

AMERICAN UNIVERSITY OF ARMENIA

College of Humanities and Social Sciences

Exploring EFL After-School Classes in Armenia as
Platforms for Teaching Citizenship Education

A thesis submitted in
partial fulfillment of the requirements for the degree
Master of Arts in Teaching English as a Foreign Language

By

Sossie Balkhian

Irshat Madyarov, Adviser

First and Last Name, Reader

Yerevan, Armenia

Spring - 2018

We hereby approve that this thesis

By

Sossie Balkhian

Entitled

Exploring EFL After-School Classes in Armenia as
Platforms for Teaching Citizenship Education

Be accepted in partial fulfillment for the requirements of the degree

Master of Arts in Teaching English as a Foreign Language

Committee on the MA Thesis

.....

Dr. Irshat Madyarov, Adviser

.....

First and Last Name, Reader

.....

Dr. Irshat Madyarov

MA TEFL Program Chair

Yerevan, Armenia

Spring - 2018

DEDICATION

To April 2018

ACKNOWLEDGMENTS

I would like to express my appreciation to the individuals who have helped in various phases of this study. I would especially like to acknowledge and thank Aram Mirzoyan and Karine Stepanyan for their continued support.

I wish to express my sincere gratitude to my advisor Dr. Madyarov. His patience, wisdom, and high professionalism immensely inspired me to accomplish this research study. Without his support, I would have given up on the topic before even starting it.

I would also like to thank Ms. Galikyan for her time, support, readiness, and kindness.

I am always grateful to my parents and family for their love, care, and extended support for my craziest decisions.

Finally, I would like to acknowledge the many individuals, including my parents, who saved no time, nor energy or money to serve the community and educate the generations - including myself - as Armenians, in Aleppo. They saved our identity from assimilation, and this paper is an attempt to appreciate their effort and pay it forward.

TABLE OF CONTENTS

List of Tables	viii
List of Figures	ix
Abstract	x
Chapter One: Introduction	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	2
1.3 The Purpose of the Study.....	2
1.4 Research Questions	2
Chapter Two: Literature Review	4
2.1 Citizenship Education	4
2.2 Education and Sense of Belonging	7
2.3 Citizenship Education in Armenia	9
2.4 Rationale for Integrating Citizenship Education in Armenia	10
2.5 Community Service	13
2.6 Digital Storytelling.....	16
2.7 Content-Based Instruction and Citizenship Education	18
Chapter Three: Methodology	21
3.1 Design of the Study.....	21
3.2 Course Design.....	22
3.3 Participants.....	24
3.4 Instruments.....	25
3.3.1 Pre-Post Survey Questionnaire	25
3.3.2 Short Essays for Digital Storytelling	26

3.3.3 Field Notes	27
3.3.4 Focus-group Interviews	27
3.4 Data Collection and Analysis.....	28
Chapter Four: Results and Discussion	30
4.1 Inter-Rater Reliability Analysis	30
4.2 Analysis of the Data for Answering the Major Question	30
4.2.1 Quantitative Data Analysis	31
4.2.2. Qualitative Data Analysis	33
4.3 Analysis of the Data for Answering the Sub-Question.....	40
Chapter Five: Conclusion and Recommendations	44
5.1 Implications.....	44
5.2 Limitations and Delimitations.....	44
5.3 Pedagogical Applications.....	45
5.4 Recommendations for Future Research Studies	47
References	48
Appendix A.....	54
Appendix B.....	57
Appendix C.....	58
Appendix D.....	67
Appendix E	68
Appendix F.....	74
Appendix G.....	78
Appendix H.....	79
Appendix I	80

Appendix J	81
Appendix K.....	84
Appendix L	87

LIST OF TABLES

Table 1. The Difference Between Community Service and Service Learning.....	14
Table 2. Research Design	21
Table 3. The Summery Table of the Participants of Both Groups.....	24
Table 4. The Results of Cronbach’s Alpha Reliability Scale of the Two Groups.....	30
Table 5. Mann-Whitney U Test Results Across the Two Groups – Pre- and Post- Questionnaire.....	31
Table 6. Wilcoxon Signed Ranks Test Results Within Each Group.....	32
Table 7. Descriptive Statistics of the Pre- and Post-Questionnaires of Both Groups.....	33
Table 8. The Outcomes of the Two Groups at the End of the Citizenship Course – Field Notes Findings	37
Table 9. Mann-Whitney U Test Results Across the Two Groups – Sense of Belonging to EEC.....	41
Table 10. Wilcoxon Signed Ranks Test Results Within Each Group – Sense of Belonging to EEC.....	41
Table 11. Descriptive Statistics of the Pre- and Post-Survey Questionnaires of the Two Groups – Sense of Belonging to EEC.....	42
Table 12. Mann-Whitney U Test Results Across the Two Groups – Course Evaluation.....	43
Table 13. Descriptive Statistics of the Course Evaluation of the Two Groups.	43

LIST OF FIGURES

Figure 1. The topics by which students of both groups wanted to be remembered	34
Figure 2. The people or things of which students were proud.....	34
Figure 3. The people that students look up to or want to become like	35
Figure 4. The progress of the students' status in the two groups.....	36

Abstract

The current paper reports a quasi-experimental study which offers evidence and recommendations to English language programs to integrate citizenship education and community service into their curricula. The purpose of this research study was to observe the effects of citizenship education and community service on students' sense of citizenship in EFL after-school classes in Armenia. It also aimed at investigating into the impacts of citizenship education and community service on students' sense of belonging to the educational institution that constructs them as citizens.

The study was conducted with two groups - 29 students - at the Experimental English Classes (EEC). The data was collected both quantitatively and qualitatively. For quantitative data collection, a pre-post survey questionnaire was administered, while observations and interviews were implemented for qualitative data collection. The study used the Statistical Package for the Social Sciences (SPSS) and content analysis for looking into quantitative and qualitative data respectively. Based on empirical evidence, this study revealed that Armenian EFL after-school classes, while teaching English, may also serve as legitimate platforms to teach citizenship education and impact students' sense of citizenship. It also revealed that incorporating community service in the citizenship curricula reinforces the process of constructing young citizens. Last but not least, this research study found that students develop a sense of belonging to the educational institution where they learn citizenship content and through which they serve their communities.

Keywords: citizenship education, community service, sense of belonging, sense of citizenship, EFL, after-school classes, Armenia

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

“The future depends on what you do today.” This powerful message by M. Gandhi was the motive of the current study. The process of seeking for better societies starts with educating today’s generation, because a community would be as active as its citizens and as great as their actions. In other words, the remedy for a sustainable society is to educate its citizens as such to become clear-thinking, knowledgeable, active, and philanthropists. Hence, besides bringing up mere educated subjects, educational institutions should also aim at constructing their students as enlightened, active, and compassionate citizens.

Recently, citizenship education has become embedded in the curricula of schools across the world. However, different countries implemented it differently: (a) as a stand-alone subject; (b) both as a stand-alone subject and ingrained into other subjects’ curricula; or (c) as a cross-curricular dimension into other subjects’ curriculum, i.e., all subjects including English as a foreign language contribute to achieving the objectives of citizenship education. Moreover, the general consensus in the present day is that English is perceived as the unofficial language of information and communication across the world because of internet and technology. Therefore, EFL educators as well as policy makers signify the importance of interactive approaches such as experiential learning and communicative approach where students learn the language by doing and communicating real meaning. Taking into consideration the previously mentioned, the current research looked at the EFL classes as legitimate platforms where students can learn authentic language by using it in relevant context. Not only that, the students can also learn and practice citizenship content and skills. Hence, this paper explores whether that citizenship education and community service can serve as effective educational instruments in EFL classes and equip students with the knowledge of English as well as foster active citizenship.

1.2 Statement of the Problem

Many studies have been carried out worldwide to find out the effects of citizenship education and community service on ESL students. Fewer studies have been implemented with EFL students in these fields, and very limited studies have been conducted to reveal the impact of citizenship education and community service in EFL classrooms in Armenia. No studies have been found which disclose the impact of community service on citizenship education in Armenia.

1.3 The purpose of the Study

The present study was an attempt to fill the gaps in the literature on citizenship education in the EFL context in Armenia. It aimed at exploring these issues through a mixed-method study by systematic data collection and analysis. The significance of this study lies in that it was conducted to investigate, providing empirical evidence, whether citizenship education is effective in the Armenian EFL classrooms, and to look into the feasibility of integrating it in the Armenian EFL curricula.

1.4 Research Questions

Initially, the study had one guiding research question (RQ1) concerning students' sense of citizenship. However, in the course of collecting data, observations suggested that a "change" in students' sense of belonging to their school community might occur. Thus, a second research (sub)question (RQ2) emerged to investigate the data and reveal whether citizenship education and community service impact students' sense of belonging to their school.

Hence, the study conducted mixed-methods research to answer the following questions:

Major Question

1. *To what extent do citizenship education and community service in EFL after-school classes impact students' sense of citizenship, if at all?*

Sub-Question

2. *To what extent do citizenship education and community service impact students' sense of belonging to the educational institutions where they learn citizenship education and through which they serve their communities, if at all?*

CHAPTER TWO: LITERATURE REVIEW

2.1 Citizenship Education

There is an astounding number of studies exploring the relationship between citizenship and education. A crucial starting point for this research is to provide the definition for the word ‘citizenship’. The concept of citizenship is considerably new- it was shaped in the modern nation-state; until that, in the times of monarchs and emperors people were referred to “as subjects and not citizens” (Lawton, Cairns, & Gardner, 2004, p.17). However, the core of today’s democratic states are their citizens, because “citizenship fosters active social participation and community involvement” (Serrano, 2008, p. 66). Therefore, in the past few decades, there has been the tendency to conduct an enormous number of research studies looking into the ever-changing concept of citizenship. Due to the complexity of the concept, different researchers came up with different definitions for it. Also, the way it is perceived by the individual citizens is very different. Aiming at reaching a common understanding of the term, the Development Research Centre on Citizenship, Participation, and Accountability enriched the existing literature with the *Development Bibliography*- a review essay which provided an outline to the current views on citizenship. The authors of the *Development Bibliography*, Jones and Gaventa (2002), outlined three approaches in citizenship thought: (a)“citizenship is a status, which entitles individuals to a specific set of universal rights granted by the state” (p.3); (b)“citizenship is defined through, and is seen to develop, particular ‘civic virtues’, such as respect for others [...], recognition of the importance of public service” (Smith, 1998, as cited in Jones & Gaventa, 2002, p.4), caring for others in the community, etc.; and (c)“citizenship should be understood as a common civic identity, shaped by a common public culture” (p.4). In other words, according to Miller (1988, as cited in Jones & Gaventa, 2002), citizenship is a civic identity that unites the citizens of a state as long as their common civic identity is insurmountable by their other “identities” such as

ethnic, religious, political etc. Hence, based on the above-mentioned definitions, this study believes that the individual subjects of a state would become “responsible citizens” when they have *sense of citizenship*; i.e.:

- they have the sense of a civic identity;
- they know and defend their rights, and act to secure the common good;
- they engage in community development practices; and
- they practice civic virtues by understanding their responsibilities within their

communities.

While exploring citizenship literature to come up with an effective formula for constructing active citizens, this study came to believe that citizenship is more than just a legal aspect; it is based on knowledge, skills, and values; and hence, it is an educational task (Minassian et al., 2016). Therefore, for the past few decades, the scholars have also been interested in investigating into the concept of citizenship in the field of education, and there has been much research conducted in civic and citizenship education. The general consensus is that all citizenship related education programs are developed to shape ‘good’ and ‘contributing’ citizens. Here, it is vital to provide a clear distinction between the two terms, *civic education* and *citizenship education*, which have been used interchangeably and/or differently by different research studies and educational institutions in different countries. For example, Schulz, Ainley, Fraillon, Kerr, and Losito (2010) presented the definitions of the terms as:

[c]ivic education focuses on knowledge and understanding of formal institutions and processes of civic life (such as voting in elections), [while] [c]itizenship education focuses on knowledge and understanding and on opportunities for participation and

engagement in both civic and civil society¹. It is concerned with the wider range of ways through which citizens interact with and shape their communities (including schools) and societies (p.14).

Active citizenship is yet another field in civics which has been extensively studied for the past few decades. In an interview, Széger (2013) answered to the question *What is active citizenship?* as: “Active citizenship means people getting involved in their local communities and democracy at all levels, from towns to cities to nationwide activity.” She explained that it can occur as small acts such as cleaning up a neighborhood or as big ones, e.g. spreading the democratic values among young people, teaching them the necessary skills, and educating them to participate. Hence, “[a]ctive citizenship is one of the most important steps towards healthy societies especially in new democracies [...]” (Széger, 2013).

To study the impact of the educational institutions on students’ active citizenship, Kurt Lewin Foundation conducted a research study titled *Youth and Active Citizenship* (Kiss & Héra, 2012) in Hungary, where the participant students of the educational program discussed numerous issues related to the society, active citizenship, as well as the democratic collaboration. The study found that the young participants “have clearly improved in competences related to active citizenship, such as social sensitivity, knowledge of society, competence in cooperation and communication, critical sense, reduction of prejudice, tolerance, understanding, empathy and a liking for diversity” (p.13). Hence, practicing active citizenship is principally about pursuing social values and extensive “participation”, and it is “not restricted to the political dimension” (Hoskins, Jesinghaus, Mascherini, Munda, Nardo,

¹ Civic society – the ‘local state’ – where citizens participate in local health boards, schools, community councils, planning partnerships and all the other mechanisms ultimately under the direction of the state.

Civil society – voluntary action – undertaken by citizens not under the direction of any authority wielding the power of the state.

Saisana, ... & Villalba, 2006, p.10). In short, many researchers, including Huddleston and Kerr (2006), found that civic education empowers people by enabling them to make their own decisions and take responsibility for their own lives as well as for their communities.

2.2 Education and Sense of Belonging

Members of a community have rights and responsibilities towards their community, and in the course of time, they develop a sense of belonging to their community, nation, and/or country. The American Heritage Dictionary defines the word *belonging* as “acceptance as a natural member or part;” while Hagerty et al. defined it as “the experience of personal involvement in a system or environment so that persons feel themselves to be an integral part of that system or environment” (1992, p. 173, as cited in Jones, 2009). Individuals create their identities by valuing their membership within certain groups (Marsh, Bradley, Love, Alexander, & Norham, 2007), such as family, nation, school, a certain football team etc. Therefore, according to Marsh et al. (2007), developing a sense of belonging is “ongoing process” as the degree of sense of belonging to different groups changes by time throughout one’s life. Today’s ‘sense of belonging,’ they explained, is not restricted to the “traditional social categories” and individuals “choose the groups, values and beliefs” (p. 8) with which they want to be identified.

The concept of *sense of belonging* has been investigated in various fields including sociology, social-psychology, and education (Jones, 2009). In his dissertation, Jones (2009) provided a review of literature on *belonging* within numerous disciplines, and studied its impact on the lives of people. He mentioned that the concept of belonging is closely related to other concepts and terms; to name a few: the concept of togetherness, concept of inclusion, concept of relatedness, adjustment, engagement, connectedness, commitment, etc. Moreover, the sense of belonging is believed to be a fundamental human need. It even affects people’s

academic behavior. According to Jones (2009), “[f]or students to fully succeed, this need would appear to be of great importance” (p. 7). Therefore, Jones (2009) wrote his dissertation to provide support to Maslow’s viewpoint that the students are in need of ‘sense of belonging’ and it is crucial for them both inside and outside of the learning context (1954, as cited in Jones, 2009). He presented the findings of various studies in different fields where many researchers supported the importance of the *sense of belonging* to the academic as well as personal lives of the students. However, the ones relevant to this study are presented in the following paragraph:

- “belonging directly impacts cognition and emotion” (Baumeister & Leary, 1995, as cited in Jones, 2009, p.9)
- the sense of belonging benefits students in terms of motivation, concern for others, and positive interpersonal behavior at school (Edwards & Mullis, 2001, as cited in Jones, 2009)
- the sense of belonging plays a significant role even for part-time students, and based on the data, it was suggested that classroom discussion, teacher-students often interaction and in different settings, good quality teaching, etc. can improve students’ belonging towards the institutions (Kember, Lee, & Li, 2001, as cited in Jones, 2009)
- the rates of academic failure and other youth problem behaviors are decreased when a program fosters “healthy, strong, or high sense of belonging” with their youth (Anderson-Butcher & Conroy, 2002, as cited in Jones, 2009, p.12)
- the sense of belonging plays an important role in academic institutions; hence, it should be studied and explored; and learning communities can play a role and facilitate developing the sense of belonging of their students (Hoffman, Richmond, Morrow, & Salomone, 2003, as cited in Jones, 2009).

In other words, the research studies conducted in the discipline of education have shown that

sense of belonging is “an important and even necessary factor within educational institutions” (Jones, 2009, p. 52).

2.3 Citizenship Education in Armenia

After the dissolution of the Soviet Union, the word democracy became trendy in the Armenian social and political reality; but Armenians lacked the experience of practicing democratic principles and acts. To address the political and societal changes and to meet the needs of the new “democratic” society, the governmental system of Republic of Armenia (RA) has been reformed, and in 1998, the ongoing process of reforming the educational system has started. Tovmasyan and Taylor (2008) cited Niemi and Junn (1998), Torney-Purta (2002), and Gutmann (2007), and based on their reports pointed out the importance of starting civic education in the elementary schools where students’ social and civic identity is formed. It was in 1999 that Armenian schools were introduced to the pilot program of the civics, and the first target group was the 9th grade students (Tovmasyan & Taylor, 2008). In 2002, the Ministry of Education and Science (MoES) ordered three new textbooks Human Rights, Civic Education, and State and Law for the 8th, 9th, and 10th grades respectively (Tovmasyan & Taylor, 2008). Later, the Armenian Civic Education project (2003-2005) was launched. As a result, new textbooks were published which were interactive and student-centered; moreover, the teachers of Social Studies have been provided by supplementary teaching resources, teacher guides, as well as educator journals, e.g. the *Man and Society*, and *Pedagogy*. For a detailed review on the history of civic education in RA see (Gyulbudaghyan, Petrosyan, Tovmasyan & Zohrabyan, 2007; Tovmasyan, 2004; Tovmasyan & Taylor, 2008). In 2006, MoES ratified the National Program and Standards for Social Studies which started being implemented in public schools in the school year 2007-2008 (Tovmasyan & Taylor, 2008). According to Gyulbudaghyan et al (2007), the program emphasized the practical aspects of civic education and aimed at integrating students into community-based learning

projects, educating them properly to identify the issues in their communities, and empowering them as such to be able to propose proper solutions to the existing problems.

This practice-based program would encourage active citizenship by developing students' skills, increasing their abilities and willingness to act as responsible citizens (Gyulbudaghyan et al, 2007). Later, the law of RA ratified in 2009, promoted having “informed and independent individuals, who practice and respect democratic principles” (Recommendations on Citizenship Education in Armenia, 2015, p.1). For a brief information about the current curricula of the citizenship education in Armenia's schools see Appendix A. For a more detailed information see the legal documents of MoES (Ministry of Education and Science, 2012). Despite the developmental process of citizenship education in RA, there are still many challenges for and drawbacks in the current citizenship education in Armenia. According to NECE's report (Recommendations on Citizenship Education in Armenia, 2015) the leading ones are the following:

- the dominance of the theoretical rather than the practical aspect, and the lack of skill-oriented approach
- the limited use of Information and Communication Technologies (ICT) in both the teaching and learning processes
- the lack of collaboration among the educational organizations as well as with the non-governmental sector
- the dominance of teacher-centered approach in the classrooms
- the outdated traditional teaching methodology

2.4 Rationale for Integrating Citizenship Education in EFL Classrooms in Armenia

It is believed that ethnicity dominates statehood in Armenia (Boon TV, 2014) which is a natural phenomenon considering the fact that it is an extreme mono-ethnic country and the absolute majority (95%) of its population are Armenians (Aslanyan, Adibekian, Ajabyan,

& Coe, 2007). To support the belief with evidence, it is worth citing a study (Balasanyan, Mkrtichyan & Vermishyan, 2016) conducted in Armenia which found that for young Armenians (between the ages 14-29 years) “[b]eing Armenian is primarily considered in the context of ethnicity and not statehood; citizenship is considered less important as a cornerstone of identity” (p. 122). The same study also found that “[t]he higher the respondents’ level of education, the less inclined they are to vote for any party and/or participate in the N[ational] A[ssembly] elections” (p.50). Hence, looking into the above-mentioned findings, it could be assumed that the currently taught citizenship education in the Armenian schools and/or universities (if being conducted) is not efficient enough, at least not in terms of generating civically active citizens; and this could be caused by the drawbacks of the current citizenship education in RA (see Section 2.3). Moreover, empirical research informed by “citizenship-as-practice” found that students do not necessarily always have positive experiences while learning citizenship at school (Lawy & Biesta, 2006). The previously mentioned leads to the belief that citizenship education system in RA needs to be adjusted, and the following paragraphs elaborate on that.

Looking into the development of foreign language teaching philosophy, for the past few decades, language programs shifted their ground from teaching grammar rules and memorizing vocabulary to learning through communication and the use of authentic language. According to Lear and Abbott (2008) 21st century’s Standards for Foreign Language Learning, published in 1996, concentrated on the five C’s - cultures, connections, comparisons, communities, and communication; and to observe these standards learners should (a) use language for real-life communication, (b) sense and realize global as well as multicultural issues, (c) gain new knowledge by making connections across different disciplines, etc. - these overlap with some of the characteristics of citizenship education.

Young people ‘learn’ to be ‘good’ citizens throughout the process of experiencing

participation in real-life events; hence, instead of looking at citizenship as an *outcome* (citizenship-as-achievement), educational settings should employ citizenship as a learning process (citizenship-as-practice) (Lawy & Biesta, 2006). Therefore, if citizenship education is fundamental in Armenia, besides being taught as a separate subject, it should be embedded across the national curricula at all levels in schools, universities, as well as extracurricular activities and other educational programs. For the purpose of this study, *integrating citizenship in EFL after-school classes* will be discussed.

There is anecdotal evidence that language classes can be employed as “auxiliary channels” to increase the social awareness and sense of citizenship of students. Based on this assumption and in an attempt to encourage EFL stakeholders to integrate citizenship education into language teaching programs, Serrano (2008) explained that the joint teaching of citizenship and language could turn on students’ curiosity about the things happening locally as well as globally; and research has shown that “curiosity is just as important as intelligence in determining how well students do in school” (Stenger, 2014). Moreover, Serrano (2008) explained that there are overlapping characteristics of citizenship education and language acquisition process, to name one: “citizenship and language are best learned when active participation of students is involved” (p.67). He also explained that “[t]hrough language we acquire and share knowledge, and in exploring citizenship-related topics we correlate knowledge and language to the social systems in which we live” (p.68). Therefore, teaching language through teaching citizenship content would motivate the learners to be active participants in the learning process.

However, Weerd et al. (2005) argued that although there are ‘assumptions’ about the positive impact of citizenship education on active citizenship, yet little empirical evidence exists. In other words, citizenship education may produce active learners, but it does not necessarily result in producing active citizens. Based on the previous discussion, this study

suggests that adding community service to citizenship education would contribute to the process of producing active citizens.

2.5 Community Service

Community service and service-learning have been defined as different concepts in most of the studies. Any type of service done by an individual to benefit their community is considered an act of community service. While service learning is a type of teaching-learning act that ties the content of the course and its participants to the real world (Lisman, 1998, as cited in Lally, 2001); hence, the activities of the service-learning should be connected to the learning objectives of the course (Lally, 2001). Overall, service learning is a form of experiential learning (learning by doing) where students are challenged to learn by ‘serving’. For more information on the difference between community service and service learning (Loyola University New Orleans, n.d.) see Table 1.

However, one study (Hoffmann & Xu, 2002), at least, considered the two terms synonyms. Also, Riedel (2002) presented two types of community service programs: *participatory* and *private*, based on the type and the intended result of the service. In short, for the participatory community service programs “[a] good citizen is an active one,” while for the latter “[a] good citizen is a good person” (p.503). For this study, the term community service is considered to be an inclusive term, and service learning is perceived as a type of community service. Hence, all those students who participate in activities for the common good are considered active citizens, even if the activities are non-political.

According to Hart, Donnelly, Youniss, & Atkins (2007) community service programs may take care of different sorts of issues; and the participants might or might not have an immediate contact with the people served, and might or might not be responsible for setting up the ‘serving’ activities. Because, according to them, the purpose of the service programs

Table 1

The Difference Between Community Service and Service Learning

	Community Service	Service Learning
Primary intended beneficiary	recipients(s)	recipients(s) and provider
Primary focus	providing meaningful service	providing meaningful service and enhancing classroom learning
Intended educational purpose	moral, personal, and social growth and development	academic learning, enhancing intellectual and civic engagement
Curricular Integration	None	fully integrated into curriculum
Nature of service activity	based on student interest/motivation	based on course topic and discipline

and accordingly, the nature of the participants’ engagement may highly differ, but “how it is done (i.e., program processes) becomes the critical point of intervention” (p.666).

Empowering the participants along the entire process is a potential treatment for “how it is done” and one of the critical components of community service programs. According to Lakin and Mahoney (2006) there is a preliminary evidence that empowering plays a mediating role on the outcomes of the service. Gullan, Power, and Leff (2013) explained that to grow empowerment it is vital for service programs to boost and develop participants’ sense of self, but they must also emphasize on expanding their knowledge of the socio(political) environment, as well as develop the skills needed to handle well the [various systems in the society] e.g. systems of power. Empowered citizens will identify more opportunities to be engaged in their communities. Also, youth voice is another critical component of the community service programs (Lally, 2001). Morgan and Streb (2001) found that service-

learning contributes to building citizenship if the participants “have their voice” in the programs. Moreover, their study found that when students are given the chance to have their “voice” in the service they become “more educated, more tolerant, and more active” (p. 167) which results in having a positive impact on the students as well as the communities. If a community is the human body, then its citizens are the parts of the body: they rely on the body, but they also contribute to its wellness and existence (Dun, 1907, as cited in Niemi, Hepburn, & Chapman, 2000). Getting young people engaged in [community service and] service learning programs is an effective way to teach them ways to profit and positively impact their communities (Morgan & Streb, 2001). However, community service is not merely an act of ‘charity’ but rather a mutually beneficial educational experience (Beebe & De Costa, 1993). Service programs positively impact students’ academic life. Melchior (1998) found that service learning programs have positive effects on participants’ educational attitudes and academic performance, while Hoffmann and Xu (2002) found that it also positively affects students’ behavior at school- it impedes their misbehavior. There is a common consensus that community service may prompt to moral restructuring, can result in widening the worldview of the participants, and make them less egocentric (Logan, 1985, as cited in Hoffmann & Xu, 2002). Further, Melchior (1998) found that service programs have positive impacts on participants’ civic attitudes, such as: acceptance of diversity, service leadership² and personal as well as social responsibility. Relating this to the Armenian reality, it might be understood that citizenship education in Armenia is (supposedly) failing to (re)construct the virtue of *service leadership* within the Armenian youths; as a study showed that the level of awareness about social problems in the Armenian societies is greater than the level of civic activity to solve the problems (Aslanyan et al., 2007). In other words, Armenian

² “The degree to which students feel they are aware of needs in a community, are able to develop and implement a service project, and are committed to service now and later in life” (Melchior, 1998, p.9).

young people are aware of the existing social issues in their communities, yet they are not motivated enough or lack the skills to take action. Moreover, Tovmasyan and Taylor (2008) argued that the quality of civic education in Armenia could be improved by connecting students and their learning process with the real social issues of Armenia. Hence, a well-developed community service program can be designed to function within the framework of citizenship education in Armenia. Tovmasyan & Taylor (2008) found it noteworthy to point out that community service is not a substitution for civic education, but rather the hands-on part of. They indicated that service programs provide students with opportunities to be engaged in activities that connect their classrooms with the communities they live in.

The educational institutions through which students participate in community service activities also benefit. According to Lally (2001), when conducting service programs, the institution will gain an “increased presence” in the community; she pointed out that the participants engaged in the service will (un)intentionally serve as “ambassadors” of that institution to the community.

Last but not least, reflecting on the process is another core component of any community service-learning project (Lally, 2001). Therefore, Conway, Amel, and Gerwien (2009) raised the need for research that investigates the structure of the follow-up-reflection activity. This study adopted digital storytelling to foster an in-depth reflection and motivate students to write.

2.6 Digital Storytelling (DS)

“Digital storytelling at its most basic core is the practice of using computer-based tools to tell stories” (What is Digital Storytelling, n.d.). It is about producing and presenting the traditional storytelling with digital tools. Hence, it could be used efficiently to motivate 21st century students and engage them in the classroom. A digital story can be produced by the instructor for teaching purposes such as presenting content, or can be used as a teaching

tool e.g., asking students to create their own digital stories. However, students benefit more when they produce digital stories- their language, social and reflection skills will be improved (Robin, 2008). A study by Burmark (2004) found that written texts accompanied with visual images improve and accelerate comprehension. In addition, Yuksel, Robin, and McNeil (2011) run an online survey with educators, students, and others who are interested in DS to investigate the potential subject areas where DS can be used as a teaching tool. Most respondents stated that DS allows students “to construct their own understanding or experience in a content area” (p.7). Their findings suggested that DS supports the students overall academic performance, as well as their understanding of multiple subject area knowledge, including languages and social sciences. Hence, DS not only can contribute in engaging students in content, but also helps them better understand the abstract or conceptual content (Robin, 2008).

Although the final product is a ‘short movie,’ while creating digital stories, students practice and enhance various literary skills, such as “storytelling and story writing, plot development, personal voice, opinion, persuasive writing” (Hughes & Robertson, 2010, p.33). Not only it contributes to developing different writing skills, e.g., drafting, condensing, revising, and rewriting (Hughes & Robertson, 2010), creating digital stories also motivates students to write (Shelby-Caffey, ÚbÉda, & Jenkins, 2014). It is worth to mention that effective digital stories have seven characteristics (Lambert, 2002, as cited in Shelby-Caffey, ÚbÉda, & Jenkins, 2014); only two will be presented because of their relevance: (a) they reveal their creators’ points of views, and (b) they contain a ‘dramatic question’ which is there to catch the viewers’ attention. At last but not least, Abrahamyan’s study (2015) found that digital storytelling empowers students for civic engagement.

To conclude, integrating digital storytelling into the classroom enriches the

teaching/learning process, enhances students' multiliteracies, motivates them to write and reflect, and to become active as citizens.

2.7. Content-Based Instruction and Citizenship Education

In the past few decades, the core issue in linguistics was the relationship between structure and function of language, and a basic distinction was made by Chomsky (1965, as cited in Brumfit, 1984) between *competence* and *performance*, which received three main responses. The third position – which led to the emergence of the communicative competence concept - largely influenced the field of language teaching (Brumfit, 1984). Starting from the late 1970s, communicative approach replaced linguistic structure-centered approach (Widdowson 1990; Savignon, 1997, as cited in Larsen-Freeman & Anderson, 2011), and paved the way for developing new approaches of language teaching that emphasize interaction. Currently, there is a proneness to using Communicative Language Teaching (CLT) in second/foreign language classrooms. Although CLT has been significantly criticized, it is currently recognized as an effective language teaching approach. It shifted the aim of the language teachers from *directing* students to master the grammatical system of the target language to *training* them to reach the mastery of communication in it (Richards, 2001). Moreover, according to Brown (2001), CLT emphasizes developing students' linguistic *fluency* alongside the *accuracy* which (the latter) used to hold the focus of the field for a long time. In short, as mentioned above, it mainly focuses on *communicative competence*. Hence, it is flexible and prescribes no fixed techniques: CLT practices in different classrooms are by no means uniform. Therefore, within the framework of CLT, different communicative language teaching approaches emerged, e.g., Learner-Centered Instruction, Cooperative and Collaborative Learning, Interactive Learning, Task-Based Instruction, Content-Based Instruction, etc. (Brown, 2001). For the purpose of this study, only Content-Based instruction (CBI) is elaborated. According to Stoller (2004), CBI (a) has

a “dual commitment” - it aims at meeting the objectives of content-learning alongside the objectives of language-learning, and (b) is extremely adaptable to the needs of diverse second/foreign language classrooms.

Rationale for Integrating Citizenship Education in Language Classrooms

According to Nation and McAlister (2010), when designing a language curriculum, a course should contain: (a) *meaning-focused input*, (b) *language-focused learning*, (c) *meaning-focused output*, and (d) *fluency activities*. On the other hand, a well-designed citizenship course should consist of: (a) *teaching explicit content*, (b) *civic values and dispositions*, (c) *modeling*, and (d) *enhancing students’ participatory skills* (Tovmasyan & Taylor, 2008). In other words, knowing content, e.g., terminology, concepts, civic rights and responsibilities, is not sufficient. Looking at the previously mentioned elements of both language and citizenship course, it can be inferred that merging the two courses (language and citizenship) can lead to achieving the learning objectives of the all above-mentioned elements.

Conclusion

In the light of the above-presented literature, this study has a vivid picture of the necessity of teaching citizenship across the curricula in Armenia, as well as EFL after-school classes. Citizenship education impacts students’ sense of citizenship as well as their sense of belonging to their school community where they are being constructed as active learners-citizens. Moreover, citizenship education is more effective when being accompanied by a well-developed community service program. Because it connects the students with their environment outside the classroom and gives them the opportunity to apply their gained knowledge in the development of their communities. Conducting community service not only

connects the classroom to the community, it also provides an increased presence of the school in the community.

CHAPTER THREE: METHODOLOGY

This quasi-experimental study employed a mixed-method research design to investigate in the following research questions:

Major Question

1. *To what extent do citizenship education and community service in EFL after-school classes impact students' sense of citizenship, if at all?*

Sub-Question

2. *To what extent do citizenship education and community service impact students' sense of belonging to the educational institutions where they learn citizenship education and through which they serve their communities, if at all?*

3.1 Design of the Study

The main concern of this study was to reveal the extent to which citizenship education, taught in a content-based English language program, would impact students' sense of citizenship and sense of belonging to the EEC. Hence, the study employed a quasi-experimental research design and it was conducted with two groups: *comparison group* (group A) and *treatment group* (group B). A visual presentation of the research design is provided by Table 2.

Table 2

Research Design

Comparison Group	Pre test	Citizenship course	<i>Discussions</i>	Observations	Post test	Focus group interview
Treatment Group	Pre test	Citizenship course	<i>Treatment community service</i>	Observations	Post test	Focus group interview

The participants of the two groups were students at the English Experimental Classes (EEC), which is an after-school language program at the American University of Armenia (AUA). During their 10-week-course, the students covered their course book *English in Mind-3* and were exposed to citizenship education. The two groups had their classes separately on the same day but in different hours. The academic hour of each class was 120 minutes. During the first 60 minutes, the groups covered their course book with their course teacher. Whereas, after having a break, for the next 50 minutes, the groups were taught citizenship education in English by the researcher. Only the treatment group had an additional intervention, *i.e.*, the students of the treatment group participated in four different acts of serving the community. For collecting quantitative data, a survey questionnaire was administered to both groups twice; once at the beginning of the course and once at the end of the course. Both groups were introduced to digital storytelling, its elements, the stages of its creation, etc. However, the main purpose after that was to collect qualitative data. Throughout the course, students of the two groups were asked to write short essays individually to learn and “practice” writing a good script for their digital stories. Qualitative data was also gathered through two focus-group interviews conducted separately with some of the students of the two groups. Finally, the researcher’s thorough observations and field notes taken during and at the end of each class also enriched the qualitative data of this mixed-methods quasi experimental study.

3.2 Course Design

This study had Communicative Language Teaching (CLT) approach as its core principal and adopted content-based instruction (CBI) for teaching citizenship content. Using CBI to teach citizenship was efficient in terms of fulfilling the principles of designing both a language curriculum (Nation & McAlister, 2010) and an effective citizenship course (Tovmasyan & Taylor, 2008) (see Section 2.7). Hence, besides attempting to teach valuable and authentic citizenship content, this study aimed at carefully designing and delivering a well-developed, informative as much

as interesting curriculum to motivate the learners. Engaging students in community service activities was adopted, as it can serve as an effective tool for students to put their knowledge of the content into practice and develop their participatory skills.

For the purpose of this study, the researcher developed a course by referring to Brinton, Snow, and Wesche, (2003); Graves (2000); Nation and McAlister (2010); and Richards (2001) consulting a few specialists working in the field. For detailed information see Appendix B for course description and Appendix C for the curriculum. The classes were interactive. The lessons have been presented using PowerPoint slides. The students did not have a course book but were given handouts during some of the lessons. Each lesson started with recycling the previously presented concepts and presenting the new ones. These happened by an interactive teacher-student discussion. In addition, the lessons contained various types of discussion activities such as debates where student-student interaction happened. The latter provided a chance for students to practice meaning-focused output and fluency development. Concerning meaning-focused input, it was provided by content-related videos during each class. Alongside with citizenship content, students have also been introduced to digital storytelling and the stages of creating one. They have been told that they will write short essays to practice writing a good script for their digital stories. The students were given notebooks where they had to write their essays answering a specific question. Throughout the 10-week course, students were asked to write eight short essays, see Appendix D, as homework, except for the last one which was an in-class activity. After each essay, students got feedback and comments on both language and content. They were not graded to assure that the focus of the students would be on the content that they would like to communicate rather than writing for the sake of accuracy or meeting expectations. By writing their essays at home, students had the chance to encounter language-focused learning as well as meaning-focused output even outside the classroom. Of course, the course contained

activities teaching civics which were taken from *Compasito Manual on human rights education for children* (Flowers, Claeys, Fazah, Schneider, & Szelényi, 2007) and adapted for the Armenian reality. No need to mention that all the concepts were presented in relation to the Armenian reality. There was no assessment; however, the students were told that those who complete all their tasks should expect a surprise at the end of the course.

The course was identical for both comparison and the treatment groups regarding the content, the course-book teacher, and the citizenship course teacher. After gaining some knowledge, during the middle of the course, treatment group students started to develop and realize various community service activities, both private and participatory (see Section 2.5). By integrating community service into citizenship education, the researcher was not aiming at serving the community rather than providing students with a chance to acquire civic knowledge in an authentic environment which is one of the vital elements to have effective citizenship education (Tovmasyan & Taylor, 2008).

3.3 Participants

This study was conducted with two groups at EEC: a comparison group (group A) and a treatment group (group B). For a short description of the two groups see Table 3. The overall number of the participants was 29. The number of the students in the comparison group was 16, whereas, there were 13 students in the treatment group. The participants ranged between the ages of 12 and 16 years old. The study used convenience sampling.

Table 3

The Summery Table of the Participants of Both Groups

Group	Number	Age	Proficiency Level
Comparison	16	12-14	Pre-Intermediate
Treatment	13	12-16	Pre-Intermediate

The purpose of the study was to teach citizenship content and skills, with no explicit teaching of language; hence, two available groups were chosen with pre-intermediate level of English proficiency. The classes were conducted on the same day at different hours. The group which had their classes later during the day was chosen to be the treatment group to prevent any contact with the participants of the comparison group. The students were Armenians and their native language was Eastern-Armenian. The English language proficiency level of the students was pre-intermediate. As for their education, the participants were from 24 different public and private schools in Yerevan. At the time of this study, the absolute majority of the students had to take the subject of *Social Studies* (equivalent to civic education) at their schools; only one student in the comparison group (group A) did not have the subject but was familiar with it through her sister.

3.3 Instruments

3.3.1 Pre-Post Survey Questionnaire: The student survey questionnaire aimed at revealing and measuring the impact of civic education and community service on students' sense of citizenship. It also aimed at revealing both whether there would be an increase in students' sense of belonging at EEC, and students' evaluation of the citizenship course at EEC.

The purpose of this study was not to create a rigorous instrument for measuring different scales, such as sense of belonging at the community, sense of responsibility, caring for others, competency, active participation in civil society, etc.; it was rather more to measure their sense of citizenship in broad before and after the treatment. The 26 items of the survey questionnaire (see Appendix F) were taken and adapted from three questionnaires on www.performwell.org: Active and Engaged Citizenship, Belonging Scale - Middle Student Report, and Concern for Others - Middle School. Each of the items was rated on a 6-point

Likert scale from *Strongly Disagree*, *Definitely Can't*, *Never*, *Never* to *Strongly Agree*, *Definitely Can*, *Always* and *Often* respectively. Prior to the administration with the sample groups, the survey questionnaire was administered with a pilot sample to verify the reliability and the internal consistency of the instrument's results. The participants of the pilot sample were 23 students from different schools in Yerevan; and their age range was similar to that of the participants of the study. The Cronbach's Alpha reliability scale was employed and the alpha value of the piloted instrument was revealed to be good (26 items; $\alpha = .817$).

The student survey questionnaire was completed in class individually. Students of both groups completed the survey twice. Once, at the beginning of the course (mid-December) where the two groups answered the survey questionnaire in one class at the same time and once, at the end of the course (end of February), where the two groups completed the questionnaire in separate classes. To avoid validity issues, the student survey questionnaires were administered in Eastern-Armenian (see Appendix E). For the purpose of course evaluation, three Likert scale items with a similar 6 points setting were added to the post-survey questionnaire (see Appendix G, for the English version see Appendix F).

3.3.2 Short Essays for Digital Storytelling: The mere objective behind using digital storytelling in this research was to look into the content of the participants' "stories." Creating a digital story follows a certain procedure and it starts with writing a "script." This study adopted digital storytelling as an instrument to collect qualitative data because, as it was discussed in Section 2.6, enhances students' reflection skills (Robin, 2008), gets them practice expressing their opinions (Hughes & Robertson, 2010), and reveals students' points of views (Lambert, 2002, as cited in Shelby-Caffey, ÚbÉda, & Jenkins, 2014). In addition, it motivates students to write (Shelby-Caffey, ÚbÉda, & Jenkins, 2014). Therefore, at the beginning of the course, both groups were introduced to digital storytelling. Students were given notebooks where they had to write their short essays in English, individually.

Throughout the course, they were given questions/tasks (see Appendix D) and were asked to reflect and draw/write 100-150 words answering those questions. The overall number of the tasks was 10 (2 drawing tasks and 8 short essays) and they were given as homework, except for the last short essay which was an in-class activity. After each essay, the students received written feedback and comments on language and content. The essays were not graded to assure that students would write paying attention to whatever they want to express without focusing on language. The content of the essays was analyzed qualitatively based on their orientation, e.g. whether students were self-oriented or community oriented, etc.

3.3.3 Field Notes: The main purpose of this instrument was to observe, analyze, and report the changes in students' behavior cycle in the classroom, and investigate into the factors which caused the change. Throughout the study, the researcher kept notes about students' attitudes towards the subject being taught and some relevant issues in Armenia. Also, used audio recording technique during different activities such as debates, civic and civil games, and regular class discussions. The notes from the previous two have been thoroughly analyzed to help the researcher come up the questions for the focus-group interviews. Also, to enrich and triangulate the quantitative data.

3.3.4 Focus-group Interviews: The main aim of the focus-group interviews is triangulation: to give "a more detailed and balanced picture of the situation" (Altrichter, Feldman, Posch, & Somekh, 2008), and to ensure the validity of the final findings of the quantitative data. Two focus-group interviews were conducted after finishing the course with four students from each group separately. The interviewees were chosen based on their performance throughout the course: three students with good performance and one struggling student from each group. Each interview included nine questions (see Appendix I) which were derived from the survey questionnaire results and researcher's observations.

3.4 Data Collection and Analysis

This study gathered and analyzed both quantitative and qualitative data. The quantitative data was gathered from two waves of a student survey-questionnaire which were administered during the class time; once at the beginning of the course (mid-December) and once at the end (end of February). The pre-post survey questionnaire consisted of 26 Likert-scale items, rated on a 6-point scale, which measured the impact of citizenship education and community service on students' *sense of citizenship*. items were rated on a 6-point scale. The coefficient value of Cronbach's Alpha for the 26 items piloted with a similar group of teenagers was .817, which is good. Three items were added to the post survey questionnaire to measure students' perception and evaluation of the course.

The quantitative data was analyzed using the Statistical Package for Social Sciences (SPSS) by statistical as well as descriptive analysis, incorporating median, mean, and standard deviation. Because of the small size of the samples, non-parametric statistical analysis was administered, and Wilcoxon Signed Ranks Test and Mann-Whitney U Test were employed to carry out and report the statistical analysis results. Wilcoxon Signed Ranks Test, which is a non-parametric equivalent of the paired T-tests, was employed to do statistical comparisons within each group. Mann-Whitney U Test, which is a non-parametric equivalent of the unpaired T-tests, was carried out across the two independent sample groups to measure the difference between their pre- and post-questionnaires.

Moreover, according to Sullivan and Feinn (2012), the main finding of a quantitative research study is the effect size, because a *p* value can only inform whether there is an effect, while the effect size can illustrate the magnitude of the existing difference. Hence, according to them, both *p* value and effect size should be reported because they are essential to perceive the full impact of the intervention. The effect size was calculated using the formula: $r = z/\sqrt{N}$, where *N* is the total number of the students.

The qualitative data enriched this study; it was gathered from the short essays of the students - which were written individually for the digital storytelling throughout the course - the field notes of the researcher, and the focus-group interviews with some of the students. It was analyzed through an in-depth interpretation of the content by the researcher.

Categorizing and coding techniques were also used for quantizing the qualitative data.

CHAPTER FOUR: RESULTS AND DISCUSSION

This chapter reports on the results of the quasi-experimental study by presenting both statistically analyzed quantitative and thoroughly interpreted qualitative data collected to answer the major guiding research question as well as the sub-question of the study. In the following paragraphs, the results are presented in accordance with the research questions raised by the study.

4.1 Inter-Rater Reliability Analysis

For the purpose of assuring the internal consistency of the data obtained via pre- and post-questionnaires of both groups, a statistical analysis was conducted twice using Cronbach’s Alpha reliability scale (see Table 4). According to Goforth (2015), α coefficients are unacceptable when $\alpha < 0.5$.

Table 4

The Results of Cronbach’s Alpha Reliability Scale of the Two Groups

Two Groups ($n = 29$)	A	N
Sense of Citizenship – Pre	.77	26
Sense of Citizenship – Post	.65	26
Sense of Belonging – Pre	.87	7
Sense of Belonging – Post	.76	7
Course Evaluation	.88	3

Note. α = Cronbach’s Alpha, n = number of students, N = number of items

4.2 Analysis of the Data for Answering the Major Question

RQ1: To what extent do citizenship education and community service in EFL after-school classes impact students’ sense of citizenship, if at all?

To answer the first and the major question of the study, both quantitative and qualitative data was collected.

4.2.1 Quantitative Data Analysis

The first set of data was the quantitative which was collected via pre- and post-survey questionnaires administered with both comparison and treatment groups. Mann-Whitney U Test was carried out to compare the mean scores of the pre-questionnaires across the two groups and investigate whether there was a significant difference between the groups at the beginning of the course and post-questionnaires. Likewise, the mean scores of the post-questionnaires were compared across the groups to investigate and measure whether there was a significant difference between the outcomes of the two groups. Wilcoxon Signed Ranks test was applied to investigate whether there was progress between the pre- and the post-questionnaires within each group. To validate the results, the effect size was calculated for both tests. Descriptive statistical analysis was also carried out.

Mann-Whitney U Test results (see Table 5) revealed that there was no statistically significant difference between the results of the pre-tests, nor the results of the post-tests across the two groups. Also, it was revealed that, according to Hopkins (1997), there was very small effect size between the results of the pre- as well as the post-questionnaires across the two groups.

Table 5

Mann-Whitney U Test Results Across the Two Groups – Pre-and Post-Questionnaires

	Asymp. Sig. (2-tailed)	<i>z</i>	<i>r</i>	<i>N</i>
Pre-tests	.67	-.41	0.07	29
Post-tests	.80	-.24	0.04	29

Note. *r* = correlation coefficients, *N* = total number of the students

Hence, according to Mann-Whitney U Test results, the students of the two groups started and ended the course having the same level of sense of citizenship.

Wilcoxon Signed Ranks Test results (see Table 6) revealed that there was no statistically significant difference between the results of the pre- and post-questionnaires within each group. However, calculating effect size indicated that, according to Hopkins (1997), there was minor effect size within the questionnaires of the comparison group, while there was medium effect size between the results of the treatment group’s pre- and post-questionnaires. Hence, according to Wilcoxon Signed Ranks Test results, the sense of citizenship of both groups’ students may be influenced by the citizenship course and got developed towards the end of the study; however, treatment group’s students might have been more influenced due to the extra intervention i.e., the community service.

Table 6
Wilcoxon Signed Ranks Test Results Within Each Group

	Asymp. Sig. (2-tailed)	<i>z</i>	<i>R</i>	<i>n</i>
Comparison	.26	-1.11	.19	16
Treatment	.1	-1.64	.32	13

Note. *r* = correlation coefficients, *n* = number of the students

The descriptive statistics of the questionnaires of both groups (see Table 7) revealed that the comparison group students outperformed treatment group students at the beginning of the course; however, at the end of the course, treatment group students outperformed due to the treatment, i.e., community service. More detailed descriptive statistics of the 26 items is provided in Appendix J and Appendix K for comparison group and treatment group, respectively.

Table 7
Descriptive Statistics of the Pre- and Post-Questionnaires of Both Groups

	Comparison (n=16)			Treatment (n=13)		
	<i>mdn</i>	<i>M</i>	<i>SD</i>	<i>mdn</i>	<i>M</i>	<i>SD</i>
Pre	4.34	4.31	0.53	4.23	4.24	0.61
Post	4.34	4.42	0.45	4.42	4.45	0.34

Note. mdn = median, M = mean, SD = standard deviation, n = number of students

Looking at the big picture of the above presented non-parametric statistical as well as descriptive analysis, it can be inferred that students of the two groups started the course having almost no significant difference concerning the degree of their sense of citizenship: at the beginning of the course, comparison groups' sense of citizenship was a little more developed than that of the treatment group. However, at the end of the course, the students of both groups somehow developed the degree of their sense of citizenship. But, the treatment group students have better developed theirs. This can lead to the conclusion that citizenship education in EFL after-school classrooms may impact students' sense of citizenship; and it will be even more efficient if it was accompanied with community service activities.

4.2.2 Qualitative Data Analysis

As mentioned before, qualitative data was also collected to answer the first question of this research study through three instruments: digital stories, field notes, and focus group interviews.

Short Essays for Digital stories: At the beginning of the course, students were given two drawing tasks and a writing task (see Appendix D) to investigate into their orientation in self-identification, i.e. whether they are self, family, and/or community oriented. The first activity was to write down their names on a piece of paper, draw a symbol by which they want

me to remember them, and explain the reason after the symbol. For the results of this activity see Figure 1.

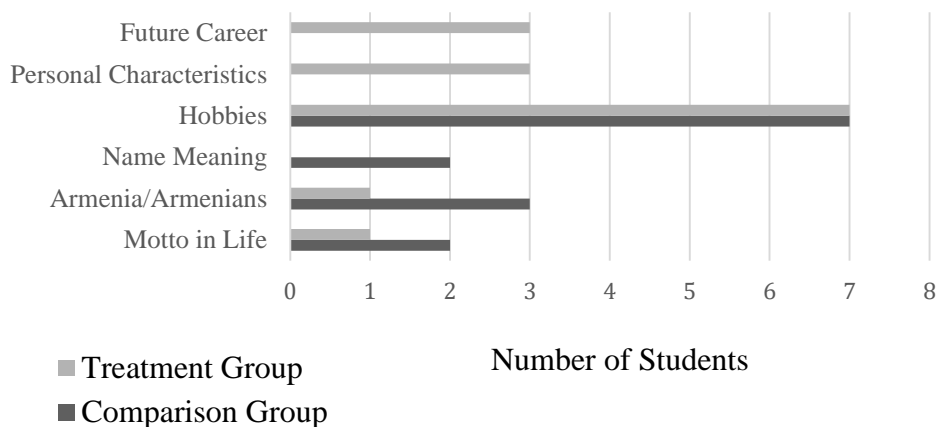


Figure 1. The topics by which students of both groups wanted to be remembered

They were also asked to draw their personal “emblems” including: *something they are proud of* and *someone they look up to/want to become like*. For the results of this activity see Figure 2 and Figure 3, respectively. Sixteen students from the comparison group and 12 students from the treatment group completed the task.

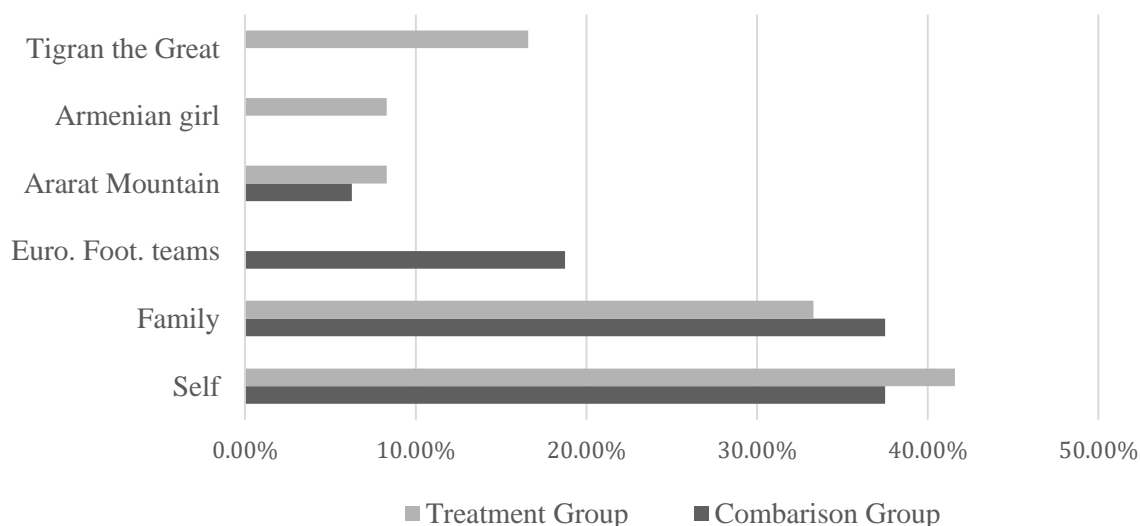


Figure 2. The people or things of which students were proud.

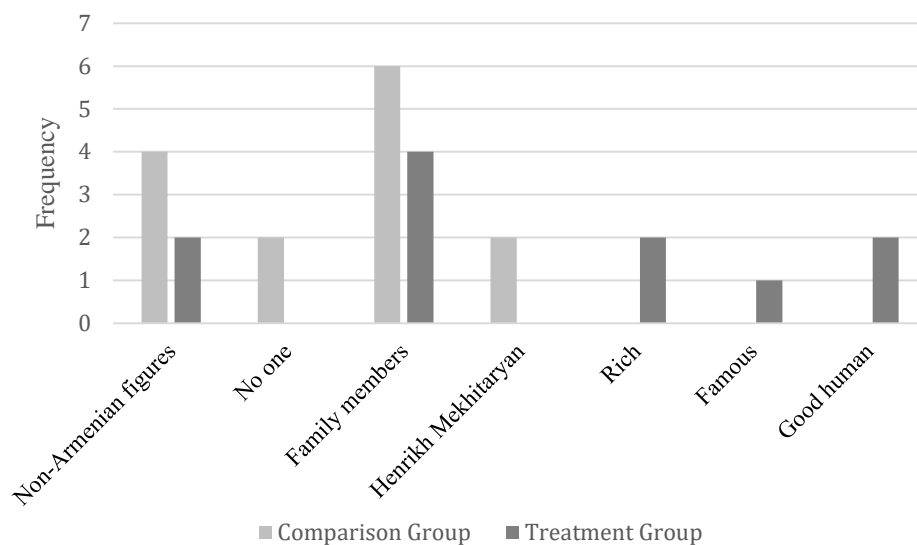


Figure 3. The people that students look up to or want to become like.

It can be observed from the above presented figures that, at the beginning of the course, the majority of the students in both groups were self- and family-oriented (around 75% in both groups), and the Armenian footballer Henrik Mkhitaryan – who also plays in an European football team - was the only national “public-figure” they looked up to or wanted to be like. Another two national figures of which that students were proud were *Ararat Mountain* (currently located outside the borders of Armenia) and *Tigran the Great* (an emperor who lived in the 1st century BC).

The study kept track of the individually written short essays throughout the course, and based on that the progress of the individual students was recorded. Qualitative data was quantitized by categorizing and coding the “status” of the students like the following:

- 0 - when there was no indicator of citizenship at all
- 1 - when there was an indicator of being good human (as a base for the citizenship)
- 2 - when there was an indicator of being a passive (concerned) citizen
- 3 - when there was an indicator of being active citizen

It is noteworthy to mention that, citizenship education impacted almost all students' sense of citizenship. The status of the absolute majority of the students in both groups progressed to become a 2 or 3 at the end of the course, except one student who kept the 0 value and another one who progressed from 0 to 1 in the comparison group. While, in the treatment group, two students who started the course as "passive citizens" ended up as "passive but concerned" citizens. Figure 4 presents the progress of the average scores of the students' status in both groups.

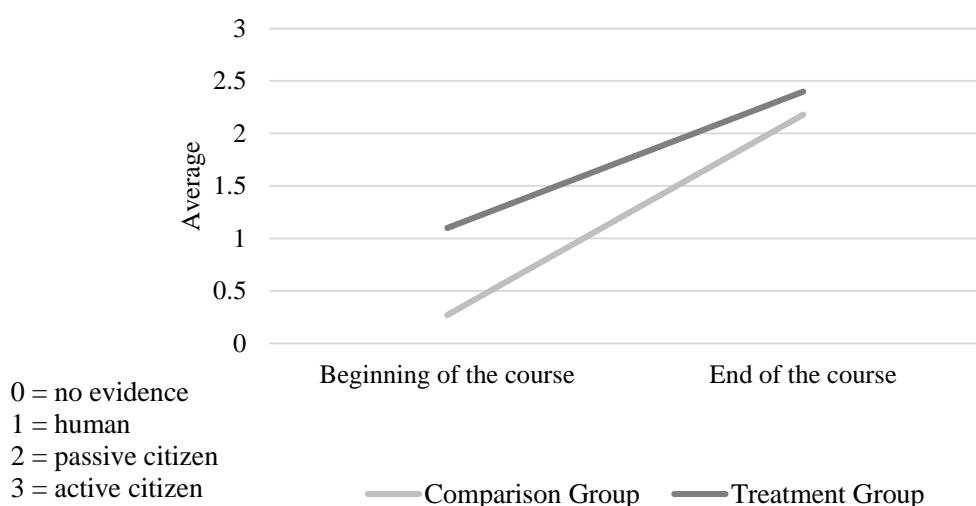


Figure 4. The progress of the students' status in the two groups.

Field notes: Researcher's in-depth content analysis of her regularly taken notes revealed that the absolute majority of the two students don't like the subject *Social Studies*. However, there have been students whom attitude towards the subject and accordingly their behavior has been changed for better. At the very beginning of the course, there have been passive students in both groups. At some point during the course and toward its end, all the students in the two groups were actively involved *only* during the different activities and discussions which tackled the social, environmental, educational, and even some political issues in Armenia. It is important to mention, however, that there were students in the

comparison group who were actively participating but were extremely self-centered even at the end of the course: the citizenship course could not impact them to become team-players. Moreover, almost half of the comparison group students kept being irresponsible in regard to keeping the classroom rules, doing homework, being on time, etc. On the other hand, there has been a noticeable change in the dynamic of the treatment group right after starting to organize and participate in the community service activities. They were considerably more responsible concerning their tasks (even the incomplete ones), presence, classroom rules, etc. Moreover, after finishing the course, they organized and realized an act of appreciation for the researcher’s (for them their teacher’s) efforts during the course. And later it was revealed that they applied whatever values and skills they have learned during the course to organize the event. In short, at the end of the course, their group turned into an active “team.” For a brief comparison between the outcomes of the two groups see Table 8.

Table 8

The Outcomes of the Two Groups at the End of the Citizenship Course – Field Notes Findings

Comparison Group	Most of the students had a positive attitude towards the subject	All of them are actively engaged when discussing issues related to them. 5 out of 16 students were also interested in the presented content.	Most of them kept being irresponsible.	Active individuals
Treatment Group	All of the students had a positive attitude towards the subject	All of them are actively engaged in the discussions and interested in the presented content in general.	Most of them turned into more responsible or concerned students.	Active as a team

Focus-group Interviews: The interviewed students were chosen based on their “status” at the end of the course. Students with 1 (human), 2 (passive citizen), and 3 (active citizen) values of status were included from both groups. The interviews found the following:

- At the beginning of the course, the students (as well as the many students who were not participants in this study but were asked about their attitude towards the subject) stated that they don't like the subject of *Social Studies*. During the interview, it came to light that they like or somehow like the subject. But, the way in which it is currently being presented is not interesting for them, and in some cases, it even repels students' interest for the subject.

“At the beginning, I was not enjoying them (the citizenship classes at EEC), but then the subject started to be more interesting for me” a quote by a comparison group student who has progressed from being indifferent to a “concerned-citizen” and a more responsible student towards the end of the course. Moreover, students from both groups mentioned that they feel that their schools give little attention to the subject of *Social Studies*, and their teachers “don't consider the opinions of the students. They say we don't have time to listen.” Because “(the teacher) is only interested in covering the lesson.” Quoting another student from the treatment group: “(the citizenship course at EEC) was not like a traditional lesson. At school, they somehow force us (to learn) and we are not motivated to learn.” Hence, it could be inferred from the all previous mentioned that students would have more positive attitude towards the subject, therefore, would get to be more active as students and concerned as citizens, as it was the case in this study, if the educational institutions changed the present teaching approach and their attitude towards the subject.

- When the interviewees were asked whether they gained valuable knowledge during the citizenship course at EEC, all the students in both groups had positive answers. The students of the comparison group pointed out that they learned new information and concepts such as equality and equity, human rights, the types of the governing systems, creating a

storyboard, etc. However, the first thing that the students of the treatment group pointed out, which was an unexpected and interesting finding for the researcher, was learning a “more useful” English language (authentic) which they valued better than the English that they usually learn based on their course books. They mentioned that they feel more confident now to express themselves in English. Also, they pointed out that they have been taught to do “good things” for the others and for their communities. In other words, according to them, besides learning about some concepts, they also developed their linguistic and some “citizenship skills,” such as working in a team, including others in the decision-making process, taking initiatives, debating and listening to others’ opinions, etc.

- It was also revealed that most of the interviewees in the two groups are at some level aware of the social as well as political issues of Armenia – as they are being discussed at home or presented on social media. But, the students consider themselves still very young and unable to be involved in the process of dealing with the existing issues. However, the majority of the interviewees also believe that they can make difference in their communities: “If I make it my goal I can.” “*If* everyone else think like us (that they can make a difference), then, together we can really change something.” One of the students of the treatment group pointed out that the course changed her self-perception: “Now, I think that I can (make a difference), but then, I thought I can’t. I used to think that I’m a little part of the community and I can’t make a difference.” On the other hand, only one student (comparison group) believed that only people who are in “power” or have a “position” can change “things.”

- Another and a very important result of the citizenship course and community service at EEC was revealed. Students of the treatment group pointed out that they started to reflect on their behavior towards other people and this led them notice others’ kind acts as well. It is fair enough to conclude this section of answering the first question quoting another student from the treatment group:

I started to look at the country from a different perspective. Before, I was angry about everything in the county. Now I am more tolerant. I got convinced that I should give to the community without having expectations in return.

4.3 Analysis of the Data for Answering the Sub-Question

RQ2: To what extent do citizenship education and community service impact students' sense of belonging to the educational institutions where they learn citizenship education and through which they serve their communities, if at all?

To answer the sub- or the second question, the study looked into the quantitative data provided by the seven items - related to the community of EEC - in the pre- and post-questionnaires (see Appendix F, items 18-24). The data was analyzed by administering non-parametric and descriptive analysis.

As explained in Section 3.4, this study used Mann-Whitney U Test and Wilcoxon Signed Ranks to look into, compare, and report on the statistical analysis results across and within the two groups respectively. Likewise, the effect size values were calculated and reported.

Mann-Whitney U Test results (see Table 9) revealed that there was no significant difference between the results of the pre- and post-questionnaires across the two groups. Also, there was “practically zero” effect size between the results of the two groups at the beginning of the course. However, a minor effect size was revealed comparing the results of the post-questionnaires of the two groups. Hence, it can be inferred that, concerning the level of sense of belonging to EEC, students started the course being at the same level, but the treatment group students might have better developed their sense of belonging to EEC.

Wilcoxon Signed Ranks Test results (see Table 10) revealed that there was no statistically significant difference within the results of the comparison group students, and

the calculated effect size value revealed a minor effect size. However, the test results indicated that there was a statistically significant difference between the pre- and post-results of the treatment group; and the value of the calculated effect size revealed the existence of a medium effect size. Hence, it can be inferred that treatment group students' sense of belonging to EEC was highly influenced due to the treatment which they received.

Table 9

Mann-Whitney U Test Results Across the Two Groups – Sense of belonging to EEC

	Asymp. Sig. (2-tailed)	<i>z</i>	<i>r</i>	<i>N</i>
Pre-test	.91	-.11	.02	29
Post-tests	.21	-1.25	0.2	29

Note. *r* = correlation coefficients, *N* = total number of the students

Table 10

Wilcoxon Signed Ranks Test Results Within Each Group – Sense of Belonging to EEC

	Asymp. Sig. (2-tailed)	<i>z</i>	<i>r</i>	<i>n</i>
Comparison	.34	-.94	.16	13
Treatment	.04	-1.99	.39	10

Note. *r* = correlation coefficients, *n* = number of the participants

The descriptive analysis of the mean scores of the two groups concerning students' *sense of belonging to EEC* (see Table 9) indicated that, at the beginning of the study, comparison group students outperformed treatment group students, while the latter outperformed at the end of the course. Hence, it can be inferred that the students who participated in community service activities have better developed their sense of belonging to

their school community. For the descriptive analysis of the individual seven items see Appendix J (comparison group), and Appendix K (treatment group).

Table 11

Descriptive Statistics of the Pre- and Post-Survey Questionnaires of the Two Groups - Sense of Belonging to EEC.

	Comparison			Treatment			<i>n</i>
	<i>mdn</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>M</i>	<i>SD</i>	
Pre	5.14	4.83	0.93	4.8	4.78	1.24	7
Post	5.07	4.92	0.78	5.28	5.31	0.43	7

Note. mdn = median, M = mean, SD = standard deviation, n = number of items

Interpreting the above presented results, it can be inferred that students of both groups had started the course having almost the same degree of sense of belonging to EEC, where the students of the comparison group's answers indicated a little more belonging to EEC according to the descriptive. However, after the citizenship course, both groups showed an increase in their sense of belonging to their school community. But the students of the treatment group - which had community service as an additional intervention - showed more increase in their sense of belonging.

Perception of the Course: to reveal whether there was a difference between the two groups' perception of the citizenship course conducted at EEC, three course-evaluation items were added to the post-questionnaire (see Appendix F, items 27-29).

Mann-Whitney U Test results (see Table 12) showed no statistically significant difference between the results of the two groups, but the value of the calculated effect size revealed about the existence of a medium effect size. While looking into the descriptive analysis (see Table 13), it can be observed that all the students liked the course. However, the

students who participated in community service activities better liked/evaluated the course.

For more detailed descriptive analysis of the individual items see Appendix L.

Table 12

Mann-Whitney U Test Results Across the Two Groups – Course Evaluation

	Asymp. Sig. (2-tailed)	<i>z</i>	<i>r</i>	<i>N</i>
Evaluation	.11	-1.58	0.29	29

Note. *r* = correlation coefficients, *N* = total number of the students

Table 13

Descriptive Statistics of the Course Evaluation of the Two Groups

	Comparison			Treatment			<i>n</i>
	<i>mdn</i>	<i>M</i>	<i>SD</i>	<i>mdn</i>	<i>M</i>	<i>SD</i>	
Course Evaluation	5.8	5.37	0.9	6	5.82	0.39	3

Note. *mdn* = median, *M* = mean, *SD* = standard deviation, *n* = number of items

Thus, the results showed that both groups were highly satisfied with the course and the knowledge they gained during the course. However, treatment group students outperformed in evaluating the citizenship course.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.1. Implications

According to Brinton, Snow, and Wesche (2003), CBI is appropriate especially when students have “specific functional needs” (p.9). Based on the literature review presented in Chapter Two, it can be inferred that many young Armenians lack citizenship skills e.g., service leadership; and based on a general consensus, Armenian young EFL learners lack fluency. Hence, by using CBI approach in EFL classrooms to teach citizenship content may, educational institutions may hit two birds with one stone. The findings of this study discussed in the previous chapter confirm that a well-designed citizenship course may serve as an effective device to positively impact students and increase their sense of citizenship as well as sense of belonging to their after-school program community. The study also found that citizenship education is more effective when accompanied with community service activities. Hence, a citizenship CBI course may lead to the construction of more motivated, responsible, and active student-citizens.

5.2 Limitations and Delimitations

Limitation: Throughout the different stages of this research study i.e., designing the structure, implementing the course, collecting data, analyzing the data, etc. it was understood that there are no guarantees to have a perfect research study. This quasi-experimental study is no exception and encountered several shortcomings that should be pinpointed. The first limitation was the limited size of the participants. Although the number of the students was ideal for conducting effective teaching, however, it was very small for assuring similar results when replicating it even with a similar population. Also, as the participants were not chosen randomly, the findings of this research can be generalized only to a certain scope of population, such as EEC students or students of an after-school English language program.

Another major limitation was the time restriction both in terms of the length of the course and the actual class time. The results of the study could be positively affected when conducting it during a 90-minute class time and for a longer period of time. Moreover, the results of the post survey questionnaire showed that instead of recording progress there was decline in a few items. One of the students confessed during the focus group interview that she definitely made a progress towards the end of the course, however, for leaving good impression she might have chosen the “expected good answers” although the survey questionnaire was totally anonymous.

Hence, taking into consideration the above-mentioned limitations, as well as the age and the proficiency level of the participants, one should be cautious when generalizing the findings of this study to a different or a wider population, as the findings might not be valid in a different setting.

Delimitations: This study was conducted to look at the impacts of the citizenship education on the students in general. It did not aim at investigating whether it had different effects on male and female students. Another major delimitation was excluding politics. As the participants of this study were adolescents, politics and political activism were avoided in the citizenship course as well as from the scope of the research study in general. Another major delimitation was the proficiency level of the participants. The study was delimited to pre-intermediate level EFL teenagers because the course was based on CBI and CLT approaches, therefore some basic level of English was necessary.

5.3 Pedagogical Applications

Looking at the findings of the current research study it can be inferred that citizenship education will be more effective when being conducted using Communicative Language Teaching approach and being accompanied by well-developed community service

activities. Also, conducting effective citizenship education in EFL classrooms will positively affect students in many terms. Although there was no explicit teaching of the English language, according to the students, their linguistic skills and especially speaking fluency got developed. Integrating effective citizenship education into EFL classrooms will also affect students' behavior and attitude towards their classroom, their school community, and their country. It will get them become more responsible students, and at some point, they might turn into active citizens. Therefore, the researcher of this study strongly advocates the CBI and CLT approaches in language classrooms. Accordingly, this study was conducted to make an attempt and suggest that citizenship education and community service learning should not be restricted only to school curricula where it is being taught as a separate subject, but it should be integrated across the curricula, and more importantly for this study, at the after-school language programs.

In regard to CBI teachers, staff development is one of the most essential factors; and it should be an ongoing process. It is also recommended for citizenship CBI course teachers to keep constant contact with content-specialists or professors.

Concerning community service activities, one of the most important elements which was also presented in the literature is the “voice” of the students. When having their say in a project, most of the students will be more motivated and act more responsibly. However, during this study it was revealed that most of the students know nothing about community service other than its Armenian translation. Therefore, it will be wise enough to introduce the concept by presenting videos, pictures, etc. before even starting organizing the projects.

Another issue noticed among the students was the lack of teamwork. It is true that students' voice is vital for having an effective community service project, but, during this study, it was revealed that the students were not trained to be team players, and therefore, needed some guidance from the teacher.

Last but not least, there are various types of community service projects. As a start, it will be wise enough to do in-class community projects e.g., creating digital stories for sharing what they have learned with other teenagers, writing letters to the soldiers on the borders, etc. However, it is vital to put students in direct contact with their communities after teaching them that community service is not an act of charity, but rather a mutually beneficial process.

5.4 Recommendations for Future Research Studies

There is also a need for further research that would investigate into the impacts of citizenship education on students' sense of citizenship and measuring it using scales instead of looking at it as a broad concept.

During the course, it was noticed that male and female students reacted differently to different activities or interventions. Hence, this study suggests to investigate and get empirical evidence on the assumed different impacts of citizenship education on female and male students, and in case it is true, finding the reasons behind that would be valuable for improving the existing citizenship education.

This study was conducted in an after-school program. Hence, it recommends conducting a similar research in regular school settings; i.e. EFL classrooms in public schools.

Conducting a longitudinal research study with a larger sample would be valuable.

References

- Abrahamyan, M. (2015). An investigation of digital storytelling to enhance 21st century skills. Unpublished master's thesis, American University of Armenia, Yerevan, Armenia.
- Altrichter, H., Feldman, A., Posch, P. & Somekh, B. (2008). *Teachers investigate their work; An introduction to action research across the professions*. Routledge. p. 147. (2nd edition).
- Aslanyan, S., Adibekian, A., Ajabyan, N., & Coe, B. A. (2007). *Civil society in Armenia: From a theoretical framework to reality*. Yerevan, Armenia: Counterpart International.
- Balasanyan S., Mkrtychyan A., & Vermishyan H. (2016). Independence Generation. Youth Study 2016 – Armenia. Yerevan: Friedrich-Ebert-Stiftung. 206. Retrieved from: <http://www.fes-caucasus.org/news-list/e/independence-generation-youth-study-2016-armenia/>
- Beebe, R. M., & De Costa, E. M. (1993). Teaching beyond the classroom: The Santa Clara University Eastside Project community service and the Spanish classroom. *Hispania*, 884-891.
- Boon TV. (2014, February 9). (*քաղաքացիական*) *ինքնուրույն և հանրակրթություն*. *Սարժենիկ Մկրտչյան* [Video file]. Retrieved from https://www.youtube.com/watch?time_continue=662&v=Lk1wGkuwrLo
- Brinton, D., Snow, M. A., & Wesche, M. B. (2003). *Content-based second language instruction*. University of Michigan Press.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. White Plains, NY: Longman.
- Brumfit, C. (1984). *Communicative methodology in language teaching*.

- Burmark, L. (2004). Visual presentations that prompt, flash & transform. *Media and Methods*, 40(6), 4–5.
- Conway, J. M., Amel, E. L., & Gerwien, D. P. (2009). Teaching and learning in the social context: A meta-analysis of service learning's effects on academic, personal, social, and citizenship outcomes. *Teaching of Psychology*, 36(4), 233-245.
- Flowers, N., Claeys, J., Fazah, R., Schneider, A., & Szelényi, Z. (2007). *Compasito Manual on human rights education for children* [PDF]. Budapest: Council of Europe. doi: <http://www.eycb.coe.int/compasito/>
- Goforth, C. (2015). University of Virginia Library Research Data Services Sciences. Retrieved April 16, 2018, from <http://data.library.virginia.edu/using-and-interpreting-cronbachs-alpha/>
- Gullan, R. L., Power, T. J., & Leff, S. S. (2013). The role of empowerment in a school-based community service program with inner-city, minority youth. *Journal of adolescent research*, 28(6), 664-689.
- Gyulbudaghyan, A., Petrosyan, S., Tovmasyan, T., & Zohrabyan, A. (2007). *Social Studies standards and program*. Yerevan, Armenia, National Institute of Education.
- Hart, D., Donnelly, T. M., Youniss, J., & Atkins, R. (2007). High school community service as a predictor of adult voting and volunteering. *American Educational Research Journal*, 44(1), 197-219.
- Hoffmann, J. P., & Xu, J. (2002). School activities, community service, and delinquency. *Crime & Delinquency*, 48(4), 568-591.
- Hopkins, W. G. (1997). A new view of statistics. Will G. Hopkins.
- Hoskins, B., Jesinghaus, J., Mascherini, M., Munda, G., Nardo, M., Saisana, M., ... &

- Villalba, E. (2006). Measuring active citizenship in Europe. *Institute for the Protection and Security of the Citizen*.
- Huddleston, T., & Kerr, D. (2006). Making sense of citizenship. A continuing professional development handbook.
- Hughes, J., & Robertson, L. (2010). Transforming practice: Using digital video to engage students. *Contemporary Issues in Technology and Teacher Education*, 10(1), 20-37.
- Jones, E., & Gaventa, J. (2002). IDS Development Bibliography 19. *Concepts of citizenship: a review*.
- Jones, R. C. (2009). *Sense of belonging and its relationship with quality of life and symptom distress among undergraduate college students*. Oklahoma State University.
- Kiss, J., & Héra, G. (2012). Youth and Active Citizenship. Retrieved March 29, 2018, from <https://www.opensocietyfoundations.org/reports/youth-and-active-citizenship>
- Lally, C. G. (2001). Service/community learning and foreign language teaching methods: An application. *Active learning in higher education*, 2(1), 53-63.
<https://doi.org/10.1177/1469787401002001005>
- Lakin, R., & Mahoney, A. (2006). Empowering youth to change their world: Identifying key components of a community service program to promote positive development. *Journal of School Psychology*, 44(6), 513-531. doi:10.1016/j.jsp.2006.06.001
- Larsen-Freeman, D. & Anderson M. (2011). *Techniques and principles in language teaching*. Oxford University.
- Lawton, D., Cairns, J., & Gardner, R. (2004). *Education for citizenship*. A&C Black.
- Lawy, R., & Biesta, G. (2006). Citizenship-as-practice: The educational implications of an inclusive and relational understanding of citizenship. *British journal of educational*

studies, 54(1), 34-50.

Lear, D. W., & Abbott, A. R. (2008). Foreign language professional standards and CSL:

Achieving the 5 C's. *Michigan Journal of Community Service Learning*, 14(2).

Loyola University New Orleans. (n.d.). Retrieved April 11, 2018, from

<http://www.loyno.edu/engage/service-learning-vs-community-service>

Marsh, P., Bradley, S., Love, C., Alexander, P., & Norham, R. (2007). Belonging. Research

commissioned by The Automobile Association. *Oxford, UK: SIRC–Social Issues*

Research Centre. Retrieved December, 30, 2007.

Melchior, A. (1998). National Evaluation of Learn and Serve America School and

Community-Based Programs. Final Report.

Minassian, A., Tadevosyan, A., Stepanyan, K., Hayrapetyan, A., Papikyan, H., Thornton, S.,

& Wiechmann, O. (2016). *YOUTH for Society Manual for Beginner Youth Workers.*

Yerevan: "KASA" Swiss Humanitarian Foundation. Retrieved from

<http://kasa.am/wp-content/uploads/2016/09/Youth-for-society.-Manual-for-beginner-youth-workers.pdf>

Ministry of Education and Science. (2012). Չափորոշիչներ և ծրագրեր. Retrieved April 04,

2018, from <http://www.aniedu.am/index.php/chaphophoshichner-ev-tcragrer/>

Morgan, W., & Streb, M. (2001). Building Citizenship: How Student Voice in Service-

Learning Develops Civic Values. *Social Science Quarterly*, 82: 154–169.

doi:10.1111/0038-4941.00014

Nation, I. S. P. & McAlister, J. (2010). *Language Curriculum Design*. New York: Routledge

Niemi, R. G., Hepburn, M. A., & Chapman, C. (2000). Community service by high school

students: A cure for civic ills? *Political Behavior*, 22(1), 45-69.

- Recommendations on Citizenship Education in Armenia* [PDF]. (2015). Networking European citizenship education.
- Riedel, E. (2002). The impact of high school community service programs on students' feelings of civic obligation. *American Politics Research*, 30(5), 499-527.
- Richards, J. C. (2001). *Curriculum development in language teaching*. New York: Cambridge University Press.
- Robin, B. (2008). Digital storytelling: A powerful technology tool for the 21st century classroom. *Theory into Practice*, 47(3), 220-228. Retrieved from <http://www.jstor.org/stable/40071546>
- Serrano, J. R. (2008). ELT and Citizenship: Basic Principles to Raise Social Awareness Through Language Teaching. *HOW Journal* 15(1) 63-82.
- Schulz, W., Ainley, J., Fraillon, J., Kerr, D., & Losito, B. (2010). Initial findings from the IEA international civic and citizenship education study.
- Shelby-Caffey, C., Úbéda, E., & Jenkins, B. (2014). Digital storytelling revisited. *The Reading Teacher*, 68(3), 191-199.
- Stenger, M. (2014). Why Curiosity Enhances Learning. Retrieved April 09, 2018, from <https://www.edutopia.org/blog/why-curiosity-enhances-learning-marianne-stenger>
- Stoller, F. L. (2004). 12. Content-based instruction: Perspectives on curriculum planning. *Annual review of applied linguistics*, 24, 261-283.
- Sullivan, G. M., & Feinn, R. (2012). Using Effect Size—or Why the P Value Is Not Enough. Retrieved April 17, 2018, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3444174/>

Széger, K. (2013). Active Citizenship Can Change Your Country for the Better. Retrieved March 29, 2018, from <https://www.opensocietyfoundations.org/voices/active-citizenship-can-change-your-country-better>

Tovmasyan, T. (2004). *The Invasion of Civic Education into the Armenian Education System*. Unpublished master's thesis, University of Massachusetts, Amherst, Massachusetts.

Tovmasyan T. & Taylor M. T. (2008). The Impact of Civic Education on Schools, Students and Communities: Final Analytical Report. *Caucasus Research Resource Centers (CRRC)- Armenia*.

Weerd, M., Gemmeke, M., Rigter, J., & Rij, C. (2005). Indicators for Monitoring Active Citizenship and Citizenship Education. Amsterdam: Regioplan. Retrieved from http://www.pedz.uni-mannheim.de/daten/edz-b/gdbk/05/indicator_monitoring_active.pdf

What is Digital Storytelling? (n.d.). Retrieved December 11, 2017, from <http://digitalstorytelling.coe.uh.edu/page.cfm?id=27>

Yuksel, P., Robin, B. R., & McNeil, S. (2011). Educational uses of digital storytelling around the world. In *Proceedings of Society for Information Technology & Teacher Education International Conference 1(1)* 1264-1271.

Appendix A

The curriculum of the current citizenship education in the schools of RA

Grade	Subject	Hour(s) per week	Topics	Goals and Learning Objectives
2nd Elementary School	Me and My Surrounding	1	<ul style="list-style-type: none"> - Who am I? - My small and big family - My classroom - My neighborhood - My city, my village - Inanimate and living nature, and their relationship - Nutrition, exercise, and hygiene 	<ul style="list-style-type: none"> - describing our surroundings - promoting students to recognize their own bodies, and implementing educational activities to teach health protection and safe functioning - providing students with the basic skills to explore their surroundings and to make their own conclusions about them - forming basic knowledge about the diversity of the nature in Armenia, and our natural and social objects and phenomena - informing students about continents' discovery through stories
3rd Elementary School	Me and My Surrounding	1	<ul style="list-style-type: none"> - Friendship: rights and responsibilities - Work and leisure - The stars, the sun, the moon, and the earth - Nature in the different seasons of the year - Human body structure, and the systems of the organs - The dangers in our surroundings 	
4th Elementary School	Me and My Surrounding	2	<ul style="list-style-type: none"> - Nature - Air, land, water - Objects, materials, and particles - Human dependence on the environment - Armenia is my homeland - Orientation at the terrain, horizon, compass - Journeys in the early past - Democratic society 	

<p>5th Middle School</p>	<p>Armenian Studies</p>	<p>1</p>	<ul style="list-style-type: none"> - My Homeland - My language, my belief, my church - Discussions about our history - Our culture 	<ul style="list-style-type: none"> - introducing our Homeland (basic information about its history, geography, culture, languages, literature, heritage, national values, and the significant figures)
<p>8th Middle School</p>	<p>Social Studies <i>Introducing Social Studies</i> (2013)</p>	<p>1</p>	<ul style="list-style-type: none"> - Human and Society - Core Values: freedom, justice, equality, rights and responsibilities, tolerance, etc. - Power 	<ul style="list-style-type: none"> - introducing the basic concepts and issues related to humans and society - informing about interpersonal relationships - developing communication skills - introducing some basic concepts such as: freedom, responsibility, justice, tolerance, etc.,
<p>9th Middle School</p>	<p>Social Studies <i>Human Rights and Civic Education</i> (2014)</p>	<p>1</p>	<ul style="list-style-type: none"> - Democratic society - Public policy - Citizenship - Civil society - The economic component of civil society - Fundamental human and civil rights and freedoms 	<ul style="list-style-type: none"> - introducing the concept of human rights - presenting the types of rights - giving an idea about the protection and the guarantees of human and civil rights - introducing the concepts of power, democracy and civil society and present their relationship - forming a systematic understanding of civil society - presenting community-based research projects, etc.

10th High School	Social Studies (edited in 2014)	2	<ul style="list-style-type: none"> - aesthetics - ethics - psychology - economics - law - political science - philosophy 	<ul style="list-style-type: none"> - patriotism - upbringing of civic values - raising national self-consciousness - increasing the role of the individual and the society in the process of establishing democracy - assessment and preservation of national and universal cultural values
11th High School	Social Studies (edited in 2015)	30 minutes 1.5 2		
12th High School	Social Studies (edited in 2016)	17-34 Hours in total		

Appendix B

The course description of the citizenship education conducted at EEC with the two groups

Course description	<p>This CBI course is based on CLT and PPP. It was designed to teach citizenship knowledge, values, and skills. Also, to improve students' English language abilities through communicating and using authentic language. This course did not employ any type of explicit language teaching.</p>
Target audience	<p>Armenian teenagers Age: 12-16 years old English Proficiency level: (low) intermediate</p>
Course length	<p>8-10 weeks 2 sessions of 50 minutes per week</p>
Course teacher	<p>Sossie Balkhian - sossie.b@gmail.com</p>
Assessment	<p>There was no explicit assessment. However, the teacher kept track of the students' presence as well as completed tasks to encourage them not to be absent and complete their tasks. Students were given regular feedback on their tasks without being graded. Those who completed the tasks and had little or no absence were appreciated at the end of the course for being "active and responsible students."</p>
Venue	<p>EEC at AUA</p>

Appendix C

Curriculum of the citizenship education developed for the two groups of this study

Title	Topics	In-class activities	Treatment activities (only group B)	Assignment for short essays
Tell your story. Be honest!	- Introduction to the course - Introduction to digital storytelling	- getting to know each other through ice-breakers - discussing about white lies - watching videos - Presenting “identities”	none	Write a script (100-150 words) for your “story” telling about yourself. Information you want to share with your friends. Start your story with: “My name is ... and I am...”
Our Constitution	- Rules vs. responsibilities	- watching video and discussing about responsibilities - developing the rules of the class in groups - presenting the rules	None	Write a script (100-150 words) for your “story” telling about your responsibilities. Start your story with: “Hello, I am (Sossie). Today, I will tell you about my responsibilities.”

Title	Topics	In-class activities	Treatment activities (only group B)	Assignment for short essays
Know Thyself	<ul style="list-style-type: none"> - Know oneself - Emblems 	<ul style="list-style-type: none"> - presenting the proverb “know thyself.” - discussing about identities - creating emblems individually - presenting emblems 	None	No homework
Against or For	<ul style="list-style-type: none"> - Discussion and persuasion - Stereotypes 	<ul style="list-style-type: none"> - doing an activity related to stereotypes - debating - presenting the topic “dreams”. - modeling for homework: “I have a dream. I dream about having a country, where the Armenians from all over the world would love to live.” - Sossie 	None	Write a script (100-150 words) for your “story” telling about your DREAMs. Start your story with: “I have a dream.”

Title	Topics	In-class activities	Treatment activities (only group B)	Assignment for short essays
Civil Responsibility	<ul style="list-style-type: none"> - Civil responsibility - Responsible citizens 	<ul style="list-style-type: none"> - presenting related terms: civil responsibility, citizen, citizenship, philanthropy, volunteering, etc. - presenting Arsine Khanjian and Martin Luther King - presenting actions of civil responsibility in Armenia - watching and discussing a video: “Social issues in Armenia” 	Informing that the group will do community service projects	No homework
Community Service	<ul style="list-style-type: none"> - What is community service? - The problem of the plastic bags in Armenia. 	<ul style="list-style-type: none"> - watching a short movie about plastic bags in Armenia: “Something New” - presenting how to create a “storyboard” for digital storytelling 	None	Free topic: Write a script (150 words) for your “story” Start your story with: “This story is about ...” and create a storyboard for your story.

Title	Topics	In-class activities	Treatment activities (only group B)	Assignment for short essays
How to be a Good Member of a Community?	<ul style="list-style-type: none"> - Communities - Pay it forward - Kindness boomerang 	<ul style="list-style-type: none"> - presenting storyboards - presenting my community - watching and discussing the trailer of “Pay it forward” - watching 2 short videos on kindness boomerang 	<ul style="list-style-type: none"> - introducing and starting the “kindness bracelets” project 	Write a script (150 words) for your “story” answering the question. “What can you do to make your community better?”
Elections and Voting	<ul style="list-style-type: none"> - Election - Voting - Community service 	<ul style="list-style-type: none"> - nominating students to become the leaders of the group project. - voting - the teams choose their members in turn - discussing about community service - working in groups to choose and develop one community service 	<ul style="list-style-type: none"> - informing that they will do the community service project with the most votes - reflecting on “kindness bracelets” 	No homework

Title	Topics	In-class activities	Treatment activities (only group B)	Assignment for short essays
Community Service Project: Presenting and Voting	- Types of Community Service	- presenting group projects on community service - voting individually for the one project they would like to do.	- starting to develop the project with the most votes as a class	No homework
Human Rights	- Human rights: The concepts - Interesting facts related to human rights - Article No. 29	- presenting related terms: minorities, discrimination, right, protection, equality, etc. - watching a video on children’s rights - recycling the presented content with an activity - jigsaw activity about the content - discussing 2 pictures	- developing the project: • Preparing a package that includes a sandwich prepared by the students, cookies or sweets, and a bottle of water or juice. • Going out to street as a group to give the packages to homeless people/beggars and socialize with them.	Read the 30 human right articles. Write a script (100-150 words). What are the most important three rights for you? Start your story with: “I know my rights...”

Title	Topics	In-class activities	Treatment activities (only group B)	Assignment for short essays
Fairness: Equity and Equality	<ul style="list-style-type: none"> - Canadian Museum for Human Rights - Equality vs. Equity - What can I do? 	<ul style="list-style-type: none"> - presenting related terms: equity, disabled, diversity, etc. - discussing pictures about equity and equality - watching and discussing video: “teaching fairness equality equity” - discussing “Which is fairer: equality or equity?” - recycling and discussing the concepts and terms presented in the last two lessons through an activity using pictures. - discussing what can students do for the community through pictures. - watching and discussing an anti-bullying video “Be the change” - watching and discussing a video “Power of words” 	<ul style="list-style-type: none"> - reflecting on the project (although it was canceled at the last minute because of the heavy rain) - discussing and deciding on another project: Shelf reading the library 	No homework

Title	Topics	In-class activities	Treatment activities (only group B)	Assignment for short essays
Diversity	<ul style="list-style-type: none"> - Diversity. Acceptance. Inclusion - Diversity in Armenia - Diaspora Armenians - Qyaram Sloyan - Creating a digital story using movie maker 	<ul style="list-style-type: none"> - presenting related terms: origin, race, nationality, gender, protection, minorities, etc. - discussing pictures on diversity - discussing Facebook Statuses: Like or Dislike game - watching a video on how to create a digital story using movie maker. 	<ul style="list-style-type: none"> - reflecting on shelf-reading project - deciding on a new project: as a team, creating a digital story on human rights in Armenian, and sharing it online and with another group of teenagers 	<p>Create a digital story (2-3 minutes). “Hello, my name is ... and I am... Today, I will tell you about ...” You can tell us about you/ your family/ your country/your dreams/ rights and responsibilities/our hobbies/ your friends... about WHATEVER YOU WANT! :) </p>

Title	Topics	In-class activities	Treatment activities (only group B)	Assignment for short essays
Democracy	<ul style="list-style-type: none"> - Types of systems - Democracy - “Good” vs. “bad” e.g., a “good” teacher vs. a “bad” teacher, etc. 	<ul style="list-style-type: none"> - presenting related terms: voting, election, campaign, candidate, politics, dictatorship, parliament, opposition, etc. - discussing two pictures - watching “Democracy is...” - watching “Democracy” and recalling and discussing the concepts mentioned in the video - role-playing and guessing: “good vs. bad characters” 	<ul style="list-style-type: none"> - reflecting on “kindness bracelets” - individually and at home, preparing handmade cards for the teachers at EEC and AUA 	No homework
Change Agents	<ul style="list-style-type: none"> - Making a difference - NGOs - Innovation - Live Love Armenia - Change agents 	<ul style="list-style-type: none"> - presenting related concepts: heritage, take action, creativity, education, etc. - talking about Armenians who made a difference in their communities - watching “We are Armenians” - playing Facebook status game (yes,maybe,no) 	<ul style="list-style-type: none"> - bringing the cards - translating the 30 articles of Humans Rights from English into Armenian, working in pairs - proof reading the translated text 	<p>In class assignment (15 minutes):</p> <p>Suppose that I have lost my memory completely, and you have to tell me the information you think is necessary for me to know and to be able to continue my life.</p>

Title	Topics	In-class activities	Treatment activities (only group B)	Assignment for short essays
Citizens in Action	<ul style="list-style-type: none"> - Revision - Wrap up with “Creating our ideal island” 	<ul style="list-style-type: none"> - reviewing all the topics and concepts of the course - playing a civic game in groups which aims at creating an ideal place to live with their groups 	<ul style="list-style-type: none"> - voting for the ideal island (created by Group A) - storyboarding - creating the digital story using movie maker - reflecting on the experience 	No homework
Party Time		<ul style="list-style-type: none"> - announcing the ideal island chosen based on Group B’s votes. - giving souvenirs to all students - praising the students who were responsible during the course and completed all the assignments - socializing - singing - playing games 	<ul style="list-style-type: none"> - organizing and helping the teacher during the event - reflecting on the experience - evaluating their work 	No homework

Appendix D

The activities through which qualitative data was collected from the participants of both groups

Topic	Type	
“Identity” something that represents me.	Drawing activity	In-class
“Hello, my name is ... and I am ...” Information about me that I would like to share with the others.	Short essay	Homework
“Hello, I am Today I will tell you about my responsibilities.”	Short essay	Homework
“My Emblem” me, my dream, something I’m proud of, my motto in life.	Drawing activity	In-class
“I have a dream.”	Short essay	Homework
Free topic	Short essay + storyboard	Homework
“What can you do to make your community better?”	Short essay	Homework
“What are the most important three important human rights for you?”	Short essay	Homework
Free topic	Digital story	Homework
“Suppose your teacher lost her memory and you have to tell her the information you think is necessary for her to be able to continue her life.”	Short essay	In-class

Appendix E

Աշակերտի հարցաթերթիկ - խումբ _____

Ա. Որքանո՞վ եք համաձայն կամ անհամաձայն նշված պնդումներից յուրաքանչյուրի հետ:

1. Իմ շրջապատում շատ են մարդիկ, որոնք հոգ են տանում իմ մասին:

Կտրականապես համաձայն չեմ					Լիովին համաձայն եմ
1	2	3	4	5	6

2. Իմ կյանքում մեծահասակները լսում են իմ կարծիքը:

Կտրականապես համաձայն չեմ					Լիովին համաձայն եմ
1	2	3	4	5	6

3. Իմ կյանքում մեծահասակները հաշվի են առնում իմ կարծիքը:

Կտրականապես համաձայն չեմ					Լիովին համաձայն եմ
1	2	3	4	5	6

4. Ես հոգ եմ տանում միայն իմ ընտանիքի և ընկերների մասին:

Ուրիշ մարդիկ կարող են հոգ տանել իրենք իրենց մասին:

Կտրականապես համաձայն չեմ					Լիովին համաձայն եմ
1	2	3	4	5	6

5. Մարդիկ պետք է զբաղվեն իրենց հոգսերով և չփորձեն լուծել ուրիշների խնդիրները:

Կտրականապես համաձայն չեմ					Լիովին համաձայն եմ
1	2	3	4	5	6

6. Երբ տեսնում եմ, որ ինչ-որ մեկին անարդարացիորեն են վերաբերվում, ես ցավում նրա համար:

Կտրականապես համաձայն չեմ					Լիովին համաձայն եմ
1	2	3	4	5	6

7. Երբ փողոցում հանդիպեմ ինչ-որ մեկին, որը դժվարության մեջ է, կփորձեմ օգնել:

Կտրականապես համաձայն չեմ					Լիովին համաձայն եմ
1	2	3	4	5	6

8. Մարդիկ օգնություն կխնդրեն որովհետեւ ծույլ են:

Կտրականապես համաձայն չեմ					Լիովին համաձայն եմ
1	2	3	4	5	6

9. Ես հավատում եմ, որ կարող եմ փոխել իմ համայնքը:

Կտրականապես համաձայն չեմ					Լիովին համաձայն եմ
1	2	3	4	5	6

10. Ես ծանրաբեռնված եմ դպրոցական տնային աշխատանքով և **չեմ կարող զբաղվել համայնքիս խնդիրներով:**

Կտրականապես համաձայն չեմ					Լիովին համաձայն եմ
1	2	3	4	5	6

11. Իմ համադասարանցիներն այնպես են անուժ, որ ես ինձ կարևոր զգամ:

Կտրականապես համաձայն չեմ					Լիովին համաձայն եմ
1	2	3	4	5	6

12. Իմ ուսուցիչները իրոք հոգ են տանում իմ մասին:

Կտրականապես համաձայն չեմ					Լիովին համաձայն եմ
1	2	3	4	5	6

Բ. Եթե պարզել եք Ձեր համայնքում առկա կարևոր խնդիր (օրինակ՝

ձեր դպրոցի մոտակա այգին քանդելու են, որպեսզի կառուցեն բարձրահարկ բնակելի շենք),

ձեր կարծիքով որքա՞նով կկարողանաք կատարել հետևյալ գործողությունները:

13. Կապվել քաղաքապետի կամ քաղաքապետարանի հետ և փողոքել տվյալ խնդրի վերաբերյալ:

Միանշանակ չեմ կարող					Միանշանակ կարող եմ
1	2	3	4	5	6

14. Տվյալ այգու մեջ կազմակերպել միջոցառում դպրոցի աշակերտական խորհուրդի օգնությամբ և **հրապարակավ արտահայտվել** տվյալ խնդրի մասին:

Միանշանակ չեմ կարող					Միանշանակ կարող եմ
1	2	3	4	5	6

15. Ձեր մտահոգությունը հայտնել դպրոցի տնօրինությանը:

Միանշանակ չեմ կարող					Միանշանակ կարող եմ
1	2	3	4	5	6

16. Ստորագրել խնդրագիր (պետիցիա - petition) :

Միանշանակ չեմ կարող					Միանշանակ կարող եմ
1	2	3	4	5	6

17. Ֆեյսբուքում գրառում անել (status) արտահայտելով ձեր կարծիքը:

Միանշանակ չեմ կարող					Միանշանակ կարող եմ
1	2	3	4	5	6

Գ. Որքա՞ն հաճախ է այս պնդումներից յուրաքանչյուրը համապատասխանում ձեզ և ձեր մասնակցությանը:

18. Ես գգում եմ, որ պատկանում եմ այս ծրագրին (EEC):

Երբեք					Միշտ
1	2	3	4	5	6

19. Ես կարծում եմ, որ իմ գաղափարները հաշվի են առնվում այս ծրագրում (EEC):

Երբեք					Միշտ
1	2	3	4	5	6

20. Մարդիկ իսկապես լսում են ինձ այս ծրագրում (EEC):

Երբեք					Միշտ
1	2	3	4	5	6

21. Ես զգում եմ, որ հաջողակ եմ այս ծրագրում (EEC):

Երբեք					Միշտ
1	2	3	4	5	6

22. Այս ծրագիրը (EEC) հարմարավետ վայր է իմ տարեկիցների հետ շփվելու համար:

Երբեք					Միշտ
1	2	3	4	5	6

23. Այս ծրագրում (EEC) զգում եմ, որ նշանակություն ունեմ:

Երբեք					Միշտ
1	2	3	4	5	6

24. Եթե ես բացակայեմ ծրագրից (EEC), որևէ մեկը կնկատի, որ ես չկամ:

Երբեք					Միշտ
1	2	3	4	5	6

25. Վերջին 12 ամիսների ընթացքում **մասնակցե՞լ եք** կամավորական աշխատանքների և ծառայությունների:

Երբեք	1 անգամ	2 անգամ	3-5 անգամ	Շաբաթական 1 անգամ	Բազմիցս
-------	---------	---------	-----------	-------------------	---------

26. Վերջին 12 ամիսների ընթացքում **դուք կազմակերպե՞լ եք** կամավորական աշխատանքներ:

Երբեք	1 անգամ	2 անգամ	3-5 անգամ	Շաբաթական 1 անգամ	Բազմիցս
-------	---------	---------	-----------	-------------------	---------

Տարիք: _____

Սեռ: իգական _____

արական _____

Դպրոց: _____

Մոտավորապես, ինչքա՞ն ժամանակ է հաճախում եք այս ծրագիրը (EEC): _____

Շնորհակալություն ☺

Appendix F

Student Survey-Questionnaire – Group _____

A. How much do you agree or disagree with each of the following statements?

1. In my community, there are lots of people who care about me.

Strongly Disagree			Strongly Agree		
1	2	3	4	5	6

2. Adults in my life listen to what I have to say.

Strongly Disagree			Strongly Agree		
1	2	3	4	5	6

3. Adults in my life consider my opinion.

Strongly Disagree			Strongly Agree		
1	2	3	4	5	6

4. I only care about my family and my friends; other people can take care of themselves.

Strongly Disagree			Strongly Agree		
1	2	3	4	5	6

5. People should look after themselves and not try to solve other people's problems.

Strongly Disagree			Strongly Agree		
1	2	3	4	5	6

6. When I see someone being treated unfairly, I feel sorry for them.

Strongly Disagree			Strongly Agree		
1	2	3	4	5	6

7. When I see someone having a problem in the street, I try to help.

Strongly Disagree			Strongly Agree		
1	2	3	4	5	6

8. People ask for help because they are lazy.

Strongly Disagree			Strongly Agree		
1	2	3	4	5	6

9. I believe I can make a difference in my community.

Strongly Disagree			Strongly Agree		
1	2	3	4	5	6

10. I have enough schoolwork to do, so I can't worry about my community's problems.

Strongly Disagree			Strongly Agree		
1	2	3	4	5	6

11. My classmates make me feel important.

Strongly Disagree			Strongly Agree		
1	2	3	4	5	6

12. My teachers really care about me.

Strongly Disagree			Strongly Agree		
1	2	3	4	5	6

B. If you found out about an important problem in your community (for example, they are going to turn the park next to your school into a supermarket), would you be able to do the following activities?

13. Contact the mayor or Yerevan Municipality and complain about the problem.

Definitely Can't			Definitely Can		
1	2	3	4	5	6

14. Organize an event in the park with the help of your schools' student council and speak up about the problem in public.

Definitely Can't			Definitely Can		
1	2	3	4	5	6

15. Express your concern to the school administration.

Definitely Can't			Definitely Can		
1	2	3	4	5	6

16. Sign a written petition.

Definitely Can't			Definitely Can		
1	2	3	4	5	6

17. Make a post on Facebook expressing your opinion.

Definitely Can't			Definitely Can		
1	2	3	4	5	6

C. How often does each of these statements describe you?

18. I feel like I belong at EEC.

Never			Always		
1	2	3	4	5	6

19. I feel like my ideas count at EEC.

Never			Always		
1	2	3	4	5	6

20. People really listen to me at EEC.

Never			Always		
1	2	3	4	5	6

21. I feel like I'm successful at EEC.

Never			Always		
1	2	3	4	5	6

22. EEC is a comfortable place to hang out.

Never					Always
1	2	3	4	5	6

23. At EEC, I feel like I matter.

Never					Always
1	2	3	4	5	6

24. If I didn't show up, someone at EEC would notice I was not around.

Never					Always
1	2	3	4	5	6

25. How often have you participated in volunteering and service activities over the last 12 months?

Never	Once	Twice	3-5 times	Once a week	Often
-------	------	-------	-----------	-------------	-------

26. How often have you organized a community service over the last 12 months?

Neve	Once	Twice	3-5 times	Once a week	More times
------	------	-------	-----------	-------------	------------

Age _____

Gender: Female _____ Male _____

School _____

How long have you been attending to EEC? _____

Thank you 😊

Appendix G

Course Evaluation Items of the Post Survey Questionnaire – Armenian Version

27. Ինձ դուր եկավ այս դասընթացը:

Կորականապես համաձայն չեմ					Լիովին համաձայն եմ
1	2	3	4	5	6

28. Կուզենայի շարունակել այս դասընթացը:

Կորականապես համաձայն չեմ					Լիովին համաձայն եմ
1	2	3	4	5	6

29. Այս դասընթացը ինձ օգտակար գիտելիք տվեց:

Կորականապես համաձայն չեմ					Լիովին համաձայն եմ
1	2	3	4	5	6

Appendix H

Course Evaluation Items of the Post Survey Questionnaire – English Version

27. I liked this course.

Strongly Disagree			Strongly Agree		
1	2	3	4	5	6

28. I would like to continue this course.

Strongly Disagree			Strongly Agree		
1	2	3	4	5	6

29. This course gave me valuable knowledge.

Strongly Disagree			Strongly Agree		
1	2	3	4	5	6

Appendix I

Focus Group Interview Questions

1. Do you want to continue the course? Why? Why not?
2. Did the course give you a valuable knowledge? If yes, what?
3. What would you change in our course?

4. Do you learn social studies at school? Describe the lesson.
5. Do you like it? Why? Why not?
6. What would you change in it?

7. Do you follow the news?
8. Do you discuss with your family about the issues in Armenia?

9. Do you think something was changed within you because of this course?

10. Do you want to add something?

Appendix J

Descriptive Statistics for the 26 Items of the Pre- and Post-Student Survey Questionnaires –
 Comparison Group

Questions	Comparison Group					
	Pre-Test			Post-Test		
	Mdn	M	SD	mdn	M	SD
1 In my community, there are lots of people who care about me.	6	5.62	0.61	5.5	5.18	1.04
2 Adults in my life listen to what I have to say.	5	4.56	1.31	5	5	1.31
3 Adults in my life consider my opinion.	4	4.13	1.27	5	4.26	1.27
4 I only care about my family and my friends; other people can take care of themselves.	2.5	3.18	2.04	1.5	2	1.26
5 People should look after themselves and not try to solve other people's problems.	2	2.81	1.97	1.5	1.93	1.23
6 When I see someone being treated unfairly, I feel sorry for them.	5	4.68	1.88	5.5	4.87	1.66
7 When I see someone having a problem in the street, I try to help them.	6	5.37	0.88	6	5.5	0.63
8 People ask for help, because they are lazy.	1	2	1.46	1.5	2.12	1.5
9 I believe I can make a difference in my community.	4	4.12	1.36	4	4.06	1.61

10	I have enough schoolwork to do, so I can't worry about other things in my community.	3	3.25	1.80	4	3.75	1.65
11	My classmates make me feel important.	5	4.93	1.28	5	5	0.89
12	My teachers really care about me.	5	5.12	0.95	5	4.5	1.26
13	Contact the mayor or Yerevan Municipality and complain about the problem.	4	3.75	1.57	2.5	3.25	1.87
14	Organize an event in the park with the help of your schools' student council and speak up about the problem in public.	4.5	4.12	1.74	3.5	3.5	1.5
15	Express your concern to the school administration.	6	5.06	1.61	4.5	4.62	1.31
16	Sign a written petition.	3	3.18	1.93	4	4.06	1.80
17	Make a post on Facebook expressing your opinion.	2	2.75	2.01	5	3.93	2.26
18	I feel like I belong at EEC.	5	4.93	1.23	5.5	5.18	0.98
19	I feel like my ideas are being considered at EEC.	5	4.5	1.36	5	4.31	1.40
20	People really listen to me at EEC.	3.5	3.81	1.79	4	4.18	1.22
21	I feel like I'm successful at EEC.	5.5	5.25	0.85	5	5	1.15

22	EEC is a comfortable place to hang out with my peers.	6	5.18	1.55	6	5.56	0.81
23	I feel like I matter at EEC.	5	4.68	1.30	5	5	0.81
24	If I didn't show up, someone at EEC would notice I was not around.	6	5.43	1.09	6	5.25	1.43
25	Have you participated in volunteering and service activities over the last 12 months?	2	2.5	1.78	2.5	2.68	1.44
26	Have you organized a community service over the last 12 months?	1	1.5	0.89	2	1.93	1.23

Note. mdn = median, M = mean, SD = standard deviation

Appendix K

Descriptive Statistics for the 26 Items of the Pre- and Post-Student Survey Questionnaires –
 Treatment Group

Questions	Treatment					
	Pre-Test			Post-Test		
	<i>mdn</i>	<i>M</i>	<i>SD</i>	<i>mdn</i>	<i>M</i>	<i>SD</i>
1 In my community, there are lots of people who care about me.	5	5.15	0.89	5	5.07	1.03
2 Adults in my life listen to what I have to say.	5	4.92	1.38	5	4.84	0.98
3 Adults in my life consider my opinion.	5	4.61	1.44	5	5	0.57
4 I only care about my family and my friends; other people can take care of themselves.	3	2.92	1.25	2	2.38	0.76
5 People should look after themselves and not try to solve other people's problems.	3	3.07	1.38	2	2.61	1.50
6 When I see someone being treated unfairly, I feel sorry for them.	6	5.38	0.96	5	5.15	0.80
7 When I see someone having a problem in the street, I try to help them.	5	4.84	1.28	5	5.15	0.80
8 People ask for help, because they are lazy.	2	2.30	0.63	2	2.53	1.39
9 I believe I can make a difference in my community.	4	4.38	1.66	4	4.15	1.28

10	I have enough schoolwork to do, so I can't worry about other things in my community.	4	3.69	1.75	4	3.53	1.50
11	My classmates make me feel important.	5	4.46	1.19	4	4.15	0.98
12	My teachers really care about me.	5	4.76	1.09	5	5.07	1.11
13	Contact the mayor or Yerevan Municipality and complain about the problem.	3	3.30	1.84	3	3	1.35
14	Organize an event in the park with the help of your schools' student council and speak up about the problem in public.	3	3.46	1.76	4	3.61	1.26
15	Express your concern to the school administration.	5	4.84	0.98	4	3.92	1.25
16	Sign a written petition.	4	3.92	1.65	5	4.15	1.72
17	Make a post on Facebook expressing your opinion.	3	3.15	2.11	5	4.15	1.62
18	I feel like I belong at EEC.	5	4.53	1.50	5	5.23	0.92
19	I feel like my ideas are being considered at EEC.	5	4.61	1.38	5	5.23	0.72
20	People really listen to me at EEC.	5	5	1.35	6	5.61	0.65
21	I feel like I'm successful at EEC.	5	4.92	1.49	5	5.30	0.63
22	EEC is a comfortable place to hang out with my peers.	6	5.38	1.38	6	5.46	0.77
23	I feel like I matter at EEC.	5	4.23	1.69	5	5.15	0.80

24	If I didn't show up, someone at EEC would notice I was not around.	5	4.76	1.42	5	5.23	0.83
25	Have you participated in volunteering and service activities over the last 12 months?	2	2.30	1.43	2	2.61	0.96
26	Have you organized a community service over the last 12 months?	1	1.38	0.86	1	1.53	0.77

Note. mdn = median, M = mean, SD = standard deviation

Appendix L

Descriptive Statistics of Comparison Group and Treatment Group Students'
 Course Evaluation.

Questions	Comparison			Treatment		
	<i>mdn</i>	<i>M</i>	<i>SD</i>	<i>mdn</i>	<i>M</i>	<i>SD</i>
27 I liked this course.	6	5.56	0.89	6	5.76	0.43
28 I would like to continue this course.	6	5.25	1.06	6	5.69	0.85
29 This course gave me valuable knowledge.	6	5.31	0.94	6	6	0