

The Role of Global Citizenship Values in Education: The Case of Secondary Stage EFL Textbooks in Jordan

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Abstract

Global citizenship values has established universal values for learners as a code of behavior which affords strength to the structure of society as it empowers students to be better world citizens. The current research sheds light on the role of integrating global citizenship values on Jordanian secondary stage English textbooks. Of possibly greater interest, global citizenship concerns may be transported to life in language classrooms. Thus, global citizenship values of human rights, peace, identity and diversity, and participation and accountability were picked up for the purpose of this study. Textbooks content analysis, survey questionnaire and interviews were used for gathering data distinctly from teachers' perspectives along with the available values in the textbooks through content analysis procedures. Reliability and validity of the study instruments were checked. The present study reported that the utmost merit of global citizenship education values had maximal occurrences across the textbooks understudy. Yet, the study found out that the absolute number of participating teachers perceived the teaching of such values as unimportant in EFL classes, stressing language skill instead is of much greater importance.

Keywords: Values, Global Citizenship, TEFL, Secondary Stage, Teachers' Attitudes, Content Analysis.

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ملخص

لقد أنشأت المواطنة العالمية قيماً عالمية للمتعلمين باعتبارها محركاً للسلوك الذي يعطي المجتمع قوة، من خلال تمكين المتعلمين أن يصبحوا صالحين على المستوى المحلي والعالمي، ولذا فهذه الدراسة هدفت إلقاء الضوء على دور قيم المواطنة العالمية المتضمنة في كتب اللغة الإنجليزية للمرحلة الثانوية في الأردن. حيث إنه من المحتمل أن يكون لقيم المواطنة العالمية التي تدرس في غرف الصف انعكاس إيجابي في الحياة. ومن أجل تحقيق ذلك؛ تم تحديد قيم المواطنة العالمية الآتية: حقوق الإنسان، والسلام، والهوية، والتنوع، والمشاركة، والمساءلة. واستخدمت في الدراسة الحالية الأدوات الآتية: تحليل محتوى لكتب اللغة الإنجليزية في المرحلة الثانوية، والاستبيان، والمقابلات، من أجل جمع البيانات من خلال وجهات نظر المعلمين، بالإضافة لتحليل القيم المتضمنة في الكتب المدرسية، وتم التأكد من صدق وثبات هذه الأدوات. وخلصت الدراسة إلى أن القيم قيد الدراسة كانت متوفرة في كتب اللغة الإنجليزية بمستوى عال. ومع ذلك، وجدت الدراسة أن غالبية المعلمين المشاركين في الدراسة يعدُّ تدريس هذه القيم غير مهمة في حصص اللغة الإنجليزية، مؤكدين أن تدريس المهارات اللغوية هي ما يركزون عليه في تدريسهم وليس القيم. واحتوت الدراسة على مجموعة من التوصيات ذات العلاقة بالنتائج.

الكلمات المفتاحية: القيم، المواطنة العالمية، اللغة الإنجليزية بوصفها لغة أجنبية، المرحلة الثانوية، اتجاهات المعلمين، تحليل المحتوى.

Introduction:

Certainly, the fostering of high-quality citizens has been an essential aim of education since olden times. All the way through history, schools have perceived it indispensable to raise students so that they share spirits of duty and the respect of humanity. Arthur, Davies and Hahn (2008) maintained that, as early as 1975, there have been citizenship education initiatives across many countries by participating in the Civic Education Study achieved by the International Association for the Evaluation of Educational Achievement.

Peaty's Book *You, Me and The World* (2010) stated a number of instructional justifications for incorporating global topics in EFL (English as a Foreign Language). The "depth and diversity" of global topics makes them extremely inspiring for talking. Peaty argued that using the language as a tool and as content at the same time is very effective; for it uses the language as to express concerns that are significance to the learner. Given the seriousness of problems like wars and conflicts, EFL/ESL teachers feel a moral responsibility to discuss global concerns with their students.

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Accordingly, Peaty claims that the universal declaration of human rights by UNESCO (1974) affords an obligation for language teachers to stimulate global citizenship ideals in their classes.

What is meant by citizenship education? Citizenship education is relevant to helping students develop a sense that they fit in society where they share values, knowledge and skills required for being lively members in society (Dower, 2003: 7). Dower described a global citizen as person with universal moral viewpoint that “all human beings have certain fundamental rights and all human beings have duties to respect and promote these rights”. Global citizenship additionally does not only progress international awareness but also emphasizes rights and responsibilities (Ibrahim, 2005).

And what is meant by global citizenship education? This is not an easy question to answer because as Heater (2006) noted that there is no official recognition of “world citizen” status in international law, a growing body of international agreements – including the International Bill of Human Rights and the UN Convention on the Status of Refugees – has already gone some way to defining a post national, legal identity for people as human beings. Accordingly, global citizenship education is a moral conception, related to assisting learners grow feelings of shared humanity values, knowledge and skills with responsibilities that involves acting as global citizens (Heater, 2006; Osler, 2010).

Globalization has made nations more interrelated and interdependent. Brown (1991: 4) maintained that one of teachers' goals should be helping their students “become informed about as many issues as possible that intrinsically affect their lives”. Instilling citizenship involve language teachers' identification of their roles as diverse; through drawing on students' political background with a focus on current topics connected to countless societal and cultural interaction between people from various parts of the world. In view of that, English as an international language has a significant part in building a global community and increasing global citizenship. So, teaching EFL posed different responsibilities which top their routine teaching, but rather an entire world to be considered (Cummins, 1981).

So, what is the role of curriculum in global citizenship? It is highly significant in nation building. Curricula deliver plans and prepare aims for teachers and schools. One of the dares in global citizenship education is the transmission of theory into upright practice (Evans, Broad, Rodrigue, et al.,

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2010; Ibarra, 2013). The following are examples of global citizenship models that are relevant to the curriculum. Banks (2007) suggested five “dimensions of multicultural education”: (i) to integrate citizenship as a dedicated content, (ii) to construct students' knowledge through activities, (3) to reduce prejudice by means of highlighting values and attitudes, (4) to modify teaching to aid academic achievement of diverse cultural groups, and (5) to perceive school culture and social structure as an empowering social system. Dunn (2002) proposed 'Global history' that supported a world-centered history curriculum for the expansion of global citizenship. In global history perspective, an account and contrast of diverse cultures with queries that guide students to understand the large-scale changes that have molded the world.

In Jordan, citizenship has been an integral part of the basic and secondary school curriculum. The Jordanian society has a specific tradition of citizenship education which is demonstrated by the curricula of social studies (the Ministry of Education, 2014). The values presented by the Jordanian social studies curricula and stated by the curricula guidelines are those of: human rights, equality, peace, intercultural understanding, sustainable development, international education, intercultural education, and democracy. The objectives of teaching English language in Jordan, however, stress students' communicative competence. The Ministry of Education proposed a comprehensive definition of language use and learning, comprising overall competences, communicative language competences, and an understanding of the details of the settings of language use, along with wide-ranging cognitive abilities. Yet, the rhetoric of the present research upholds viewing EFL Jordanian teaching materials as entailing more than plain communicative tasks.

Anderson (1993) outlined a cognitive learning theory for teaching content and language. Skills and knowledge, in this theory, are sequenced from the cognitive stage (noticing and attention) to the associative stage (correcting errors) to the autonomous stage (automatic performance). The demonstration of comprehensible and meaningful input relates to profound handling. That is, materials that have a countless amount of relations stimulate better learning. An awareness of the relationship between citizenship and language are echoed in many cultural and language representations (Alptekin, 2002; Byram, 2008; Hallet, 2011). Foreign languages cannot be taught separately from its target culture.

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Linking citizenship to EFL textbooks may lead to communication and the exchange of ideas (i.e. intercultural competence) as well as to community participation. Byram (2008) offered as a model of intercultural competence that entails interaction between linguistic competences and 'general competences'. That is, Byram's model highlighted the skills of knowledge about 'other' countries and 'own' country. Also, the model stressed students' need to be involved in activity outside school alongside comparing and contrasting topics between countries. The crucial aspect of Byram's model is the intercultural competence component which entails that cultural awareness is central to the educational significance in a FL curriculum. Accordingly, stressing criticality by inviting students to reflect upon other cultures and countries. Specifically, teachers may engage students with global citizenship issues while concurrently watching their vocabulary, structure and style. Since the role of language teacher is extended beyond language skills development to hold broader educational aims, especially those connected to "global education".

Giving students and the teacher opportunities to discuss their assumptions in light of those suggested by the textbook is essential for developing communicative competence in social contexts. Brookfield (1995:2) illustrated such significance of the discussions of 'assumptions are the taken-for-granted beliefs about the world, and our place within it that seem so obvious to us as not to need to be stated explicitly'. The content of any language lesson integrates two sets: theme carrier which represents and motivates active language practice, as distinct from the theme proper which represents topics to be taught about a foreign language (Medges, 1998). Instruction is well appreciated not only for its assurance of language learning, but also for its dedication to content learning. It commonly aids students to improve both language and content acquaintance. Such instruction delivers integrated skill teaching with stretched input, meaningful output, and feedback and accelerates autonomous learning of thematically structured provisions (Byram, 2008; Medges, 1998; Stoller, 2002).

Problem:

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

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social skills are enhanced simultaneously. Some studies voiced how Jordanian EFL learners encounter difficulties in their language learning (Al- Afeef, 2002; Rababah, 2005; Al-Jamal, & Ghady, 2008; Al-Sobh, & Al-Abed Al-Haq, 2012).

The researchers felt confused regarding the global conflicts in the Arab area and thought of content analyzing EFL textbooks along with exploring EFL teachers' perceptions. The confusion has led to a lot of skepticism about the inefficiency of such textbooks in highlighting global citizenship values which Arab students need foremost meantime. Accordingly, the present study aimed at assessing global citizenship values that relate to secondary stage EFL textbooks (*Action Pack 11 & 12*) that is approved by the Jordanian Ministry of Education. Its objective was to examine to what extent the textbook included such values. The researchers were also interested in verifying whether that EFL Jordanian teachers are aware of global citizenship values by the means of investigating their perceptions.

Significance:

The present study contributes to the field of EFL through by eliciting 'inputs' for the creation of meaningful curricula where students deliver meaning successfully. The findings obtained by critically investigating global citizenship education across EFL secondary curricula are expected to highpoint the significance of such values in textbooks, to help textbook designers reduce difficulties relevant to theme selection and to add to the formation of educational policies for global citizenship education. It is also significant as it raises EFL teachers' awareness towards the inclusion of such themes into their teaching which may, in turn, improve learners' language by having more global themes to talk about. Subsequently, this study endeavored answering two research questions addressed by a content analysis, a survey questionnaire, and an interview; namely:

→ How well the global citizenship values (of human rights, peace, identity and diversity, and participation and accountability) are included in secondary stage textbooks?

→ How well the global citizenship values (of human rights, peace, identity and diversity, and participation and accountability) are taught in EFL secondary curricula, as perceived by the teachers themselves?

Method:

The present study followed an exploratory descriptive research design where global citizenship values were investigated across secondary stage textbooks as well as by EFL secondary stage teachers.

Participants:

The whole population of this study consisted of all EFL teachers (No. 220) at Jarash governorate who teach English as a foreign language in public schools in the second semester of the academic year 2014–2015. A convenient sample method in choosing the participants was used in order to collect in-depth data and select a sample from which the maximum could be learned. The researchers defined the participants by their characteristics. Only teachers who teach the secondary stage and use Action Pack 11 & 12 were considered. 88 teachers from Jarash governorate were, accordingly, eligible and willing to take part in the study and fill in the survey questionnaire. The interviews were conducted in order to obtain in-depth interpretation of the teaching materials in light of global citizenship education.

Based on the theoretical frameworks and research discussed earlier, citizenship education could provide a particularly rich opportunity to develop language and social skills as well. For the purpose of analysis, the researchers content analyzed the secondary stage textbooks. Then, data were collected separately from the secondary stage EFL teachers by administering self-reported questionnaire as well as interviews. Having adopted a qualitative/quantitative approach, the researchers selected the most recurrent concepts along with the most pertinent to the research question where 'the relative frequency and importance of certain topics'(Cohen *et al.*, 2007: 476).

Instruments of the study:

Content analysis checklist: The researchers designed a checklist that is based on four domains (human rights, peace, participation and accountability, identity and diversity). The checklist is composed with a table of – columns. The first column contained the serial number of the values understudy, the second contained the theme, while each of the following –columns contained –placed in sequence from low to high.

The checklist was combined with explanatory sheet with examples on each theme. This sheet was added to make it easier for the researchers and a second analyst decide the passages of each coded theme. The

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researchers used the four domains as basis for content analysis of the reading/listening comprehension passages. The checklist was used to record and tally the global citizenship values of the reading/listening comprehension passages from Action Pack 11 & 12 textbooks.

The questionnaire was employed as a major tool in the collection of data for this study. In this study, it consisted of the same four domains (human rights, peace, participation and accountability, identity and diversity) addressed in the checklist. EFL teachers participating in this study ranked the 29 items as corresponding to each statement by filling in a 5-point Likert scale starting with 1 (strongly disagree) to 5 (strongly agree).

The interview: Open ended questions that allowed the participants to talk freely about their opinions about embedding citizenship values across the secondary stage curricula were asked. Only fifteen teachers accepted to have face-to-face interview sessions. By the means of interviews, the researchers leaned about the teachers' experience and their perceptions in order to understand the relation between their claims and the findings obtained by the questionnaire and the content analysis. There are two main benefits of interviewing (Drever, 1995). The first is that the interviewer can get confirmation, inspire decision and debate ideas. The second is related with its elasticity, so that if the interviewer meets a trouble of confusion, s/he can ask extra explanation.

In order to examine face validity of the instruments, a panel of six educational experts reviewed the instruments. The team was asked to validate the content of the instruments concerning their appropriateness and suitability to the purposes of the current study. The team's comments and suggestions were studied carefully, and the necessary modifications were made accordingly. For example, the items of the questionnaire integrated 50 statements which were restated and reduced to 36 statements.

The reliability of the checklist was checked by having another analyst for analyzing the textbooks understudy (i.e. inter-rater reliability) with the researchers. They all coded all reading/listening comprehension passages and categorized them into the values in the checklist. The researchers used Scott's coefficient to count the reliability factors as it provides a simple and quick method of estimating intra – and inter - rater reliability. Scott's formula is: $R = \frac{Po - Pe}{1 - Pe}$ (where Po = the agreement between two observers; Pe = the agreement between two observers that

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occurs simply by chance; 1= the greatest possible agreement (Holsti, 1969:140).

The agreement coefficient on analyzing value elements in the content of EFL first secondary textbook (Action Pack 11) between the two efforts of the researchers was estimated as (0.94), while the agreement coefficient between the researchers and the first analyst was calculated as (0.90) and between the researchers and the second analyst was (0.91) after applying Scott's coefficient of agreement.

The reliability of the questionnaire, however, was field tested and refined through the split-half method on a pilot group of 15 teachers selected randomly and left out later from the sample of the study. The participating teachers were asked to fill the questionnaire twice within a two-week interval. The questionnaire was further polished and refined as based on pilot study results. Internal consistency was tested in which Cronbach alpha was found as 0.90 that was considered suitable to conduct the current study.

Data analysis of the content analysis: secondary stage EFL textbooks analyzed in this study were supposed as a formal document of the Jordanian Ministry of Education and inspected in detail. In content analysis research, documents can be used as an individual data source or they can similarly be used with other data for variety (Holsti, 1969). In this study, textbooks were explored with explanatory thematic analysis based on studies that evaluate textbooks in terms of global citizenship values (UNESCO, 1976) and theoretical studies that were stated in this study. The citizenship education content analysis checklist was developed accordingly. Coding the text involved the following decision-making steps: the level of analysis; the values to code for; the frequency of the theme; coding the text and analyzing the textbooks (Krippendorff, 1980).

Data analysis of the questionnaire: EFL teachers' perceptions towards their teaching citizenship values were analyzed in terms of the five Likert scale; which was further categorized into three: High, intermediate, and Low degrees. The following values were used for analysis: Mean scores were valued against the following criteria: (1.00 - 2.33 as Weak; 2.34 - 3.67 as intermediate; 3.68 - 5.00 as Strong). The percentage was calculated according to the following equation: $\frac{\text{The highest value} - \text{The lowest value}}{\text{category number}}$. In the present research, the highest value was 5; the lowest value was 1; and the category numbers were 3. Thus, the appropriate degree was calculated as follows: $5-1/3 = 1.33$.

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The ratings summed to yield a score which represented the perception towards teaching citizenship in EFL classes.

Results of the first research question:

How well the global citizenship values (of human rights, peace, identity and diversity, and participation and accountability) are included in secondary stage textbooks? A content analysis was carried out in order to pinpoint the global citizenship values understudy in Jordanian EFL secondary stage textbooks. The content analysis checklist entailed four categories among which a set of manifestations for each theme in a dedicated Table. The researchers reported 409 citizenship occurrences in 11th grade textbook and 199 occurrences in 12th grade textbook. At first, global human right citizenship values are demonstrated in Table 1 as follows. Other values, however, are presented in subsequent Tables.

Table 1:
Global human rights values as enclosed in textbooks

	No.	Human rights values	Action Pack 11 Frequency*/ percentage	Action Pack12 Frequency** /percentage
Human rights education	1.	Introducing universal ethical principles	14 (3%)	10 (4%)
	2.	Introducing the spirit of brotherhood	6 (1%)	14 (5%)
	3.	Introducing various perspectives before making judgments	57 (13%)	7 (3%)
	4.	Introducing equality	0 (0%)	19 (7%)
	5.	Introducing resentment to human rights abuses	30 (7%)	4 (1%)
	6.	Introducing respecting other person's opinion	13 (3%)	8 (3%)
	7.	Introducing the school as a means of universal respect of human rights	0 (0%)	10 (4%)
	8.	Respecting human rights	3 (1%)	8 (3%)

* the total frequencies 442

**the total frequencies 263

Table 1 shows that the results were calculated in frequencies with measures percentages. The theme of global human right education seems to be attempted across secondary EFL textbooks in varying degrees ranging from one single occurrence (Introducing the school as a means of universal respect of human rights) in Action Pack 12 to fifty seven occurrences

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(Introducing various perspectives before making judgments) in Action Pack 11. An interestingly high occurrence of Introducing resentment to human rights abuses (30 occurrences) was found in later textbook.

**Table 2:
Global peace education values as enclosed in textbooks**

Domain	No.	Peace education values	Action Pack11 frequency (percentage)	Action Pack 12 frequency (percentage)
Peace education	9.	Introducing peace as the end of armed conflicts	8 (4%)	56 (21%)
	10.	Introducing and analyzing conflicts and situations (e.g. unemployment, poverty, ignorance, lack of development	10 (2%)	2 (1%)
	11.	Introducing solutions to violence	0 (0%)	0 (0%)
	12.	Introducing peace as the full commitment to the principles of life, justice and solidity	14 (3%)	3 (1%)
	13.	Stimulating religious tolerance	5 (1%)	7 (3%)
	14.	Introducing peace as life respect	31 (7%)	13 (5%)
	15.	Introducing peace as the wealth of humanity	30 (7%)	18 (7%)
	16.	Infusing positive relationships with colleagues and others	27 (6%)	12 (5%)

Table 2 presents the frequencies and percentages of peace education values as manifested across both textbooks understudy. Fifty six manifestations of Introducing peace as the end of armed conflicts were reported in Action pack 12 where only eight manifestations were found in Action Pack 11. The Table reports that there are only three instances of Introducing peace as the full commitment to the principles of life, justice and solidity in Action Pack 12 while there are fourteen ones across Action Pack 11. Introducing peace as the wealth of humanity was found as high (30 occurrences) in Action Pack 12 and in Action Pack 11 (18 occurrences).

**Table 3:
Global identity and diversity education values as enclosed in textbooks**

Domain	No.	Identity and diversity values	Action Pack 11	Action Pack 12
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			frequency(perc entage)	frequency (percentage)
Identity and diversity Educati on	17.	Infusing courage, mercy, sincerity, and good attitude	10 (2%)	0 (0%)
	18.	Rejecting fanaticism	33 (8%)	2 (1%)
	19.	Infusing critical thinking skills	19 (4%)	8 (3%)
	20.	Introducing values of different cultures	3 (1%)	4 (1%)
	21.	Introducing cultural communication in a way that shows affiliation.	7 (1%)	0 (0%)
	22.	Introducing Respect to all societies	0 (0%)	0 (0%)
	23.	Introducing the reciprocal value in the identity of others	0 (0%)	0 (0%)

Table 3 unveils limited occurrences of global identity and diversity values across the textbooks understudy. For example, Introducing Respect to all societies and Introducing the reciprocal value in the identity of others were not found across these textbooks. And Infusing courage, mercy, sincerity, and good attitude theme was almost absent as it appeared once in Action Pack 11. Rejecting fanaticism was found as the highest in occurrences (33) in Action Pack 11, yet found as limited as two occurrences in Action Pack 12.

Table 4:
Global participation and accountability values as enclosed textbooks

Doma in	No	Participation and accountability values	Action Pack 11 frequency(percentage)	Action Pack 12 frequency(perc entage)
Partic ipatio n and accou ntabil ity Educa tion	24.	Introducing the responsibilities of citizens	18 (4%)	8 (3%)
	25.	introducing the concepts of multiculturalism as a culture common to all people	10 (2%)	3 (1%)
	26	Introducing voluntary community efforts and contribution	14 (3%)	19 (7%)
	27.	Introducing exercises of citizenship situations	2 (1%)	3 (1%)
	28.	Introducing political participation as a key significant principle of modern country	26 (6%)	23 (9%)

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Table 4 demonstrates the results related to the theme of global participation and accountability that are enclosed in secondary EFL textbooks. The most frequent theme in this category was that of Introducing political participation as a key significant principle of modern country as twenty six occurrences in Action Pack 11 and as twenty three occurrences in Action Pack 12.

Results of the second research question:

How well the global citizenship values (of human rights, peace, identity and diversity, and participation and accountability) are taught in EFL secondary curricula, as perceived by the teachers themselves? In order to answer this question, a fill-in self-reported questionnaire as well as an interview sheet was administered. At the start, human right global citizenship values are demonstrated in Table 5 as follows. Other values, however, are presented in subsequent Tables.

Table 5:
Global human rights values as perceived by EFL teachers

Domain	No	Human rights values	Mean	Std. Dev.	Degree
Human rights education	1.	I stimulate my students' thinking according to universal ethical principles	2.73	0.90	Intermediate
	2.	I promote the spirit of brotherhood among my students when dealing with others	2.60	0.98	Intermediate
	3.	I introduce various alternatives before making judgments	2.54	0.97	Intermediate
	4.	I promoting equality among my students	2.50	0.98	Intermediate
	5.	I teach my students to resent human rights abuses	2.28	0.83	Low
	6.	I teach my students to respect other person's opinion	2.14	0.78	Low
	7.	I teach my students that the school is a means of universal respect of human rights	2.05	0.85	Low
	8.	I instruct my students to respect human rights	2.03	0.72	Low

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Table 5 shows that the results were classified into two degrees, intermediate for item 1 and Low for all the items of 2, 3, 4, 5, 6, 6, 7, 8. The theme of global human right education seems not to be realized by secondary EFL teachers; alternatively emphasis may be paid to language per se in terms of vocabulary items and grammars.

Table 6:
Global peace education values as perceived by EFL teachers

Domain	No.	Peace education values	Mean	Std. Dev.	
Peace education	9.	I teach peace as the end of armed conflicts	3.06	1.04	Intermediate
	10.	I introduce and analyze conflicts and situations (e.g. unemployment, poverty, ignorance, lack of development)	3.04	1.12	Intermediate
	11.	I teach solutions to violence	3.03	1.00	Intermediate
	12.	I teach peace as the full commitment to the principles of life, justice and solidity	2.94	1.09	Intermediate
	13.	I stimulating religious tolerance	2.89	0.96	Intermediate
	14.	I teach peace as life respect	2.85	0.97	Intermediate
	15.	I teach peace as the wealth of humanity	2.81	0.94	Intermediate
	16.	I teach positive relationships with colleagues and others	2.80	1.09	Intermediate

Table 6 shows that the results were classified into two degrees, Intermediate for the items of 9, 10, 11, 12, 13 14, and 16, Low only for item 14. The Table reports calculated means and standard deviations measures of global peace education values that were not practiced greatly by the EFL teachers' understudy.

Table 7:
Global identity and diversity education as perceived by EFL teachers

Domain	No.	Identity and diversity values	Mean	Std. Dev.	Degree
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Identity and diversity education	17.	I teach courage, mercy, sincerity, and good attitude	2.93	1.01	Intermediate
	18.	I teach students to reject fanaticism	2.88	1.03	Intermediate
	19.	I teach critical thinking skills	2.81	1.00	Intermediate
	20.	I teach values of different cultures	2.76	0.99	Intermediate
	21.	I teach cultural communication in a way that shows affiliation	2.73	1.04	Intermediate
	22.	I teach respect to all societies	2.64	0.95	Intermediate
	23.	I teach the reciprocal value in the identity of others	2.59	0.97	Intermediate

Table 7 indicates that the results of the questionnaire were classified within two complementary degrees. That is, items number 17, 18, 19, 20 and 21 have Intermediate degree of practice, while items number 23 and 22 have a Low degree. All in all, this theme (i.e. identity and diversity) was not practiced greatly by EFL teachers; in spite of the fact that theme in question exists across students' textbooks.

Table 8:
Global participation and accountability values as perceived by EFL teachers

Domain	No.	Participation and accountability values	Mean	Std. Dev.	Degree
Participation and accountability education	24.	I teach my students the responsibilities of citizens	2.86	1.05	Intermediate
	25.	I teach my students the concepts of multiculturalism as a culture common to all people	2.86	1.04	Intermediate
	26.	I teach voluntary community efforts and contribution	2.83	0.99	Intermediate
	27.	I give my students exercises of citizenship situations	2.80	1.07	Intermediate
	28.	I train my students on autonomous learning	2.79	1.04	
	29.	I teach political participation as a key significant principle of modern country	2.75	1.01	Intermediate

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Table 8 displays how global participation and accountability education values are classified into one degree as High for all the items in this category. Obviously, EFL teachers under the study do not seem, unintentionally maybe, to teach these values with high consideration.

Discussion:

In the current research, global citizenship values were found in a number of representative instances across both Action Pack 11 and 12 all through the Tables of 1, 2, 3, and 4. The values of human rights, peace, identity and diversity, and participation and accountability along with examples of their manifestations existed in varying degree. For example, students paying attention to a reading passage about the spirit of brotherhood when dealing with others possibly will provoke their awareness of embrace similar patterns of behavior. Table 5 shows how general acquaintance with key human rights issues (such as: maintaining ethical principles, promoting brotherhood, avoiding being judgmental, resenting abuses of human rights, respecting others or human rights or even the school per se, and the freedom to express one's ideas) were not actually well-thought-out in by EFL secondary teachers. As such, Byram (2008) and one year later Ho (2009) stressed that citizenship education is featured as assisting students to gain awareness of social system of the entire today's multifaceted and speedily changing world.

Low and Intermediate degrees of all through Tables 5, 6, 7 and 8 presentations were reflected by the mean scores that stood for how did they perceive teaching such values. In spite of the fact that such Low and Intermediate degrees signify a nearby 'normal distribution', yet such means reflect a sense of teachers' uncertainty, doubt and hesitation when teaching them to their students. Provided that, the results reported by the interviews uncovered such uncertainty, doubt or hesitation. It was hoped that EFL teachers integrate global citizenship values into their language classroom. In this regard, Brown (1991) asserted that such integration inspires and encourages content learning as well as language skills improvement.

If students' fluency is not endowed with knowledge of universal human rights, it will not lend itself to meaningful language use naturally. Genuine communication elicits language performance as well as classroom discussions. Since global citizens include the Jordanians who can speak global language such as English access the internet, fax, and travel to diverse parts of the world. The United Nations General Assembly of 2008

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as International Year of Languages established the significance of languages in attaining the internationally approved development aims, in constructing wide-ranging knowledge societies and upholding a culturally diverse world (Hammarberg, 2010).

Teachers' interviews were examined in order to check whether the prevailing perspective of delivering global citizenship values. Explanations by teachers revealed no unease about their minimal efforts of teaching global citizenship values throughout the secondary curricula. All of them considered citizenship as a classroom routine; as the most important issue is to develop their students' language skills rather than their citizenship. All the interviewed teachers felt that it is the responsibility of social and national education teachers rather than being theirs.

During the interviews, more ample evidence about how EFL teachers understudy teachers felt towards teaching global citizenship values. One teacher, for instance, maintained that:

As the lessons being based on social issues communication, students need more practice in their language skills. Yet sometimes, I venture it out on my own and use universal examples of preserving human rights. Another EFL teacher continued that:

Teaching English can't be linked to country building. We really need a boosted countrywide identity. The Jordanian EFL textbooks, however, does not set global citizenship education all through human rights as an overt aim or even weighs its achievement.

A quiet large number of teachers in the current study demanded the need to introduce human rights education across basic stage textbooks. One participating teacher demonstrated that:

Human rights knowledge need to be introduced earlier; not at this critical phase of students' lives. It is true that citizenship prepares students to undertake their responsibilities, to respect others, to be tolerant and cooperative.

Yet rather a limited number of responses were steered towards having dedicated classes for teaching citizenship values rather than having these values reoccur across EFL textbooks. One teacher said:

There should be classes in either global or national citizenship education, where more procedures for application would assure that all students would receive training in this area.

In the present study, peace education was featured as analyzing conflicts, acknowledging rules and conventions and having peace as an end

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for all kinds of conflicts. Table 6 shows relatively Low occurrences of peace education values. Luckily, such Low degrees were supported by interview results so much so to perceive the results as truly significant.

As global citizenship relates to an understanding of the world, such knowledge may comprise basic information about the laws, conventions, tolerance, etc. Certainly, there is much going on in the world to be sad or happy about. Let's say, a text for listening comprehension on tolerance might contain evidence that would develop students' knowledge about the aims of tolerance and its likely clarifications. Research findings (Cates, 1990; Jacobs & Cates, 1999) affirmed that when peace education is introduced as cross-curricular since the world consists of all zones of study, foreign language education can be livelier in students' learning.

An example of peace education is the idea brought by Gaith and Shaaban (1994) where peace is integrated in language teaching. Gaith and Shaaban stressed the features of values (e.g. international conflicts), skills (e.g. working together), and methods (e.g. role play). Their article painted an optimistic picture of the role language teachers can play not only in improving students' language proficiency but also in infusing global education into our classes when addressing global concerns, such as peace, prosperity, environmental protection, and human rights. Gaith and Shaaban painted a hopeful image of the role of second language can show not only in refining learners' proficiency but also in inspiring global citizenship education into class.

In the present research, identity and diversity education values were featured as that of: respecting other cultures as well as acknowledging its own while demonstrating critical skills. Table 7; nevertheless, revealed a rather hesitant, uncertain and broad perspective of teachers regarding the teaching of identity and diversity in EFL textbooks. This seems mostly problematic, as not being aware of the significance of promoting such form of global citizenship. Accordingly and as Banks (2007) stated, citizenship education should be restructured so that it mirrors home culture as well as diverse cultures, since this can assist learners to attain equality, respecting all societies, courage, mercy, sincerity.

The following pieces of evidence exposed deficiency of identity and diversity education theme across the textbooks understudy which were voiced as with regard to encouraging cultural communication, as well as respecting all societies. One teacher stressed that: The textbooks shouldn't promote building good relationships with other countries; rather developing

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students' language instead. Another teacher talked frankly and said: we don't need reading passages, activities and tasks that teach our students how to respect other cultures; because this exists in Islam, yet it doesn't in English language textbooks. Additionally, all interviewed teachers seemed to have had somewhat less interest in or need to have identity and diversity education theme. One teacher noted: We don't have time for adding more values; the teaching materials are more than enough to top readings on citizenship.

As a matter of fact, students must raise their awareness, attitudes, and abilities that will empower them to live in a global society effectively. Since globalization affects all features of societies (Osler & Starkey, 2005). Multicultural curricula (Gutmann, 2003; Takaki, 1998) constructs even status in classrooms by giving credit to the experiences and practices of all students in the class and by enabling all to be involved correspondingly.

In this research, transparency and accountability were featured as prerequisites for each other; since they empower citizens to have a view about their concerns in a way that steer their decision-making to account and to be responsible for their own learning. Results reported by Table 8 maintained that participation and accountability education values were not prevalent so much so a certainty degree among EFL secondary teachers' teaching practices. So, transparency and accountability which translate all of awareness and knowledge into skills in action seem particularly problematic in the Jordanian EFL teachers' teaching practices⁸ Table 4 showed nearly negligible average levels of transparency and accountability education values across teachers' teaching practices in English language classes. An example of this theme, let's say, students can take part by talking about 'acknowledging responsibilities as citizen' or even about 'how to be an autonomous learner' in morning assembly in English.

Interestingly, participation and accountability education values were reported similarly by the interviewed teachers who did not feel enthusiastic towards evoking such values. This was considered as a sign of their expectations which were not high. Most of them stated that: *students will* have the problem of practicing and being responsible, although such practices may facilitate more adoption of Jordanians' social behaviors.

Summary of results:

The significance of global education has a unique worldview. Global education established patterns of awareness towards human rights, peace

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education, identity and diversity education that are actualized into participation and accountability education through patterns of citizenship-applied linguistic expressions of communication. Therefore, Jordanian ministry of education necessitated a curriculum that embodies citizenship education values (Ministry of Education, 2014). Debatable questions might be asked; such as: How can we push in and enhance global citizenship education in a way that improves learners' communicative proficiency? Problematic links among citizenship education values and the current EFL secondary stage textbooks made this research as significant and most motivating.

According to Wiles and Bondi (2002) and later to Hopkins (2010), global citizenship education should be indispensable for every individual which should be echoed cross-curricular since citizenship values embrace all school subjects. In the present study, the Jordanian secondary stage textbooks were reported as really highlighting global citizenship values, notwithstanding its significance in offering students many prospects of meaningful language communication. The teachers' perception questionnaire, however, revealed minimal efforts to achieve such values. The present study, nevertheless, do not offer rubrics that state exactly how EFL textbooks should fit in global citizenship values into the language learning (simply because they already exist), but rather it invites teachers to teach life skills in conjunction with language skills.

Recommendations:

From this perspective, the present study recommends considering language teaching as a content transporter for effective language learning in order to lessen language learning problems that are put up in EFL textbooks. This study applauded a communicative viewpoint to realize the significance of global citizenship as demonstrated through the process of communication in language learning.

It is wished that the recommendations of the study to be emphasized as points of departure, rather than arrival, and that they might serve as valuable values for discussion when teaching English language. Accordingly, the present study recommends textbook writers to embrace global citizenship themes more frequently. What's more, teachers are recommended to use media which include contextually suitable rules, together with consistent practice of prefabricated global citizenship expressions. Nevertheless, it is important to recommend more research on

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global citizenship themes across EFL basic stage curricula which, in turn, lead to language command linguistically as well as functionally.

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