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**Investigating Levels of Citizenship
Values among EFL Students:
The Case of Third Year Students at M'sila
University**

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Requirements for the Degree of Master

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DEDICATION

I dedicate this work to the precious people in my life

*To my sweet and loving **parents** who have supported me throughout the process
of this work,*

*To my **loving family, my sister, and my brothers,***

*To my best friends who truly loved me and honestly believed in me, **my friends**
of secondary school,*

*To my friends who supported me to do this work, **my friends of university,***

*Specially to **Tariq, Abdelhak, Omrane, Imad, Badis, Noureddine, Yazid,***

***Youcef, Kamel, and Sami** Thank you for being there for better or worse and for
the honest, loving and precious friendship.*

*Along with all hard working and respected **teachers.***

Mohamed BAALI

*I dedicate this work to **my beloved family, to my friends** who supported me and
encouraged me to do my best, to **my teachers and class mates***

*Special dedication to **Baali Mohamed** who helped in the construction of this
work to leave a mark whenever we mention his name*

*and to **Kamal** who inspired us to be better*

thank you for the effort you have made to draw the smile in our life.

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Abstract

Citizenship values are of interest especially in the 21st century. This research is about investigating citizenship values among EFL students at M'sila University; it also aims to explore if learning English has an impact on citizenship values. The used method is the explanatory mixed method, using both qualitative and quantitative tools, i.e. Citizenship Values Levels Scale to measure levels of citizenship values among EFL students, and an Online Questionnaire to explore the influence of learning English on learners' citizenship values. Also, an interview is used to shed light on EFL teachers' opinions at M'sila University about levels of citizenship values. The study revealed that EFL learners have good levels at belongingness, loyalty, rights, duties and democracy but average levels at social and political participation. The study findings also reveal that leaning English influences EFL students' CVs positively.

Keywords: Citizenship values, Learning English as Second Language, EFL Students.

List of abbreviations

SLA: Second Language Acquisition

SLL: Second Language Learning

SL: Second Language

FL: Foreign Language

L2: Second Language

L1: First Language

LAD: Language Acquisition Device

UG: Universal Grammar

CAH: Contrastive Analysis Hypothesis

SCT: Sociocultural Theory

EFL: English as a Foreign Language

ESL: English as a Second Language

CVs: Citizenship Values

SPSS: Statistical Package for Social Sciences

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General Introduction

1. Background

Nowadays, the need to communicate with people around the world directed the interests toward the second language (L2) acquisition studies, these studies are considered to be the door to education and secure employment. Second language acquisition (SLA) is of interest in the field of applied linguistics, and it deals with developing cognitive skills and knowledge of adults and children who already know one language, their mother tongue, to involve individuals in learning the second language appropriately.

As a matter of fact, second language acquisition research is influenced by linguistics and psychological theories naming one of the linguistic pioneers, Chomsky who issued the idea of the LAD, which represent the language acquisition device, this device, allows the children to acquire the second language innately. Regardless of other perspectives, second language acquisition has great impact on the learners, in terms of cognitive, academic, social and intercultural impact, because SLA studies expose learners to foreign cultures and foreign norms, which may result a significant outcomes when talking about citizenship values. According to Boukerkour (2016) learning EFL influences all features of the person, physical, mental, emotional, and social of an individual. This effect can be related to particular activities that language learning brings.

In fact, investigating citizenship values is a continuing concern within the area of education and globalization. This is due to the radical damage that can be caused on the level of individual's well-being by any sort of negative foreign integration, whether cultural, linguistic, or technological that might result in dispersion and corruption (Juanjuan, 2013). Different studies tackled citizenship values and the role of Learning English as Foreign Language (EFL) in cultivating and promoting citizenship values among young students and adults. Al-Jaser study (2019) concluded that the most frequent citizenship values in EFL

curriculum are national belongingness, national loyalty, and democracy; and both supervisors and teachers agreed on the role of English language courses in developing citizenship values among high school students.

Byram (2008) stated that to link between citizenship and EFL curriculum may lead to the exchange of ideas and it must raise the awareness of the relationship between both language and citizenship which is echoed in different cultural and linguistic representations, because it cannot separate foreign languages (FL) from its target culture. According to Kasimi's study (2020) the findings revealed that the need of democracy value and its participation is still felt in EFL classrooms and he recommended to raise the awareness of EFL students and teachers on democracy and democratic citizenship.

Mourad and Malki (2010) claimed that in order to construct belonging citizens, the integration of any foreign culture must not be overlooked. Romero (2014) this study suggests a plan of a unity with social parts as essential and meaningful task for teaching both English language and promoting citizenship values. This study's results showed that the real life tasks are strongly based on contextual features that can increase civic engagement and cultivate values which can be original signals of citizenship standards.

Hence, from all the aforementioned, citizenship values can be preserved and taken under consideration when teaching languages.

2. Statement of the Problem

Citizenship values are intellectual frameworks that govern one's relations with the society. However; these values can be affected by SLA whether in a positive or negative manner; O'Brien (2017) stated a presumed number of social, intercultural, cognitive and academic impacts, these impacts can be viewed in EFL students values toward their culture

and homeland. Therefore, this study attempts to investigate the levels of citizenship values among EFL students as well as to see whether SLA has a positive or negative impact on EFL student's citizenship values. In spite of the research that shown that there are promising results concerning EFL students' levels of citizenship values, as well as number of SLA affects. Little research has been conducted on the level of Citizenship values among EFL students, specifically in the Algerian context, as there is no English version study published. Hence, this study attempts to fill in this gap by investigating the levels of citizenship values among EFL learners at the English department of M'sila University, as well as if there is a positive or negative impact on their citizenship values.

3. Research Questions

This study stands to answer the following questions:

- 1- What are the levels of citizenship values among the EFL students at M'sila University?
- 2- Does learning English language affect the learners' Citizenship Values?

4. Objectives of the Study

The current study intends to raise awareness of both learners and teachers to the importance citizenship values, it aims:

- 1- To investigate the levels of citizenship values among EFL learners at M'sila University.
- 2- To explore the impact of learning English language on students' citizenship values.

5. Significance of the Study

The findings of the current study will redound to the benefit of the society as well as country considering that citizenship values play a vital role on the university students in general, EFL learners in particular, as it cultivates its concepts among them. Additionally, this study will help to uncover the existing an impact on EFL learners' citizenship values through learning English language. Hopefully, this study would raise students' awareness toward these values during the process of learning English and also raise teachers' awareness to use effective ways to instil and promote citizenship values among their students because they are the society's elite.

6. Research Methodology

In order to achieve the aim of the investigation an explanatory mixed-method research design was adopted; both quantitative and qualitative data measurement tools are used. The main population of this study is third year license EFL Algerian students. Thus, the students in the Department of English language and Literature at Mohamed Boudiaf M'sila University are the targeted population. The selected sample is 50 out of a total of 130 students, and it was selected randomly, in addition to a sample of 19 teachers from M'sila University, where 14 are EFL teachers and 05 are from human and social sciences faculty.

Additionally, quantitative and qualitative measurement tools were used to collect enough data. First, to measure the levels of citizenship among EFL learners, the test of Citizenship Values Levels Scale (CVLS) that was developed by Hallab (2019) is adapted and used. Second, an online questionnaire was designed and posted in Facebook group of third year student where sixty three (63) of them have responded, in order to explore the impact of learning English on students' citizenship values. Third, an interview was designed in order to

gain varied perspectives and opinions about levels of citizenship values among EFL students, the factors that are negatively influence the student's citizenship values generally and English language especially, and what manners they use to promote citizenship values among their students. The data, obtained through the tests, were analysed using the SPSS V20.

7. Dissertation Structure

The present study is composed of two chapters. The first chapter, as a theoretical framework of the research, it provides a better understanding and a clear explanation of the variables of this study, which is divided into two sections. The first section is dedicated to definitions of second language acquisition, its goals and theories, namely, linguistic perspective, monitor theory, behaviourism, sociocultural theory, and cognitive theory, concluded by the impact of second language acquisition on EFL learners. The second section is initiated with citizenship definitions and its styles, and then it provides different definitions of citizenship values, ended with description of the main values tackled in this study, means belongingness, loyalty, democracy, rights and duties, and social and political participation. On the other hand, the second chapter is devoted to the methodological framework, it comprises of three sections; section one involves a full description of the research methodology and design where it provides the research methods, the research population, sample and sampling design, the tools used to collect data, and the pilot study. The second one is considered as the section of the data analysis and the results discussions. Section three is concerned with the limitations of the study and recommendations for future researches.

8. Operational definitions of Research Variables

Second Language Acquisition (SLA)

SLA is the process of learning L2 after a L1 is already established, with a lot of practice, and it is a method of expressing ideas and emotions in form of signs.

English as a foreign language (EFL)

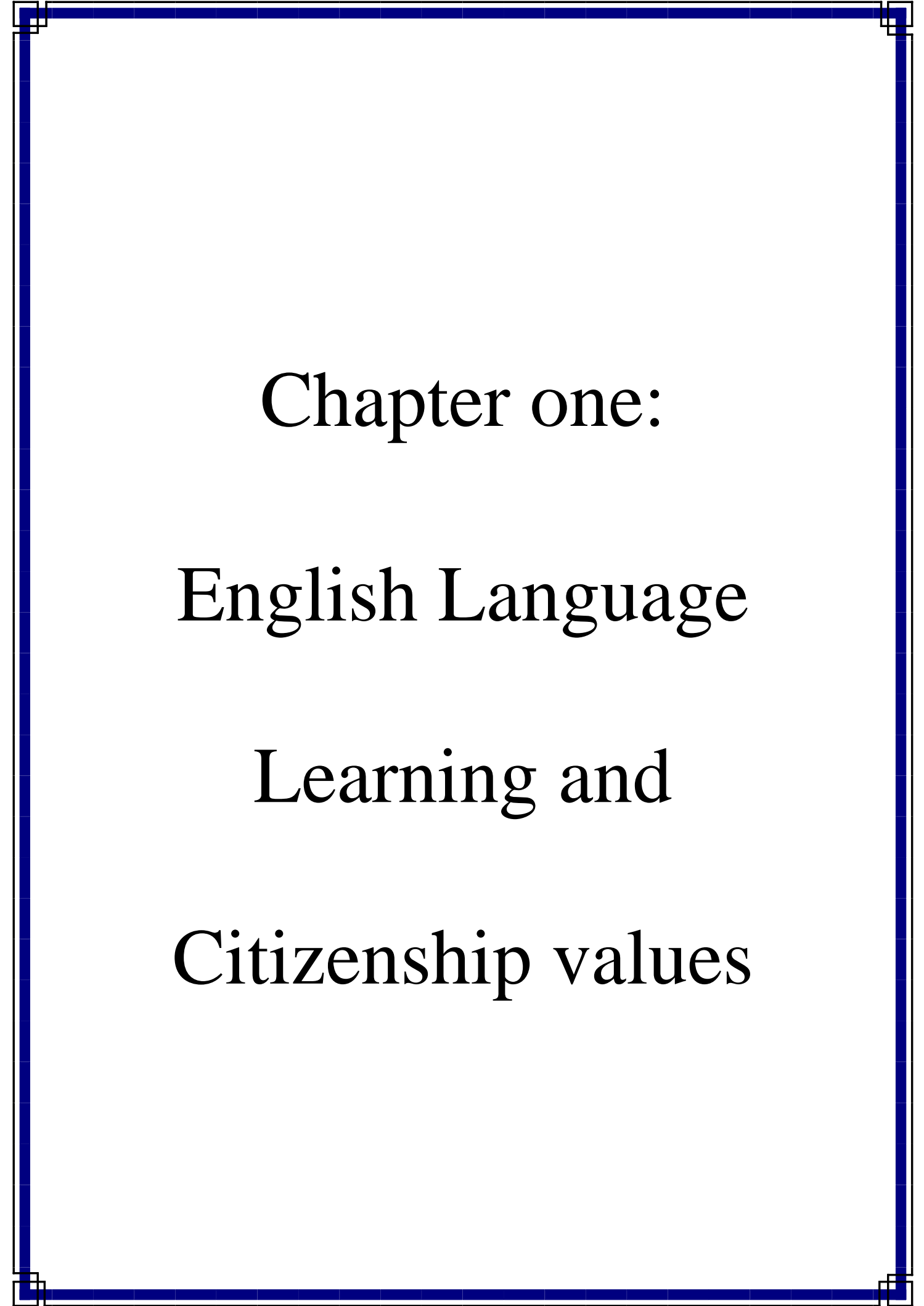
EFL is a non-native language, means using a English as a second language by people from different countries who are not native people.

Citizenship values

They are standards, norms, conventions, rules, social behaviours that control a community and its people. They are values that everyone needs to hold so as to act properly as an effective, positive, and model partner in his society. According to the study are belongingness, loyalty, democracy, rights and duties, and social political participation..

Third EFL Students

EFL learners are on the edge of graduation, which means they are mastered language in all different skills and also are experienced the life , namely they know what is good as well as what is bad; hence, they are familiar with citizenship values.



Chapter one:

English Language

Learning and

Citizenship values

Introduction

In order to initiate the current study, this chapter is devoted for the theoretical part. It provides a better understanding and a clear explanation of this study's variables. This chapter is divided into two parts; in one hand, the first part initiated with a general view and definitions of second language acquisition, moving to its goals and theories, namely, linguistic perspective, monitor theory, behaviourism, sociocultural theory, and cognitive theory, concluded by the impact of second language acquisition on EFL learners. On the other hand, the second part contains citizenship definitions and its styles, and then it provides different definitions of citizenship values, ended with description of the main values tackled in this study, means belongingness, loyalty, democracy, rights and duties, and social and political participation.

1. Second Language Acquisition

1.1. Second Language Acquisition Definitions

The need to communicate with people around the world led to the need of SLA; it is the study of how individuals acquire a second language other than their mother tongue and focuses on the developing knowledge of adults and children who know at least one other language (Burkhardt J. L, 2011).

SLA might seem to be clear from the term, however, it requires an in depth explanation in order to fully understand the concept. In one hand "second" can refer to any learned language subsequent to the mother tongue. Therefore, any third or fourth language can be referred to as second because it is not intended to contrast with the term "foreign", it can be through learning a language naturally when living in the country of that spoken language or through learning a language in a classroom. It is "second" language acquisition that involves

these concepts SL acquisition in the other hand can be the way individuals learn a language in daily life situations or in instructional classrooms, and Second language acquisition is the field of this study. (Yule, 2016).

The systematic study of how people learn or acquire a language other than their mother language is what we know as SLA or SLL. Learning other languages in addition to the native language is the concern of second language acquisition. (Hoque, 2017). Language learning as we know takes a place in the classroom as a formal learning of a language. Whereas language acquisition has nothing to do with formal learning or training, it is simply acquiring the language. If you integrate yourself in a foreign society where people speak a language other than yours, you need to acquire that foreign language. And this can be done through everyday interaction in the different places like market place, work place, parks or anywhere else. This how it has done for learning spoken language. (Hoque, 2017)

Understanding how languages are learned will simplify teaching practices also the reason behind the emergence of SLA is likely to be the expansion of communication between people that has gone far beyond local communities, the need to make contact to exchange ideas and knowledge, to trade and grow business, and to coexist.

1.2. Goals of Second Language Acquisition

Acquiring a second language (SL) undergoes a specific process and this process is of interest from which researchers try to discover how learners can acquire a second language SL, therefore they set a number of goals to investigate such phenomenon. One of the goals of SLA is the description of L2 acquisition, how learners' overall ability to communicate develops and builds up gradually. (Ellis, 2010).

Another goal is the identification of external and internal factors that have an impact on the learners' acquisition, and why they acquire the L2 the way they do. Considering the external factors as the environment or the conditions that help the learner to acquire the L2 and have a tendency toward interacting with it. The internal factors cannot be ignored, because the learners have a cognitive mechanism that gives them the ability to extract information about L2 from the knowledge given or the Input. (Ellis, 2010)

Juanggo (2017) stated that there are many goals to encourage individuals in learning a SL. One of the motivations might be the requirement to coexist in a bilingual culture. Apart from that, the desire to be a part of the global community, as well as the need to contact with people from various nations for certain objectives, has motivated people to acquire English as a second language Juanggo (2017). But in general, the goals of SLA are to describe the L2 acquisition process, to explain this process and the reason behind some students being better at it than others.

1.3. Theories of Second language Acquisition

Taking into consideration that the linguistic and psychological theories that have influenced SLA research, by means of hypothesizing internal and external factors role in the learning process:

1.3.1 Linguistic Perspective

Chomsky's view (1968) on first language acquisition illustrated the idea of Universal grammar. He was issuing the fact that children acquire language at a time in their cognitive development through experiencing difficulty grasping other kind of knowledge that are easier or less complicated than Language. Even impaired intellectual ability children were able to acquire the language they heard around them. Later on, Chomsky(1968) argued that the

mature speakers of a language, unlike children, have kinds of information about their L1 that are not learned from the language they hear around them. This problem is called “Logical problem of language acquisition”. (Burkhardt J. L, 2011, p 108.109).

Chomsky pointed out that some children were called to use an incomplete language for example; slips of the tongue or mistakes, in return, parents didn't provide a feedback to correct their language, the language that did not suit the adult language (Schmitt, 2013, p109). However, children were able to proceed and produce a correct language that they were exposed to. Chomsky called this the LAD, Language Acquisition Device, that the children undoubtedly have an innate language faculty, helps them to acquire the second language, and this LAD was later on called UG (Universal Grammar)(Chomsky, 1968). The UG was considered to be the explanation of L1 acquisition though it has been questioned. However, the question is whether UG can explain the L2 learning or not. There is a particular period for language acquisition that permits young children to acquire the language, it is called the critical period, but the problem is that this UG is no longer available to older learners; they need to make use of more general learning processes (Bley-Vroman, 1989). Simply, second language acquisition for older learners is harder and more complicated than for younger learners.

1.3.2 Monitor theory

Monitor Theory in the other hand shares some assumptions of the UG approach however its interest is specifically SLA. As with UG, the belief is that Humans acquire language without instruction or feedback or error. Krashen(1970) developed this theory within the Nineteen Seventies and they are 5 'hypotheses' (Krashen, 1982).Monitor Theory says that there's a distinction between 'acquisition' and 'learning' The acquisition is hypothesized to occur in a very manner just like L1 acquisition, that is, with the learner's

target communicating messages and meanings; learning is represented as conscious method, one within which the learner's attention is directed to the principles and sorts of the language(Krashen, 1982).

The 'monitor hypothesis' suggests that, though spontaneous speech originates in the 'acquired system', what has been learned is also used as a monitor to edit the speech if the L2 learner has the time to target the accuracy of the message(Krashen, 1982).

In light-weight analysis showing that L2 learners, like L1 learners, undergo a series of certain stages in their acquisition of linguistic options, The 'comprehensible input hypothesis' reflects his perspective that L2 learning, like L1 learning, happens as a result of exposure to significant and varied linguistic input. Linguistic input is going to be effective in changing the learner's developing ability if it's comprehensible (with the assistance of discourse information) and conjointly offers exposure to language that is slightly more advanced than that the learner has already non-heritable. The 'affective filter hypothesis' suggests, however, that a condition for fortunate acquisition is that the learner is so receptive to the comprehensible input. However Monitor Theory has been criticized for the unclearness of the hypotheses and for the fact that a number of them were hard to investigate in empirical studies (Krashen, 1982). Knowing that it had a significant impact on the sphere of L2 teaching. Several lecturers and students intuitively settle for the excellence between 'learning' and 'acquisition', recalling experiences of being unable to use their L2 although they'd studied it in the classroom. This could be true in lecture rooms wherever the emphasis is on meta-linguistic data (the ability to speak concerning the language) rather than on the use in a communicative manner.

1.3.3 Behaviourism

The primary half of the 20th century, behaviourists dominated psychology and education and, consequently, theories of L2 learning and teaching. Behaviourism points to the idea that all learning – together with language learning happens through a method of imitation, practice, reinforcement and habit formation.

In line with behaviouristic psychology, the atmosphere is crucial, it's the supply of the linguistic stimuli that learners would like so as to form associations between the words they hear and also the objects and events they represent, however conjointly as a result of it provides feedback on learners' performance. Behaviourists claimed that once learners properly turn out language that approximates what they're exposed to within the input, and these efforts receive positive reinforcement, habits square measure shaped (Skinner, 1957).

Behaviourism came under fire once a linguistic scientist (1968) questioned the notion that kids learn their mother tongue by continuance what they hear within the surrounding atmosphere. He argued that kids turn out novel and inventive utterances ones that they had never have detected in their atmosphere (Burkhardt J. L, 2011). Researchers declared that children's inventive use of language showed that they were not merely mimicking what they detected within the speech of others, however, rather, applying rules and developing underlying descriptive linguistics (Burkhardt J. L, 2011). Following Chomsky's critique of behaviourist explanations for language acquisition and variety of studies of L1 acquisition, behaviourist interpretations of language acquisition fell into disfavour. One of the concepts related to behaviouristic psychology was the notion that the L1 habits that learners had already established would interfere with the formation of recent habits within the L2(Burkhardt J. L, 2011).

The contrastive analysis hypothesis (CAH) was planned to account for the role of L1 in L2 learning. CAH foretold that wherever similarities existed between L1 and L2 structures, there would be no issue for L2 learning (Lado, 1964)

Where there have been variations, however, the L2 learner would expertise issues (Lado, 1964). Once place to the check, CAH wasn't supported. It did not predict errors that L2 learners were determined to create, and it foretold some errors that didn't occur. Researchers found that L2 learners from completely different backgrounds made several similar errors which a number of these errors wouldn't be predicted by contrastive analysis between learners' L1 and L2. These findings, together with the rejection of behaviorist learning theories that CAH had been related to, diode variety of second language acquisition researchers in the Nineteen Seventies and Nineteen Eighties to argue that there was, in fact, little L1 influence in second language acquisition (Krashen, 1982).

1.3.4 Sociocultural Theory

Theorists operating inside a social group perspective of L2 learning operate from the idea that there's an associate intimate relationship between culture and mind, in which all learning is initial social than the individual. It is argued that through dialogic communication, learners conjointly construct information and this knowledge is later internalized by the individual. Like psychological feature psychologists, sociocultural theorists assume that constant general learning mechanisms apply to learning like different styles of information. However, social group theory Although the sociocultural theory (henceforth SCT) of mental activity, based on the work of L. S. Vygotsky and others, has gained traction in developmental and educational research (Lave and Wenger, 1991), it is still the "new kid on the block" when it comes to SLA research. SCT, on the other hand, has recently gotten a lot

of attention from L2 scholars. However, social group theorists emphasize the mixing of the social, cultural, and biological parts (Burkhardt J. L, 2011).

1.3.5 Cognitive Psychology

Since the late Nineteen Eighties, there has been a revival of interest in psychological theories of learning. Some theorists recommend that language, like other proficient activity, is first non-heritable learning through intentional learning. The controlled process happens once a learner is accessing data that is new or complicated. The data process model offers a helpful clarification on why learners within the initial phases of learning seem to place such a lot of effort into understanding and manufacturing language. The learning process happens once, through repeated apply, its conjointly to practice the process in which antecedent non-heritable data that has been somehow keeping in separate categories that are integrated and this integration expands the learners competency. The learner must notice what is therein input that creates the meaning. (Schmitt, 2013). In addition, cognitive perspective in SLA is an interdisciplinary field which draws on research in cognitive linguistics, cognitive psychology, psycholinguistics, artificial intelligence, and construction grammar. One of the major claims of cognitive perspective in SLA is that learning a language is like learning anything else. (Gettys and Lech, 2013, p 5-6).

1.4 The Impact of Second Language Acquisition on EFL Learners

Second language acquisition has a significant impact on the learners; these impacts vary from one aspect to another that is the cognitive, academic, social and intercultural impact. It is very important to consider the cognitive skills of learners that are developed by learning a second language, which in return would enhance also their ability to ignore irrelevant information. As for the academic impact, receiving second language instructions

creates smart children in terms of achieving a higher range of subject areas including mathematics, science and language arts. Awareness of diversity, tolerance of difference and greater sense of social justice are the social impact demonstrated by second language learners. Furthermore, enhanced development of self-awareness, more positive attitudes and openness to other languages' cultures are of intercultural competencies. Of course these impacts can be stated as positive encouraging aspects when dealing with second language learning and acquisition. (O'Brien, 2017).

2. Citizenship Values

2.1 Citizenship Definition

The emergence of globalization in the new millennium led to the intensive discussions about the subjects of citizenship and citizenship education. The word "citizenship," comes from the word "homeland," which refers the one's home country, and the word citizenship suggests that inculcation desired social behaviour in line with the values of the society to form good citizens (Karam, 2004). The thought of citizenship represents the essential part of democracy that is indirectly connected with respect for the members of a society and refers to their rights, duties, equal participation, and identity (Delanty, 2000). Therefore, students should be taught the means of democracy and its components, and this will be achieved by aligning with such material in what they are taught at faculties (Patrick, 1999).

Delanty (2000) summarizes the four components of citizenship as rights, responsibilities, participation, and identity. As for Hopkins (2002), he pointed out five major aspects of fine citizenship and belonging that represent the great citizen: The first aspect is honesty which is an honest national should be honest with others, still like himself or herself, to be an honest citizen of their society. Moreover, the second aspect is compassion; it refers

to the feeling of caring for folks and alternative living things and creates an emotional bond between a citizen and others. In addition, respect which refers to the citizen's dignity, respect for the ideas of others, and respect for laws. Responsibility is the fourth aspect that includes each personal responsibility for oneself and public responsibility for one's society and for informing oneself, one's commitment to the values of one's community, and one's responsibility and commitment to defend and defend one's fatherland. The last aspect according to Hopkins (2002) is courageousness, it is vital to a smart national ship as a result of it evokes the citizen to participate in transfer concerning the changes required within the community, even once they square measure unacquainted or dangerous.

2.2 Two Styles of Citizenship

One of two styles is seen as a starting point: republican or liberal. The origins for the republican form can be found in the works of various historical encounters, ranging from Athenian democracy to Republican Rome to Italian city-states and workers' councils. The republican model's central concept is reflected in classical institutions and traditions such as office rotation. Citizens are “those who share in the occupation of office” first and foremost. (Aristotle Politics, 1275a8).

Citizenship privileges were applied to defeated nations as part of the Empire's growth, fundamentally altering the concept's sense (Walzer, 1989). Citizenship meant being protected by the legislation rather than having a say in how it was made or carried out. Obviously, the first factor is the emphasis here: citizenship is generally understood as a legal identity rather than a political position (Pocock, 1995). It now means “membership of a mutual or common law society, which may or may not be equivalent to a tribal community.” (Pocock 1995, 37).

Citizenship is also primarily understood as a legal status in the liberal tradition, which evolved from the 17th century onwards: political liberty is important as a way of defending

human liberties from intervention by other people or the authorities themselves. Citizens, on the other hand, practice these liberties mainly in the realm of private relationships and attachments, rather than in the realm of politics. (Leydet, 2017)

According to Leydet (2017) the two models seem to provide a simple range of options: citizenship as an elected office or a legal status; fundamental to an individual's sense of self or as an "occasional identification". The citizen emerges as either the principal government agent or as a person whose private interests leave no time or desire to participate directly in politics, delegating law making to lawmakers. The republican criticism of the private citizen's passivity and insignificance is still alive and well, even though the liberal form of citizenship governs contemporary parliamentary democracies. However, the republican model can still serve as a "benchmark" for evaluating how well our institutions and traditions are working today (Miller 2000, 84). Michael Walzer, echoing Constant, believes the two concepts "go hand in hand" because "the protection offered by the authorities cannot simply be enjoyed; it must be protected, even against the authorities themselves". The passive enjoyment of democracy necessitates, at least sometimes, citizen activism" (Walzer 1989, 217). Constant concluded his popular essay by stating that the daily exercise of political liberty is the surest way of moral change, awakening citizens' minds and spirits to the greater good and the value of protecting their liberties. Their ability and determination to defend their liberties and the institutions that serve them is based on this habit. (Constant 1819, 327).

2.3 Citizenship Values

Citizenship values are the intellectual framework of a set of governing principles of one's relations with the democratic system of society that make national achievement, a spirit in the formation of social sense and belonging. Calling the individual's will to act

nationally above the limits of duty with a sense of responsibility to achieve the symbols of competence and status of his society in tomorrow's world (Hallab, 2019, p. 154).

They are also a set of norms, provisions, and beliefs that act as mentors of behaviour, controls of thinking resulting from the interaction between man and land, and the resulting commitment to rights and duties in various walks of life (political, economic, social, legal, and cultural) (Kendari, 2013, p. 318).

Moreover, Citizenship values are defined by Al-Jaser (2017) as a set of virtues, habits, ideas, and behaviours embraced by the students during interaction with attitudes. They affect their personalities, beliefs, and ethics. And they assist to establish a right sight about all of their rights and duties of belongingness, national loyalty and democracy.

2.3.1 The value of national belongingness

Belongingness is the true affiliation to religion and homeland (Hallab, 2019, p. 155). However, psychologically speaking, when the value of belongingness is missing, people feel isolated and alienated. Numerous definitions differ from philosopher to another and from scientist to another. Khodhor (2000, p27) said that “it is a necessary need and a condition for the human being to satisfy his need and it is considered as a trend behind the Solidarity and synergy of the group”. An individual's belongingness is the need to be accepted by group; usually, he wishes to belong to a group that is strong, self-contained, and unified as a family, or club (Bedoui, 1982, p. 39)

2.3.2 The Value of National Loyalty

Linguistically, loyalty is the Kinship, closeness, supporting, and Love "(Ibrahim., 1972, p. 14) and the national loyalty was defined as the sum of the positive emotions, feelings, and behaviours of the student towards his country, which is embodied in love,

responsibility, wit, giving and sacrifice for supporting the country and its highness (Ali, 2013, p. 41). It is also referred to every citizen's sense of being concerned with serving, developing the nation, promoting its value, protecting its religious, linguistic, cultural, and civilizational values; and feeling responsibility for participation to realize the public good. Also loyalty is faithfulness and devotion to a country, group or person, means being obligated to respect rights and freedoms of others, respecting laws that govern citizens' relations, based on the principle the country's interest comes before the personal interest. (Numid, 2012, p.120)

2.3.3 The Value of Democracy:

Historically, democracy is a derivative word from two words, Demos, means people, and Kratis means power; which means the rule of the people, it used firstly by the famous Greek political leader Pericles in the government of Athens Mid-5th century BC (Hallab, 2019, p167).

It is a Greek word means the rule of the people, and its concept has expanded in the modern times and adopted by different systems of government. In addition, it is considered a creed aimed at achieving higher values consistent and leads to a better individuals' lifelong. As it inculcates in everyone respect for oneself, pride in his dignity and sense of social importance make no difference between him and anyone else, concerning human rights, political, social, and economic. Khaled asserts (1998, p. 12) It is a relationship between a social-political system established between members of society and the state following the principles of equality as citizens. It is also referred to as the rule of majority through peaceful circulation of power where political parties compete to access power through voting (Mohamed, 2006,p. 57)

2.3.4 The Value of Rights and Duties

The values of rights and duties are mutually reinforced, and if an individual is searching for one's right, that can pave the way for argument, debate, and even conflict, so it must be the individual or the citizen. Student with a degree of awareness of all that is obligatory upon him/her and his/her rights from the home country, it is, therefore, necessary always working towards the balance between the two values.

Rights are interests and freedoms assumed by the individual or group of society, consistent with the norms of this society, which is the authority conferred upon a person by law, to enable him or her to do certain acts to realize interest that are recognized by law (Nasser, 2004, p. 404). Rights, also, referred to the offered privileges by the state to its citizens to enjoy and practice freedom of ownership, opinion, maintenance of property, special rights, right of care health, right to education, and right to equality (Brashdiya, 2011, p. 18) and this is confirmed by the Algerian Constitution, which provides for the rights and freedoms of citizens that is combined of rights and freedoms, they are considered necessary for the establishment of effective citizenship, which make it a right guarantee to citizens of the state with mentioning most international recognized rights in democratic states (Hallab, 2019, p. 174)

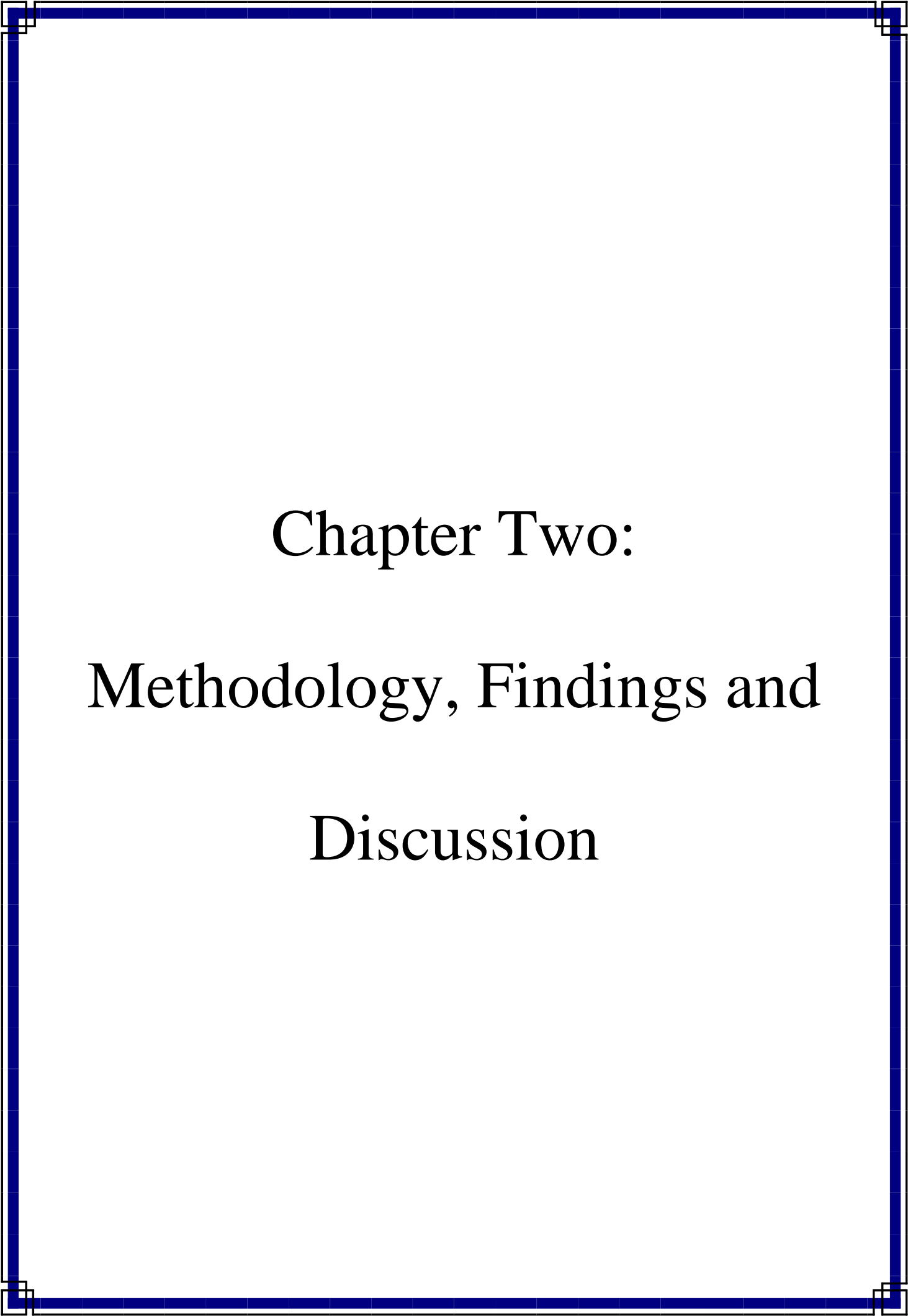
As for duties, they differ from country to another. Duty is defined in the social sciences dictionary of terms: in French, it is referred to actions that are imposed by acceptable rules governing any aspect of social life, or it means the various actions required for the individual to perform for the country where he lives (Bedoui, 1982, p.119). Afif asserts (2008, p. 33) that they are the actions required for the individual and their performance toward the community or the society to which he belongs.

2.3.5 The Value of Social and Political Participation

For a society to grow, to evolve, and to be modern, it is necessary to join. Institutions and community-based organizations in various areas of life, especially at the University, which is a link between the secondary level and the university, from which the student's career is directed, and thus the student's career, here participation is needed to connect students and society. Participation varies, which in the lexicon of social sciences refers to the interaction of the individual in a way that motivates him and encourages him to contribute more in order to realize the objectives of the community (Bedoui, 1982, p. 305).

While Geith asserts that is the participation of an individual in social groups, for example, as volunteer in organizations, especially when participation lies in local social activity (Geith, 1989, p. 2) As the Al-charii pointed out that is the various contributions and initiatives of individuals and the community whether material or moral, it is also considered as means of understanding, mutual interaction and the resources of each party of society and coordination for the common good in various areas. Participation is restricted by Al-charii (2007, p. 3) as follows:

- Participation inculcates the spirit of community membership among individuals while ensuring interaction among them, the conditions and problems of society.
- Participation contributes to the satisfaction of the needs of individuals in a voluntary manner.
- Indirect assistance to individuals without request.
- Freedom to join community organizations is guaranteed.
- Positive expression of society's problems.



Chapter Two:

Methodology, Findings and
Discussion

Introduction

This chapter is devoted to the methodological framework of the current study. Mainly, this chapter contains three sections; section one involves a full description of the research methodology and research design where it provides the research methods, the research population, sample and sampling design, the tools used to collect data, and the pilot study. The second one is considered as the section of the data analysis and the results discussions. Section three is concerned with the limitations of the study and recommendations for future researches.

1. Research methodology and design

This section involves a full description of the research methodology and research design, where researchers describe the adopted method and the main used tools in gathering data. Additionally, this section also contains parts of population, sample, pilot study, and statistical tools.

1.2. The mixed method research design

The current study mainly seeks to explore if there is any influence of learning English language on the levels of citizenship values among EFL learners. Consequently, in order to answer the research questions and to test the hypothesis that is already posed, this study adopts the mixed methods design, which is defined by Fraenkel, Wallen & Hyun (1993) as “the integration of qualitative and quantitative approaches in one study” (p557). It involves the use of the combination of one or many qualitative and quantitative research tools (Schoonenboom & Johnson, 2017). On the other hand, explanatory mixed-method design is a study in which quantitative data are firstly gathered and explained more with qualitative data (Fraenkel, Wallen& Hyun, 1993).

1.3. The Setting and Population

The English language department of M'sila University is where this study took place, on the academic year 2020/2021, during second semester. Mainly, the present investigation takes third year students, who are the total of 130 students, as targeted population.

1.4. Research Sample and Sampling Design

The population of this study are third year EFL students of M'sila University (130 students). Third year students are chosen as targeted population because they are on the edge of graduation which means they are actually familiar and aware with citizenship values. The pilot study's sample is 30 students who were master one and two students. The test's sample includes both males (N= 13) and females (N= 36), the total number of the selected participants is precisely forty nine (N= 49). In addition to the questionnaire's sample is sixty three (63) students, includes 13males and 50 females. Also, 19 teachers are the interview's sample (14 EFL teachers and 5 teachers from the human society and science faculty).

1.5. Research Tools

In order to conduct this study, which is aiming: the measurement of the level of citizenship values among EFL students then the investigation of the influence of leaning English language on these values, three research tools were utilized; namely, a citizenship values levels scale, an online questionnaire, and an interview -

1.5.1. Citizenship Values Levels Scale

This test is used to measure the level of citizenship values; it was developed by Hallab (2019), in her study about the effectiveness of the guidance program in developing citizenship values among a sample of university students targeting the students of Arabic

literature at the University of Mohamed Boudiaf- M'sila. Firstly, the researchers translated the test into English then they adapted it to fit the EFL students' sample. Some items were eliminated, and 2 were added for study purposes. These elements are related to EFL learning, are mentioned respectively: *“I would wish to live in a foreign country away from here and “I love and make sure to use Arabic in daily basis rather than using other languages”*.

As a whole, the test contains 62 items (see Appendix A) distributed into five main axes (national belongingness, national loyalty, democracy, rights and duties, and social and political participation. The test is a five-point likert scale, ranging from *strongly agree, agree, neutral, disagree, and strongly disagree*, table 2 below is a summary of the item numbers for each axis.

Table 01: *Main Citizenship Values Levels Scale's test*

Axes	Items of the scale	Number of items
National Belongingness	From 01 to 14 items	14 items
National Loyalty	From 15 to 22 items	08 items
Democracy	From 23 to 32 items	10 items
Rights and Duties	From 33 to 55 items	23 items
Social and Political Participation	From 56 to 62 items	07 items
Total number of items		62 items

1.5.1.1. Reliability of the test

For the aim of assuring the comprehensibility of the test, a pilot study conducted on a sample of 30 students who are master one and two students. Then, researchers tested the reliability of the test which is homogeneity or consistency of scores provided by an instrument. Cronbach (1951) defines reliability as: “the accuracy or dependability of

measurements”. Researchers tested reliability using Cronbach’s Alpha method. The following table demonstrates the Cronbach’s Alpha values to the whole test and each axis:

Table 02: *Reliability of the test and axes*

Axis	Cronbach's Alpha	N of Items
National Belongingness	,722	14
National Loyalty	,641	8
Democracy	,585	10
Rights and Duties	,838	23
Social and Political Participation	,786	7
The whole test reliability coefficient	,861	62

Table 02 displays the Cronbach's Alpha to the whole test and each axis. It is observed that Alpha coefficients for both the test and axes range from 0.585 as a lowest value to 0.861 as a highest value indicating above average to high levels of internal consistency. Thus, it can be said that the CVLS is reliable.

1.5.2. Students’ Questionnaire

A questionnaire is a research tool composed of series of questions in order to collect data from large sample of people (McLeod, 2018). The design of questionnaire was the outcome of detailed analysis of the literature review and related tools in addition to the consultation of the supervisor, and expert teachers who helped in forming and directing the content. The questionnaire aims to investigate students’ perception of citizenship values and also the influence of learning English on citizenship values among EFL learners. The following table shows the background information of the questionnaire’s sample.

Table 03: background information of questionnaire's sample

Gender	Males	Frequency	13
		Percentage	28.6 %
	Females	Frequency	50
		Percentage	71.4 %
Years of learning English	0-4	Frequency	21
		Percentage	33.3 %
	4-8	Frequency	8
		Percentage	12.7 %
	8-12	Frequency	25
		Percentage	39.7 %
	More than 12 years	Frequency	9
		Percentage	14.3 %

The table shows that the majority of students are females (71.4 %), whereas male students are (28.6 %). Moreover, students who have experience of learning English as a foreign language between zero (00) and four (04) years are (33.3 %). Additionally, (12.7 %) of the students said that their experience of learning English is between four (04) and (08). And also, the third choice between eight (08) and twelve (12) is chosen by students as experience of learning English with (39.7 %). While, the remaining of them said that are having more than twelve (12) years' experience of studying English with (14.3%).

1.5.3. Teachers' Interview

On the light of the literature review, and after the supervisor and other expert teachers' assistance, the interview was designed and formed in order to shed light on teachers' opinions about the levels of citizenship values among EFL students, the factors that negatively influence the student's citizenship values generally and English language especially, and what ways they use to promote citizenship values among university students.

1.6. Pilot Study

A pilot study is a small research conducted before the main study in order to identify the research feasibility and to test the research tools. Moreover, it may not guaranty a successful research but can guarantee well designed and organized research tools of data collection and that will increase likely and successful research. As Simon (2011) stated: “although a pilot study does not guarantee success in the main study, it greatly increases the likelihood” (as cited in Djouiba&Betka, 2020). Researchers conducted a pilot study where they sent, via messenger, the Citizenship Values Levels Scale to thirty (30) students in order to assure its comprehensibility, to figure out difficulties that may face participants during responding the test and to test reliability.

2. Data Analysis and Statistical Tools

In order to attain the necessary data to solve the questions of the current study, allcollected data were processed by the Statistical Package for Social Sciences (SPSS) software version 20 for Microsoft.The analysis of the test was conducted by means of mean, standard deviation, and skewness of the students’ levels of CVs, in addition to the reliability coefficientCronbachalpha.

2.1. Statistical Tools

The following are the formulas of the statistical measures used in this study:

- The formula of the mean: $\bar{X} = \frac{\sum xi}{n}$

Where Σ = sum “add up”; Xi =“all of the x-values”; n = the number of the participants

- The formula of Standard deviation: $\sqrt{\frac{\sum (x-\bar{x})^2}{(n-1)}}$

Where Σ = sum “add up”; X = “all of the x-values”; $n = N^\circ$ of the participants; \bar{x} = mean

The formula for Cronbach’s alpha is:
$$\alpha = \frac{N \times \bar{c}}{\bar{v} + (N-1) \times \bar{c}}$$

Where: N = the number of items; \bar{c} = average covariance between item-pairs;

\bar{v} = average variance.

Table O4 demonstrates the options of students’ levels of citizenship values according to mean score intervals. The following table represents relative importance index of the 5-point Likert scale that corresponds to the sample’s size of this study:

Table 04: *Relative importance index*

Score intervals	[1 – 1.80]	[1.81 – 2.60]	[2.61 – 3.40]	[3.41– 4.20]	[4.21–5]
Options	Very low	Low	Medium	Good	High

The following table demonstrates the scoring range of 5-point likert scale of the questionnaire:

Table 05: *scoring range of 5-point likert scale*

Points of scale	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Intervals	[1 – 1.80]	[1.81 – 2.60]	[2.61 – 3.40]	[3.41– 4.20]	[4.21–5]

2.2. Data Analysis & Discussions

2.2.1. Citizenship Values Levels Scale analysis

After distributing the test and collecting data, the obtained data are analysed and interpreted through tables and graphs in order to investigate EFL learner’s levels of CVs. The following table displays the descriptive statistics of the collected data from participants to the Citizenship Values Levels Scale as the whole test:

Table 06: EFL Students levels of CVs (the whole test)

	N	Range	Min	Max	Mean	SD	Skewness
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Total Test	49	75,00	203,00	278,00	239,85	19,17	-,107
Valid N	49						

Note. SD: standard deviation; Min: minimum; Max: maximum; N=sample

According to the displayed data, the value of the mean ($\bar{x} = 239,85$) and the value of the standard deviation ($SD = 19,17$), which is small compared to the mean, means that the scores are near to the mean which is a high value compared to the highest value of the test score which is 278. The negative value of skewness= -, 107 confirms most of the levelsof students are considered good. Overall, it can be said that citizenship values level of participants as a whole is considered good.

Passing to the detailed analysis of separate values in order to identify in which value learners' levels are higher than the others. The following table demonstrates descriptive statistics of the students' levels of the national belongingness values.

Table 07: EFL Students Levels of national belongingness

	N	Range	Min	Max	Mean	SD	Skewness
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
SUM1	49	30,00	35,00	65,00	53,10	6,86	-,41
Valid N	49						

Note. SD: standard deviation; Min: minimum; Max: maximum; N=sample

According to The obtained data from the table, and According to the value of the mean ($\bar{x} = 53, 10$) the students' levels of national belongingness are considered good

according to the highest value of the test score which is 65, and the negative value of skewness confirm the result. Additionally, the value of the standard deviation (SD = 6, 86) is very small compared to the mean which means that the scores are near to the mean. All in all, it can be said that the level of national belongingness of the participants is considered good.

The following table shows the descriptive statistics of students' levels of the *national loyalty*

Table 08: *EFL Students Levels of national loyalty*

	N	Range	Min	Max	Mean	SD	Skewness
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
SUM2	48	17,00	23,00	40,00	31,70	4,12	-,130
Valid N	48						

Note. SD: standard deviation; Min: minimum; Max: maximum; N=sample

Table 08 represents 49 EFL learners' responses. According to the data, the value of the mean ($\bar{x} = 31,71$) and the value of skewness students levels are relatively good, if compared to the highest value of the test score which is 40. Additionally, the value of the standard deviation (SD = 4,12) is very small compared to the mean which means that the scores are near to the mean. All in all, it can be said that the level of national loyalty of the participants is considered very good.

The following table represents 49 EFL learners' responses to the levels of democracy.

Table 09: *EFL Students Levels of democracy*

	N	Range	Min	Max	Mean	SD	Skewness
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
SUM3	49	23,00	26,00	49,00	37,36	4,70	,046
Valid N	49						

Note. SD: standard deviation; Min: minimum; Max: maximum; N=sample

According to both values the mean ($\bar{x} = 37,36$) and (skewness=,046)EFL learners levels are acceptable according to the highest value of the test score which is 49. Additionally, the value of the standard deviation (SD = 4,70237) is low compared to the mean which means that the scores are highly near to the mean. As result, it can be said that the levels of democracy of the EFL learners are considered good.

Table 10 represents the gathered data from respondents to the levels of rights and duties.

Table 10: EFL Students Levels of rights and duties

	N	Range	Min	Max	Mean	SD	Skewness
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
SUM4	49	35,00	76,00	111,00	94,71	9,039	-,463
Valid N	49						

Note. SD: standard deviation; Min: minimum; Max: maximum; N=sample

It is observed that students' levels of rights and duties are assumed acceptable. This result is confirmed by the value of the mean ($\bar{x} = 94,71$) and the skewness. Moreover, the value of the standard deviation (SD = 9,03) which is very small compared to the mean which means that the scores are near to the mean. Thus, it can be said that the level of rights and duties of the participants is considered good.

The following table displays the obtained data from participants to the levels of social and political participation.

Table 11: EFL students Levels of the social and political participation

	N	Range	Min	Max	Mean	SD	Skewness
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
SUM5	49	18,00	15,00	33,00	23,26	4,46	-,13
Valid N	49						

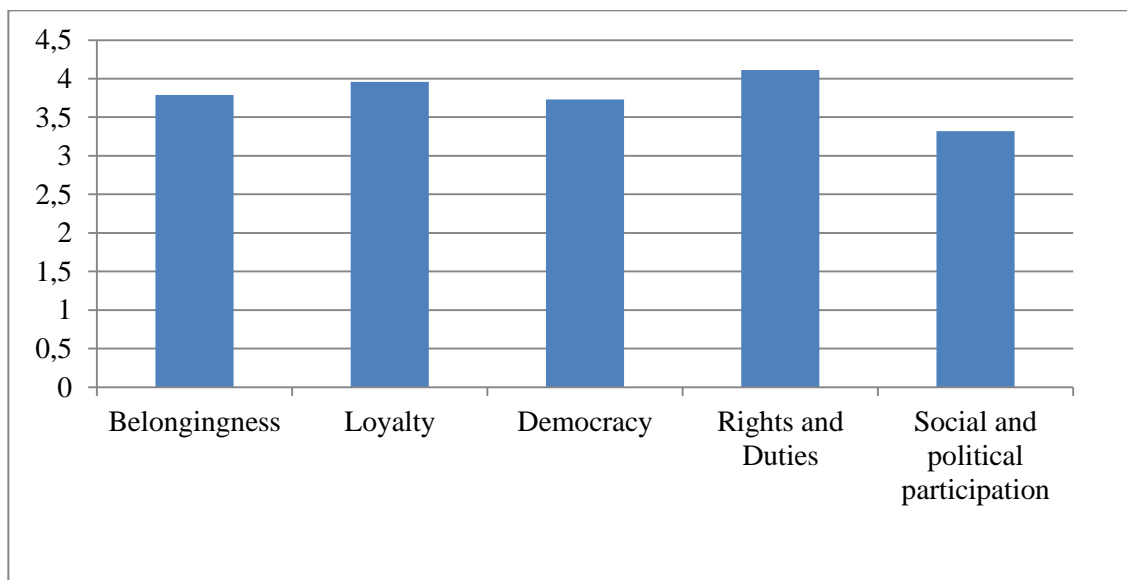
Note. SD: standard deviation; Min: minimum; Max: maximum; N=sample

From the value of the mean ($\bar{x} = 23,26$), it is observed that EFL learners have a medium level of social and political value and the value of skewness (-0,13) confirms the obtained result. In addition, the value of the standard deviation (SD = 4,46) is low compared to the mean which means that the scores are near to the mean. Overall, it can be said that the level of social and political participation of the participants is considered average.

The following table and graph summarize the findings of each axis:

Table 12: Summary findings of each axis

Axis	Belongingness	Loyalty	Democracy	Rights and Duties	Social and political participation
weighted mean	3,79	3,96	3,73	4,11	3,32
Students' level	Good	Good	Good	Good	Average



Graph01: Summary findings of each axis

From table 12, it is found that the highest mean was awarded to rights and duties with weighted mean= 4,11. Then, national loyalty rated as second with weighted mean = 3,96.

While the third one is national belongingness with weighted mean = 3,79. Democracy is classified the fourth with weighted mean = 3,73. And finally, the social and political participation with weighted mean =3, 32. Thus, it is noticeable that students have good levels in most values but students have medium levels in social and political participation value.

2.2.1.1. Single Items descriptive for detailed Analysis

After analyzing each value on the test, the coming analysis is the detailed analysis, namely each value's items in order to know what items students lack, and what items are increase or decrease the levels of CVs. Furthermore, Positive items rated (from Strongly Agree= 5 to Strongly Disagree= 1) while negative items rated (from Strongly Agree= 1 to Strongly Disagree= 5). The researchers adopted a method to know students levels in each item by comparing item's mean to which interval belongs (see table 04).

The following table demonstrates descriptive statistics to students' levels of national belongingness items:

Table 13: *students' levels of national belongingness items*

	Items	Mean	SD
Item11	I'm proud and grateful to my country's great history	4,61	,86160
Item6	I believe in the importance of national unity	4,40	,78842
Item 13	I'm proud and I enjoy wearing traditional attire	4,30	,87092
Item 2	I feel safe in my country	4,22	,89595
Item 5	Receiving my full rights as a citizen strengthens my sense of belonging to my country	4,06	,98759
Item 9	I am proud of the symbols of my country's national sovereignty	4,02	1,05059
Item 8	I adhere to my country's social values and	3,97	,82890

	customs		
Item 14	I love and make sure to use Arabic in daily basis rather than using other languages	3,93	,94446
Item 4	I sincerely do my best for the good of the whole nation.	3,89	,82272
Item 12	I feel so happy and proud of my country's success in any field	3,79	1,15433
Item 1	I feel stable in my country	3,71	1,30703
Item 10	I feel homesick whenever I am away from my country	3,59	1,22336
Item 3	I would wish to live a foreign country away from here	2,42	1,41421
Item 7	I am proud of my country's political career	2,12	1,31708

Note. SD: standard deviation; Min: minimum; Max: maximum; N=sample

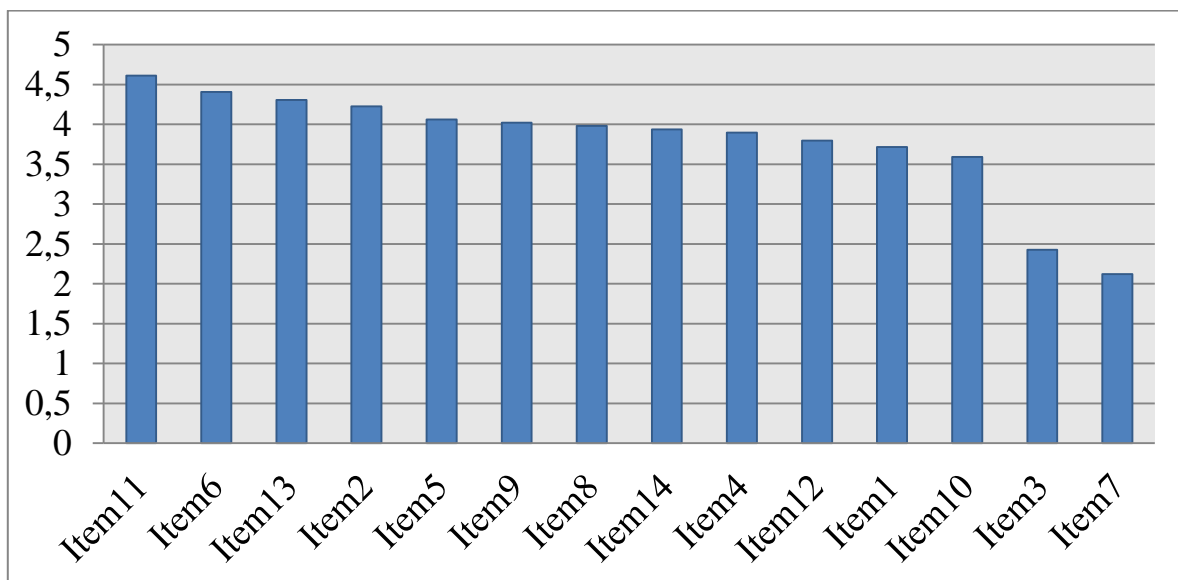
Table 13 demonstrates descriptive statistics for *national belongingness* axis. Students have different levels in all fourteen items. The items are classified from the highest mean to the lowest mean which means from the item with highest level to the lowest one. Moreover, it is observed that the highest mean was awarded to the item 11 (I'm proud and grateful to my country's great history) with mean= 4,61 and SD= 0,86 with high level. Furthermore, it is observed that item06, item13, and item02 (I believe in the importance of national unity with mean= 4,40 and SD= 0,78; I'm proud and I enjoy wearing traditional attire with mean= 4,30 and SD= 0,87; I feel safe in my country with mean= 4,22 and SD= 0,89 respectively) with high level.

Additionally, item05, item09, item08, item14, item04, item12, item01, and item10 (Receiving my full rights as a citizen strengthens my sense of belonging to my country with mean= 4,06 and SD= 0,98; I am proud of the symbols of my country's national sovereignty with mean= 4,02 and SD= 1,05; I adhere to my country's social values and customs with mean= 3,97 and SD= 0,82; I love and make sure to use Arabic in daily basis rather than using

other languages with mean= 3,93 and SD= 0,94; I sincerely do my best for the good of the whole nation with mean= 3,89 and SD= 0,82; I feel so happy and proud of my country's success in any field with mean= 3,79 and SD= 1,15; I feel stable in my country with mean= 3,71 and SD= 1,30; I feel homesick whenever I am away from my country with mean= 3,51 and SD= 1,22 respectively) with good level.

Finally, item03 and item07 with average level (I would wish to live a foreign country away from herewith mean= 2,42 and SD= 1,41; I am proud of my country's political career) with mean= 2,12 and SD= 1,31).

Thus, EFL learners are highly aware of some items that make them belonging to their homeland, whereas, they need improvements and have to be more aware of the items that their levels are somehow average. The following graph shows mean values of belongingness items which are classified from the highest mean (item11) to the lowest mean (item07)



Graph 02: the mean values of national belongingness items

The following table demonstrates descriptive statistics to students' levels of national loyalty items:

Table 14: students' levels of national loyalty items

	Items	Mean	SD
Item15	I am loyal to my homeland	4,673	,51590
Item18	I am ready to defend my country's freedom and sovereignty	4,449	,81806
Item21	I support local/national production	4,081	1,0172
Item22	It is my duty to fight propaganda against the reputation and integrity of my country	3,937	,95441
Item17	I am so attached to my country	3,898	,84767
Item20	I feel that I must contribute to the preservation of my nation's achievements	3,857	,97895
Item19	My country's interest comes before my personal interest	3,469	1,2264
Item16	I have an optimistic vision of a prosperous future for my homeland	3,367	1,1848

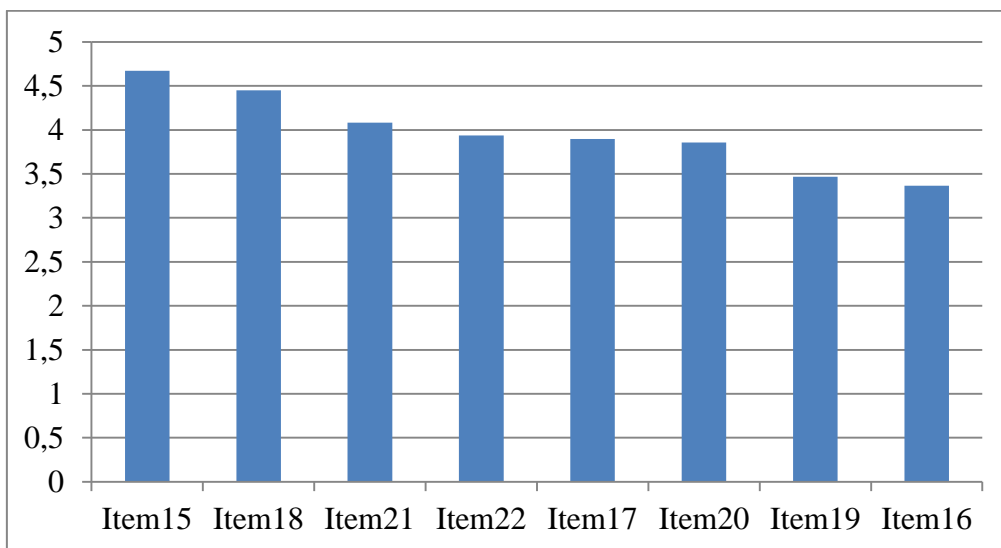
Note. SD: standard deviation; Min: minimum; Max: maximum; N=sample

Table 14 demonstrates descriptive statistics for national loyalty axis. Students have different levels in all eight items. The items are classified from the highest mean to the lowest mean which means from the item with highest level to the lowest one. Furthermore, it is observed that the highest mean was awarded to the item15 (I am loyal to my homeland) with mean= 4,67 and SD= 0,51 with high level, followed by item18(I am ready to defend my country's freedom and sovereignty) with mean=4, 44 and SD= 0, 81 with high level.

Additionally, items (21, 22,17, 20, and 19) with statements and means (I support local/national production with mean= 4,08 and SD= 1,01 ; It is my duty to fight propaganda against the reputation and integrity of my country with mean= 3,93 and SD= 0,95; I am so attached to my country with mean= 3,89 and SD= 0,84; I feel that I must contribute to the

preservation of my nation's achievements with mean= 3,84 and SD= 0,97; My country's interest comes before my personal interest with mean= 3,46 and SD= 1,22 respectively)with good level. While the item16 (I have an optimistic vision of a prosperous future for my homeland) with mean= 3,36 and SD= 1,18 with average level and classified in the last place.

All in all, EFL learners' awareness is generally acceptable but being a good citizen demands a high level of awareness about loyalty toward the homeland. The following graph summarizes all second axis findings as follows:



Graph 03: the mean values of national loyalty items

The following table demonstrates descriptive statistics to students' levels of democracy items:

Table 15: Students' levels of democracy items

	Items	Mean	SD
Item28	I am against the use of violence to express opinions.	4,46	,98
Item27	I am against the use of violence to gain rights.	4,44	,98
Item26	I respect the plurality of cultural ideas.	4,16	,71
Item32	I prefer to invest in local business to serve my country's economy	4,10	,87
Item25	I respect the variety of political ideas.	3,87	1,09

Item31	I believe that all ideas and opinions are subject to discussion and criticism.	3,87	1,03
Item24	I try to learn the skills of positive national dialogue	3,85	,86
Item30	I enjoy the democracy in my country.	3,22	1,31
Item29	I participate in events and activities that promote democracy in my country	3,04	1,05
Item23	My freedom of speech is limited.	2,30	1,19

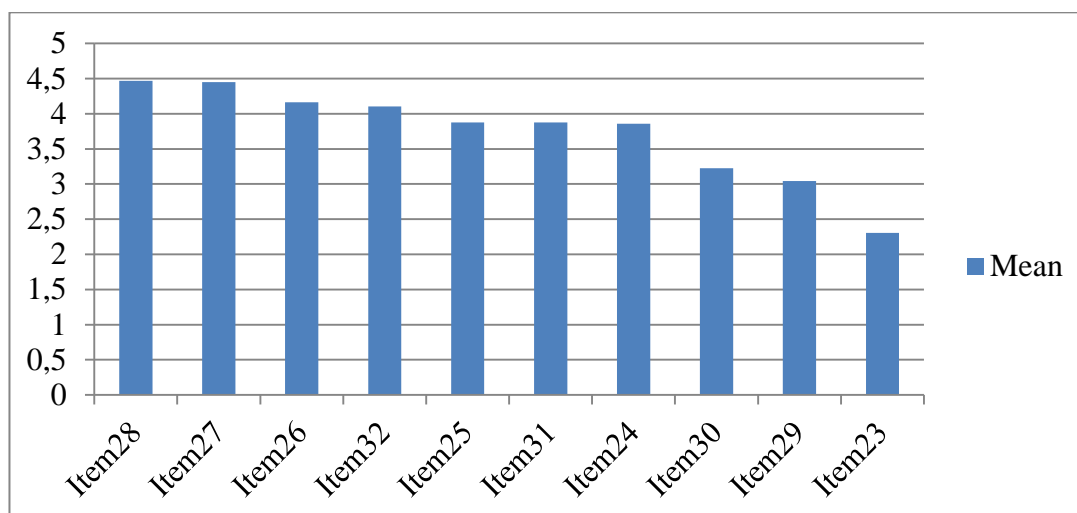
Note. SD: standard deviation; Min: minimum; Max: maximum; N=sample

Table 15 demonstrates descriptive statistics for democracy axis. Students have different levels in all ten items. The items are classified from the highest mean to the lowest mean which means from the item with highest level to the lowest one. First, it is observed that the highest mean was awarded to the item28 (I am against the use of violence to express opinions) with mean= 4,46 and SD= 0,98 with high level, followed by item27(I am against the use of violence to gain rights) with mean=4, 44 and SD= 0, 98 with high level.

Second, items(26, 32, 25, 31, and 24) with statements (I respect the plurality of cultural ideas with mean= 4,16 and SD= 0,71; I prefer to invest in local business to serve my country's economy with mean= 4,10 and SD= 0,87; I respect the variety of political ideas with mean= 3,87 and SD= 1,09; I believe that all ideas and opinions are subject to discussion and criticism with mean= 3,87 and SD= 1,03; I try to learn the skills of positive national dialogue with mean= 3,85 and SD= 0,86respectively) are with good .

Third, both item30 and item29 (I enjoy the democracy in my country with mean= 3,22 and SD= 1,31; I participate in events and activities that promote democracy in my country with mean= 3,04 and SD= 1,05) are with average level; and finally the item 23 (My freedom of speech is limited) with mean= 2,30 and SD= 1,19 with low level.

Ergo, generally speaking, it can be assumed that the EFL learners have good level of democracy and the graph of mean values shows the findings as follows:



Graph 04: The mean values of democracy items

The following table demonstrates descriptive statistics of one of the most important values which is rights and duties items:

Table 16: Students' levels of rights and duties items

Items	X	SD
item42 I have the right of peaceful life	4,75	,66
Item40 I respect other's rights and never violate them	4,71	,50
Item41 I respect the law and never violate it	4,61	,63
Item39 I am aware of my duties towards my family	4,57	,61
Item48 It is my duty to care for the environmental and personal cleanliness	4,57	,57
Item49 It is my duty to practice values of tolerance and love for others.	4,44	,57
Item50 It is my duty to fight intolerance and racism in all its forms	4,38	,73
Item46 I protect public and private property	4,36	,72
Item38 It is my duty to show civility and respect for others freedom	4,34	,69
Item51 It is my duty to reject violence, fight terrorism and perverted thought	4,30	,79
Item33 I advocate for social equality and justice among all individuals	4,18	,85

Item45	I adhere to the safety and security laws	4,12	,90
Item43	I do my best to support the promotion of peace and safety in my country	4,12	,83
Item54	It is my duty to maintain national natural resource and energies (water, electricity, oil...)	3,93	,98
Item47	It is my duty to seek civilized solutions to the various forms of bad behavior	3,89	,79
Item53	It is my duty to maintain school equipment and tools	3,87	,78
Item52	I am so devoted in doing every task or job	3,83	,87
Item35	I am aware of all my duties towards my country and people	3,79	,93
Item36	I take full responsibility of my duties towards my country	3,77	,87
Item44	I appreciate, respect and adhere to the systems of my country	3,75	1,25
Item37	I aspire to become a model citizen	3,73	,75
Item34	I know all my citizenship rights	3,30	,87
Item55	I always attack the values and systems of my country	3,28	1,47

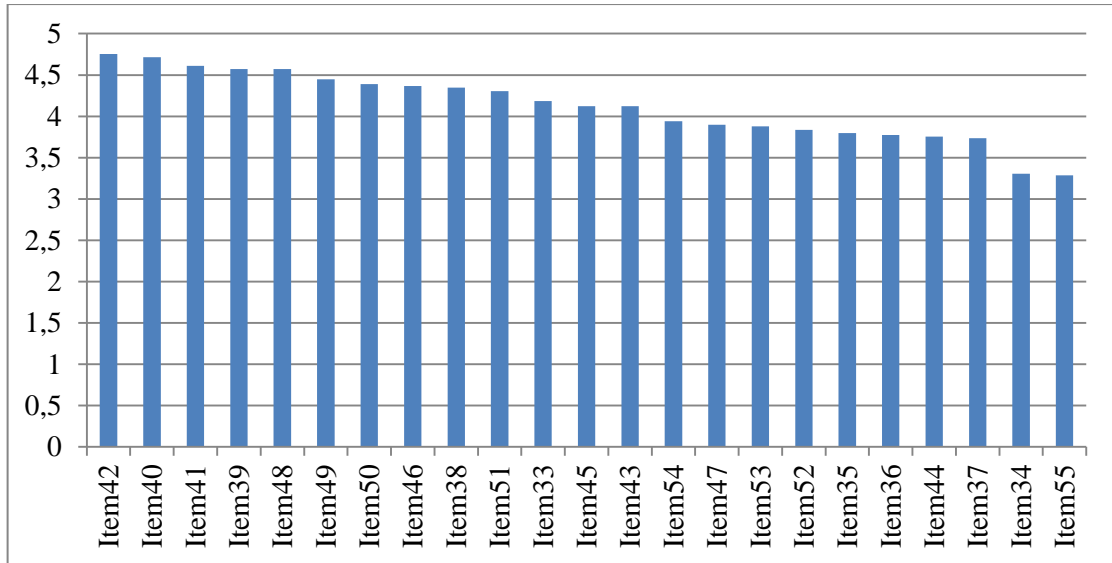
Note. SD: standard deviation; Min: minimum; Max: maximum; N=sample

Table 16 demonstrates descriptive statistics for *rights and duties* axis. Students have different levels in all twenty three items. The items are classified from the highest mean to the lowest mean which means from the item with highest level to the lowest one. First of all, it is observed that the highest mean was awarded to the Item42 (I have the right of peaceful life) with mean= 4,75 and SD=0,66 with high level, followed by Items (40, 41, 39, 48, 49, 50, 46, 38, and 51) with statements (I respect other's rights and never violate them with mean= 4,71 and SD=0,50; I respect the law and never violate it with mean= 4,61 and SD=0,63, I am aware of my duties towards my family with mean= 4,57 and SD=0,61; It is my duty to care for the environmental and personal cleanliness with mean= 4,57 and SD=0,57; It is my duty to practice values of tolerance and love for others with mean=4,44 and SD=0,57; it is my duty to fight intolerance and racism in all its forms with mean=4,38 and SD=0,73; I protect public and private property with mean= 4,36 and SD=0,72; It is my duty to show civility and respect for others freedom with mean= 4,34 and SD=0,69 It is my duty to reject violence,

fight terrorism and perverted thought with mean= 4,30 and SD=0,79 respectively) are with high level.

Moreover, it is noticeable that items (item33, item 45, item43, item 54, item47, item53, item52, item48, item35, item36, item44, and item37) with statements respectively (I advocate for social equality and justice among all individuals with mean= 4,18 and SD=0,85; I adhere to the safety and security laws with mean=4,12 and SD=0,90; I do my best to support the promotion of peace and safety in my country with mean= 4,12 and SD=0,83; It is my duty to maintain national natural resource and energies (water, electricity, oil...) with mean= 3,93 and SD=0,98; It is my duty to seek civilized solutions to the various forms of bad behaviour with mean=3,89 and SD=0,79; It is my duty to maintain school equipment and tools with mean=3,87 and SD=0,78; I am so devoted in doing every task or job with mean= 3,83 and SD=0,87; I am aware of all my duties towards my country and people with mean=3,79 and SD=0,93; I take full responsibility of my duties towards my country with mean=3,77 and SD=0,87; I appreciate, respect and adhere to the systems of my country with mean= 3,75 and SD=1,25; I aspire to become a model citizen with mean=3,73 and SD=0,75) are with good level. Finally, item34 and item55 (I know all my citizenship rights with mean=3,30 and SD=0,87; I always attack the values and systems of my country with mean=3,28and SD=1,47) are with average level.

Hence, as presumption, most of the students have good level of rights and duties CV. The fifth graph shows mean values of the items from the highest mean to the lowest one as follows:



Graph 05: the mean values of rights and duties items

The following table demonstrates detailed descriptive statistics for *social and political participation*

Table 17: Students' levels of social and political participation items

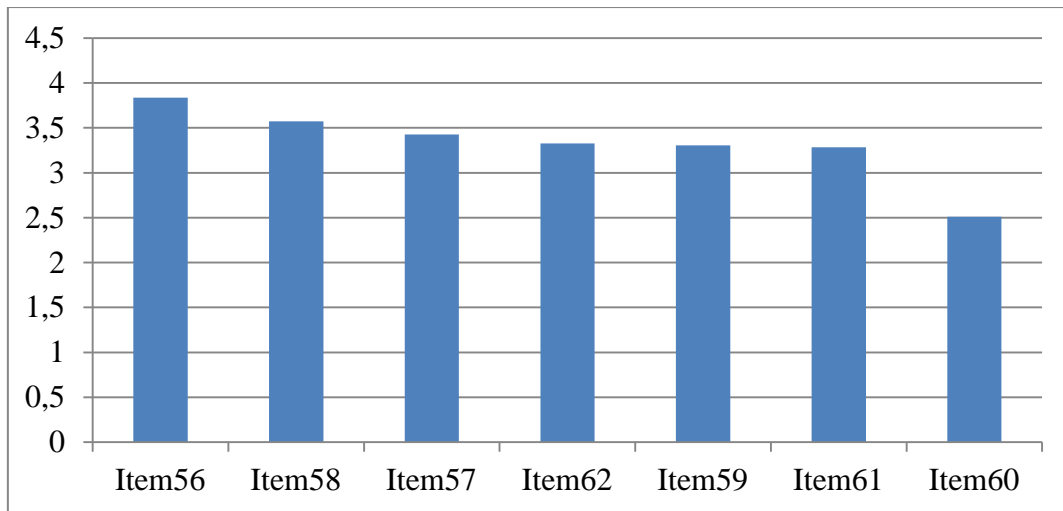
Items	Mean	SD
Item56 I have the right to participate in political and social conferences and activities	3,8367	,87433
Item58 I defend my country's reputation through participation in civilized discussions	3,5714	1,04083
Item57 I participate in collective and volunteer activities to serve the public	3,4286	1,02062
Item62 It is my duty to participate in solving national issues	3,3265	,92168
Item59 I participate in social activities that serve the local community	3,3061	,84666
Item61 I participate in various scientific seminars, study days, and international forums whose topic is related to spreading ideas of citizenship	3,2857	1,08012
Item60 I participate in political parties and associations	2,5102	,93814

Note. SD: standard deviation; Min: minimum; Max: maximum; N=sample

Table 17 demonstrates descriptive statistics for *social and political participation* axis. Students have different levels in all seven items. The items are classified from the highest mean to the lowest mean which means from the item with highest level to the lowest one. Moreover, it is observed that the highest mean was awarded to the item56 (I have the right to participate in political and social conferences and activities) with mean= 3,83 and SD= 0,87 with good level, followed by item58 (I defend my country's reputation through participation in civilized discussions) with mean=3,57and SD= 1,04 with good level, and item57 (I participate in collective and volunteer activities to serve the public) with mean= 3,42 and SD= 1,02 with good level

Furthermore, it is seen that item62, item59, and item61 (It is my duty to participate in solving national issues with mean= 3,32 and SD= 0,92; I participate in social activities that serve the local community with mean= 3,30 and SD= 0,84; I participate in various scientific seminars, study days, and international forums whose topic is related to spreading ideas of citizenship with mean= 3,28 and SD= 1,08) are with average level. And finally, item60 (I participate in political parties and associations) with mean= 2,51and SD= 0,93 with low level.

Consequently, it is considered that EFL learners lack social and political participation. The following graph summarizes the findings of the axis which is social and political participation axis.



Graph 06: the mean values of social and political participation items

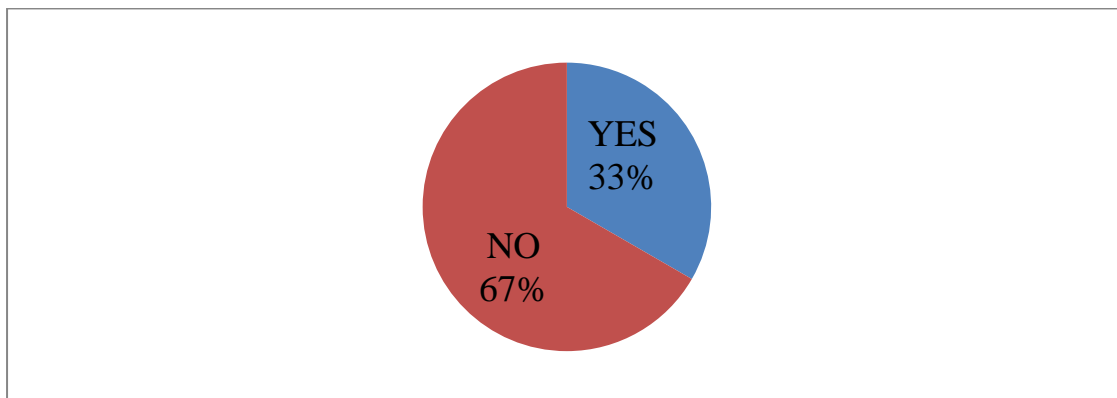
2.2.2. Students' Questionnaire Analysis

The online questionnaire was administered to 65 students where 63 responded to it. It comprises of twelve questions ranging from open-ended to close-ended. This questionnaire aims to explore if learning English influences students' CVs.

The following table and graph display students' familiarity and experience about CVs:

Table 18: Students' learning experience about CVs

	Frequency	Percentage
Yes	21	33
No	42	67



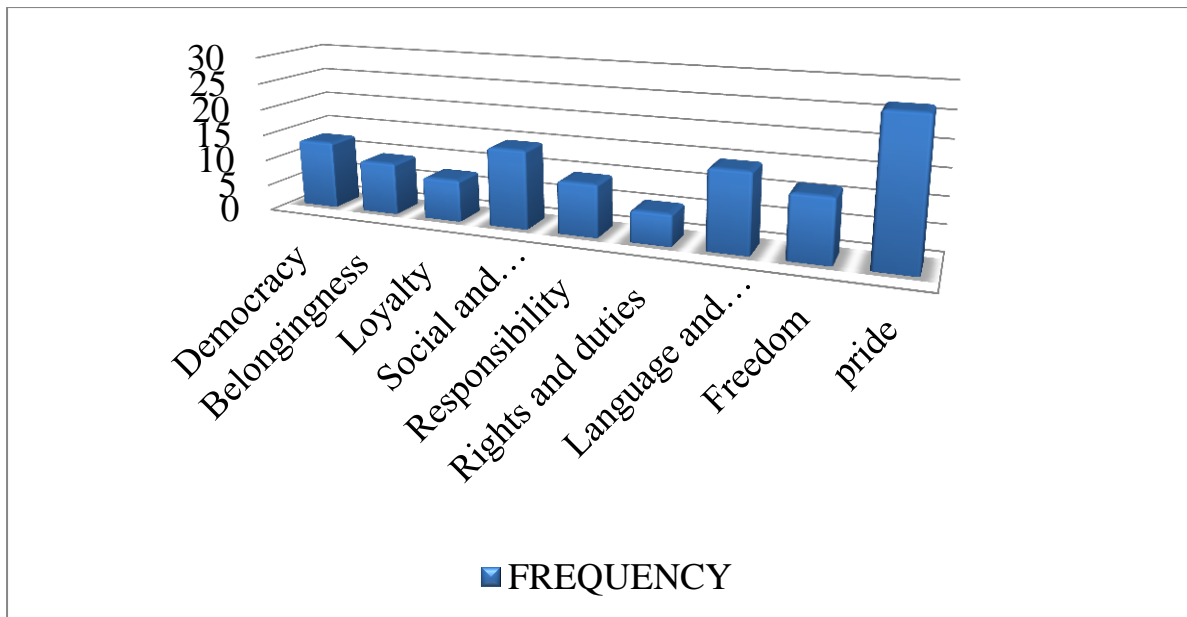
Graph 07: Students' learning experience about CVs

In this item, the participants were asked if they ever have been taught about citizenship values in the university level, 67 % of them said that they have never been taught those values; whereas the remaining of them 33 % said yes. Overall, it is quite clear that students lack this subject as module during their educational career.

The following table shows students' classification of values and identification of CVs according to their experience:

Table 19: Students' perception of citizenship values

	Frequency	Percentage
Democracy	13	20,60%
Belongingness	10	15,90%
Loyalty	8	12,70%
Social and political participation	15	23,80%
Responsibility	10	15,90%
Rights and duties	6	9,50%
Language and culture	15	23,80%
Freedom	12	19,00%
Pride	27	42,90%



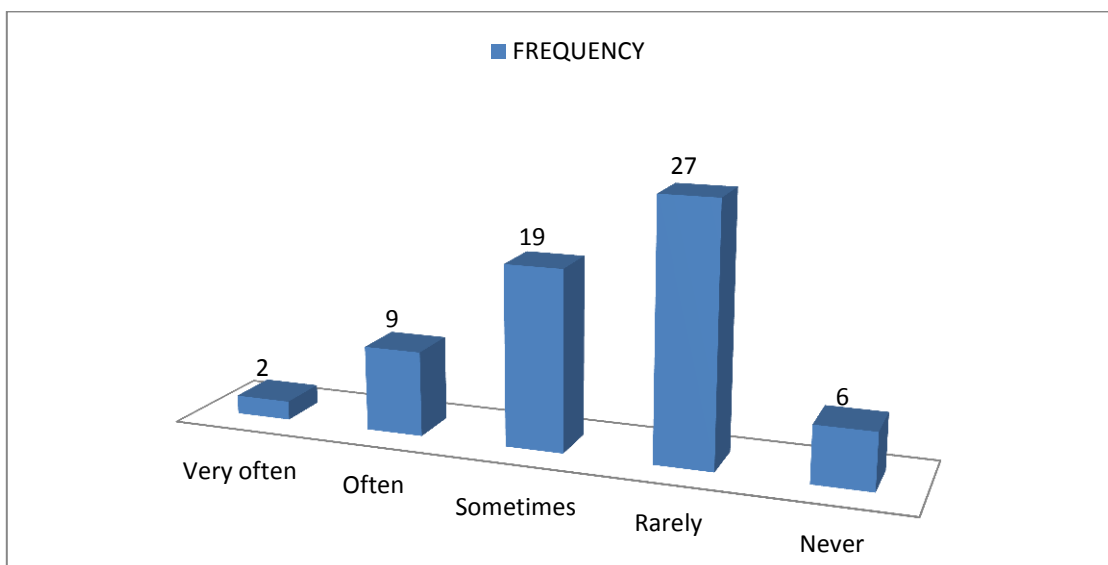
Graph 08: Students’ perception of citizenship values

In this item, the results show that, according to students, Language/culture and Social/political participation are not citizenship values with 23.80 % for each one. But, 42.90 % of the participants agreed that pride is not a citizenship value. Moreover, the respondents coincided that democracy is not a citizenship value with 20.60 %. Furthermore, the participants said that both belongingness and responsibility are not citizenship values with 15.90 % for each choice. In addition, 19 % of the students chose freedom as it is not a citizenship value. And also, 8 % of the respondents agreed that loyalty is not a citizenship value. Strangely enough, 6% of the students said that rights and duties is not a citizenship value. Therefore, most of the students are not familiar with the names of the values but they are practicing them sub-consciously.

In the following table data related to participants that were asked how often they discuss the citizenship values with their friends and the results displayed as follows:

Table 20: The frequency of citizenship values’ discussions by students

	Frequency	Percentage
Very often	2	3%
Often	9	14%
Sometimes	19	30%
Rarely	27	43%
Never	6	10%



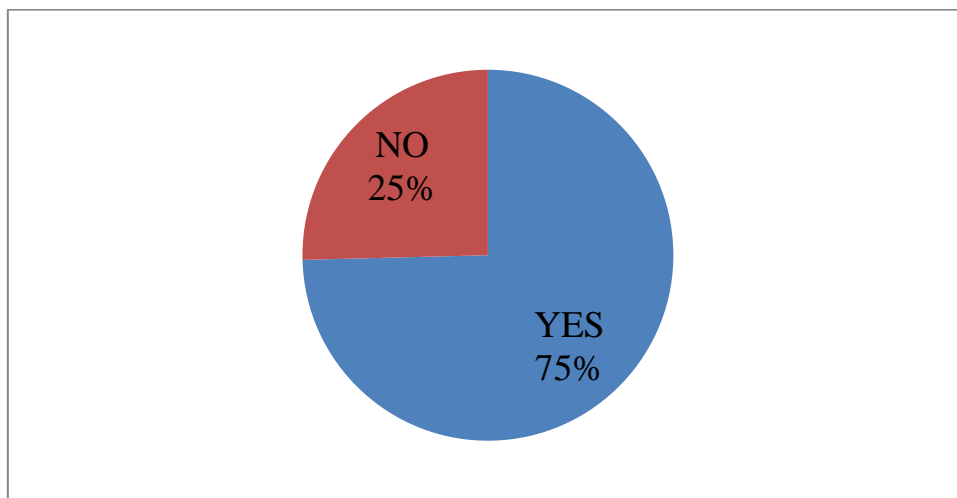
Graph 09: *The frequency of citizenship values' discussions by students*

The results obtained show that 42.90 % of them stated that they rarely discuss them; whereas students who were their responses they sometimes discuss those values with 30.20 %. Moreover, 14.30 % of the respondents said that they often discuss them; however, 9.50 % of the students never discuss citizenship values. The remaining of them 3.20% stated that the discussion of such values is very often. As result, it can be said that citizenship values are not that hot topic to be discussed among the students.

The following table represents participants' opinions about if learning English language affects the way they think toward their country:

Table 21: *the impact of learning English on students' awareness toward country*

	Frequency	Percentage
Yes	47	75%
No	16	25%



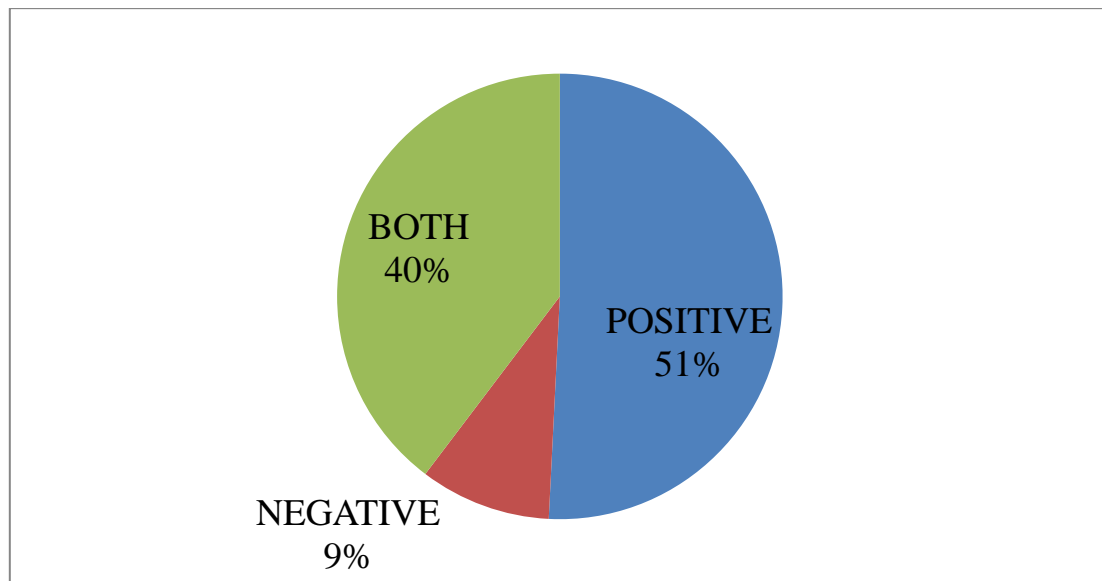
Graph 10: *The impact of learning English on students' awareness toward country*

In this item, the participants were asked if learning English language affect the way they think toward their country.75 % of them said yes; whereas the rest of them 25 % said that learning English has no impact on citizenship values. Therefore, it is noticeable that EFL learners' values are likely vulnerable to be influenced through learning English.

The following table represents participants' opinions about if they consider the impact of learning English on CVs as positive or negative:

Table 22: *The influence of English learning on students' CVs*

	Frequency	Percentage
Positive	32	51%
Negative	6	9%
Both	25	40%



Graph 11: *The influence of English learning on students' CVs*

According to 51 % of the students learning English has positive affect on citizenship values for the reason that learning English led them to discover new culture and new world compared to theirs and no one is restricted to one belief or ideology; while 9 % of the respondents said that learning English affect their citizenship values negatively by losing some of the values, hating our country after seeing how English people live, and adopting foreigners and the way they live. And also, the rest of students chose both negative and positive with 40 % for the same reasons. Overall, in one hand, English language may affect students positively because they are learning English to develop themselves not to imitate foreigners, to discover new culture, new traditions, and to know new people all around the

world. On the other hand, it may affect students negatively because they found themselves imitate foreigners in some aspects, as result they are looking for a chance to immigrate and live far away from Algeria.

The following table demonstrates descriptive statistics for students' attitudes on Citizenship Values. Students have different levels in all thirteen items. Positive items rated (from Strongly Agree= 5 to Strongly Disagree= 1) while negative items rated (from Strongly Agree= 1 to Strongly Disagree= 5).

Table 23: *Students' attitudes on Citizenship Values*

N	Phrases	Percentages					Point of	Mean	Standard deviation
		SD	D	N	A	SA			
01	I learn English to reach my dream which is living away from here.	9,5 %	17,5 %	33,3 %	39,7 %	0%	M	2,968	,9832
02	If I have a chance to work in foreign country I will do with pleasure.	1,6 %	7,9 %	17,5 %	73 %	0%	L	2,381	,7054
03	I would wish to live in a foreign country away from here.	3,2 %	17,5 %	20,6 %	58,7 %	0%	M	2,650	,8827
04	I'm with the rule new language means new country, new culture, and new traditions.	9,5 %	17,5 %	33,3 %	39,7 %	0%	M	2,968	,9832
05	I learn English to represent my country the best representation.	3,2 %	43,5 %	17,7 %	35,5 %	0%	M	2,854	,9555
06	Learning English	1,6 %	6,3 %	11,1 %	81 %	0%	L	2,285	,6581

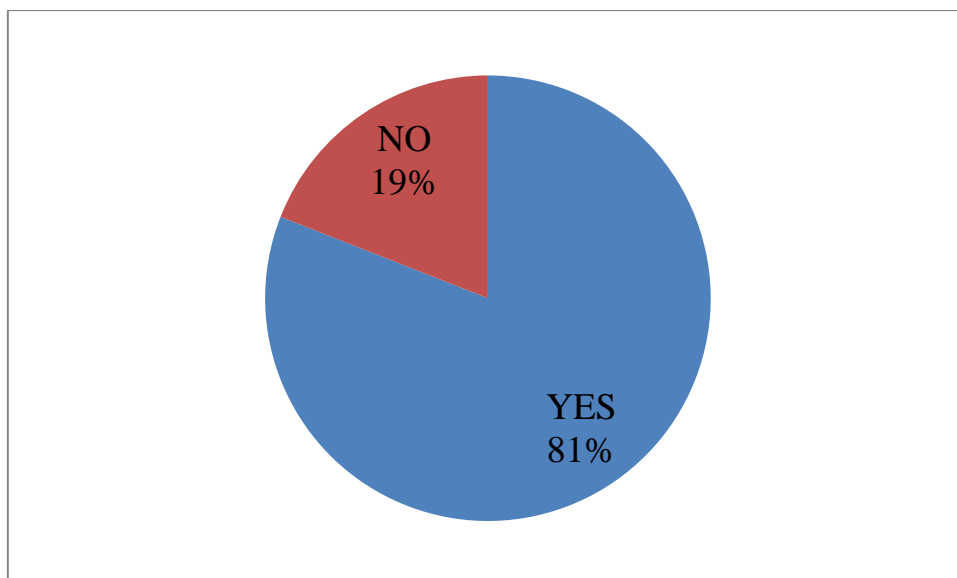
	changed my thoughts	%		%					
07	In a way, I find myself imitating foreigners in some aspects.	9,5 %	6,3 %	20,6 %	63,5 %	0%	M	2,619	,9743
08	My teachers of English help me to be responsible toward my homeland	14,3 %	28,6 %	27,2%	30,2 %	0%	M	2,730	1,050
09	I'm learning English to develop myself not to imitate foreigners.	0 %	63,5 %	6,3 %	28,6 %	1,6 %	M	2,682	,9474
10	Teachers of English talk about foreign culture more than ours.	0 %	11,1 %	27 %	61,9 %	0%	M	2,492	,6926
11	I always compare my rights and duties in my country with those in foreign societies	3,2 %	9,5 %	22,2 %	65,1 %	0%	M	2,507	,8006
12	Compared with foreign societies' values, I am satisfied with my native values	3,2 %	47,6 %	19 %	30,2 %	0%	M	2,761	,9283
13	One reason to leave my country for is tourism	9,5 %	33,3 %	25,4 %	31,7 %	0%	M	2,793	1,002

According to the table and Compared to the highest value (05), the mean values of the items (01, 04,13, 05, 12, 08, 09, 03, 07, 11, and 10) with mean values (2,96; 2,85; 2,79; 2,76; 2,73; 2,68; 2,65; 2,61; 2,50; 2,49 respectively) are seen above-average, namely EFL learners have medium levels of these items. Additionally, the mean values of the items (02 and 06) with mean values (2,38; 2,28 respectively) are considered poor compared to the highest value (05), which means that students have low levels of the mentioned items.

The following table demonstrates students' opinions about learning CVs at the level of university:

Table 24: *Students' Opinions to learn Citizenship Values*

	Frequency	Percentage
Yes	51	81%
No	12	19%



Graph 12: *Students Opinions to learn Citizenship Values*

In this item, the participants were asked if they think it is important to teach citizenship values in the university level. the majority of the participants with 81 % said yes, they agreed that citizenship values should be taught for different reasons such as most of students are not familiar with CVs, to be more aware about CVs, to know rights and duties, to not adopt the values and culture of the target language, to release the relation citizen-society-country, and to be a good citizen; whereas the remaining of them 19 % said no and citizenship values should not be taught in the university level because they are not important,

they should be taught at school, they are waste of time, it depends on the individual to choose, and it may be taught to master literature and civilization. All in all, most of the students have receptivity to learn citizenship values at the level of university because they appreciate their importance on the individuals of society and they seek to know more about their values as citizens, whereas the others ignore the reason behind learning these values because they are not familiar with the necessity of these values on them as citizens and the role of university, not like any place else, in establishing such values.

2.2.3. Teachers' interview analysis

Teachers' perception of CVs

Citizenship values seemed to be an ambiguous subject to some teachers, unclear vision of what are the exact values that forms a good citizen. However, number of teachers' answers corresponded with presumed number of values, four (4) teachers agreed upon belongingness as a vital value that builds a good citizen, "*Citizenship values relate to the sense of belonging and loyalty to a given homelands*", and nine (9) of them agreed upon respect. Respect the law, the government and each other "*respect for each other and the law*", "*respect for life, respect for law and Government*". Of course other values were integrated by the rest like responsibility and participation without further explanation "*Work, promotion of the common good, unity, Peace, Justice, equality*".

Teachers' opinions about levels of CVs among university students

The results of this investigation has shown a high number of teachers who agreed upon Low levels, yet the assumptions were not defended by structured arguments, needless to say the answers were superficial, ten (10) teachers said that the levels are low due to the lack of education awareness and responsibility "*Very low as they don't take education as a CV but*

rather for personal benefits”, and five (5) of them were in between, they said that it depends on the age, gender and awareness. But only 3 who agreed upon good levels *“I think the levels of CVs among university students differ from one individual to another”*.

Teachers’ opinions about the factors that negatively influence university student’s CVs

The majority of teachers blamed the political environment as being the most effective factor that negatively influences university students CVs. It can be said that six (6) teachers agreed upon the bad political environment which reduces the wellbeing of the Algerian citizen and in return, they declare a kind of hatred toward the country, here are some teachers opinions as *“They don’t trust the rulers and politicians”*, *“the political environment in the university”*,. Other teachers have shared a variety of opinions three (3) who said family upbringing factors and two (2) of them said social media influence, along with religious factors *“Religious and educational factors, Social disintegration”*.

Teachers’ opinions about the impact of learning English language on learners’ CVs

The answers weren’t as clear as the question, two (2) of the teachers said that the language doesn’t affect the learners CVs, *“I don’t think so. English as other subject cannot directly affect the learners’ CV”*. And the rest agreed upon yes, ten (10) of them did not clear the answer yes (their answers were considered as yes) but they elaborated with the exposure to other countries' CVs and identity change. Two (2) of them said yes the language affects the learner positively in a manner of cultural exchange.

To what extent do you consider the impact of L2 learning on the student’s citizenship values?

L2 learning was considered according to the results as a kind of cultural openness a window to the outer world *“Learning L2 normally drives our learners to be more open to*

foreign cultures”, eight (8) teachers agreed upon the huge impact that L2 has on student's citizenship values *“It has a very big impact”*. However, only five (5) of them who said that the impact is positive and encouraging to raise an educated students while the others warned from the cultural openness that might change the students' attitude *“what is learnt in that language as contents..... Change the attitude, and reshape the false CV values etc”*. Only two (2) who agreed upon limited impact without further elaboration.

Teachers' activities to promote citizenship values among their students

Citizenship values promotion acts were elaborated in a promising manner, eleven (11) teachers called for direct classroom activities like storytelling, encouraging and advising students, like *“Cultivate the good citizenship values and norms through interaction, through written leaflets, through various written excerpts, through word of mouth”*. And three (3) teachers who agreed upon having a good behavior in order to transfer this good behavior to students this is indirect promotion, as *“I am totally convinced that one can have a great impact on others through behaviors more than speech and advice”*. However, two (2) teachers said that it is not easy to raise political subjects in the classroom which would bring conflict and disorder. One (1) teacher called for Citizenship values module.

Teachers' opinions about the importance of teaching these values in the university level

Teachers argued between important and not important, but the majority said it is necessary and they elaborated with examples of this kind of teaching *“it is very important because a learner is not just the amount of knowledge he acquires in the class but the whole future citizen who seeks equity, truth, goodness in everything”*, and *“Citizenship values must be integrated in any educational programme”*. Moreover, Fifteen (15) teachers said that it is very important to teach these values in the university through seminars, workshops, and modules. Additionally, Three (3) teachers agreed upon not important and one (1) said that these values should be taught in primary schools while others said these values are taught in

real life circumstances. Only one (1) teacher said that we should install these values through other activities. Therefore, it can be said that most teachers are familiar with the essential role of CVs on students

All in all, according to teachers students have a low level of CVs this due to some factors such as, political, social, economic, religious, and family upbringing. Learning English influence may be positive or negative and this influence differs from student to another depending on their awareness. Furthermore, most teachers agreed on the importance of CVs among students, and they listed some ways to promote and cultivate these values among students.

2.3. Discussions of the Findings

The current study aims primarily to investigate the levels of CVs among EFL learners of M'sila University at the department of letters and English language and to explore the influence of learning English language on students' citizenship values. Researchers used the statistical descriptive values means and standard deviations in order to analyse the obtained data.

According to the test, the results revealed that EFL learners' levels of citizenship values are good with mean ($\bar{x} = 239, 85$) and standard deviation ($SD = 19, 17$) and its weighted mean ($\bar{x} = 3, 86$) between [3.41– 4.20]. These results correspond to Charkaoui(2005) results which revealed that the degree of students' citizenship values was high and Al-Qahtani (2010) study' results showed that adults have high level of citizenship values. Apparently, in one hand, the good level of citizenship values among EFL learners may be linked to different reasons and factors, it perhaps due to the students' awareness toward the importance of these values on their lives, and or it may be due to the environment or society they belong to, or because CVs were instilled from early ages, or it may be that the students act as they

represent citizenship values and they are good citizens; on the other hand, this finding contradicts with the point of view of teachers. According to teachers, EFL learners have a low level of citizenship values, because: *“the solid majority is careless”*, *“citizenship values among Algerian university students remain latent”*, *“students lack education awareness”*, means students lack citizenship as module in their educational career. This may be explained by teachers’ perceptions of CVs as political awareness and participation only. This was confirmed; somehow, by students’ levels of *“social and political participation value”* which was average this corresponds to Hallab’s study (2018) which revealed that the level of awareness about social and political participation values among university students is medium. Hence, we can make a link here and say since teachers think that social and political values are the only manifestations of CVs, ignoring all the other aspect axes, it is logical that they think that students’ levels of CVs are low because this was also confirmed by the test results that show low to average levels in this aspect. Hence, all citizenship values have to be activated, to be well-developed, and to be behaved in a way that demonstrates that they are intellectuals.

Moreover, according to the analysed data and according to the mean values, EFL students have a good level of national belongingness, national loyalty, democracy, and rights and duties values. This is identical to the view of Mohamed Fadhalah (2019) in his study *“Representation Degree of Citizenship Values among Students of The College of Basic Education in Kuwait in the light of Some Variables”*, which showed that the degree of students’ representation of citizenship values was very high, and in all its dimensions. Furthermore, the individual influences and get influenced by and within others, he tries to affiliate, to contribute, to do his duties to and receive his rights, to build, and to be loyal to this country, thus students are well educated, thoughtful, and more aware of their citizenship values. Hallab (2019) stated that *“patriotic self-sacrifice, building, reconstruction, and*

participation for prosper present and bright future are evident to both belongingness and loyalty”.

Strangely enough, unlike what is expected, the results revealed that learning English influences EFL learners' citizenship values positively. Furthermore, this result may agree with Al-Jaser' study (2019) which concluded that learning English language has no impact on the intellectual environment of students and the agreement of both supervisors and teachers on the role of English language courses in developing citizenship values among high school students. Elfeefi (2012) stated that introducing a FL means introducing a new foreign culture, because language is a means of transmitting culture and EFL objectives in Saudi Arabia emphasized on interaction effectiveness among students, so correlating citizenship values to English writing skills may lead to efficient communication and exchange of ideas. Additionally, the above findings can be confirmed by the EFL teachers' viewpoints at M'sila University where most of teachers agree that learning English has positive impact in manner of openness and cultural exchange, but it can be negative when the curriculum goals, aims, and objectives embody certain political and ideological agendas and or when they are away from their values and seek to imitate foreigners, celebrate their events, and indulge in the foreign culture.

According to the questionnaire findings, most of the students think that leaning English influences their CVs positively. They presumed that they are learning English to develop themselves not to imitate foreigners, to discover new culture, new traditions, and to know new people, means that, according to learners, their values are likely vulnerable to be influenced through learning English. Furthermore, according to them, they are receptive to learn citizenship values at the level of university because they appreciate their importance on them as individuals of the society, they seek to know more about their values as citizensthere

area lot of students are not familiar with these values, and they think that the role of university in establishing such values is not like any place else.

Additionally, the obtained results from questionnaire in table 23 “The attitudes of students on Citizenship Values” show average level of CVs among EFL learners and also elucidate negative impact of learning English on CVs, this may be proved by teachers’ viewpoints, namely students’ CVs may be effected by different factors such: “*negative imitation, bad friendships, the social status of students, the political environment*” and may be effected by learning English “*Our learners might get away from their Arabic Islamic and Algerian values. Thinking that because they are learners of English, they turn to be English .i.e. what they take out of the English culture is negative*”. Additionally, different factors may effect CVs, such “equality, justice, lack of patriotism, selfishness, ideological and political aspects”, this corresponds to the view of Mohamed Fadhalah (2019) in which he stated that the acquired and instilled citizenship values since childhood may face different challenges, as globalization, cultural and civilizational invasions

Finally, most of teachers argue that citizenship values are vital virtues should be aware of them, and they suggest different ways to promote citizenship values, for instance, first, to be taught at the level of university because a learner is not just the amount of knowledge he acquires in the class but the whole future citizen who seeks equity, truth, goodness in everything; second being model because the impact through behaviors is more than speech and advice “*actions speak louder than words*”. This result is identical to different studies (Hallab (2018), Al-Jaser(2019), and others) that recommended to raise and promote citizenship values among students.

2.4. Limitations of the Study

Right when the process of conducting this research was initiated, the world got struck with the pandemic of “COVID-19” which became the main limitation as it mandated shutdowns and quarantine. Consequently, the disconnect from the formal educational entity in the physical sense had caused impracticalities such as forcing the questionnaires to be done online through Google forms which compromises the authenticity and integrity of the surveys. Furthermore, the number of the participants became a lot smaller than what it would have been if the pandemic did not come into existence. Moreover, the descriptive study which investigated teachers’ opinions and attitudes has a total of merely 19 participants, hence, the results are deemed to be linked only to the present study and cannot be fully generalized, therefore, further detailed investigations and surveys using a bigger sample size and sample ratio analysis are absolutely required to obtain more accurate stats that could be used for future reference on a much larger scale.

2.4.2. Recommendations

On the basis of the study findings and limitations, the researchers of this study recommend the following:

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

General Conclusion

Citizenship values are the norms of a good citizen, and with the lack of any of these values, national belongings can be significantly eroded, it is more dangerous if EFL students are negatively affected by any sort of other factors. However, number of factors positively affected the levels of citizenship values among EFL students one of which comes from the second language acquisition is the cognitive affect, related to cognitive skills of learners that are developed in SLA process, as a result, receiving second language instructions creates smart learners, in the academic field, furthermore, in the citizenship field, we investigated the issue and discovered promising results.

In order to achieve the current study, data collection tools comprise Citizenship Values Levels Scale and an online questionnaire were submitted to EFL students at M'sila University, and an interview EFL teachers at M'sila University. The findings reveal that students have good levels of the following values: national belongingness, national loyalty, democracy, and rights and duties; whereas the level of social and political participation is medium among EFL students. Additionally, most teachers assume that EFL learners have a low level of CVs and they think that learners' CVs may be affected by different factors but not learning English. They also consider learning such values at the level of university is crucial and must be put in practice. The research findings also reveal that learning English has a positive influence on citizenship values.

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Appendices:

Appendix 01: The Assessing Citizenship Values Levels

The Assessing Citizenship Values Levels					
<p>Directions: Each of the following items asks you about your citizenship values. After deciding whether a statement is generally true for you, use the 5-responses scale to respond to the statement. Please “tick” the “S.D” if you strongly disagree that this is like you, the “D” if you disagree that this is like you, “N.S” if you are not sure that this is like you, the “A” if you agree that this is like you, and the “S.A” if you strongly agree that this is like you. There are no right or wrong answers. Please give the response that best describes you.</p> <p>S.D= strongly disagree D = disagree N.S = NOT sure A = agree S.A= strongly agree</p>					
	S.A	A	N.S	D	S.D
<i>Axis of National belongingness</i>					
1. I feel stable in my country					
2. I feel safe in my country					
3. I would wish to live a foreign country away from here					
4. I sincerely do my best for the good of the whole nation.					
5. Receiving my full rights as a citizen strengthens my sense of belonging to my country					
6. I believe in the importance of national unity					
7. I am proud of my country’s political career					
8. I adhere to my country’s social values and customs					
9. I am proud of the symbols of my country’s national sovereignty					
10. I feel homesick whenever I am away from my country					
11. I’m proud and grateful to my country’s great history					
12. I feel so happy and proud of my country’s success in any field					
13. I’m proud and I enjoy wearing traditional attire					
14. I love and make sure to use Arabic in daily basis rather than using other languages					
<i>Axis of national loyalty</i>					
15. I am loyal to my homeland					
16. I have an optimistic vision of a prosperous future for my homeland					
17. I am so attached to my country					
18. I am ready to defend my country’s freedom and sovereignty					
19. My country’s interest comes before my personal interest					
20. I feel that I must contribute to the preservation of my nation's achievements					
21. I support local/national production					
22. It is my duty to fight propaganda against the reputation and integrity of my country					
<i>Axis of Democracy</i>					
23. My freedom of speech is limited.					
24. I try to learn the skills of positive national dialogue					
25. I respect the variety of political ideas.					
26. I respect the plurality of cultural ideas.					
27. I am against the use of violence to gain rights.					

28. I am against the use of violence to express opinions.					
29. I participate in events and activities that promote democracy in my country					
30. I enjoy the democracy in my country.					
31. I believe that all ideas and opinions are subject to discussion and criticism.					
32. I prefer to invest in local business to serve my country's economy					
<i>Axis of Rights and Duties</i>					
33. I advocate for social equality and justice among all individuals					
34. I know all my citizenship rights					
35. I am aware of all my duties towards my country and people					
36. I take full responsibility of my duties towards my country					
37. I aspire to become a model citizen					
38. It is my duty to show civility and respect for others freedom					
39. I am aware of my duties towards my family					
40. I respect other's rights and never violate them					
41. I respect the law and never violate it					
42. I have the right of peaceful life					
43. I do my best to support the promotion of peace and safety in my country					
44. I appreciate, respect and adhere to the systems of my country					
45. I adhere to the safety and security laws					
46. I protect public and private property					
47. It is my duty to seek civilized solutions to the various forms of bad behavior					
48. It is my duty to care for the environmental and personal cleanliness					
49. It is my duty to practice values of tolerance and love for others.					
50. It is my duty to fight intolerance and racism in all its forms					
51. It is my duty to reject violence, fight terrorism and perverted thought					
52. I am so devoted in doing every task or job					
53. It is my duty to maintain school equipment and tools					
54. It is my duty to maintain national natural resource and energies (water, electricity, oil...)					
55. I always attack the values and systems of my country					
<i>Axis of Social and Political Participation</i>					
56. I have the right to participate in political and social conferences and activities					
57. I participate in collective and volunteer activities to serve the public					
58. I defend my country's reputation through participation in civilized discussions					
59. I participate in social activities that serve the local community					
60. I participate in political parties and associations					
61. I participate in various scientific seminars, study days, and international forums whose topic is related to spreading ideas of citizenship					
62. It is my duty to participate in solving national issues					

Appendix 02: teachers' interview

Ministry of Higher Educational and Scientific Research
University of M'sila English Language department
Master2 Linguistics

Topic: Levels of Citizenship values among EFL students
Students: BAALI Mohamed and AMROUNE Badis **Supervisor:** CHERIET Imane

Interview schedule

1. What are "citizenship values"?

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2. What do you think about levels of citizenship values among university students?

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3. In your opinion, what are the factors that negatively influence the student's citizenship values?

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4. In your opinion, does learning English language affect the learners' citizenship values? If yes, then do you view this effect as positive or negative? Would you please elaborate?

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5. To what extent do you consider the impact of L2 learning on the student's citizenship values?

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6. As a teacher, what do you do to promote citizenship values among your students?

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7. Do you think it's important to teach these values in the university level?

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Appendix 02: Students' Questionnaire

Levels of Citizenship values among EFL students

You are kindly invited to answer the following questionnaire that is a part of Master dissertation research. The questionnaire aims at investigating Levels of Citizenship values among EFL students. Would you please fill the attached questionnaire carefully? Your responses are very important for the success of this study. Your responses will be kept confidential. Thank you in advance.

**Obligatoire*

What is your gender? *

Male

Female

How long have you been studying english? *

0-4

4-8

8-12

More than 12 years

As EFL learner, have you ever been taught about citizenship values? *

Yes

No

In your opinion, which of these are not citizenship values? *

Democracy

Belongingness

Loyalty

Social and political participation

Pride

Rights and duties

Language and culture

Freedom

Responsibility

How often do you discuss the previous values with your friends? *

- Very often
- Often
- Sometimes
- Rarely
- Never

Does learning English language affect the way you think of your rights, duties, belongingness, or loyalty toward your country? *

- Yes
- No

Do you consider this affect as positive or negative? *

- Positive
- Negative
- Both

Why? *

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Please select one appropriate answer. *

Phrases		Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
01	I learn English to reach my dream which is living away from here.					
02	If I have a chance to work in foreign country I will do with pleasure.					
03	I would wish to live in a foreign country away from here.					
04	I'm with the rule new language means new country, new culture, and new traditions.					
05	I learn English to represent my country the best representation.					
06	Learning English changed my thoughts					
07	In a way, I find myself imitating					

	foreigners in some aspects.					
08	My teachers of English help me to be responsible toward my homeland					
09	I'm learning English to develop myself not to imitate foreigners.					
10	Teachers of English talk about foreign culture more than ours.					
11	I always compare my rights and duties in my country with those in foreign societies					
12	Compared with foreign societies' values, I am satisfied with my native values					
13	The only reason to leave my country for is tourism					

Do you think it's important to teach citizenship values in the university level? *

Yes

No

Why? *

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الملخص:

إن أهمية قيم المواطنة، خاصة في القرن الحادي والعشرين، حثت على إجراء عدد من البحوث في هذا المجال لاستكشاف ما يعرف بقيم وأخلاق المواطنة، إلا أنه أجري عدد قليل منها في الجزائر. وعليه، هذه الدراسة تدور حول استكشاف مستويات قيم المواطنة لدى طلبة الإنجليزية في جامعة المسيلة. المنهج المتبع في هذا الدراسة هو المنهج التفسيري المختلط، باستعمال كل من الأدوات النوعية والكمية، أي مقياس مستويات قيم المواطنة لدى طلبة اللغة الإنجليزية، واستبيان الكتروني لاستكشاف تأثير تعلم اللغة الإنجليزية على قيم المواطنة لدى المتعلمين، وأخذ بعين الاعتبار آراء أساتذة اللغة الإنجليزية بجامعة المسيلة حول مستويات قيم المواطنة لدى الطلبة تم استخدام أداة المقابلة لتحصيل معلومات دقيقة حول الموضوع. كشفت نتائج الدراسة ان مستويات قيم المواطنة " الانتماء والولاء والحقوق والواجبات والديمقراطية" لدى طلبة اللغة الانجليزية كانت جيدة، بينما مستوياتهم في قيمة المشاركة المجتمعية والسياسية كانت متوسطة. كما كشفت ايضا ان لتعلم اللغة الانجليزية اثر ايجابي على قيم المواطنة لدى طلبة اللغة الانجليزية.

الكلمات المفتاحية: قيم المواطنة، تعلم اللغة الانجليزية كلغة ثانية، طلبة اللغة الانجليزية.