

Received on (03-11-2018) Accepted on (29-12-2018)

## The Role of EFL curriculum in Promoting Citizenship Values among High School Students from Supervisors' and Teachers' Perspectives

Main Researcher

Dr. AFAF M. AL JASER

<sup>1</sup> University Name & City (Main)

Curriculum & English Language  
Methodology, Princess Nourah  
bint Abdulrahman University

\* Corresponding author:

E-mail address:

[dr.afaf1@hotmail.com](mailto:dr.afaf1@hotmail.com)

### Abstract

The current study aimed to investigate promoting citizenship values through English as a foreign language (EFL) curriculum from supervisors' and teachers' perspectives in Saudi Arabia. A questionnaire was prepared and applied to (22) supervisors and (160) teachers to explore their viewpoints about promoting citizenship values through secondary stage EFL curriculum. The study concluded that the most recurrent citizenship values in EFL curriculum are democracy, national loyalty, and belongingness, respectively. Furthermore, Supervisors and teachers agree on the role of English language courses in promoting citizenship values among high school students.

**Keywords:** values, citizenship, English language courses; supervisors

### دور مقررات اللغة الانجليزية في تعزيز قيم المواطنة لدى طالبات المرحلة الثانوية من وجهة نظر مشرفات ومعلّوات اللغة الانجليزية

المخلص

هدف البحث الى التعرف على مدى تعزيز قيم المواطنة من خلال مقررات اللغة الانجليزية من وجهة نظر المشرفات والمعلّوات، ولتحقيق هدف البحث قامت الباحثة بإعداد استبانة وتطبيقها على (22) موجهة و(160) معلّمة للتعرف على وجهة نظرهم في دور مقررات اللغة الانجليزية في تعزيز قيم المواطنة، وتوصلت نتائج البحث الى أن أهم قيم المواطنة بمقررات اللغة الانجليزية جاءت بهذا الترتيب: الديمقراطية ثم قيمة الولاء وأخيرا قيمة الانتماء، كما توصلت إلى اتفاق المشرفات والمعلّوات حول دور مقررات اللغة الانجليزية في تعزيز قيم المواطنة لدى طالبات المرحلة الثانوية.

كلمات مفتاحية: قيم- المواطنة - مقررات اللغة الانجليزية - المشرفات

## Introduction

Because of the rapid and vast leaps witnessed in social, economic, cultural, and scientific fields, social identity is influenced by varied newly-born challenges. Reconsidering educational systems and contents as well as providing comprehensive and cognitively integrated preparation for teachers have become a must. Here comes the role of citizenship in enhancing human relationships based on tolerance, belongingness, loyalty, democracy, and law respect, regardless of the intellectual premises or philosophical benchmarks adopted by the society. As asserted by Ho et al. (2011), good citizens obey the laws of the country and care for its welfare. By the beginning of 2011, the Arab region has witnessed significant political changes that highlighted people role in leading political and social movements. The participation of young people in these movements was remarkable and laid an emphasis on their responsibility for changing their societies. Thus, cultivating and promoting citizenship values among learners is one of the basic pillars of individuals' positive and effective participation in social, economic, and political development (Al-Khalefah, 2011; Emarah, 2006).

Therefore, and through its educational system, Saudi Arabia has sought to develop the teaching and learning of citizenship among learners. The inclusion of citizenship values in the curricula aims at improving social skills and enhancing positive behavior among society members (Reynolds et al., 2008).

At a global level, conferences and seminars were held to launch strategic initiatives aimed at developing the values of citizenship among learners. In Britain, the concept of active citizenship was included in its curricula. The British House of Commons Committee stressed the need to teach the values of citizenship and to develop curricula to serve this objective (Evans, 2000). In the US, developing citizenship values was considered a national goal and a national strategy for education was adopted since 2000. It aimed at cultivating the values of carrying citizenship responsibilities, constant performance development and productive work among learners (Patrick, 2005).

De Coster et al. (2012) argued that developing curricula to ensure the development of citizenship values is a necessity, as community renaissance is dependent on the quality of curricula offered to learners. Siatras and Koumaras (2013) agreed that the inclusion of citizenship values in curricula ensures that all children are able to contribute to a knowledge society, participate in all aspects of social life such as labour, politics, economy, and culture, as well as live in conditions of freedom, democracy, prosperity, and social justice. Further, Johnston (2014) called for adopting curricula

development projects to help students practice effective participation and citizenship behaviors. Developing curricula to promote citizenship values is critical for building an integrated and balanced personality of the learner (Al-Harbi, 2016; Sorour and Al-Azzam, 2012; Abdullatif, 2014; Al-Malki, 2009; Juma, 2008; Akhder, 2005).

In addition, one of the main educational objectives in Saudi Arabia is to “educate citizens to take part in building the nation, and teach responsibility to serve their country and defend it” (Ministry of Education, 1970, 5). Article 33 of the education policy in Saudi Arabia states that curricula and educational experiences should be consistent and concerted based on an integrated system of objectives, processes, procedures, and values to educate good citizens (Al-Harbi, 2016; Ministry of Education, 1996).

Despite the importance of developing citizenship values, Al-Ma'amari (2014) pointed out that the concept of citizenship included in the curricula is away from the modern understanding of citizenship that aims at developing the individual's skills to make decisions, know the state's roles and systems, and participate in their formation. The content of citizenship education in Saudi Arabia focuses on the indoctrination of some aspects of knowledge, rather than enhancing a real sense of citizenship among learners. Al-Qahtani (2010) concluded that there is a low level of citizenship education and protective safety among Saudi youth. Al-Ghamdi (2002) reached the weak effectiveness of curricula in developing citizenship values. Ajaji (2001) concluded that there are difficulties among teachers in identifying the appropriate activities for developing citizenship values.

Saudi Arabia has paid attention to the secondary stage as one of the most important stages of public education in which the required skills of good citizenship are cultivated. In this stage, students' age is critical, as they are the future youth who are entitled to carry the burden of social development and responsibilities. Furthermore, in the adolescence stage, students undergo radical changes in their personalities, which require various methods of direction and preparation. Hence, the secondary stage involves achieving the general objectives of education, as well as of its specific objectives, including preparing students for university education or work (Eshebah, 2009).

Saudi Arabia has sought to develop its curricula, in general, and the EFL curriculum, in particular. The educational policy document contains clear objectives for the concept of citizenship in EFL curriculum. For the secondary stage, 33 general objectives were identified of which 16 are citizenship objectives, i.e. 48%. In addition, 14 specific objectives were identified for the secondary

stage, of which are citizenship objectives, i.e. 79%. Citizenship objectives in EFL curriculum are 13% (Akhder, 2005).

To identify the viewpoint of English language teachers and supervisors about the secondary stage courses and their contribution in developing citizenship values among students, a pilot study was conducted and a questionnaire was applied to 5 supervisors and 12 teachers. Results concluded that 4 supervisors, i.e. 80%, and 10 teachers, i.e. 3.83%, agreed that the content of EFL curriculum in the secondary stage do not focus on developing the values of belongingness, national loyalty, and democracy. Three supervisors, i.e. 60%, and 8 teachers, i.e. 7.66%, indicated that there is a marked decline in the level of belonging, national loyalty and democracy among students. Five supervisors and 12 teachers i.e. 100% agreed that many amendments are required, so that the curricula could cope in line with the current objectives of the country. Five supervisors and 12 teachers, i.e. 100%, believed that English language courses contain information that can develop citizenship among students, however; theoretical information cannot help cultivate citizenship knowledge, skills and values.

Moreover, within the author's knowledge, there is no study about the role of English language courses in promoting citizenship values among high school students. Accordingly, there is a need to conduct a study to identify citizenship values that EFL curriculum seek to develop among high school students from their supervisors' and teachers' perspectives.

### **Statement of the problem**

The problem of the current study is the weak level of citizenship values among high school students, which result in decline in belongingness, national loyalty, and democracy as well as the adoption of unaccepted and harmful social behaviors. Accordingly, intellectuals have called for citizenship education, which was linked to the emergence of globalization and the prevalence of negative values and weak cultural identity among individuals. Here, Courses and curricula play a key role in preparing students for future roles through citizenship education, as citizenship values represent the base of success and reform. Accordingly, exploring the role of courses in developing citizenship values among secondary school students from supervisors' and teachers' perspectives is of great significance. Hence, the current study attempts to answer the following main question:

What is the role of EFL curriculum in promoting citizenship values among high school students from supervisors' and teachers' perspectives? It can be further divided to the following sub-questions:

- 1- What is the role of EFL curriculum in promoting citizenship values among high school students from supervisors' perspective?
- 2- What is the role of EFL curriculum in promoting citizenship values among high school students from teachers' perspective?
- 3- Are there statistically significant difference between the mean responses of supervisors and teachers concerning the role of EFL curriculum in promoting citizenship values among high school students?

### **Objectives**

The present study aims to identify:

- 1- The role of English language courses in promoting citizenship values among high school students from supervisors' perspective.
- 2- The role of English language courses in promoting citizenship values among high school students from teachers' perspective.
- 3- The statistically significant difference between the mean responses of supervisors and teachers concerning the role of English language courses in promoting citizenship values among high school students.

### **Significance**

The current study is of significance as it represents an objective response to educators' call for paying attention to citizenship education, especially in the context of globalization. Citizenship education is very important for students in secondary stage, as it cultivates modern human concepts among them. In addition, the current study introduces a questionnaire to identify the role of English language courses in promoting citizenship values among secondary school students from supervisors' and teachers' perspectives.

### **Limitations**

*Spatial limitation:* English language supervisors and teachers at high schools in Northern Riyadh.

*Temporal limitation:* first semester of 2017/2018.

*Objective limitation:* citizenship values: belongingness, national loyalty, and democracy.

## **Definition of terms**

*Citizenship values*: it is defined procedurally as a set of ethics, habits, beliefs and behavioral directives adopted by the student through his/her interaction with attitudes and experiences. It influences his/her personality, ideas, beliefs, and behavior and helps build a correct vision about the rights and duties of belongingness, national loyalty and democracy.

## **Conceptual framework**

Though some authors think that citizenship is an inherited value, Al-Kendry and Abdel Raheem (2013) agree that, like other values in life, citizenship is a value that can be learnt and acquired. Murtaja (2010) and Amer (2005) identified the causes behind the importance of citizenship education. The first cause is globalization and its resulted disorders and fluctuations in various areas of life as well as social, political, cultural and economic problems that led to weak sense of belongingness and loss of self-identity. The second cause is the prevalence of ideas calling for democracy and civil society at all levels in the age of individuals, associations and non-governmental organizations. And finally, the increasing ethnic and religious problems in many countries of the world and the outbreak of violence and bloody genocide in a number of developing and developed countries. According to Al-Mahrouqi (2008), citizenship education aims at helping students be informed and thoughtful citizens who are responsible, aware of their rights and duties. It also helps them develop survey and communication skills, improve participatory skills and carry out positive and responsible activities. It promote their spiritual, moral, and cultural development and encourage them to play a positive role in their school, community and the world.

## **Courses and citizenship education**

According to Shams (2017) and Bu Abdallah (2015), there are two ways to activate citizenship education in curricula. The first is to afford an independent course of citizenship, which is already done in Saudi schools under the title National Education course. However, it is not given a sufficient attention, since its scores are not counted in the general average. The second is to set the curriculum based on citizenship concepts, with the use of some training programs aimed at citizenship values development among students. In other words, the development citizenship values among students should be one of the main objectives of the school. This objective can be achieved through many means such as providing patriotic examples as well as pictures, drawings and shapes from the student's community in the textbook. Case study is also important as the

student is connected to community issues and problems. Telling patriotic stories attracts and influences the student. Furthermore, various courses should include national and global topics that enhance the student understanding of citizenship concepts and values. Improving communication skills among students has a great advantage, as they can understand the world around them, express their selves, and benefit technological achievements while avoiding the negative impact of globalization. In addition, enrichment activities and competitions contribute to achieving the objectives of the course and developing citizenship characteristics among students (Shams, 2017).

In the light of the above-mentioned means of developing citizenship values, the English language course is one of the most suitable subjects through which these means can be activated.

### **EFL curriculum and citizenship education**

The teaching of foreign languages, especially English, is an educational strategic objective in general education in Saudi Arabia, since it helps prepare generations capable of participating and competing in a rapidly evolving and changing world. However, education in Saudi Arabia is based primarily on holding on sharia principles and national values in whatever languages and places. As expressed by Elfeefi (2012), introducing a foreign language to the educational system means the introduction of a foreign culture, because language is not only letters and sounds, but also a mean of transmitting culture. Therefore, the required measures should be taken so that the teaching of English language does not affect the intellectual and psychological environment of students, in general, and high school students, in particular. As the physical, mental, emotional, and social aspects of the teenager are characterized by disorder and anxiety as well as developmental change. Hence, teaching English in Saudi Arabia aims at "educating young Saudis in a foreign culture, whether English or other, and benefiting from it in all areas that the individual and the Saudi society need. However, Saudi youth should keep their national values, identity, Islamic culture, and Arabic language. Moreover, EFL objectives in Saudi Arabia put an emphasize on communication efficiency among students, so linking citizenship to English writing skills may lead to effective communication and exchange of ideas (Elfeefi, 2012).

EFL curriculum include innumerable relationships that stimulates better learning, such as the relationship between citizenship and language in many cultural and linguistic representations (Alptekin, 2002; Byram, 2008; Hallet, 2011). As such, teaching foreign languages is inseparable from the target culture of the student.

Teachers can engage students in global citizenship issues while learning new vocabulary, grammar and style. Since the role of the language teacher goes beyond the development of language skills to achieve broader educational objectives, especially those associated with "universal education". In addition, students and teachers can discuss their assumptions in light of the assumptions suggested by the textbook, which enhances the development of communicative competence in Social contexts.

Belongingness, national loyalty and democracy are chosen as citizenship values to be developed among high school students through English language courses. According to Al-Habib (2005) and Amer (2005), belongingness and loyalty are one of the basic psychological and social needs of human being because it has an innate basis and drives the individual to interact positively within the society. They also represent feelings that encourage the citizen to work harder and sincerity defend his/her homeland. Al-Habib (2005) and Amer (2005) also agreed that democracy is at the top of the hierarchy of citizenship values. It is the only effective tool for enhancing the rule of law, equality and exercise of the minimum rights among people. In the absence of democracy, the state cannot embody the concept of the sovereignty of the people and the citizens cannot embody the concepts of proclaiming their rights.

### **Literature review**

Al-Jamal & Al-Refae'e (2016) aimed at shedding light on the role of global citizenship values included in secondary stage EFL textbooks in Jordan. It concluded that the values under study were highly afforded in EFL textbooks, however; most teachers focus on the teaching of language skills, rather than citizenship values. Pu-Tabal & Yahi (2016) investigated the role of middle and secondary school education in the development and activation of citizenship values among students. Alyan (2014) identified the degree of Al-Aqsa University's students' commitment to citizenship values. A questionnaire with (30) items was developed to measure student commitment to citizenship values. Results showed that citizenship values were high at all dimensions, where loyalty came first, followed by belongingness, and democracy as the last. Abdul Bassit (2009) aimed at evaluating the objectives and content of Social Studies curricula in the preparatory stage in light of citizenship values. The study has reached the objectives of the social studies curriculum in the preparatory stage to include the value of the greatness of the Creator and the value of loyalty to the country and its culture and traditions. The objectives of the social studies curriculum for a number of values of citizenship, and the study showed a clear failure to take into account the total

paragraphs of the content of the curriculum of social studies in the preparatory stage of the appropriate citizenship values for this stage.

Abu Ghraib (2008) identified the shortcomings of secondary school curricula in developing citizenship values among students and prepared a standard for the dimensions of good citizenship that should be available in the secondary curriculum. It concluded that the curriculum contains very little knowledge that aimed at developing citizenship values. It is devoid of educational situations and activities that encourage the practice of citizenship behaviors and skills among students. Furthermore, social problems and their solutions are overlooked in the secondary stage courses. In addition, Akhder (2005) explored the extent to which the objectives of citizenship development are achieved in the secondary stage curricula of Islamic Studies, Social Studies and Arabic. The study was conducted in Saudi Arabia as citizenship objectives are clearly stated in the document of the Saudi educational policy for the secondary stage. It concluded textbooks are rich in information and concepts that develop citizenship values, however; there is a need to activate it through effective teaching strategies.

In the light of literature review, it can be concluded that curricula should be directed at developing and cultivating the values of citizenship among students. Courses should be well-related to the community and its problems. The teacher and the school should be role models in promoting national traits among students through practices and activities that cultivate the values of belongingness, national loyalty, and democracy

### **Methodology and procedures**

*Method:* the analytical descriptive approach is adopted for achieving the objectives of the current study. It depends on the study of the phenomenon in reality and provides a precise qualitative or quantitative description of it.

### **Population and Sampling**

*Population:* comprises all English supervisors, 41 supervisors, and all English teachers, 722 teacher, at high schools in Northern Riyadh, in the first semester of 2017/2018.

*Sample:* consisted of (22) English supervisors and (160) English teachers.

*Tool:*

A questionnaire was prepared to identify the role of the EFL curriculum in promoting citizenship values at high schools from supervisors' and teachers' perspectives. After studying the educational literature on citizenship and the relevant questionnaires, the objectives and the domains of the questionnaire are identified. It comprised 3 domains and 34 items: 10 items for belongingness, 15 for national loyalty, and 9 for democracy. Three-pointed Likert scale was applied to estimate the frequencies of the sample responses, as follows: Strongly agree (3), agree (2 degrees) and disagree (1 degree).

### Validity:

The questionnaire was submitted to a set of examiners in Saudi Universities. They were asked to evaluate its validity, the appropriateness of its items to its domains, and its scientific and linguistic accuracy. They were asked about the appropriateness of the quantitative estimation applied to the sample responses. The required modifications have been made.

*Internal consistency:* Correlation coefficient between the score of each item and the total score of the item's domain was calculated, according to the pilot sample responses. Results were as follows:

**Table (1): Correlation Coefficient of the questionnaire's items to the total degree of their domains**

Domain	No.	Correlation coefficient	No.	Correlation coefficient
Belongingness	1	0.813**	6	0.865**
	2	0.831**	7	0.680**
	3	0.861**	8	0.787**
	4	0.860**	9	0.851**
	5	0.859**	10	0.834**
National Loyalty	1	0.783**	9	0.574**
	2	0.704**	10	0.585**
	3	0.770**	11	0.675**
	4	0.769**	12	0.710**
	5	0.755**	13	0.610**
	6	0.797**	14	0.518**
	7	0.716**	15	0.754**
	8	0.716**	-	-
Democracy	1	0.652**	6	0.849**
	2	0.783**	7	0.807**
	3	0.678**	8	0.753**
	4	0.804**	9	0.810**
	5	0.775**	-	-

\*\* Statistically significant at (0.01) and below

Tables (1) shows that the correlation coefficient of each item with its domain is statistically significant at (0.01) or below, indicating the internal consistency of the questionnaire.

### Reliability

Cronbach's alpha was calculated, as shown in Table (2).

**Table (2) the questionnaire reliability using Cronbach's alpha**

Domains	No. of items	Cronbach's alpha
Belongingness	10	0.948
National loyalty	15	0.958
Democracy	9	0.917
Overall reliability	34	0.967

Table (2) illustrates that the reliability coefficients of the domains scored (0.917- 0.958) and the overall reliability is high scoring (0.967). This indicates that the questionnaire has high reliability.

### *Criterion for evaluating the study results*

**Table (3): Degrees of the criterion categories regarding the study's results and limitations according to three-pointed Likert scale**

Criterion for evaluating the results	Category	
	From	To
Strongly agree	2.34	3.00
Agree	1.67	2.33
Disagree	1	1.66

### Results and discussion

To answer the first and the second questions, stating 'What is the role of EFL curriculum in promoting citizenship values among high school students from supervisors' perspective?' and 'What is the role of EFL curriculum in promoting citizenship values among high school students from teachers' perspective?' means and standard deviation for the sample responses to the questionnaire were calculated as follow.

**Table (4): Arithmetic means and standard deviations of the sample responses to the items of the questionnaire**

From supervisors' perspective				From teachers' perspective			
Domain	Arithmetic means	Standard deviation	Rank	Domain	Arithmetic means	Standard deviation	Rank
Belongingness	1.70	0.556	3	Belongingness	1.85	0.570	3
National loyalty	1.75	0.513	2	National loyalty	1.88	0.455	2
democracy	1.89	0.492	1	democracy	1.91	0.480	1
Total degree	1.78	0.482		Total degree	1.88	0.467	

Table (4) indicates that supervisors and teachers agree that secondary stage EFL curriculum promotes the citizenship values of democracy, national loyalty and belongingness, respectively. This result is inconsistent with Alyan (2014) in which the citizenship value of national loyalty ranked first, followed by belongingness, and democracy in the last rank.

The domains of citizenship values in secondary stage EFL curriculum were analyzed in details, as follows:

### 1- Belongingness

**Table (5): Arithmetic means and standard deviations of the sample responses to the items of belongingness domain**

No.	Item	From supervisors' perspective							From teachers' perspective						
		Frequency	Responses			Arithmetic means	Standard deviation	Ranking	Frequency	Responses			Arithmetic means	Standard deviation	Ranking
		Percentage	Strongly agree	Agree	Disagree				Percentage	Strongly agree	Agree	Disagree			
1	EFL curriculum motivates students to maintain homeland interests and stability.	Freq.	5	14	3	2.09	.6100	1	Freq.	18	76	44	1.81	.6460	2
		%	22.7	63.6	13.6				%	13.0	55.1	31.9			
2	EFL curriculum affirms student role towards homeland.	Freq.	3	14	5	1.91	.6100	3	Freq.	16	62	60	1.68	.6730	5
		%	13.6	63.6	22.7				%	11.6	44.9	43.5			
3	EFL curriculum makes students	Freq.	3	14	5	1.91	.6100	4	Freq.	21	65	52	1.78	.6940	3

No.	Item	From supervisors' perspective							From teachers' perspective								
		Frequency		Responses			Arithmetic means	Standard deviation	Ranking	Frequency		Responses			Arithmetic means	Standard deviation	Ranking
		Percentage	Strongly agree	Agree	Disagree	Percentage				Strongly agree	Agree	Disagree					
	feel that homeland is a symbol of security and stability.	%	13.6	63.6	22.7				%	15.2	47.1	37.7					
4	EFL curriculum motivates students to do their best for homeland.	Freq.	3	14	5	1.91	.6100	5	Freq.	18	60	60	1.70	.6900	4		
		%	13.6	63.6	22.7				%	13.0	43.5	43.5					
5	EFL curriculum makes students aware of their rights and duties towards the homeland.	Freq.	3	10	9	1.73	.7030	7	Freq.	12	53	73	1.56	.6510	10		
		%	13.6	45.5	40.9				%	8.7	38.4	52.9					
6	EFL curriculum encourages students to rush to homeland service if required.	Freq.	3	12	7	1.82	.6640	6	Freq.	18	57	63	1.66	.6960	6		
		%	13.6	54.5	31.8				%	13.0	41.3	45.7					
7	EFL curriculum motivates students to contribute to eliminating the negative aspects of the society.	Freq.	5	13	4	2.05	.6530	2	Freq.	22	84	32	1.93	.6240	1		
		%	22.7	59.1	18.2				%	15.9	60.9	23.2					
8	EFL curriculum helps empower the sound Islamic doctrine in students.	Freq.	4	7	11	1.68	.7800	10	Freq.	18	54	66	1.65	.7010	7		
		%	18.2	31.8	50.0				%	13.0	39.1	47.8					
9	EFL curriculum assures obedience to the ruler according to the principles of the Islamic Sharia.	Freq.	4	8	10	1.73	.7670	9	Freq.	18	51	69	1.63	.7050	8		
		%	18.2	36.4	45.5				%	13.0	37.0	50.0					
10	EFL curriculum encourages students to struggle rumors against the homeland.	Freq.	3	10	9	1.73	.7030	8	Freq.	16	49	73	1.59	.6910	9		
		%	13.6	45.5	40.9				%	11.6	35.5	52.9					
General mean						1.85	0.570								1.70	0.556	

Table (5) shows that item 1 ranked first, item 7 ranked second, and items 2, 3 and 4 ranked third from supervisors' perspective. It can be explained that national interest is the duty of every citizen

and the curricula, in general, support this value. EFL curriculum is no exception; it contributes to developing this essential value. Furthermore, contemporary courses shall focus on reality and play a role in dealing with community problems. Therefore, it is necessary to handle, discuss and find solutions to some of these problems. This result aligns with Akhder (2005) indicating that English language course shall be based on originality, constant renewal and following the contemporary societal problems. In addition, high school students are the most important age group because they are the youth of the future that national progress in all fields relies on. English stress the role of students toward their homeland. This is consistent with the document of education issued by the Supreme Commission for Educational Policy in Saudi Arabia that stressed that development opportunities are available for students to help develop their society. Accordingly, the role of courses in their development and promotion is highlighted.

Table (5) shows also that item 7 ranked first and item 2 ranked second from teachers' perspective. It can be explained that curriculum should be related to the contemporary issues and problem of the society as well as the social trends towards various manifestations. Classroom discussions should be to encourage students to find solutions to the happening problems. This result is consistent with the objectives of the educational policy in Saudi Arabia, which aims to develop the students' sense of the cultural, economic and social problems of the society and prepare them to contribute to solving them. It is also consistent with Abu Hashish (2010) emphasizing that the curriculum enhances the value of free and serious thinking concerning community problems. In addition, maintaining the interests and stability of the homeland is of great importance in the lives of individuals and society. Therefore, every student should be encouraged to preserve its security and stability by adhering to customs and traditions. This result agree with Elshodefat (2016) indicating that English language course for the 8th and 9th basic grades promote the value of homeland love and belongingness.

## 2- Loyalty

**Table (6): Arithmetic means and standard deviations of the sample responses to the items of national loyalty domain**

No	Item	From supervisors' perspective							From teachers' perspective						
		Frequency	Responses			Arithmetic means	Standard deviation	Ranking	Frequency	Responses			Arithmetic means	Standard deviation	Ranking
		Percentage	Strongly agree	Agree	Disagree				Percentage	Strongly agree	Agree	Disagree			
1	EFL curriculum encourages the student to feel proud of national loyalty.	Freq.	4	13	5	1.95	.6530	2	Freq.	19	68	51	1.77	.6760	9
		%	18.2	59.1	22.7				%	13.8	49.3	37.0			
2	EFL curriculum encourages the student to look forward to a promising future in the homeland.	Freq.	2	16	4	1.91	.5260	5	Freq.	24	74	40	1.88	.6740	1
		%	9.1	72.7	18.2				%	17.4	53.6	29.0			
3	EFL curriculum develops the student's feeling of national loyalty.	Freq.	1	16	5	1.82	.5010	12	Freq.	9	69	60	1.63	.6050	13
		%	4.5	72.7	22.7				%	6.5	50.0	43.5			
4	EFL curriculum develops the student's feeling of being continuously homesick.	Freq.	2	14	6	1.82	.5880	13	Freq.	13	61	64	1.63	.6520	14
		%	9.1	63.6	27.3				%	9.4	44.2	46.4			
5	EFL curriculum motivates the student to prefer the national to the personal interest.	Freq.	2	12	8	1.73	.6310	15	Freq.	10	60	68	1.58	.6260	15
		%	9.1	54.5	36.4				%	7.2	43.5	49.3			
6	EFL curriculum develops a feeling of national pride.	Freq.	4	11	7	1.86	.7100	7	Freq.	18	75	45	1.80	.6490	4
		%	18.2	50.0	31.8				%	13.0	54.3	32.6			
7	EFL curriculum develops a feeling of	Freq.	4	12	6	1.91	.6840	6	Freq.	19	79	40	1.85	.6380	2
		%	18.2	54.5	27.3				%	13.8	57.2	29.0			

No	Item	From supervisors' perspective							From teachers' perspective							
		Frequency	Responses			Arithmetic means	Standard deviation	Ranking	Frequency	Responses			Arithmetic means	Standard deviation	Ranking	
		Percentage	Strongly agree	Agree	Disagree				Percentage	Strongly agree	Agree	Disagree				
	happiness when a national achievement is accomplished in any field.															
8	EFL curriculum motivates the student to assume duty towards accomplishing and maintaining the national achievements.	Freq.	3	15	4	1.95	.5750	3	Freq.	16	77	45	1.79	.6330	7	
		%	13.6	68.2	18.2				%	11.6	55.8	32.6				
9	EFL curriculum helps introduce the features of the Saudi society to students.	Freq.	4	11	7	1.86	.7100	8	Freq.	15	74	49	1.75	.6370	10	
		%	18.2	50.0	31.8				%	10.9	53.6	35.5				
10	EFL curriculum promotes social values and customs among students.	Freq.	2	15	5	1.86	.5600	9	Freq.	14	82	42	1.80	.6060	5	
		%	9.1	68.2	22.7				%	10.1	59.4	30.4				
11	EFL curriculum introduces the national institutions and their systems.	Freq.	2	14	6	1.82	.5880	14	Freq.	11	68	59	1.65	.6240	12	
		%	9.1	63.6	27.3				%	8.0	49.3	42.8				
12	EFL curriculum encourages students to be accustomed to compliance with safety and security rules and homeland protection.	Freq.	2	17	3	1.95	.4860	4	Freq.	15	79	44	1.79	.6210	8	
		%	9.1	77.3	13.6				%	10.9	57.2	31.9				

No	Item	From supervisors' perspective							From teachers' perspective						
		Frequency	Responses			Arithmetic means	Standard deviation	Ranking	Frequency	Responses			Arithmetic means	Standard deviation	Ranking
		Percentage	Strongly agree	Agree	Disagree				Percentage	Strongly agree	Agree	Disagree			
13	EFL curriculum helps students get accustomed to the importance of protecting public assets.	Freq.	4	15	3	2.05	.5750	1	Freq.	16	86	36	1.86	.5990	3
		%	18.2	68.2	13.6				%	11.6	62.3	26.1			
14	EFL curriculum helps develop rationalization of consumption customs in all fields.	Freq.	2	15	5	1.86	.5600	10	Freq.	14	82	42	1.80	.6060	6
		%	9.1	68.2	22.7				%	10.1	59.4	30.4			
15	EFL curriculum fosters patriotism in students.	Freq.	3	13	6	1.86	.6400	11	Freq.	13	73	52	1.72	.6280	11
		%	13.6	59.1	27.3				%	9.4	52.9	37.7			
General mean						1.88	0.455	General mean						1.75	0.513

Table (6) shows that item 13 ranked first and items 1 and 8 ranked second from supervisors' perspective. It can be explained that being proud of national loyalty is a goal of the educational policy in Saudi Arabia. It aimed to inform students of their longstanding Islamic glories, global ancient civilization, natural, geographical, and economic advantages and its global important position. EFL curriculum encourages the student to be proud of national loyalty, Islamic glories and position in the world. This result aligns with Elshaboul and Elkhawalda (2014) and Aloqeel and Alhyari (2014) indicating that teachers and principals motivate students to feel proud of the national glory and achievements.

The author also attributes this result to the great role of national achievements in social progress. Additionally, national loyalty expresses a positive attitude and a significant perception that motivates the students to do their best in order to achieve the goals of national progress. Accordingly, English curriculum developer were interested in including this value in courses. This result corresponds to Elshodefat (2016) that reported that EFL curriculum included the value of pride in the national landmark, monuments, achievements and industries.

Table (6) shows also that item 2 ranked first, item 13 ranked second, and item 4 ranked third from teachers' perspective. It can be explained that English is the language of the age and that any job requires proficiency in the English language, especially if dealing with devices. Thus, English proficiency helps the student to look forward to a promising future in the home country where he/she can work in all fields. Furthermore, the prevalence of public property misuse has resulted in considerable loss among society members. Therefore, the value of preserving public property is one of the most important values that must be instilled among students. EFL curriculum has played an important role in helping students preserve public property. This result agree with Elshodefat (2016) indicating that English language course for the 8th and 9th basic grades promote the value of preserving public and personal properties and feeling proud of national achievements and industries.

### 3- Democracy

Table (7): Arithmetic means and standard deviations of the sample responses to the items of democracy domain

No .	Item	From supervisors' perspective							From teachers' perspective						
		Frequency	Responses			Arithmetic means	Standard deviation	Ranking	Frequency	Responses			Arithmetic means	Standard deviation	Ranking
		Percentage	Strongly agree	Agree	Disagree				Percentage	Strongly agree	Agree	Disagree			
1	EFL curriculum develops the belief that freedom of expression stops at harming others.	Freq. 2	14	6	1.82	0.588	6	Freq. 15	79	44	1.79	.6210	8		
		% 9.1	63.6	27.3				% 10.9	57.2	31.9					
2	EFL curriculum motivates the students to believe in the importance of voluntary work.	Freq. 2	14	6	1.82	0.588	6	Freq. 21	87	30	1.93	0.607	3		
		% 9.1	63.6	27.3				% 15.2	63.0	21.7					

No	Item	From supervisors' perspective							From teachers' perspective								
		Frequency		Responses			Arithmetic means	Standard deviation	Ranking	Frequency		Responses			Arithmetic means	Standard deviation	Ranking
		Percentage	Strongly agree	Agree	Disagree	Percentage				Strongly agree	Agree	Disagree					
3	EFL curriculum motivates the students to believe in taking part in decision making according to their situations.	Freq.	1	15	6	1.77	0.528	8	Freq.	18	86	34	1.88	0.605	6		
		%	4.5	68.2	27.3				%	13.0	62.3	24.6					
4	EFL curriculum develops the belief in cooperation and unity in students.	Freq.	1	16	5	1.82	0.501	7	Freq.	20	84	34	1.90	0.620	5		
		%	4.5	72.7	22.7				%	14.5	60.9	24.6					
5	EFL curriculum motivates students to reject violence and force in achieving goals or expression.	Freq.	4	11	7	1.86	0.710	5	Freq.	20	79	39	1.86	0.642	7		
		%	18.2	50.0	31.8				%	14.5	57.2	28.3					
6	EFL curriculum motivates the belief that all ideas and opinions are debatable.	Freq.	3	14	5	1.91	0.610	3	Freq.	23	81	34	1.92	0.640	4		
		%	13.6	63.6	22.7				%	16.7	58.7	24.6					
7	EFL curriculum motivates respecting professionals and expressing their importance to the homeland.	Freq.	4	17	1	2.14	0.468	1	Freq.	26	85	27	1.99	0.622	2		
		%	18.2	77.3	4.5				%	18.8	61.6	19.6					
8	EFL curriculum introduces the rights and	Freq.	4	12	6	1.91	0.684	4	Freq.	12	72	54	1.70	0.623	9		

No.	Item	From supervisors' perspective							From teachers' perspective								
		Frequency		Responses			Arithmetic means	Standard deviation	Ranking	Frequency		Responses			Arithmetic means	Standard deviation	Ranking
		Percentage	Strongly agree	Agree	Disagree	Percentage				Strongly agree	Agree	Disagree					
	national duties to the students.	%	18.2	54.5	27.3				%	8.7	52.2	39.1					
9	EFL curriculum helps student accept others' ideas and deeds by presenting debatable ideas.	Freq.	5	13	4	2.05	0.653	2	Freq.	26	87	25	2.01	0.610	1		
		%	22.7	59.1	18.2				%	18.8	63.0	18.1					
General mean						1.91	0.480	General mean					1.89	0.492			

Table (7) shows that item 7 ranked first, item 9 ranked second, and item 6 ranked third from supervisors' perspective. It can be explained that curricula developers believe in the value and importance of professions in the life of the individual and society because these professions and workers contribute to the progress and development of society. Moreover, Saudi curricula and the philosophy of education are based on the Islamic Sharia that called for respecting work and to provide a decent treatment of professionals. This result agrees with Elshodefat (2016) indicating that English textbooks for the 8th and 9th grades foster love and dedication to work, as well as respect for others.

The developers of EFL curriculum believe in the importance of including interactive issues through which discussions with students arise, which fosters intellectual and emotional capacities of students and supports social relations. Because of the prevalence of intolerance and non-acceptance of others in the media, curricula shall include respect for the opinions of others and motivating the belief that all ideas and opinions are debatable.

Table (7) shows also that item 9 ranked first, item 7 ranked second and item 2 ranked third from teachers' perspective. Because of the prevalence of the culture of 'disadvantaged jobs' in Saudi society, curricula developers have to fight against this culture. Students should be motivated to show respect and appreciation to all kinds of jobs. The values of work, respect for professions and work importance for the homeland are highlighted. This result is consistent with Akhder (2005)

emphasizing that English language curriculum promotes the values of work respect and its importance to the national economy. It also agrees with Elanzy (2015), which recommended developing the values of social responsibility and citizenship among students to improve the negative attitudes towards some jobs.

Curricula developers, in general, and developers of EFL curricula, in particular, aim to promote the culture of dialogue among secondary school students, because of its importance in the development of the values of democracy and citizenship. It gives students the freedom to express their views and opinions. It also helps develop the skills of discussion and persuasion and accept the views of others, which allows the students to practice and enhance the values of citizenship. This result is consistent with Wasila (2013) stressing the importance of the teacher's role in developing culture and knowledge among students through enrichment discussion in the different fields of knowledge.

Volunteer work contributes to consolidating citizenship concepts and belongingness among students. It also helps develop a sense of social responsibility and country development among students. This result is consistent with Elshodefati (2016) and Abu Hashish (2010), referring to the important role curricula play in the development of the values of democracy.

To answer the third question, stating 'Are there statistically significant difference between the mean responses of supervisors and teachers concerning the role of EFL curriculum in promoting citizenship values among high school students?' arithmetic means and standard deviations are calculated as follows:

**Table (8) Statistical significance of the differences between supervisors' and teachers' scores**

Domain	Job	Arithmetic Means	Standard deviation	T value	Significance
belongingness	Teacher	1.70	0.556	1.212	0.227
	Supervisor	1.85	0.570		
National loyalty	Teacher	1.75	0.513	1.163	0.247
	Supervisor	1.88	0.455		
Democracy	Teacher	1.89	0.492	0.203	0.840
	Supervisor	1.91	0.480		
Total	Teacher	1.78	0.482	0.947	0.345
	Supervisor	1.88	0.467		

\* Significant at a level of (0.05) and less

Table (8) illustrates that there were no statistically significant differences at the level of (0.05) and less in the role of English language course in promoting citizenship values among high school students from the perspective of supervisors and teachers. It can be interpreted that the school and its employees in Saudi society aimed at enhancing citizenship values among high school students. Both supervisors and teachers are aware of the importance of cultivating and promoting citizenship values among students. This result corresponds to Elshaboul and Elkhawalda (2014) that indicated that there were no differences in the perspectives of headmistresses and teachers in promoting citizenship concepts among basic education students.

**Recommendations:**

- Fostering the different courses at all levels to promote citizenship values among students.
- Holding seminars, workshops, and awareness programs to help teachers recognize the importance, principals, values of citizenship and how to cultivate it among students.
- Developing EFL curricula for different educational stages in the light of the concept of citizenship.

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