The Representation of Citizenship in English Language Teaching: Inclusivity in Reading Texts

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Abstract:

This study examined the inclusion of citizenship in EFL texts. Jordan is increasingly focusing on educating learners about citizenship and its responsibilities. This study analyzes reading comprehension texts in Action Pack 11 textbooks to evaluate how citizenship is integrated into the curriculum. This study followed a descriptive research strategy. Thus, the checklist served as a data collection instrument. Based on the low-frequency rates for the citizenship domains, this study found that the reading comprehension texts in 11th-grade English textbooks did not frequently cover the theme of citizenship. In contrast, the domain of moral traits was the least common, while social standing and legal status were the most common. There were many repetitions in the textbook, with the "gender" code being the most common and having the highest percentage of repetition. It was concluded that there is no meaningful discussion of citizenship in Action Pack 11, the eleventh edition of the English language textbooks, covering all 3 of its domains. In addition, it was noticed that the majority of the inclusion of citizenship was noted in the social value domain, with the social role domain having the highest frequency of reading texts. The lack of emphasis on citizenship in English language textbooks may limit students' understanding of their roles and responsibilities as citizens. Educational materials must provide a comprehensive understanding of citizenship across all domains to promote civic engagement and awareness.

تمثيل المواطنة في تدريس اللغة الإنجليزية: تضمينها في نصوص القراءة

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الملخص:

تناولت هذه الدراسة تحري مدى تمثيل المواطنة في نصوص اللغة الإنجليزية كلغة أجنبية. حيث يركز الأردن بشكل كبير على اكساب المتعلمين مجالات المواطنة ومسؤولياتها. لذا حللت هذه الدراسة نصوص القراءة في كتب اللغة الانجليزية المدرسية للصف الحادي عشر، وقيمت كيفية تضمينها لمجالات المواطنة في المنهج الدراسي. اتبعت هذه الدراسة مدخل البحث الوصفي. فكانت القائمة المرجعية أداة تحليل محتوى. لرصد معدلات التكرار لمجالات المواطنة، وجدت هذه الدراسة أن نصوص القراءة غالبا في كتب اللغة الإنجليزية للصف الحادي عشر لم تمثل مجالات المواطنة بشكل كبير. فكان مجال السمات الأخلاقية هو الأقل تمثيلا، في حين كان مجال القيم الاجتماعية والوضع القانوني الأكثر تمثيلا. كان هناك العديد من التكرارات في الكتاب المدرسي. وقد تم التوصل إلى أنه لا توجد تمثيل هادفة للمواطنة في كتاب اللغة الانجليزية للصف الحادي عشر، الطبعة الحادية عشرة من كتب اللغة الإنجليزية المدرسية، والتي تغطي جميع مجالاتها الثلاثة. بالإضافة إلى ذلك، لوحظ أن غالبية تضمين المواطنة كان في مجال القيم الاجتماعية، مع وجود مجال القيم الاجتماعية بأعلى تكرار للنصوص القرائية باللغة الإنجليزية. إن عدم التركيز على المواطنة في الكتب المدرسية للغة الإنجليزية قد يحدّ من فهم الطلاب لأدوارهم ومسؤولياتهم كمواطنين. يجب أن توفر المواد التعليمية فهمًا شاملاً للمواطنة في جميع المجالات من أجل تعزيز المشاركة والوعي المدني.

Introduction

Citizenship has been defined as a practice that involves both duties and widely determined political engagement, as well as a status that carries many rights. It also entails governance (Hindess 2004; Kochenov 2019; Lister 1997). In addition, it has been described as people perceptions of where they belong in the universe, their sense of accountability for how these relationships are shaped, and their awareness of how private and public actions influence these perceptions (Anderson et al. 2008).

A person's rights, obligations, and identity within a nation are all defined by their citizenship status. The glue that holds a community together. According to (Dobson, 2003; Içduygu et al., 1999; Patric, 1999) this element is also crucial for engaging with a sociopolitical society and demonstrating commitment to its future. This may be seen as the right to acquire specific privileges, like membership in a political group (Ackerman 1999; Callahan 2007).

It has undeniably grown into a major issue involving several policy domains, including migration, international affairs, and education and welfare (Isin et al., 2002). Thus, protection, freedom, care, etc. are all benefits that citizens receive because of becoming citizens. Furthermore, it safeguards individuals' right to care and civil liberties (Béland 2005; Kent 2014).

Citizenship can be categorized into 3 different domains: social, moral, and juridical. In the social domain, citizenship involves participating in and contributing to the well-being of the community (Turner 1993). In the moral domain, citizenship encompasses ethical behaviour and values for example trustworthiness, justice, and respect for others. The juridical domain of citizenship refers to the legal aspects and rights associated with being a citizen (Marshall 1950).

It is well acknowledged that reading is a crucial skill for students to develop. Reading is shown to be a crucial skill for students because it allows them to participate actively in their schoolwork and communicate effectively (Rafika et al., 2020). Thinking critically about what one reads—by asking questions, drawing conclusions, defining terms, and making predictions—is a great way to improve one's cognitive talents. Vocabulary expansion is a natural consequence of reading, which is why it is an essential skill for all students to possess.

Research by (Collins, 1998; Kidd and Castano, 2013; Tantri, 2016; Tantri, 2016) provides further evidence of the importance of reading for cognitive development and vocabulary expansion. Through active participation in their academic tasks and good communication, students can strengthen their cognitive abilities and enhance their overall academic achievement. This can result in an enhanced comprehension of intricate topics and enable proficient examination of information.

According to Okwilagwe (1998), reading requires a range of critical thinking skills, including creativity, analysis, production, assessment, and problem-solving. Reading is a cognitive ability that individuals use to understand ideas, learn new words, and examine the use of current language. An essential talent for success in many academic fields and in reaching professional objectives. Being more open-minded and learning about the world around you are 2 benefits of traveling. This suggests that people gain knowledge about the ideas around them. Also, being able to read and understand what is written around them is an asset in many different social situations. Therefore, reading is considered the primary means through which learners gain knowledge.

There are several facets of citizenship that can be taught through textbooks. They are a good resource for learning about a nation's founding documents as well as its citizens' rights and

obligations. (Spring, 1976). Citizenship has many facets, including the legal, social, and moral aspects; textbooks are a great place to learn about democracy and how to get involved in your community (Apple 1990). Valverde et al. (2002) assert that textbooks comprise a compilation of unique ideas from research writers, which provide tangible utility in educational settings.

The primary source of accurate knowledge is textbooks, which were regarded as such by (Bednarz, 2004; Hag and Haq, 1998). Illustrations, which can be either original or reproduced images, pictorial or artistic drawings, schematics, or drawings of statistical graphs, are another way that has been used in textbooks (Seguin 1989).

In order to quantify variables, content analysis is characterized as an efficient, unbiased, and quantifiable means of analyzing and assessing different types of materials and communication. Also, it is a way to get to the bottom of texts and other important materials by studying their contexts in detail. According to Singleton et al. (1993) content analysis provides objective, systematic criteria for transforming textual texts into highly reliable quantitative data. One can acquire the knowledge and practice it independently of the researcher's control. It is a study method that helps one see things from new angles, understand a phenomenon better, or make conclusions with more certainty (Holsti, 1968; Kerlinger, 1986; Singleton et al., 1993). This approach is commonly used in various fields of research and can lead to valuable insights and discoveries.

Content analysis is designated as a set of methods applied to the research process to draw reliable conclusions from the analyzed text. These conclusions are applied to the sender, the recipient, or the message itself. The text is subjected to a categorization technique that groups words, phrases, or any other viable unit that shares comparable qualities into fewer categories to achieve the researcher's goal of studying consistency to generate valid judgments (Berelson, 1952; Krippendorff, 1980; Stone et al., 1966; Weber, 1990).

The relationship between citizenship and reading materials is underscored by the role of information and knowledge in shaping informed and engaged citizens. As Marshall McLuhan aptly stated, "The medium is the message," emphasizing how the type and content of reading materials influence our understanding of citizenship (McLuhan, 1964).

The Jordanian Constitution requires the use of the term "Jordanians" and guarantees them their public rights and freedoms and the ability to hold public positions within the conditions stipulated by the law. The most significant feature of the Jordanian Constitution is that all citizens have the same rights and responsibilities and are not subject to discrimination based on race or religion.

2. LITERATURE REVIEW

2.1. Empirical Studies

Farahat (2013) investigated the legal, social, and civil-society domains in which Jordanian orphan children exercise their citizenship. Unstructured interviews were conducted to conduct an anthropological study of politically engaged Amman orphans. The orphan's experiences are assessed in several categories using Bourdieu's social reflexivity theory and ideas of Arab citizenship. According to Farahat, patriarchal and patrilineal norms and practices prevent orphans from fully participating in society. Jordan has a formal discourse on equal citizenship, but certain poor and marginalized children, particularly those without legal ancestry, continue to suffer.

Zaid (2014) investigated the extent to which the Algerian English language curriculum helps instill and display citizenship values among Algerian pupils. The content analysis technique was used in this study. English textbooks served as the primary source material for this study. The main conclusion was that despite providing a lot of content, such as linguistic skills and cultural content, English language textbooks were not devoid of the national context and instilled the principles of citizenship in students.

Jordanian university students' knowledge of citizenship concepts, including residency, family income, college, academic level, and GPA, was investigated by Al-Sabeelah et al. (2015). Six Jordanian universities' 900 B. level students make up the study sample for 2012–2013. The study employed a 56-item questionnaire on identity, political engagement, pluralism, freedom, and loyalty. Despite their mediocre political and freedom situation, Jordanian university students scored highly in every category, according to the report. University students in Jordan have a solid understanding of citizenship.

Alazzi (2017) examined how seventh- and eleventh-graders in Jordanian schools felt about being citizens. A mix of research methods were used to find out what kinds of things students think make a good citizen, what kinds of activities they do, and what kinds of activities they plan to do in 10 years that will have to do with citizenship. Questionnaires and interviews were used to get information from 515 students selected at random from 3 school regions in Jordan. The poll results showed that students' citizenship ideas did not just include getting involved in politics. They also thought about things like doing community service and being involved in civic life.

Maida and Dewanti (2021) analyzed the extent to which citizenship competency was incorporated into EFL learning materials for senior high school pupils and described its inclusion. Fifty-three EFL learning resources from 4 Eastern Jakarta government senior high school instructors were content analyzed. The findings demonstrate that the majority of educational resources provide citizenship competencies. By including important subjects and application possibilities, citizenship competency is integrated.

Suwarno et al. (2021) examined the evolution of gender representation. They discovered that training materials reflect gender stereotypes in society. The mass linguistic analysis revealed that textbook authors ensured gender equality by using language that was gender-neutral and by incorporating an equal number of images of males and females in the text. Overall, the statistics demonstrate the effectiveness of attempts to provide more gender-neutral teaching resources.

Karaja and Abu Owda (2022) examined English language textbooks for upper elementary students and made recommendations for improvement. The study sample consisted of 6 upper elementary English textbooks taught over 2 semesters in the 7th through 9th grades. In addition, to achieve the study's objectives, the researcher employed the analytical-descriptive curriculum. The results show that the percentages of citizenship values in upper elementary English language textbooks differed.

Asmuni (2023) examined the persistence of gender stereotypes in Malaysian language textbooks. Using the theme analysis method, the study intends to explore stereotyped gender features in English language textbooks. The findings demonstrate that biased portrayals of both male and female genders and underrepresentation of female characters both contribute to the perpetuation of gender stereotypes.

Al-Jamal et al. (2023) investigated the extent to which social values are present in EFL textbooks in Jordan. The content analyzes in the study were both quantitative and qualitative.

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The results show that among the same textbooks, cooperation is the most common value, and tolerance of differences is the least common value. While students in grades 5–9 generally hold similar views about society, 3 subsets see a decline in the importance of social principles. These subsets are students in grades 10–12, urban students, and students from higher socioeconomic backgrounds.

3. METHODS

3.1. Design

The primary focus of the analysis is the entire Action Pack series of eleventh-grade reading and activity books. Various modules and sections are included in the student and activity books. The analysis is based on whether or not the targeted textbook includes citizenship and its components; each module deals with a different presentation of the same theme. Everything in reading texts in Action Pack 11, from the students' books to the activity books, serves as a unit of analysis in this study.

The research design that is used in this study is descriptive, in which content analysis steps were applied. First, select the content to analyze. Second, ensure that analytical units and categories are defined. Finally, establish some guidelines for the code. Lastly, encode the written word. according to the rules. Fifth, we draw conclusions after analyzing the data.

This study analyzes citizenship domains and codes in the Action Pack series by Edwina Johnson, a 12-level Jordanian course. In the Action Pack series, a topic-based approach is combined with functional language practice, with a particular emphasis on grammar and vocabulary, as well as a comprehensive skills curriculum. Through the analysis, the reading comprehension material found in the activity books and books for students was categorized.

3.2 Instruments

Table 1
Codes for citizenship domains

Domain	Corresponding Codes
Social value	make choice, accept, participant, utilizes role, member, social، gender, occupation (Leca 1992). holding positions, interactional discord (Bosak 2018).
Juridical status	participant, government, civil, political, justice, freedom obligation, right (Leca 1992). law, force, legal (Bourdieu 1978)
Moral qualities	wellbeing of self and others, inquire about the affairs of country, value, serve to link individuals with communities, respect law, qualities of confidence, good citizen, moral, qualities (Leca 1992).

Data were collected from the Action Pack (11) by calculating the frequency of words in each reading text in the book and documenting the data using a checklist. The checklist was developed considering the reviewed literature. Data from Action Pack (11) were collected by measuring the frequency of words in each reading text in the book and documenting the findings with a checklist. The checklist was constructed based on the literature review.

4. RESULTS

This section provides answers to the content analysis led on the reading texts in the Action Pack textbooks for eleventh-grade students. The analysis includes various types of texts, such as literature, letters, and activities. The present study only examines the content of all the reading texts found in the eleventh-grade Action Pack and activities textbooks. The reading texts consist of 11 different codes with varying degrees of juridical standing, ranging from high to low, and some with no juridical position at all.

4.1 Social Value Domain

Figure 1
Percentage of social values in all reading texts of Action Pack 11.
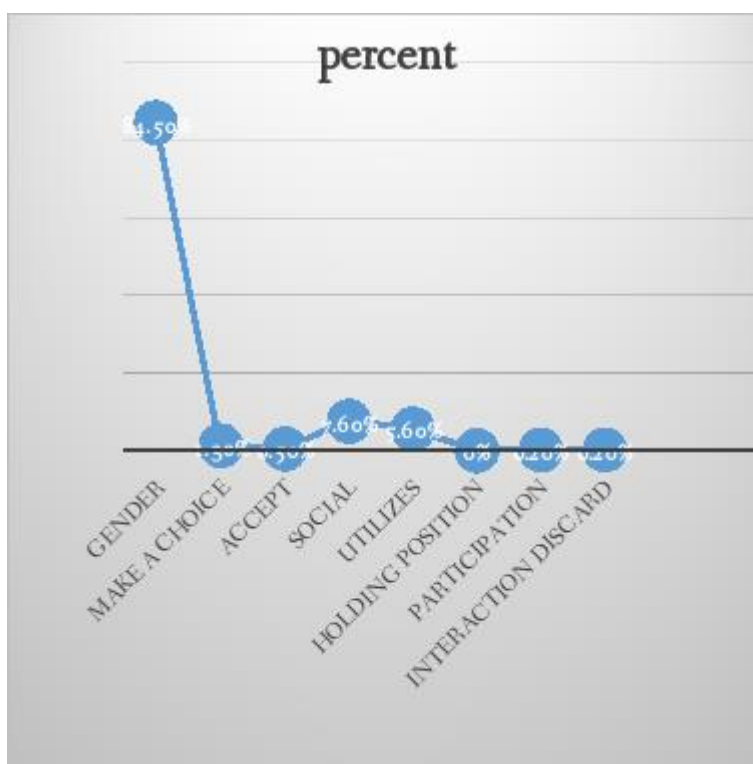

Figure 1 presents a comprehensive analysis of frequencies and their associated percentages in many categories, providing valuable insights into the distribution of "social value" components. Significantly, the vast majority of cases belong to the "gender" classification, accounting for 84.5% of all incidents. Conversely, the absence of frequency in "holding position" suggests a dearth of instances in this context. The percentages provide a comparative view of the significance of each category in the dataset, with "Make a Choice" and "Accept" accounting for lower quantities of 1.3% and 0.5%, respectively. This analysis facilitates comprehension of diverse levels of involvement with social values, emphasizing potential areas of attention or importance within the provided dataset.

4.2 Juridical Status Domain

Figure 2
Frequencies and Percentages of Juridical Status' Codes
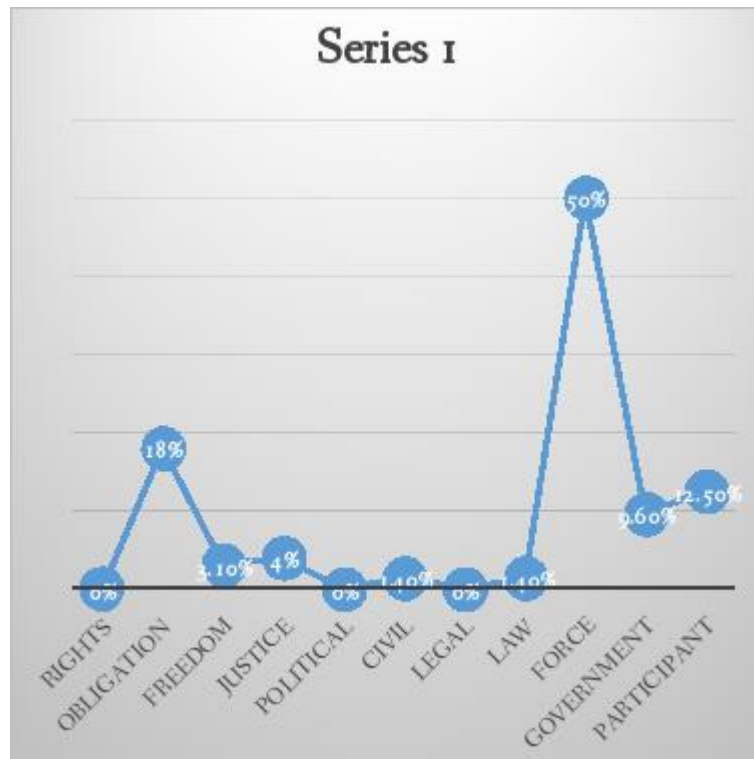
According to Figure 2, the code "Force" had the highest dominance in terms of judicial status, with a value of 0.50. The text contains terms such as "power" and "energy," for example: "This energy can also be harnessed and utilized to provide power". Additionally, it mentions an "obligation" with a value of 0.18. The text contains terms such as commitment, conventions, required, and obligations. For instance, I regret having a prior commitment on that day. Figure 2 demonstrates that the codes pertaining to rights, political, and legal aspects are completely disregarded, with a value of 0.00. Furthermore, civil and law codes have a parallel correlation coefficient of 0.014. Based on the aforementioned conclusions, it can be inferred that the codes "force" and "obligation" have the largest proportion and frequency in the eleventh-grade Action Pack textbooks.

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4.3. Moral qualities domain

Figure 3

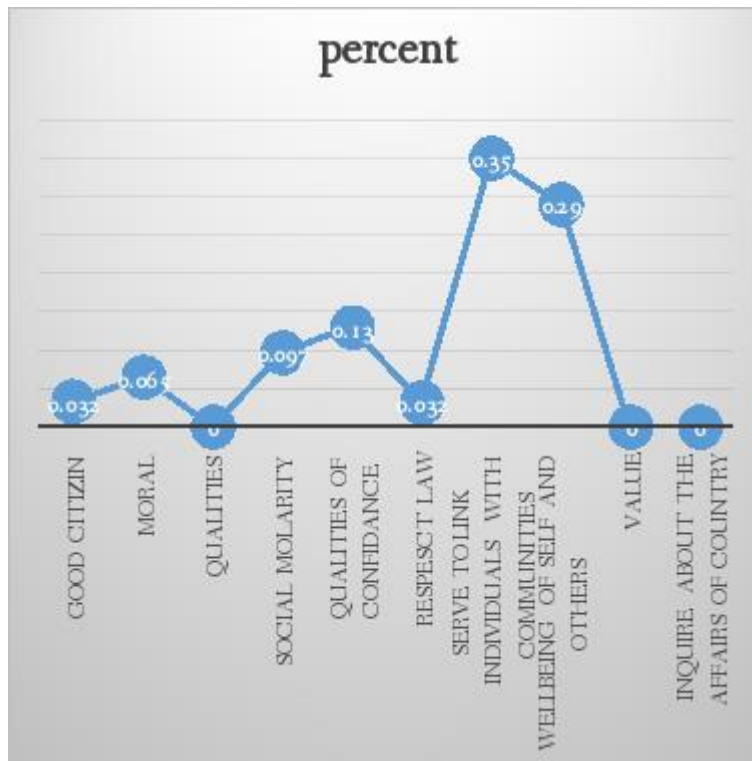*Frequencies and percentages of moral values in all reading texts of Action Pack 11*

Figure 3 displays the relative frequency perlanguage-language of the 3 domains (cognitive, affective, and psychomotor) in the English textbooks, specifically the student book and the activity book, for the eleventh-grade. This table illustrates that the social domain has the greatest proportion of repetitions in both the student book and the activity book for the eleventh-grade. The social domain accounted for 78% of the total. The domain of moral characteristics has the lowest frequency. The frequency of moral quality is 6%. In addition, the juridical domain accounts for 14% of the overall frequency. The social domain is the domain that is repeated most frequently.

4.4Citizenship Domains

Figure 4

Percentage of citizenship domains in 11th-grade English textbook (S.B and A.B)
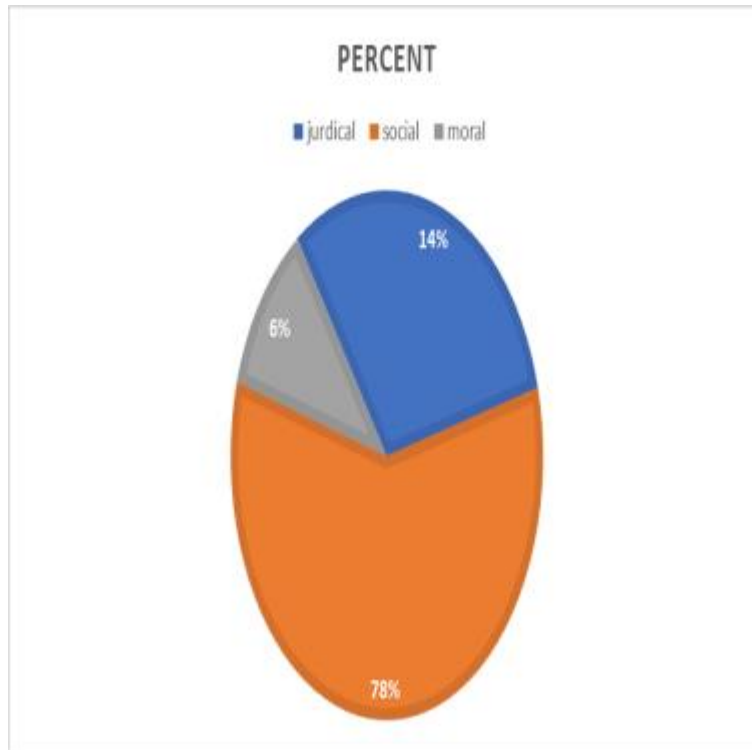

Figure 4 indicates the percentage of frequency of the 3 domains in the English textbooks, the student book, and the activity book for the eleventh-grade. This figure shows that the social domain has the highest percentage of repetitions in both the student book and the activity book for the eleventh-grade. The social domain accounted for 78% of the total. The moral traits domain exhibits the least frequent occurrence. The frequency of the moral quality's domain is 6%. In addition, the frequency of the juridical domain is 14%. Thus, the most repeated domain is the social domain.

5.   DISCUSSION

The present study established the extent to which eleventh-grade English textbooks incorporate the concept of citizenship. The researcher responded to this research question. The textbooks placed a strong emphasis on "gender" due to the dominance of the social aspect. Politics was second in prevalence. In addition, moral principles were the least prominent area, with the lowest occurrence for moral principles.

In line with (Karaja & Abu Owda, 2022; Zaid 2014) in English language textbooks, citizenship was generally not included at a sufficiently high percentage. It has 3 domains, as Jean (1992) proposed. Thus, the percentage of each domain of citizenship varied. Citing (Hall 2014;

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Yan-huan 2022). The social domain had the largest frequency, while "gender" was the most common code. Hence, the textbook contains numerous preconceived notions regarding "gender".

However, the domain of moral traits was not extensively covered in English language-language textbooks, as indicated by a frequency of only 6% in the studies conducted by (Puspitasari et al., 2021; Sulistiyo et al., 2020). 11th-grade English textbooks lack attention to the domain of moral characteristics. The term "gender" is prominently represented, whereas the phrase "holding position" does not appear at all. These findings underscore the significance of gender-related factors and draw attention to regions that have insufficient coverage, indicating possible opportunities for more investigation. In summary, the table enables us to comprehend the patterns of social values in this specific environment and directs us toward other study concepts.

The findings indicate that the eleventh-grade Action Pack textbooks have little coverage of judicial status, particularly in relation to important aspects of citizenship such as codes of freedom, civil law, and justice. In addition, there was a complete lack of manifestation of the principles of rights, both political and legal, which affected students' understanding of citizenship. In modern times, being a citizen entails both the inclination to exercise the privileges of citizenship and a conscious understanding of those privileges. His personality consistently guided him to uphold the fundamental values of social justice and human dignity. Citizenship education is a crucial social education program provided by schools. It aims to educate learners about their rights, duties, and roles within their country and community (Al-Gyer, 2007; Piattoeva 2005). the society in which they live (Al-Gyer, 2007; Piattoeva, 2005).

6. CONCLUSION

Reading texts in EFL textbooks fell short of addressing the concept of citizenship across all 3 dimensions. Given its prevalence as a social category, gender has naturally garnered much attention. The nation's culture is reflected in this. Furthermore, students struggled to understand how different groups perceive citizenship because of the readings' absence of diverse perspectives and examples. In order to foster acceptance and tolerance, educational resources must fairly portray the variety found in any given culture. By doing so, students will be better equipped to appreciate and respect differences within their own communities.

Reading materials should be carefully selected to include diverse perspectives and examples that accurately represent the diversity found in different cultures. This will help students develop a more inclusive and accepting mindset toward others in their community. Additionally, exposure to diverse perspectives can help students develop critical thinking skills and broaden their understanding of the world around them. By incorporating various viewpoints into educational resources, students can learn to appreciate and respect the differences that make each culture unique. This will ultimately foster a more inclusive and tolerant society.

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