the researcher prepared the questionnaire then it was put into separate envelopes for each section. Afterwards, he conducted the questionnaire under the supervision of the lecturers who taught or were teaching Community Service Practices course throughout May 2014. Data collection process from the students took almost a month (May-June 2014).

Data Analysis

The data obtained through the student teachers' questionnaire were analyzed through descriptive statistics, Independent Samples T-test and Cronbach Alpha Coefficient Reliability by using SPSS 20 (Statistical Package for Social Sciences) version. The results obtained from data analysis will be presented hereafter in Chapter Three and Four.

Furthermore, the researcher analyzed the internal consistency of the questionnaire items as done in the pilot study. The reliability of the modified and proofread questionnaire revealed a Cronbach's alpha score of $\alpha = .92$ over 39 items by the researcher. This score indicated high reliability for the survey to be used in the study.

In order to determine whether the data set shows a normal distribution or not, the test

of normality was applied. To check whether there is a normal distribution or not among the populations, Kolmogorov-Smirnov (K-S) was used. Table 1 demonstrates the normal distributions of variables.

Table 1

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
items	.107	158	.200*	.955	158	.451

*. This is a lower bound of the true significance

a. Lilliefors Significance Correction

It can be inferred from Table 1 that as the Sig. value of the Kolmogorov-Smirnov (K-S) Test was above 0.05 ($p > .05$) for each item, it can be concluded that the data illustrates a normal distribution. Thus, using a parametric test will be much more appropriate.

For the qualitative aspect of the study, first, content analysis was employed to analyze the prospective teachers' opinions about the ways of increasing the efficiency of Community Service Practices in ELT in the open ended (third) part of the main questionnaire. 117 prospective teachers gave suggestions about how to teach the aforementioned course in ELT more efficiently. Second, a semi-structured interview was utilized to get a deeper understanding related to prospective teachers' views about the implementation process and outcomes of Community Service Practices course placed in the English Language Teaching program. The data obtained from the interviews were transcribed. The interview results were used to support and to countercheck the findings from the questionnaire.

Summary

This chapter explains the methodology pursued in the study. First of all, the construction process of the questionnaire is presented in depth. Later on, the questionnaire is described in detail. Second, the administration of the questionnaire is described eloquently. Lastly, the pilot and main study in which setting, participants, materials, procedures for data collection and analysis are discussed in detail are presented thoroughly.

CHAPTER III

RESEARCH FINDINGS

Introduction

The findings obtained from the main study are analyzed statistically in this penultimate chapter. The information gathered from statistical analysis of data is presented below research questions and the tables.

Aims and Research Questions

This study aims to investigate the perspectives of prospective teachers on the implementation process and gains of Community Service Practices in ELT department. Besides, students' ideas about how to increase the efficiency of Community Service Practices in the department of ELT are scrutinized. The research questions below give insight into the matters mentioned above.

RQ1: What are the prospective teachers' perspectives regarding the implementation process of activities/projects carried out within the scope of Community Service Practices in the ELT Department?

1.1 Is there a significant difference among prospective teachers' perspectives regarding the implementation process of the projects in terms of their gender?

1.2 Is there a significant difference among prospective teachers' perspectives regarding the implementation process of the projects in terms of the number of projects they participated?

RQ2: What are prospective teachers' perspectives regarding the outcomes of Community Service Practices?

2.1. Is there a significant difference among prospective teachers' perspectives regarding the outcomes of Community Service Practices in terms of their gender?

2.2.Is there a significant difference among prospective teachers' perspectives regarding the outcomes of Community Service Practices in terms of the number of projects they participated?

RQ3: What are the prospective teachers' perspectives regarding the ways of increasing the efficiency of Community Service Practices?

Findings

The findings will be presented based on each research question.

RQ1: What are prospective teachers' perspectives regarding the implementation process of activities/projects carried out within the scope of Community Service Practices in the ELT Department?

To find out student teachers' perspectives regarding the implementation process of activities/projects carried out within the scope of Community Service Practices in the ELT Department, the descriptive statistics of the items were examined. During the frequency analysis of the responses given to the items, the researcher recoded the 'Disagree and 'Strongly Disagree' variables into 'Disagree' variable and 'Agree' and 'Strongly Agree' variables into 'Agree' variable to make the analysis of the data easier. To dip into the highest and lowest mean values and frequency distribution of overall questionnaire items, see Table 16. Table 2 displays the highest mean values and the most striking frequency distribution of the questionnaire items regarding the implementation process of activities/projects carried out within the scope of Community Service Practices in the ELT Department.

Table 2

Descriptive Statistics of the Mostly Favored Implementation Process Items of Participants

	N	\bar{X}	SD	% Agree
S14 Carrying out the projects through experiencing/doing	158	4.34	.76	87.3
S17 Carrying out the projects/activities voluntarily	158	4.28	1.0	82.3
S11 Projects' having clear and understandable objectives	158	4.01	.86	79.8

Table 2 demonstrates that overwhelming number of student teachers (n=138) realized the projects mostly by participating themselves ($M = 4.34$, $SD = .76$). 82.3 percent of student teachers also stated that they did projects/activities voluntarily ($M = 4.28$, $SD = 1.0$). The interview results support this finding. 12 prospective teachers indicated that volunteering is essential in community service. Interviewee 8 shared her views about the issue as follows:

Most importantly, we were joining the activities fondly because this course was very different from other courses. For one thing, you expect something in return from other courses. However, it did not come into question in this course. You do things completely by heart. You do not feel any pressure from anybody. For me, it was a great experience. As you know, we were always forced to do something. There was no teacher pressure in this course, actually.

Interviewee 12 also added:

This project is a volunteer-based project. It doesn't make sense until it is done willingly, lovingly. The moment I started to do this project as a volunteer not as an educator, I got rid of all course-related burdens.

Moreover, a good number of student teachers (n=126) indicated that the projects carried out within the framework of CSP bore clear and understandable objectives.

Table 3

Prospective Teachers' Responses to the other Implementation Process Items

The Projects/Activities implemented at the "Community Service Practices" course ...	Disagree %	Neutral %	Agree %
16. are practical enough in terms of the time allotted.	11.4	24.7	64
23. cover the topics of my interest.	15.8	25.3	58.8
15.were guided/supervised enough by the instructor whose knowledge and experience is sufficient for the Community Service Practices.	18.4	26.6	55
21.caused me to have some difficulties during the implementation phase.	20.3	29.7	50
13.were mostly carried out through observation.	24.7	24.7	50.7

The findings obtained through frequencies of the other four items related to the implementation process of CSP were remarkable. Although 64 percent of the student teachers agreed that the allocated time was sufficient enough to complete the projects, a considerable number of student teachers (n = 39) were undecided about the practicality of the time allocated. A few interviewees emphasized the inadequacy of the practice hours. The demand of Interviewee 1 is quoted below:

We do not have enough time to carry out our works and to work together and to solve these problems; first we should have more opportunity to meet with the project advisor and more time should be given to accomplish the project. More importantly, bureaucratic obstacles should be removed to begin the projects as soon as possible.

As for the attraction of project topics, 25.3 percent of student teachers also (n=40) did not find the project topics interesting. The interviewees gave their suggestions about how to get more benefits from the projects. Interviewee 7 declared his suggestions as follows;

Preservice teachers must decide where he would like to work and what project(s) he would like to do by themselves. For example, I would love to work with young learners at a kindergarten but I was asked to work in a different place. In this course, students should be certainly let to decide for themselves about what to do. Otherwise students are done the things that they do not want and the desired results cannot be produced from the course.

Another notable finding is that 55 percent of student teachers believed they were supervised efficiently by the instructors during the implementation of projects; on the other hand, it is worthy to note that the a large number of student teachers (n = 42) were hesitant to declare that instructors were competent and experienced enough at monitoring their projects. One prospective teacher expressed her opinion about this issue as the following:

I6: "I think the activities/projects we did for this course were inadequate. We could have carried out lots of projects related to the field of ELT. Unfortunately, our supervisor could not make good guidance about this subject. He was not experienced enough".

Additionally, half of the student teachers indicated that they experienced some difficulties while they were carrying out their projects. The interview results support this finding as it is seen in the below expression of interviewee 10:

"Transportation costs could have been covered by the university. We had to spend from our own pocket money to go to the school or the institution".

Another interviewee stated that:

I5: "We had great problems because we were lack of the official permits approved by the faculty and the institutions were reluctant to let us do the projects without certificate of approval. Therefore, I think faculty administration should have previously received permissions to overcome such kind of problems".

Moreover, three interviewees mentioned about the other problems they experienced arising

from the institutions in the process of CSP as it is seen in the statement of interviewee 3:

“Institution employees exhibited negative behaviours towards us. Especially we experienced some problems frequently in state institutions. First of all, they do not want us to get involved in their works and they see this work as a chore. Second, they said they did not want students anymore. Even we were greeted as “Yet you came?”

Besides some student teachers experienced communication problems as mentioned by one of the interviewees (I7):

There was a mismatch between the times of the institutions and us. Our timing did not correspond to the institution’s timing. Besides, the employees did not respect us and our work. They did not help us. They underestimated us. They were unwilling to cooperate with us.

Last but not least, again half of the student teachers agreed that the projects implemented at the CSP course were mainly conducted through observation; however, more importantly, the equal number of participants both disagreed and undecided about the realization of projects through observation.

1.1. Is there a significant difference among prospective teachers’ perspectives regarding the implementation process of the projects in terms of their gender?

An independent samples t-test was conducted to compare the mean scores for the participants in the ELT Department regarding their opinions about the implementation process of the projects in terms of their gender. Table 4 indicates the independent samples t-test results of participants regarding their opinions about the implementation process of the projects in terms of gender.

Table 4

Independent Samples T-test Results of the Participants Based on their Gender

	Gender	N	\bar{X}	SD	df	t	p
Implementation Process	Female	118	3.86	.57	156	-3.106	.008
	Male	40	3.59	.41			

Table 4 indicates that there was statistically significant difference between female ($M = 3.86$) and male ($M = 3.59$) participants in terms of their views about the implementation process of the projects. Thus it can be said that female participants were more eager to take part in the projects.

1.2. Is there a significant difference among prospective teachers' perspectives regarding the implementation process of projects in terms of the number of projects they participated?

An independent samples t-test was conducted to compare the mean scores for the student teachers with regard to their views about the implementation process of the projects in terms of the number of projects they participated. Table 5 shows the independent samples t-test results of participants concerning their perspectives about the implementation process of the projects in terms of the number of projects they participated.

Table 5

Independent Samples T-test Results of the Participants Based on the Number of Projects they Participated

	Number of Projects	N	\bar{X}	SD	df	t	p
Implementation Process	4 and more	92	3.76	.52	155	598	.551
	Fewer than 4	65	3.81	.56			

The findings revealed that there was no significant difference between the student teachers in regard to their views about the implementation process of the projects in view of the number of projects they participated.

RQ2: What are prospective teachers' perspectives regarding the outcomes of Community Service Practices?

Student teachers' views pertaining to the outcomes of Community Service Practices course were examined through descriptive statistics and Table 6 presents the highest mean scores and frequency distribution of the participants in terms of their career development.

Table 6

The Distribution of Participants' Responses to the Mostly Favored Career Development Items with Regard to the Gains of CSP Course

Career Development Items	N	\bar{X}	SD	Agree %
S1 Allowing to apply the experiences gained through CSP on one's teaching profession	158	4.15	.88	82.3
S2 Allowing to be competent at one's teaching profession	158	4.01	.91	80.4
S12 Being useful for one's teaching profession of English	158	4.01	1.0	74.7

Based on the findings in Table 6, it can be inferred that the vast majority of student teachers (82.3 %) were able to apply the experiences they gain through Community Service Practices on their teaching profession ($M = 4.15$, $SD = .88$). Student teachers also stated that the projects/activities they implemented at the CSP course allowed them to be competent at their teaching profession and such practices were useful for their English language teaching career in succession with the equal mean values (S2, S12). Related to the professional outcomes of the course, some interviewees claimed that the course provided a lot of

opportunities for preservice teachers to gain teaching experience as it is understood in the statements of the following interviewees:

I2: “Thanks to this project, I believe that I gained such a great teaching experience that I’ll never get in any practicum, perhaps”.

I18: “I had the chance to practice my knowledge that I learned theoretically. It was a very beneficial experience for my future profession”

I9: “The school we visited was full of low socio-economic status. The students were almost back in all areas of development let alone English. I think it was a serious experience for us since it guided us about how to act if we start to teach in this type of schools in the future”.

Table 7

Student Teachers’ Responses to the remaining Career Development Items

The Projects/Activities implemented at the “Community Service Practices” course ...	Disagree %	Neutral %	Agree %
3. would allow me to develop strategies for teaching	9.5	21.5	68.9
20. have helped me to change the society’s perceptions against learning English.	26.6	24.7	48.7

In addition, 68.9 % of student teachers indicated that the projects/activities carried out at the CSP course enabled them to develop strategies for teaching English. One student teacher exceptionally stated that:

I15: “I took part in a project with children who have low or no level of English. This situation gave me an idea about how to approach and how to teach English to those children in my teaching profession in the future”.

Arguably, thirty-four participants remained neutral about item 20. Accordingly, with closer percentages, 26.6 % of participants disagreed and 24.7 % of participants were doubtful

about whether the projects/activities carried out at the CSP course really helped them to change the society's perceptions against learning English while 48.7 % of participants agreed. As a notable but interesting view, one of the interviewees asserted that:

(I16) "The course does not contribute to the field of ELT so how can you expect it to work out to change the community's attitude toward English?"

Prospective teachers' opinions in regard to the social/ community gains of Community Service Practices course were also scrutinized through descriptive statistics and Table 8 presents the highest mean scores and frequency distribution of the participants' responses to social/community development items.

Table 8

Descriptive Statistics of Mostly Favored Social Development Items of Participants

Social/Community Development Items	N	\bar{X}	SD	Agree%
S6 Allowing to be more responsive to social problems	158	4.15	.88	79.7
S19 Helping to identify the needs of the community	158	4.13	.83	79.8
S35 Contributing to approaching to social problems from different angles	158	4.03	.90	78.5
S4 Constituting strong ties between the community and educational institutions	158	4.01	.84	77.8

When discussed through the social outcomes of Community Service Practices, the statistics demonstrate that the projects/activities conducted at the CSP course provided most student teachers (n=126) the opportunity of being more responsive to social problems ($M = 4.15$, $SD = .88$). One substantial finding is that the projects/activities student teachers implemented at CSP course enabled them to identify the needs of the community (S19; $M = 4.13$, $SD = .83$). Majority of prospective teachers said that the projects they performed

enabled them to realize their responsibilities towards the society. Some of the statements they made are as follows:

The project we implemented helped me increase my social consciousness and take concrete and positive steps in solving the problems of the society I live in". (I19)

I noticed that if I, as a teacher candidate, know a variety of features of the society, I could solve the problems caused by social features in the institution that I'm going to serve in the future more easily. The project I carried out within the scope of Community Service Practices contributed to the development of various skills such as sensitivity, awareness, cooperation, solidarity, communication building, social responsibility. (I11)

78.5 % of student teachers also emphasized that such practices contributed them to approach social problems from different standpoints (S35; $M = 4.03$, $SD = .90$). As indicated by one of the interviewees:

This course taught me that we can look at events differently, we can realize that we do not live just for ourselves, we can touch to the lives of the people that we do not know before at an unexpected time, we can help them hold on to the life and we can provide directions to their lives. (I3)

Saliently, 77.8 % of prospective teachers stated that the practices of CSP course constitute strong ties between the community and educational institutions (S4, $M = 4.01$, $SD = .84$).

Table 9

Student Teachers' Responses to the Other Social/Community Development Items

The Projects/Activities implemented at the "Community Service Practices" course ...	Disagree %	Neutral %	Agree %
9. have allowed me to be more environmentally conscious	7.6	21.5	70.8
5. have allowed me to recognize the effective public institutions and civil society organizations closely in social services in Turkey.	7	24.7	68.3
7. have allowed me to learn the structure of society.	8.3	24.7	67.1
22. contribute to the solution of the problems in the community.	8.8	26.6	64.6
8. have allowed me to learn the functioning of society	7.6	26.6	65.9
36. contributed to my recognizing different cultures in the community	17.1	24.1	58.8

Conversely, it can be concluded from the findings that participants remained neutral on some items. Initially, that 70.8 % of student teachers became more environmentally conscious upon the completion of the projects/activities at the CSP course; notwithstanding, 21.5 % of student teachers (n=34) were neutral about this item. A typical comment from one of the student teachers is as follows:

I12: "Generally, the projects we did were not relevant to the development of environmental awareness; on the contrary, they were mainly teaching based projects".

Secondly, 68.3 % of participants (n=108) admitted that they were able to recognize the effective public institutions and civil society organizations closely in social services; however, it should be considered that a considerable number of participants (n=39) were undecided about the aforementioned benefit of CSP course. Interviewee 3 shared her experiences on this issue as follows:

The most important problem we faced was that people working in public institutions approached us with suspect such as ‘Are we being questioned, audited?’ Where did you come from? You increased our workload; Do you have any official letter in your hand?’ We did not experience such problems in voluntary organizations.

Thirdly, thanks to CSP course, 67.1 % of student teachers stated that they were able to learn the structure of society as well. Interestingly, the same number of student teachers was again undecided about that function of CSP course. Besides, it shouldn’t also be underestimated that although 64.6 % of the participants indicated that the projects/activities implemented at the CSP course made a contribution to seek a solution to the problems in the community, 26.6 % of the participants (n=42) highlighted they were not so sure about the practicality of CSP course on searching out a solution to the problems of the community. Another intriguing finding is that again the same number of student teachers was hesitant to declare that the projects/activities they carried out at the CSP course allowed them to learn the functioning of society. One of the interviewees made a striking comment on this matter as the following:

We, as prospective teachers, who have been trained by tests are in fact too far from life. We are not very aware of the realities of the country we are going to serve because we have been imprisoned in the triangle of classrooms, homes and schools. So, we do not know ‘Who will we teach? What and How? What will we do? Which people will we deal with?’

Last but not least, many student teachers (n=93) acknowledged that they were able to recognize different cultures in the community through CSP course, while quite a few number of students (n= 38) were undecided about that utility of CSP course.

To detect student teachers' perspectives regarding the personal development gains of CSP course, the descriptive statistics of the self-improvement items were examined. Table 10 illustrates the highest mean scores of the self-improvement items of the participants.

Table 10

Descriptive Statistics of Mostly Favored Self-Improvement Items of Participants

Self-Improvement Items	N	\bar{X}	SD
S18 One's feeling good about himself/herself as he/she participated voluntarily	158	4.38	.95
S28 Developing one's self-confidence	158	4.34	.84
S27 Developing one's consciousness of social responsibility	158	4.27	.84
S34 Contributing to one's being more sociable	158	4.23	.82
S37 Improving one's ability to work with individuals.	158	4.22	.84
S30 Improving one's ability to empathize.	158	4.22	.81
S24 Improving one's communication skills	158	4.18	.86
S25 Improving one's organizational skills	158	4.18	.82
S39 Providing the opportunity to apply knowledge to real life	158	4.15	.88
S26 Developing one's active citizenship consciousness	158	4.14	.84
S29 Developing one's critical thinking skills	158	4.08	.89
S32 Improving one's focus and attention skills	158	4.06	.90
S10 Allowing to gain respect in the community	158	4.03	.84
S31 Improving one's time management skills	158	4.02	.97

Based on the findings illustrated in Table 10, it can be indicated that there are a large number of benefits of CSP course in ELT in terms of student teachers' self-improvement. Primarily, it is apparent that 84.8 % of student teachers highlighted the projects/activities they implemented within the framework of CSP made them feel good about themselves since they

participated in them on a volunteer basis. Some interviewees made positive comments about this issue as the following:

I11: “The project I performed made me realize that everything does not mean the course. What was really important for me was not the score I got from that course but spending time with those children”.

I1: “To make new circles of friends, exert efforts to achieve something on our own and to taste that sense of achievement when we made it happen, all of them, worth all the fatigue and labor we experienced”.

Undeniably, with the second highest mean value, the statistics display that Community Service Practices developed student teachers’ self-confidence (S28; $M = 4.34$, $SD=.84$). Student teachers emphasized that the projects/activities carried out within the framework of the course increased their self-confidence. The most striking example is given below concerning this matter by one of the interviewees:

“Community Service Practices course tasted me the feeling of being able to make something useful by myself for a purpose. So, my self-confidence has increased”. (I2)

Third, a great many student teachers ($n=134$) became more conscious and responsible against the society they are a member of. Interviewee 13 shared her views about the issue as follows:

When I look at my environment, I can notice many cases that need to be improved. And by spreading the idea of serving the community both to my kins and students, I’m trying to increase their awareness and to find solutions to the unresolved problems of our country together.

Fourthly, a considerable number of students (86.1%) admitted that they became more sociable after they took part in the projects/activities at CSP course (S34). The interview results support this finding as quoted below:

Thanks to this course, we socialized with our group of friends and we know each other better. In the same vein, this course was useful in having good relationships with the people in the institutions, sharing something with them, doing something together with a purpose. (I9)

One interviewee admitted that:

To be frank, at first I was not a social person. When I went to the institutions, I contacted with officials there on my own. In this way, I think I've made great strides in terms of communication and socialization. (I3)

The items 37 and 30 bear the same mean value ($M = 4.22$) in that the student teachers developed their abilities to work with individuals and to empathize others through CSP. Interviewee 12 stated her opinions about how she developed her ability to work in a group:

What I learned through our project is the spirit of group work, group members' sharing the work, acting together with the principle of union is strength, doing business appropriate to the structure of the project with teamwork.

Also a pre-service teacher who worked with disabled children expressed her feelings as follows:

I became aware of the fact that there were such people in the society. They need special care. We should not ignore them. We should be affectionate and more empathetic towards them. (I14)

Again, with the same mean values of items 24 and 25 ($M = 4.18$), it can be indicated that Community Service Practices played a critical role in improving student teachers' communication and organizational skills. Interviewee 20 expressed her opinions about this topic as follows:

.....As prospective teachers we need to recognize the institutions very well and participate in the activities effectively. To do this, we need to get organized well. If we

are not well-organized, we cannot be role models for our students. Also, setting good communication is really important in teaching profession. You have to communicate well with the students. Otherwise, the activity you do cannot reach its aim.

It is obvious that one of the major benefits of CSP is that it provided most student teachers ($n=128$) with applying the knowledge gained through this course to real life. (S39; $M = 4.15$, $SD = .88$). Next, through CSP, a large number of student teachers ($n=131$) acknowledged that they promoted their consciousness of citizenship actively as it is seen in the statement of interviewee 19:

.....As teaching profession requires the recognition of different segments of society, this course has contributed us in terms of being knowledgeable about different sections of people that we have not seen before, that we are not aware of. I think we became more conscious as a citizen.

It is also unequivocal that Community Service Practices spearheaded many student teachers ($n=118$) to improve their critical thinking skills (S29; $M = 4.08$, $SD = .89$). In addition, a good number of student teachers ($n=120$) declared that they developed their focus and attention skills through CSP substantially (S32; $M = 4.06$, $SD = .90$) as mentioned by one of the interviewees (I10):

I think the most important benefits of Community Service Practices course is that prospective teachers can focus on the problems of the society they are going to serve and they can think critically at the stage of solving these problems.

Irrefutably, again a good number of student teachers ($n=121$) attested that Community Service Practices allowed them to gain respect in the community (S10; $M = 4.03$, $SD = .84$). What's more, 75.3 % of student teachers affirmed that they made use of their time more effectively after they took CSP course (S31). One of the interviewees declared that:

(I7): I taught at a state school in this process and I saw the many benefits of it. One of them was arranging the time properly. At first, I had difficulty in timing of the lesson. When the lesson ended earlier than expected, I did not know what to do. Now after teaching a lot, I can use the time more efficiently. If the lesson ends earlier, I can make contingency plan. I can insert extra materials to the lesson; I can revise the lesson with students through games or funny activities. So I can make time management quite easily.

Table 11

Less Favored Self-Improvement Items of Participants

Community Service Practices...	Disagree %	Neutral %	Agree %
33. contributed to relying on individuals	7.0	27.8	65.2
38.contributed to the development of my world knowledge.	13.3	21.5	65.2

Surprisingly, the statistics demonstrate that 27. 8 % of participants (n=44) remained neutral about the contribution of CSP course on trusting others. Moreover, 21.5 % of participants were hesitant to say that through CSP course, they were able to improve their world knowledge.

RQ3: What are the prospective teachers' perspectives regarding the ways of increasing the efficiency of Community Service Practices?

To detect prospective teachers' perspectives concerning the ways of increasing the efficiency of Community Service Practices in the ELT Department, content analysis was used. Table 12 displays the most five outstanding suggestions that are put forward by prospective teachers with regard to the ways of increasing the efficiency of Community Service Practices in the ELT Department.

Table 12

The Frequency and Percentage Table of the Most Five Striking Suggestions Made by Prospective Teachers' (N=110) Regarding the Ways of Increasing the Efficiency of Community Service Practices in ELT

Themes obtained from thoughts of prospective teachers	Student teachers	f	%
The activities/projects should be done voluntarily.	1,2,17,18,19,23,25,59,69,78,80,88,93,94,98,100,104,108,109,110,114,131,133,146,147,149,152,	27	24.5
Preservice teachers should be educated and guided by the course instructors about the objectives and outcomes of the course clearly	37,56,67,68,71,73,84,88,92,93,96,117,133,144,	14	12.7
The course instructor should guide the prospective teachers about what useful projects they can perform specifically and how they can serve the community better.	48,54,70,71,73,80,94,97,117,123,127,131,133,140,	14	12.7
Student teachers should be encouraged to perform different and fun projects.	2,40,52,77,79,93,100,125,127,132,140,149,151,	13	11.8
This course should be conducted in a more organized and planned way; students' duties and responsibilities should be determined well by the course instructor.	39,70,64,68,73,77,82,92,95,117,128,146,151,	13	11.8

When Table 12 examined, it can be seen that 27 (24.5%) prospective teachers claimed that the activities/projects carried out within the framework of CSP should be based on voluntariness. They should not be forced upon to do projects. Some of them implied that they do the projects unwillingly. They even call it as "obligatory volunteering". Some prospective

teachers admitted that they have to perform the projects in order to get high marks from the course. The second striking suggestion offered by 14 prospective teachers is that they should be informed about the objectives and outcomes of CSP well. They stated that they do not know exactly what the course objectives are, and what outcomes are expected to obtain from this course. Prospective teachers indicated that they feel like a ship sailing without a route. Again the same number of preservice teachers remarked that they do not know what to do within the framework of this course and they added that they would like to perform useful projects for the benefit of society and they need to be guided by their supervisors in this respect. In the same vein, 13 prospective teachers emphasized that they should be encouraged to implement different and entertaining activities/projects; thus, the course become more functional and they will be able to address to the different sections of society. Another main issue is that there is a big problem in organizing and planning the course. A considerable number of student teachers (13) stated that the curriculum of the course is not determined well at the very beginning of the term. They complained that at the beginning of the course, a problem arises about the distribution of their duties and responsibilities. The course instructor cannot assign the roles very well for each student or group, so this situation creates chaos among themselves about the distribution of tasks.

Table 13

The Frequency and Percentage Table of Overall Suggestions Made by Prospective Teachers' (N=110) Regarding the Ways of Increasing the Efficiency of Community Service Practices in ELT

Themes obtained from thoughts of prospective teachers	Student teachers	f	%
The scope of activities/projects carried out could be expanded and they could be applied to the different sectors of society.	3,36,40,48,63,80,122,125,141,154	10	9.0
More and more people can be informed and raised awareness about the Community Service Practices; thus, they can be included in the projects.	132, 133, 145, 148	4	3.6
The institutions should be also interested in the projects and must support the projects. There must be solidarity among institutions and universities	3,5,48,65,80,81,83,136,149,154	10	9.0
Preservice teachers should receive constant feedback from the course instructor about the progress of the activities/projects.	14,56,67,68,71,82,124,125,127,130	10	9.0
Preservice teachers should feel free to choose his/her your own Project and to determine the number of projects to be carried out by themselves.	1,2,79,93,104,108,115,133,153	9	8.1
Community Service Practices must be in many areas of education and training, not just in education faculties.	5,48,53,76, 79, 128,141,148,	8	7.2

Table 13 continued

The course instructors should themselves make contact with the institutions and organizations for their students.	22,35,64,80,82,100,128,139,	8	7.2
Supervisors should also monitor preservice teachers to see whether the service to the community is realized fully or not.	5,82,117,124,125,127,130,131,	8	7.2

As for the other suggestions put forward by prospective teachers, it is asserted by 10 prospective teachers that there must be variety in the type of activities/projects performed and those activities/projects must reach a large segment of the society; by doing so, more and more people become aware of the projects carried out within the framework of Community Service Practices and the individuals in the society might be enthusiastic about being involved in the projects. Thus, the solidarity between the society and universities can be provided firmly. Moreover, 10 prospective teachers pointed out public institutions should take on interest to the projects that they are trying to implement. They should not ignore the endeavour that they are trying to make to realize the projects. To make the realization of projects practical, public institutions should be open to cooperation with universities as well. Another significant point made by a good number of preservice teachers is that the course instructor should give them constant feedback about the progress of the activities/projects they perform. Otherwise, they cannot realize whether the projects they do serve to the community or not.

Based on volunteerism, 9 students suggested that they should be given a chance to choose the project they are going to implement by themselves. They argued that they should feel free about the content and number of projects they are going to perform. They should not be forced upon on this matter. What is suggested more by student teachers is that Community

Service Practices course should be placed in all the programmes of other faculties; it should not just be placed in the programmes of Faculties of Education. The preservice teachers of ELT also highlighted that they, as prospective teachers, will shoulder the major responsibility of educating and raising the awareness of the society; however, it is a heavy burden for them. They maintained that they cannot achieve this aim on their own. The other fields should also support them in shaping the society. Besides, 8 prospective teachers demanded that the course instructors are supposed to contact with the public institutions for themselves because they ask prospective teachers to bring an official letter from their departments and they state that they are not able to manage that process by themselves since they are disregarded by the authorities both at the public institutions and universities. They mention that they do not encounter such a problem at non-governmental organizations because they do not tend to raise difficulties for them on the implementation process of the projects; on the contrary, they facilitate their work. Non-governmental organizations already look for people who will work voluntarily in the projects. Insufficient monitoring also poses a problem. 8 student teachers again lay emphasis on the importance of supervising the projects of prospective teachers efficiently. They stressed that in order to achieve the project objectives, they must be monitored by their supervisors at regular intervals. Otherwise, each individual or member of the group has a mind of his/her own during the implementation process of the projects.

Table 14

The Frequency and Percentage Table of Curriculum Design Related Suggestions Made by Prospective teachers' (N=110) regarding the Ways of Increasing the Efficiency of Community Service Practices in ELT

Themes obtained from thoughts of prospective teachers	Student teachers	f	%
Community Service Practices course should not be placed in the third year, sixth term of ELT Programme.	19, 38, 39, 58, 66, 102, 111	7	6.3
CSP course should be placed in the second year of ELT Programme	19, 40, 43, 75, 101, 103	6	5.4
CSP course should be placed in the first year of ELT Programme.	20	1	0.9
Community Service Practices course should be removed from the programme of ELT.	17	1	0.9
This course should be taught throughout four year at universities	76, 125	2	1.8
This course should be taught throughout education life starting from primary education.	144, 145	2	1.8
Community Service Practices should not be a compulsory course; it must be an elective course.	18, 23, 24, 25, 146, 147	6	5.4
The projects should address the social needs/problems of the society.	4, 52, 83, 102, 141, 150	6	5.4
Projects should be implemented in groups not individually.	54, 74, 80, 81, 109	5	4.5

Table 14 continued

Projects should be implemented individually not in groups.	33, 126	2	1.8
The course hour should be extended to 4 or 5 hours; 2 hours is not enough in a week. The time allocated for the activities/projects should not be limited; it should be spread over large time.	37, 66, 103, 111	4	3.6

In regard to the syllabus design of CSP course, prospective teachers gave practical suggestions. Firstly, they intensely complain about the course's being placed in the sixth term of ELT Programme. They indicated that they study intensively in this term. They are overwhelmed with too many assignments, tasks, presentations. They regret to say that they cannot do their best at this course because of the busy schedule. To solve this problem, they emphasized that this course had better be included in the second year of the ELT Programme. Interestingly, one prospective teacher claimed that this course should be placed upon in the first year of the ELT Programme so that freshman students will be able to get motivated and adapt to their university life easier and what is more, one prospective teacher radically stated that CSP course should be removed from ELT programme totally. She argued that this course takes up too much of their time; it has too many chores. She added that CSP course prevents them from sparing more time for their other courses. The other suggestions pertaining to the placement of CS course are that students should take CSP course all their university life and CSP course should take place in every phase of their education life, from the primary school to the university education suggested by 2 students consecutively. An intriguing request by 6 students is that instead of being a compulsory course, this course must be elective. They propose that if the aim of this course is to do voluntary work, students should feel free to choose this course by their own will, accordingly.

With regard to the content of the projects, 6 prospective teachers claimed that the projects they carry out do not meet the needs of the society. They maintained that projects coordinators and project team members should consider the needs of the society while they are deciding on the projects that they are going to implement. Another point at issue is whether to implement projects individually or in groups. 5 prospective teachers who are in favor of doing projects in groups declared that the projects carried out individually do not reach the intended purpose and the large masses, so group work is more useful than individual work. Conversely, 2 preservice teachers asserted that in individual projects, they learn how to take more responsibility for their work, so they become more responsible towards the society they live in.

When the CSP course is discussed in terms of its scheduling, student teachers also share their thoughts openly. The common view is that the present course hour is not sufficient; it must be increased from 2 hours to 4 or 5 hours; thus, they will be able to allocate more time to their projects and will be able to inform about their projects to the other groups or individuals in the classroom atmosphere. Besides, course instructors will be able to allocate more time for their students to give feedback about the progress of their activities/projects. Prospective teachers also highlighted that in order to see the benefits of projects in the long run, the implementation of projects should not be restricted to just one term, on the contrary, the projects must be realized over the long run, may be all the year.

Table 15

The Frequency and Percentage Table of Prospective Teachers' (N=110) Suggestions Related to Assessment and Methods to be Applied in the Community Service Practices Course in ELT

Themes obtained from thoughts of prospective teachers	Student teachers	f	%
The assessment of the course should be standardized. There must be clear and objective criteria to assess the projects of preservice teachers.	23, 48, 147	3	2.7
Supervisors should also participate in the projects themselves.	2, 131	2	1.8
Prospective teachers should come together weekly to inform the course instructor and their classmates about the progress of their activities/projects.	118, 127	2	1.8
This course could be taught more interactive by using mass communication tools such as Facebook.	116, 148	2	1.8
The supervisors need to lead prospective teachers to take on teaching profession and ELT related projects.	120	1	0.9
This course must be taught by instructors who are experts at CSP	58	1	0.9

The crucial point of CSP course is probably its assessment. When the prospective teachers' views were examined, it was determined that there is a serious confusion and disparity among course instructors in terms of assessing preservice teachers'

activities/projects. Teacher candidates attributed this problem to the absence of predetermined criteria on how to evaluate the course. They expressed that there must not be differences among course instructors in terms of evaluation criteria. There must be standardization and objectivity. 2 student teachers also stated that if a sound evaluation is asked, the course instructor should also come with them and see how they work with dedication. They maintained that to see whether they really do their work or not or to what extent they do their work, the course instructor himself/herself must involve in the projects.

Another important point is that course instructors and prospective teachers meet each week regularly to see whether the projects are being carried out effectively or not. 2 prospective teachers indicated that they should participate in discussions, give information about their projects to the other individuals or groups in these meetings. As a means to increase the efficiency of CSP course, two prospective teachers suggested using social networks such as Facebook. They asserted that each group or individual can open a page on Facebook and can share their photos about their activities/projects instantly from their own Facebook platform so that it would be more convenient for preservice teachers to report their works and for course instructors to assess their students' works practically.

As for the scope of projects, one prospective teacher declared that the course instructors should direct ELT students to the projects relevant to the teaching profession and to the field of ELT. She also admitted that she regards CSP course as a preparation to the teaching practicum of the 4th year curriculum and it is a great opportunity to gain experience for their future teaching career. Last but not least, one prospective teacher highlighted that students need to be well-directed about the projects they are going to implement and they need to gain the awareness of serving to the community voluntarily. Accordingly, the course instructor must be experienced and interested in the field of community service; he or she must also be voluntary to serve society.

Summary

In this chapter, the findings of the study were analyzed statistically and the results obtained from statistical analysis were presented based on each research question given. Tables were formed to reflect the findings and the results were presented under those tables.

CHAPTER FOUR

CONCLUSION, DISCUSSION AND SUGGESTIONS

Introduction

In this last chapter, primarily a succinct summary of the study is presented. Then, the conclusions derived from the results of the study are emphasized. Afterwards, discussions about the findings are made under those related research questions. Later, suggestions for instructors, syllabus designers are put forward. Lastly, implications for further study are presented.

Summary of the Study

The purpose of this study was to explore student teachers' perspectives about the implementation process of the projects carried out within the framework of Community Service Practices course and about the outcomes of CSP course in terms of their career development, social/community development and self-improvement. Moreover, it was aimed to investigate student teachers' opinions about the ways of increasing the efficiency of Community Service Practices in this study.

Both quantitative and qualitative research methods were employed in this study. To realize the aims mentioned above, the researcher prepared some research questions upon the literature review. To find an answer to those research questions, an adapted questionnaire was revised and improved by considering the student teachers' opinions through open ended questions, experts' ideas and reviewing the related literature. Upon taking the suggestions of three instructors who supervise Community Practice Services in ELT at Uludağ University and one expert from ELT department in ÇOMU into consideration regarding the questionnaire items, the researcher reviewed the questionnaire items and some items were omitted.

After finalizing the questionnaire items, the questionnaire got ready to be used in the piloting and main study. Then, the piloting was conducted at ÇOMU. The piloting suggested that the researcher had to clarify some terms in the questionnaire items. Upon the administration of the pilot study, the main study was carried out with 158 student teachers in ELT department at Uludağ University. The participants who took part in the study were 3rd year student teachers who were taking Community Service Practices course.

The data acquired through the questionnaire were analyzed through descriptive statistics, Independent Samples T-test and Cronbach Alpha Reliability Test by using SPSS (Statistical Package for Social Sciences) 20 version. The results of the data analysis were presented in Chapter three titled *Research Findings* and will be discussed in this chapter below.

The researcher came to some noteworthy conclusions for increasing the efficiency of Community Service Practices in ELT more and some vital suggestions were made based on the results of the study. Eventually, implications for further study were put forward in the last section of the thesis.

Conclusion and Discussion

The following conclusions were drawn and discussions were made based on the results obtained from the three major research questions.

Participants' responses to first research question regarding the implementation process of activities/projects carried out within the scope of Community Service Practices in the ELT Department indicate that most of prospective teachers conducted the projects through experiencing/doing by themselves. Dewey (1963) emphasized that learning is an evolving process which depends on the experiences. He also stressed that learning occurs as a result of experiences by taking experiences at the center of learning. Accordingly, Zimmerman (2010) argues that the basic philosophy of education depends on students' producing tangible

products by doing and experiencing themselves. Thus, the results verify Dewey and Zimmerman's statements. Students learn mostly by doing and experiencing themselves. Similarly, Arcagök (2011); Gökçe (2011) stated that Community Service Practices offers pre-service teachers the opportunity to learn by doing and experiencing.

A large number of participant prospective teachers mentioned that they carried out the projects voluntarily. It is clear that this finding is in line with the following studies. Volunteerism as one of the basic principles of community service practices is specified as an important factor in conducting projects properly by preservice teachers in Çuhadar's (2008) study. In the practices in the United States, it is observed that students perform a service voluntarily in resource development, sports, education, health, transportation, planning and organization works and there has been an increase in the number of these students who are serving voluntarily in these areas (Edwards, Mooney & Heald, 2001). In a study conducted to assess social science preservice teachers' community service applications by Çetin and Sönmez (2009), preservice teachers pointed out that community service practices should be performed on a voluntary basis. Likewise, in the studies of Acer, Şen and Ergül (2012); Ayvacı and Akyıldız (2009); Elma et al., (2010); Kocadere and Seferoğlu (2013), based on the opinions of students, it was concluded that to carry out an event successfully, the individuals who attended the activities believed that the activities should be performed in a voluntary manner. Consequently, considering the increasing number of students enrolled at faculties of education in our country, students are expected to continue their volunteer works they perform within the scope of "Community Service Practices" course after complete their university life. Therefore, volunteer works must be supported to exploit from this existing significant student potential.

A substantial number of ELT prospective teachers also acknowledged that the projects had clear and understandable objectives. This result indicated that prospective teachers

understood the purpose and content of CSP course correctly. This finding is similar to the findings of the following studies. As a result of the studies conducted by Çetin and Sönmez (2009); Elma et al., (2010); Küçükoğlu et al., (2014) prospective teachers stated positive opinions on issues involving the objectives and content of the course. They specified the purpose of the CSP course as “providing awareness to social problems and developing society”. A similar result was attained in the study carried out by Tuncel et al., (2011). In their study, pre-service teachers expressed the purpose of CSP course as “raising awareness of teacher candidates, and ensuring that they become sensitive individuals against society”, “gaining teacher candidates community awareness and sensitivity”, and “instilling teacher candidates the sense of cooperation and solidarity, creating a productive society, enabling teachers to be more sensitive to the community, enhancing the group awareness”. In the same vein, in the study of Keleş and Aydın (2011) which was carried out to determine the opinions of teacher candidates regarding the CSP course, most of the teacher candidates arrived at a consensus on the issues concerning the aims of the course such as detecting the problems in the society, developing solutions to the problems, and being conscious individuals. The study showed that most of the teacher candidates shared the view that the course reached its aims. Moreover, in Arcagök’s (2011) master thesis, student teachers stressed that they could understand the purposes of the projects in the course of CSP and they could implement the projects they participated within the scope of CSP course. As a result, it was understood from the conclusions drawn from the research that teacher candidates found the activities/projects they performed during the implementation stage of the CSP course appropriate to the nature of the course and they reported that these activities/projects carried out in this process generally served to the overall objectives of the course.

The results also indicated that female prospective teachers’ attitudes towards implementing projects were rather positive compared to their male counterparts. It can be

inferred from this finding that female participants were more volunteer on issues such as service, solidarity and cooperation inside and outside the school. This finding was in line with the findings of research in the literature (Acar, Ayata & Varaoğlu, 1999; Elma et al., 2010; Fiske, 1992; Kılınç & Dere, 2014).

The responses prospective teachers of ELT gave to the second research question concerning the outcomes of Community Service Practices were remarkable. With regard to the impact of Community Service Practices course on their career development, an overwhelming number of participant prospective teachers highlighted that CSP course allowed them to apply the experiences they gained to their teaching profession. The finding obtained from the studies of Anderson (1998); Hişmanoğlu (2011); Strage (2002) supported this finding. In their studies, prospective teachers indicated that community service practices course provided them with opportunities to gain early field experiences and thus they would become competent at their teaching profession of English since they got the required tactics and strategies to become successful in their future teaching career. This finding also corroborated with the studies of Akcay and Ensar (2014); Astin and Sax, (1998); Billig, Jesse, Calvert and Kleimann, (1999); Küçükoğlu, (2011); Melchior, (1999); Potthoff, Dinsmore, Stirtz, Walsh, Ziebert and Eifler (2012); Tilki, (2011); the studies in which prospective teachers thought that they would make use of the skills, attitudes, values and knowledge they gained via community service practices course in their future professional lives. The prospective teachers who participated in community service process actively also asserted that they obtained more information about their careers, they could become more aware of their qualifications, and opportunities about their careers than their peers who could not participate in this process actively. Similarly, Elma et al., (2010); Gallego (2012); Hasırcı and Sarı (2011); Kesten (2012); Shumer, Lam and Laabs (2012); Tuncel, Kop and Katılmış (2011); Uğurlu & Kırıl (2012) pointed out that CSP course developed teacher candidates'

professional skills related to their fields. From this aspect, CSP course also supported the career development of teacher candidates. Besides, Dinçer et al., (2011) identified that the activities carried out within the scope of CSP supported the teacher candidates' specific area information regarding pre-school education and they gained concrete experiences in the application of theoretical knowledge they acquired at school. Consequently, research suggested that the activities performed within the scope of CSP improve the professional knowledge and skills of teacher candidates. Community Service Practices also offers a suitable environment to teacher candidates in terms of improving themselves and creating plans for their professional lives.

In regard to social development of prospective teachers, participants remarked that they became more sensitive to social problems after they carried out projects/activities within the framework of CSP course. Likewise, when the related literature reviewed, there are studies that express Community Service Practices course enables preservice teachers to be more sensitive to social problems (Akçay & Ensar, 2014; Antonio, Astin & Cress, 2000; Arcagök, 2011; Astin & Sax, 1998; Ayvacı & Akyıldız, 2009; Çoban et al., (2010); Elma et al., 2010; Giles & Eyles, 1994; Gökçe, 2011; Hasırcı & Sarı, 2013; Keleş & Aydın, 2011; Kesten, 2012; Kocadere & Seferoğlu, 2013; Mirzeoğlu et al., 2011; Özdemir & Tokcan, 2010; Tuncel et al., 2011; Waldstein & Reither, 2001).

Another important finding was that preservice teachers denoted that CSP course enabled them to identify the needs of the society. In the relevant literature, it was emphasized that the aim of this course was to make pre-service teachers be aware of the existing social needs and they were expected to prepare projects to meet these needs (Ayvacı & Akyıldız, 2009; Coşkun, 2009; Eyles & Giles, 1999; Gökçe, 2011; Kamer, Alabaş, Çitil, Dilek & Polat, 2009; Küçüköğlü, 2012; Merey, 2009; Moely, Mcfarland, Miron, Mercer & Illustre, 2002;

Özdemir & Tokcan, 2010; Sönmez, Çetin, & Aksoy, 2009; Tanrıseven & Yelken, 2011). Hence, the finding obtained from this study parallel to the findings of the previous studies.

Participant ELT prospective teachers also declared that CSP course allowed them to approach to the social problems through different viewpoints. This result was in parallel with the findings of Ay (2010); Bender and Jordaan (2007); Elma et al., (2010), Eyler and Giles (1999); Peterson (1998), Pumpian, Fisher, and Wachowiak (2006); Simons and Cleary (2006); Tuncel, Kop and Katılmış (2011).

As a result of the research, prospective teachers of ELT stated that strong ties were established between educational institutions and community thanks to CSP course. This result obtained in this research was supported by the results of the studies conducted by Akcay and Ensar, (2014); Ay, (2010); Çoban, Kaşkaya and Ağırbaş, (2010); Elma et al., (2010); Heiselt and Wolverton, (2009); Kesten, (2012); Kılınç and Dere, (2014); Mirzeoğlu et al., (2011); Pumpian et al., (2006); Quezada and Christopherson, (2005); Sandy and Holland, (2006); Tuncel, Kop and Katılmış, (2011). Therefore, it can be argued that there is parallelism between the thoughts of teacher candidates about the social aspect of the CSP course in this research and the relevant literature.

When the contributions of CSP course to the personal development of preservice teachers were examined, ELT preservice teachers stated that community service applications affected their personal development positively. First of all, the majority of preservice teachers highlighted that CSP course improved their self-confidence. In Gökçe's (2011) study, prospective teachers of social studies mentioned that community service applications had important contributions in improving their self- confidence, accordingly. In other studies carried out in this area, it was agreed that this course increased students' self-confidence as well (Acer et al., 2012; Akcay & Ensar, 2014; Billig, 2000; Çoban et al., 2010; Elma et al., 2010; Eyler & Giles, 1999; Gökçe, 2011; Groundwater, 1999; Hasırcı & Sarı, 2013;

Küçüköğlü, 2011; McClam et al., 2008; Özdemir & Tokcan, 2010; Peterson, 1998; Tuncel et al., 2011; Waldstein & Reither, 2001).

The data obtained from this research shows that ELT teacher candidates' awareness of taking responsibility towards the society they live in increased as a result of their experiences. In line with this finding, Sönmez (2009) maintained that to develop responsible and considerate behaviours on students, they should be provided the opportunity to do a favor and to participate in community service applications. The prospective teachers who faced with social problems, reflected on and discussed about those problems posed a more responsible attitude towards social problems (Allen, 1997). Moreover, prospective teachers became aware of their social responsibilities by joining the community service practices (Acer et al., 2012; Akcay & Ensar, 2014; Akkocaoğlu, Albayrak & Kaptan, 2010; Arcagök, 2011; Ayvacı & Akyıldız, 2009; Bender & Jordaan, 2007; Billig, 2000; Eyller & Giles, 1999; Elma et al., 2010; Dinçer et al., 2011; Gökçe, 2011; Hasırcı & Sarı, 2013; Kaltsounis, 1987; Keleş & Aydın, 2011; Munoz, 2003; Özdemir & Tokcan, 2011; Sönmez, 2010; Şeker, 2009; Waterman, 1997; Yılmaz, 2011).

Prospective teachers of ELT also admitted that the community service applications they performed developed them socially. This finding was congruent with the findings obtained from the studies of Akcay and Ensar (2014); Conrad and Hedin (1991); Dinçer et al., (2011); Elma et al., (2010); Erkan et al., (2012); Gökçe (2011); Gürol and Özercan (2010); Kılınç and Dere (2014); Küçüköğlü, Coşkun, Köse and Taşgın (2011); Root (1997); Uğurlu and Kırıl (2012).

According to the findings of this research, participants pointed out that community service practices improved their cooperation skills. Similar findings were also obtained from previous studies conducted on community services (Acer et al., 2012; Akcay & Ensar, 2014; Akkocaoğlu et al., 2010; Ayvacı & Akyıldız, 2009; Çoban et al., 2010; Gökçe, 2011; Kesten,

2012; Küçüköğlü, 2011; Küçüköğlü et al., 2014; McClam et al., 2008; Özdemir & Tokcan, 2010).

In this research, prospective teachers stated positive opinions regarding the contribution of CSP course to their development of the sense of empathy. This result supports the results of previous studies (Billig, 2000; Elma et al., 2010; Eyler & Giles, 1999; Groundwater, 1999; Hasırcı & Sarı, 2013; Kesten, 2012; Özdemir & Tokcan, 2010; Peterson, 1998; Tuncel et al., 2011; Waldstein & Reither, 2001).

Another significant contribution of community service applications set forth in this research was that it developed prospective teachers' communication skills. In another studies, the same conclusion was also reached (Acer et al., 2012; Akcay & Ensar, 2014; Billig, 2000; Elma et al., 2010; Eyler & Giles, 1999; Gökçe, 2011; Groundwater, 1999; Küçüköğlü, 2011; Küçüköğlü et al., 2014; Mirzeoğlu et al., 2011; Özdemir & Tokcan, 2010; Peterson, 1998; Quezada & Christopherson, 2005; Sullivan, 1991; Tuncel et al., 2011; Vogelgesang & Astin, 2000; Waldstein & Reither, 2001).

The prospective teachers participating in the research specified that the CSP course gave rise to developing their organizational skills. The results of the studies conducted by Acer et al., (2012); Groundwater (1999); Tanrıseven and Yelken (2011) were in line with the results of this study.

The finding derived from the data of this research also demonstrated that community service applications create opportunities for ELT teacher candidates to be able to use the information they gained. This finding is supported by the findings of other studies (Akcay & Ensar, 2014; Ediger, 1998; Küçüköğlü, 2011; McClam et al., 2008).

Different research revealed that by participating in the community service applications, students developed their civic responsibility (Dinçer et al., 2011; Gökçe, 2011; Kaltsounis, 1987; Küçüköğlü et al., 2011; Moely et al., 2002; Munoz, 2003; Uğurlu & Kırıl,

2012; Waterman, 1997). It was also stressed that Community Service Practices is an important tool in raising democratic citizens (Astin et al., 2000; Coşkun, 2009; Gallant, Smale & Arai, 2010; Uğurlu & Kırıl, 2012; Waldstein & Reiher, 2001). Çuhadar (2008) pointed out in her study that CSP course has important contribution to the acquisition of important properties such as participating in the activities of non-governmental organizations actively which is an essential feature of democratic citizenship. Similarly, Jones and Abes (2004); Küçükoğlu (2012) stated that as a society based approach, CSP provides significant contributions to the students' understanding of citizenship. Furthermore, Riedel (2002) highlighted that CSP provides important opportunities to educate students as active teacher candidates that live in a democratic society and cherish that democratic society. In this context, the findings of this study support the results of the study mentioned above. As a consequence, it is of utmost importance that CSP course which has a crucial role in the development of democracy and educating democratic citizens be carried out in a planned manner.

Results obtained from the opinions of ELT prospective teachers demonstrated that the CSL course gave them the chance to think critically before acting. This finding is in parallel with the findings of the following studies (Akçay & Ensar, 2014; Astin et al., 2000; Çoban et al., 2010; Gökçe, 2011; Küçükoğlu, 2012; Seitsinger, 2005).

All in all, the results of this research showed that participants have positive opinions for the CSP course; they thought that they obtained great gains from the course and they believed that more importance should be given to the CSP course in English Language Teaching.

With respect to third research question, prospective teachers were asked to state their views about how to increase the efficiency of Community Service Practices course and they made valuable suggestions for the betterment of CSP course. First of all, as a key fact, the

overwhelming number of prospective teachers stressed that the activities or projects within the framework of CSP should be done on a voluntary basis. The result obtained from this research is similar to the results of the studies conducted by Acer et al. (2012); Çetin and Sönmez (2009); Tomkovick et al., 2008; in which preservice teachers emphasized that volunteering must be a basis in community service applications.

Secondly, preservice teachers declared that they should be informed about the aims and outcomes of the CSP course explicitly. Likewise, in Arcagök's (2011) master thesis entitled "*The Evaluation of the Service Learning at the Primary School Education Department*" and in his study (2013) titled "*Teacher Trainers and Pre Service Teachers' Views of Service Learning Course*" the teacher candidates stressed that to make CSP course more efficient, the aim, scope and quality of the projects that will be carried out within the scope of CSP course should be distinct.

The third mostly favored suggestion made by preservice teachers was that they should be guided and informed about the useful projects that they can perform for the benefit of the society. This result is similar to the results of the studies conducted by Acer et al., (2012); Elma et al., (2010); Gökçe (2011), Küçükoğlu et al., (2014). Çuhadar (2008), particularly, claimed that instructors must offer students the projects that are capable of opening new horizons to them. Zimmerman (2010) also mentioned that offering students projects which prepare them to life might contribute to the conducting CSP course more efficiently.

The results obtained from student teachers' opinions also showed that student teachers should be promoted to participate in and carry out distinctive activities or projects. In the same direction, Kesten (2012) suggested that the prospective teachers who carried out creative projects should be rewarded. In the study of Hasırcı and Sarı (2013), participants suggested that the number of projects implemented should be increased and diversified and special attention should be paid to develop original and useful projects.

Another inference that can be made based on the prospective teachers' opinions is that the activities or projects should be conducted in a more organized and planned manner. In this context, it was remarked that the planning and implementation of projects must be scheduled appropriately in the studies of Gökçe (2011); Gürol and Özercan (2010); Küçüköğlü (2012); Morgan and Streb (2001); Tanrıseven, Üredi, and Yanpar (2010).

In regard to the content of the projects, prospective teachers of ELT specified that the scope of the projects could be enlarged and implemented to the different segments of the society. Similarly, in the studies of Elma et al., (2010); Gökçe (2011); Hasırcı and Sarı (2013); Küçüköğlü et al., (2014); preservice teachers suggested that more comprehensive projects should be developed so as to cater to different segments of the community.

Generally speaking, a good number of prospective teachers asserted that the institutions should also give importance to the implementation of projects. Likewise, in the extensive studies of Ayvacı and Akyıldız (2009); Butcher et al., (2003); Elma et al. (2010); Keleş and Aydın (2011); Kesten et al. (2011); Özdemir and Tokcan (2010); Tanrıseven and Yelken (2011); Uğurlu and Kırıl (2012); Yılmaz (2011); it was proposed that the stakeholders (the university- the department- the institutions- the supervisors) should also participate in community service and there must be mutual interaction among themselves to overcome the obstacles especially the bureaucratic ones such as the receipt of official permissions. In addition, it was highlighted that the institutions should be selected consciously considering some factors such as the institutions' areas of specialization, their interest to the students, and their needs and both the staff in the institutions and the teacher candidates should be informed about the process mutually (Tanrıseven & Yelken, 2011; Uğurlu & Kırıl, 2012, Yılmaz, 2011).

The results of this research also showed that instructors should give constant feedback about the progress of the activities or projects. Chard (1998) and Şeker (2009) drew the

attention to the better planning of projects, monitoring of works to avoid disturbance. At this point, the quality of the guidance that will be made to teacher candidates by course instructors is of paramount importance (Arcagök, 2011; Hasırcı & Sarı, 2013).

Another important suggestion made by prospective teachers was that they should be given the right to choose their own project. In the same vein, in the studies of Elma et al., (2010); Kılınç and Dere (2014); preservice teachers stated that they should have a say themselves in the selection of projects to be implemented within the framework of community service applications. Acer et al., (2012) stated that preservice teachers should be given the opportunity to make a decision and use initiative in the planning, implementation and evaluation processes of projects that will be developed within the framework of CSP course. As a matter of fact, teacher candidates must play a more decisive role in the determination, planning and implementation processes of the projects.

A number of prospective teachers expressed that the course instructors should contact with the institutions and nongovernmental organizations on the behalf of their students. In the studies of Acer et al. (2012); Hasırcı and Sarı (2013); prospective teachers also suggested that the course instructors should negotiate with the institutions and nongovernmental organizations in advance about conducting the projects effectively.

Another important remark was that the course instructors as supervisors of CSP course should monitor preservice teachers constantly to check whether they fulfill the requirements of the course thoroughly or not. It was also indicated that course instructors should monitor the group and project works closely, they should meet with teacher candidates regularly to inform about their responsibilities such as preparing reports about the activities or projects they performed (Arcagök, 2011; Hasırcı & Sarı, 2013).

When the prospective teachers' thoughts about the projects were scrutinized, they indicated that the projects should tackle with the needs or problems of the society. This

finding is in parallel with the findings obtained from the studies of Elma et al., (2010); Gökçe (2011); Küçükoğlu et al., (2014).

As for the scheduling of CSP course, a majority of preservice teachers highlighted that this course must not be taught in the third year of ELT Programme because of heavy schedule instead, it must be taught in the second year. Accordingly, the participants in the studies of Gray et al. (1999); Kesten (2012) pointed out that CSP course must be placed in the schedule appropriately considering the intensive programme of the students.

To sum up, teacher candidates' suggestions regarding community service applications are important in terms of their reflecting the problems they faced. Based on the results obtained above, it can be said that the course of community service practices plays a crucial role in English language teacher education programme with regard to its offering solutions to the problems of the society.

Suggestions

As a result of the findings obtained from this research and the conclusions reached, the following suggestions were put forward.

1. In order to carry out Community Service Practices more effectively and successfully in the targeted period and organize the necessary works, the responsible people who will coordinate the entire process of the CSP course both at the institutions that give service and the institutions that receive service should be identified and announced in advance. To do this, the faculty administration should appoint coordinators from each department. The appointed coordinators should organize the correspondences relating to civil society organizations and public institutions where the practices will be conducted before the start of the semester. The high level participation of civil society organizations to the Community Service Practices should be provided.

2. The division coordinators should get detailed information about the institutions and organizations; should examine the activities of institutions and organizations carefully and should observe the functioning of institutions and organizations. Moreover, they should prefer the institutions and organizations which have adequate opportunities for Community Service Practices and acquired enough experience and knowledge on Community Service Practices. It must be ensured that the institutions and organizations which give importance to the development of students' social and personal skills rather than their own institutional needs and bear the understanding that can contribute to the socialization of students should be chosen for Community Service Practices. Last but not least, constant cooperation and communication with the partner institutions should be provided in the application, reflection, and evaluation phases of the CSP course.
3. The instructors who will conduct the CSP course should be chosen from the qualified and experienced ones that can provide coordination between institutions and organizations and the university. Besides, the instructors who have adequate information about Community Service Practices and are experienced about projects should be appointed as project advisors.
4. The instructors who will be responsible for conducting about Community Service Practices course should inform student teachers about the purposes and stages of the course. Student teachers should also be informed about the issues such as the definition of the project concept, the stages of projects, the project specifications before the applications. The other facts that should be considered are that the boundaries of projects that will be implemented within the scope of Community Service Practices should be determined clearly and understandably in advance and projects should be carried out within a certain plan and program. Another important

point is that student teachers should be provided with the opportunity of selecting projects that give them rich learning experiences; provide them learning through doing and experiencing; can meet their interests and expectations and social needs; can improve their professional knowledge. In this process, in terms of guidance to teacher candidates, the activities and project samples performed in the past years can be presented.

5. The projects that will be implemented within the context of Community Service Practices should have a content that increases teacher candidates' level of social responsibility and awareness; develops their understanding of empathy, social and personal skills; contributes to their cognitive development; strengthens their consciousness of active citizenship; encourages them to be community volunteers.
6. Student teachers should be provided with the opportunity of sharing their experiences they obtained in the process of the course with the others. The provision of this facility will contribute to the achievement of the course objectives. For the sharing of experiences, the theoretical course hours, virtual environment such as Facebook, Twitter, blogs etc. can be used.
7. To spread the impact of the course and to make it lasting, the projects developed by teacher candidates should be announced, displayed and shared with those concerned.
8. The assessment criteria of the Community Service Practices course should be clarified at the beginning of the semester and they should be shared with teacher candidates openly. The course should not be assessed only by giving notes at the end of the term; instead, the assessment should be in the form of a constructive process evaluation throughout the term.
9. In order to carry out the projects within the scope of Community Service Practices comfortably, efficiently and effectively, the faculty administration, departments should

support the works of the students; solve the problems students faced; meet the needs of the students such as transportation, financial support.

10. Taking into account the problems encountered by the instructor advisors, faculty coordinators, students, civil governmental organizations, and public institutions during the implementation of Community Service Practices, and their suggestions for the betterment of the practices, The Directive of Community Service Practices should be revised during each academic year and be regulated according to changing needs.

11. This course can be spread over four years at faculties in order to internalize the outcomes of the course and to maintain its long-term effects.

Implications for Further Study

This research is limited to the prospective teachers taking CSP course at Uludağ University Department of English Language Teaching. Including the other ELT Departments in Turkey to the studies that will be carried out thereafter will help to examine the issue more in depth. In addition, in order to be able to investigate the CSP course from every angle, and to put forward the individual, institutional and social impacts of the course in depth, the studies should not only be conducted through students' perspectives, they should also be expanded to include the other stakeholders (instructors, faculties and institutions). Furthermore, a follow-up study can be conducted aftermath of pre-service teachers' graduation to see the long-term effects of CSP course in their professional and social lives in the following years.

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APPENDICES

APPENDIX I: Open-ended Questions to Construct the Second Part of the Students' Questionnaire

APPENDIX II: Item pool

APPENDIX III: Students' Questionnaire for the Pilot Study

APPENDIX IV: Students' Questionnaire for the Main Study

APPENDIX V: Interview Form

APPENDIX VI: Interview Form (Turkish Version)

APPENDIX VII: A Sample Project

APPENDIX VIII: Turkish Version of the Sample Project

APPENDIX IX: Table 16 Overall Descending Questionnaire Items

APPENDIX I

Dear Prospective Teachers of English Language Teaching,

The following open-ended questions has been prepared to form a basis to a study entitled “**Prospective English Language Teachers’ Views on the Implementation Process and the Outcomes of Community Service Practices Course**”. Your predictions and ideas on the study in question are of paramount importance. Your responses’ being sincere is extremely important for the reliability of the study. Thank you in advance for your contribution to the study

Note: As the survey will be evaluated in bulk and kept confidential, you do not need to write your name.

Lecturer Sedat KORKMAZ

1. Do you have enough information about the objectives of the Community Service Practices course?

What you’ve heard:

Your expectations:

2. What is the scope of Community Service Practices course and what should it be?

What you’ve heard:

Your expectations:

3. What do you think about Community Service Practices course’s being a compulsory course in English Language Teaching programme?

4. Which projects/activities are you planning to do within the scope of Community Service Practices?

5. What do you think the projects/activities you intend to do/want to do within the scope of Community Service Practices will provide you with such gains in terms of social, professional and personal development? Please specify at least three reasons.

In terms of social development:

*

*

*

In terms of professional development:

*

*

*

In terms of personal development:

*

*

*

6. What are the social problems you have observed or experienced that can help you create a project within the scope of this course? In which layers of the society (universities, schools, non-governmental organizations, neighbourhood, etc...) have you observed these social problems?

APPENDIX II

Dear Student Teachers of English Language Teaching,

This questionnaire has been prepared to form a basis to a study entitled, “**Prospective English Language Teachers’ Views on the Implementation Process and the Outcomes of Community Service Practices Course**”. Your predictions and ideas are of great importance regarding the study in question. Your responses’ being sincere is extremely important for the reliability of the study. Thank you in advance for your contribution to the study

Note: As the survey will be evaluated in bulk and kept confidential, you do not need to write your name.

Lecturer Sedat KORKMAZ

Çanakkale Onsekiz Mart University

Institute of Educational Sciences Department of Foreign Language Education Postgraduate Student

Gender: () Female () Male

A. Student Teachers’ Perceptions concerning Community Service Practices

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Community Services Practices;					
1. have attracted me more than the other courses.					
2. have attracted my attention as much as the other courses.					
3. have allowed me to apply the experiences I gain through such practices on my teaching profession.					
4. have allowed me to develop strategies					
5. have allowed me to be competent at my teaching profession					
6. constitute strong ties between the community and educational institutions.					
7. have allowed me to be more responsive to social problems.					
8. have allowed me to free myself from prejudices					
9. have allowed me to recognize the effective institutions and organizations in social services in Turkey.					
10. have allowed me to learn the structure of society.					
11. have allowed me to learn the functioning of society.					
12. have allowed me to be more environmentally conscious.					
13. have allowed me to gain respect in the community					
14. have allowed me to self-actualize myself					

15. I have found the scope of Community Service Practices sufficient.					
16. I believe that the objectives of Community Service Practices were set out clearly and understandably as a course.					
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
17. I have found the duration of Community Service Practices sufficient as a course.					
18. I have been able to fulfill the requirements of the Community Service Practices courses easily.					
19. I have found Community Service Practices useful for the teaching profession of English.					
20. I have learnt Community Service Practices through observation.					
21. I have learnt Community Service Practices by experiencing.					
22. I have found the knowledge and experience of the instructor sufficient for the Community Service Practices.					

B. Student Teachers' Perceptions concerning the Projects implemented at the Community Service

Please state the number of Projects you have participated within the scope of Community Service Practices:

1 2 3 4 and more

Please list the Projects you have participated within the scope of Community Service Practices:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
23. I believe I have understood the objectives of Project(s) I participated within the scope of Community Service Practices					
24. I believe that the limits of Project(s) I participated within the scope of Community Service Practices were set out in a good way.					
25. I believe that the duration of Project(s) I participated within the scope of Community Service Practices was sufficient.					
26. I have taken part as a volunteer in Project(s) carried out within the scope of Community Service Practices.					
27. Participating in (a) Project(s) as a volunteer has made me feel good about myself conscientiously.					
28. Participating in (a) Project(s) has helped me to identify the needs of the community.					
29. Participating in (a) Project(s) has helped me to change the society's perceptions against English.					
30. I have had difficulty during the implementation phase of Project(s) I participated within the scope of Community Service Practices.					
31. I believe the Project(s) I participated within the scope of Community Service Practices contribute to the solution of the problems in the community.					
32. I believe that the Project(s) I participated within the scope of Community Service Practices are applicable.					
33. The Project(s) I participated within the scope of Community Service Practices cover the topics of my interest.					
34. I believe that the Project(s) I participated within the scope of Community Service Practices are sustainable.					
35. I believe I could develop Project(s) within the scope of Community Service Practices.					

C. Gains of Community Service Practices

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Community Service Practices;					
36. improved my communication skills.					
37. improved my organizational skills.					
38. developed my active citizenship consciousness.					
39. developed my consciousness of social responsibility.					
40. developed my self-confidence					
41. developed my critical thinking skills.					
42. developed my problem-solving skills.					
43. improved my ability to empathize.					
44. improved my social leadership skills.					
45. improved my time management skills					
46. improved my focus and attention skills					
47. contributed to relying on individuals.					
48. contributed to my being more sociable					
49. improved my ability to work with individuals.					
50. contributed to my approaching to social problems from different angles.					
51. contributed to my recognizing different cultures in the community.					
52. contributed to the development of my world knowledge					

53. provided the opportunity to apply knowledge to real life.					
54. I have had the opportunity to recognize the public institutions and civil society organizations which serve the community closely.					

D. Student Teachers' Thoughts concerning Increasing the Efficiency of Community Service Practices

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
55. Instructors who is skilled, experienced and have sufficient knowledge about Community Service Practices must be appointed for this course.					
56. The Community Service Practices must be provided in more than one class period.					
57. More information should be given about the methods to be applied within the scope of Community Service Practices.					
58. More information should be given about the functioning of Community Service Practices.					
59. More information should be given about the project designing within the scope of Community Service Practices.					

This survey was adapted from Arcagök's MA thesis (2011) entitled "*The Evaluation of the Service Learning at the Primary School Education Department*"

Note: State your comments or suggestions if any:

APPENDIX III

Prospective English Language Teachers' Views on the Implementation Process and the Outcomes of Community Service Practices Course

Dear Student Teachers of English Language Teaching,

Your predictions and ideas are of great importance regarding the study in question. Your responses' being sincere is extremely important for the reliability of the study. Thank you in advance for your contribution to the study

Note: As the survey will be evaluated in bulk and kept confidential, you do not need to write your name.

Lecturer Sedat KORKMAZ

Please put a cross (X) into the brackets which is appropriate for you.				
Gender:	a. Male ()	b. Female ()		
Please state the number of Projects you have participated within the scope of Community Service Practices:				
1 ()	2 ()	3 ()	4 and more ()	
Please list the Projects/Activities you have participated within the scope of Community Service Practices.				
a.	_____.			
b.	_____.			
c.	_____.			
d.	_____.			
e.	_____.			
f.	_____.			
g.	_____.			
h.	_____.			
i.	_____.			
j.	_____.			

Please put a cross (X) into the box which is appropriate for you. If there is another choice, please specify it into the "other" section.					
Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1					
The Projects/Activities implemented at the "Community Service Practices" course ...					
1. have allowed me to apply the experiences I gain through such practices on my teaching profession	5	4	3	2	1
2. have allowed me to be competent at my teaching profession.	5	4	3	2	1
3. have allowed me to develop strategies for teaching.	5	4	3	2	1
4. constitute strong ties between the community and educational institutions.	5	4	3	2	1
5. have allowed me to recognize the effective public institutions and civil society organizations closely in social services in Turkey.	5	4	3	2	1
6. have allowed me to be more responsive to social problems.	5	4	3	2	1

7. have allowed me to learn the structure of society.	5	4	3	2	1
8. have allowed me to learn the functioning of society.	5	4	3	2	1
9. have allowed me to be more environmentally conscious.	5	4	3	2	1
10. have allowed me to gain respect in the community	5	4	3	2	1
11. have clear and understandable objectives.	5	4	3	2	1
12. are useful for my teaching profession of English.	5	4	3	2	1
Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree=1					
13. were mostly carried out through observation.	5	4	3	2	1
14. were mostly carried out through experiencing / doing.	5	4	3	2	1
15. were guided/supervised enough by the instructor whose knowledge and experience is sufficient for the Community Service Practices.	5	4	3	2	1
16. have clearly set objectives and limits	5	4	3	2	1
17. are practical enough in terms of the time allotted.	5	4	3	2	1
18. were carried out voluntarily.	5	4	3	2	1
19. have made me feel good about myself as I participated voluntarily.	5	4	3	2	1
20. have helped me to identify the needs of the community.	5	4	3	2	1
21. have helped me to change the society's perceptions against learning English.	5	4	3	2	1
22. caused me to have some difficulties during the implementation phase.	5	4	3	2	1
23. contribute to the solution of the problems in the community.	5	4	3	2	1
24. cover the topics of my interest.	5	4	3	2	1
If there is another choice, please specify...					
Community Service Practises...					
25. improved my communication skills.	5	4	3	2	1
26. improved my organizational skills.	5	4	3	2	1
27. developed my active citizenship consciousness.	5	4	3	2	1
28. developed my consciousness of social responsibility.	5	4	3	2	1
29. developed my self-confidence.	5	4	3	2	1
30. developed my critical thinking skills.	5	4	3	2	1
31. improved my ability to empathize.	5	4	3	2	1

32. improved my time management skills.	5	4	3	2	1
33. improved my focus and attention skills.	5	4	3	2	1
34. contributed to relying on individuals.	5	4	3	2	1
35. contributed to my being more sociable	5	4	3	2	1
36. contributed to my approaching to social problems from different angles.	5	4	3	2	1
37. contributed to my recognizing different cultures in the community.	5	4	3	2	1
38. improved my ability to work with individuals.	5	4	3	2	1
39. contributed to the development of my world knowledge	5	4	3	2	1
40. provided the opportunity to apply the knowledge gained through this lesson to real life.	5	4	3	2	1
If there is another choice, please specify...					
In order to increase the efficiency of Community Service Practices, I believe that					
<p style="text-align: center;">THANKS FOR YOUR TIME.</p> <p style="text-align: center;">This survey was adapted from Arcagök's MA thesis (2011) entitled "The Evaluation of the Service Learning at the Primary School Education Department"</p>					

APPENDIX IV

Prospective English Language Teachers' Views on the Implementation Process and the Outcomes of Community Service Practices Course

Dear Student Teachers of English Language Teaching,

Your predictions and ideas are of great importance regarding the study in question. Your responses' being sincere is extremely important for the reliability of the study. Thank you in advance for your contribution to the study

Note: As the survey will be evaluated in bulk and kept confidential, you do not need to write your name.

Lecturer Sedat KORKMAZ

Please put a cross (X) into the brackets which is appropriate for you.	
Gender:	a. Male () b. Female ()
Please state the number of Projects you have participated within the scope of Community Service Practices:	
1 () 2 () 3 () 4 and more ()	
Please list the Projects/Activities you have participated within the scope of Community Service Practices.	
a.	_____.
b.	_____.
c.	_____.
d.	_____.
e.	_____.
f.	_____.
g.	_____.
h.	_____.
i.	_____.
j.	_____.

Please put a cross (X) into the box which is appropriate for you. If there is another choice, please specify it into the "other" section.					
Strongly Agree = 5,		Agree = 4,		Neutral = 3,	
Disagree = 2,		Strongly Disagree = 1			
The Projects/Activities implemented at the "Community Service Practices" course ...					
1. have allowed me to apply the experiences I gain through such practices on my teaching profession	5	4	3	2	1
2. have allowed me to be competent at my teaching profession.	5	4	3	2	1
3. have allowed me to develop strategies for teaching.	5	4	3	2	1
4. constitute strong ties between the community and educational institutions.	5	4	3	2	1
5. have allowed me to recognize the effective public institutions and civil society organizations closely in social services in Turkey.	5	4	3	2	1

6. have allowed me to be more responsive to social problems.	5	4	3	2	1
7. have allowed me to learn the structure of society.	5	4	3	2	1
8. have allowed me to learn the functioning of society.	5	4	3	2	1
9. have allowed me to be more environmentally conscious.	5	4	3	2	1
10. have allowed me to gain respect in the community	5	4	3	2	1
11. have clear and understandable objectives.	5	4	3	2	1
12. are useful for my teaching profession of English.	5	4	3	2	1
Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree=1					
13. were mostly carried out through observation.	5	4	3	2	1
14. were mostly carried out through experiencing / doing.	5	4	3	2	1
15. were guided/supervised enough by the instructor whose knowledge and experience is sufficient for the Community Service Practices.	5	4	3	2	1
16. are practical enough in terms of the time allotted.	5	4	3	2	1
17. were carried out voluntarily.	5	4	3	2	1
18. have made me feel good about myself as I participated voluntarily.	5	4	3	2	1
19. have helped me to identify the needs of the community.	5	4	3	2	1
20. have helped me to change the society's perceptions against learning English.	5	4	3	2	1
21. caused me to have some difficulties during the implementation phase.	5	4	3	2	1
22. contribute to the solution of the problems in the community.	5	4	3	2	1
23. cover the topics of my interest.	5	4	3	2	1
If there is another choice, please specify...					
Community Service Practises...					
24. improved my communication skills.	5	4	3	2	1
25. improved my organizational skills.	5	4	3	2	1
26. developed my active citizenship consciousness.	5	4	3	2	1
27. developed my consciousness of social responsibility.	5	4	3	2	1
28. developed my self-confidence.	5	4	3	2	1
29. developed my critical thinking skills.	5	4	3	2	1
30. improved my ability to empathize.	5	4	3	2	1
31. improved my time management skills.	5	4	3	2	1

32. improved my focus and attention skills.	5	4	3	2	1
33. contributed to relying on individuals.	5	4	3	2	1
34. contributed to my being more sociable	5	4	3	2	1
35. contributed to my approaching to social problems from different angles.	5	4	3	2	1
36. contributed to my recognizing different cultures in the community.	5	4	3	2	1
37. improved my ability to work with individuals.	5	4	3	2	1
38. contributed to the development of my world knowledge	5	4	3	2	1
39. provided the opportunity to apply the knowledge gained through this lesson to real life.	5	4	3	2	1
If there is another choice, please specify...					
In order to increase the efficiency of Community Service Practices, I believe that					
THANKS FOR YOUR TIME.					
This survey was adapted from Arcagök's MA thesis (2011) entitled "The Evaluation of the Service Learning at the Primary School Education Department					

APPENDIX V
INTERVIEW FORM
INTERVIEW SCHEDULE

Interviewer: Sedat KORKMAZ	Date:
Interviewee:	Duration:

Introduction

I'm having my MA degree at the ELT department, COMU. I'm doing a research on "Prospective Teachers' Views on Implementation Process and Gains of Community Service Practices Course in English Language Teaching". I regard your responses will contribute a lot to my study. The results of the study will shed light on the betterment of Community Service Practices course in ELT. In the analysis part of the study, your names will be kept confidential so you may express your ideas frankly. This interview will almost take 15-20 minutes. Thank you for your sincere contribution to my study.

1. How do you evaluate Community Service Practices course in terms of its purpose, content, method and instructors?

- What do you think is the purpose of this course? Did the content of the course draw your attention?

If yes, what activities/projects you did were interesting to you?

If no, what do you think what interesting topics might include in the content of this course?

- Have you experienced any problems with the implementation of the course? If your answer is yes, what are these problems? Please specify.
2. How do you think Community Practices course will contribute to your teaching life (profession)? Please specify.
 3. What gains did you obtain from this course in terms of social aspects? Please specify.
 4. How did course contribute to your personal development? Please specify.

APPENDIX VI
GÖRÜŞME FORMU
GÖRÜŞME TAKVİMİ

Görüşmeyi Yapan Kişi: Sedat KORKMAZ	Tarih:
Görüşme Yapılan Kişi:	Süre:

Giriş

Çanakkale 18 Mart Üniversitesi İngiliz Dili Eğitimi Bölümünde Yüksek Lisansımı yapıyorum. “İngiliz Dili Eğitimi Öğretmen Adaylarının Topluma Hizmet Uygulamaları Dersinin İşleyiş Süreci ve Kazanımlarına İlişkin Görüşleri” üzerine bir araştırma yapıyorum. İ Vereceğin yanıtların çalışmama çok şey katacağını düşünüyorum. Çalışmanın sonuçları İngiliz Dili Eğitiminde Topluma Hizmet Uygulamalarının iyileştirilmesine ışık tutacaktır. Çalışmanın analizinde isimleriniz gizli tutulacaktır dolayısıyla fikirlerinizi açıkça beyan edebilirsiniz. Bu görüşme yaklaşık 15-20 dk sürecektir. Çalışmama içten katkılarınızdan dolayı teşekkür ederim.

1. Topluma Hizmet Uygulamaları dersini amaç, içerik, dersin veriliş şekli ve öğretim elemanları açısından nasıl değerlendirirsiniz?

- Sizce bu dersin amacı nedir? Dersin içeriği ilginizi çekti mi?

Evet ise yaptığınız hangi aktiviteler/etkinlikler sizin için ilginçti?

Hayır ise sizce bu dersin içeriğinde hangi ilginç konular olabilir?

- Dersin işleyişiyle ilgili sorunlar yaşadınız mı? Cevabınız evet ise bu sorunlar nelerdir? Belirtiniz.

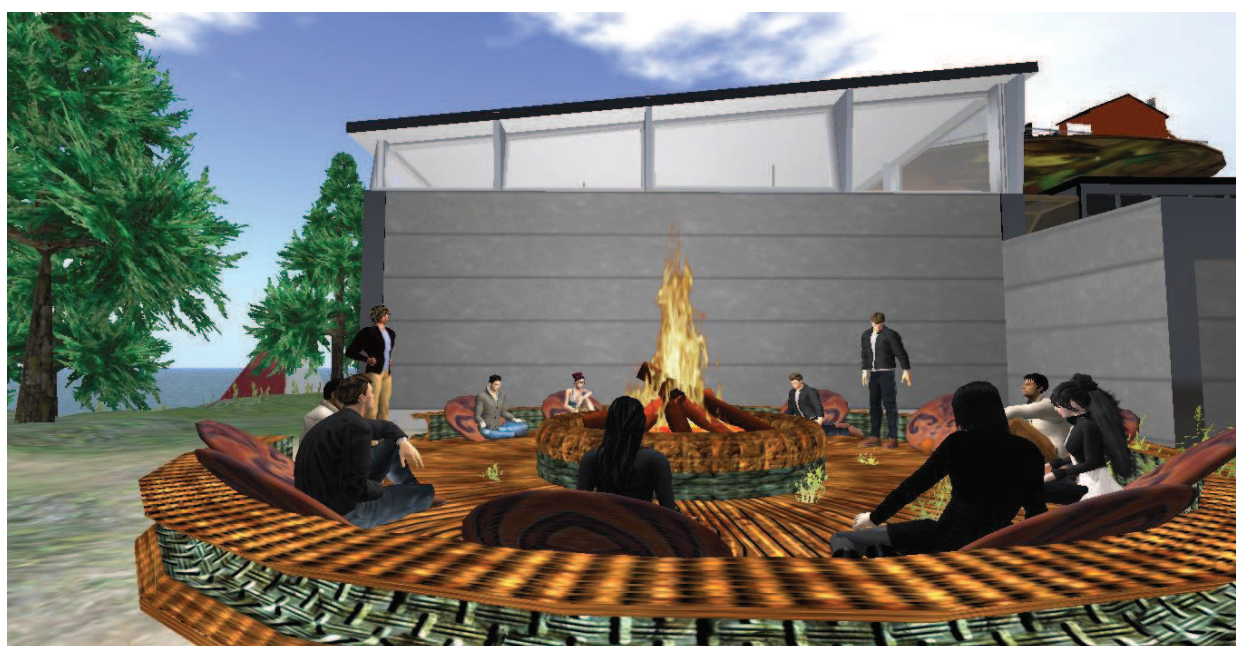
2. Topluma Hizmet Uygulamaları dersinin öğretmenlik yaşantınıza(mesleğinize)nasıl katkı sağlayacağını düşünüyorsunuz?
3. Bu ders toplumsal açıdan size neler kazandırdı?
4. Bu ders kişisel gelişiminize nasıl katkıda bulundu?

APPENDIX VII

A SAMPLE PROJECT

Res. Assist. Dr. Levent Uzun
Uludag University, Education Faculty, Department of English Language Education

A Scientific Research Project realized in Cooperation with Uludag University and Emir-Koop Secondary School
English Education in 3D Dijital Environment



One of the issues highlighted often in the literature of learning a foreign language is that learning by doing and discovering has positive impacts. Another important finding and recommendation is that digital media and technological tools have been significantly involved in education and they will form the basis for education in the future. Again, it is alleged that learning is also continuing at any time other than official media, such as school and classroom and it should continue as well. *Second Life* virtual reality platform not only prepares a convenient environment conducive to the implementation and spread of the three aforementioned topics to a wide audience but it also provides people with an opportunity to broaden their horizons on the issues of teaching and practices of the future. Besides, this platform offers learning and teaching environment every time by eliminating the place and time factors.

Through the scientific research Project realized in collaboration with Uludag University and Bursa Emir-Koop Secondary School, Uludag University English Language Teaching Department students with a certain proficiency in English and 7th grade students studying at Emir-Koop Secondary School meet in a virtual environment and they have the opportunity to improve their English in a technology-assisted digital media. The aim of the project is to activate and increase the service of English Language Teaching Department to the community as much as possible by eliminating the problems of time and place. Through this project, it is expected to provide a mutual benefit within the scope of university and sector cooperation.

Project Scope and Content

Second Life, by creating an avatar for yourself, lets you enter in a virtual environment with a high visual quality. The scope of the project consists of two steps. The first step is to create a digital English learning environment and to make ready this environment for use by equipping the necessary tools and materials. The second step is to bring students together in the area in question and to activate the practices of English. Thus, in the virtual practice area that will be prepared, students with English proficiency and the party that is willing to learn or improve their foreign languages will be met.

Second Life is easy to use and does not require any training and it can be used by anyone who owns a reasonable computer. The people authorized within the scope of the project can participate in the virtual English classes with a specific user name and passport and in mutual interaction with real people, they can develop their linguistic skills (writing, reading, speaking, listening). The presentations and lectures performed in this platform are determined by the project coordinator and assistants and they are conducted in parallel with the students' syllabus in an integrated manner. Participants in the virtual learning environment have the opportunity to communicate with more than one person at the same time, if desired, they can contribute to their foreign language knowledge by following a single person or sharing information among themselves in an interactive environment for fun. In line with the program determined, both university students and middle school students find the opportunity to develop their English with the possibilities of flexible time and space.

Gains obtained from the Project

1. Middle school students can use technology for educational purpose and they can focus on the internet with the aim of learning.
2. Social and shared learning are carried out.
3. Assignments and activities are done in a fun environment by helping each other.
4. As well as improving vocabulary knowledge and grammar, writing, reading, speaking, and listening skills are also developed..
5. An active learning process is formed by prompting problem solving and orientation skills.
6. Prospective English Language teachers have the experience of sharing their knowledge of English in the digital environment and they have a chance of reviewing their available information.
7. University students who will be foreign language teachers in the future not only improve their skills in distance education but they also develop their horizons on post-modern educational philosophies and practices.
8. By launching a new service in the field of community service practices, university-city association is increased. The opportunities of practicing and improving their foreign language as after school activities arise for the students in schools affiliated to the Ministry of Education.
9. It offers alternative learning environment for people who are reluctant to learn English due to factors such as time, money, energy, etc.
10. By providing meeting with teachers, academicians, students and public in the advanced stages, fundamental steps are taken in order to create an interactive and close virtual learning.



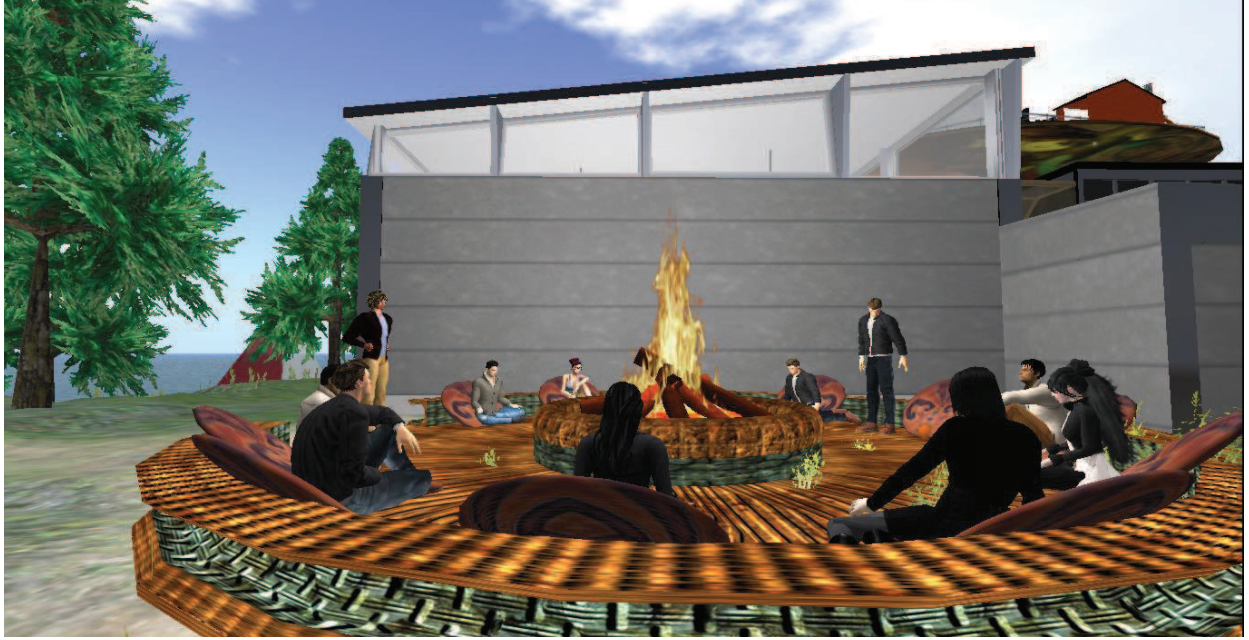
Emir-Koop Secondary School which provided actual contribution to the implementation of the project and Uludag University which gave financial support are hopeful about moving their collaborations to the further points and developing them and they believe that this project will initiate to take a step to more comprehensive projects in the context of technology-education.

APPENDIX VIII

TURKISH VERSION OF THE SAMPLE PROJECT

Arş. Gör. Dr. Levent Uzun
Uludağ Üniversitesi, Eğitim Fakültesi, İngiliz Dili Eğitimi Anabilim Dalı

**Uludağ Üniversitesi ve Emir-Koop Ortaokulu' nun İşbirliği ile Gerçekleşen Bilimsel Araştırma Projesi
3 Boyutlu Dijital Ortamda İngilizce Eğitimi**



Yabancı dil öğrenme literatüründe sıklıkla vurgulanan konulardan birisi yaparak ve keşfederek öğrenmenin olumlu katkıları olduğudur. Bir başka önemli bulgu ve öneri şudur ki, dijital ortam ve teknolojik araçlar önemli ölçüde eğitime dahil olmuştur ve gelecekte eğitimin temelini oluşturacaktır. Yine, iddia edilmektedir ki öğrenme, okul ve sınıf gibi resmi ortamlar dışında da her an devam etmektedir ve etmelidir. *Second Life* sanal gerçeklik platformu bu üç konunun uygulanması ve geniş kitlelere yayılması hususunda elverişli bir ortam hazırlamakla kalmayıp, insanlarda geleceğin öğretimi ve uygulamaları konusunda ufuk geliştiren bir olanak sağlamaktadır. Bununla birlikte, yer ve zaman faktörlerini ortadan kaldırarak her daim öğrenme ve öğretme ortamı sunmaktadır.

Uludağ Üniversitesi ve Bursa Emir-Koop Ortaokulu' nun işbirliği ile gerçekleşen bilimsel araştırma projesi ile İngilizce konusunda belirli bir yeterliliğe sahip olan Uludağ Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı öğrencileri ve Emir-Koop Ortaokulu' nda 7.sınıfta okuyan öğrenciler sanal bir ortamda buluşmakta ve yabancı dili teknoloji destekli dijital bir ortamda geliştirme olanağına sahip olmaktadır. Projenin amacı, yer ve zaman problemlerini ortadan kaldırarak mümkün olduğunca İngiliz Dili Eğitimi Anabilim Dalı' nın topluma hizmetini aktifleştirmek ve arttırmaktır. Bu proje ile üniversite ve sektör işbirliği kapsamında iki taraflı bir fayda sağlanacağı öngörülmektedir.

Proje Kapsamı ve İçeriği

Second Life, kendinize ait bir avatar oluşturarak, görsel kalitesi yüksek sanal bir ortama girmenize olanak sağlar. Projenin kapsamını iki adım oluşturmaktadır. Birinci adım, dijital bir İngilizce öğrenme alanının oluşturulması ve gerekli araç ve materyallerle donatılarak kullanmaya hazır hale getirilmesidir. İkinci aşama ise, söz konusu alanda öğrencilerin buluşturulması ve İngilizce uygulamalarının faaliyete geçirilmesidir. Böylece, hazırlanacak olan sanal uygulama alanında İngilizce yeterliliği bulunan öğrenciler ile yabancı dili öğrenme veya geliştirme konusunda istekli taraflar buluşturulacaktır.

Second Life kullanımı kolay olduğundan herhangi bir eğitim gerektirmez ve orta derecede bir bilgisayar sahibi olan herkes tarafından kullanılabilir. Proje kapsamında yetkilendirilen şahıslar belirli bir kullanıcı adı ve parola ile sanal İngilizce derslerine katılabilmektedir ve gerçek kişilerle çift taraflı karşılıklı bir etkileşim içerisinde, dilsel becerilerini (yazma, okuma, konuşma, dinleme) geliştirebilmektedir. Burada devam ettirilen sunum ve dersler proje yürütücüsü ve yardımcıları tarafından belirlenmekte ve öğrencilerin ders programlarıyla bir bütünlük içerisinde paralel olarak yürütülmektedir. Sanal öğrenme ortamında bulunan katılımcılar aynı anda birden fazla kişiyle iletişimde bulunma imkanına sahipken, istedikleri takdirde tek bir kişiyi takip ederek veya kendi aralarında da bilgilerini paylaşarak etkileşimli bir ortamda, oyun oynarcasına yabancı dil bilgilerine katkıda bulunabilmektedirler. Belirlenen program doğrultusunda esnek zaman ve mekan olanaklarıyla hem üniversite öğrencileri kendilerini geliştirme, hem de orta okul öğrencileri İngilizcede ilerleme fırsatı bulmaktadır.

Projeden Elde Edilen Kazanımlar

Ortaokul öğrencilerimizin teknolojiyi eğitim amaçlı kullanmaları ve internete öğrenme hedefiyle odaklanmaları sağlanmaktadır.

1. Orta okul öğrencilerimizin teknolojiyi eğitim amaçlı kullanmaları ve internete öğrenme hedefiyle odaklanmaları sağlanmaktadır.
2. Sosyal ve paylaşımlı öğrenme gerçekleştirilmektedir.
3. Ödevler ve aktiviteler yardımlaşarak, eğlenceli bir ortamda yapılmaktadır.
4. Sözcük ve dilbilgisinin yanı sıra yazma, okuma, konuşma ve dinleme becerileri de geliştirilmektedir.
5. Problem çözme ve oryantasyon becerileri harekete geçirilerek aktif bir öğrenme süreci oluşturulmaktadır.
6. Üniversite öğrencisi öğretmen adayları İngilizce bilgilerini dijital ortamda paylaşma deneyimine sahip olmakta ve mevcut bilgilerini gözden geçirme imkanına erişmektedirler.
7. Gelecekte yabancı dil öğretmeni olacak olan üniversite öğrencileri uzaktan eğitim konusunda becerilerini arttırmakla kalmayıp, postmodern eğitim felsefeleri ve uygulamaları hususunda ufuklarını geliştirmektedirler.
8. Topluma hizmet uygulamaları alanında yeni bir hizmet başlatılarak üniversite-şehir birleşmesi arttırılmaktadır. Milli Eğitim Bakanlığı'na bağlı okullardaki öğrencilere okul sonrası faaliyet olarak yabancı dillerini pratik etme ve geliştirme fırsatı doğmaktadır.
9. Zaman, para, enerji, vs. gibi etmenler nedeniyle İngilizce öğrenmeye sıcak bakmayan kişilere alternatif öğrenme ortamı ve olanağı sağlanmaktadır.
10. Daha ileri aşamalarda her dilden öğretmen, akademisyen, öğrenci ve halk buluşması sağlanarak etkileşimli ve yakın bir sanal öğrenme ortamı oluşturulması için temel adımlar atılmaktadır.



Projenin yürütülmesinde fiili katkı sağlayan Emir-Koop Ortaokulu ve maddi destekte bulunan Uludağ Üniversitesi işbirliklerini daha ileri noktalara taşımak, geliştirmek ve teknoloji-egitim bağlamında daha geniş kapsamlı projelere adım atmak için bu projenin önyak olacağı konusunda ümitliler.

APPENDIX IX

TABLE 16

Overall Descending Questionnaire Items

ITEM18	158	1	5	4,38	,955
ITEM28	158	2	5	4,34	,842
ITEM14	158	2	5	4,34	,762
ITEM17	158	1	5	4,28	1,058
ITEM27	158	1	5	4,27	,848
ITEM34	158	2	5	4,23	,829
ITEM37	158	2	5	4,22	,849
ITEM30	158	2	5	4,22	,817
ITEM24	158	1	5	4,18	,866
ITEM25	158	2	5	4,18	,826
ITEM1	158	1	5	4,15	,883
ITEM6	158	1	5	4,15	,880
ITEM39	158	2	5	4,15	,887
ITEM26	158	1	5	4,14	,848
ITEM19	158	2	5	4,13	,838
ITEM29	158	1	5	4,08	,896
ITEM32	158	2	5	4,06	,908
ITEM10	158	1	5	4,03	,848
ITEM35	158	2	5	4,03	,903
ITEM31	158	1	5	4,02	,974
ITEM4	158	2	5	4,01	,845
ITEM2	158	1	5	4,01	,917
ITEM12	158	1	5	4,01	1,068
ITEM11	158	1	5	4,01	,863
ITEM9	158	1	5	3,96	,944
ITEM3	158	1	5	3,96	1,002
ITEM5	158	1	5	3,91	,947
ITEM33	158	2	5	3,82	,873
ITEM7	158	1	5	3,81	,918
ITEM22	158	1	5	3,76	,899
ITEM38	158	1	5	3,75	1,034
ITEM16	158	1	5	3,74	1,004
ITEM8	158	1	5	3,74	,838
ITEM23	158	1	5	3,64	1,060
ITEM36	158	1	5	3,59	1,083
ITEM15	158	1	5	3,53	1,121
ITEM21	158	1	5	3,43	1,073
ITEM13	158	1	5	3,35	1,157

ITEM20	158	1	5	3,30	1,204
Valid N (listwise)	158				
