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The Evaluation of Civic education in the Algerian Secondary School

English Textbook “Getting through SE2”

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The Evaluation of Civic Education in the Algerian Secondary School English Textbook

Case Study Second year « Getting Through SE2 »

Participation:

The Case of Secondary School EFL Teachers at Mila Secondary Schools

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Dedication I

I dedicate this work to the memory of my deceased mother and daughter. To all of my family members without whom I could have never made it this far. Finally, to my friends, teachers and classmates who have helped and supported me throughout my journey, thank you.

Mohamed

Dedication II

**It is a big pleasure to make your tongue dance on cosmopolitan minds tone...
Great thanks to my families**

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Abstract

This dissertation critically examines the integration and effectiveness of civic education within the Year 2 Algerian secondary school English textbook. In light of recent educational reforms emphasizing the role of English as a Foreign Language (EFL) in promoting civic values, the study investigates how civic objectives are concretely implemented in the textbook. Utilizing a mixed-methods approach, the research combines a systematic content analysis with a questionnaire administered to twenty-five secondary school English teachers in the Mila region. The analysis evaluates the presence of civic themes—such as citizenship, democratic values, and environmental responsibility—and the pedagogical methods used to convey them.

Findings reveal that while the textbook includes civic-oriented content, its presentation is largely implicit and dependent on teacher intervention. Emphasis remains on content delivery rather than fostering critical thinking or student engagement in civic practices. Teachers identified challenges including limited instructional time, a focus on language proficiency, and a lack of interactive tasks supporting civic education. The study concludes that although the textbook lays a foundational framework, it falls short in promoting active civic engagement among students.

The research recommends revisions to the textbook to include clearer civic learning objectives, more interactive and critical-thinking activities, and enhanced teacher support materials. It also suggests future studies focusing on student perspectives and the influence of teacher training on civic education outcomes.

Keywords: Civic Education, English Textbook, Secondary School, Textbook Evaluation, Content Analysis.

List of Acronyms and Symbols

C E	Civic Education
CBA	Competency-Based Approach
DFA	Democratic and Functional Adults
EFL	English as a Foreign Language
ELE	English Language Education
ELT	English Language Teaching
etc	etcetera
FIS	Front Islamic du salut
GCE	Global Civic Education
IELTS	International English Language Testing System
NEAT	National English Ability Test
ONS	Office for National des Statistics
Q:	Question
SAT	Scholastic Assessment Test
SE2	Secondary Education year 2
TOEFL	Test of English as a Foreign Language
TOEIC	Test of English for International Communication
UN	United Nations
UNESCO	United Nations Economic and Sociocultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNHRCR	United Nations Human Rights Council Resolution

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General Introduction

Civil education is a very important pedagogical topic in the modern civilized world. Through acquiring civil values and principles, people will be able to gain self-govern, and will have a good working knowledge of their rights and responsibilities as citizens in a democratic society. The integration of civil education in the secondary Algerian school curriculum is a great necessity for forming knowledgeable, more engaged, and active citizens. Levine and Bashai (2010) explained that when people feel connected as citizens of the same country, they are more likely to work together for the benefit of society. This shared identity can reduce social divisions and prevent violence. The authors stated "Citizenship is the linchpin to turning a society away from violent conflict and toward creating productive political relationship through which disagreements can be negotiated nonviolently.

Thanks to civic topics taught from English Language textbooks, students will be introduced to a wide range of perspectives that can open their minds to the complexity of societal matters. This process enriches their understanding of the world around them, and equips them with the ability to make intelligent decisions as responsible citizens.

In addition, teaching civic education in Algerian secondary schools contributes to develop a social cohesion and a national identity. As students gain understanding of their history, beliefs, rights and responsibilities towards their country, they may not only feel more pride and unified in cultures and religion, but also feel able to overcome the problems of the 21st Century.

Civic education in English language textbooks at the secondary level in Algeria makes students active and participatory citizens. The curriculum is motivating them to get all the resources and power they need to participate in the democratic process thereby creating better citizens who will make our country have a brighter future.

This research presents an understanding that English textbooks at a secondary level are very important in learning language and provide a good opportunity for citizenship education being considered as part of its wider educational context.

Several efforts were made to renovate and adapt the Algerian education system to current societal needs. The integration of civic education into English textbooks remains a question for researchers who are concerned with the relationship between English language education and citizenship education. This study also aims to identify and assess the possible opportunities for integrating citizenship information across various channels, through a detailed content analysis in secondary educational establishments.

This study highlights the requirement of scrutinizing the inter-relationship between language learning and nation-building in secondary education in Algeria. The study is a welcome addition to educational research as well as to the national dialogue on civic education.

1. Background of the Study

Civic Education plays a pivotal role in shaping informed, responsible citizens capable of contributing to society. In Algeria, the educational system has undergone reforms since 2003, emphasizing a Competency-Based Approach to prepare students for active participation in democratic society. The second year of secondary school is a critical stage where students build on foundational civic concepts introduced earlier. This study evaluates the civic education, its content, pedagogical approach, and effectiveness.

2. The statement of the Problem

The Algerian education system places significant emphasis on civic education to foster responsible and engaged citizens. English language textbooks are expected to contribute to this objective by integrating civic values and concepts. However, there is a perceived gap in the explicit and effective integration of civic education within the year 2 secondary school English textbook. This raises several questions about whether the textbook includes enough civic education themes in its various forms, such as texts, activities, and images, to achieve its intended

civic goals.

Furthermore, the selection of appropriate pedagogical strategies by teachers to effectively deliver this civic content remains a challenge, potentially limiting the practical application of civic concepts in the classroom. Crucially, the impact of civic education on students' actual behavior and civic engagement, as well as teachers' perceptions of the importance and effectiveness of teaching civic education through this textbook, are largely unexplored. This lack of a focused evaluation, comprehensive content analysis, and understanding of its behavioral and perceptual outcomes may hinder the full potential of English language instruction to contribute to the nation's civic goals and foster active, responsible citizens.

3. Research Aims

This research aims to evaluate the presence and effectiveness of civic education elements within the textbook, in order to identify strengths, gaps, and areas of enhancement to better prepare students for active participation in society. In addition to insight how civic education is integrated into second-year English textbook used in Algerian secondary schools. Besides, it contributes to:

- understanding how civic education is delivered in Algerian secondary schools, offering insights for educators, policymakers, and textbook designers refine curricula and promote active citizenship.
- analyzing the civic education content in the second-year secondary school English textbook
- assessing its alignment with Algeria's educational goals and international civic education standards
- identifying strengths and gaps in fostering civic knowledge, values, and skills.
- proposing recommendations for enhancing the textbook effectiveness.

4. Research Questions

This study seeks to answer the following questions:

- To what extent do Algerian English textbook “Getting Through SE2” effectively integrate and promote civic education competencies?
- What civic themes and competences are emphasized in the textbook?
- How does the textbook’s design and pedagogy support civic education goals?
- What are the perceptions of teachers regarding the textbook’s effectiveness?
- How can the textbook be improved to meet contemporary civic education needs?

5. Research Methodology

This study will adopt a mixed-methods design, integrating both quantitative and qualitative approaches through a questionnaire administered for 23 teachers currently working in Mila secondary schools. This design involves the simultaneous collection and analysis of both data, which are then integrated during the interpretation phase. This approach is chosen to obtain a comprehensive understanding of the research problem since the quantitative data will provide generalizable insights of civic education content and impact, while the qualitative data will offer rich, in-depth perspectives on the « how » and « why » behind these patterns, particularly concerning teachers experiences and students perceptions. It also provides appropriateness of teaching strategies, the sufficiency of civic themes within the textbook, and their impact on students behavior and teachers’ perceptions. By combining the strengths of both paradigms, this study aims to enhance the validity of the results, and offer a richer interpretation than either approach could provide alone.

6. Significance of the Study

Evaluating the integration of civic education within the second-year Algerian English secondary school textbook holds substantial significance for several reasons:

-Curriculum Enhancement: By assessing how effectively civic values are embedded in the textbook, this study can inform curriculum developers about existing strengths and areas needing improvement, ensuring that educational materials align with national educational goals and societal needs.

-Promotion of Active Citizenship: Understanding the extent to which textbooks promote civic engagement is crucial for preparing students to participate actively in their communities. This evaluation can highlight how well the textbook fosters skills such as critical thinking, ethical reasoning, and social responsibility.

-Cultural Relevance and Inclusivity: The study can reveal how the textbook represents Algerian societal values and cultural diversity, ensuring that students see their identities reflected and respected in their learning materials.

-Policy Reformulation: The findings can guide policymakers in making informed decisions regarding educational reforms and resource allocation to strengthen civic education across the curriculum.

7. Limitation of the study

This study was conducted in five public Secondary Schools in Mila districts. It involved only five public Secondary Schools. Therefore, its results may not be generalized to all schools in Algeria. The limitation, therefore, is that the sample of five schools is small. Nevertheless, the findings from this study can still be of great use in the implementation and improvement of civic education in schools.

8. Structure of the Study

This first chapter gives the introduction to the study. It also presented the background to the study, statement of the problem, the purpose of the research study, research objectives, research questions, significance of the study, limitations of the study and theoretical framework. Then, the first section encompasses the textbook with its design and content. Section two deals with the selection of the textbook and its evaluation. Section three is about the civic education values, their importance in building humans identity and fostering the sense of responsibility among the citizens. Chapter two is the literature review with the presentation of the research methodology and explanation of the research design, study population, sample size, sampling technique, data collection instruments, data analysis, data presentation, validity and reliability of collected data, research limitations and ethical considerations. Later, the presentation of

findings from the study. Next, the discussion of the findings of the study. The discussion is based on the objectives of the study. Finally, the conclusion of the study and making recommendations based on the research findings.

Chapter One- Textbook Evaluation

1.1 Section one :Textbook Evaluation

Introduction

From one generation to the next, societies witness numerous innovations, changes, and developments. These changes prompt scholars, policymakers, and research institutions to evaluate educational systems, including curricula, content, teaching methods, materials, objectives, and evolving needs. At times, global political shifts—such as increased international cooperation and the influence of international institutions—necessitate educational evaluation to align local values with global standards.

In every English Language Teaching (ELT) program, textbooks and specialized materials play a central role in supporting the teaching and learning process. The textbook remains a universal instructional tool across various educational contexts, as effective teaching is rarely achieved without an appropriate one. Both educators and learners devote significant classroom time to engaging with textbook content to better meet curriculum objectives. Lessons are often organized around textbook units that target specific language functions and skills. Moreover, textbooks offer a rich source of activities and, in many ELT contexts—such as in Algeria—also function as workbooks, adding a practical dimension to language learning.

Despite their widespread use, the effectiveness of textbooks remains a subject of ongoing debate, with both advocates and critics weighing in on their value. Therefore, it is crucial to understand what textbooks are, how they are designed and developed, their strengths and weaknesses, and how they can be effectively evaluated to maximize their educational impact.

1.1.1. Textbook Definition

The term *textbook* is widely used in language teaching contexts. According to Richards and Schmidt (2002: 550), it is defined as "a book on a specific subject used as a teaching-learning

guide, especially in a school or college." Offering a more detailed definition, Tomlinson (1998: 9) describes a textbook as:

"[It is] a course book which provides the core materials for a course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking."

This definition highlights the textbook's central role in language instruction, offering comprehensive resources to support various aspects of language learning.

1.1.2- Role of the Textbook

Textbooks play a crucial role in enhancing language teaching and learning. As previously noted by Tomlinson, they provide essential materials designed to develop targeted language skills and competencies. This provision is particularly valuable in English as a Foreign Language (EFL) contexts, where textbooks often represent the primary—if not the only—source of exposure to English for learners (Hyland, 2003: 86). Moreover, the availability of comprehensive materials in a textbook saves teachers considerable time and effort in preparing their own resources (Worth, 1995: 3), allowing them instead to focus on the effective use of these materials in the classroom.

For some teachers, particularly novices, the absence of adequate materials can be a significant challenge (Graves, 1996: 27; Nanun, 1991: 209). In such cases, the textbook offers a sense of structure, security, and confidence. With its ready-made texts, activities, and tasks, it eases the instructional burden and resolves the question of what content to teach. As Ur (1996: 184) notes, a textbook can "serve as a syllabus: if it is followed systematically, a carefully planned and balanced selection of language content will be covered."

In addition to supporting teachers, textbooks also facilitate student learning. They serve as reliable resources that learners can consult independently at any time. As Woodward (2001: 146) points out, "it contributes to learner independence as [he/she] can use it to review, look ahead, and learn on their own." Practically, textbooks function not only as references for

grammar, vocabulary, and pronunciation but also as sources of content knowledge. Learners can turn to them whenever needed, both inside and outside the classroom.

1.1.3- Syllabus vs. Curriculum

Textbooks represent the tangible embodiment of what is specified in a syllabus within a particular curriculum. The concepts of syllabus and curriculum are closely interrelated, often exhibiting considerable overlap. As Finney (2000) explains, “in its narrowest sense ... [the term curriculum] is synonymous with the term syllabus, as in specification of the content of what is to be taught; in the wider sense it refers to all aspects of the planning, implementation and evaluation of an educational program” (p. 70). It is this broader interpretation that predominates in current educational literature.

Richards (2001) reinforces this distinction, stating that “syllabus design is one aspect of curriculum development but is not identical with it” (p. 2). Curriculum development, therefore, involves the participation of multiple stakeholders. As Marsh (2001) notes, “a wide range of personnel are involved in making curriculum, including school personnel, researchers, academics and administrators, politicians and various interest groups” (p. 12).

This collective endeavor, which unfolds through a set of iterative processes, aims to determine the needs of a group of learners, to establish the aims or objectives of a program, to address those needs through the selection of an appropriate syllabus, course structure, teaching methods, and materials, and to conduct an evaluation of the language program that results from these processes (Richards, 2001, p. 2).

1.1.4- Hidden Curriculum

In broad terms, the hidden curriculum refers to “learning outcomes apart from those intended in the ‘manifest curriculum’” (Littlejohn & Windeatt, 1989, p. 155). Essentially, the implementation of the planned curriculum—through its various facets such as materials, teacher and learner roles, assessments, and interactions with the broader school community—results in a set of unintended and often unstated educational outcomes.

In other words, this covert curriculum generates learning outcomes as by-products of what has been explicitly planned. To clarify this phenomenon, the eminent educationalist A. V. Kelly (2004) emphasizes the role of the school environment and the use of materials in shaping hidden outcomes. He explains that the hidden curriculum comprises “those things which pupils learn at school because of the way in which the work of the school is planned and organized, and through the materials provided, but which are not in themselves overtly included in the planning or even in the consciousness of those responsible for the school arrangements” (p. 5). Consequently, these implicit objectives remain hidden from learners, who unconsciously absorb and internalize them into their value systems.

According to Bloom (as cited in Johnson, 1989), the hidden curriculum may exert a greater influence than the formal curriculum because, in his words, “it is so pervasive and consistent over the many years in which our students attend schools” (p. 156). For this reason, it is essential that educators remain aware of, to borrow David Nunan’s expression, the “hidden agendas” embedded especially within teaching materials, which “exert considerable influence over what teachers teach and how they do it” (Worth, 1995, p. 7).

It goes without saying that as students learn, they inevitably draw inspiration—often in the form of cognitive mapping—from the textbooks and materials they engage with. The representation of life in these coursebooks contributes significantly to constructing schemata about reality. Moreover, such materials are critically important to the development of core values, including autonomy, freedom, responsibility, and self-esteem.

1.2 Definition of Textbook Evaluation

Textbook evaluation is a systematic process used to analyze and critique educational materials in order to determine their appropriateness for specific teaching and learning contexts—particularly for individuals or groups such as refugees, immigrants, and persons with disabilities. This process involves assessing a textbook’s content, design, and organization in alignment with curricular goals, learner needs, and sociocultural values (Tomlinson, 2012, p. 143). Unlike

informal reviews, formal evaluation employs structured frameworks—such as checklists, rubrics, or mixed-methods approaches—to ensure objectivity (McGrath, 2016, p. 67).

Rea-Dickins and Germaine (1994) define evaluation as “the means by which we can gain a better understanding of what is effective, what is less effective and what appears to be no use at all” (p. 28). In the field of education, Nevo (1977) stated:

“Evaluation refers to the process of delineating, obtaining and providing information on the merit of goals, designs, implementation and outcomes of educational activities, and should help to improve educational activities, and should help to improve an educational product during the process of its development, and/or demonstrate the merit of the final product when its development is completed” (p. 127).

Nunan (1999) defines evaluation as “the collection and interpretation of information about aspects of the curriculum (including learners, teachers, materials...etc) for decision making purposes” (p. 85). In a similar vein, Nunan (1992) emphasized that evaluation “involves not only assembling information but interpreting that information [and] making value judgments” (p. 185). According to Tomlinson (2003), evaluation is a procedure for examining learning materials to determine their overall value.

The scope of textbook evaluation extends beyond simple error detection. It encompasses several key dimensions:

- **Linguistic accuracy:** Analysis of grammar, vocabulary usage, and discourse patterns.
- **Pedagogical effectiveness:** Evaluation of task design, skill integration, and cognitive demand.
- **Cultural relevance:** Assessment of how diverse identities are represented and whether cultural bias is avoided (Cunningsworth, 1995, p. 7).

For instance, a textbook that claims to promote *communicative English* must be evaluated for its inclusion of authentic dialogue exercises rather than relying solely on rote memorization drills (Richards, 2001, p. 45).

1.2.1- Purposes of Textbook Evaluation

Textbook Evaluations serve multiple stakeholders:

1. Teachers: To select materials that complement their instructional style (McGrath, 2016, p. 71).
2. Learners: To ensure accessibility and engagement (Tomlinson, 2012, p. 150).
3. Institutions: To align with standardized curricula (e.g., Common European Framework).
4. Publishers: To gather feedback for future editions (Richards, 2001, p. 52).

For instance, in high-stakes environments (e.g., national education systems), evaluations often prioritize reliability to ensure consistency across classrooms (Bachman & Palmer, 1996, p. 125).

1.2.2- Types of Textbook Evaluation

Table.1: Types of Evaluation. (Adapted from Tomlinson, 2012, pp. 144–146)

Type	Stage	Focus
Predictive	Pre-use	Suitability for intended context
In-use	During teaching	Practicality, learner engagement
Retrospective	Post-use	Long-term impact (e.g., exam performance)

- Predictive evaluation often relies on checklists (e.g., Cunningsworth's 1995 model, pp. 15–30) to assess factors like:

- Logical sequencing of units.
- Balance between fluency and accuracy tasks.

- In-use evaluation (formative or ongoing evaluation) is to monitor and assess the effectiveness

and efficiency of a program, material, identifying strengths and weaknesses, and offering continuous feedback.

- Retrospective evaluation may employ learner interviews to identify negative washback, such as overemphasis on exam strategies (Hughes, 2003, p. 55).

1.2.3- Theoretical Frameworks

Textbook evaluation is grounded in three key theories:

1. Communicative Competence Theory: It evaluates whether textbooks enable real-world communication (e.g., role-plays, debates) (Richards, 2001, p. 48).
2. Constructivism: It assesses opportunities for learner autonomy and critical thinking (Littlejohn, 2011, p. 185).
3. Critical Discourse Analysis: It examines hidden ideologies (e.g., gender roles in dialogues) (Rubdy, 2003, p. 47).

For example, a constructivist evaluation might critique a textbook for providing "closed" exercises with single correct answers, limiting creativity (McGrath, 2016, p. 89).

1.2.4- Challenges in Textbook Evaluation

- Subjectivity: Evaluator bias toward familiar methodologies (Sheldon, 1988, p. 242).
- Commercial Pressures: Publishers prioritizing marketability over pedagogy (Tomlinson, 2012, p. 154).
- Rapid Technological Change: Difficulty evaluating digital tools (e.g., AI tutors) (McGrath, 2016, p. 102).

For example, a teacher might overlook a textbook's outdated gender roles due to familiarity with its grammar exercises (Rubdy, 2003, p. 50).

1.3- Textbook Assessment and Negative Washback

1.3.1- Introduction to Washback in Education

Washback (or backwash) refers to the influence of testing and assessment practices on

teaching and learning. Negative washback occurs when assessment-driven teaching practices undermine broader educational goals, such as critical thinking or creativity, often due to overemphasis on exam preparation (Hughes, 2003, p. 53). Textbook assessments, embedded exercises, practice tests, and exam strategies; can exacerbate this phenomenon by narrowing curricula to "teach to the test."

Example: In South Korea, textbooks like "NEAT Master" prioritize repetitive TOEIC-style drills, leading teachers to neglect communicative activities (Shohamy, 2001, p. 28).

1.3.2- Theoretical Frameworks

1.3.2.1- Washback Hypothesis proposed by Alderson and Wall (1993), this hypothesis posits that high-stakes tests influence what and how teachers teach (p. 117). Textbooks aligned with such tests often dominate classroom practices, sidelining holistic learning.

1.3.2.2- Critical Pedagogy, Freire (1970) argues that assessment-driven materials can perpetuate "banking education," where learners passively absorb facts rather than critically engage (p. 72).

1.3.2.3- Systemic Functional Linguistics, Halliday (1994) links washback to the textbook's discourse structure, where rigid assessment formats (e.g., multiple-choice) limit linguistic creativity (p. 89).

1.3.3- Textbook Assessments and Their Role in Washback

1.3.3.1- Types of Textbook Assessments

1. **Formative**: Quizzes, peer reviews, self-checks (support learning).
2. **Summative**: Unit tests, final exams (measure outcomes).
3. **High-Stakes Preparation**: IELTS/TOEFL practice sections (Bachman & Palmer, 1996, p. 130).

Example: Cambridge IELTS includes timed tests mirroring the exam format, encouraging teachers to prioritize test strategies over language use (Green, 2007, p. 45).

1.3.3.2- Mechanisms of Negative Washback

- Curriculum Narrowing: Teachers skip non-tested content (e.g., poetry, debates).
- Surface Learning: Students memorize answers instead of understanding concepts.
- Teacher Autonomy Erosion: Scripted lesson plans limit pedagogical creativity (Cheng, 2005, p. 25).

Case Study: In Egypt, 78% of English teachers reported omitting speaking activities due to textbook overemphasis on grammar-based exams (Hassan, 2019, p. 33).

1.3.3.3- Factors Amplifying Negative Washback

1.3.3.3.1- High-Stakes Testing Culture

- Institutional Pressures: Schools tied to rankings or funding based on exam results.
- Parental Expectations: Demand for high scores over holistic learning.

Example: China's Gaokao exam influences textbooks like New Standard English to focus on grammar-translation tasks (Qi, 2005, p. 62).

1. 3.3.3.2- Textbook Design Flaws

- Overrepresentation of Test Formats: Excessive multiple-choice exercises.
- Lack of Authentic Tasks: Few opportunities for real-world language use.

Case Study: A 2020 analysis of Barron's SAT Prep found 90% of activities were exam drills, with no creative writing prompts (Dendrinos, 2020, p. 68).

1.2- Section two: Civic Education

Citizenship is shaped not only by legal frameworks and constitutional principles but also through practical education that begins in primary school and extends through high school, with the objective of making it more actionable and relevant. Algerian schools play a pivotal role in promoting values such as tolerance, cooperation, cultural diversity, national engagement, and global awareness through their civic education curriculum. From the primary level to secondary education, the curriculum is designed to cultivate responsible, morally grounded citizens who can contribute positively to Algerian society.

This dissertation investigates how Algeria's civic education curriculum defines citizenship and its essential attributes. It explores how the program promotes citizenship by analyzing its content and identifying core values, including national identity, social cohesion, linguistic diversity, and respect for cultural and religious differences. The central research questions guiding this study are: What do *citizenship* and *national education* mean in the Algerian context? How are these concepts taught in schools? To what extent does the curriculum effectively instill these ideals in students?

1.2.1- Definition of Citizenship:

In its most basic sense, *citizenship* implies equality and justice, ensuring that all members of a society are granted equal rights and responsibilities, irrespective of gender, age, race, language, or religion. It encompasses civil and social dimensions by promoting collaboration with international communities, local and global political institutions, social values, and economic entitlements for all members of the polity.

Marshall (1950) defined citizenship as “a status bestowed on those who are full members of a community. All who possess the status are equal with respect to the rights and duties with which the status is endowed” (p. 28). Although rooted in ancient Greek philosophy, this conception requires reinterpretation in light of the complexities of contemporary global society. In today's

world, citizenship increasingly calls for harmonization through international legal frameworks and institutions.

Following the Second World War, international institutions were compelled to articulate a universalized understanding of citizenship, culminating in broader definitions that transcend national boundaries. As Soysal (1994) observed, “Citizenship is increasingly decoupled from the nation-state, redefined by universal personhood rather than national belonging” (p. 164).

In legal terms, *nationality* or *citizenship* is typically defined as the legal bond between an individual and their state, which entails mutual rights and responsibilities. According to Article 1 of the United Nations Convention on the Reduction of Statelessness (1961), “Nationality is the legal bond between a person and its State, by entailing mutual rights and obligations.” However, interpretations vary across regions. For instance, the European Union declares: “Citizenship of the Union is hereby established. Every person holding the nationality of a Member State shall be a citizen of the Union” (European Union, 1992, Article 20). These definitions reflect the dialectical tension between the individual and the state, balancing legal obligations with personal identity.

Philosophically, citizenship is more than a legal designation; it is also a normative ideal. As the *Stanford Encyclopedia of Philosophy* posits, “Citizenship refers not only to a legal status but also to a normative ideal of participation in a political community.” This interpretation allows for greater adaptability in accommodating immigrants and redefining standards to meet emerging global challenges.

The vulnerability of this political-legal framework becomes especially apparent in the context of statelessness. According to the UNHCR (2023), “Statelessness affects at least 4.4 million people globally, underscoring citizenship as a fundamental safeguard against exclusion.” This highlights the fragility of existing systems and the disconnect between legal recognition and human dignity. Consequently, international institutions periodically revisit and revise definitions of citizenship to account for diverse national realities.

Despite the variations in interpretation, most scholars—whether individual or institutional—acknowledge the centrality of rights and duties in any definition of citizenship (Osler & Starkey, 2005, p. 9). In Western traditions, dating back to Greek civilization, citizenship includes obligations within a political community. This balance between rights and responsibilities fosters social cohesion, which is often viewed as a precondition for a well-functioning democratic society. When moral theory fails to guide social organization, citizenship becomes a legal mechanism that grants political rights while enforcing duties such as national defense.

In contrast, some Algerian thinkers conceptualize citizenship through a religious or faith-based lens. This *oriental* view diverges from both Western and international models by grounding citizenship in spiritual and communal identities. In religious societies, citizenship functions ideologically as much as it does legally. Theorist Giroux emphasizes its dynamic nature, viewing citizenship as a process shaped by competing interests and requiring active participation to negotiate conflicts (Gogan, 1989).

In the context of the Global South and religiously-influenced societies, debates surrounding citizenship often stem from divergent views on the criteria for inclusion, particularly in contexts less influenced by international norms. As Weinstock (2001) and Pring (2001) argue, “there is no universal agreement” on the definition of citizenship, especially in regions where legal, political, and ideological factors interact in complex ways.

1.2.2- Definition of Civic Education:

Civic education (CE) is a pedagogical process implemented in schools to equip individuals with the knowledge, skills, and values required to actively engage in society. It prepares pupils to participate in public life—whether through institutions, organizations, or political discourse. The ultimate goal is to empower citizens to analyze societal issues, express informed opinions, and contribute to community decision-making. As Dewey (1916) asserted, education plays a central role in sustaining democracy by transforming individuals into active contributors.

Modern civic education enables individuals to understand the complexities of governance and resist outdated or oppressive structures. Historically, early CE models emphasized classical education—literature, philosophy, and ethics—to shape "virtuous" citizens. Over time, influenced by thinkers such as Dewey (1916), educational paradigms shifted toward experiential learning and community involvement. Dewey argued that education should cultivate critical thinking through engagement with real-world issues. Contemporary civic education thus balances theoretical knowledge with practical experiences, fostering democratic participation and problem-solving skills.

Civic education combines curricular content with experiential learning at both local and international levels. Schools play a vital role in nurturing citizenship through values like tolerance, volunteerism, freedom of expression, respect for diversity, and adherence to laws. However, its purpose is not merely to enforce conformity, but to teach pupils how to engage in debate, listen to opposing perspectives, and think critically. Rocher (1970) emphasized that education should empower students to question unjust rules, especially in a global society characterized by interdependence.

Instruction about civic institutions is complemented by interactive activities—such as debates, community service, and political simulations—that foster active engagement. Torney-Purta et al. (2001) demonstrated that combining theoretical knowledge with hands-on activities enhances students' sense of responsibility and understanding of civic life. For instance, Algeria's "Parliament of Children" initiative simulates the political process, enabling students to participate in elections, voting, and policy debates. Such initiatives help learners bridge the gap between theory and practice while reflecting on their role in society.

Institutionally, CE is widely regarded as a cornerstone for democracy-building. While most studies underscore its role in democratic development, post-conflict societies face unique challenges in fostering social cohesion and civic responsibility—an area often underexplored in academic literature (Robertson, 2011). UNESCO (1998) stressed that civic education should empower children to shape fairer laws, not simply obey existing ones. UNESCO (2010) further

advocated for teaching students to analyze issues and propose sustainable solutions—skills that, while not direct indicators of democracy, are essential steps on the path to democratic development.

In today's interconnected world, CE increasingly emphasizes global competencies such as ethical reasoning, sustainability, and intercultural understanding. Students are trained to navigate policymaking, manage cultural diversity, and address global concerns like climate change—issues central to the UN's educational philosophy. As articulated in the UN Human Rights Council's Resolution 48/13 (2021), climate change is a human rights issue that endangers access to life, water, food, health, housing, culture, and development. While nations may interpret democratic values differently, no country can ignore the imperative of global human rights within the framework of international civic education.

The digital revolution has further transformed civic education, providing educators with new tools and platforms. Online resources and interactive technologies offer dynamic learning experiences and global connectivity. As Ribble (2015) stated, "Digital citizenship is about preparing learners to engage in online communities responsibly." UNESCO (2019) adds that "Digital citizenship empowers learners to navigate the digital world critically and ethically." These digital tools democratize access to civic education, promote inclusive participation, and expose students to diverse perspectives worldwide.

Kahne, Allen, and West (2011) highlighted that technology fosters civic competence by helping students evaluate online content and build digital literacy. Analyzing news sources and social media content, for example, teaches pupils to distinguish factual information from misinformation. Nevertheless, challenges persist. Not all students have equal access to technology, and the spread of misinformation demands instruction in critical media literacy. As Mihailidis (2018) argued, "Critical media literacy enables citizens to decode bias and create ethical digital content."

Despite these obstacles, integrating digital tools helps civic education remain relevant in a tech-driven era. By combining traditional instruction with innovative methods, educators can better prepare students to participate in civic life. Kahne (2016) contended that “Youth must learn to leverage digital platforms for civic action and systemic change.” Although some of these advanced concepts may seem distant from Algerian society, the widespread use of social media in developing nations underscores the importance of focusing on digital civic education.

1.2.3- The Essential Components of a Good Civic Education

A good CE relies on three core components: civic knowledge, civic skills, and civic dispositions, as agreed by international frameworks like the U.S. National Standards for Civics and Government (Center for Civic Education, 1994). But that enlarges the civic education from school to extern civic area, because the estimation of this concepts considers CE as a societal project not a scholar project.

1.2.3.1- The Civic Knowledge:

Civic knowledge refers to the basic information citizens need to understand their role in democratic society, such as political and civic rights, duties as an individual and worker, identity, and governance. For example, in Algeria, this includes:

a-Rights: Personal freedoms (which religion believed, movement between countries), political rights (voting, running for office, association), and economic rights (owning property, starting businesses).

b- Responsibilities: Personal duties (self-care, family support) and civic duties (obeying laws, paying taxes and voting).

c- Cultural identity: Being Algerian, speaking Arabic/Tamazight, respecting Islam and other religions, and recognizing historical milestones like the 1954 revolution and the 2019 Hirak. (Algerian Constitution ,2016).

Civic education frameworks often organize ideas under “enduring titles,” such as the sacred book, constitutional rules, and cultural heritage. These foundational elements vary from one society to another, but the United Nations advocates for the creation of a unified civic standard or “common era” that can guide international cooperation. These enduring titles influence the structure and function of nearly every civic organization and program. The central dilemma that emerges globally is whether these enduring titles should be treated as open and adaptable structures or as closed and rigid frameworks.

To promote civic awareness and participation, citizens must understand the structure and function of civil society, which is defined as a network of voluntary groups that support democratic governance by limiting state power and enabling individuals to engage directly in democratic processes (Center for Civic Education, 1994). However, in Algeria, this process takes on unique national characteristics. Most civic associations are funded by the Algerian government, and there is limited participation from international non-governmental organizations. Algerian thinkers and policymakers argue for developing civic concepts within the framework of locally defined enduring titles that reflect national values and historical continuity.

Civic knowledge enables individuals to critically assess government actions and social structures. This does not imply political opposition or radical critique, but rather the informed sharing and discussion of political information. According to the National Standards for Civics and Government, Algeria’s civic values—such as religious tolerance and the integration of African, Arab, Islamic, and Mediterranean cultural identities—serve as ethical principles by which citizens can evaluate leadership, policy decisions, and international relations (Center for Civic Education, 1994). The Algerian curriculum emphasizes regional awareness, encouraging students to analyze how foreign policies affect domestic communities and how regional

organizations—such as the Arab League or the Organization of Islamic Cooperation—impact politics and economic development.

Active citizenship, as an outcome of civic education, strengthens both personal and public life. The National Standards and national curricula emphasize that citizenship extends beyond voting. Engagement through social and economic initiatives, advocacy, and leadership roles contributes meaningfully to the democratic process. A recent example is the El Hirak movement, which called for democratic reform and successfully proposed the organization of presidential elections under the supervision of an independent electoral commission.

1.2.3.2-Civic Skills: Intellectual and Participatory

The civic skills Both intellectual and participatory are critical for citizens to exercise their rights and responsibilities as a social act more than something abstract and ideal. As noted in the “National Standards for Civics and Government”, these skills empower individuals to engage in complex civic life, in personal situations, so in Algeria or out. Intellectual skills involve critical thinking and individual responsibilities, while participatory skills focus on collaboration and advocacy for the local project, how to manage disaster, how to gesture towns and traffic. (Center for Civic Education, 1994).

1.2.3.2.1- Intellectual skills

The intellectual skills help citizens and institution to analyse and solve civic problems and processes. The national standards and the categorize these skills as “identifying “e.g., recognizing symbols like one national flag, Algerian national anthem, Islam symbols and Tamazight culture. “describing” as an example in Algeria, a worker must be at least 21 years old to engage in trade union activities., “explaining/analysing e.g., the Islamic interpretation between El Maghreb and El Mashrek, and “evaluating/defending positions “is very important in political society for example: Health and education funding in Algeria (Center for Civic Education, 1994).

1.2.3.2.2- Participatory skills

Participatory skills focus on “interacting” communication in a respectful manner e.g. traditional festival like Yanayr in schools, acceptance of Tamazight as a part of Algerian society, “monitoring” to explain that, in last time, The Algerian president created a represent in every wilaya, creation of National human right association), and “influencing” e.g. Freedom of political parties and the right to opposition. As the national standards emphasize, citizens must “exercise oversight” and “affect political processes” through actions like voting, joining community groups, or petitioning leaders (Center for Civic Education, 1994).

1.2.3.2.3- Civic Dispositions: Essential Traits of Private and Public Character:

Civic dispositions are core values and character traits essential for sustaining constitutional democracy, particularly across the Arab and Islamic world. These traits address both personal limitations—such as narrow individual perspectives—and societal challenges, including limited civic engagement. According to the *National Standards for Civics and Government*, civic dispositions encompass personal qualities such as self-discipline in the public sphere, moral responsibility toward the environment and public life, and respect for human dignity. They also include public virtues like civility, fairness, and a willingness to compromise in an open society (Center for Civic Education, 1994).

In the Algerian context, these civic dispositions are shaped by national identity and cultural heritage—what may be considered the "soul of the nation." They aim to guide citizens to act responsibly in both private and public spheres, thereby fostering a society where social democracy can thrive.

Civic dispositions are not innate but develop gradually through experiences within families, schools, communities, and even during moments of social conflict. For instance, learning to respect diverse perspectives or to negotiate differences nurtures traits such as critical thinking and multilingual communication—abilities essential for civic participation and societal cohesion.

These are explicitly identified in the *National Standards* as foundational for democratic engagement (Center for Civic Education, 1994).

Key civic traits include:

1. **Personal Responsibility:** Managing one's actions and fulfilling duties, such as paying taxes and adhering to the law.
2. **Public Spirit:** Prioritizing the common good over individual interests, including activities like voting or volunteering.
3. **Respect for the Rule of Law:** Upholding legal and ethical standards, even when inconvenient or unpopular.

The development of these dispositions enhances democracy by promoting mutual trust, cooperation, and resilience across diverse societal groups. It also facilitates new internal relationships, especially in communal or conflict-driven settings. The *National Standards* emphasize the importance of “participating thoughtfully in civic affairs” and “promoting constitutional democracy” as mechanisms for citizens to hold their leaders accountable and resolve disputes peacefully (Center for Civic Education, 1994).

A recent example of civic disposition in action is Algeria's constitutional recognition of *Yennayer* (the Amazigh New Year) as a national holiday. This policy reflects an effort to institutionalize cultural coexistence and demonstrate that governance must reflect collective national identity, rather than cater solely to ethnic interests.

1.2.4- The Development of Civic Education in Algeria:

Algeria inherited a colonial education system after gaining independence in 1962, that had excluded most Algerians from schools, and only 10% were educated (Benrabah, 2007). The new socialist government prioritized education to build national identity and lead development. It generalised schooling, made it obligatory and funded for All Algerians. The education sector consumes one-third of the state budget by the 1970s (Cheriet, 1996). The

enrolment begun with 940,000 pupils in 1962 to 7.6 million by 1998 (ONS, 1998). It reflects the national state on unifying and fortifying the nation through education.

In 1988, unemployment jumped, generating riots (Chemingui & Ayadi, 2003). This social political interne movement obliged the authority to propose democratic reforms, including multi-party elections, liberal economic system, Freedom of expression. The Islamist FIS party won local elections in 1990 and dominated in 1991 the parliament, (Chhibber, 1996).

That political crisis between (1992–2002) killed 200,000. Post-crisis, the authority focuses on education as a part of final solution. The education budget shrank to 20% by 2015 (Rose, 2015).

Algeria's citizenship education has struggled with conflicting cultural identities (Arab vs. Berber), and religious interpretation and laicity (Islam). Post-independence, the state promoted Arab-Islamic identity, sidelining Berber culture from the scholar curriculum. This exclusion fuelled tensions, notably during the 1990s crisis, as the authority equated citizenship with linguistic and religious conformity.

French colonization dismantled traditional Quranic schools and imposed French-language education on elites (Benrabah, 2007). After independence, Algeria reversed this by Arabizing curricula, but faced shortages of Arab-speaking teachers. Forced Arabization deepened divides, as Berbers resisted cultural ignorance (Abdellatif, 2014).

In 2002, Tamazight became a national language, and by 2016, it was recognized as an official language (Algerian Constitution, 2016). Schools in kabily regions now teach Tamazight, as a national language. These reforms aimed to heal post-crisis divisions, though debates over national identity persist.

Despite progress, Algeria's education system remains politicized. Authorities have used schools to instil loyalty and Political stability, as seen in post-crisis efforts to deter rebellion through "patriotic" curricula (Paglayan, 2017). However, gaps between policy and practice—like underfunded rural schools—highlight unresolved tensions between unity and diversity

(Rose, 2015).

The 2019 Hirak protests highlighted this implicit crisis, as youth demanded accountability and jobs; and these issues rarely addressed in classrooms. Faour (2013, p. 3) argues that civic education must prepare pupils for “pluralistic political systems,” but Algeria’s centralized model prioritizes conservative learning over critical engagement. Without addressing these pressures, citizenship education risks irrelevance.

1.2.5- The Specificity of Civic Education in Algeria:

The “Black Decade,” left over 200,000 dead and fractured the nation’s collective identity. A generation born after independence (1962) grew up disconnected from both the anti-colonial struggle and the socialist ideals of the post-independence era. This disconnect created a “opaque spot” where young Algerians lacked a coherent narrative of their cultural heritage, leading to confusion about their roles as Post-crisis citizenship education aimed to rebuild this identity by blending Algeria’s Arab-Islamic heritage with democratic values. However, textbooks focused on memorizing constitutional principles rather than fostering critical thinking, which Abdellatif (2014, p. 43) argues “risks promoting passive citizenship.” For example, lessons on the 1954 revolution emphasized heroism but ignored debates about post- independence authoritarianism. some ideas are belonging to occidental culture, the revolution of Algerian is part of critical thinking in authoritative concepts.

a-The National Unity:

In the aftermath of the “Black Decade ”in 2003 educational reform sought to modernize curricula by introducing global citizenship themes to ignore all local definitions. Algeria launched citizenship education programs to unify its fractured society. These reforms were part of a “triple harmonization strategy” linking knowledge e.g., constitutional rights, teaching methods e.g., interactive debates, and real-world practices e.g., community service.

b-The Politic Crisis:

Algeria's CE system struggles to address rapid social changes fuelled by population growth and economic crisis. The population surged from 10 million in 1962 to 43 million by 2020, overwhelming infrastructure and deepening regional struggles. (Bendif, 2016). Citizenship programs tried to adapt, still emphasizing national unity over localized issues like water scarcity or youth unemployment. The 1980s oil crash exhausted these problems, slashing education budgets and forcing schools to rely on outdated textbooks. By 2015, education spending dropped to 20% of the state budget (Rose, 2015). Meanwhile, globalization introduced new challenges: pupils grappled with balancing Islamic values and Western consumerism, a tension absent from rigid curricula.

a- Algerian History:

Amid the black decade, Algeria's 1998 educational reform aimed to shield pupils from ideological extremism. The authority replaced propaganda discourse in textbooks with neutral content. For example, history lessons avoided mentions of the ongoing conflict, instead glorifying pre-colonial empires as an answer about identity. A government report claimed this would "depoliticize" schools (Toualbi-Thaâlibi, 2005), but critics argued it erased contemporary struggles.

The 2016 constitutional recognition of Tamazight as an official language (Algerian Constitution, 2016) further diversified curricula, with Berber folklore added to literature classes. Yet, implementation lagged: only 15% of schools offered Tamazight by 2020, and most materials remained in Arabic.

c- Global Citizenship Education (GCE):

Algeria's 2014 curriculum introduced Global Citizenship Education (GCE) to foster intercultural dialogue, marking a departure from decades of Arab-Islamic nationalism. New textbooks highlighted climate change, human rights, and Algeria's role in international organizations like the African Union. For example, geography lessons explored desertification in the Sahara, linking local environmental crises to global patterns. UNESCO's (2010)

1.2.6- Cultural Norms in Civic Education:

Algerian civic education (CE) draws extensively on cultural heritage to foster national pride and identity. Textbooks emphasize traditions such as *Yennayer* (the Berber New Year) and *Eid al-Fitr*, presenting them as symbols of unity and national belonging. Khelifa (2007) observes that “cultural hybridity” is portrayed as a strength within the curriculum; however, in practice, Arab-Islamic identity tends to dominate classroom content (p. 45). For instance, students frequently study Arabic poetry but are rarely introduced to Berber oral traditions or folklore.

Field trips to archaeological sites such as the Roman ruins of Timgad are organized to highlight Algeria’s pre-Islamic past, while topics such as colonial-era culture and resistance are often downplayed or excluded. Community-based projects, such as the restoration of Ottoman-era mosques, aim to connect youth with their cultural heritage. Nevertheless, such initiatives are typically concentrated in urban centers, leaving rural or marginalized regions underrepresented. Guerfi (2003) cautions that without inclusive cultural policies, civic education may alienate minority groups such as the Tuareg (p. 12).

Islam remains a central pillar of Algerian civic education, shaping moral and civic instruction. Quranic verses addressing justice and equity are frequently cited in textbooks to support constitutional principles, thereby blending religious values with democratic ideals. According to Benmoussa (2012), this integration assists in reconciling traditional religious frameworks with modern political institutions (p. 78).

Traditional garments such as the *haïk* (a white veil worn by women) and *burnous* (a woolen cloak) are used in civic lessons as cultural symbols that represent modesty, resistance, and national unity. Kamal (2009) describes these garments as “woven constitutions,” emphasizing their historical and moral significance (p. 56). Schools often host cultural exhibitions and fashion shows during national holidays, using these as teaching moments to explore historical narratives—for example, recounting how women used the *haïk* during the Algerian revolution to conceal and transport weapons. However, while such representations evoke pride in ancestral

achievements, they may also romanticize the past without fostering critical reflection on its complexities.

1.3- Section Three : Civic Education in Algerian English Textbooks

Introduction

English textbooks, which play a fundamental role in language acquisition in academic environments worldwide, aim not only to develop proficiency in vocabulary and grammar but also to shape students' worldviews and promote civic values (Brumfit & McCarthy, 2014). In this broader role, English textbooks contribute to *citizenship education* by preparing students to become active, informed, and responsible members of society. As such, they can be understood as tools for cultivating a complex set of knowledge, skills, and values that enable citizens to contribute to societal transformation, development, and stability. Citizenship education encompasses the practice of civil liberties, democratic engagement, and effective participation in political and social processes (Banks, 2008).

The purpose of this chapter is to examine how English textbooks address the theme of citizenship education. The analysis will focus on the content, activities, and implicit messages conveyed within these educational resources. The objective is to assess the extent to which textbooks support the development of knowledgeable, critically engaged, and socially responsible individuals (Schuck & Torney-Purta, 2006). The primary focus will be on English language textbooks currently used in secondary schools.

Secondary education represents a critical stage in students' development, during which they begin to form their identities and better understand their roles within society (Chickering & Reisser, 1993). The following chapters will offer detailed discussions of the concepts introduced here and provide specific textbook analyses. This approach will allow for broader conclusions about the role of English textbooks in promoting citizenship education among adolescent learners.

1.3.1- Citizenship Education in English Language Teaching

Traditionally, English Language Teaching (ELT) has focused on building grammatical competence and expanding vocabulary to improve communicative proficiency. However, in recent years, a broader responsibility has emerged within the ELT profession: fostering not only fluent communicators but also reflective, socially responsible global citizens. This shift emphasizes the development of learners not only as language users but also as critical thinkers and engaged members of society.

According to Westheimer and McKnight (2005), citizenship education involves preparing students with the knowledge, skills, and dispositions necessary for meaningful participation in community and political life. It encourages the development of positive civic attitudes and the promotion of democratic values such as human rights and civic engagement (Banks, 2008). Byram (1997) similarly argues that integrating themes of citizenship into ELT classrooms offers a valuable platform for helping students understand and respect cultural diversity and multiple worldviews.

Incorporating civic education into ELT holds particular relevance in the Algerian context. It can assist learners in becoming participatory citizens within their local communities by fostering awareness of social issues and the importance of active engagement. Through English language activities connected to topics such as local governance, environmental conservation, and volunteerism, students can enhance their sense of empowerment while developing essential skills in critical thinking and problem-solving.

Materials and classroom activities designed for ELT are increasingly being tailored to encourage learners to identify pressing national issues, analyze societal problems, and propose viable solutions. As Wyness (2011) notes, this approach transforms language education into a tool for nurturing deliberative democratic engagement.

1.3.2- Benefits and Challenges

One major challenge is to ensure that purchased or produced textbooks as well as other curricular resources are in line with the concept of citizenship education (Khaldi, 2021). Some of the materials used in teaching and learning English currently may not even incorporate features such as critical thinking skills, global issues, or pluralism. A second challenge is connected with the further education and career advancement of teachers (Khaldi, 2021). To better implement citizenship in ELT methods, teachers must have the adequate knowledge and skills in this aspect. In addition, it is crucial to reconsider the description of assessment as to ensure the more accurate catch of the citizenship competences' development alongside with language skills. The integration of citizenship education into ELT in Algeria can create effective means to foster informed and integrated society members who understand the responsibilities and roles in society.

1.3.3- The Role of English Language Education in Promoting Citizenship

Education is essential in providing individuals with the required skills and information to manage the intricate environment in Algeria.

1.3.4- The Potential of English Language Textbooks to Foster Citizenship Education

English language textbooks can serve as effective tools for integrating citizenship education into language instruction. Beyond teaching grammar and vocabulary, well-designed textbooks have the potential to introduce learners to fundamental civic principles and foster the development of key competencies necessary for active participation in democratic societies.

Boukhelouf (2013) emphasizes the importance of incorporating critical thinking, communication, and cooperation skills into English language education (ELE), arguing that these competencies are essential for cultivating active and responsible citizens. These skills can be developed through carefully selected content embedded within textbooks. Topics such as environmental awareness, basic human rights, and multiculturalism not only enrich linguistic proficiency but also encourage learners to think analytically about the world around them.

Textbooks that present diverse perspectives on global issues can nurture tolerance, intercultural understanding, and civic awareness. However, merely including relevant topics in instructional materials is insufficient. The effectiveness of these textbooks greatly depends on how teachers implement them in the classroom. Traditional memorization-based teaching practices must give way to more interactive, learner-centered methodologies that promote engagement and reflection.

To achieve this, educators should incorporate strategies such as simulations, group discussions, and collaborative projects. These activities enable students to assume specific roles, engage with real-world scenarios, and form well-reasoned opinions. Such pedagogical approaches not only enhance language acquisition but also foster informed, reflective, and socially responsible individuals.

1.3.5- Challenges and Considerations

While the ELE has a considerable role in raising the level of civic education, this power is subject to significant restraints that cannot be ignored. A major concern is the adequacy of the present textbooks. Gasmi, A. & Dib, M. (2015) conducted a survey in 2015 and results have shown that a lot of English language textbooks used in Algeria fail to mention civic ideals and critical thinking skills as per the report. These textbooks might well stress mastering the rules of grammar and extensive word lists at the expense of providing a sense for what it means to be a responsible, informed citizen. This poses a dual problem. Before anything else, the current curriculum and resources should be carefully reviewed for necessary modifications. It is recommended that this evaluation includes educators, curriculum developers, and subject matter specialists who specialize in both English language teaching and citizenship education (Asua, 2017).

The objective should be to identify and rectify any deficiencies in the existing curriculum, ensuring that it seamlessly incorporates civic education ideas throughout the whole learning process. Furthermore, the revision process should take into account the particular circumstances and conditions of Algeria. Textbooks should cover pertinent local, national, and global topics that deeply resonate with pupils in Algeria. Teacher training presents another notable obstacle since the curriculum success depends on instructors' ability to incorporate civic education into their English language training.

Several educators may lack the understanding to do this. To solve this problem an intensive teacher training programs are required. to teach the educators necessary skills and information. It might be workshops on how to embed civic themes in lesson planning (Asua, 2017), use of technology for active learning (Akcaoglu & Uzunboylu, 2017) or teaching polite disagreement in the classroom about contentious topics (Wyness, 2018). This program can only work well if the educational authorities are willing to cooperate with the teacher preparation institutions, as well as expert teachers who would share their best practices. By investing in teacher training, Algerian educational establishments can ensure that their teachers have the competencies to make ELE more than a useful tool for fostering active and critical citizens but also to ensure that the program remains relevant to Algerian society, so that they create a generation of thoughtful and informed citizens prepared to make positive contributions on both the local and global stage.

1.3.6- Citizenship Education in Algerian Textbooks

A number of studies have focused on the representation of citizenship in Algerian textbooks, notably at secondary school level, to explore how to encourage informed citizenry through the use of educational materials, and promote a global-orientated citizenship and cultivating a deep national identity. Using an ELT perspective informed by Applied Linguistics, Belmihoub (2017) reveals that the Algerian EFL textbooks often present a rather

passive and uncritical view of citizenship; lacking opportunities for learners to engage in deeper reflection, critical thinking, and the development of their own informed perspectives on civic issues. In it, he asserts that too many textbooks treat grammar and vocabulary as mechanical exercises in memorization rather than opportunities to promote critical thinking skills and civic virtues. The rote memory based approach, being deployed in our schools fails to prepare children well enough to be active citizens who must have the ability to review information, critically analyze and inquire. positively to civic affairs. Thus, Belmihoub's research underlines the need for greater reflection in civil education in ELE textbooks. Then this approach could prioritize activities and discussions that encourage a questioning, critical attitude towards big social and political issues, which would ultimately lead to students formulating their own rational opinions.

To provide a more comprehensive understanding, it would be necessary to review the textbooks used in secondary and higher education in order to observe how citizenship is demonstrated in relation to the development of students. More importantly, we must also think about the importance of images in textbooks. For example, images or diagrams can have a huge impact on understanding citizenship by students.

1.3.7- Analysis of the Content and Structure of Algerian English Textbooks

English textbooks used for secondary education with the modules on citizenship education contribute to a considerable amount of development of students to more advanced levels, and a generation of intricate concepts and also a necessarily improvement of higher level thinking ability.

One prominent way of doing so is conducting content analysis on the degree that textbooks comply with the principles of Global Citizenship Education (GCE). Sahli&Belaid (2022) make an excellent early reference with their study. In a review of an English literature

textbook at the secondary level through a GCE lens, we found positive content related to cultural diversity and environmentally-conscious themes. These subjects are congruent with one of the main goals of GCE - providing students with a deeper knowledge base on a variety of cultures, as well as encouraging them to take responsibility for global citizenship. However, Sahli & Belaid (2022) warn against it and argue that not prioritizing urgent collective global issues including climate change is a missed opportunity.

Many English language text books use a communicative approach that puts a focus on the development of practical proficiency in skills such as through role-plays, dialogues and simulations. While this has many benefits for language acquisition, the open question is when and how citizenship education can most effectively be woven into skill delivery.

Instead of just having structured interactions, why not create events that encourage critical thinking, conversation and cooperation required for engaged citizenship. Working with authentic materials and the use of real news, stories, movies or interviews could provide students with a more international point of view on global problems and serve as a link between the language they learn in school to their actual reality. Textbooks may play a role in enhancing civic engagement by familiarizing students with an increasingly elusive concept of active citizenship, and the numerous avenues through which they can participate in their communities.

1.3.7.1- Content Analysis of Second Year English Textbook

It is crucial to have an English ELE textbook with its important material that shapes students' learning backward, including their grammar, vocabulary, communication skills, and some civic educational concepts.

1.3.7.2- Methodologies for Textbook Content Analysis

Content analysis is a systematic research method used to identify patterns and themes in written texts of different types (Hsieh & Shannon, 2005). material analysis allows us to examine the curricular priorities evident in the material, the activities performed and the language following Choice of English Language textbooks. There are two main approaches for analyzing content: quantitative and qualitative. Quantitative content analysis involves the systematic application of codes to text according to a, in advance specified, set of rules. This process allows the text to be subjected to statistical analysis of the frequency a particular theme or concepts are found within the textbook (Krippendorff, 2018). For example, one might count the number of reading passages that focus on different topics or the percentage of activities designed to improve a specific grammatical skill. Compared to the quantitative content analysis, each inductive category in a qualitative content analysis approaches the interpretation and reconstructs the meaning of messages.

This method is being used by the researcher in a way that helps to identify common themes from the written material, understand what implicit assumptions are embedded in such forms of literature exposure and see how those texts position learners within learning (Patton, 2015). Qualitative analysis might look at the textbook in terms of how cultural representations are promoted, and challenge processes involving potential biases or support intercultural understandings. Then, the choice between quantitative and qualitative methodologies is thus dependent on what are our goals in the study. Researchers might choose to use a mixed-methods approach - combining the quantitative examination of variation in elements with qualitative examination that explores what those elements mean and/or do.

1.3.7. 3- Previous Studies on the Analysis of English Textbooks for Educational Purposes

Various studies had opted to carry out content analysis of English language textbooks on different components on English language education instruction. This is generally an area of focus at:

❖ **Skill Development:** Researchers have analyzed textbooks for the relative attention given to different language skills (e.g., reading, writing, listening, speaking). The curriculum can reveal the key themes which can provide some insight about the language acquisition strategy as a whole (Alderson, 2004).

❖ **Linguistic features:** This category deals with the study of vocabulary selection, grammar structures used and discourse patterning in the textbooks. This analysis helps to find out the difficulty index of task and also language target for students (Johns, 1991). Researchers (Byram, 1997) have examined cultural representation in textbooks to reveal biases, prejudices and opportunities for the development of intercultural understanding.

❖ **Assessment Practices:** The type of the textbook content can tell us the specifics of assessment tasks used, in return it is concerning with those exact skills and knowledge that students have to demonstrate (Wajnryb, 2009). A study of the activities, goals and learning methods of textbooks can offer valuable insights into the pedagogical approach and therefore the type of learning experiences common in which students are purported to participate (Littlejohn, 2011).

1.3.7. 4- The Importance of Textbook Content Analysis

A content analysis of English language textbooks is a valuable resource for researchers, educators and curriculum planners as it helps them to determine what can be hidden in the pages of a textbook. An examination of the messages contained in these materials can provide academicians with useful information about the educational philosophy and aims of a given curriculum (Apple, 2019). Subsequently, this data can be used to facilitate and drive the leverage of more effective, attractive educational resources. One way teachers can try to evaluate the textbooks; they are using for their class is through content analysis. The findings from this study may reveal what the needs and weaknesses of the resources are, and may inspire educators to enrich with additional activities and resources according to their teaching goals as

well as the students' needs. Educational Policy Makers may examine and analyze textbooks to distinguish textbook that is qualitative best English Language Education (ELE) learning approach in content analysis.

1.3.7.5- Second Year English Textbook “Getting Through SE2”

Second year of secondary school is the time when students begin to establish their own identities, and learn their role in the society from the EFL textbook. Textbooks have a significant impact on shaping our understanding of values. These values could be cultural or social in terms and observed in subject areas like English. The three paragraphs of this section cover the structure and content of a typical Algerian second year English textbook.

1.3.7.5.1- Overview of the Textbook

The Algerian secondary curriculum is a system of centralized production where the State conceives, formulates and legitimizes all instructional texts. An English Second Year Language Textbook is typically organized into four thematic units. Every unit comprises readings, grammar exercises, vocabulary lists and communicative activities. These are the kind of sections that often get into. The articles covered relevant matters regarding the lives of young Algerians (family and friends, shopping, health, travels).

1.3.7.5.2- Analysis of the Representation of Citizenship Education in Algerian Secondary School Textbook.

By examining the content, themes, and underlying ideologies, this study aims to illuminate how citizenship is constructed for students and to explore the potential implication of these representations for the goals and practices of citizenship education in Algeria.

The incorporation of the following themes-sections of citizenship education is an essential element of a comprehensive secondary education. The purpose is to ensure that

students get the knowledge, skills and values they need to be active and responsible members of the community. One way to do this is by selecting reading passages. Students can discover ways to suppose for themselves the usage of these books, and they also can advantage a whole know-how of their rights and responsibilities by using engaging with those books.

Teaching individuals to use language kindly, communicate thoughts positively and engage in meaningful conversations become contributors to active citizens (Harwood, 2012). You will often find on these vocabulary lists words such as civic participation, democracy and human rights. They can be taught with reading passages, or used for conversation starters. Participation in communicative activities like role-plays, debates and group discussions are avenues for students to hone the skills that they may need when they become members of this society. Such activities encourage them to voice their opinions, get involved in good conversations, and collaborate to solve problems (Wyness, 2017).

1.3.7.5.3- Identification of Themes and Topics Promoting Citizenship Education

A close examination of the content revealed unique themes and issues which serve to support civic education. This item contains the following:

-Cultural pluralism: knowing about and having an appreciation of different cultures- expose the children to many other cultures during reading passages/ debates. This fosters tolerance and respect for others, both key components of active citizenship (Banks, 2008).

-Reading passages, critical thinking and problem-solving activities: helping students analyze material, identify points of view, develop solutions and a sense of responsibility as a citizen - These are important skills to use in various social challenges in Think-Read-Write sections.

-Communication and cooperation: Participating in tasks that need youngsters to communicate effectively, work out as well as cooperate build up a basis for their forthcoming civic participation. When environmental issues are integrated into textbooks, young adults learn about their carbon footprint and the responsibility to be sustainable which gives them an environmental attitude.

Algerian secondary school English textbook facilitates or prevents the development of pupils' citizenship discourse. It depends on how teachers actually used the text to foster debates and activities that promote these skills.

Conclusion

In this current globalized world, we need to develop responsible and informed citizens. Education is essential in achieving this end, and citizenship education (CE) equips learners with the necessary information, skills and values to enable them to participate in effective action within society (UNESCO). In this respect, blending communicative English [(CE)] in general with ELT in particular represents a unique opportunity to develop such qualities given the newfound importance of English language skills in Algeria.

More precisely, this chapter was concerned with the prospects offered by integrating Citizenship Education (CE) within English Language Teaching (ELT) in Algeria. The text begins by outlining the increasing importance of CE in the modern world and its connection with ELT. This was then followed by particular focus on how this might be achieved in the case of English language education, which finally gives definitions of what are to count as responsible and engaged people. Then we will focus on the current status of incorporating CE in Algerian English language textbooks. An examination of the readings provided insight into the organization and overall content of a particular second-year English textbook, noting potential limitations in cultural content. Finally, the chapter discussed the challenges and the benefits of CE embedment in English textbooks used in Algeria. Among the barriers were limited resource bundles, the need for teacher preparation.

There are, the chapter also underscored challenges to be faced as the expansive potential for promoting critical thinking, inter-cultural dialogue and active citizenship through judiciously designed CE material in English language textbooks.

In short, this chapter covered a detailed look at the potential hindering and facilitating factors of using English Language Teaching (ELT) for nurturing responsible.

2- Chapter Two: Practical Part: Data Collection and Analysis

Analyzing Teachers' Views on the evaluation of civic education implementation in the Algerian secondary school English textbook (second year).

Introduction

This practical part of the research focuses on gathering and analyzing the opinions of secondary school teachers about improving civic education through teaching English as a second foreign language. A questionnaire was given to twenty-three teachers who have already taught English or are still teaching English in the secondary school.

The goal of this part is to understand how teachers see the importance of implementing civic education in secondary schools and how to make it more effective in the classroom. Their answers help in seeing if the current programs are enough, and what could be improved. By looking at the views of teachers, a clearer picture illustrates what kind of topics, themes and principles really need to be taught on one side, and the strategies used to teach English language to better and foster the integration of the different values in secondary schools.

2.1. Teacher's Questionnaire

2.1.1. Administration of the Questionnaire

The questionnaire was given to 23 secondary school teachers. It was administered as printed copies in schools to make it easier for teachers to participate. The sample was selected among teachers who were in direct contact with students of the second year of secondary schools. The process went smoothly, as most of the questions were clear, and no major challenges were faced during the administration.

2.1.2. Description of the Questionnaire

This questionnaire is designed to explore whether the second year of the secondary school English textbook "Getting Through SE2 " include topics and themes that can foster the implementation of the civic values, first. Then, it exhibits how these values are integrated

and to what extent these principles are efficiently conveyed to shape the identity and perspectives of responsible citizens. It consists of **19** structured questions, organized into three clear sections, using a mix of Yes or No, Closed-Ended, Linkert Scale and open questions.

❖ **Section A: Background Information**

This section collects basic professional details about the participating teachers. It includes questions about their age, gender, experience in teaching English in secondary private or public schools, academic qualifications, average class size, and the frequency of teaching the second year. These questions help characterize the participants, analyze whether these factors affect the study results, and compare responses across different groups.

❖ **Section B: The Use of Civic Education (Questions 1–10)**

Focusing on teachers' perception, this section explores whether the English textbook includes civic education topics. It also identifies if these themes are relevant to the students' lives: such as culture, religion, beliefs...etc. Additionally, teachers are asked to reflect on how these civic education lessons will be well presented so that all the planned objectives will be reached. This section highlights the perceived effectiveness and gaps in the current program.

❖ **Section C: The Evaluation of Civic Education (Questions 11–18)**

A quantitative and qualitative questionnaire was shared with twenty-three teachers to gather insights and information, from all secondary schools of Mila city: Ben Toubal Sliman, Meghlaoua Ramadan, Frères BELARIMA, Abd El Hafid Boussouf, Didouche Mourad. Their opened responses were examined as a qualitative method to identify reasons under the thought patterns, strengths, and potential gaps in how civic education is presented. This analysis aims to highlight opportunities for improving civic learning materials (Textbook), ensuring how to inspire pupils to become active, informed members of Algerian society.

The third part (Section C) in the questionnaire is titled “ The evaluation of Civic education”. It contained nine qualitative questions about teacher’s view on civic education topics, how it distributed in textbook tasks as an important part in competence approach and other estimation about Algerian civic education and international values.

The final section offers teachers an opportunity to share their thoughts and points of view freely. They can provide additional comments, suggestions, or personal reflections on how civic education lessons could be enhanced to better support English language teaching in Algerian secondary schools on one hand, and integrating the different values and principles in a way they could be practiced in the community. The open-ended questions ensure that valuable, unanticipated insights are captured, enriching the overall findings of the study.

2.2- Analysis of Teachers’ Questionnaire (Data Analysis)

Section A: Personal Information

Q01: What is your age?

Table 01: Teachers’ ages

Option	Frequency	Percentage
From 21 to 30 years	1	4.34%
From 31 to35 years	2	8.69%
From 36 to 41 years	8	34.78%
From 42to 49 years	4	17.39%
From 50years and on	5	21.73%
Total	23	100%

The goal of this question is to know the age of the participants. Most of them (82.59%) were aged more than 30 years. This means that the sample is dominated by old teachers, which could reflect the age imbalance distribution in the education sector. The teaching profession particularly at certain levels (secondary) needs young and active educators. This situation can be positive thanks to their experience and potential drawbacks related to adaptability and

evolving educational landscapes. As it can be negative with the significant age gap between teachers and students that may lead to challenges in understanding current students' culture, trends, and communication styles. Only few of them (4.34%) who are aged less than 30 years, and surely are more engaged and motivated than the others.

Q02: What is your gender?

Table 02: The teachers ' gender.

Option	Number	Percentage
Female	20	86.95%
Male	03	13.04%
Total	23	100%

The goal of this question is to know the gender of the respondents. Almost all of them (86.95%) were females. This means that the sample is dominated by females, which could reflect the gender imbalance distribution in this role in the education sector. The teaching profession particularly at certain levels (secondary) attracts more female educators. This situation is not inherently positive or negative. It depends on the specific context and the values being prioritized.

Q 03 : How long have you been teaching the secondary school?

Table03 : The teachers ' experience.

Option	Frequency	Percentage
From 1 to 5 years	1	4.34%
From 6 to10 years	1	4.34%
From 11 to 15 years	8	34.78%
From 16 to 20 years	7	30.43%
From 21 and on	6	26.08%
Total	23	100%

This question was asked to know how long teachers have been in the field. Most of the respondents (34.78%) had more than five years of experience, and 33.3% had between 1 and 5years.This means that the majority have good experience, which gives more value to their opinions in this questionnaire and their performance in the classrooms.

Q 04: What is your highest qualification?

Table 04: The teachers' highest qualification.

Option	Frequency	Percentage
Ens (5 years)	5	21.73%
Licence didactics	4	17.39%
Master	14	60.86%
Total	23	100%

The purpose of this question was to determine the academic qualifications of the teachers. As shown in the table, 60.86% of the participants hold a Master's degree, while 21.73% hold a Licence degree and 17.39% have Licence (BAC + 4). These results indicate that the majority of the surveyed teachers have achieved a postgraduate level of education, which may reflect their strong academic background and dedication to professional growth. This could also suggest a positive impact on their teaching quality and effectiveness in the classroom.

Q05 : What is the average class size ?

Table 05: The Average Class Size

Option	Frequency	Percentage
From 15 to 20 students	0	0
From 21 to 29 students	1	4.34%
From 30 to 37 students	7	30.43%
From 38 to 44 students	13	56.52%
From 45 students and on	2	8.69%
Total	23	100%

The purpose of this question was to explore whether classes are crowded. If so, both teachers and students feel uncomfortable while working, and their performance less considerable. The findings show that 56.52% of the teachers have large classes with more than 38 students, while 30.43% have between 30 and 37. A smaller number (4.34%) said they have

small classes. This suggests that more than half of the teachers have problems in mastering their classes, what could hinder them develop their teaching strategies broader, cover more topics, and contribute positively to their classroom performance.

Q 06 : How many times have you taught Second year?

Table 06 : Frequency of teaching English.

Option	Frequency	Percentage
From 1 to 5 times	2	8.69%
From 6 to10 times	15	65.21%
From 11 to 15 times	3	13.04%
From 16 to 20 times	3	13.04%
From 21 times and on	0	0%
Total	23	100%

This question aims to find out the teachers' frequency of teaching the target level. An important proportion of teachers (65.21%) reported that they taught the second year from 6 to 10 times. Thirteen percent of the participants indicated that their experience in teaching this level is between 16 and 20 times The same percentage said that they taught this level from 11 to 15 times. A smaller number (8.69%) said it happens rarely that they taught the 2nd year. Finally, no reports indicated that there are teachers who taught it more than 21 times. This means that most of teachers are familiar with this level. So, they have deep expertise and content mastery of the subject. Besides, a deep understanding of the curriculum and the objectives.

Section B: The use of civic Education (from 7 to 16)

Q 07 : Are the textbook's civic education topics (e.g: rights, responsibilities, citizenship, democracy, climate change...) relevant to my students' lives?

Table 07 : The Textbook's Civic Education Topics Relevance to students' lives.

Option	Frequency	Percentage (%)
Strongly Disagree	0	0%
Disagree	0	0%
Neutral	2	8.69%
Agree	14	60.86%
Strongly Agree	7	30.43%
Total	23	100%

This question asks the teachers to indicate whether or not the textbooks' civic education topics are relevant to their students' lives. The data shows a good percentage of teachers who said that the civic topics really connect with their students' experiences. This constitutes an overwhelming majority of 60.86% of the 23 participating teachers. Only a minority (8.69%) stayed neutral. No one said that the topics are not relevant but these topics are limited to just three units.

Q08: Is the language proficiency appropriate for teaching civic education topics?

Table 08: The Language Proficiency Appropriateness for Teaching Civic Education Topics.

Option	Frequency	Percentage (%)
Strongly Disagree	0	0%
Disagree	3	13.04%
Neutral	4	17.39%
Agree	12	52.17%
Strongly Agree	3	13.04%
Total	22	95.65%

This item seeks to determine the appropriateness of language proficiency for teaching civic education topics. Fifty-two percent agreed, and 13% strongly agreed that the language is appropriate for teaching civic education. Only 13 percent disagree and argue that the language is not appropriate for teaching civic education, and specific English language should be appropriate with CE purpose.

Q09: Does civic education present different viewpoints (e.g: individuals' vs community, good vs bad...)?

Table 09 : The Civic Education Points of View.

Option	Frequency	Percentage (%)
Strongly Disagree	0	0%
Disagree	4	17.39%
Neutral	2	8.68%
Agree	14	60.86%
Strongly Agree	3	13.04%
Total	23	100%

This item explores whether civic education presents different viewpoints. The majority of teachers (73%, i.e. 13% strongly agreeing and 60% agreeing) reported their idea of acceptance that civic education help develop a good understanding among students. Besides, it fosters critical thinking. A smaller portion (17.39%, disagreeing) stated the reverse situation. Finally, a small number of teachers (8.68%) were neutral on this topic. This data implies that civic education may help some students develop their personality so that they will be able to make decisions according to their viewpoints but not all of them.

Q10 : Do tasks respect Algerian culture and community values?

Table 10 : Respect of Algerian Culture and Community.

Option	Frequency	Percentage (%)
Strongly Disagree	1	4.34%
Disagree	1	4.34%
Neutral	3	13.04%
Agree	15	65.21%
Strongly Agree	3	13.04%
Total	23	100%

This item explores teachers' views about whether the tasks respect the Algerian culture and community. The data shows mixed opinions, as there was not a clear consensus among the teachers. A significant portion (65.21%) agreed that they respect both culture and community, and 13% strongly agreed. These add up to 78% who believed in the respect. Only nine percent indicated they disagree (actually, 4.34% disagreed and 4.34% strongly disagreed). A fair number of students (13.04%) remained neutral on the issue. These findings consolidate the results of the table 07.

Q11: Civic education topics are well integrated in reading, writing, listening, and speaking tasks?

Table 11 : Integration of Civic Education in Skills.

Option	Frequency	Percentage (%)
Strongly Disagree	1	4.34
Disagree	5	21.73%
Neutral	6	26.08%
Agree	9	39.13%
Strongly Agree	2	8.69
Total	23	100%

This item explores teachers' opinion on whether civic education topics are well integrated in reading, writing, listening and speaking skills. Civic education topics are so motivating that they can be introduced in all the skills to develop fluency in English. 39.13 % said (with 19% agreeing and 15% strongly agreeing). A fair proportion of teachers (21.73% disagreed and 4.34% strongly disagreed) disagreed with the above statement. A fair number of teachers (26.08%) were neutral on the issue. The results show that the effectiveness of civic education topics integration in different skills might be a debatable issue among these participants. Some teachers find it helpful, while others do not.

Q12: Do exercises ask students to analyse and evaluate civic education topics critically?

Table 12: Critical Evaluation of Civic Education Topics.

Option	Frequency	Percentage (%)
Strongly Disagree	3	13.04%
Disagree	10	43.47%
Neutral	5	21.73%
Agree	4	17.39%
Strongly Agree	1	4.34%
Total	23	100%

This item is designed to assess the level of higher-order thinking skills promoted within the civic education curriculum, specifically through its activities and exercises. Fifty-six percent disagree (43% disagreed, and 13% strongly disagreed) that the activities encourage and motivate learners to analyse and evaluate civic education topics critically. Only 21 percent agree (17.39% agree and 4.34 strongly agree) and argue that most of the tasks are not appropriate for testing civic education, because students are given the opportunity to formulate their own reasoned judgements about civic issues. However, 21.73 % of teachers remain neutral.

Q13: Do images and diagrams in the textbook help explain civic education concepts?

Table 13: Civic Education Concepts through Images and Diagrams.

Option	Frequency	Percentage (%)
Strongly Disagree	2	8.69%
Disagree	7	30.43%
Neutral	4	17.39%
Agree	9	39.13%
Strongly Agree	1	4.34%
Total	23	100%

This item seeks to check if the use of images and diagrams in tasks provide a supportive environment that encourages learners to understanding civic education concepts. A considerable number of learners (39.13%) agreed, and just (4.34%) strongly agreed that Images and diagrams create a more favourable environment where they can engage in civic topics debates freely. Seventeen percent of the participants remained neutral on the issue. The data shows a disagreement of (30.43%), while a small number (9%) strongly disagreed. This suggests, that the images and diagrams the teachers use to explain more the different values, and are generally preferred by students because they create a more comfortable and supportive learning environment, which makes them feel more willing to debate these civic topics, should be discussed by teachers.

Q 14: Activities encourage students to relate lessons to real life civic engagement?

Table14: Encouragement of Real-life Civic Engagement through Lessons Activities.

Option	Frequency	Percentage (%)
Strongly Disagree	1	4.34%
Disagree	5	21.73%
Neutral	4	17.39%
Agree	9	39.13%
Strongly Agree	4	17.39%
Total	23	100%

This item explores students' opinion on whether activities encourage students to relate lessons to their real-life civic engagement. Some teachers saw value in activities for connecting students learning with their real life environment. With 39.13 % agreeing and 17.39% strongly agreeing that most teachers support that idea. A good proportion of teachers (21.73%) disagreed with the above statement, and 4.34% strongly disagreed. A fair number of teachers (17%) were neutral on the issue. The results show that the effectiveness of activities methods in developing civic education might be a debatable issue among these participants. Some teachers find it helpful, while others do not.

Q15 : Are quizzes and tests designed to evaluate only language knowledge, or also comprehension of civic topics?

Table15 : Evaluation of Civic knowledge Topics through Quizzes and tests design.

Option	Frequency	Percentage (%)
Strongly Disagree	1	4.34%
Disagree	4	17.39%
Neutral	5	21.73%
Agree	9	39.13%
Strongly Agree	4	17.39%
Total	23	100%

This statement aims to find out whether quizzes and tests are designed to evaluate

only language or also comprehension of civic topics. A significant portion of teachers (39.13%) agreed and 17.39% strongly agreed that quizzes and tests contributed in the evaluation of both language and comprehension of civic topics. However, some responded in the negative with 17.39 % disagreeing and 4.34% strongly disagreeing. The remaining 21.73% chose to be impartial. This implies that teachers have not the same point of view, because it depends on what each one wants to test and on what t focus on. Tests and quizzes evaluate more than just language and civics.

Q16: Is it easy for you and English teachers to teach the textbook's civic education topics?

Table 16 : The challenge of Teaching Civic Education Topics.

Option	Frequency	Percentage (%)
Strongly Disagree	0	0%
Disagree	4	17.39%
Neutral	6	26.08%
Agree	11	47.82%
Strongly Agree	2	8.69%
Total	23	100%

This item explores whether teaching civic education is easy for teachers. The majority of teachers (56.51%, with 8.69% strongly agreeing and 47.82% agreeing) report feeling easy to teach civic education topics. A smaller portion (17.39%, disagreeing and 0% strongly disagreeing) stated the reverse situation. Finally, a fair number of teachers (26.08%) were neutral on this topic. This data implies that teaching civic education topics is not affordable for everyone. The fear of making mistakes during presenting these lessons seems to demotivate a significant portion of teachers from adopting these lessons.

Section C: The Evaluation of Civic education

The philosophy of civic education plays a vital role in building pupils' personality, understanding of their rights, responsibilities, and societal roles. In Algeria, where social and cultural diversity continues to appear clearer, fostering civic values through education is something special and important. This study evaluates how civic education is integrated into the Algerian secondary school English textbook "GT SE2". By analyzing the textbook's content and topics, it explores whether it effectively prepares students to engage with civic issues such as democracy, community participation, and global citizenship.

The first question in the questionnaire is "Does the textbook getting through SE2 cover most civic education topics?" It is a general question; propose primarily knowledge of CE without any limited information about its concepts to receive more points of view about what civic education means from teacher's experiences.

The whole responses to whether the textbook "GT SE2" covers civic education topics, generally, are various. While 8 teachers say "Yes, it does" responses 4, 5, 7, 10, 13, 21, 22, 23, strongly disagree, stating "No, it doesn't" and teachers give the alternatives responses 1, 6, 8, 9, 11, 12, 16–20. Some who agree, admit limitations like response 5: "It covers democracy and environmental issues, but not in great depth." Others highlight basic topics like "rights, duties, and solidarity during hardships" in response 10. However, critics argue the textbook misses key societal needs, such as response 12: "It just covers solidarity and sharing wealth, not all topics needed."

Many teachers criticize the textbook "GT SE2" for lacking depth and modern relevance. Response 3 stresses the need for updates and modernism: "It must be renewed for current modernization like Artificial Intelligence or Virtual Reality ." Others note that activities are insufficient for teaching civic values. For example, Response 11 claims, "Teachers always change tasks because the book's activities aren't reliable." Even positive responses acknowledge gaps. Response 21 says, "It includes human rights and democracy, but not all," while Response 5 adds that topics are not explored in detail.

Despite responses and cultural context, some praise the textbook's focus on Algerian

identity and practical lessons, it is the time for renewing this ancient textbook ‘GT SE2’. Response 21 highlights “citizenship, democracy, and cultural diversity” as strengths, and Response 13 notes effective units like “No Man Is an Island.” However, teachers urge improvements. Suggestions include adding “real-world examples” response 16, balancing “Algerian values with global issues like climate action” response 21, and creating tasks that encourage critical thinking, such as “How to address inequality” that is implied in response 5. As one teacher summarizes: “The book sets a foundation, but needs update to prepare modern citizens” response 3.

Some responses are not serious, they replied about tasks; explaining how to teach CE. But the real responses are about updates; because the GT SE2 doesn’t cover what is important for this generation. Maybe a designed book from 2006 up to day 2025 is not functional, in the year before (2024) all Algerian secondary school students manifest in streets against curricula.

For the second question “Each unit highlights the main civic education goals?”, The study needs to focus on the real experience with textbook ‘GT SE2’ as the main resource of CE in classroom. The teaching experience Arithmetic Mean of second year teachers in this questionnaire is 9.90 years; which means a huge experience from the first appearance of textbook in 2006 up to day. There is enough time to explore and understand very well the CE discourse.

Most teachers in their responses agree that “GT SE2” highlights civic education goals in some specific units. For example, response 2 notes: “Three units focus on civic topics: Unit 1 (Make peace), Unit 2 (environment), and Unit 3 (solidarity).” Others, like Response 21, add “Unit 6 promotes international cooperation” as another example. However, some argue that most units lack civic objectives. Response 4 states: “Some units highlight goals, others don’t,” while Response 16 criticizes the textbook “GT SE2” for “the gaps in goals’ relevance and coherence.” These mixed views show civic themes are spread in disorder across the textbook for teachers. For us as researchers, all the eight units have a part of CE but that depends on the CE concepts, maybe teachers need more training on CE. Some teachers praised

units with clear civic goals for addressing practical and clear issues. For example, Unit 1 “Make Peace” is described as teaching “conflict resolution and human rights” response 3, and Unit 2 “Waste Not, Want Not” covers environmental conservation” Response 21. Response 5 highlights “social responsibilities and global issues” in these lessons. However, even these units have limitations. Response 21 explains that while “Unit 6 promotes international cooperation,” it lacks actionable steps for students to apply these ideas.

Teachers highlight that civic goals are not consistently linked to real-world skills without any real example. Response 16 argues that tasks lack “relevance and coherence” and response 14 notes “not all units” connect to civic objectives. Teachers suggest improvements, such as aligning more units with clear civic outcomes e.g., “how to address inequality” and adding activities that encourage problem-solving. As response 3 suggests, focusing on themes like “natural disasters and safety” could make lessons more practical. Overall, while the textbook has strong examples of civic education, it needs better structure to ensure all units contribute meaningfully to civic learning. We think it is a small problem about relevance topic. The teachers and pupils would agree in real Algerian topics, the foreign experience is not understandable enough.

In this third question “Which lesson or unit do you find most effective for teaching civic responsibilities or rights? Please describe briefly. The study needs to focus on something very problematic in Algerian society, it was the concept of the responsibility and the rights. These two concepts, exactly, are a famous subject in many discussions and social debates between two elements, the individual and state, from the Algerian independence to our day because this relation is a civic struggle.

About units, 14 teachers’ responses (61%) identified unit 1: “Make Peace” as the most effective for teaching civic rights and responsibilities. This unit focuses on conflict resolution e.g., “settling disputes peacefully” –response 2 and rights/duties e.g., “writing a class charter about rights and duties” – response 11. Unit 3: “No Man Is an Island” ranked second, mentioned by 6 teachers (26%), for teaching solidarity and charity e.g., “helping people in need” – response 12. Unit 2: “Waste Not, Want Not” was cited by 4 teachers

(17%) for linking civic responsibility to environmental care and “sharing wealth with deprived people” response 18. Only 2 teachers (9%) mentioned other units, such as unit 6 “international cooperation” response 8 and unit 3’s poverty lessons “world resources” – response 22.

9 responses praised unit 1 for explicitly teaching “freedom of speech”, “right to education,” and “duty to obey laws” response 13. For these responses, teachers decided “freedom of speech”, “right to education,” and “duty to obey laws” as an element of responsibilities and rights. 12 responses linked civic education to local solidarity, such as “providing aid during disasters” response 12 and “charity for the deprived” response 18. However, global citizenship was rarely addressed. Only Response 3 mentioned “international aid and human rights,” showing a gap in broader civic perspectives.

Question four focuses more on textbook as the most important material in the learning process. “In your opinion, which tasks advocate civic education when teaching?”

To show civic education as an important part in competence approach and textual approach, the writing tasks emerged as the most frequently cited method for teaching civic education, mentioned in 11/23 responses (48%). Also, Teachers include drafting “class charters on rights/duties” responses 7, 9, 15, “opinion paragraphs on social issues” response 5, and “solutions to community challenges” response 10. Teachers emphasized that writing fosters critical reflection, such as response 21’s example of “designing posters promoting human rights.” according to levinson "Writing assignments in civic education classrooms serve as a bridge between academic knowledge and civic action. When students write about community issues, debate policies, or reflect on ethical dilemmas, they engage in the kind of critical deliberation that lies at the heart of democratic citizenship" (Levinson, 2012, p. 89). The speaking/listening tasks ranked second, cited in 6/23 responses (26%), including debates on “elections or justice” response 21 and discussions about civic-themed images response 12. These interactive tasks encourage students to “express opinions” response 5 and “engage with real-world issues” response 14. The good explanation of Allen between dialogic skills and CE “Civic education thrives on the cultivation of dialogic skills— listening to

understand diverse perspectives and speaking to advocate for justice. These reciprocal acts of communication are foundational to democratic participation, enabling citizens to bridge differences and collaborate on shared societal goals” (Allen, 2004, p. 156).

However, the project-based learning (e.g., role-play, community projects) was mentioned in only 3/23 responses (13%), suggesting underutilization of hands-on civic activities despite their potential for fostering active citizenship e.g., response 21’s “role-play to develop responsibility”. Project-based learning methods, such as role-playing exercises, community-driven initiatives, or simulated scenarios, enable students to actively participate in the principles of democratic citizenship. By confronting real-world challenges and collaborating with peers, learners transition from theoretical understandings of civic responsibility to directly experiencing the complexities and rewards of working collectively to address societal issues. (Westheimer & Kahne, 2004, p. 112).Algerian schools missing this kind of tasks. The competence approach focuses on school project but really, it is missed at all.

While 48% of responses praised writing and speaking tasks, 4/23 (17%) highlighted passive or routine activities like “fill-in-the-gaps” response 17 or “matching synonyms”. These tasks were criticized for lacking real-world relevance and failing to deepen civic understanding. For instance, response 16 noted that “written expression alone” might not address systemic issues like inequality.

Thinking is an important aim in learning process, but as a part of CE is an ideological subject. For that, there are many concepts of civic education and its topics. The fifth question is’ “Does the textbook encourage deeper thinking about citizenship?”

According to Parker “Civic education demands more than superficial engagement; it requires deep thinking—reflective inquiry, critical analysis of societal structures, and ethical reasoning. When students grapple with questions of justice, power, and equity, they cultivate the intellectual habits necessary to become informed, empathetic citizens capable of shaping democratic societies” (Parker, 2003, p. 78). The responses are seen with partial

effectiveness of the 23 teachers, 10 (43%) answered “Yes” responses 3, 4, 7, 8, 10, 12, 13, 15, 21, 23, and 9 (39%) said “No” responses 1, 6, 9, 11, 14, 16, 18, 20, 22. There are 4 (17%) gave mixed answers responses 2, 5, 17, 19. Those who agreed highlighted specific units like “Make Peace” and “No Man Is an Island” for teaching practical citizenship skills, such as “creating a class charter” Response 15 or “promoting solidarity during disasters” Response 13. However, even supporters admitted limitations. For example, response 5 noted: “It encourages reflection to some extent, but needs improvement.” Anyone can give remarks on these responses; it equals directly between CE and some civic skills.

The group who answered “Yes” praised the textbook for linking citizenship to real-world roles, such as “environmental protectors” and “peacemakers” response 21. Units like “Waste Not, Want Not” were cited for connecting civic duty to sustainability and “equality in sharing resources” response 3. These lessons aim to shape students into active citizens who address community challenges e.g., “preserving natural resources for future generations” – response 3. About 30% of “Yes” responses (3/10) specifically highlighted “Make Peace” for teaching conflict resolution and rights, showing its role as a civic education leader. Is that a part of deep thinking, really, who influences in future?

The group who said “No” (39%) argued the textbook lacks critical depth. For instance, response 6 stated: “Not deeper—just surface-level ideas,” while response 11 criticized “unchanged tasks” that fail to foster interaction. Critics emphasized gaps in methodology analysis; tasks rarely ask students to explore “why inequalities exist” or “how to challenge injustice”. Mixed responses reinforced this: response 2 noted civic thinking is “only encouraged in units where it’s a major theme” e.g., 3–4 units out of 8. Only 1 response (5%) response 21 mentioned global citizenship e.g., “heritage protectors”, highlighting a narrow focus on local over global issues.

The international debate about Global citizenship education is an international institution problematic. It proposes Global citizenship education (GCE) as a solution after the second world war. The United Nation (UN) obliged all the countries members to include this international value in its curricula. The sixth question in this study is “Does civic education

topics include international values?’’

18 out of 23 teachers (78%) agreed that the textbook GTh SE2 includes international values in civic education. These values are primarily taught in three units: unit 1: “Make Peace” is cited by 8 teachers, 35%, it focuses on “tolerance, human rights, and peace culture”, response 5. unit 3: “No Man Is an Island” is cited by 6 teachers, 26%, emphasizes “global solidarity during disasters”, response 2. Unit 2: “Waste Not, Want Not” is cited by 5 teachers, 22%) addresses “environmental responsibility and sharing world resources”, response 21.

However, 3 teachers (13%) gave mixed responses, such as “to some extent—rarely” response 8, and 2 teachers (9%) explicitly said “No” response 11. Even supporters noted limitations. For example, response 21 praised the textbook for teaching “global citizenship” but stressed that these themes are not evenly spread across all units.

The textbook introduces core international values recognized by organizations like UNESCO as human rights, 6 teachers (26%) highlighted lessons on “freedom of speech” e.g. response 5 and the “International Declaration of Human Rights e.g. Response 10. Another international value is ‘Environmental conservation’, 5 teachers (22%) cited unit 2’s focus on “conserving earth’s resources”, response, 21 as a global civic duty. Finally, the famous international value in modernization era is “Cultural Diversity” there are 4 teachers (17%) mentioned unit 1’s lessons on “respecting racial and religious differences”, response 21. These themes align with global citizenship education frameworks, which aim to prepare students as “responsible members of the global community”, response 21. However, the textbook’s approach is descriptive e.g., stating values like “peace” rather than analytical e.g., discussing “why global conflicts occur”.

Algeria’s school included some subjects like history, religion, and civic values, in its curriculum; focusing on Algeria’s history of fighting against colonial rule, its Arab-Islamic roots and Tamazight culture, and other values such as democracy, fairness, and human rights; aiming to prepare students to take an active role in society. The study focuses on appropriateness between Algerian values and civic education philosophy. For the seventh question “As an Algerian, do you believe that every society has its own characteristics and values in civic

education?” most of teachers defended their particularity .22 out of 23 teachers (96%) agreed that every society has its own civic values shaped by its identity. Responses emphasized on Cultural/Historical roots; 7 teachers (30%) linked civic education to Algeria’s “national identity, history, and solidarity” response 13. Others focus on religion, 6 teachers (26%) tied civic values to Islam, such as response 12: “Our Muslim values shape civic education.” Another group of teachers opened their responses on social life and collective responsibility: 4 teachers (17%) highlighted Algeria’s focus on “solidarity and community duty” response 13. Only 1 participant (4%) (Response 8) disagreed, suggesting civic values might be universal.

All teachers agreed that every society has its unique civic values, some of them give examples of that, response 17 “Japan’s emphasis on respect and discipline shows how culture shapes civic values.” Referenced “Japan and China,” where civic values are tied to cultural pride. While nearly all agreed on uniqueness, some acknowledged evolving values, firstly Dynamic Factors, response 14 noted that “politics, family, and living standards” influence civic education, suggesting values adapt to societal changes. Secondly, Universal vs. Local, the lone different answer, response 8, hinted at shared global principles e.g., human rights, but this view was rare. Algerian teachers see civic education as a tool to preserve identity e.g., “preserve our cultural values” response 2, while addressing modern challenges. However, they also recognize the need to adapt traditions e.g., integrating technology or global ethics without losing cultural roots.

In eighth question the study focuses on the learning process, “Is time allocated for teaching enough to cover important topics of civic education?” Is civic education a direct aim in competence approach or it was an explicit aim after linguistic skills?

The teachers’ responses revealed a close divide, but a slight majority (48%) found time insufficient for civic education, 11/23 (48%) answered “No” responses 1, 5, 6, 8, 12–14, 16, 20, 21, 23). Their advocacy included ““grammar, vocabulary, and exams” response 21, “overloaded curriculum” response 20, and “rushing through topics” response 6. some teachers in first part 3/11 (27%) said civic lessons are “too brief”, response 13 “No time to

tackle topics deeply”. . The second part of teachers 10/23 (43%) said “Yes” responses 2, 3, 7, 9–11, 15, 17–19, arguing time is “fairly enough” response 2, or allows “deep teaching” response 7. The last part is 2/23 (9%) gave mixed answers, response 4 suggested “creating a new textbook” to address gaps, while Response 22 said “not always.”

The divide reflects a tension between measurable outcomes e.g., test scores and holistic goals e.g., citizenship skills. As response 21 argued, civic education is treated as “secondary” compared to “core” subjects, “Students need time to learn how to be good citizens, not just memorize grammar.” Without changes, civic education risks becoming something formal, failing to prepare students for real-world engagement.

The last question in the study as a recommendation about civic education in textbook ‘‘GT SE2’’ ‘‘which aspects of civic education in the textbook could be improved? Please, Give examples.’’. Why this question exactly, depends on the average of times taught the second year, it was 15 teachers who have over 10 times, and It was 11 teachers who have 40 years and over. All that shows social and educational experience.

There are 6/23 teachers (26%) emphasized the need to update content to reflect modern challenges. examples include: firstly, Digital Citizenship “Include topics like fake news, social media ethics, and online responsibility”; response 5. Secondly, Technology Tools “Add QR codes, videos, and civic apps to engage students”, response 21. Thirdly, Relevance to Youth “Texts should meet this generation’s values and lifestyles”, response 17. However, only 1/23 (4%) mentioned global issues like climate change or migration, showing a gap in connecting local civic duties to worldwide challenges.

There are 5/23 teachers (22%) criticized the textbook’s passive tasks and called for working on methods: firstly; Role-Play and Games “Replace boring lessons with interactive storytelling or debates”, response 21. Secondly; Real-World Skills “Teach formal letter-writing and form-filling for practical citizenship” ,response 10. Thirdly; Student-Centered Activities “Use visual aids and projects to make learning engaging” ,Response 13. despite these suggestions, 4/23 (17%) noted the textbook lacks depth in civic concepts. For example, response 2 urged “deeper understanding of rights, duties, and ethical issues,” while response

23 highlighted weak coverage of “democracy in practice.”

2.3. Discussion of the Main Findings of the Teachers’ Questionnaire

Upon analysing the data gathered from the teachers’ questionnaire, several key findings are revealed. When it comes to the civic education topics contained in the textbook, the study found that there are only three units which deal with themes related to citizenship not only in texts but also in features tasks. These texts and tasks are relevant to the students’ age, level and culture as they meet their various needs. The strategy employed by teachers is seen as more effective in fostering acquiring civic values, and improving learning environment. The results also show that there is a connection between teaching English as a foreign language and instilling the civic principles. Since mastery of language enables students to communicate, and express their ideas; this leads to a good comprehension, an effective discussion of civic topics, and critical thinking.

However, the data also showed that discussion of some civic education topics can be hindered by students' limited vocabulary, and lack of information related to this domain. Teachers address these challenges by selecting more relevant and attractive content, authentic materials and teaching strategies to prevent students’ struggling with difficulty of understanding.

Overall, the findings suggest that the most effective way to instil the civic education while teaching English seems to be a perfect combination of TFL, relying on civic education situations without neglecting students’ needs and competencies.

2.4. General Discussion

This study explored the integration of civic education in EFL classrooms, and how to adapt strategies related to students’ age, level and culture. The study investigated both the textbook contents and materials, and teachers’ strategies in selecting and adapting them. The analysis of the data, gathered from the teachers’ questionnaire, revealed a partial integration of civic education while teaching EFL in the second year of secondary school textbook. This

aligns with the finding that teachers do not rely only on these topics, emphasised by the results of the teachers' questionnaire, because Students prefer studying other topics to feel comfortable and to be more likely active.

2.5. Implications, Limitations and Recommendations

2.5.1. Implications of the Study

The findings of this study hold significant implications for EFL classrooms. First, the study underscores the integration of civic education in secondary school English textbooks. The reason for this is to cultivate informed, responsible, and engaged citizens who can actively participate in their communities. However, this does not imply that focus should be only on civic education and the other topics to be completely abandoned. Civic education is most effective when used strategically, through considering individual student needs and achieving the curriculum designers' objectives.

2.5.2. Limitations of the Study

Every research is bound to encounter complications. The present study is no different in this regard. It would have been preferable to conduct an experimental study with a larger group of participants. However, this proved to be an unrealistic endeavour due to various difficulties in gathering volunteering participants. Another limiting factor was the lack of time, resulting in rushed process of data collection. Such a case was especially prevalent while administering the teachers' questionnaire. Originally, the questionnaire contained 30 questions, with a few of them being open ended. However, due to a lack of time, questions had to be removed or simplified so as not to be too imposing. The time shortage also forced a change of plans when it came to data analysis, as initially, statistical tests were to be used in order to give more weight to the study.

2.5.3. Recommendations for Pedagogy and Research

Based on the findings and the limitations, several suggestions that address pedagogy and future research can be formulated. This section will provide recommendations for students,

teachers, as well as future studies.

2.5.3.1. Recommendations for Students. It is natural that when learning EFL , one might focus only on the attractive topics that meet his/her needs and interests. Indeed, more often than not, a student has no say in how designers select the topics, and how teachers adopt them. However, students could endeavour to broaden their knowledge so that they could discuss any subject.

2.5.3.2. Recommendations for Teachers. This study offers valuable recommendations for EFL teachers. While prioritising civic education texts and tasks, which foster a positive and supportive environment for building a good citizen; teachers should not abandon other cultural items entirely. The key is strategic use, considering individual student needs and preferences, to create a balance between the whole topics. Ultimately, the goal is to create balanced instructions that foster the acquisition of civic education principles for all students on one side, and learning English as a foreign language on the other.

2.5.3.3. Recommendations for Further Research. This study paves the way for further research in EFL classrooms. Future studies could benefit from longitudinal designs, such as experimental studies tracking the long-term language development on civic education implementation. Additionally, future research could examine the impact of civic education on the enrichment of specific English language, and the perfection of skills, such as speaking fluency, or vocabulary acquisition. This would provide a more nuanced understanding of how teachers contribute in building good citizens in schools.

Conclusion

The present research work attempts to explore the potential relevance of foreign language course books to instil civic values into students in the Algerian educational settings. To that end, the study has opted for a critical and systematic analysis of the syllabi and contents of English secondary school education textbooks with a special reference to the nature of topics to which pre-tertiary students are exposed. The results of the analysis reveal clearly the adequacy and suitability of such teaching/ learning materials to help spread civic values among students. We might say that citizenship education is more than learning a book. It has to be underpinned by spreading its values and demystifying its concepts. Schools and teachers play a critical role in helping new generations become responsible citizens; however, their efforts must be matched with good practices from the other members of society. Otherwise, all they struggle to build within schools will be in vain.

General Conclusion

After the latest educational reforms, the Algerian educational policy has shifted towards incorporating civic themes in EFL teaching; hence EFL secondary school curriculum was built upon civic education (CE) notions with the aim of preparing students to be effective citizens in their society

As a conclusion, the textbook *Getting Through* uses a collection of images, texts, word lists, activities, and additional reading materials to develop citizenship competency and embody the concepts of civic education. When used properly, English language instruction can help Algerian secondary school students become good citizens. This study looked at how civic education was portrayed in the English language textbook used in Algerian secondary schools and whether or not it encouraged students to become informed, knowledgeable and responsible citizens. For that, the study opted for the mixed-methods approaches: quantitative and qualitative through a questionnaire administered to 23 teachers in five secondary schools in Mila. Additionally, it evaluated the citizenship competency across eight instructional units.

According to the results, the textbook addressed a good deal of civic education topics and contemporary challenges. In the meanwhile, it needs some enhancements to expand on themes related to freedom and human rights. In order to involve the students in contemporary discussions about important civic concerns. The textbook offered a wide variety of exercises that encouraged civic competency, primarily across the language and productive abilities. It is strongly advised that the present curriculum should be updated to include lifestyle choices that students can practice during their daily life within their community, such as democracy, environment protection, and rights.

Additionally, textbook designers ought to include topics that bravely address issues like women's work, freedom of speech, equality, justice, and human rights. Lastly, the exercises that encourage students to venture outside of their comfort zone and think critically should be updated by textbook designers. This will allow students to investigate the causes of today's difficulties and come up with long-term remedies.

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Appendix

The Teachers' Questionnaire

Questionnaire for Master Dissertation: Evaluation of Civic Education in the Algerian Secondary-School English Textbook – Getting Through SE2(second year)

Dear secondary school teachers,

This questionnaire is designed to gather information about the second-year English textbook used in Algerian secondary schools and its effectiveness in promoting citizenship education. Your responses will be anonymous and will be used solely for academic purposes.

Scale: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree.

Your collaboration and the time devoted to answering this questionnaire are greatly appreciated.

Section A: Personal Information

Age: _____

Gender: ☐ Male ☐ Female

Type of school: ☐ Public

☐ Private Location: _____

Years of teaching experience: _____

Highest English-teaching qualification: _____

Average class size: _____ pupils

How many times have you taught Second year? _____

Section B: The Use of Civic Education

1. The textbook's civic education topics (e.g: rights, responsibilities, citizenship, democracy, climate change...) are relevant to my pupil's lives.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

2. The language proficiency is appropriate for teaching civic education topics.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

- 2- The civic education presents different viewpoints (e.g: individuals vs community, good vs bad...)

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

3- The Tasks respect Algerian culture and community values.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

4- The civic education topics are well integrated in reading, writing, listening, and speaking tasks.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

5- Exercises ask students to analyze and evaluate civic topics critically.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

6- The images and diagrams in the textbook help explain civic education concepts

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

7- Activities encourage pupils to relate lessons to real life civic engagement.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

8-Quizzes or tests are designed to evaluate not only language knowledge, but also a comprehension of civic topics.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

9- It is easy for you and English teachers to teach the textbook's civic education topics.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Section C: The Evaluation of Civic education

1-Does the textbook getting through SE2 cover most civic education topics?

.....

2-Each unit highlights the main civic education goals?

.....

2- Which lesson or unit do you find most effective for teaching civic responsibilities or rights? Please describe briefly.

.....

3- In your opinion, which tasks advocate civic education when teaching?

.....

4- Does the textbook encourage deeper thinking about citizenship?

.....

5- Do civic education topics include international values?

.....

6-As an Algerian, do you believe that every society has its own unique characteristics and values in civic education?

.....

7- Is time allocated in teaching enough to cover important topics of civic education?

.....

8- Which aspects of civic education in the textbook could be improved? Please, Give examples.

.....

Many thanks for your collaboration

Résumé:

Cette dissertation examine de manière critique l'intégration et l'efficacité de l'éducation à la citoyenneté dans le manuel d'anglais de deuxième année du secondaire en Algérie. À la lumière des récentes réformes éducatives qui mettent l'accent sur le rôle de l'anglais langue étrangère (ALE) dans la promotion des valeurs civiques, cette étude explore comment les objectifs civiques sont concrètement mis en œuvre dans le manuel.

En adoptant une approche méthodologique mixte, la recherche combine une analyse systématique du contenu avec un questionnaire administré à vingt-cinq enseignants d'anglais du secondaire dans la région de Mila. L'analyse évalue la présence de thématiques civiques — telles que la citoyenneté, les valeurs démocratiques et la responsabilité environnementale — ainsi que les méthodes pédagogiques utilisées pour les transmettre.

Les résultats révèlent que, bien que le manuel contienne des contenus à visée civique, leur présentation reste largement implicite et dépend fortement de l'intervention des enseignants. L'accent demeure mis sur la transmission des contenus linguistiques plutôt que sur le développement de la pensée critique ou l'implication active des élèves dans des pratiques citoyennes. Les enseignants ont signalé plusieurs défis, notamment le temps d'enseignement limité, la priorité accordée à la maîtrise linguistique, et le manque d'activités interactives soutenant l'éducation civique. L'étude conclut que, bien que le manuel offre une base structurelle, il ne parvient pas à promouvoir une véritable participation civique chez les élèves.

La recherche recommande de réviser le manuel afin d'y inclure des objectifs d'apprentissage civique plus explicites, davantage d'activités interactives et critiques, ainsi que des supports pédagogiques renforcés pour les enseignants. Elle suggère également que de futures études portent sur la perception des élèves et l'influence de la formation des enseignants sur les résultats en matière d'éducation à la citoyenneté.

Mots-clés : Éducation à la citoyenneté, Manuel d'anglais, Enseignement secondaire, Évaluation de manuel, Analyse de contenu.

تتناول هذه المذكرة مدى تكامل وفعالية التربية المدنية في كتاب اللغة الإنجليزية للسنة الثانية ثانوي في الجزائر، وفي ضوء الإصلاحات التعليمية الأخيرة التي تؤكد على دور اللغة الإنجليزية كلغة أجنبية في تعزيز القيم المدنية، تستقصي هذه الدراسة الكيفية التي يتم بها تطبيق الأهداف المدنية البيداغوجية. اعتمدت منهجية تحليلية تجمع بين التحليل الكمي والنوعي. زاوجت الدراسة بين تحليل المنهج لمحتوى الكتاب المدرسي، واستبيان وُزِعَ على خمسة وعشرين أستاذًا لمادة اللغة الإنجليزية في المرحلة الثانوية بولاية ميله. ويقم هذا التحليل مدى حضور المواضيع المدنية مثل: المواطنة، القيم الديمقراطية، والمسؤولية البيئية، بالإضافة إلى الطرق البيداغوجية المستخدمة في توصيلها.

كشفت النتائج أن الكتاب يتضمن بالفعل محتوى ذا طابع مدني، غير أن طريقة تقديمه تظل ضمنية إلى حد كبير، وتعتمد بشكل كبير على تدخل المعلم. لا يزال التركيز منصبًا على تقديم المحتوى اللغوي أكثر من تعزيز التفكير النقدي أو تشجيع الطلاب على الممارسة الفعلية للأنشطة المدنية. وقد أشار المعلمون إلى عدد من التحديات، من بينها ضيق الوقت المخصص للحصص، والتركيز الزائد على الكفاءة اللغوية، وغياب الأنشطة التفاعلية التي تدعم التربية المدنية.

وخلصت الدراسة إلى أن الكتاب، رغم توفيره لإطار أولي للتربية المدنية، إلا أنه لا ينجح في تحفيز التفاعل المدني الفعال لدى التلاميذ. كما توصي الدراسة بمراجعة محتوى الكتاب المدرسي ليشمل أهدافًا تعليمية مدنية أكثر وضوحًا، وأنشطة تفاعلية قائمة على التفكير النقدي، بالإضافة إلى تعزيز الدعم البيداغوجي الموجه للمعلمين. كما تقترح إجراء دراسات مستقبلية تركز على وجهات نظر التلاميذ، ودور تكوين المعلمين في نتائج التربية المدنية.

الكلمات المفتاحية: التربية المدنية، كتاب اللغة الإنجليزية، التعليم الثانوي، تقييم الكتب المدرسية، تحليل المحتوى.