

SUGGESTED ENRICHMENT ACTIVITIES BASED ON A SERVICE-LEARNING APPROACH FOR THE SAUDI FIRST-GRADE SECONDARY TEXTBOOK

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Abstract

The present research focuses on suggesting several enrichment activities for improving the projects provided at the end of each unit of the English language First-Grade Secondary textbooks in Saudi Arabia. The study sample was all the units included in the English language textbook for the First-Grade Secondary in Saudi schools (Mega Goal 1- 12 units). The tool was an evaluation checklist based on service-learning standards prepared by the researcher. The materials were several enrichment activities prepared to reinforce community service and relate the textbook projects to real-life situations. The results clarify that the projects at the end of each unit of the English language First-Grade Secondary textbooks in Saudi Arabia do not target service learning, as they do not focus on community service, they do not allow students to make connections between subject matter and application within the context of community, and they do not have sufficient duration to address community needs. The study suggested several enrichment activities based on Service-Learning Standards to relate the projects to community service and to execute experiential learning via real-life situations.

Key Words: Service-Learning, Service-Learning Standards, Enrichment Activities

Introduction

The relationship between society and educational institutions is no longer a one-directional relationship. In the past, society used to be responsible for supporting educational institutions to achieve the targeted learning outcomes. Recently, the relationship became two-way as educational institutions became responsible for supporting society and contributing to solving its problems and achieving its goals. However, the English language is still the universal medium for global communication. The significance of English language instruction for communication and developmental objectives is self-evident. Consequently, it is important to acquire novel abilities and knowledge to enhance understanding and ensure a place in the future labor market.

Emerging trends highlight the necessity for innovative strategies in education, thereby impacting instructional techniques and practices. To establish a “future educational system,” pedagogy must be in harmony with institutional “quality education” and changes in the structure of students’ intake (Whalley et al., 2021). Transformative learning enhances an individual's understanding through new experiences that may challenge existing knowledge or perspectives, equipping them to engage efficiently with contemporary challenges (Kaniz & Mozaffar, 2023). Zarbafian et al. (2020) assert that transformative education is based on the constructivist perspective, which posits that meaning is created and evolves through individual experience and is confirmed through interaction and communication. Boyd and Myers (1988)

define transformative education as the awareness of students that fosters personal transformations to positively serve others.

To align future growth skills with practical skills and theoretical knowledge, an individual needs real-life competencies to communicate and progress. The primary objective of education has become to serve humanity, referred to as service learning (SL) or teaching, a significant advancement in educational transformation. Some scholars refer to it as education for community service. SL aims to strengthen the relationships between educational institutions and the community. It is an educational methodology that uses community service to improve the learning experience and apply the acquired skills in the classroom to meet the needs of society and solve its problems (Nelson and Eckstein, 2008), and cross-curricular content areas, are student-focused, and collaborative (Jensen & Burr, 2006).

Furthermore, SL constitutes a revolutionized perspective of the role of educational institutions toward society. It is expected to contribute to the development of academic skills and communicative competence through the context of serving society and solving its problems. SL is a form of experiential education suggested by Dewey (1938) in which students engage in activities that address human and community needs, together with structured opportunities for reflection designed to achieve desired learning outcomes (Jacoby, 2015). Some research states that SL must be part of the formal academic curriculum (Clayton, Bringle, & Hatcher, 2013). SL is a multi-purpose teaching and learning system where meaningful community service is instructed and acquired to enrich the overall education values, i.e., morality, responsibility, community service, etc. (Banerjee, 2008; Hossain, 2017). The integration of SL content within the framework of English language learning and teaching (ELLT) is gaining significant importance, as it facilitates students' communicative competence in real-life situations and promotes experiential learning.

Moreover, the analysis of textbooks is crucial for the development of student skills, as they serve as a primary source for content engagement and skill acquisition. Well-developed textbooks can facilitate the acquisition of essential skills in students, including critical thinking, problem-solving, creativity, and innovation. They also enhance communication and collaboration skills, promote independent learning, and cultivate research and inquiry skills. Consequently, the evaluation of textbooks, analysis of their content, and the development of content based on second language skills, specifically through enrichment activities, are increasingly essential for the advancement of textbooks and English Language Learning as well.

The Problem

SL has been suggested as a method to foster a significant environment for language acquisition (Weldon & Trautmann, 2003). It is a pedagogical approach that combines academic instruction with meaningful community service to improve educational outcomes, foster civic engagement, and strengthen community ties. SL “provides an opportunity for teachers and students to integrate real-life experiences into the curriculum and learn from these experiences while addressing content standards... it helps the [course] curriculum come to life for students, thus engaging students in the subject matter” (Grassi, Hanley & Liston, 2004, p. 105). Jacoby (2015) asserts that “SL assists students to learn complex subjects and to gain a deep understanding of fundamental principles that need to be applied later” (p. 81). She adds that SL motivates students to learn course content thoroughly and deeply. It involves students in

extracurricular activities that meet community needs while enhancing communicative competence. Students engage with faculty, peers, and community members about substantive matters and discover the relevance of their learning through real-world experiences (Knutson, 2003; Jacoby, 2015, p.81). “SL is one of the high-impact educational practices that have been widely tested and shown to be beneficial to students from many backgrounds” (Jacoby, 2015, p. 11)

The teaching of SL has been integrated into the EFL/ESL classrooms of many countries, such as the USA (Steinke & Fitch, 2007), Turkey (Celik, Ayten & Bayram, 2013), and Iran (Azizinezhad, Darvishi & Hashimi, 2013). The educational landscape in Saudi Arabia, like many others, is continuously evolving to meet the demands of a rapidly changing world, with initiatives such as Vision 2030 emphasizing the importance of preparing students with at least one foreign language for future challenges and opportunities (Alqahtani, 2024). However, the content of English language textbooks is becoming insufficient to acquire a second language and to enable students to engage professionally with society (Jarvis, 1972; Wong & VanPatten, 2003). “Designers of course books and syllabuses may miss some of the aspects of language used in real-life situations” (Cook, 2008, p. 159). The absence of real content often limits students' understanding and ability to communicate competently, since it fails to provide opportunities that allow them to engage with the language in its entirety and diversity. When a learner is engaged in a genuine setting, his/her desire to acquire knowledge and his/her motivation intensify. “High motivation is one factor that causes successful learning.” (Cook, 2008, p. 139). Arikan (2009) suggests that teachers can mold the lessons on English grammar, vocabulary, speaking, reading, and writing skills into historical and contemporary global issues, which may help the learners have environmental awareness and better language through familiar elements.

However, few studies have addressed the vital importance of training students to use the target language in activities based on real societal problems or benefits, like the use of SLS-based activities to improve their communicative competence, as such activities will primarily focus on the development of both students' language skills and civic responsibility. This highlights the need for more research that specifically enhances the outcomes of ELLT through new transformative approaches like SL. The present study attempts to suggest some enrichment activities for the development of English language textbooks associated with the SLS context. SL activities can be designed to complement and enrich the content of textbook activities, and to provide students with concrete experiences that can deepen their understanding of abstract concepts and promote other practical skills.

Research Questions

The present research aims to answer the following questions:

1. What are the principles of SLS that should be available in the activities of the English language textbook for first-grade secondary?
2. What is the degree of availability of the characteristics of the activities based on SLS in the activities of the English language textbook for first-grade secondary?
3. What are the suggested enrichment activities to improve the activities in the English language textbook of first-grade secondary students based on SLS?

Research Objectives

The research objectives are as follows:

1. Determine the characteristics of the enrichment activities suitable for the English language textbook of first-grade secondary students based on SLS.
2. Identify the degree of availability of the characteristics of the enrichment activities based on SLS in the activities of the English language textbook for first-grade secondary.
3. Suggest enrichment activities to improve the activities in the English language textbook of first-grade secondary students based on SLS.

Research Significance

1. The findings of this study may enhance awareness of the significance of including service-learning activities in English language teaching textbooks.
2. Specialists in public school curriculum development may leverage the study findings by incorporating the suggested enrichment activities into English language instruction.
3. EFL teachers may adopt the suggested enrichment activities while teaching English to first-grade secondary-school students.

Research Delimitation

The current research will be limited to the following:

1. Service-learning enrichment activities that include their main characteristics of Community Engagement, Academic Integration, and Reflection.
2. Projects of the Units included in the English language textbook of the first-grade secondary school entitled (Mega Goal 1).
3. The second semester of the academic year 2025.

Research Terms

Enrichment Activities: **Enrichment Activities** are educational experiences designed to enhance students' learning beyond the standard curriculum. These activities provide opportunities for deeper exploration, skill development, and personal growth (Renzulli, 2012, p. 11).

Service-Learning: Service Learning is a form of experiential education in which students engage in activities that address human and community needs, together with structured opportunities for reflection designed to achieve desired learning outcomes (Jacoby, 2015, pp. 1-2).

Service-Learning Standards:

Service-learning standards are the elements that ensure a successful service-learning experience. They combine community service with instruction and reflection, allowing students to apply academic skills in real-world contexts (Jacoby, 2015, p. 3).

Literature Review

The literature review in the present research will cover two main variables: the SLS upon which the researcher builds the textbook evaluation, and the enrichment activities suggested to support the textbook activities and compensate for the SL shortage in the first-grade secondary textbook.

Service Learning

Definition

SL has emerged as an effective strategy in English Language Teaching (ELT) that integrates experiential learning with community services. It connects school-based curriculum with the inherent caring and concern young people should have for their world (Kaye, 2010).

Giles and Eyler (1994) pointed out that SL in ELT benefits not only in the development of linguistic skills but also in cultural competence, student engagement, and social responsibility. This literature review aims to explore the findings of the research on SL in ELT and its benefits in the development of language acquisition and communicative competence. Experiential learning theory by Kolb (1984) is the basis of SL in ELT, while constructivist theories also support the notion of learning in real real-world context (Dewey, 1938).

SL is defined by its distinctive method that enables students to engage in various participation-reflection-learning activities outside the conventional classroom setting. Bringle and Hatcher (1995, p. 112) define it as “a course-based, credit-bearing educational experience in which students (a) engage in a structured service activity addressing recognized community needs and (b) reflect on the service activity to deepen their comprehension of course material, cultivate a broader appreciation of the discipline, and foster an enhanced sense of civic responsibility. “As a program, SL is an initiative or set of initiatives that provide opportunities for students to accomplish tasks that meet human and community needs in combination with reflection structured to achieve desired outcomes. As a pedagogy, service learning is education that is grounded in experience as a basis for learning and on the centrality of critical reflection, intentionally designed to enable learning to occur. (Campus, 2003; Ikeda, Sandy & Donahue, 2010; Kendall, 1990).

Benefits of Service Learning in ELT

1. **Improved Communicative Competence:** Research has revealed that students taking part in service learning can enhance their vocabulary, pronunciation, and fluency because they get more exposure to the real-life use of language (Minor, 2002).
2. **Increased Motivation and Engagement:** Service-Learning makes motivation intrinsic by making the connection between community interactions and language learning. Furthermore, it can help students develop leadership expertise and professional competencies such as teamwork and communicative competence (Fullerton, 2015; Hok-ka et al., 2016; Newman & Hernandez, 2011).
3. **Cultural Awareness and Sensitivity:** SL emphasizes that it is important to interact with diverse community members to gain cross-cultural understanding and intercultural competence, as stated by Cushman (2004).
4. **Development of Critical Thinking and Reflection:** In service learning, students are encouraged to analyze their experiences through reflection activities, which help them develop cognitive and metacognitive skills (Harrington & Schneider, 2014).

Challenges of Implementing Service Learning in ELT

1. **Logistical Issues:** Furco (1996) pointed out that coordinating service projects with community partners can be quite challenging.
2. **Assessment Difficulties:** To measure the linguistic and personal development outcomes of service learning, alternative evaluation methods are needed (Giles & Eyler, 1994).
3. **Student Resistance:** Sometimes students may not want to participate in learning that is based on service, which means that they may need encouragement and help (Reinders & Lazo, 2011).

Best Practices for Integrating Service Learning in ELT

1. Aligning service projects with curriculum objectives to maintain academic relevance.
2. Integrating structured reflection activities, including journals, discussions, and presentations.
3. Delivering realistic training to equip students for community involvement.
4. Collaborating with organizations that assist language learners or marginalized communities.
5. Applying assessment methods that evaluate both linguistic and social development.

SL in the Context of Saudi Arabia

Recent studies have explored the integration of SL into various educational disciplines within Saudi Arabia, emphasizing its potential to enhance student engagement and civic responsibility. Alharbi (2021) conducted a qualitative study examining university students' perceptions of SL in community-based projects, finding that participants reported improved communication skills and cultural awareness. Similarly, Alshammari (2022) investigated the implementation of SL in Saudi higher education, highlighting its positive impact on students' soft skills and their understanding of societal issues.

Specifically, in language education, recent efforts have focused on embedding SL activities into English language curricula to foster real-world communication and intercultural competence. For example, Khan and Alqahtani (2023) implemented a project where Saudi high school students engaged in community service activities requiring English communication, resulting in increased motivation and language proficiency. Their findings align with global research advocating experiential and community-based learning in language acquisition (Liu & Zhang, 2020). While the benefits of SL are well-documented, challenges such as limited teacher training and resource constraints remain (Alzahrani, 2022). Nonetheless, innovative approaches and digital tools are increasingly being used to facilitate SL activities, especially in the context of remote and hybrid learning models (Al-Abdulatif & Yousif, 2023).

Overall, recent research underscores the potential of SL to enrich language education in Saudi Arabia by providing authentic communicative contexts, fostering civic responsibility, and aligning with national educational reforms. However, further studies are needed to systematically evaluate the effectiveness of SL-based interventions integrated into textbooks and classroom practices. Research confirms that service learning significantly enhances ELT by promoting language proficiency, cultural awareness, and student engagement. While challenges exist, careful planning and structured implementation can maximize the benefits of this approach. Future research should explore the long-term effects of service learning on language retention and professional development.

Enrichment Activities

Definition

Enrichment activities are additional experiences or tasks designed to complement the regular curriculum, enhance skills, or broaden knowledge in a meaningful and engaging way. These activities often go beyond the standard academic requirements and aim to promote personal growth, creativity, critical thinking, and holistic development. Enrichment activities play a crucial role in enhancing students' proficiency in EFL classes by fostering engagement and practical application of language skills. These activities, which include interactive and

communicative methods, significantly improve various aspects of language acquisition, particularly speaking, listening, reading, and writing skills (Renzulli, 2012).

Key Benefits of Enrichment Activities for Learning EFL:

Incorporating enrichment activities alongside the standard curriculum significantly enhances motivation and engagement by accommodating diverse learning styles and fostering intrinsic motivation. They also improve language skills across all domains—listening, speaking, reading, and writing—while placing particular emphasis on vocabulary and grammar. They offer practical opportunities for real-world language application, effectively bridging the gap between theoretical knowledge and actual use. Additionally, these activities encourage critical thinking and creativity through the use of original expression. Enrichment activities also promote cultural awareness and social collaboration by familiarizing learners with the cultures associated with the language. Ultimately, they help build confidence as students practice and experiment with new vocabulary and structures.

Constructing Enrichment Activities

1. Identify Learning Goals and Objectives

- Determine the specific skills, knowledge, or personal growth outcomes the activity should support.
- Align the activity with academic subjects or personal development areas.

2. Assess Student Needs and Interests

- Consider students' learning styles, interests, and abilities.
- Gather input from students, teachers, or parents to ensure engagement.

3. Design the Activity Structure

- Choose an appropriate format.
- Ensure the activity is interactive, engaging, and challenging.

4. Gather Necessary Resources

- Prepare materials, tools, or digital resources required for the activity.
- Secure space, facilitators, or guest speakers if needed.

5. Implement the Activity

- Introduce the activity with clear instructions and expectations.
- Encourage participation, creativity, and collaboration.

6. Facilitate Reflection and Evaluation

- Guide students in reflecting on their experience and learning.
- Assess effectiveness through feedback, student engagement, and learning outcomes (Tomlinson, 2014)

Research Methodology

Method

The present research adopted a descriptive method that focuses on describing the phenomena and gathering information about the actual situation without influencing the environment.

Community and Sample

The community of the present research is the English as a Foreign Language textbook of all grades in the Saudi Schools of Public Education. However, the sample comprises the textbook of First-Grade secondary, which is divided into three parts: Term 1, Term 2, and Term 3, with four units in each term, so the total is 12 units. The analysis targeted the projects provided at

the end of each unit because they target experiential learning and learning through interaction with society, considering society's needs and the relation of the project's subject to students' authentic learning. The name of the textbook is Mega Goal 1, published by McGraw-Hill Company, the 2023 edition (Mega Goal 1). The textbook is provided to Pathway System and First Common Year. It is a version designed specifically for Saudi Arabia.

Tool and Material

Study Tool (Evaluation Card):

The evaluation card for this study was developed through the following:

- a. Reviewing the literature on methodological rules for constructing an evaluation card.
- b. Reviewing relevant studies about suggesting enrichment activities to improve the projects presented at the end of each unit in the English language textbooks.
- c. Reviewing the available literature about SLS-based activities, specifically these two books (Kaye, 2010 and Jacoby, 2015), and prepare a list of the SLS in an operational form to use in the evaluation of the First-Grade Textbook.
- d. To verify the validity of the study, the researcher applied the following steps:

Content Validity

The study tool was presented to a group of referees from among the faculty members at Saudi universities who are specialised in curriculum and instruction. They were asked to ensure the correctness of the language and clarity of its meanings, and to make appropriate amendments and suggestions to further develop the card used in this study. The referees gave some suggestions, like omitting some items and adding or rephrasing others. The initial form of the evaluation card comprises 36 indicators, and the final form comprises 30 indicators according to the referees' evaluation. Table 5 shows the Evaluation Card in its final form.

Internal Construct Validity

After the referees' validity of the evaluation card was confirmed, the Pearson Correlation coefficient was calculated to determine the internal validity of the evaluation card. The correlation coefficient was calculated between the score of each statement of the card and the total score of the standard to which the statement belongs. Table 1 shows the results of construct validity on all dimensions of the evaluation card.

Table 1. Pearson Correlation between Service-Learning Standards and Indicators

Standard	Indicator	Pearson Correlation	Indicator	Pearson Correlation
Meaningful Service	1	**0.712	2	**0.711
	3	**0.702	4	**0.719
Link to Curriculum	1	**0.533	2	**0.688
	3	*0.542	4	**0.743
Reflection	1	**0.689	2	**0.765
	3	**0.676		
Diversity	1	**0.732	2	**0.732
	3	**0.710	4	**0.683
Student Participation	1	**0.715	2	**0.676
	3	**0.708	4	**0.701
Partnerships	1	**0.501	2	**0.616

	3	**0.631		
Progress Monitoring	1	**0.714	2	**0.703
	3	**0.693	4	**0.685
Duration and Intensity	1	**0.651	2	*0.704
	3	**0.643		
** significant at 0.01		* significant at 0.05		

The

results of Table 1 show that the correlation coefficients between the indicators and the total score on all standards of the evaluation card are acceptable for scientific research purposes, as they were all significant at a significance level of less than 0.05. Table 2 shows the results of construct validity between the score of each standard and the total score of the evaluation card. Table 2. Pearson Correlation Coefficient between the Standard Score and the Total Score of the Evaluation Card

Standard	Meaningful Service	Link to Curriculum	Reflection	Diversity	Student Participation	Partnerships	Progress Monitoring	Duration and Intensity
Meaningful Service	_____							
Link to Curriculum	**0.611	_____						
Reflection	**0.621	**0.649	_____					
Diversity	**0.632	**0.587	**0.611	_____				
Student Participation	**0.597	**0.649	**0.655	**0.633	_____			
Partnerships	**0.654	**0.619	**0.662	*0.514	*0.517	_____		
Progress Monitoring	*0.512	*0.507	**0.507	**0.643	**0.608	**0.634	_____	
Duration and Intensity	**0.631	**0.651	**0.708	**0.621	**0.621	**0.606	**0.665	_____
Total Score	**0.698	**0.657	**0.621	**0.614	**0.628	**0.620	**0.644	**0.624

Table 2 clarifies that the correlation coefficients between the standard score and the total score of the evaluation card are acceptable coefficients for scientific research purposes, as they all reach a statistically significant level at a level less than 0.05, which is an indicator of the internal validity of the card.

Reliability

The reliability of the observation card was assessed as follows:

First: Identifying the unit of analysis, which was the subject. Then, applying the unit of analysis on the chosen units twice: the first time was on 2/3/2025, and the second was two weeks later. The researcher executed the process herself to guarantee the reliability of the evaluation. The Holsti equation was used to calculate the reliability coefficient of the analysis across time. The reliability coefficient reached 94%, which is good and acceptable for scientific research purposes.

Second: Verifying the reliability of the observation card using the Cronbach’s Alpha equation for each standard of the observation card separately, and the sum of the indicators. Table 3 shows the reliability coefficients of the study tool in all standards:

Table 3. The reliability coefficients according to the Cronbach's Alpha equation for the standards of the observation card.

Standards	Number	Alpha Cronbach
Meaningful Service	4	0.86
Link to Curriculum	4	0.85
Reflection	3	0.84
Diversity	4	0.83
Student Participation	5	0.87
Partnerships	3	0.80
Progress Monitoring	4	0.85
Duration and Intensity	3	0.81
Total Score of the Card	30	0.88

The results of Table 3 indicate that Cronbach's alpha coefficients were appropriate for scientific research purposes, as the reliability coefficients for the observation card standards ranged between 0.80 and 0.87, while the reliability coefficients for the total score of the questionnaire reached 0.88.

Data Collection

The present research has two main phases:

1. The evaluation card based on SLS was used to evaluate the First-Grade Secondary textbook projects that are mentioned at the end of each unit, and they were selected on purpose because they summarize and cover all the learning outcomes of the unit, and they are supposed to be an application of the studied material in real-life situations.
2. The results of the evaluation were used to design the suggested enrichment activities. The researcher selected the projects that have the highest percentage of being related to society issues and supported them with the suggested enrichment activities to clarify for teachers how SLS-based activities should be integrated into the lesson and to show students how they can apply what they are learning in real life situations to help in the civic engagement.

Results and Discussion

To answer the research questions and achieve its objectives, the answers to the research questions are discussed in the following sections:

Q. 1. What are the characteristics of SLS that should be available in the activities of the English language textbook for first-grade secondary?

To answer the first question, the researcher reviewed the literature available about SLS and their characteristics, analyzed the available literature, summarized the results, and joined them to the objectives of the research, the age of participants, and the needs of Saudi society. The review resulted in eight main standards, and each standard included a different number of indicators, as appears in the following table.

Table 4. The Final Form of the Evaluation Card

Standard	Indicator	Standard	Indicator
Meaningful Service	Encourages reciprocal actions with the community.	Student Participation	Includes significant age-appropriate challenges.
	Urges actions valued by the community.		Has significant experience that requires thinking and decision-making.
	Has real consequences for the community.		Has significant experience that requires initiative.
	Encourages applying academic skills and knowledge.		Has significant experience that requires solving problems.
Link to Curriculum	Includes deliberate connections with society's needs.	Partnerships	Urges students to share responsibility with community members and other students.
	Includes cross-curricular connections.		Encourages students to interact with people of diverse backgrounds and experiences.
	Applies to varied modalities that meet academic standards.		Encourages students to have mutual respect, understanding, and appreciation.
	Modalities enable the transference of skills and content to new applications.		
Reflection	Supports participation in varied systematic processes.		helps students to use varied methods to observe and track change and improvement.

	Integrates empathetic response with cognitive thinking related to social issues.	Progress Monitoring	Helps students to achieve intended outcomes.
	Integrates empathetic response with cognitive thinking related to student life.		Helps students to assess the effectiveness of applied procedures.
			Helps students to share findings with stakeholders.
Diversity	affords opportunities to form a multidimensional understanding.	Duration & Intensity	Length allows students to develop complete and thorough processes.
	Affords opportunities to form varied points of view.		Has age-appropriate content, skill development, and depth of material.
	Allows students to gain perspective and develop mutual respect and appreciation for others.		Has a lot of material that encourages skill development.
	Allows students to replace stereotype modalities with accurate information.		

Q. 2. What is the degree of availability of the characteristics of the enrichment activities based on SLS in the projects of the English language textbook of the first-grade secondary?

The researcher constructed an evaluation card based on SLS and indicators that are found in the answer to the first question. The total number of standards, as previously mentioned, is eight standards, and each standard includes several indicators that are related to that standard. The list was transformed into an evaluation card, which was used to analyze the textbook of first-grade secondary textbook regarding SLS. Before the analysis, the researcher studied all the exercises in the first-grade secondary textbook and found that each unit is concluded with a project that is related to the title of the unit and bound to real-life situations. Thus, the researcher selected to evaluate these projects at the end of each unit and apply the unit of analysis defined in the methodology section, which is the subject. The researcher examined the projects and whether they have the characteristics of SLS or not, using the two choices (available, if the project encourages service learning via indicators of the evaluation card) and (not available, if the project does not encourage service learning via indicators of the evaluation card). Next, the researcher used the percentages to measure the extent of SLS

availability in each project. The following table explains the percentages of SLS availability in each project in the units of the first-grade secondary textbook.

Table 5. Percentages of the availability of SLS in the projects of the English language textbook of first-grade secondary

Unit	Title	Percentage	Order
1	Big Changes	43.3	5
2	Careers	63.3	2
3	What Will Be, Will Be	23.3	10
4	The Art of Advertising	43.3	5
5	Did you Hurt Yourself	83.3	1
6	Take My Advice	46.6	4
7	You've Got Mail!	43.3	5
8	Wishful Thinking	23.3	10
9	Complaints, Complaints	23.3	10
10	I Wonder What Happened	63.3	2
11	If It Hadn't Happened	37.6	8
12	What They Said	37.6	8
Percentage of all Units		48.1	

The results in Table 5 indicate that the general percentage of all units of the English language textbook for the first secondary grade based on SLS, which are 12 units, is 48.1%. The highest percentage was on Unit (5) “Did You Hurt Yourself”, which amounted to (83.3), while the lowest percentage was on the following units: Unit (3) “What Will Be, Will Be”, Unit (8) “Wishful Thinking”, Unit (9) “Complaints, Complaints”, and all of which amounted to (23.3). In general, only 3 units obtained a percentage that exceeded 50%, which are Units (2, 5, and 10); however, they are not entirely complete based on SLS, so they can be classified as the most available units that exceeded **50%**. This could impact the overall understanding, retention, and application of SLS activities and the experience of the real use of language through these projects. In addition, this necessitates the review and support of the textbook with enrichment activities that can compensate for the shortage of these projects. Since SLS units are meant to be closely related to social issues and community needs, and if they are accompanied by enrichment activities that align with the concept of SLS in EFL, they can become perfect for learning through community service, efforts should be made to increase their availability in units above 50% to ensure comprehensive learning. Calculating the average percentage across all units gave the researcher an overall picture of SLS availability and guided strategic improvements that appear in the present research in the form of the suggested enrichment activities.

Q.3. What are the suggested enrichment activities to improve the activities in the English language textbook for first-grade secondary students based on SLS?

To answer the third question, the researcher prepared a list containing the enrichment activities as follows:

a. General Objective of Enrichment Activities

- Supporting the appropriate projects included at the end of each unit in the English language textbook of first-grade secondary, with enrichment activities based on SLS.

b. Operational Objectives of the Enrichment Activities

- Participating in challenging and diverse learning experiences.
- Interacting with teachers, peers, and society members about substantive social matters.
- Receiving more frequent feedback to discover the relevance of their learning to real-world experience.
- Developing personal growth, academic learning, and interpersonal outcomes.

c. Criteria of the SLS Enrichment Activities

- Defining the objective of SLS activities.
- Determining the sample that will be supported with the SLS activities.
- Examining the theories and literature that serve as the foundation for SLS activities (Kolb, 1984; Porter-Honnet, 1990; Sigmon, 1996)
- Engaging students in concrete experience followed by critical reflection.
- Combining Service and Learning in the activity.
- Giving equal weight to service and learning goals.

d. The Content of the Enrichment Activities

Based on the evaluation of the first-grade secondary textbook using the SLS framework, the researcher discovered that only three units demonstrated a strong alignment with the SLS concept. These units included projects that could be enhanced with activities aimed at addressing societal issues and fulfilling community needs while simultaneously improving EFL skills through real-world societal engagement. The units identified were Unit 2, "Did You Hurt Yourself?" which showed an 83.3% relevance, and Units 5, "Careers," and 10, "I Wonder What Happened," each with a 63.3% relevance. Although they encouraged real-life application and using the language in actual situations, they still do not encourage SLS-based characteristics like sharing responsibility with community members, demonstrating civic engagement and decision-making, supporting initiatives, and solving society problems. The enrichment activities were meticulously crafted to form an integral process essential for students' effectiveness and pivotal in fostering transferable skills and content learning. The suggested activities are supposed to help teachers recognize how the common activities of the textbook can be changed into SLS-based activities. Although each stage of the activities can be examined separately, educators and students should recognize their interconnectedness and the potential for simultaneous engagement. The enrichment activities were developed following SLS and aligning with the units' content, student characteristics, and civic engagement. The suggested activities were given to some referees to evaluate their appropriateness to SLS and first-grade secondary students and to provide their modifications and suggestions about the linguistic integrity of the activities, and to offer any possible improvement. The activities underwent modifications based on the referees' feedback and leading to the preparation of the final version. Initially, the activities comprised five stages, as guided by the reviewed literature. However, in response to the referees' recommendations, the researcher revised the structure, merging certain stages into a streamlined framework of three stages. The final version of the enrichment activities was as follows:

Unit (2)/ Careers

Investigation and Planning

1. Resources: Internet and Interviews with decision makers to collect data about the **Soft Skills** required for new jobs.
2. Community Need: Teachers ask students about their future jobs and interests.
3. Assess the need: Teachers ask students who can help by introducing these skills in the form of periodic presentations.
4. Learning about the topic: The top 12 skills can be found in the textbook p. 21. These skills are (Communication skills, Integrity, Teamwork skills, Interpersonal skills, Strong work ethics, Initiative, Adaptability, Computer Skills, Organizational Skills, Time management skills, Critical thinking and problem-solving skills).
5. Skills to be acquired or improved: Writing, Speaking, Communicative competence.
6. Explore, research, and discuss: Students discuss with teachers and classmates their needs, skills, and knowledge about the skills required for any job.

Action

1. Application: applying students' knowledge of soft skills to benefit classmates.
2. Value & purpose: Helping classmates to master soft skills.
3. Consequences: Guide classmates to master skills required for future jobs.
4. The activity will last for a whole month to master the suggested soft skills.
5. Students learn how practice can help in real life and future job interviews.

Reflection and Demonstration

1. Students think of soft skills and how they benefit their classmates in new jobs and university interviews.
2. Students consider what they would change or improve about a particular activity.
3. Students use class lessons and actual performance to exhibit their practices.
4. Students take charge of their learning as they synthesize and integrate the process through demonstration.

Unit (5)/ “Did you Hurt Yourself”

Investigation and Planning

1. Resources: Internet and Interviews with paramedics to collect data about the **First Aid** required for different accidents.
2. Community: Teachers, students, and the school community.
3. Assess the need:
 - Teachers and students ask classmates about their information on First Aid.
 - Teachers ask students who can help by providing training courses in First Aid to classmates and the school community.
4. Learning about the topic: First aid is the immediate care or assistance given to someone who is injured or suddenly becomes ill, before professional medical help is available. The main goals of first aid are: preserving life, preventing further injury, and promoting recovery.
5. Skills to be acquired or improved: Reading, Listening, Speaking, Presentations, and Communicative competence.
6. Explore, research, and discuss: Students who are professionals in first aid discuss with teachers and classmates their needs, skills, and knowledge about the skills required for first aid specialists to help them fulfill their needs.

Action

1. Application: applying students' knowledge of first aid to benefit classmates and the school community.
2. Value & purpose: Helping classmates to master first aid processes.
3. Consequences: Guide classmates to master skills required for those who may hurt themselves, and give advice.
4. The activity will last for a whole month to master the suggested first aid processes.
5. Students learn how training in first aid can help in real life and in preventing accidents and promoting recovery.

Reflection and Demonstration

1. Students think of first aid and how they can benefit their classmates in real life and during accidents.
2. Students provide advice about accident prevention and how first aid helps preserve life, prevent further injury, and promote recovery.
3. Students consider what they would change or improve about a particular procedure.
4. Students use class lessons and presentations to exhibit their practices.
5. Students take charge of their learning as they synthesize and integrate the process through demonstration.

Unit (10)/ "What Happened"

Investigation and Planning

1. Resources: Internet, classmates, parents, and relevant society interviews to collect data about **Grandparents' Care**.
2. Community: classmates, parents, and relevant community.
3. Assess the need: The teacher asks students about their relationship with elderly people in their family, especially grandparents, and their attitudes towards elderly people.
4. The teacher asks students who can help by providing care to the elderly people in their society.
5. Learning about the topic: Writing different initiatives about taking care of the elderly and helping them enjoy their time.
6. Skills to be acquired: Writing, Reading, Grammatical Structure, related vocabulary, and communication skills.
7. Explore, research, and discuss: Students who have grandparents talk and help their classmates learn how to help the elderly and bring joy to their hearts.

Action

1. Application: applying students' knowledge of elderly care to benefit classmates and the school community.
2. Value & purpose: Helping classmates to gain knowledge about taking care of the elderly.
3. Consequences: Guide classmates to gain knowledge about taking care of the elderly.
4. The activity will last for a whole month to gain enough knowledge about taking care of the elderly.

Reflection and Demonstration

1. Students think of taking care of the elderly and how they benefit their classmates in real life in different ways.
2. Students consider what they would change or improve about taking care of the elderly.

3. Students use class lessons and presentations to exhibit their practices.
4. Students take charge of their learning as they synthesize and integrate the process through demonstration.

The activities were chosen purposefully to serve dual outcomes that are to be applicable to execute in the classroom with classmates or the school community and to have an extended impact to serve society and fulfill community needs. This type of learning helps students value and employ their learning. Building on this idea, such purposeful activities not only enhance students' academic skills but also foster essential life skills, such as collaboration, critical thinking, and empathy. By engaging in projects that address real-world issues, students gain a deeper understanding of their community's needs and learn to approach problems with a solution-oriented mindset. These experiences encourage them to take ownership of their learning while recognizing the interconnectedness of their education and societal well-being. Moreover, integrating community service with classroom learning creates a rich, experiential environment where students can apply theoretical concepts in practical settings. This hands-on approach not only solidifies their knowledge but also inspires a sense of responsibility and civic engagement. As students work alongside their peers and community members, they develop lasting relationships and a network of support that extends beyond the classroom. Ultimately, this dual-focus approach cultivates not only informed and capable individuals but also active and compassionate citizens committed to making a positive impact in their communities.

Conclusion

This paper proposes enrichment activities for a first-grade secondary English language textbook to enhance experiential learning and civic engagement. The enrichment activities were based on the SLS framework and included the following components: meaningful service, link to curriculum, reflection, diversity, student participation, partnerships, progress monitoring, and duration and intensity. The researcher evaluated the first-grade secondary textbook to assess the extent of SLS availability in the activities and concluded that even the most advanced activities lack many characteristics typical of SLS-based activities. The selected units aim to elucidate for teachers that even well-developed activities may require support through SLS-based activities, demonstrating how they can leverage the unit title and project objectives to customize these activities effectively. The proposed activities consist of three stages: investigation and planning, action, and reflection and demonstration. The stages, while seemingly distinct, should be considered as part of a comprehensive whole. Each stage possesses unique characteristics that contribute to the overall understanding of the complete picture. The stages delineate the sequence that students should adhere to and serve as the foundation for all service learning activities. The stages constitute a process essential for students' effectiveness and crucial for their transferable skills and content knowledge.

Conflict of Interests

The author declares that there is no conflict of interests regarding the publication of this paper.

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