

The Extent of Including Service-Learning Projects in Jordanian EFL Textbooks

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Abstract: Service learning has established universal values for learners as a code of behavior, which affords strength to the structure of society, as it empowers students to be better citizens. The current research sheds light on the extent of including service learning projects in Jordanian EFL English textbooks. Of possibly greater interest, service learning concerns may be transported to life in language classrooms. The purpose of this study is to explore the potential of including the main service learning domains accredited by the researchers in EFL Jordanian materials. To this end, the textbooks being taught for the ninth and tenth grades were selected. As a qualitative inquiry technique, textbook content analysis was used for gathering data through content analysis procedures. Reliability and validity of the study instrument were checked. Four main domains of service learning (social, cultural, environmental and economical) and their projects were determined. It was found that the most cited service learning domain was the social domain. Other domains were relatively less emphasized. Results showed that Action Pack textbooks under analysis have the potential to support the development of service learning.

(**Keywords:** Service Learning, EFL Textbooks)

Introduction

Undoubtedly, education is considered a source of strength for any country that wants progress. It is one of the most important instruments through which society seeks to provide students with desired information, skills and attitudes that help them interact successfully with their environment and society. All the way through history, schools have realized that it is absolutely necessary to educate students, so that they share the spirit of duty and the respect of humanity. Service learning has received a lot of attention recently as a potentially important school improvement practice, because it both helps students learn important academic skills and boosts the civic mission of schools. According to the National Center for Education statistics, service learning is currently practiced in about one-third of all public schools (Billing, 2011). There have been service learning education initiatives across many countries that have affected the personal growth in terms of the development of empathy, responsibility, civic engagement and self-efficacy, in addition to students' communication with students and teachers (Farber, 2017).

مدى تضمين مشروعات التعلم الخدمي في كتب اللغة الإنجليزية الأردنية كلمة أجنبية

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ملخص: لقد انشأ التعلم الخدمي قيمة عالمية للمتعلمين باعتباره محركاً للسلوك الذي يعطي المجتمع قوة من خلال تمكين المتعلمين من أن يصبحوا مواطنين صالحين؛ إذ من المحتمل أن يكون لقيم التعلم الخدمي التي تدرس في غرفة الصف انعكاس إيجابي في الحياة. هدفت الدراسة الحالية إلى استكشاف مدى تضمين مجالات التعلم الخدمي الرئيسية المعتمدة من الباحثين في مناهج اللغة الإنجليزية الأردنية. وتحقيقاً لهذا الهدف، تم اختيار كتب اللغة الإنجليزية التي يتم تدريسها للصفين التاسع و العاشر كعينة لهذه الدراسة. وباعتباره تقنية بحث نوعية، تم استخدام تحليل المحتوى لجمع البيانات. وتم التأكد من صدق و ثبات أداة الدراسة، كما تم تحديد أربعة مجالات رئيسية للتعلم الخدمي هي: الاجتماعي والثقافي والبيئي والاقتصادي. وأظهرت نتائج الدراسة أن مشاريع التعلم الخدمي الاجتماعية كانت الأكثر تكراراً وتضميناً في المناهج المشار إليها، فيما تم تضمين المجالات الأخرى على نحو أقل تكراراً. كما أظهرت نتائج الدراسة أن مجموعة الكتب الدراسية عينة البحث تسهم في دعم تطور التعلم الخدمي لدى الطلبة.

(الكلمات المفتاحية: التعلم الخدمي، كتب اللغة الإنجليزية)

Lately, researchers have reported a decline in moral values caused by unfiltered media exposure via television and the Internet (Wan et al., 2013), while others blame the current educational system and the failure of family institution (Harrell, 2010). Based on the findings of previous research, it is expected that including service learning as part of students' academic requirements could raise students' civic responsibility and improve their discipline and moral values.

Peaty (2010) stated a number of instructional justifications for integrating global topics in EFL (English as a Foreign Language). The depth and diversity of global topics make them extremely thrilling for talking. Peaty argued that using the language as a tool and as content at the same time is very effective, expressing concerns that are significant to the learner. Given the seriousness of problems and social concerns, like environment and communities, EFL/ESL teachers feel a moral responsibility to discuss global concerns with their students.

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Service learning is widely defined as a form of experiential education that integrates meaningful community service into curricula. It contains two main elements: Service, which involves the engagement within the community and learning, which is the outcome of that engagement. These elements should be balanced by expecting students to participate in an organized service activity that meets identified community needs” and “reflects on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline and an enhanced sense of civic responsibility”(Bringle & Hatcher, 1995).

It is an educational method which is designed to raise academic learning and authentic service projects. It facilitates student learning by actively participating in a carefully developed and well-organized community service (Burr & Jensen, 2006). Service learning expands students’ pedagogical skills, learning of content knowledge, life skills and civic responsibility (Berman, 2006; Lake et al., 2015).

When students are involved in service learning, they become highly motivated to learn, which in return drives them to a better understanding of content and skills (Billig, 2011). Moreover, students who complete service learning projects appreciate themselves and feel more useful.

Service learning is a teaching and learning tool that shows an expectation in engaging, motivating, and empowering students. It is an approach that aids students in exploring problems in their school or community and developing plans to solve them. According to Farber (2017), service learning is devoted to increasing opportunities for students to find problems and needs in their school, explore and discover the causes and effects of the problems they identify, research various solutions to the problems, evaluate solutions and decide on the actions to take.

Researchers believe that service learning could be defined as a curriculum-based approach in which classroom instruction is integrated with service to promote citizenship education and social justice. Students participate in activities that meet human and society needs along with structured opportunities deliberately designed to enhance student learning and development. It integrates society service with academic goals.

A variety of benefits of service learning have been witnessed for participants. Service learning provides opportunities and benefits for students, faculty, community and the academic institution (Warner et al., 2012). Service learning focuses on establishing a link between citizenship and service that has historically been a concern of educational systems (Staples & Ornatowski, 1997) by providing and enriching the classroom with real-world experience and making the course content relevant to the student (Brown et al., 2010). The integration of students’ learning into the community benefits the society as a whole by making use of students or human capital produced by the academic institutions.

Sabbaghi et al., (2013) found that students' attitudes to wards, building the community, commitment to the growth of people, empathy, awareness and foresight increased after participation in a service-learning project. The authors believed the students were more willing to be ethical leaders and sympathetic citizens after completing the project.

Similarly caro et al., (2013) encouraged students to be ready to enter organizations and understand quality leadership. A nursing program at junior-level students was found to make connections between theory and practice, as they learned concepts from patient-centered care to evidence-based practice (Flinders, 2013). By bringing students outside of the classroom and into the community, we allow them to build a connection with their communities which, in turn, builds their personal growth and understanding (Eisenhard & Ninassi, 2010).

Hansen (1999) stated that students develop important skills, helping them work more effectively in the labor market or in graduate school when they practice service learning. Elzinga (2001) suggests that an effective teaching style based on service learning projects enables students to apply learning to real-life situations.

Researchers believe that service learning could be a very good source that connects students to their societies. Furthermore, it provides real-life examples, gives students responsibility for the learning process, connects the community to the school and provides relationship building. These are exactly the types of skills that many young people need when they enter the work place and

which are difficult to teach through more traditional teaching approaches.

Service learning provides an ideal opportunity about the most effective way for students to learn concepts, such as empathy, service, trustworthiness and civic responsibility. Service learning is an application-based method, which is mutually beneficial to everyone involved and offers students a chance to connect what they are learning with action, while at the same time helping them improve the lives of others around them. It requires students to not only apply their learning to real-life situations, but also to enhance reflection on their learning in order to learn more deeply about real-life practice of critical concepts (Kaye, 2004).

Service learning can be most effective when it is truly student-driven. Students came up with organizations they wanted to provide a service for and each organization was based on a personal contact that students had to that organization. Because they have made personal connections, they look forward to returning with fresh ideas on how to connect and share time with the people there (Cress et al., 2005).

A growing body of research points to the many benefits that service-learning provides for English language learning. Scholars suggest that service learning contributes to students' language development (Marlow, 2007; Minor, 2001), intercultural awareness (Askildson et al., 2013), engagement in learning and in their local communities (Russell, 2007) and linguistic self-confidence (Hummel, 2013). Other work suggests that service learning leads to deepened understanding of social issues and civic engagement (Perren et al., 2013) and helps English language learners recognize that their academic work holds real-world value (Elwell & Bean, 2001).

The researchers selected the ninth and tenth grades, as students at this age encounter massive transitions, from body changes, social dynamics and changing friendships to transitioning from middle to high school. During adolescent growth, researchers note a decline in engagement, parental communication, motivation and achievement (Eccles et al., 1993). Research shows that adolescents prefer to learn through peer interaction active learning and connecting with the community (Payne & Edwards, 2010).

McCallumore and Sparapani (2010) have focused on the importance of ninth grade in expecting a student's chance of graduating from high school. They reported that the student's success is directly connected to success in grade nine, which creates a strong liaison between student engagement and high-school graduation. They added that, during the critical year of ninth grade, it is necessary that students experience academic and personal success to increase chances of graduating from high school.

Sims (2010) reported that several initiatives for ninth graders were developed in high schools in Illinois over a three-year period. During these initiatives, researchers found many benefits, including increased social engagement, levels of civic responsibility, leadership development and personal growth. Ninth grade works as a transition from middle school to high school. When nine graders participated in a service learning project, they were helping younger students moving to middle school as part of the service learning project. Sims asserted that service learning is a good instrument for students to achieve academically and grow personally.

In summation, service learning is an amazing way for students to learn about fundamental concepts, such as giving and collaborating. It not only prepares students in the classroom, but gives them valuable insights into the community and practical application of their knowledge in the real world. In turn, it helps them not only be successful adults, but good people as well. Finding a school that adopts the concept helps students advance and grow, both in the short term and for the rest of their lives.

Accordingly, much research was conducted to explore the effect of service learning projects on students' skills, knowledge and attitudes. Scales et al., (2000) compared three schools including a population of 1,153 sixth through eighth grade students involved in service learning. Researchers analyzed several features that link the development of students to service learning. The study investigated social responsibility, personal development, parental involvement and engagement with school, perceived academic competence and responsibility.

The results revealed increased personal growth in groups that participated in longer durations of service learning projects. Students also reported

that participating in service learning encouraged them to become interested in other classes.

Eppler et al., (2011) analyzed the outcomes of a service-learning project involving university and primary school students. They found mutual benefits for both college and elementary students. The findings revealed that college students who participated in service learning expressed gains in self-esteem and coping strategies and volunteered more in their communities. Furthermore, key findings reported that elementary students showed gains in their reading grades. Service learning projects yielded positive results for both parties.

Carlisle (2011) studied how to develop healthy relationships between teachers, school staff and students, through participation in service-learning projects, in order to combat some of the problems that students in the middle age face, such as, bullying, teasing and exclusion. Key findings included improvements in student behavior in terms of lessening bullying and office referrals, as well as an increase in students expressing a need for healthy relationships.

Fair et al., (2011) presented a case study of a class of fourth grade elementary students who visited a residential facility for the elderly as part of a long-term service learning project. The findings revealed that through repeated interactions, shared experiences and reflection before, during and after the experience, the students' perceptions of the elderly were changed. They reduced or removed biases about the elderly and developed a better understanding about them; they learned problem-solving skills and developed a sense of satisfaction from their work. They noted a noticeable change in these perceptions during and after the service-learning experience.

Mahasneh et al., (2012) tested service learning as a teaching and learning strategy in Jordanian universities, by integrating service learning into a counseling course at the Hashemite University. The findings of the study revealed that service learning promotes students' learning of the course content, students' sense of connection to their classmates and university, their sense of social responsibility and their professional development.

Al-Fursan and Al-Shurman (2017) investigated the degree of including service-learning projects in the textbooks of national and civic education in the primary stage. Seven textbooks from fourth to tenth grades were content-analyzed.

The analysis of these textbooks shows that there is a lack of inclusion of service-learning projects in the eighth, ninth and tenth grades. The researchers reported that service-learning projects were not appropriately presented and should be expanded.

By reviewing the previous studies, the positive impact of service learning on students' knowledge, values and attitudes at school and university is observed. This study dealt with the inclusion of service-learning projects in English language curricula, which (to the best of the researchers' knowledge) has not been addressed by previous research and might contribute to language learning.

Problem of the Study

Although educators now recognize a great deal about the significance of offering plain teaching in language skills through communicative activities, little is known about how EFL secondary curricula at this time introduce key values, such as service learning, where language as well as social skills are enhanced simultaneously.

There is a call from educators (e.g., Talafhah, 2012) to study the community and its factors, problems and needs that affect students' adaptation and harmony with their environment. In order to do this, service learning should be included within different curricula.

From the researchers' point of view, English language curriculum is not less important than the other curricula. Therefore, it should include the knowledge, skills and values of service-learning education, which contributes to build and develop a well integrated citizen.

Today's youth are tomorrow's nation and today's youth are the students. Students do pay a vital role in the society and in how a society is shaped generation after generation. The researchers felt confused regarding the absence of students' role in their society and their focus on the theoretical rather than the practical side of the curricula. The confusion has led to skepticism about the inefficiency of such textbooks in highlighting service-learning domains which students need. Accordingly, the present study aimed at content-analyzing Action Pack 9 & 10 to assess service-learning projects included in these EFL textbooks which are approved by the Jordanian Ministry of Education.

Purpose of the Study

The aim of this study is to explore the extent to which service learning is included in Jordanian EFL textbooks.

Question of the Study

This study will answer the following question: To what extent are service-learning projects included in Jordanian EFL textbooks?

Significance of the Study

This study is significant as for the findings obtained by critically investigating service learning across EFL curricula are expected to highlight the significance of such values in textbooks. Authors and developers of English language curricula should take service-learning domains into consideration while formulating their educational policies. Moreover, this study provides a framework for the trends in the field of service learning for researchers and practitioners in the related field. Since there is a limited quantity of such studies in the literature, it is expected that this study would be a leading one for further research and practices.

Operational Definitions

- **Service learning** in this study means the set of knowledge, values, concepts and behaviors related to service learning available in Action Pack Nine and Ten.
- **EFL textbooks** in this study mean Action Pack Nine and Ten that have been decided by the Ministry of Education in accordance with the approval of the Board of Education decision No.55/2013 for the academic year 2013/2014.

Limitations of the Study

This study is limited to Action Pack Nine and Ten during the summer of the school year 2018. The conclusions can be generalized with regard to the themes generated in this study and the cases under investigation. The study is also limited to analyzing English language textbooks for the ninth and tenth grades in light of service-learning projects and their sub-domains included in the study instrument.

Method

Research Method

In this study, Action Pack series Nine and Ten were content-analyzed to find out the extent to which service-learning domains are included. The study adopted the mixed methods research, which refers to the emergent methodology of research that advances the systematic integration of quantitative and qualitative data within a single investigation.

Study Instrument

Reviewing the related literature and the empirical studies in the same field (e.g., Khedr, 2012; Talafha, 2012; Al-Qahtani, 2002; Wade, 2000), the researchers designed a content analysis checklist that is based on four domains (social, environmental, cultural and economical) and identified (35) service-learning projects that were checked in the textbooks under study. Some paragraphs were deleted, based on the recommendations of some experts after verifying their validity. The checklist was used to record and tally the service-learning projects of all pictures, activities, reading and listening passages from Action Pack 9 & 10 textbooks.

Data analysis of the content analysis: EFL textbooks (Action Pack 9 & 10) analyzed in this study were supposed as a formal document of the Jordanian Ministry of Education and inspected in detail. In content analysis research, documents can be used as an individual data source or they can similarly be used with other data for variety (Holsti, 1969). In this study, textbooks were explored with explanatory thematic analysis based on studies that evaluate textbooks, in terms of service learning and theoretical studies that were stated in this study. The service-learning projects checklist was developed accordingly. Coding the text involved the following decision-making steps: The level of analysis the values to code for and the frequency of the theme (Krippendorff, 1980).

Criteria of Analysis

These relate to the criteria defined by the researcher to judge the topic. Researchers collect information in an objective way, then analyze, interpret and classify it according to specific criteria determined in advance, such as inclusion, authenticity, appropriateness...etc. The inclusion of environmental education was selected to meet the purpose of the study.

Categories of Analysis

The categories are the following four main domains of service learning:

- 1- Social.
- 2- Environmental.
- 3- Cultural.
- 4- Economical.

Units of Analysis

The units of analysis are all pictures, activities and reading texts in the content under investigation.

Validity of Content Analysis Checklist

In order to examine the validity of the instrument, a panel of six educational experts reviewed the instrument. The team was asked to validate the content of the instrument concerning their appropriateness and suitability to the purpose of the current study. The team's comments and suggestions were studied carefully and the necessary modifications were made. Accordingly, the checklist was categorized into broad areas of content called domains. Within each domain, the content is further defined by a set of projects. Social domain covers twelve projects, environmental domain covers nine projects,

economic domain covers six projects and cultural domain covers five projects.

Reliability of Content Analysis Checklist

The researchers repeated the analysis one week after the first one, using the same rules and procedures. Scott coefficient formula was used. The consistency was (0.90), which indicates a high agreement between the two analyses.

Results

How well are the service-learning domains (social, cultural, economical and environmental) are included in Action Pack 9 & 10 textbooks? A content analysis was carried out in order to pinpoint the service-learning domains under study in Jordanian EFL ninth and tenth grades textbooks. Each textbook under investigation was read and analyzed with great care, noting the parts that could be related to each service-learning domain. The notes were compared to the framework. Then, tables were presented to organize the results. The tables show the themes, frequencies and percentages in each textbook under analysis. The researchers reported (43) service-learning project occurrences in 9th grade textbook and (26) occurrences in 10th grade textbook. At first, social service-learning domain is demonstrated in Table 1 as follows. Other domains, however, are presented in subsequent tables.

Table 1

Frequencies and percentages of social service-learning projects included in the textbooks under investigation

#	Social Service-learning Projects	Frequencies		Total
		Action Pack 9	Action Pack 10	
1	Donate or raise money for your local charities	10	-	10
2	Organize a community blood donation drive	1	-	1
3	Participate in a charity bazaar work	-	-	-
4	Participate in national events	-	-	-
5	Help deliver and donate gifts to poor people and patients	1	-	1
6	Tutor children during or after school	2	1	3
7	Collect baby clothes and supplies to donate to new parents	1	-	1
8	Help relatives and elderly neighbors	2	-	2
9	Donate your old clothes	3	1	4
10	Donate blankets to a homeless shelter	1	1	2
11	Organize a drug-free campaign	1	-	1
12	The use of technology to serve community topics	8	2	10
	Total	30	5	35
	Percentage			50%

Table 1 presents the frequencies and percentages of social service-learning projects as manifested across both textbooks under study. It is noticed from Table 1 that the total percentage of inclusion of social service-learning projects in the curricula reached (50%) relative to the sum of the service-learning projects (*Percentage of inclusion: the occurrences of social service-learning projects 35, is divided by the total number of service-learning occurrences 70 and multiplied by 100%*).

The projects of social learning domain seem to be attempted across EFL textbooks under study in varying degrees ranging from one single occurrence to 10 occurrences. It is clear that social learning is well presented in the textbooks under

analysis. The projects and activities of social learning were introduced explicitly and cited in 35 texts and activities. The articles (participate in a charity bazaar work and participate in national events) were not shown in any grade and were totally neglected by textbook writers. The following are examples of some citations:

In Action Pack Nine, activity 1, page 57 asks students to complete the dialogue with *some, any, a lot, much or many*. The theme of the dialogue deeply focuses on helping and supporting people through planting social responsibility among students:

Jamil: Do you know an institution called Takaful?
Hakim: Yes, I know **a lot** about this organization.
Jamil: Can you give me **some** information about it? Who works in it, and what do they do?
Hakim: So **many** people joined the organization since its foundation in 2011. Its main purpose is to encourage unity and team work in society. Volunteers establish a cultural and social bond to work together and help and support others. There are almost 15,000 volunteers helping out.
Jamil: Thank you so **much**, Hakim. I didn't have **any** idea about this organization before.
Hakim: A **little** help from friends is always useful!

In Action Pack Nine, activity 2, page 54 asks students to read a paragraph about the Red Crescent and to know what the relative pronouns refer to. The paragraph clearly sheds light on the

role of Red Crescent in running programs to help people needing support and to encourage students to volunteer doing so when they get older:

Red Crescent volunteers work to prevent suffering for everyone, regardless of nationality, race, religion or gender.

Activity 7, page 55 requires students to think of a project to help people in need, which greatly helps students develop their life skills, become

well-rounded individuals, become competent and employable and better meet their learning objectives:

Read the speaking strategies. Then think of a project to help people in need in your city. It can be a poor neighborhood, children in a hospital or children in an orphanage, for example. What do they need? What can you and your classmates do to help them? How can you convince your classmates to help them?

In the work book of Action Pack 9, activity 3, page 44 asks students to complete a paragraph using the linking words: *so, and, but and although*. The theme of the paragraph is to encourage students to donate their unwanted belongings instead of throwing them out.

Activity 4, page 44 asks students to write a description of their possessions that they don't need any more, which lets them believe that the purpose of giving is to provide a value, not just a mechanism to purge things.

Table 2

Frequencies and percentages of environmental service learning projects included in the textbooks under investigation

#	Environmental Projects	Service-learning	Frequencies		Total
			Action Pack 9	Action Pack 10	
1	Clean up a local park		-	-	-
2	Plant a tree for Arbor Day		-	3	3
3	Volunteer at a nature camp and teach kids about the environment		1	-	1
4	Plant native flowers or plants along highways		-	-	-
5	Beautify the walls of schools, hospitals and public parks		-	-	-
6	Clean up after a natural disaster		-	1	1
7	Create or enhance a recycling program at your school		2	2	4
8	Conducting leaflets to educate the community members about saving environment		-	4	4
9	Participating in traffic awareness campaigns		-	-	-
	Total		3	10	13
	Percentage				18.6%

Table 2 presents the frequencies and percentages of environmental service-learning projects as manifested across both textbooks under study. It is noticed from Table 2 that the total percentage of inclusion of environmental service-learning projects in the curricula reached (18.6%).

Ten manifestations of introducing environmental service-learning projects were reported in Action Pack 10, while only three manifestations were found in Action Pack 9. The theme of environmental service-learning projects seems to be acceptably presented across secondary EFL textbooks in degrees ranging from one single citation (volunteer at a nature camp and teach kids about the environment) in Action Pack 9 to four

citations (conducting leaflets to educate the community members about saving environment) in Action Pack 10.

In action Pack 10, activity 3 asks students to read a newspaper report and to know how to save the planet's environment through reducing, reusing and recycling the unnecessary items into new products. The researchers believe that such activities enhance students' environmental knowledge and create positive attitudes towards it. Furthermore, such activities let students shoulder some responsibility towards their environment and community and create responsible citizens in the future.

Be Active!

•Reduce, reuse and recycle!

Did you know that a 1.5l bottle requires less energy and produces less waste than three 0.5l bottles? Avoid buying unnecessary items, reuse old material or recycle them into new products.

•Plant a tree!

Did you know that a single tree will absorb approximately one tonne of carbon dioxide during its lifetime? So start digging!

In the workbook of Action Pack Ten, activity 9, page 47 asks students to search about one of the world disasters and make notes about its causes and consequences.

The researchers strongly believe that education is not only about acquiring knowledge; it is also about applying the knowledge for the betterment of the society. In line with the uncertainties that the future beholds, it is the duty of students to do their best to mitigate the damaging effects of natural disasters.

In an attempt to reduce the loss caused by a calamity, the student community teamed with groups of teachers could make a strong presence in assisting communities to better deal with exigencies.

Activity 6, page 59 in the same workbook requires students to write a paragraph about possible solutions to global warming through using the second conditional and provided them with the following sentences as an example:

We would see an improvement in global warming if people conserved electricity. In addition, if people used cars less often, there would be less pollution.

The researchers believe that aligning such activities with the best possible practices can improve student learning and engage students in the critical issue of global warming, which is critically needed due to the serious problems we suffer from . This knowledge will reflect positively

on students' behaviors and raise their awareness of such environmental disaster and the necessity to fight it to save their environment and society.

Table 3

Frequencies and percentages of economical service learning projects included in the textbooks under investigation

# Economical Service-learning Projects	Frequencies		Total
	Action Pack 9	Action Pack 10	
1 Reducing energy consumption	-	1	1
2 Saving water	-	1	1
3 Visiting factories and supporting local products	-	-	-
4 Producing products for serving community	-	2	2
5 Protection of public property	-	-	-
6 Establishing a bazaar to help charities	-	-	-
Total	-	4	4
Percentage			5.7%

Table 3 unveils limited occurrences of economical service-learning projects across the textbooks under study. The total percentage of inclusion of economical service-learning projects in the curricula reached (5.7%). The articles (establishing a bazaar to help charities, protection of public property and visiting factories and supporting local products) were not found across these textbooks. Reducing energy consumption was almost absent, as it appeared once in Action Pack 10.

In Action Pack 10, activity 3 asks students to save energy by turning off light bulbs and phone chargers, as they consume electricity while they are plugged in. Moreover students are encouraged to plant trees, as trees are very important for healthy environment since a tree absorbs approximately one tonne of carbon dioxide during its life time.

•Turn off those lights!

Did you know that you are using a huge amount of energy by keeping your electronics (light bulbs, phone charger,... etc.) plugged in? Try using manual appliances instead of electric ones, if available, and keep watching TV and using your computer to a minimum.

•Go organic!

Did you know that organic farming cuts the production of carbon dioxide and nitrous oxide by at least a half? It also requires less irrigation, which conserves water and energy. It's not only better for the planet; it's healthier for you too!

This activity represents a clear message to save energy and water. Teachers could pay students' attention to some facts about energy conservation, such as: Reducing our water usage reduces the energy required to process and deliver it to homes and communities, which, in turn, helps reduce pollution and conserve fuel resources. It makes water available for recreational purposes.

Students should be taught to use their limited energy supplies wisely, care for them properly and keep them safe for generations to come.

In other words, teachers should stress on the idea that energy conservation is not a job that is reserved for specific people. Instead, it is up to each and every one of us to conserve energy, which helps contribute to healthier and happier communities and this will be among the key ingredients in making a community visually appealing and attractive to new residents and visitors alike.

Table 4

Frequencies and percentages of cultural service-learning projects included in the textbooks under investigation

#	Cultural Service-learning Projects	Frequencies		Total
		Action Pack 9	Action Pack 10	
1	Organize a summer reading program to encourage kids to read	-	-	-
2	Collect old books and donate them to libraries	2	-	2
3	Make leaflets to introduce Jordan's culture	6	8	14
4	Run a summer camp for children	-	-	-
5	Participate in a literacy program of the local community	-	-	-
6	Conduct a graffiti awareness campaign	1	-	1

#	Cultural Service-learning Projects	Frequencies		Total
		Action Pack 9	Action Pack 10	
7	Prepare a training course for the local community in computer skills	-	-	-
8	Work on a seminar showing the negative impacts of modern technology applications	-	-	-
Total		9	8	17
Percentage				24.2%

Table 4 shows that cultural service-learning projects were fairly presented and considered in the textbooks under analysis. Their percent of inclusion was (24.2%) as manifested across both textbooks under study. Nine manifestations of cultural service-learning projects were reported in

Action Pack 9 and eight were found in Action Pack 10.

In Action Pack 9, activity 2, page 69 asks students to complete the diary with the past simple or present perfect simple form of the verb between brackets.

Monday 16th April

We have been in Jordan for three days. We (1) _____ (see) and (2) _____ (do) so many interesting things here! On the day we (3) _____ (arrive), we (4) _____ (go) to the market in Madaba. It (5) _____ (be) an amazing experience – noisy, crowded and very colourful. Since we (6) _____ (get) here, we (7) _____ (visit) many historical and touristic places in Jordan, like Petra and Jerash.

In the work book, activity 2, page 17 asks students to re-order the words and phrases to make sentences. One of these sentences is: *The thobe, agal and kufiyyah make up the traditional costume of Jordan.*

In the student's book, activity 6, page 29 requires students to listen to a lecturer and complete new information which talks about the “truths” presented in the story including the necessity of God’s existence, as well as the life and teachings of the Prophet of Islam.

These activities clearly shed light on the role of school curriculum that reflects the culture of the community in all its elements: religious beliefs, customs and traditions. Not taking a country’s culture into account while intervening with important services like education might lead to low intervention outcomes. Curricula that respect and support the students’ culture are significantly more successful in educating those students. Building upon students’ culture does not only benefit students’ academic success, but also empowers them as individuals. A culturally responsive classroom environment allows students to feel

respected and safe to learn and participate positively in their community.

Discussion

In the current research, service-learning projects were found in a number of representative instances across both Action Pack 9 and Action Pack 10 all through Tables 1, 2, 3 and 4.

Social Domain

The social domain ranked first among all the domains with a percent of 50% and 35 occurrences. This asserts the importance to name these projects as service-learning projects which aim to serve the community. It also emphasizes that the relationship between the community and the school is not unilateral. The curricula are concerned with supporting the society and solving its problems, starting from the most vulnerable and disadvantaged, to the work of community charities, social investors and businesses that are committed to social good.

A society with the help of other institutions, among which are educational institution, has a

crucial role to play in restoring a sense of pride, agency and confidence to individuals to create meaningful change in their own communities. Consequently, curricula must be based on the needs of societies. This supports what Ginny (2011) noted that responsibility is shared between the community and its educational institutions. Ginny stressed that the important goal of service learning is to develop social responsibility and to achieve a logical link between academic learning and community service. Integrating academics and community service delivers greater student leadership development, enriched learning and improved academic performance.

Moreover, service learning can bring positive expectations to society. It develops social communication and awareness of the society needs. Furthermore, service learning has the ability to achieve community affiliation through practical experiences. Involving learners in practical experiences in their communities increases their knowledge of the major problems in their local community, which deepens their sense of belonging and responsibility. When service-learning education is introduced as cross-curricular, since the world consists of all zones of study, foreign language education can be more active in students' learning.

The most frequent project in the social domain was article 12 (The use of technology to serve community topics). It ranked first with 10 occurrences. As a matter of fact, we are living in a constantly evolving digital world. Technology has become an integral part in students' daily lives and has seemingly led them to become dependent on it. It could be a significant motivational factor in students' learning and can support their engagement with collaborative learning.

Most of the ideas, values and skills are communicated through technology and therefore have become a goal for curriculum authors to activate its positive role through supporting the society, solving its problems and striving to develop it.

Cultural Domain

The cultural domain ranked second in service-learning projects with 24.2% and 17 occurrences, which explains the importance of the cultural foundation on which the curriculum is built.

Culture- and community-based curriculum means that the curriculum is locally-based and develops relevant curriculum goals, objectives and resource materials to meet the needs of its learners. The education system should focus on community's framework of values, priorities and world view, so that students feel that the path of educational development chosen to meet a community's needs is theirs, not what outsiders might choose for them. Ideally, the educational system functions to allow learners to learn from within their own culture.

It is thought that teaching and learning culture elements aid persons in developing harmony and balance within themselves and with others. This goes in line with Hill (2001) who asserts that cultural values are conducive to the development of one's self-concept and one's self-image. Further, a society's world view gives meaning and a sense of purpose to one's life.

The curriculum contributes to cultural issues pertaining to society, otherwise the society becomes anonymous. Therefore, service-learning projects in the English language curricula emphasize the culture of Jordan as its history, customs, traditions, folk dress and tourist monuments to enhance the culture of the country and instill it in the students' minds in practice.

The researchers strongly believe that, in order to preserve culture while acquiring a new language, one must include curriculum that discusses both one's own culture, as well as the culture of the language that is being acquired. English language curricula should concern the awareness of a learner's native culture and teachers should possess the ability to preserve cultural identities.

Furthermore, such integration inspires and encourages content learning and paints a hopeful image of the role of second language in refining learners' proficiency and in inspiring service-learning education into class.

Environmental Domain

The environmental domain ranked third among all the domains with 18.6% and 13 occurrences.

This can be explained by that English language curriculum has been limited to environmental knowledge and concepts in theory rather than in practice. This may be due to the fact that there are curricula which are considered more

related to adopt environmental service learning than English, such as science and geography.

The researchers believe that English language curricula should play a bigger role in addressing these ever important issues, as environmental concerns are not just limited to science classes or environmental programs. Sometimes, there is a misconception that environmental issues are insignificant and therefore, they are disregarded.

Other content areas like English need to be working interdisciplinarily with environmental education to reach as many students as possible. Most importantly, students need to learn that they do not have to be a bystander to these environmental issues and that they can make a difference in their environmental future.

Economical Domain

The economical domain ranked last in service-learning projects with 5.7% and 4 occurrences. It was not actually well-thought out in by textbook authors.

The economic domain has not reached the desired level, as the students at this stage are still in the process of training and building expertise. This may be explained (from the researchers' viewpoint) by the fact that the age of the target group (ninth and tenth grades), is a life stage that continues to build skills and knowledge to enhance contribution to society and develop national sense in achievement. On the other hand, the researchers believe that economic service learning might better suit undergraduate students; an idea which seems to be supported by Becker and Watts (2000), who asserted that economic service learning is an experiential pedagogy that, through critical reflection, enables students to integrate their knowledge of economics in the classroom with service activities in their communities and this could possibly be achieved by effective teaching practices in today's undergraduate curricula. Andrea and Marie (2008) supported that what was mentioned before and reported that economic service learning helps undergraduate students think like economists and provides them with opportunities to adopt a deep approach to learning that leads to a deep understanding of the subject.

To conclude, the significance of service learning has a unique world view. Service-learning established patterns of awareness towards social, cultural, environmental and economical aspects in communities that are actualized into education through service-learning projects.

The inclusion of service-learning projects in the context of English language is relatively emphasized. However, the researchers believe that service learning is adequately integrated and accounts for a reasonable presence in the textbooks under investigation, since EFL curricula might be considered secondary in presenting such subjects when compared with other specialized curricula, like social and religious education textbooks. . In the present study, the Jordanian EFL ninth and tenth textbooks were reported as highlighting service-learning projects and the rate of inclusion is considered positive, promising and having the potential to support other curricula in this regard.

Service-learning projects embedded in the textbooks under analysis foster students' knowledge, enhance their attitudes and build their behaviors to be consciously responsible citizens in the future.

Service-learning should be indispensable for every individual and should be echoed cross-curricular, since service learning values embrace all school subjects.

Recommendations

- The present study recommends textbook writers to embrace service-learning themes more frequently in the English language textbooks for ninth and tenth grades in general and to enrich the economical and environmental domains of service learning in particular.
- Educational policies and programs for service learning need to be improved, in order to enhance knowledge and understanding of educators and teachers in this regard.
- Seminars, conferences or in-service training sessions for teachers might be organized, in order to increase their knowledge in this field.
- Teachers and students should pay more attention to the knowledge, skills and values of service-learning domains inside and outside the classroom. This study may raise their awareness toward this issue.
- More research is needed on service-learning themes across EFL basic-stage curricula, which, in turn, leads to language command linguistically as well as functionally.
- Families might be informed about the importance of service-learning projects and more cooperation might be enabled between teachers and families.

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For EFL students in Jordan, the acquisition of English is particularly challenging because of the pronounced linguistic differences between Arabic and English. This study proposes intersections between communication and language acquisition practices to improve delivery of EFL instruction in Jordan, a country in which English enjoys a somewhat ambiguous status in the public school system, higher education, and business and social interactions. We examine the current EFL pedagogical framework in Jordanian schools, present a quantitative and qualitative analysis of learners' attitudes, and present a pedagogy that distinctly addresses the needs of Jordanian EFL learners. Project-based learning is an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world. Project-based learning, or PBL, is more than just projects. Although definitions and project parameters may vary from school to school, and PBL is sometimes used interchangeably with "experiential learning" or "discovery learning," the characteristics of project-based learning are clear and constant. In essence, the PBL model consists of these seven characteristics English as foreign language teaching english as foreign language resources textbooks cefrl teaching methods. Some of the authors of this publication are also working on these related projects: ESL/EFL writing error analysis View project. Available from: Reza Kafipour. Retrieved on: 17 November 2016. European Journal of Social Sciences. ISSN 1450-2267 Vol.26 No.3 (2011), pp. 481-493 EuroJournals Publishing, Inc. 2011 <http://www.europeanjournalofsocialsciences.com>. EFL Textbook Evaluation and Graphic Representation.