

Digital Citizenship in the Arabic Language Textbooks: Content Analysis

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Abstract

This study aimed at identifying the level of embedding digital citizenship concepts in the Arabic Language textbooks for the Upper Primary Stage (grades eight, nine and ten). The study sample consisted of the grades eight, nine and ten's textbooks of Arabic Language for the academic year 2017/2018 authorized by the Ministry of Education in Jordan. The researchers followed the descriptive analytical approach which implies analyzing textbooks according to the unit of analysis determined in the measuring tool; be it a sentence, an image, or a diagram that represent the concept mentioned in the measuring tool. The validity of the study's tool has been verified by a group of referees specialized in curriculums, teaching methods, measurement, evaluation, and teaching technology to test the items' language and their suitability to the purposes of analyzing Arabic language textbooks' content and the relevance of the items to the element to which they belong and to the digital citizenship measurement. The study's tool composed of (73) items resembling the nine elements of digital citizenship. The study's tool reliability has been tested through the test and re-test method applied by two higher primary stage teachers (grades eight, nine, and ten); six teachers for each class. Holsti's formula has been used to verify the content analysis reliability. The results revealed the absence of the term "digital citizenship" in all Arabic Language textbooks. Repetitions of Digital citizenship, regarding the digital access element (digital availability) for grades eight, nine and ten, were (11, 12, 13) respectively and (36) repetitions in total. The third item was imbedded once in the Arabic textbooks of grade eight, the rest of digital citizenship concepts were two or less. The researchers recommended the importance of developing Arabic language curriculums of the Upper Primary Stage in the light of digital citizenship, thus enhancing the adequacy of these curriculums and their quality to keep updated with the scientific development, moreover; connecting the Upper Primary Arabic textbooks' activities with digital citizenship's criteria so they get to know it during application.

Keywords: Arabic textbooks, digital citizenship, Upper Primary Stage, analytical study

1. Introduction

The rapid development in information and communication technology has affected various social, economic, political, educational, and cultural aspects of life. The tremendous advances in technology and digital information have resulted in the emergence of globalization and its control over the ideas and orientations of several societal institutions. Thus, individuals have become more eager to open up to externality and western lifestyles, and to be influenced by the intruding concepts, values and orientations that penetrate the original culture of the society.

With the domination of technological innovation nowadays, the world has become a small village characterized by rapid communication between one another in the light of the wide spread of social media utilization such as (YouTube, Twitter, Facebook) and the accessibility of movies and videos which affected the transmission of customs and traditions causing imbalance in moral and social values and rules of conduct, weak relations, the lack of loyalty and belonging as well as the psychological and health problems (Al-Dahshan & Al-Fuaihi, 2015). This was confirmed by Zahir (1994) who believes that the great scientific and technological development pushed many young people to reform their knowledge and concepts about themselves and the surrounding world, and to change their values which is consistent with Farmer's point of view that students are swimming in the ocean of values (Farmer, 2013).

Digital technologies play a main role in the development of human society which allowed countries to attempt localize and utilize them in different life's aspects. The increasing growth of digital technologies is considered a growth for both opportunities and risks; as they create new opportunities for learning, working and social interaction (Ribble, 2007) but at the same time they create challenges against religious and moral values (Gharaybeh, 2007).

Accordingly, technology behavior varies between positive if technology was used optimally to negative if its users rebelled against legal rules and constrains that organize life affairs. It is predictable that in any society people interact in a certain way according to rules and laws, but this does not happen mostly when it comes to technology, where the phenomenon of misuse of various technology applications has spread (Ribble and Bailey, 2004).

Due to the fact that education is the base of societal development and is the focus of developed countries, being a mean to prepare a generation capable of coping with the interactions of the current era and keep pace

with its different aspects; educational institutions are founded by the society to educate its members according to its circumstances and capabilities in the light of its philosophy, values and traditions, in a way that harmonize with its orientations and cultural changes in different social, educational, economic and political life aspects (Al-Khatib, 2008).

Digital citizenship has a strong relationship with education as it helps teachers and parents to understand what students have to know to use technology properly. Digital citizenship is more than just an educational tool, it is a way to prepare students to fully integrate within the society and effectively participate in serving their homeland interests in general and the digital field in particular (Al-Qayid, 2014).

No doubt that spreading digital citizenship culture in our societies; through education and teaching curriculums at schools and universities, has become one of life's fundamentals and a necessity that should be transformed into educational projects or programs in cooperation with civil society's initiatives and media institutions so we can protect our societies from the negative effects of technology and stimulate the optimal benefit of it to contribute in building the national digital economy (Froehlich, 2012). Therefore, the procedures to confront the previous challenges can be through fortifying our educational curriculums, and building educational systems and strategies depending on our origin and principals that emphasize on benefiting from all the progress achieved by humanity regarding modern tools and techniques (Al-Tamimi, 2006). As a result, educators are concerned with curriculums' content to cope with recent developments and prepare graduated students to be able to keep up with the present and build the future. This requires reviewing schools textbooks' content as they are an effective and accessible learning tool for students to learn and contribute in achieving the educational goals that aim at building a human being able to adapt to the new developments, to play a distinguished social role that contributes to building the country, and to interact with others (Al-Khawaldeh, 2007).

Here comes the importance of analyzing school textbooks to consider their planning and production according to modern educational and scientific standards in order to enhance and develop the educational process. Moreover, the analytical process presents a feedback regarding the strength and weakness points of the textbook's content and then to review and audit it from time to time according to the requirements of our society in a way that suits the students' abilities, tendencies and willingness to learn.

2. Theoretical literature and previous studies

This era is witnessing a huge technical and technological revolution regarding all businesses of institutions and individuals within the society which lead to changes in the individual's concepts such as the concept of school and homeland. An individual turns to spend several hours using different digital technologies, sitting in front of their monitors, and using them in his work and for his luxury, he also started to coexist with digital individuals through digital communities where they might be strangers, friends or relatives. Thus, the concepts of rights and duties of citizenship have changed according to the changes of societies in which an individual lives.

It is expected that in any society citizens interact in a specific way with laws and rules, but this does not usually apply when it comes to technology where the misuse of different technological applications has been spread widely (Ribble, Bairy & Ross, 2004). This paved the way to change the concept of citizenship in the digital era and the emergence of digital citizenship concept which has been considered as the ideal example of citizenship in the 21st century.

2.1 Citizenship concept

Linguistically, the word "Muwatanah" (citizenship) is derived from the word "Watan" (homeland); it is the home where a human being lives. The plural form is "Awtan" (homelands). They say "Watana" or "Awtanahu" meaning (to settle in), (Ibn Manzur, 2000, p.239). "Muwatanah" (citizenship) means (to approve), "Watantu" someone means (I approved) with him. Some saw the possibility of deriving the word "Muwatanah" (citizenship), according to its contemporary concept of coexistence in one homeland, from the verb "Watanah" meaning living in one place (Al-Adnani, 1984, p. 725).

In terminology, "citizenship" means: "the individual's belonging to the homeland in which he lives, having the same rights and duties of other citizens" (Al-Qahtani, 2010, p.18). whereas according to Al-Subaih (2005, p.13) "it means the belonging and loyalty to a certain doctrine, it is the homeland, values, principles and the individual's commitments toward his country in exchange for the rights he enjoys, it is the moral behavior in one's life and his conscience so it becomes part of his personality".

2.1.1 Digital citizenship

The concept of digital citizenship has emerged from the strong interaction of the individual within the different and various technological incubators, to be a part of the comprehensive system of citizenship that all societal institutions seek enhancing it in order to reach a consistent society. Researchers and specialists applied hard in defining the concept of digital citizenship; some defines it at: "the individual's use of digital techniques regularly and effectively, to support education and the social, political and governmental participation" (Kaminiski, 2015, p.360). Citizenship is also defined as the individual's interaction with others using digital tools and sources in

their different forms such as the computer and information network, as a mediator to connect with others using several forms like: emails, blogs, websites and social media networks (Edmonton Catholic Schools, 2012). Ribble (2017) defines it as the appropriate criteria of the responsible use of technology which prepare students for the optimal use of it.

Digital citizenship according to the Australian curriculum means providing students with a set of skills in the field of using Twitter, Blogs and Facebook as well as acquiring the ability to sue famous websites for education and learning purposes. Digital citizenship concept also teaches students basic skills such as: the skills of research, communication, solving problems, and enriching their knowledge about their own country's culture and history, moreover enhancing their belief in the values of freedom, justice and democracy (Hassan, 2014). Digital citizenship may also be described as the applied criteria and norms of appropriate and responsible behavior in terms of the optimal use of technology; it is a mean of preparing a whole generation to use technology in the right and proper way.

The International Society for Technology in Education has defined nine elements for digital citizenship as mentioned by Rebble (2012) in his book (Digital Citizenship at Schools) and by Al-Asmari (2015). These elements have been determined to assist in reaching a better understanding of the topics that form digital citizenship, moreover; providing an organized way to teach and embed them in an appropriate manner in curriculums, to have fully digitized citizens. These elements are as follows:

Digital access: means providing all students with equal opportunities with regard to technological access, so that technology is accessible for all, and having the opportunity to engage in a digital society, as we prepare students for a technological future, access to technology in schools must be available.

Digital commerce: means educating students about digital commerce and smart consumption, as well as informing them about issues they may face while shopping online such as fraud and identity or personal information theft etc., so students become more aware when buying or selling goods online which prepares them for the interaction in digital economy.

Digital communication: is the new way people interact with each other, whether through e-mail, video calling, instant messaging, social networking sites, or other digital media. Therefore, it is necessary to achieve the appropriate digital social communication when communicating with others and to educate students about the behaviors and rules that should be followed.

Digital literacy: Despite the efforts paid to spread technology in general, the focus is often on teaching the technology itself rather than how to use it properly. One of the most important issues of digital literacy is learning the digital basics, evaluating electronic sources, and the accuracy and truthfulness of their content, as well as discovering and developing ways of online learning and distance learning.

Digital etiquette: in the old days, parents were responsible for setting the rules of etiquette in general. Now, with the technological development, parents became unable to be updated and know what it appropriate and inappropriate in the digital content. Here comes our role as educators to handle digital behavior issues in curriculums, to emphasize the principle of respect, and to introduce students to the digital etiquette basics.

Digital law: A digital law was created to protect digital users, exists in Saudi Arabia under the name of Anti-Cybercrimes Law, and any violation of the regulations of this law entails real penalties. This topic should be addressed at school to clarify the penalties imposed upon some irresponsible behavior of students such as the use of piracy programs, infiltration of programs and systems, sexual harassment or identity theft, etc. The Kingdom of Jordan has also established a unit related to the General Security called the Cyber Crime Unit that receives citizens' complaints with strict Confidentiality.

Digital responsibilities and rights: due to the fact that there is a digital law that protects digital citizens, the rights of these citizens; such as privacy, protection of their intellectual property, and other rights, must be highlighted. In exchange for these rights there are responsibilities; as for the individual to receive his rights, he must fulfill his responsibilities toward the digital society, namely the optimal and responsible use of technology.

Digital health and wellness: by educating students about the physical risks that can accompany their use of technology, such as negative health effects on the eyes, shoulders, back, and other symptoms that may result from irresponsible use, which may develop into real addiction that might lead to some mental and psychological problems. Therefore, students need to combine between the use of technology and maintaining good health.

Digital security: includes teaching students how to protect their data by using antivirus software, digital security systems, and not providing personal data to anyone over the Internet, which in turn protects them from identity theft, fraud, and harassment.

There are several ways to teach and clarify the previously mentioned nine elements of digital citizenship; one of these ways is the REPs (Respect, Education and Protection Principles), REPs concept divides the nine digital citizenship elements into three categories, each category includes three elements, as explained by Shhadah (2013) and Id'ees (2015):

- Respect yourself and respect others, includes: Digital Etiquette: the digital norms of behavior, Digital Access: the full digital participation in the society, and the Digital Law: the electronic responsibility of actions and works.

- Educate yourself and connect with others, includes: Digital Communication: information digital exchange, Digital literacy: the process of learning and teaching technology and using its tools, and the Digital Commerce: buying and selling goods and products electronically.

- Protect yourself and protect others, includes: Digital Responsibilities and Rights: the freedom that everyone has in the digital world, Digital Security (self-protection): the procedures of electronic protection and caution, and the Digital Health and Wellness: physical and psychological well-being in the digital technology world.

2.1.2 Aspired objectives of the digital citizenship culture

Digital Citizenship has been associated with what is known as digital life. The main goal of digital citizenship is to improve learning and its outcomes, and to provide students with the appropriate and responsible behavior of using technology to become the 21st century's citizens. Its objectives are to raise the awareness of different age groups in terms of the concept of digital citizenship in an attractive manner, reduce the negative impact of Internet use on real life, spread the culture of freedom of expression within the limits of respect, facilitate and clarify the best ways for an individual to deal with a certain electronic situation or issue by developing an integrated reference of the widespread electronic issues, transform the concept of strict control and lack of privacy into self-censorship in accordance with the principles of Islamic Shari'a and social values, and provide a social environment free of violence (Sharaf & Al-Damirdash, 2014). Therefore, it is necessary to diagnose the reality, analyze the content of the current educational curriculums, issue clear judgments, and then identify the needs based on scientific grounds. Accordingly, curriculum components are created in the light of digital citizenship.

Developing curriculums plays a major role in instilling values and correct principles in the students' personalities, and in enforcing values and morals. This is not achieved by simply adding a lesson to one of the school's subjects, but by incorporating the values of digital citizenship into the curriculum and make it the general theme through which education is carried out.

2.2 Related studies

Al-Samadi (2017) carried out a study aimed at knowing the perceptions of the students at Qassim University regarding digital citizenship. The study's tool was applied over a sample of (374) students; males and females. The results showed that students' perceptions regarding digital citizenship were of medium level. the researcher recommended the importance of conducting intensive studies about this topic and addressing new dimensions that were not addressed in his study, as well as the importance of including the concept of digital citizenship in the educational curriculums and the ways to activate it in real life. The study also highlighted the importance of holding training courses for students and their teachers to increase their awareness of their digital rights and duties, and work to develop their skills to using digital media positively.

Shaqura (2017) conducted a study that aimed at identifying the level of practicing the role of secondary school teachers in promoting digital citizenship to confront the phenomenon of cultural pollution among students and how to activate this role from the students' point of view. To achieve the objectives of the study, the researcher applied the descriptive analytical approach and the constructive approach depending on a questionnaire as the tool of the study. The questionnaire was divided into three domains: promoting respect in using digital technologies, promoting education in the use of digital technologies, and promoting protecting in using digital technologies. The population of the study composed of all male and female secondary stage students (28266) in Gaza governorates registered for the academic year (2017-2018), the study sample was made of (380) students; males and females, chosen randomly. The study concluded several results among which: the study's sample estimation of the secondary stage teachers' role in promoting digital citizenship was with the percentage of (75%) in order to confront the phenomenon of cultural pollution among students; this showed that teachers often practice their role in this. The results showed as well that there are no statistically significant differences between the means of the study sample's estimations regarding the level of practicing the secondary stage teachers' role in promoting digital citizenship to confront the phenomenon of cultural pollution among students in Gaza attributed to the study variables such as: gender and grade (grades eleven and twelve). The study recommended preparing training programs for the rehabilitation and training of teachers to improve their skills in general, and the secondary stage teachers in particular to be fully aware of the digital citizenship concepts, values and how to promote it among students.

Al-Tawalbeh (2017) analyzed the textbooks of civic and national education to identify the level of embedding digital citizenship in them and the awareness of these subjects' teachers regarding the concept of digital citizenship. The sample of the study included (43) teachers of civic and national education in Irbid directorate that have been chosen purposively, and of all civic and national education textbooks for the primary stage of the academic year (2017-2018). The researcher depended on interviews and content analysis in collecting data. The results showed that all civic and national education textbooks lack the use of digital citizenship concept and five out of nine digital citizenship elements were not mentioned in any of its aspects except in the civic and national education textbook of grade eight. The results revealed as well that teachers of

civic and national education have a low level of awareness regarding digital citizenship concepts and elements.

Al-Shamri (2016) study revealed the availability of digital citizenship values among computer and information technology teachers at middle and high school and the means of enhancing them. The study population consisted of all computer and information technology teachers in Hafr Al-Baten Governorate; (8018) male and female teachers, where (86) teachers were interviewed. The results showed the high level of availability of digital citizenship values among computer and information technology teachers at middle and high school, and that the ways to enhance the digital citizenship values among computer and information technology teachers in the middle and high school stage were of a very high level of availability.

The study of Al-Msalmani and Al-Disouqi (2014) aimed at clarifying the concept of digital citizenship and the need for it in the current era. The researchers used a questionnaire to reveal the tendency of (300) male and female secondary stage students in Egypt toward the use of digital technology. The results of the field study have emphasized the increasing tendency of students toward using the different forms of digital technology as well as their lack of awareness of the correct and acceptable behavior related to the use of technology which in its turn is reflected negatively on students at this stage and make them unqualified to deal with the technological society and its positive and negative outputs.

(Simsek & Simsek, 2013) carried out a study that aimed at identifying the new digital citizenship skills in Turkey and discussing them according to their current practice. The results showed that there is a relationship between the recent technological skills and the concept of digital citizenship, and their role in applying the concept of digital democracy. The study pointed out the current flow of information and the growth of the scientific content in different fields through the new technology that suits the requirements and practices of good citizenship, especially in light of people's need for reliable and credible information; to help them make their own decisions. New skills related to digital citizenship are affected by several factors including: Internet participation, citizen's rights, technological capabilities, Internet, social networks, values and principles, and the emergence of what is known as the digital identity. The results also indicate that the Turkish authorities have begun to deal with the concept of digital citizenship, which considered modern technology as a mean to develop digital identity that includes digital, social and cultural information in accordance with the norms and values of Turkish society.

It is noted from the previous studies the diversity of their population; some of which was composed of university students such as the study of Al-Samadi (2007), another was composed of the primary and secondary stage teachers (Shaqura, 2017; Al-Shamri, 2016; Al-Msalmani & Al-Disouqi, 2014), and one was concerned with analyzing civic and national education textbooks like the study of 9Al-Tawalbeh, (2017). It was also noted that some of these studies used questionnaires, open questions, personal interviews, and textbooks analysis. The current study differs from previous studies in analysis Arabic textbooks and following the content analysis approach, moreover; it is the first study in Jordan in the field of digital citizenship regarding the Arabic language textbooks.

3. Statement of the Problem

Services and technologies offered by Internet have attracted users; especially social media websites and online shopping. This formed a digital community that contributes significantly in the interaction of users with each other; such an interaction requires correct rules of behavior and thus the concept of digital citizenship. However, this communication may go beyond facilitating social and economic life to the level that it might be misused. The Public Security Directorate (2016) reported that cybercrime in Jordan is increasing continuously. The number of cybercrime in 2016 has reached (2800) crimes. In this sense, school curriculums seek to nurture generations to be good citizens at both the societal and natural levels. Since the acquisition of Arabic language skills is done in many ways, and teachers try to use e-learning, as well as the fact that students at the age of (13–15) yeas old can easily use Internet and learn through it; Arabic language curriculums have a role in this as they provide an effective contribution for students to acquire Arabic language skills through the proper use of digital technologies, thus complementing their role in shaping the student's personality and his digital practices that reflect his citizenship.

Based on this, the study answered the following questions:

First question: What are the concepts of digital citizenship embedded in the primary stage Arabic language textbooks?

Second question: What are the suggested concepts of digital citizenship to be embedded in the primary stage Arabic language textbooks?

3.1 Significance of the study

The importance of this study emerges from handling a new topic in the field of Arabic language curriculums - which was discussed by other researches but only regarding the social education curriculum - namely digital citizenship, and the availability of its elements in Arabic language textbooks for the primary stage, moreover; it

presents a description of Arabic language curriculum's reality in the light of digital citizenship and therefore make the decision with a vision for the future when planning and developing curriculums.

3.2 Limitations of the study

The study was limited to analyzing the Arabic language textbooks for the academic year 2017-2018, and the results of the study were limited to the validity and reliability of the tool of the study and the statistical procedures used to answer its questions.

3.3 Procedural Definitions

The following terms shall be defined wherever they are mentioned as follows:

Digital citizenship: the group of correct behavior when dealing with digital technology regarding: Digital access (availability), digital commerce, digital communication, digital literacy, digital etiquette (morals), digital law, digital rights and responsibilities, digital health and wellness, and digital security (self-protection), measured by the tool of the study through analyzing the content of Arabic textbooks.

Primary stage Arabic textbooks: are the Arabic textbooks of grades eight, nine, and ten in Jordan for the academic year 2017-2018. It is a set of lessons defined by the Ministry of Education in Jordan's schools namely Arabic language for grades eight, nine and ten. They include Arabic language skills of reading, writing, speaking and listening as well as grammar for the academic year 2017-2018.

3.4 Methodology and Procedures

Methodology of the study: the researchers followed the descriptive analytical approach in analyzing textbooks according to the unit of analysis embedded in the measuring tool, be it a sentence, an image or a diagram that project the concept mentioned in the measuring tool paragraph.

Population and sample of the study: the study sample composed of all Arabic language textbooks of grades eight, nine and ten composed by the Ministry of Education for the academic year 2017-2018.

Tool of the study: to achieve the objectives of the study, the tool of content analysis regarding digital citizenship concepts has been developed through reviewing the related literature and previous studies (Al-Samadi, 2017; Tawalbeh, 2017; Ribble & Bailey, 2006; Jwaifell, 2018).

The validity of the study tool has been verified through review it by a group of arbitrators specialized in curriculums, teaching methods, measurement, evaluation, and teaching technology, to consider their notes regarding the language of items, their suitability to the purposes of analyzing Arabic language textbooks' content and the relevance of the items to the element to which they belong and to the digital citizenship measurement. The study's tool consisted of (73) items resembling the nine elements of digital citizenship.

The study's tool reliability has been verified through the test and re-test method applied by two higher primary stage teachers (grades eight, nine, and ten); six teachers for each class. Holsti's method of intercoder reliability has been applied to verify the content analysis reliability. The following table shows the reliability coefficients that are considered appropriate for the purposes of the current study:

Table 1. Reliability Coefficients of the Tool of Analyses

Grade	Eight	Nine	Ten	Total
Reliability coefficient	0.84	0.83	0.81	0.82

The steps of Arabic language textbooks' content analysis were as follows:

- 1- The objective of analysis: the goal of analysis was identified as the concepts of digital citizenship included in the Arabic language textbooks for grades eight, nine and ten.
- 2- Digital citizenship elements: the nine elements of digital citizenship have been determined and the items to which they belong.
- 3- Unit of analysis: a sentence, an image and a diagram have been considered as the units of analysis and the repetition of digital citizenship concepts embedded in them.
- 4- Concepts of digital citizenship: the repetition of embedding each item of the digital citizenship elements within the unit of analysis (a sentence, an image, a diagram) has been calculated.
- 5- Repeating the content analysis two weeks after the first analysis has been done to calculate the reliability of the final analysis by the specialized researcher in Arabic language teaching methods, the reliability coefficient between the first and the second analyses was (100%).
- 6- Calculating repetitions, ranks and percentages of each item of the digital citizenship items, and the total of each element and the total of all elements as a whole.

4. Findings and Discussion

Frequency of embedding digital citizenship concepts in Arabic language textbooks for grades eight, nine, and ten have been calculated.

Here are the results of the study and their discussion according to the order of the study's questions:

The first question: what are the concepts of digital citizenship embedded in Arabic language textbooks for the upper primary stage?

To answer this question, repetitions of embedding digital citizenship concept in Arabic language textbooks have been calculated as well as the percentages of repetitions for each element of digital citizenship elements as follows:

- The first element: digital access (availability)

Table 2. Digital Access

No.	Items	Grade eight		Grade nine		Grade ten		Total		Rank
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	
1	Arabic language textbooks help students to use search engines and Internet during learning Arabic language skills	11	30.6	11	30.6	10	27.8	32	88.8	1
2	Arabic language textbook suggests providing all students with the opportunities of digital access to Arabic language learning websites	1	2.8	1	2.8	1	2.8	3	8.3	2
3	Arabic language textbook suggests using laptops during learning Arabic language skills	1	2.8	0	0	0	0	1	2.8	3
4	Arabic language textbook helps students with special needs to use the computer 's laboratory to acquire the Arabic language skills	0	0	0	0	0	0	0	0	4
5	The content of Arabic Language textbook contains adequate community awareness signals about the optimal use of Internet and smart devices in social communication	0	0	0	0	0	0	0	0	4
6	Arabic language textbook suggests to strengthen networks' transmission and reduce the cost of Internet subscription to achieve a digital world	0	0	0	0	0	0	0	0	4
Total of digital access (availability)		13	36.1	12	33.3	11	30.6	36	100	

The table shows that Arabic language textbook does not embed the concepts of digital citizenship regarding the digital access element except for items number (1, 2, and 3). Item number 3 was embedded only once in the Arabic language textbook of grade eight. The repetitions of digital access for grades eight, nine, and ten were (11, 12, 13) respectively, with a total repetitions of (36) only.

- The second element: digital commerce

Table 3. Digital Commerce

No.	Items	Grade eight		Grade nine		Grade ten		Total		Rank
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	
1	Arabic language textbook participates in letting the student know how to buy Arabic e-books through Internet	0	0	0	0	0	0	0	0	-
2	Arabic language textbook introduce students to the problems of online shopping, accounts theft, and online fraud	0	0	0	0	0	0	0	0	-
3	Arabic language textbook shows students the possible consequences of buying and selling Arabic language educational materials through Internet	0	0	0	0	0	0	0	0	-
4	Arabic Language textbook provides students with skills that enable them to verify the credibility and reliability of commercial sites, and to deal only with well-known commercial sites	0	0	0	0	0	0	0	0	-
5	Arabic language textbook draws students attention toward providing websites with personal information	0	0	0	0	0	0	0	0	-
6	Arabic language textbook helps to educate students about safe websites to exchange online sales and purchases processes	0	0	0	0	0	0	0	0	-
7	Arabic language textbook contributes to students' knowledge, protection, selling and purchasing in the digital world	0	0	0	0	0	0	0	0	-
8	Arabic language textbook deals with producing students to some issues related to the sale and purchase of digital materials related to Arabic language	0	0	0	0	0	0	0	0	-
9	Arabic language textbook helps in educating and warning students when entering the information of Visa card and paying through a prepaid shopping card	0	0	0	0	0	0	0	0	-
10	Arabic Language textbook helps to educate students about the ways to search for websites of Arabic language materials at a better price	0	0	0	0	0	0	0	0	-
Total of digital commerce		0	0	0	0	0	0	0	0	

The table shows the clear absence of digital citizenship concepts in the Arabic language textbooks regarding the digital commerce element.

- The third element: Digital communication

Table 4. Digital Communication

No.	Items	Grade eight		Grade nine		Grade ten		Total		Rank
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	
1	Arabic language textbook encourages using the different types of digital communication: emails and cell phones among students at school	1	0	0	0	0	0	10	50	1
2	Arabic language textbook suggests using digital communication means between teachers and students such as blogs, Facebook, WhatsApp, Twitter etc. which help to create activities related to learning Arabic language	0	0	1	0	0	0	1	50	1
3	Arabic language textbook draws students' attention toward the importance of balancing between their rights and responsibilities during digital communication	0	0	0	0	0	0	0	0	3
4	Arabic language textbook helps to introduce students to the different means of digital communication	0	0	0	0	0	0	0	0	3
5	Arabic language textbook helps students to know whether the digital communication means are appropriate or inappropriate to acquire the skills of Arabic language	0	0	0	0	0	0	0	0	3
6	Arabic language textbook educate students about the correct behavior when using digital communication technologies	0	0	0	0	0	0	0	0	3
7	Arabic Language textbook helps students to be aware of the possibility of retrieving the deleted information because they remain in the virtual space on Internet when presenting their works related to Arabic language skills	0	0	0	0	0	0	0	0	3
Total of digital communication		1	50	1	50	0	0	2	100	

The table shows the clear absence of embedding the concept of digital citizenship in Arabic language textbooks regarding the element of digital commerce; except for that Arabic language textbook encourages the use of digital communication means: emails and cellphones among students at school with one repetition in favor of grade eight, and for that Arabic language textbook suggests the use of digital communications means between teachers and students: blogs, Facebook, WhatsApp, Twitter etc. which help to create activities related to Arabic language learning for grade nine. Moreover, the concepts of digital citizenship were absent in the Arabic language textbook of grade ten.

- The forth element: digital literacy

Table 5. Digital Literacy

No.	Items	Grade eight		Grade nine		Grade ten		Total		Rank
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	
1	Arabic language textbook includes sources and materials related to Arabic language skills, which students can access through digital sources such as blogs and websites.	0	0	0	0	2	66.7	2	66.7	1
2	Arabic Language textbook encourages digital cooperation among students in doing homework, school activities and obtaining information	1	33.3	0	0	0	0	1	33.3	2
3	Arabic language textbook provides students with the needed information for using digital communication	0	0	0	0	0	0	0	0	3
4	Arabic Language textbook suggests increasing the time specified for students to learn about digital technologies and share that information, especially those dealing with educational content of Arabic language	0	0	0	0	0	0	0	0	3
5	Arabic language textbook suggests holding training courses about the optimal use of technology in order to lean Arabic	0	0	0	0	0	0	0	0	3
6	Arabic Language textbook suggests that students and teachers share information about digital technologies that contribute to learning Arabic language	0	0	0	0	0	0	0	0	3
7	Arabic language textbook provides students with information that qualifies them to use digital communication on the national level	0	0	0	0	0	0	0	0	3
8	Arabic language textbook provides students with the information that qualifies them to use digital communication on the moral level	0	0	0	0	0	0	0	0	3
9	Arabic language textbook provides students with the information that qualifies them to use digital communication on the cultural level	0	0	0	0	0	0	0	3	
Total of digital literacy		1	33.3	0	0	2	66.7	3	100	

The table shows the clear absence of embedding the concepts of digital citizenship regarding the element of digital literacy in the Arabic language textbooks except for the two items of: Arabic language textbooks includes sources and materials regarding the Arabic language skills that students can get through digital sources such as blogs and websites with two repetitions for grade ten, and the item that Arabic language textbook encourages digital cooperation among students in doing homework, school activities and obtaining information with one

repetition for grade eight. It was also noted the total absence of digital literacy concept in the Arabic language textbook of grade nine.

- The fifth element: digital etiquette (morals)

Table 6. Digital Etiquette (Morals)

No.	Items	Grade eight		Grade nine		Grade ten		Total		Rank
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	
1	Arabic language textbook shows students the positive effects of using technological means	3	75	0	0	0	0	3	75	1
2	Arabic language textbook includes explicit calls to respect cultures, communities and opinions in the digital environment, and to combat intolerance to the mother tongue	0	0	0	0	1	25	1	25	2
3	Arabic language textbook clarifies for the students the negative effects of misusing technological devices	0	0	0	0	0	0	0	0	3
4	Arabic language textbook encourages students to learn Arabic language during dealing with technology	0	0	0	0	0	0	0	0	3
5	Arabic language textbook is designed to enable students to control their behavior through modern digital technologies such as Facebook, WhatsApp, Twitter etc. using words that demonstrate appropriate communication skills for all cultures	0	0	0	0	0	0	0	0	3
6	Arabic language textbook seeks feedback from others to assess the use of technology and make personal adjustments based on the feedback provided	0	0	0	0	0	0	0	0	3
7	Arabic language textbook encourages students to use cellphones to communicate in the class on subjects related to the Arabic language skills	0	0	0	0	0	0	0	0	3
Total of digital etiquette		3	75	0	0	1	25	4	100	

The table shows the clear absence of digital citizenship concepts in the Arabic language textbooks regarding the element of digital etiquette, except for two items: Arabic language textbook shows students the positive effects of using technological means for grade eight, and the item of Arabic language textbook includes explicit calls to respect cultures, communities and opinions in the digital environment, and to combat intolerance to the mother tongue for grade ten. It was also noted the absolute absence of digital etiquette concepts in the Arabic language textbook of grade nine.

- The sixth element: digital law

Table 7. Digital Law

No.	Items	Grade eight		Grade nine		Grade ten		Total		Rank
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	
1	Arabic language textbook clarifies for students the responsibilities of actions and works when dealing with the content of Internet	0	0	0	0	0	0	0	0	0
2	Arabic language textbook invites students to reject the idea of claiming the user's ignorance of technological means	0	0	0	0	0	0	0	0	0
3	Arabic language textbook trains students on the mechanisms of reaction to dialogues and discussions implemented through digital technologies	0	0	0	0	0	0	0	0	0
4	Arabic language textbook deals with the student's responsibility toward the dangers that may occur during the participation in the technological events	0	0	0	0	0	0	0	0	0
5	Arabic language textbook warns students from infringing the rights of intellectual property of others and stealing their work and products and attributing them to themselves	0	0	0	0	0	0	0	0	0
6	Arabic language textbook warns students from receiving, exchanging or producing pornography	0	0	0	0	0	0	0	0	0
7	Arabic language textbook warns students to stay away from the digital groups, sites and pages that offend the Arabic language and culture	0	0	0	0	0	0	0	0	0
8	Arabic language textbook helps students to be educated about the laws and ethics governing the use of digital technologies	0	0	0	0	0	0	0	0	0
9	Arabic language textbook clarifies the limits of freedom of speech through the digital technologies	0	0	0	0	0	0	0	0	0
10	Arabic language textbook educates students about not infringing the rights of others in the way they use technology such as Literary plagiarism or other works of others	0	0	0	0	0	0	0	0	0
11	Arabic language textbook deals with the digital laws during the class	0	0	0	0	0	0	0	0	0
12	Arabic language textbook clarifies the students responsibilities toward downloading educational materials related to Arabic language	0	0	0	0	0	0	0	0	0
13	Arabic language textbook clarifies the students responsibilities toward sharing information	0	0	0	0	0	0	0	0	0
Total of digital law		0	0	0	0	0	0	0	0	0

The table shows a clear absence of embedding the concepts of digital citizenship I the Arabic language textbooks regarding the element of digital law.

- The seventh element: digital rights and responsibilities

Table 8. Digital Rights and Responsibilities

No.	Items	Grade eight		Grade nine		Grade ten		Total		Rank
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	
1	Arabic language textbook helps students to get used to mention digital websites for information about summer plans	0	0	0	0	0	0	0	0	0
2	Arabic language textbook clarifies for students the techniques of protecting others rights and defending their own digital rights	0	0	0	0	0	0	0	0	0
3	Arabic language textbook helps in setting a clear and acceptable policy regarding the use of digital technology inside or outside the school	0	0	0	0	0	0	0	0	0
4	Arabic language textbook educates students about using materials available on the Internet in an ethical manner	0	0	0	0	0	0	0	0	0
5	Arabic language textbook warns students against using technology for cheating in tests or tasks	0	0	0	0	0	0	0	0	0
6	Arabic language textbook helps in spreading the digital rights and responsibilities within the class	0	0	0	0	0	0	0	0	0
7	Arabic language textbook provides examples about the use of technology and discusses what is considered appropriate or inappropriate regarding the Arabic language curriculum	0	0	0	0	0	0	0	0	0
Total of digital rights and responsibilities		0	0	0	0	0	0	0	0	

The table shows a clear absence of embedding the concepts of digital citizenship in the Arabic language textbooks regarding the element of digital rights and responsibilities.

- The eighth element: digital health and wellness

Table 9. Digital Health and Wellness

No.	Items	Grade eight		Grade nine		Grade ten		Total		Rank
		Frequency	%	Frequency	%	Frequency	%	v	%	
1	Arabic language textbook highlights the danger of the long use of digital games of Arabic language learning	0	0	0	0	0	0	0	0	0
2	Arabic language textbook helps students to manage their time when using digital technology to read digital materials	0	0	0	0	0	0	0	0	0
3	Arabic language textbook directs students to protect themselves from corrupted intellectual beliefs and citation of Arabic-language content published through technology	0	0	0	0	0	0	0	0	0
4	Arabic language textbooks educates students to avoid unhealthy sitting positions while learning Arabic using the digital world	0	0	0	0	0	0	0	0	0
5	Arabic language textbook helps in spreading the culture of digital health and wellness during using technology to acquire the Arabic language skills	0	0	0	0	0	0	0	0	0
6	Arabic language textbook warns students against the full dependency on digital learning or Arabic language which might lead to the technological addiction	0	0	0	0	0	0	0	0	0
Total of digital health and wellness		0	0	0	0	0	0	0	0	

The table shows the clear absence of embedding the concepts of digital citizenship in the Arabic language textbooks regarding the element of digital health and wellness.

- The ninth element: digital security (self-protection)

Table 10. Digital Security

No.	Items	Grade eight		Grade nine		Grade ten		Total		Rank
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	
1	Arabic language textbook provides students with the telephone number of the Telecommunications Regulatory Authority in Jordan to follow up abuse complaints	0	0	0	0	0	0	0	0	0
2	Arabic language textbook educates students about their responsibility in protecting themselves from intruding words that threatens their Arabic language	0	0	0	0	0	0	0	0	0
3	Arabic language textbook minds applying what the students have learnt to protect their information on Internet	0	0	0	0	0	0	0	0	0
4	Arabic language textbook helps in spreading the culture of digital security during the class	0	0	0	0	0	0	0	0	0
5	Arabic language textbook educates students about changing their passwords regularly	0	0	0	0	0	0	0	0	0
6	Arabic language textbook trains students to use websites that suit their age and achieve their goals and needs to learn Arabic language	0	0	0	0	0	0	0	0	0
7	Arabic language textbooks encourages the students to tell their parents about any hacking they face	0	0	0	0	0	0	0	0	0
8	Arabic language textbook educates students about informing the security authorities about any hacking they face	0	0	0	0	0	0	0	0	0
Total of digital security		0	0	0	0	0	0	0	0	0

The table shows the clear absence of embedding the concepts of digital citizenship in the Arabic language textbook regarding the element of digital security (self-protection).

- The total of the elements: digital citizenship

Table 11. Digital Citizenship Availability

No.	Items	Grade eight		Grade nine		Grade ten		Total		Rank
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	
1	Digital access (availability)	13	28.9	12	26.7	11	24.4	36	80	1
2	Digital commerce	0	0	0	0	0	0	0	0	5
3	Digital communication	1	2.2	1	2.2	0	0	2	4.4	4
4	Digital literacy	1	2.2	0	0	2	4.4	3	6.7	3
5	Digital etiquette	3	6.7	0	0	1	2.2	4	8.9	2
6	Digital law	0	0	0	0	0	0	0	0	5
7	Digital rights and responsibilities	0	0	0	0	0	0	0	0	5
8	Digital health and wellness	0	0	0	0	0	0	0	0	5
9	Digital security (self-protection)	0	0	0	0	0	0	0	0	5
Total of digital citizenship		18	0	13	0	14	0	45	100	

The table shows the absolute absence of embedding the concepts of digital citizenship in the Arabic language textbooks regarding the elements of digital commerce, digital law, digital rights and responsibilities, digital health and wellness, and digital security (self-protection), on the other hand they embedded some concepts of digital citizenship regarding the element of digital access (availability) with (36) repetitions and a

percentage of (80%) of the overall of repetitions which came at the first rank, and the element of digital etiquette (morals) with four repetitions and a percentage of (8.9%) which came at the second rank, as well as the element of digital literacy with three repetitions and a percentage of (6.7%) which came at the third rank, and finally the element of digital communication with two repetitions and a percentage of (4.4%) which came at the fourth rank.

The results of the study in general showed the clear absence of embedding the concepts of digital citizenship in the Arabic language textbooks which was proved by the existing of (64) items that were clear of any repetitions in all the Arabic language textbooks, and other (9) items had only few repetitions; the concepts of digital citizenship regarding the element of digital access (availability) had the following repetitions (11, 12, 13) for grades eight, nine, and ten respectively, with a total of (36) repetitions only. Moreover, the third item was embedded only once in the Arabic language textbook of grade eight. It was also noted that the first item of the first element of digital access “Arabic language textbooks help students to use search engines and Internet during learning the Arabic language skills” and the second item on the first element of digital access “Arabic language textbook suggests providing all students with the opportunities of digital access to Arabic language learning websites” were embedded in the Arabic language textbooks; this can be explained by the nature of the variety of Arabic language skills such as reading which includes texts from Quran, Hadeeth, prose texts, poems, grammar including the writing rules. As a result the activities related to these skills vary and most of them are assigned to students to accomplish by using Internet and the different search engines to obtain information related to Arabic language skills and benefiting from the available exercises and examples. Students are also asked to accomplish tasks related to some linguistic and grammar concepts or poetry by using Arabic language websites to obtain the needed information and references. This is also attributed to the efforts of the Ministry of Education in (2003) to carry out an educational project aimed at integrating information and communication technology with the educational process to improve its quality; bearing in mind that minding this matter is an inevitable necessity in the light of intellectual economy, and to transforming the educational system of the three stages (Kindergarten, primary and secondary stage) to be able to graduate students with high intellectual skills who will employ them in solving problems and producing creative solutions so they participate effectively in the international competitive intellectual economy (Al-Banna & Jalal, 2012).

These results complies with the study of Al-Tawalbeh (2017) and the study of Al-Samadi (2017) where the results showed the absence of using the term of digital citizenship in the civic and national education textbooks, and the teachers perceptions regarding the digital citizenship were of medium level, thus; both studies recommended the importance of embedding the concept of digital citizenship in schools’ curriculums and how to activate it in real life, moreover; they recommended the importance of educating students and teachers about their digital rights and responsibilities. It seems that the absence of digital citizenship concept is not limited to the Arabic language textbooks, therefore; it is expected that the developers of curriculums have not given these concepts the needed attention to be embedded in the school curriculums (school books) in general which is reflected of the Arabic language textbooks in return.

The results of this study disagreed with the study of Al-Shamri (2016) which indicated the existence of digital citizenship values among IT teachers with a high level in the medium and secondary stages. The researchers didn’t find studies that dealt with embedding the concepts of digital citizenship in the Arabic language textbooks in order to compare the results.

The absence of digital citizenship concepts in (69) items can be attributed to a lack of future vision regarding the role of the content of Arabic language textbooks in enhancing the concept of digital citizenship and teaching the coming generations how to protect themselves and others, and how to communicate with others. Moreover, training students through the activities embedding the concepts of digital citizenship in the Arabic language textbooks helps the students to use the critical thinking skills that protect them from being deceived, trains them to analyze and evaluate the situations logically and scientifically, and enables them to choose correctly among alternatives, for example, when a student create or publish something, he should respect the rights of others by citing and mentioning the sources he used. It is worth mentioning that Arabic language is very important in providing students with values, principles and morals, as for Arabic language with its various skills and special patterns of research regarding its verbal structures and their meanings and connotations that comply with embedding values, principles and ideas; makes it beneficial to use these characteristics in implementing the concepts of digital citizenship.

The second question: what are the suggested concepts of digital citizenship to be embedded in the Arabic language textbooks of the upper primary stage?

It is clear from the above mentioned that Arabic language textbooks do not embed the concepts of digital citizenship except a little for the element of digital access (availability); as the Arabic language textbooks help students of grades eight, nine, and ten to use Internet and search engines to learn the Arabic language skills. Based on this, the study suggests that all skills included in all the elements with less than (10) repetitions, should be embedded as an acceptable level that might cover the units of Arabic language textbooks for grades eight, nine, and ten. As for digital citizenship is more than just an educational tool, it is a mean to prepare students to

fully engage with the society and participate effectively in the interests of their homeland in general and in the digital field in particular (Al-Qayid, 2014).

This was emphasized by Al-Salimi (2012) who pointed out that implementing the values of digital citizenship is not a luxury rather than a necessity. It is a must to include these values in the future curriculums. When developing curriculums, the nature of the era in which we live should be taken into account, otherwise the gap between what the students study and the reality they live in will be huge. This complies with the general objectives of education according to the national transformation project (2020) and the dimensions of (2030) vision among which were the development of curriculums and enhancing the students' values and skills so they become stronger and enjoy the knowledge and skills needed for the future such as: the critical thinking, solving problems, making decisions, social communication skills, individual responsibility, self-control etc.

5. Recommendations

In the light of the results of the study, the researchers recommend the following:

- 1- Mind creating and building Arabic language curriculums for the upper primary stage in the light of digital citizenship which contributes in raising the efficiency of these curriculums and their quality to cope with the scientific development.
- 2- Connecting the activities of Arabic language textbooks of the upper primary stage with the digital citizenship standards so students become familiar with them during application.
- 3- Adopting the elements of digital citizenship in the scientific framework of the Arabic language textbooks of the upper primary stage and caring for the informational depth and quality.
- 4- Conducting training and educational workshops for the Arabic language teachers of the upper primary stage so they get to know the curriculums embedding the values of digital citizenship.
- 5- The philosophy of Arabic language books should be consistent with the elements of digital citizenship to suit the reality and culture of the society in which the students live.
- 6- Carrying out more studies regarding the elements of digital citizenship embedded in the Arabic language textbooks throughout the other educational stages.

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