

The Level of Global Citizenship Values Inclusion in English Language Middle School Textbooks in the Kingdom of Saudi Arabia

Prof. Nouf Fahad Alzuhair

Department of Curriculum and Instruction, College of Education, Imam Mohammad Ibn Saud Islamic University (IMSIU), Saudi Arabia

Abstract:

This study aims to analyze English language textbooks prescribed at the middle school level to examine the extent to which global citizenship values are embedded within their content. It emphasizes that English language education extends beyond grammar and vocabulary to support the development of critical literacy skills that enable learners to analyze information, identify bias, and challenge stereotypes. The study adopted a descriptive content analysis approach, analyzing nine English language textbooks using a content analysis checklist as the primary research instrument.

The findings revealed that global citizenship values were unevenly represented in English language textbooks. Among these values, dialogue emerged as the most prominently represented, while tolerance, world peace, and volunteerism were the least represented. These findings underscore the need for a more systematic and balanced integration of global citizenship values within English language curricula, particularly at the middle school level.

Keywords:

Global Citizenship, English Language Textbooks, Middle School, Saudi Arabia.