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**Teachers' Perception Towards the Importance of Teaching Civic
Education in EFL Classrooms**

A Case study of Secondary School Teachers of English

A Thesis Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

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Hadjer Tiouane's Dedication

“Ease is a greater threat to progress than hardship”

Denzel Washington

« Dedicated to those who banished my insecurities and to those who prompted them. »

Hiba Atamna's Dedication

This work is whole heartedly dedicated to my beloved parents for their lifelong love and support

To my dear sisters 'Ahlem' and 'Aya' for their help and encouragement

To my dear Grand ma for her prayers

To my teacher Mr. zouaghi Ramzi for his help and support

to my special friends 'Bouchra', and 'Abir' whose friendship, love, and encouragement have supported me over many years of our friendship

to all my dear friends 'Hadjer', 'Roukia', 'Malak', 'Basma', 'Rania', 'Imane', 'Meriem', 'Choubeila', 'kawther', 'Sherine' and 'Radia'

To all who are dear to me

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Abstract

This study aims to determine teachers' perceptions of the importance of teaching civic education to secondary school students. It intends to see whether the Competency-Based Approach (CBA) is concerned with civic education, and to explore teachers' perceptions of the implementation of civic education within the school curriculum. To determine teachers' perceptions, this study is based on a questionnaire designed for secondary school teachers of English in some high schools in Mila, specifically in Rouached, Ahmed Rachdi, Zghaya, and Mila. Findings revealed that teachers have realized the importance of teaching citizenship at secondary schools. Moreover, the Competency-Based Approach is actually concerned with civic education in the sense of shared teaching principles. Findings also suggested solution for the improvement of civic education. The later is implemented within the school's curriculum but an indirect way and through other subjects as in EFL classed, nevertheless, it needs further developments.

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List of Abbreviation

CE :Civic Education

CMS: Civic Mission of School

CIRCLE :Center For Information and Research on Civic Learning and Engagement

EFL: English as a Foreign Language

ELT: English Language Teaching

L1 :First Language

L2: Second Language

IEA: International Association for the Evaluation of Educational Achievement

General Introduction

The last decades of the 20th century and the beginnings of the third millennium have shown rapid changes in organizational thinking and working environment. Human values, beliefs, and behaviors that guide the thoughts and actions of billions of people throughout the world. The field of education like all sectors of society is presently being profoundly challenged by all the changes that caused a lack of values and ethics, which raise an interest on the ongoing discourse regarding the meaning of the term "citizenship". As a recently published report on civic education study of the International Association for the Evaluation of Educational Achievement (IEA) :“all societies have a continuing interest in the way their young people are prepared for citizenship, and also the way they learn to take part in public affairs” (Torney – Purta, Schwille & Amadeo, 1999, P. 12).

Gearon (2003) stated that people many societies are narrowly perceive the fundamental objective of citizenship. Findings underdeveloped countries show that young people lack knowledge and interest in politics, civics, and are poorly prepared for social participation, and Algeria is no exception. In respect to this reality, the question arises how to educate the young citizens?

Civic education is seen to be the answer to the question of how to educate the young people since the use of civic education as a key objective of schools' curriculum in order to create awareness among people is the effective tool to build up a civil society. This interest in civics became a growing concern in foreign language education contexts because the language in societies have served as a vehicle for the transfer of knowledge, skills, and considered to be the natural place for the learning process which helps students to develop their critical thinking and master bundles of competences.

Civic education implementation within the schools' curriculum and teaching process in EFL classroom are at high importance, it aims at making students not only well informed but also competent and skillful by making teaching and learning more process-based than a content-based,

and this is what CBA stands for. So, the competency-based approach (CBA) is concerned with civic education since they both share the same principles.

Algeria is facing a deterioration of moral values, according to secondary school EFL instructors. Teachers' perceptions of their student's negative attitudes inside the class which led to the need for making improvements in the ways of implementing and teaching civic education within the curriculum and inside the classrooms.

Research Problem

The question of how to educate the young citizens of the state is as old as the term citizen itself and traced back to the ancient eras. (heater,2004). Recent studies have mainly concentrated on the point of how to instill in youth democratic knowledge, values, and beliefs and how to stimulate youth civic engagement in schools(Halmand Alviar-Martin, 2008). Civic education is an important aspect of education since it determines young students' lives to become future citizens. According to many scholars, many parents and teachers acknowledge that classroom instruction of literacy and math is not enough and it should be accomplished with values that would help in producing ethical and responsible members of society. (Pinkley,2012). Munera, Gracias, and Lopez (2008) add that teachers should not care only about the academic level and improvement of their students, but also their personal growth as human beings. As a result, they will be more human (Campero,2008) and active, caring, involved citizens (Shaaban,2005). The literature of civic education contains countless examples that emphasize the role of school curricula in promoting democratic values and capacities. The common denominator across studies dealing with the field of CE is the interest in examining what type of citizens the state wants to cultivate, and how to implement that concept with an educational framework (Parker,2008). Cogan argues that civic competencies do not just occur in people, they must learn them consciously in school (1995,p.52). school's curricula should be designed not only to teach students the academics abilities but also to develop in them an understanding of society. The idea of integrating CE in the school's curricula has attracted the

attention of EFL teachers because traditionally EFL programs strive to create a better environment for people to live at the local and global levels (Shaaban,2005). EFL classes are recommended to carry out projects that are in line with the values of such an international body for intercultural understanding and cooperation to foster global education, cross-cultural awareness, global values, and critical thinking skills (Facho,2010).

The Algerian society is having a collapse in civic values because of the lack of student's preparation for social life inside schools , that is why according to EFL teachers and instructors perceptions there is an urgent need for a development in the implementation and teaching process of civic education within schools curriculum in EFL classes due to its high importance and role in building good and effective future citizens.

Research Questions

- 1- What are teachers perceptions toward teaching civic education
- 2- Is CBA concerned with civic education?
- 3- Is civic education actually implemented within schools' curriculum?

Research hypothesis

- 1-We hypothesize that high school teachers of English perceive teaching civic education as highly important in the EFL classroom.
- 2- We hypothesize that the CBA is concerned with civic education.
- 3- We hypothesize that civic education is implemented within the Algerian secondary school curriculum.

Aims of the Study

This study aims at identifying secondary school EFL teachers perceptions of the importance of teaching civic education. It suggests how civic education should be implemented within the school's curriculum and how it is better taught inside the classrooms. This research study also attempts to give recommendations in order to enhance the teaching of civic education in EFL classes.

Significance of the Study

With knowledge of previous studies, this study sheds light on teachers' perceptions on the importance of teaching civic education, and how can civic education build up young students to become good and effective members of society. Also, it provides solutions for more successful and appropriate ways of enhancing the process of teaching civic education in EFL classes. This study is based on the idea that the Algerian students need and must learn about civics and values that govern their lives and the country since it is very important in shaping them into future citizens.

Research Design and Methodology

In order to test the validity of our research hypothesis and to reach the intended outcomes of the study, one instrument will be used which is the questionnaire. The latter will be provided for high school teachers of English in some high schools in Mila region, specifically in 8 mai 1956 high in Rouached, 1 november 1954 high school in Rouached, 19 mars 1962 in Ahmed Rachdi, Benaamira in Ahmed Rachdi, Abd Elhafid Boussouf in Mila, and Sarrar Abd Elhamid in Zghaya.

Structure of the Thesis

This thesis is basically composed of two chapters. The first one is tied to the theoretical part and the second chapter constitutes the practical part of our research. The first chapter is devoted to giving an overview of the topic by giving a working of civic education, its components, roots, civic education and CBA, and how it is implemented and taught. The second or practical part consists of the analysis of teachers' questionnaire in order to test our hypothesis.

Chapter one

THE IMPORTANCE OF TEACHING CIVIC EDUCATION

Introduction

The world is viewing a growing concern for citizenship since it plays a significant role in the future of education. Nowadays, societies have become more aware of the variety of cultures that exists around the world. Since that English is viewed as the world's language, it would be more appropriate to teach civic education in EFL classrooms in order to train learners to become good and effective citizens on both the national and the international levels. This chapter is set up to discuss at length civic education teaching. It tackles many key issues related to civic education. Thus, it first gives a brief overview of the notion of citizenship throughout history, its domains, and the main characteristics of a good citizen. Then, it describes the concept of civic education, its components. It also sheds light on the need for teaching civic education in the Algerian secondary schools, especially in EFL classrooms, how it is better taught. This chapter ends up discussing some possible solutions to improve civic education.

1-The Notion of Citizenship

1.1. Definition

The concept of citizenship is not new. It has evolved throughout history, taking a plethora of meanings across societies. The history of citizenship goes back to very ancient people such as the Athenians, Spartans, and Romans. (Calle Diaz,2016). Researchers argued that the notion of citizenship has multiple sets of meaning in relation to varying discourses (Abowitz and Harnish,2006, P.653-690). Accordingly, citizenship is considered an essentially contested concept (Tylor& Francis,1991). Nowadays, citizenship has permeated all of the historical, the political and the educational discourse acknowledging the importance of citizenship for the development of civilized and healthy societies. However, what is understood by the term citizenship? The literature have revealed many different difinitions . (CalleDiaz,2016).Ranging from a superficial definition of citizenship, synonymous to nationality that can be found in the dictionary which means: “someone

who legally belongs to a particular country and has rights and responsibilities there, whether they are living there or not” (Pearson,2008,p.305), to their civil, political, or social standing within a community to the set of behaviors that represent a particular ideal of civic virtue. To be a citizen has come to be more than being just a member, it come to include legal, social, political, and identity related ones. (Preuss,2003). Enslin (2000), provides another definition by stating that citizenship gives to individual status within a political unit, provides an identity on members, contains a bunch of principles usually interpreted as a commitment to the common good for a specific political unit, entails participating in the process of political life, and involves an understanding of laws, and processes of leadership, and the way this knowledge is used.

Recent studies gave a new definition to the concept of citizenship to match the new interests and developments. Beyond the terms of political orientation, the notion of citizenship was presented by many thinkers by emphasizing the term “civil society”. (Alexander,2006), and the connections between citizens in terms of values and culture. In contrast to the classical political understanding of the concept of citizenship, the term “civil society” shed light on social cohesion, and personal development of individuals, culture, and values. (CF. Oser and Anglers, 2008).

To sum up, the notion of citizenship has evolved with the development of societies throughout history. Nowadays, citizenship is viewing a debate concerning human, education, and the future of humankind. Schools are responsible for the education of competent citizens, who can critically participate in a democratic society, make responsible decisions, and cooperate with others. (CalleDíaz,2016). Delors (1996) pointed out that the role of education is to help to build “a more solitary world. Education should help in the birth of new humanism, with an ethical characteristic, and enough knowledge and respect of values and cultures.protection of the environment, among others.

All in all, citizenship revolves around who we are, how we should live together in a cohesive society and the kind of people the next generations are to become. So a good citizenship education should be the core of education because politics is not what makes good citizens.

1.2.The Domains of Citizenship

1.2.1.The Civil Domain of Citizenship

The civil domain of citizenship refers to the way of life where citizens shared common objectives related to democratic thoughts of the community(Mhlanga and Group,2015). It suggests some basic values, the limits of decision making of government in relation to citizens. It involves freedom of expression, and speech, and equality.

1.2.2.The Political Domain of Citizenship

The political domain of citizenship refers to rights and responsibilities in relation to politics, and the respect of the political system. (Mhlanga and Group,2015). It involves the right to vote and to participate in politics. Free elections are key to this dimension of citizenship, as is the right to freely seek political office.

1.2.3.The Socio-Economic Domain of Citizenship

According to Mhlanga & Group (2015), The socio-economic domain of citizenship refers to the relationship between individuals in societal political spaces. Social and economic rights include the right to social security, the right to economic stability, and to work. Concerning social citizenship, it can be defined as the relationship between people in a democratic society, and it demands solidarity and loyalty. Economic citizenship refers to the relation of an individual towards the labor and consumer market, and it implies the right to work and to a minimum subsistence level.

1.2.4.The Cultural or Collective Domain of Citizenship

The cultural domain of citizenship refers to the manner in which societies take into account the increasing cultural diversity in societies, diversity due to a greater openness to other cultures, to global migration and to increased mobility. Cultural citizenship refers to awareness of a common

culture for recognition of collective rights for minorities. (Mhlanga and Group,2015). The culture state relationship is based upon human rights which recognize an anthropological dimension of a person, and which imply a certain conception of human beings, their dignity, and the affirmation of legal equality against all forms of discrimination on the basis of membership in a particular group or category.

1.2.5.The Educational Domain of Citizenship

The educational domain of citizenship refers to the ways of preparing young people in the essential areas of knowledge, skills, and values of an informed, responsible citizens of their respective country. It is concerned with teaching inside schools to build up good and effective members of society.

1.3Characteristics of a "Good Citizen"

Joseph Kahne and Joel Westheimer (2004) have identified a related division in contemporary citizenship proponents of “personally responsible, participatory, and justice-oriented” citizens (p. 237)

1.3.1. The Personally Responsible Citizen

The personally responsible citizens are the citizen who acts responsibly in his/her families and community, and contribute to social events by for example giving help. Personally responsible citizens know their rights and make sure to do their duties, they have some qualities such as integrity, honesty, self-discipline and hard work.

1.3.2The Participatory Citizen

The participatory citizens refer to citizens who actively participate in social life and in civic affaires, they are known to be loyal to their country and take part to improve life in their communities at the local level and participate actively in their government at the national level.

They keep in touch to know all about what happens inside and outside the borders, they are caring and want to be involved in every day's events

1.3.3 The Justice-Oriented Citizen

The justice-oriented citizens are citizens who care about concepts of justice, law, equality of opportunities for all people, freedom, and respects individual differences. They respect and follow the rules and feel equal to all people.

2-The Notion of Civic Education

2.1. Definition

Civic education refers to all the processes that concern peoples' beliefs, commitments, and actions as members of society. Since nation-states first institutionalize schooling, the concept of civic education has informed practices of teaching. The concept of civic education is regarded as a major concept in the philosophy of language because its significance, purpose, and practice are so contested among philosophers, and among parents, educators, students, politicians, and members of diverse cultural groups. Historically, civic education has been an overall goal of public schooling in societies. The challenge of getting the next generations socially prepared has been so crucial that schools have been assigned that duty since it is the most appropriate place where young people acquire knowledge and get experience. Civic education like anything else needs to be learned, as young people don't accidentally become good citizens. (Parker, 1991; Patrick, 2002). This reflection can contribute in recognize the development of young people, and thereby improve the characteristic of their participation in the community. (Lawy&Biesta,2006). Thus, civic education should basically be intended for the improvement of reflection by exiting the essential abilities of young people. citizenship education can take place in many different places, particularly in family and the media, still, school is the main place that offers formal citizenship education for young people. In its broadest definition, civic education can be defined as educating children from an early

age to become knowledgeable and enlightened citizens, who effectively participate in making decisions concerning their society. Civic education is not only concerned to political issues, but also to human concerns which demand from citizens moral qualities including respect for others, recognition of all the qualities of a human being, and fighting against all forms of discrimination by developing a sense of tolerance and peace among human beings. Civic education is used to demonstrate what children are expected to learn and improve to be civically productive members of society.

In the literature, the concept of civic education extends along with many different concepts such as ethics, and moral education where the primary concern is on the development of values, while civic education focuses on participation in the community. However, the two are linked, since both of them are interested in developing an effective citizenship..civic education is “the cultivation of the virtues, knowledge, skills, attitudes, values, and behaviors. ” (Gutmann, 1987, p. 287). Civic education, however, and whenever undertaken, aimed at preparing the coming generations to take their roles as the future citizens of their country.

2.2. The components of civic education

Many researchers in the field of civic education have introduced the key components of civic education. The most famous approach was developed by Margaret Stimmens Branson.

According to Branson (1998), there are three main components of civic education, including civic knowledge, civic skills, and civic dispositions. The three elements are the key to effective civic education. In order to prepare young people to become future citizens, they need to acquire civic knowledge and trained to get the necessary skills, and dispositions, to effectively participate in society.

2.2.1. Civic knowledge

The first component of civic education from the approach suggested by Branson (1998) is civic knowledge. Basically, civic knowledge deals with the content and all the information learners are required to know. In civic knowledge, students need to learn about the government, the

democratic system, and the civil society. Also, they need to have a comprehension about what rules govern the country and to have an understanding of the rights and duties, and the characteristics they should build up to be good citizens in the future. And these are main characteristics developed through teaching students about civic knowledge :

- 1 – Knowledge of social rules and adjustments,
- 2 - Knowledge of personal rights.
- 3 - Knowledge of current events.
- 4 - Knowledge of ethical and ideological schools of society.
- 5 - Knowledge of history and historical changes in society.
- 6 - Knowledge of government's structure in society.
- 7 - Knowledge of international law.
- 8 - Knowledge of main political parties views and beliefs in society.
- 9 - Knowledge of current situation of societies in the world.

However, civic knowledge as the primary component of civic education cannot stand alone, and it needs the other components in order to achieve effective and balanced citizenship.

2.2.2 Civic skills: Intellectual and participatory

the second key element of civic education is civic skills, including intellectual and participatory skills. (Branson, 1998). Civic skills include cognitive and participatory skills. The cognitive or intellectual skills in civic education cannot be disconnected from the content. They are of crucial importance for accomplishing the goals of citizenship as they consist of all mental operations to comprehend, explain, compare, and evaluate principles and actions of citizenship. Such skills are critical thinking skills in the first place. The ability to think critically, about different issues, political issues; for example, one should have a broad comprehension of the issue from all its angles.

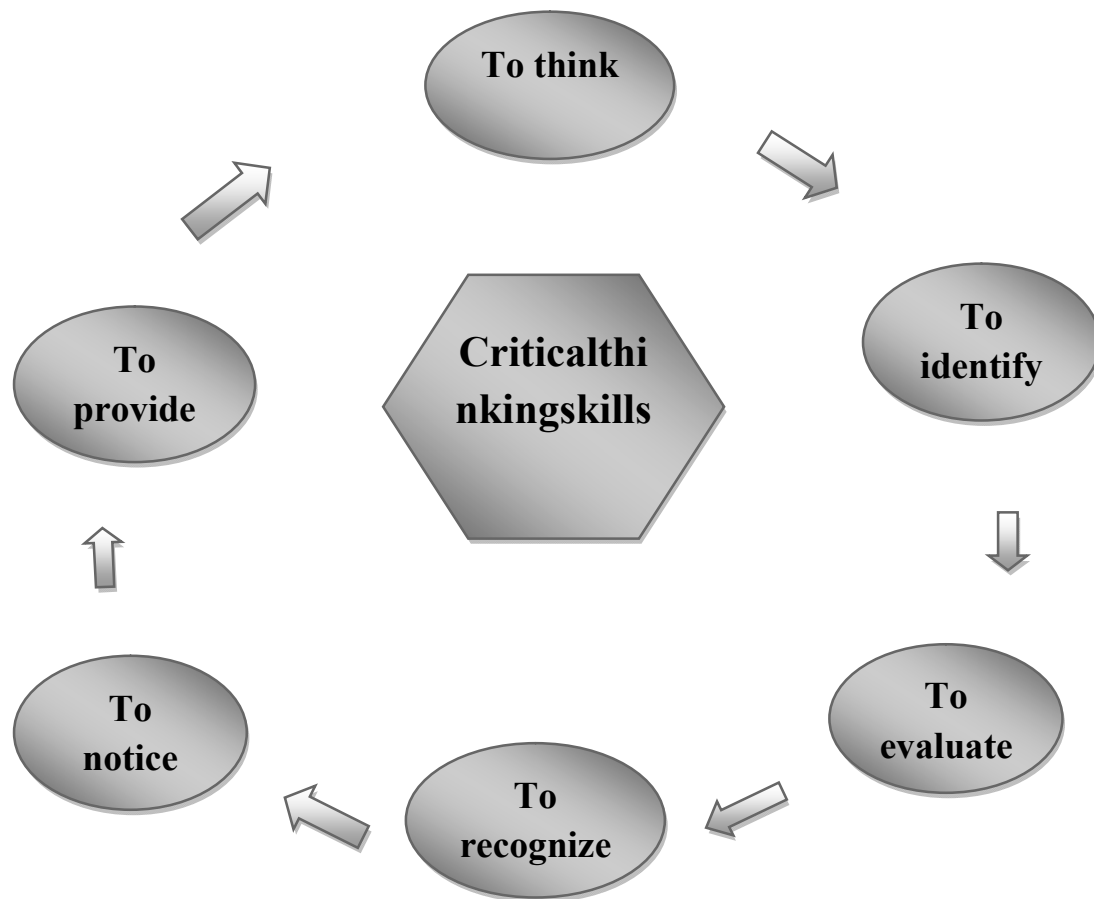


Figure One: The Critical Thinking Skills

By developing these skills, young students bolster their behaviors and improve their mental abilities.

2.2.3 Civic Dispositions and Civic Virtues

Civic dispositions or civic virtues are the third and the last aspect of civic education. they entail the essential features of the character for the preservation and the improvement of citizenship. (Branson, 1998. they refer to the features of civic virtues, and public character which helps in the maintenance, and the enhancement of society. Traits of private character such as ethical responsibility, self- discipline, and respect for the values of every person. While public traits like the respect of law.... Etc.

Another approach suggested by the “The Council of Europe and the EDC Project (Education for Democratic Citizenship) views civic education as the ability to be creative, responsible, and

effective, with neglect of the level and type of education, age, or profession.”. (Ac cited in Pirsl, Bulian,& Obzori,2007).

The following skills were proposed by inventories of education for civic education:

1. Knowledge about international community and organizations, international responsibility, structure, and function of social institutions and rules for participation.
2. Skills including cooperation, manage and resolve conflicts, participation, critical and creative thinking, dialogue, etc.
3. Attitudes include respect for oneself and others, respecting the opinions and points of view of minorities, confidence and trust in oneself and others.
4. Values include human rights equality, rationality, intellectual freedom, tolerance, solidarity, independence, cooperation, understanding of and respect for others and the environment. (Pirsl, Bulian, &Obzori, 2007).

According to Düerr, Spajic–Vrkaš and Ferreira Martins (2000), education for citizenship suggests a three-dimensional development on an individual:

1. cognitive dimensions: involves the comprehension of notions and values of democracy and the way it Functions, such as the main principles of democracy, human rights, and freedoms, citizen, civil society, globalization and development.
2. social dimensions: entails acquisition of skills and competencies that allows the person for efficient social relation and actions in different environment and throughout his or her life, like: skills of critical and argumentative thinking, creative and productive skills, knowledge application skills, problem-solving skills, communication skills, democratic leadership skills, skills of negotiating and compromising, etc.
3. affective dimensions: includes internalization of concepts as values, and principles that are the basis for pro-social behaviors and actions, as: commitment to the values of the universality, interdependence and indivisibility of human rights and freedom, commitment to the rule of law, justice, equality and equity in a world of differences; commitment to peace and to participative,

non-violent and constructive solution of social problems, belief in the importance of personal responsibility and accountability, etc....

2.3.The History of Civic Education

Historically, the origins of the notion of civic education date back to Ancient Greek city-state, Athens, with the purpose of preparing effective, and socially participating citizens for the democracy of Athens. (El bayeh, 2016). Civic education develops with democracy in an aligned way. Therefore, we can say that Athens was the starting point for civic, and ethical education. That was clearly illustrated in the writings of Plato, and Aristotle. Both of them were advocated for an education that enlightens the learner with a strong desire to become a“ perfect citizen”. Their philosophy is deeply grounded in their two beliefs: “ the citizen who rules must be educated to be wisely just and to rule lawfully”; and “ the citizen who rules must be educated to accept what he wants is what is lawful; that is, his behaviors must become virtuous”. (Heater, 2004, p.13).

Over centuries, civic education has basically been to train students for effective citizenship that allows them to socially, and culturally change. (Lange, 2012). Education of values has stood a controversial issue among philosophers for centuries. According to Heater (2004), Socrates answer the question of whether values can be taught, and acquired by stating that, goodness appears from a deep understanding of conclusive truth. Subsequently, the epidemic of revolutions in Britain (1688), America (1776) and France (1789) contributed a great deal to the development of Civic Education (El bayeh,2016). Those revolutions came with new democratic concepts and morals which in return make it possible and easy for the progress of civic education in Europe and the world. Looking into the progress of civic education in Europe, it got a variety of names, such as community and social studies, societal studies, historical-social world studies, civic education, social science, or political science, due to different political and historical circumstances.

However, by 1990 civic education has witnessed large popularity as a tool for promoting democracy. Many factors make the delivery of civic education necessary, such as the emergence of democratic states, the lack of quality and justice..etc. Correspondingly, there are some aspects that

establish an interest in the teaching of values education, these aspects including the rapid transformation in scientific output, a weakening of national borders as a result to the expansion of the internet, and media, and the increase of cross-cultural contact. The united state was the first that practiced civic education in its educational system at the beginning of the 20th century. Later it extends to cover other parts of the world.

3.Civic Education in EFL Classroom

Civic education can be engaged in many subjects, and each of them has a crucial contribution to the development of the key elements of competent and responsible global citizens. (OXFAM, 2006). One of these subjects where civic education can be integrated in the foreign languages programs. Recently, many educators in the field of English Language Teaching (ELT) around the world, have drawn upon the importance of teaching civic education for English as a Second language (ESL) and English as a Foreign language (EFL). EFL classrooms make a natural setting for instruction in civic education as the English language education discipline advances itself rather well to the dynamics of moral values. Since that English is considered as a global language, it has expanded to many parts of the world, and to different academic authorities, and professional sectors such as business, medicine, engineering, and technology, make it necessary to include the education of professional morals into English classrooms. Although all the previous fields provide such moral education, the English classroom can offer the same instruction indirectly, and in an interesting way.

Furthermore, Foreign language classrooms seem to be the ideal place to foster the development of citizenship education, due to their cross-cultural nature. Guilherme (2002) supports this idea by affirming that, the political, economic, and social contexts our future citizens will have to come to terms with require a notion of citizenship education that is more flexible but, at the same time, more empowering and, for this purpose, it is a foreign language/culture education that helps

facilitate intercultural communication among citizens in multicultural societies and in a global world (p. 166).

In EFL classrooms, students are expected to foster certain skills and competencies besides learning the language. According to Cuningsworth (1995) “students should be able to learn other things as they learn English”. They should be trained to be effective citizens in society at local, national, and international levels. Young adults should have a deep understanding of other cultures in order to become global citizens. Teaching English through a Civic Education perspective, at the same time, will allow students to become more critical about their role in the world, and about how to build positive relationships with others, which should be one of the main goals of foreign language education.

4.The Importance of Teaching Civic Education :

Every country relies on its citizens for a better future, and young students are the future citizens, but it seems that today’s students have some lack of knowledge and skills when it comes to their civil life and this is reflected in their attitudes. Civic education is, therefore, is seen as the perfect solution to this moral and civic problem. It the Civic Mission of Schools (CMS) the consensus goal of civic education was identified as helping students to gain and apply citizenship skills; knowledge, and attitudes in which they contribute in individuals every day’ life situations. Moreover, teaching civic education in schools is considered to be major importance due to what it brings in and out of learners. Civic education main goal is the formation of civil qualities which empowers students to be well informed, active citizens who are capable to: solve emerging problems, adapt to socio-economic and political conditions, develop critical thinking skills, respect and protect their rights and interests, and at the same time respect the interests of others. Civic education teaches students who they are as individuals and as members of society so that they come to understand their role and responsibilities as active citizens.

In addition to this civic education helps students to build certain skills like: reading, speaking, listening, and critical thinking which helps them in their learning process. Civic education works in developing reading skills through using the element of literature, for example , teachers introduce learners to L2 history texts where they are asked to read,for example, give them a topic about the culture of non muslims' society, where learners are introduced to a completely different religion in a more acceptable way by their instructors, this brings in learners a sense of interfaith and they became more tolerant and accept those who differ in them since that we all share that humanistic side of us, and it also minimizes discrimination. Another example is that teachers here in this phase use the L1 literacy texts in the English language. Learners are given the task of reading about historical figures taking an example of the well knows figure across the Algerian history « Amir AbdElkader » , such people who really made an impact in their country generates some kind of patriotism in learners toward their country. Moreover , developing speaking skills through teaching civic education, it can be integrated in oral sessions through opening discussions about different topics, as an example, discussions about how people perceive the body language from one person to another across the world, talking and exchanging these kinds of information make learners more aware of their unconscious behaviors to avoid misunderstanding and is respecting others. Another example is free to talk about already given topics like what are learners struggles in school or outside the school which creates some kind of boundings between people and sense of caring, gives them the freedom of expression, and propose solutions for a better learning environment and better learning process.

Furthermore, civic education prepares well-informed and active citizens, and this is almost impossible without promoting critical thinking. So, critical thinking is another important skill that is integrated within the process of teaching civic education and can be integrated by for example through the students' exposure to other cultures, this push students to identify and evaluate the differences between foreign cultures and their own through the English language (cates,1999). Or through a discussion about global issues like intolerance, xenophobia, bolling in which he

youngsters are the victims of this dilemma in which learners can relate to and give interpretations and solutions to the problem. Therefore, it is the need of the time to develop higher order thinking skills, such as critical thinking. Psychologists and educators of all the times Foresman, Fosel and Watson (2017) cited John Dewey (1913), Max Werthimer (1945) and Winn (2004) were of the view that thinking productively is far better instead of memorizing or guessing the correct answers. So critical thinking is characterized as a fine skill, which focuses on thinking reflectively, productively and ultimately evaluating the evidence (Santrock, 2014). Similarly, Moreno (2015) explained that critical thinking is a process of systematically assessing the information and drawing an inference based upon evidence. Therefore, the major goal of citizenship education is to teach « how » to think rather than « what » to think. It is a fine tip to live in a society which is facing a vast amount of information that is just a click away from our learners.

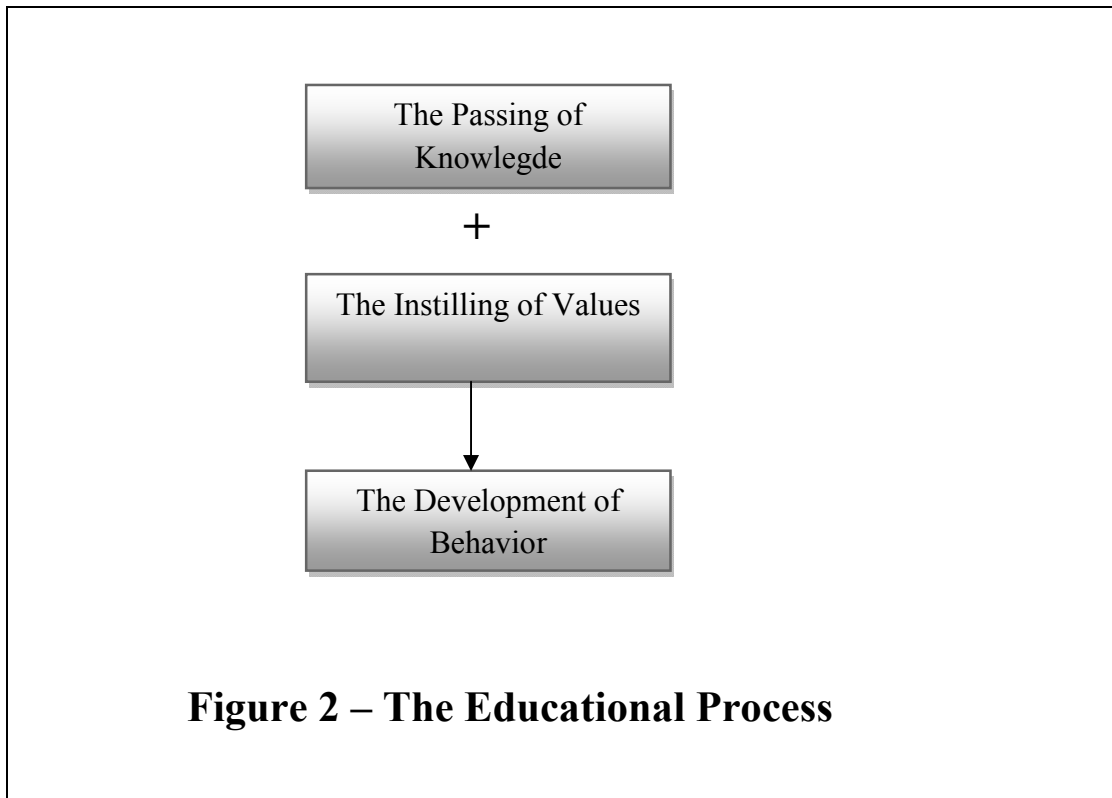
All in all, the importance of civic education is not limited only to build democratic values only, but rather goes beyond that to help students in their learning and develops in them different skills in which they use to master the English language, and also to acquire a lifetime skills.

5.The Educational Process of Teaching Civic Education :

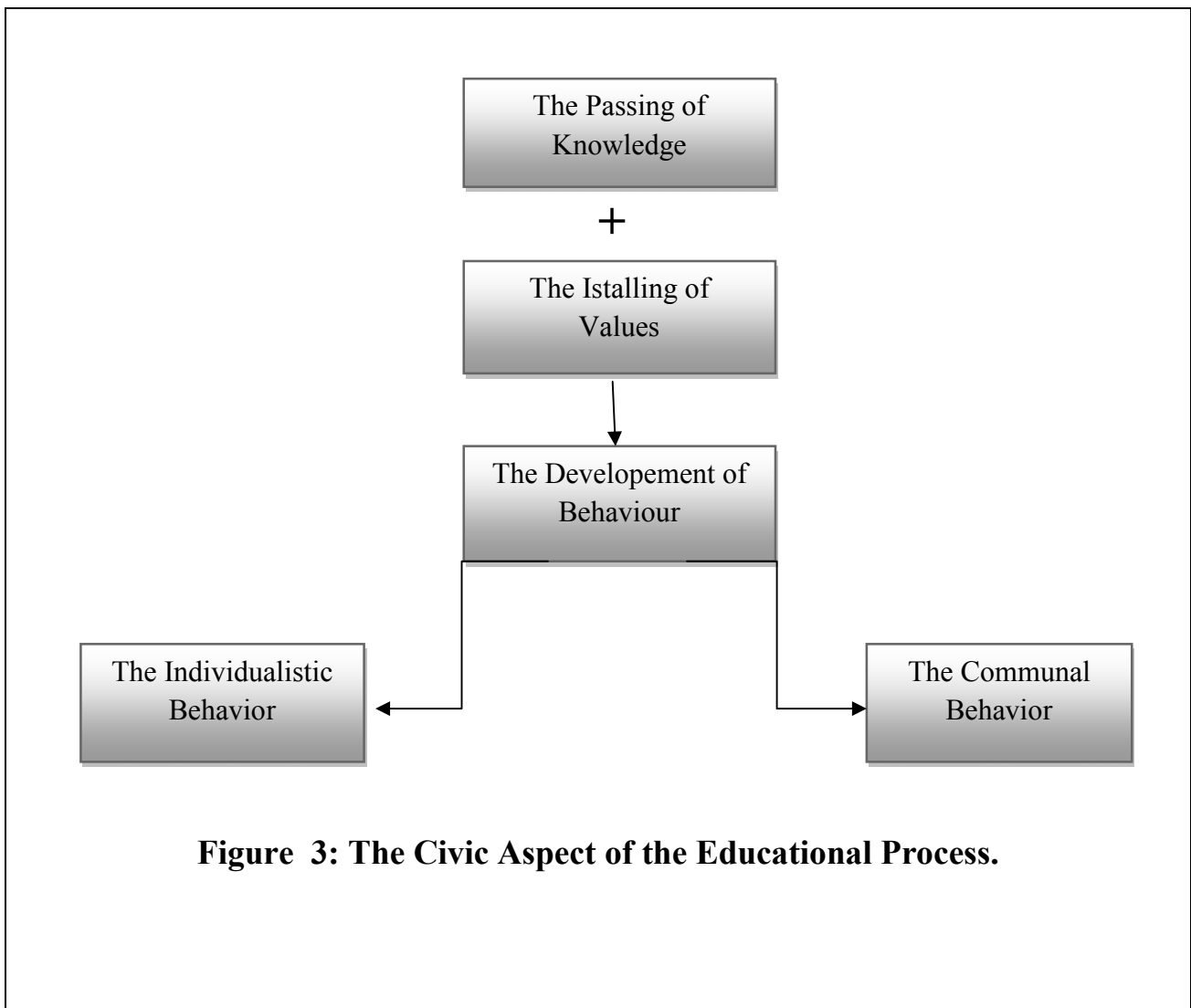
Every educational process focuses on two major aspects: the psychological aspect and the sociological one. Education is, therefore, is the outcome of these two aspects combined together. The psychological aspect focuses mainly on the individual character, and its development, whereas, the sociological aspect is concerned with the individual behavior within the society(John Dewey's,1990).

Therefore, the aim of any educational program is the development of young students behaviors, and in the context of civic education, the goal is also the enhancement of students behaviors on the basis of three main principles: knowledge, skills or values, and behavior. The knowledge component focuses on the passing of required information into learners about what they should learn regarding their civil life, society, rights, and duties, democracy...ect. The second

component is the instilling of values and skills which the learners need for every day's situation such as: solving problem, respect of others opinion, responsibility...ect. The combination of these two components will eventually lead to the development of students behaviors. (see figure 2).



The development of behavior exceeds both individual behavior and communal behavior. The first is concerned with the qualities, values, and characteristics in which the student activists and behaves as an individual. Whereas the latter is related to the individual's behavior within the community. Here the development of behavior step is divided into two types of citizenship: individualistic and communal citizenship to give further explanation on which king of civic education is being taught and the different outcomes of the civic education program. (see figure 3).



6.The Need for Teaching Civic Education in Algeria

Civic education is an important component of education that cultivates citizens to participate in the public life of a democracy, to use their rights and to discharge their responsibilities with the necessary knowledge and +skills.The need for having civic education implemented in schools cannot be denied, students cannot automatically become free and responsible citizens, but must be educated for citizenship. "Civic competencies do not just occur in people, they must learn them consciously in schools" (Cogan, 1999, P.52). Civic education helps students acquire and learn to use the knowledge, skills, and attitudes that will prepare them to be responsible and competent citizens. It also makes them aware of their social and moral duties, and responsibilities as citizens of

a democratic society. This idea is supported by Palati (2014) who states that “in the context of social relationship there are many duties to be performed and correspondingly many rights to be respected. It is with them that civics is concerned”. Thus, civic education is a subject that basically addresses the rights and duties of citizens. Algeria has always been known by its courageous, ambitious, and loyal youth who have devoted themselves to their country. Starting from the revolution in 1954, it has proven to the world that it is a symbol of sacrifice, determination, and bravery. Today, Algeria is still in need for its young people, still call for the exact same spirit and consciousness of L’arbi Ben Mehidi, for the freedom fighters in order to expel not only the enemy but also the passiveness and dependency from young people’s mentality. That is why civic education in Algeria needs to be promoted through schools. To sow on students the love of their nation, and teach them to love the values and principles that made up this country, and have them recognize the sacrifices and achievements realized in the country.

7.The Implementation of Civic Education

One of the purposes of education is to provide young people with the appropriate knowledge and skills to face the real world after they leave school, and this is best served by civic education. Furthermore, there has been a debate in relation to the most effective forms of teaching civic education that could bring about a stronger impact on young people’s civic learning. Many researchers have been interested in identifying the proper ways of preparing future citizens. Some of them believed that it’s more appropriate to teach citizenship as an independent subject, while others said it should be taught through other subjects of the curriculum.

7.1.As An Independent Subject

Some believe that teaching civic education as an independent single subject matter is the appropriate way for preparing young people for the future challenge of citizenship. Faulks (2006) argued that, if citizenship is to be taught seriously and effectively, it needs to be treated as being as

important as an established subject in the national curriculum. In this view, it is believed that teaching civic education through other subjects will make it lose its identity, and become invisible in the curriculum. citizenship could not flourish as a separated subject because its vague and rich knowledge content demanded a specific discourse. (Leung and Yung, 2014). Civic education is more than to be tutored through other subjects as it has great knowledge that needs time and efforts.

7.2. Other Subjects of the Curriculum

In contrast to those who believe that civic education is better to be taught as a single independent subject, according to Pike (2007), an over-focus on civic education as a school subject may have undesirable results because such an approach can distract from the importance of learning values in action across the curricular and through life experiences both inside and outside school. Though integrating civic education to the extent that it loses its identity can be problematic. Separates it entirely is not likely to help students to see the relevance of citizenship to their personal lives. All subjects of the curriculum must work together to form a better understanding of citizenship in the school environment and the minds of learners. (Leung and Yung, 2014). Since citizenship is an aim of all education, it deserves to be taught through all subjects. Teaching civic education should not be limited to only one subject, because that may lead to various problems and impedes students from learning citizenship in a beneficial and enlightening manner.

8.The Implementation Of Civic Education In The Algerian Schools

8.1. In the Primary and Middle Schools

Ever since the educational reform was announced in Algeria, civic education has been given increasing importance. It is taught as an independent single subject matter from first grade to ninth grade in the primary and the middle schools. Young students learn about civic society and systems, civic principles, and national identity. In civic society and systems, they learn the constitutional rights and responsibilities of the citizen to the society and the state. civic principles include

tolerance, equality of citizens before the law, social cohesion, and respect for and solidarity with others. All these must be taught directly and in a detailed way. That is way citizenship in both the primary and middle schools is integrated into the national curriculum as a separated subject.

8.2. In Secondary School

In the secondary schools, civic education is tutored through other subjects of the curriculum in the form of topics and activities. By using this methodology, curriculum planners want to enhance learners knowledge, skills, and attitudes they already acquired in the primary and middle schools by integrating civic education implicitly within the school curriculum under the form of issues concerned with what learners can do as future citizens in their society in order to develop it. This involves classroom discussions about current local, national, and international issues such as rights and responsibilities, freedom, justice. This would create the perfect classroom environment aiming at drawing a clear picture in the students' minds of what is like to be a good and effective citizen.

9. The Competency-Based Approach (CBA) as a Method for Teaching Civic Education

Before, English was taught in the Algerian high schools for educational purposes only. It was wholly used in the formal classroom environment, and the narrow conception of language learning consisted of mere acquisition of linguistic items. Then, with the educational reform undertaken in Algeria, numerous changes have occurred concerning the situation of teaching English, these changes include designing new syllabuses, devising new textbooks, and accompanying documents. As a matter of fact, a new methodology was adopted which is the competency-based approach (CBA). Richard and Schmidt (2002) define the competency-based approach as “an approach to teaching that focuses on teaching the skills and behaviors needed to perform competencies” CBA as the new adopted teaching method focuses not only in making learners linguistically knowledgeable but also in making them autonomous individuals capable of coping with the demands of the world.

Its main goal is to train students to promote self-learning and develop their critical thinking and to use their learning to participate in the community. These principles of the competency-based approach coincide with the aims of civic education since they are both concerned with raising standards and students achievements, connecting students with controversial issues of society and making them able to connect their knowledge and understanding with a number of skills in problem-solving, decision making, and forming attitudes.

10. Where Does Civic Education Take Place

Many institutions help develop citizens' knowledge and skills and shape their civic character and commitments. Family, religious institutions, the media, and community groups exert important influences. Schools, however, bear a special and historic responsibility for the development of civic competency and civic responsibility. Schools fulfill that responsibility through both formal and informal education beginning in the earliest years and continuing through the entire educational process.

10.1. The Formal Curriculum

Formal curriculum the official curriculum refers to the outlined objectives, content, learning experiences, resources, and assessment required in order to earn a specific academic degree. It “is simply that which is written as a part of formal instruction of schooling experiences. “It may refer to a curriculum document, texts, films, and supportive teaching materials that are overtly chosen to support the intentional instructional agenda of a school” (Wilson,2005). It is the learning experiences associated with an educational institution. teaching civic education through the formal curriculum should provide a realistic understanding of civic life. It should enable learners to understand how a system of democracy works. It should emphasize the rights and responsibilities of citizens. Instructions concerned responsibilities should make it clear that rights and duties go hand in hand.

10.2. The Informal Curriculum

It is the learning experiences that take place outside the formal educational system. It is an activity that goes beyond the school requirement. Learning civic education and becoming an active citizen is a complex process that requires to start at an early age. It should start before school within the family. Hoskins et al. (2008) supported this idea by noting that the motivation for studying and for becoming an active citizen could, to a large degree, be the impact of informal learning within the family. Family plays an important role in motivating children to be future citizens before they attend school. There is no doubt that formal education provides young people with the knowledge, skills, and attitudes necessary for them to become active citizens. However, some researchers see that formal curriculum doesn't guarantee that all students will be effective participants in the society, education for effective citizenship should go beyond the formal instruction Biesta & Lawy (2006). By linking formal learning and school to non- formal learning, students put their civic knowledge into action.

10.3. Extracurricular Activities

Extracurricular activities are part of informal learning, they are activities that fall outside the scope of the formal curriculum, and they take place both in and out of school. Extracurricular activities include students' organizations, students' clubs, projects outside the school... etc .“ extracurricular activities are of crucial importance and have more impact in training students for citizenship since it helps them to acquire real-world skills by taking their learning into practice. It also makes them more cooperative, and more sociable. Many types of research demonstrate the positive effects of extracurricular activities. A study on adolescent health (1997) stated that school engagement is a critical protective factor against a variety of risky behaviors influenced in good measures by perceived caring from teachers and high expectations for students performance. How can civic education be improved? Civic education is and will always be a compulsory charge in schools. However; it needs further development in order to cultivate students to be competent and effective citizens after they leave school.

11. Teaching Civic Education Through the English Textbooks

According to Oxford Advanced Learner Dictionary, a textbook is “a book that teaches a particular subject, and that is used especially in schools and college on a specific subject used as a teaching-learning guide, especially in a school or college”. (OALD,2000, p1238). A textbook is “ambassadorial cultural artifacts”. Graves (2000). Textbooks are undoubtedly the most popular, the most useful, and the most effective materials in the teaching-learning process and especially in foreign languages classes.” Foreign languages teaching textbooks no longer just develop concurrently with the development of foreign languages pedagogy in the narrow sense, but they increasingly participate in the general cultural transmission within the educational system and in the rest of society”. Risager (1991, P. 81). Textbooks not only provide students with information about grammar and vocabulary but also with knowledge about different cultures of English speaking countries. Hutchinson & Torres (1994). Young adults should have a deep understanding of other cultures in order to become global citizens. Textbooks play a vital role not only in the transmission of the linguistic knowledge, but they also provide the needed materials to develop in learners the skills and competencies they are supposed to perform effectively in the community and in the large world. That is why the topics to be integrated into the textbook should be cautiously selected to meet current and controversial issues. In EFL classrooms, students are expected to foster certain skills and competencies besides learning the language. According to Cunningsworth (1995, P.58), “students should be able to learn other things as they learn English”. Civic education is integrated into the English textbook under the form of topics that discuss current issues such as justice, rights and responsibilities, and freedom. By discussing such topics, students bolster their civic knowledge and skills.

12. Ways to Improve Civic Education Teaching

It is not enough for education to produce individuals who can read, write and count. Education must be transformative and bring shared values to life. It must cultivate an active care for the world

and for those with whom we share that civic education became a necessary charge in schools. Though the implementation of such an education has proved to be a challenge around the world. Often, civic education courses are overly broad, covering too much knowledge and little thought appears to be given to the purpose of gaining that knowledge or the skills to apply that knowledge in practice. For example, here in the Algerian schools, there is no attention given to the practical part of teaching civic education that it is presented in an abstract and theoretical fashion using rote memorization teaching method which does little to build the civic skills and dispositions of students. And this is why there is a need for further development in order to achieve the principles of civic education which is to cultivate students to become well-informed, skillful, and virtuous future citizens after they leave school. Based on the results of assessments like the IEA civics study and extensive research, experts have developed a list of proven practices in the area of civic education. This list represents the research-based best practices in civic education and can serve as a guide for the implementation of effective civic education programs.

12.1. Service Learning

As the goal of civic education is to prepare young people for civic life and provide them with the knowledge, skills, and attitudes to actively engage in their societies, effective civic education must meaningfully connect the classroom to the wider society through the engagement of service learning into both the narrow means school and broad aspect means community. Goldberg (2009). Importantly, service learning is not simply prescriptive community service. Rather, it entails active engagement in and critical problem solving of community issues, enables the utilization of participatory skills, and provides a guided reflection on the work. Many types of research have found that participating in service learning is a great motivation for students to actually practice what they have learned. In order to get students involved in service learning projects, teachers must first get their classrooms thinking and talking about service learning, then encourage them to come up with their own ideas. That will help the teacher to know what students are really interested in,

and what service learning they want to be part of. A great service-learning programs for students could be helping the elderly, visiting local hospitals, or get learners thinking about street art for example. By participating in service learning projects, students want their voices to be heard, they need to realize that their ideas and thoughts matter, they want to know that they can solve problems and that they can make difference in decisionmaking. (Goldberg, 2009).

12.2. Classroom Discussion

Discussion of current events and controversial issues is another proven way to develop civic education. It is the sustained exchange between and among teachers and their students, with the aim of enhancing students' critical analysis and communication skills. By leading carefully moderated class discussions, teachers can engage students with intrinsically relevant content and help students develop attitudes of tolerance and understanding toward those who hold different beliefs. Students who develop these skills and attitudes will be better prepared to meaningfully engage in civic activities in their communities, and develop a wide range of knowledge, values, and behaviors. Teachers in the process of adopting this method must respect students' responses: even the ones that are not appropriate should be accepted, respected, and acknowledged and this, in turn, pushes students to respect the opinions of each other, and learn how to disagree in a respectful way. The discussion should be students' centered: students should lead the classroom debate in order to create stronger interest, and engagement. While the teacher should be more of the facilitator than a director. It is important to engage students in open classroom discussions about relevant civic issues. Discussion plays a crucial role in encouraging and stimulating students learning. By discussing controversial issues students feel confident to give their points of view and learn how to listen to others, accept their ideas, and to disagree in a respectful way.

12.3. Extracurricular Activities

Extra-curricular activities are another important aspect of civic education, which normally refers to activities that take place outside the school in addition to those inside the classroom.

Extracurriculum activities should be accessible to all students, and help them to participate in social life, put their work into real-world situations, form social bonds and networks that can be beneficial for civic engagement. So, before starting a new club, or project, students and their interests should be taken into consideration in order to get them engaged in the activities.

Moreover, extracurricular activities should be set to meet some specific and meaningful goals, are beneficial to academic performance and civic behaviors, and not only for the sake of doing them. (Goldberg, 2009). Other examples of extra curriculum activities are performing arts and sports which also have positive impacts.

12.4. Classroom Environment

The classroom environment is another important aspect of teaching civic education successfully. Classroom discussion cannot happen unless the teacher creates a supportive classroom environment. The educational environment in which students learn highly influence the level of their conceptual understanding. (Barret & Davis, 2005; Berti, 2002).When teaching any class, the mood of the students has a big effect on the lesson's success. The same thing when teaching civic education, civics environment must be created in order to get students engaged.

Civics lesson must be a student's centered; starting with what they know about their community, and what they can do about a specific issue. That helps them in seeing that their voices and opinions matter, and gives them a chance to express their own ideas about the kind of society they want to live in.

12.5. Classroom Instruction

the classroom is like a second home to students because they spend more time inside school than outside, what makes the impact of schools on learners in a more sustained way than nearly any other institution, private or public. So, instructions methods in classrooms matter a big deal, especially in civic education teaching. Students may get bored when exposed to an informative and narrow curriculum with a focus on rote memorization, and lose their chance to use their skills and

be creative, they will face limitations, that why varying methods of teaching is the answer and it is one more way to improve civic education.

12.6.Varying Methods for Teaching

According to Shaaban (2005), there is a number of methods that should be followed and used in the implementation of civic education in EFL classrooms.

In order to achieve civic education goals in the English classroom[^], teacher should create an active learning environment led by students by approaching a variety of methods together to guarantee that all his/her students get involved, and to train them to be good, knowledgeable, and enlightened citizens in the future who can effectively participate in their societies; in government, and different events both nationally and internationally.

Methods like cooperative learning, dialogue, explanation, and modeling create an active learning setting for teaching and learning civic education. (Shaaban, 2005).

12.6.1.Cooperative Learning

The first method of presenting civic education in the EFL classroom suggested in this research is cooperative learning. Cooperative learning was undertaken since it incorporates many concepts that are related to civic education such as listen and respect for others, cooperation, tolerance, and development of social skills.

12.6.2.Dialogue

Dialogue is another effective method to use in discussing controversial issues related to current events. It opens room for students to share and exchange ideas, debate issues, give their points of view about other ideas and argue in a civilized way. Through dialogue, students learn to listen to others, respect their opinions, and disagree respectfully.

12.6.3.Explanation

The third suggested method is Explanation. The use of explanation in teaching civic education; especially in EFL classrooms is of great importance as it helps in clarifying the picture and making learners understand better.

12.6.3. Modeling

The fourth and last method recommended for engaging civic education in EFL classrooms is Modelling. Means teaching by giving models to motivate students. The teacher should be the first model for his/her students by being a model for a good, effective, and knowledgeable citizen. Moreover, the teacher could give models of characters from history or literature, for example; who could be a model for goodness, loyalty, courage, and the like. This contributes to motivating students to build up a characteristic of a good, and effective citizens based on those who they want to be like.

12.7. Student participation in school governance

Student participation in school governance is another way for students to get engaged in civic and democratic activities outside of the classroom. Active and meaningful student governments could be very for the students who are elected as leaders. However, effective student governments that give a voice to students also have a demonstrated positive impact on the wider student population. The formal and structured mechanism for voicing opinions and engaging with school officials about important matters builds trust in democratic systems and teaches general civic engagement to all students. This gives students an insight into the real world, build up in them responsibility, develop their critical thinking skills, and give them choices to what they may wanna be in the future.

12.8. Connection with Family

As has been stated earlier, civic education should start from home. Family plays a significant role in getting their children civically engaged by discussing social events of all sorts. (Goldberg,2009). Parents should be models of citizenship. Schools and teachers should encourage

parents to discuss current events and controversial issues with their children. As well as encourage students to discuss such events at home with their families.

12.9. Teachers' Competencies

Since teaching civic education is regarded as a complex process, it requires a high level of competency. Teachers play the most important yet the most difficult role in making students future citizens. Teacher's personality is of crucial importance. The teacher as a personality is equally important as the curriculum. Kuscer (2001). Because they should be models of a good, active, and effective citizen for all their students; teachers must have knowledge concerning citizenship, and be aware of its value, in order to succeed in the challenge of preparing competent future citizens.

12.10. Using a Variety of Resources

Teachers, when preparing for civic education lessons and activities draw upon a number of resources.

Literature is regarded as the richest resource that teachers can ever call upon to prepare for their classes. Relying on literature gives a deep insight into different personal experiences. (Shaaban, 2005). By studying literature, students be able to take a look into the minds, heart, pain, and joy of different experiences of human beings through different time and places through the representation of works of famous characters in literature, that talks about controversial issues such as the plays of Shakespeare, an novels of well- known writers like Dickens, Alla Poe, and many others. The purpose behind using these works of famous characters in teaching civic education is that they, in some ways explore moral issues those writers take stands on these issues.

Therefore, literature can deliver a message that contains valuable knowledge for student as a future citizen.

Another resource to be used in teaching civic education in EFL classrooms is history. By integrating history texts in teaching civic education to EFL students, they learn to respect and appreciate the history of their country, and of a different culture. This idea was supported by (Ryan, 1986). He notes that "When ESL/EFL students read history, they are exposed to the heroes, the weaklings, and

the villains of the target culture; they see the consequences of human courage and cowardice, and they are inspired or repelled thereby”. (P.231). Learning about history provides students with an overview of the different experience of success and failure of the human being throughout history, and they acquire knowledge of the different sacrifice, suffering, and prosperity.

Information technology is a new resource that offers a variety of materials for teaching and learning civic education. Basically, information technology includes the Internet, multimedia, and videos.

Nowadays, the use of the World Wide Web by educators has increased. They use media for content information, discussing issues, and preparing for lessons, and activities. To prepare for civic education activities, media can be a great resource as it provides information about current events, and controversial issues offer many ideas for topics to be discussed and plenty of activities.

Teaching civic education is viewed as a difficult task that requires calling upon a variety of resources.

13.Outcomes of Improving Civic Education Teaching

All the previous recommended ways for enhancing civic education in EFL classrooms aims at training students who can by themselves deal with different moral issues they might face in the future after they leave school, relying on the knowledge and skills they have acquired and learned in school. By applying the active learning approach, suggested in the solutions, in the classroom, students’ autonomy will be developed and improved in a way that they would be able to deal with difficult situations, solve problems, and make responsible decisions. They would be able to think critically controversial issues, express their points of view, negotiate, and form solutions. It has been proved that critical thinking courses and texts could result in the ‘fragmentation’ of thinking skills as thinking can not be separated from content (Carr, 1990, P.1).

14.Teacher/Student Role :

Traditionally, the role of teachers and students in the classroom is a very fixed and limited one especially when it comes to students role. Before teachers were the dominans in the classroom, every pattern of communication was a teacher- oriented, teachers were the main and maybe the only source of information and instruction. These old methods of teaching, unfortunately, gives only some attention toward students role and at times none. The traditional methods discourage students to take an active role throughout their participation in the classroom, and definitely it does not foster students skills especially communication skills.

Looking to the bright side that modern teaching methods brought into the teaching proficient, it changed completely what traditional methods stood for by giving more attention to learners and their learning rather than only teachers and their teaching. The optimization of civic education pedagogies in EFL classroom is that it designed classroom on the basis of students-orientation by emphasising more on students engagement in the teaching and learning process, motivating learners by making them take part of classroom instruction and decision making, and also establishing patterns of communication through opening interaction for learners and giving them freedom to express their ideas and points of view.

However, teachers' role in civic education pedagogies is important, because the successful implementation of civic education principles depends crucially on teachers' good management of the classroom instruction. Therefore, teachers and learners should work hand in hand to the establishment of a cooperative and collaborative classroom. Teachers and students should contribute to their part of the teaching and learning process and be aware of what and what not to do in order to achieve the wanted objectives and goals of civic education programs. Teachers should minimize or their controlling role and give opportunities to students effective contributions to their learning. In here both teachers and students become equal collaborators in the learning process (Lynch,1996). (cited in Zboon,2018).

Nevertheless, the teachers' role in civic education teaching is not an easy one as some may suggest, but rather, it brings into teachers more responsibilities to be: monitors, organizers, mentors, advisers, managers, role models... and only few to mention (Littlewood,1981). And the most important role is the creation of a safe place within learners where they can bring out their skills and develop other skills at the same time, this role of them resembles the role of a facilitator, as Owen and Saddler explain that the work of a facilitator is to create an environment within learners in which they can interact, communicate, and manage their classroom instruction.

So, in civic education pedagogies, teacher/ student' role is a complementary one each part serves to the successfulness of the other, both teacher and student work together to achieve the principles of civic education.

CONCLUSION

Civic education is and will always be a compulsory charge in schools. By teaching young students civic knowledge, civic skills, and civic dispositions, they will be able to take part in their community as future citizens. Students will be able to think critically, make responsible decisions, deal with difficult situations and problems, and form possible solutions.

In Algeria, and due to the deterioration of civic morals and values in our society, make of the incorporation of civic education in schools an obligation. Civic education values should be integrated into the teaching-learning process in all subjects, and especially in EFL programs because English classrooms are viewed to be the perfect place for teaching civic education due to their cross-cultural character.

It is true that civic education is implemented in the EFL programs under the forms of controversial issues, but it still needs further development and improvement.

Chapter two

Data collection and analysis

Introduction

So far, we have presented a literature review about civic education and its importance in the Algerian secondary schools, and especially in EFL classrooms. The next step of any research is its practical aspects.

This chapter is devoted to the presentation and analyses of data obtained through the implementation of the present research. The analyses concern the data obtained from the teachers' questionnaire.

This research was carried out in some secondary schools in Mila region aiming at demonstrating teachers' perception of the importance of teaching civic education in the secondary schools' EFL classrooms.

1. Research Tool (Instrument)

The instrument used for the present study is the questionnaire. The items of the questionnaire were directed to secondary schools teachers of English with the aim of eliciting from them their perception on the importance of civic education.

2. Participants (The Sample)

The sample of this study consists of 30 secondary school teachers of English from different secondary schools in Mila region. Their ages goes from 26 to 45. Some of teachers are from Mila and only 2 or 3 live outside the city. Most of teachers have a master degree, whereas the others studied only their bachelor years in university.

3. Description of the Questionnaire

Teachers were handed the questionnaire. This questionnaire is divided into 4 sections, and 15 questions, each section intends to achieve a specific objective. Most of the questions are close-

ended requiring to choose yes or no answer, or to pick up the appropriate answer from a list of choices. And two open-ended questions. Section one is about subject matter background and consists of the first two questions. The second part is composed of questions 3, 4, 5, 6, 7, 8. It aims to investigate the views of respondents on citizenship. The third part of the questionnaire is made up of questions 9, 10, 11, 12, 13, 14. This part intends to look into the institutional framework of civic education. The last section is aiming at exploring how to improve civic education, and it includes question 15.

4. Analysis

Section one: Subject Matter Background

In the first phase case study reports, teachers from different secondary schools in Mila answered the two first questions concerning their background knowledge of the topic of CE and experience regarding the years of English teaching proficiency.

Table 1: Years of teaching English

Response	Frequency	Percentage
Plus 10 years	18	60%
less 10 years	12	40%
Total	30	100%

The first phase results (appear in table 1) concerning teachers years of proficiency suggests that most of teachers 60% have many years being teachers more than 10 years which suggests their wide experience in the teaching field. Whereas, the 40% have a less than 10 years of ewas about their years of experience of being English teachers, and this do not mean necessarily the opposite but nevertheless there is some lack of experience and it is shown through their limited answers.

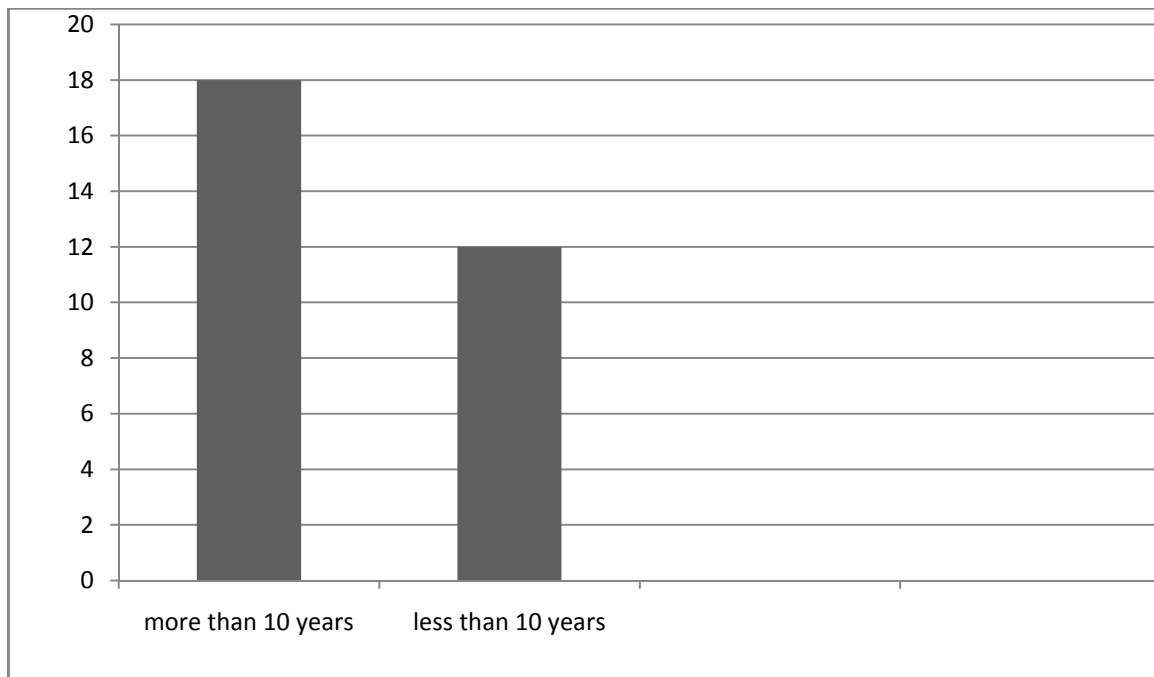


Figure 4: Years of Teaching English.

Table 2: Teachers' Familiarity with Civic Education

Response	Frequency	Percentage
Yes	24	80%
No	6	20%
Total	30	100%

The second question results appear in the table (2) regarding their knowledge of civic education. Results showed that 80% of the sample answered with yes to the question, whereas 20% said that they are not familiar with the topic or they only know a bit about it. Here the results of the two questions, the first and the second, are related in the sense that the percentage of years of experience exceeds the percentage of teachers' familiarity of civic education because teachers whom their answers were in block b means « no » are those who only have few years being teachers of English. The overall findings indicate that teachers have prior knowledge of civic education and this is due to their years of experience dealing with young children in one hand and the other hand

they are more knowledgeable and proficient whereas the remaining teachers who said that they are not familiar to civic education have some kind of lack of experience and knowledge toward civic education and no training in the field , also it suggests that there is no direct implementation of civic education in EFL classes.

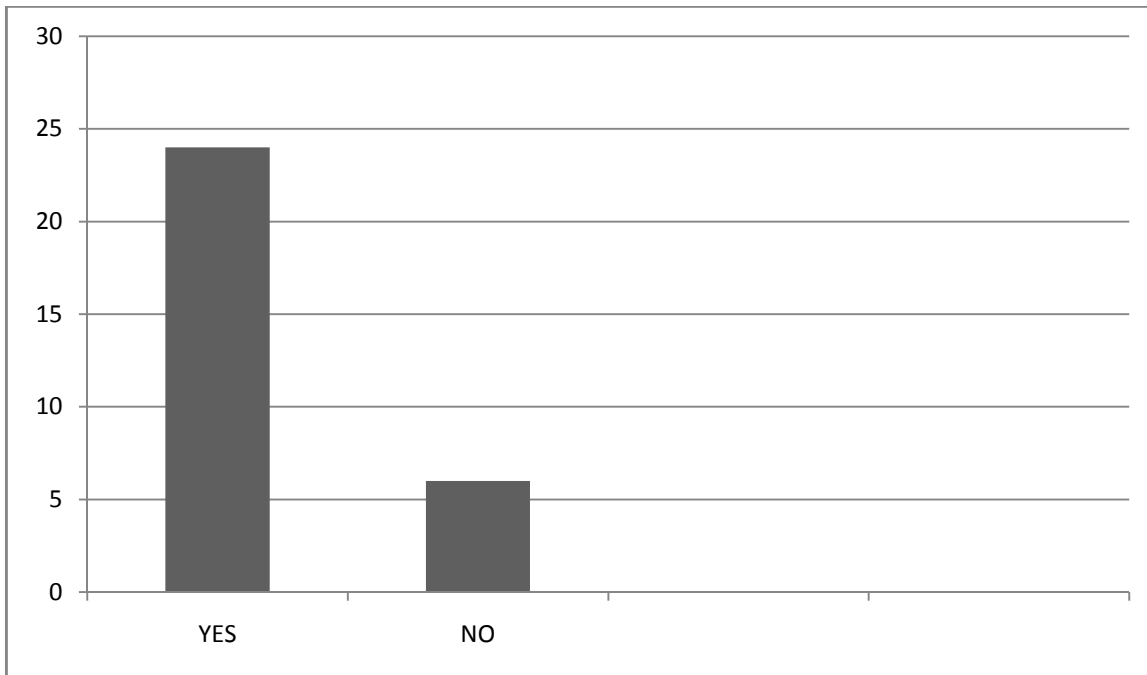


Figure5: Teachers’ familiarity with Civic Education

Section two: Views of Citizenship

In the second phase of the study, reports indicate, teachers’ views of the qualities of a good citizen, teachers’ description of the civic values in our society, teachers’ opinion about where civic education should start, how do teachers describe their student's behaviors inside the classrooms.

Table3: Qualities of the Good Citizen

Response	frequency	percentage
Well- educated	12	40%
Obey the law	6	20%
Responsible	4	13.33%

Love their country	2	6.66%
Hard- worker	1	3.33%
Critical-thinker	1	3.33%
Respectful	1	3.33%
Honest	1	3.33%
Aware of rights and duties	1	3.33%
Social participants	1	3.33%
Total	30	100%

In the third question which is an open-ended question, results shown in table(3), teachers rated 10 items that describe the qualities of a good citizen in their viewpoint see as important are the same to them that need to be taught and it is reflected through their teaching instructions, and each value that teachers place in a specific civic behavior can be translated into teaching goals and objectives that teacher pursue in their classrooms. The qualities that teachers mentioned are: responsibility, respect, well-education, critical thinker, hard-worker, obey the law, love own country awareness of rights and duties, honesty, and social participant, We ranked these 10 items according to their number of frequency among teaching most important qualities. The first quality is « being well educated », this response gain the highest frequency among teachers with a frequency of 12 means 40% who agreed on that a good citizen is a well educated one. This response can be justified due to the importance of education in the Algerian society, and that the community put education at a high necessary for every domain in life and the role that education plays in building and teaching young people to become good citizens, which means also that schools are placed where students get both knowledge and value which form young students into good future citizens. Next, teachers across Mila's high schools agreed on the importance of « obedience to the law » which is the second item in rank with 20 %, and this reflects their experience on a small scale dealing with a student who do not follow rules. The law must be respected in every country and be above all and

can be accomplished through teaching students to follow rules inside the class and this will be reflected in their lives later on.

Teachers see that obeying the law is necessary because it brings on discipline and organization and this is what every teacher seeks to have inside the classroom and outside since that they are the responsible for integrating such qualities into learners which are in turn future citizens. Responsibility is another highly important quality of a good citizen according to teachers that had 13.33% frequency, for teachers they see it as good quality and maybe a missing one due to the insistence of 4 teachers out of 30. Our young student, or better to say our Algerian families raise their children in a spoon feeding way, means that they do not let their children count on themselves that do things for them, they tend to correct their mistakes for them without giving them the chance to do so and it is seen in everything and this exact behavior build in children a lack of responsibility towards their everyday activities, their studies, and in the future they became irresponsible citizens and this what makes it at a high importance to be a good citizen is to be a responsible one. Wherein love of own country also had a frequency of 6.66%, here we can not say that because it is a missing quality especially in Algeria since that the Algerian people are known to have a high sense of patriotism. They love their country, and able to defend it with whatever it takes, after all, it is the land of one million and a halfa martyrs. Nevertheless, each of the following qualities: respect, honesty, hard-working, awareness of rights and duties, social participation had the same importance with the same frequency(3.33%), it means that these qualities are also important ones to build up a good citizen. the value teachers place on a specific civic behavior suggests what is missing in our society and what is more important to translate in the classrooms as learning objectives.

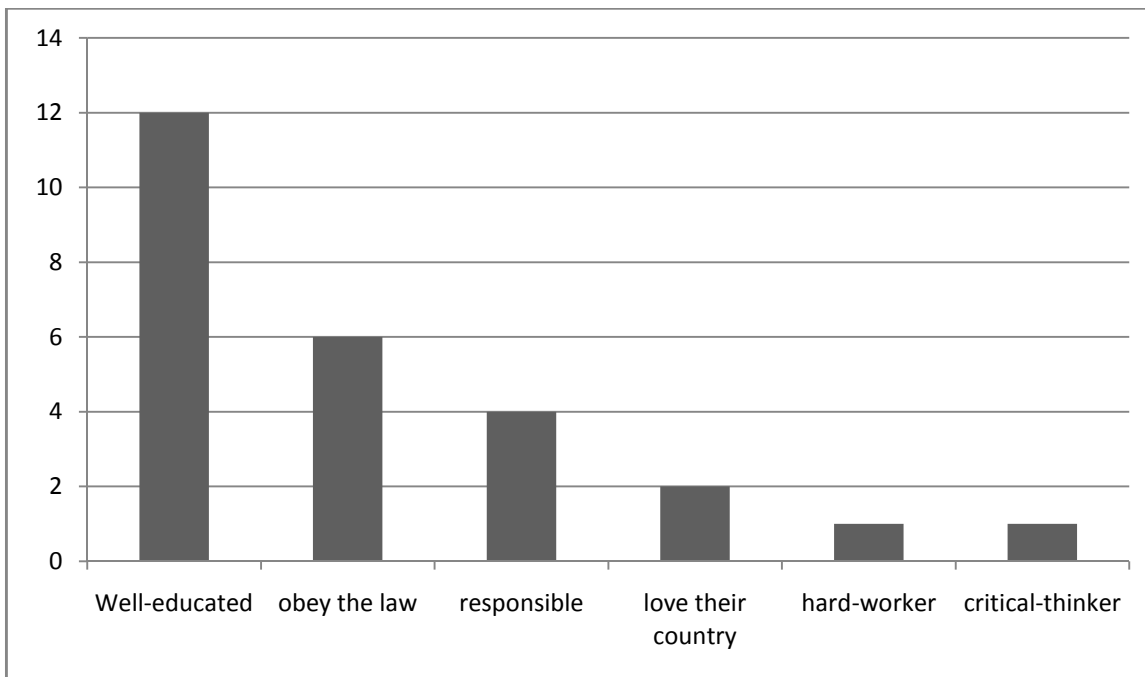


Figure 6: Teachers' Perception Towards a Good Citizen Qualities.

Table 4 : The State of Civic Values in our Society

Response	Frequency	Percentage
Improved	0	0%
Deteriorated	30	100%
Total	30	100%

Teachers view toward the civic values in our society were in favor of the answer « a ».The whole sample of 30 teachers means 100% see that the civic values in our society are deteriorated as it appears in table (4), which means that the Algerian society is facing a moral and values phenomenon, every society is characterized by specific values and behaviors in order to be a developed society. Teachers' answer suggests an urgent need for an improvement in civic values in our society and there is no better way for this development to occur through education and specifically through the education of civic which in turn needs to be improved to meet with the needs of the Algerian societies which facing a major issue because no community can thrive and

with a deteriorated values. So school's curriculum needs some improvements concerning the engagement and teaching of civic education since that schools are the one responsible for graduating future citizens.

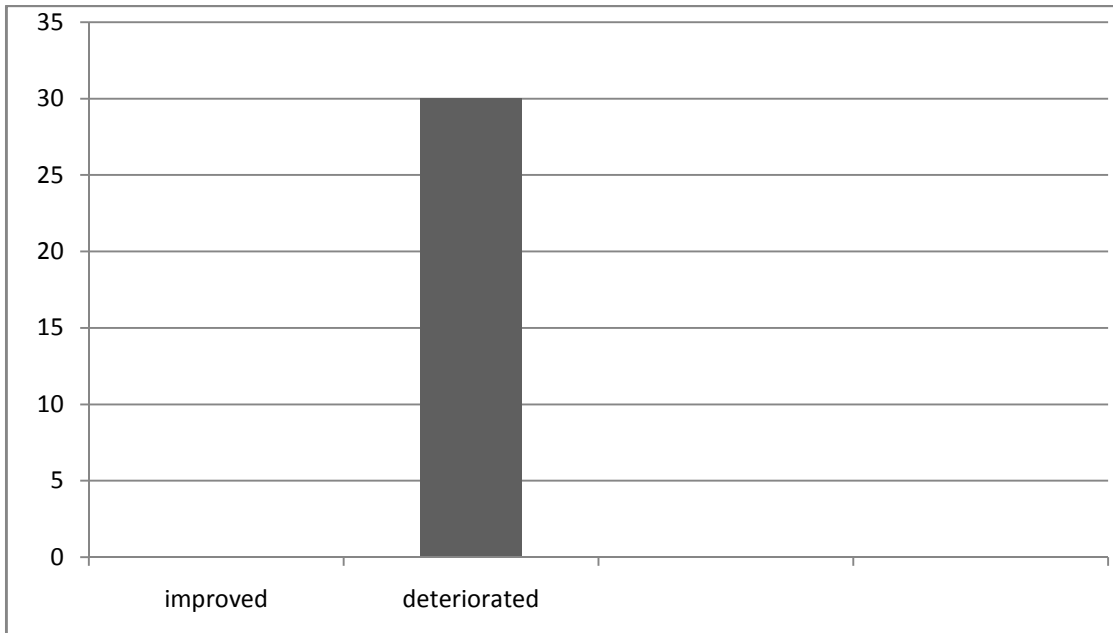


Figure 7: The State of Civic Education in our Society

Table 5 : Teachers Perception of Civic Education Starting Point .

Response	Frequency	Percentage
Familly	30	100%
School	0	0%
Social attachement	0	0%
Total	30	100%

Ought of a country that sees family as the first school for children before even entering a school , and that it is at high and prior importance in the development of children values, ethics and in the formation of their behaviors and attitudes, it is very common when asking about from where civic education should start that their responses would be in favor of family. Results of teachers responses appearthe in the table (5) show that 100% means the entire sample see that family is the

starting point of any education and for most civic education. So, every Algerian family must raise its children to become future effective citizens right from a young age because the greatest impact in children lives are their family.

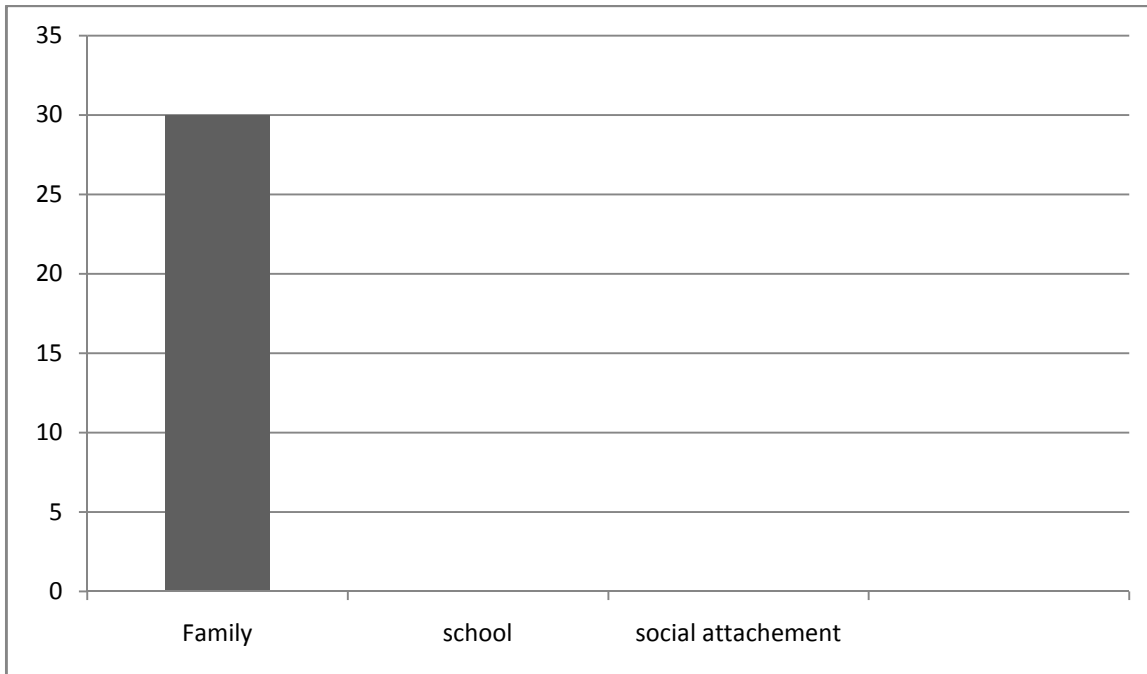


Figure 8: Teachers' Perception of Civic Education Starting Point

Table 6: Teachers' Perception Of Their Students Behaviors Insthe ide the Classroom.

Response	Frequency	percentage
Good	0	0%
Bad	30	100%
Very good	0	0%
Verybad	0	0%
Total	30	100%

Young people are considered as a huge part of society and the future nation so their behaviors matters inside the schools' classrooms matter a big deal because that's what will be reflected later

on in the society, and as civic values in our society are deteriorated so as students behaviors inside the classrooms. Their behaviors suggest their civics level which indicates that it is at a very low level. 30 teachers in different region in Mila answered with « bad » describing their students behaviors inside the classes as it appears in table(6) which make it a spreading phenomenon across the country and further explains why civic values in our society are deteriorated since that young children are misbehaving there is no coincidence that the society is having a moral disintegration.

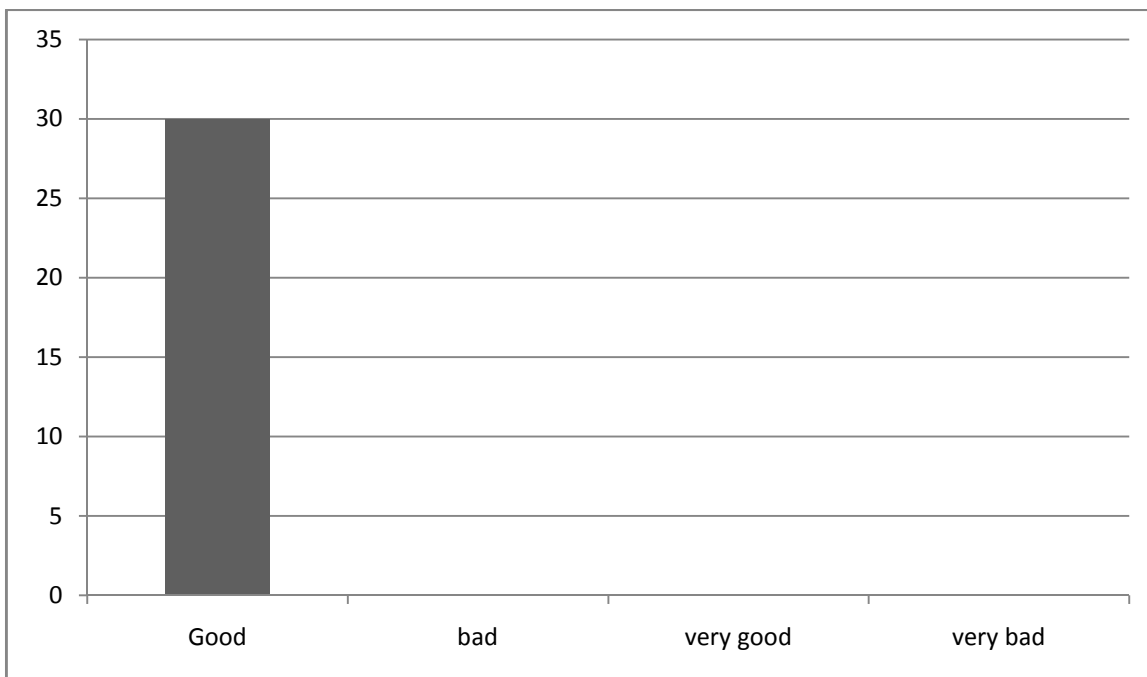


Figure 9: Teachers' Perception Of Their Students' Behaviors Inside the Classroom.

Table 7: Teachers' Perception Towards Whether the Linguistic Knowledge Alone Can Make Future Citizens .

Response	Frequency	Percentage
Yes	0	0%
No	30	100%
Total	30	100%

It is common that people learn better through doing rather than memorizing, i.e.; learning by doing, students need concrete knowledge rather than only abstract knowledge. The responses that one can have from an experience is far way useful than what to get a from linguistic one. All teachers agreed on that the linguistic knowledge students learn inside schools is not enough for students to participate in social life as it appears in table(7). The outside world, out of the schools borders needs from students more than stored words and information, but rather skills and dispositions, they need an « i know and I can do » notion rather than an « i know ». so only a combination of these three essential components of civic education: knowledge, skills, and dispositions would be enough and useful to prepare students to be well informed, skillful, competent future citizens who will actively engage and effectively participate in social life.

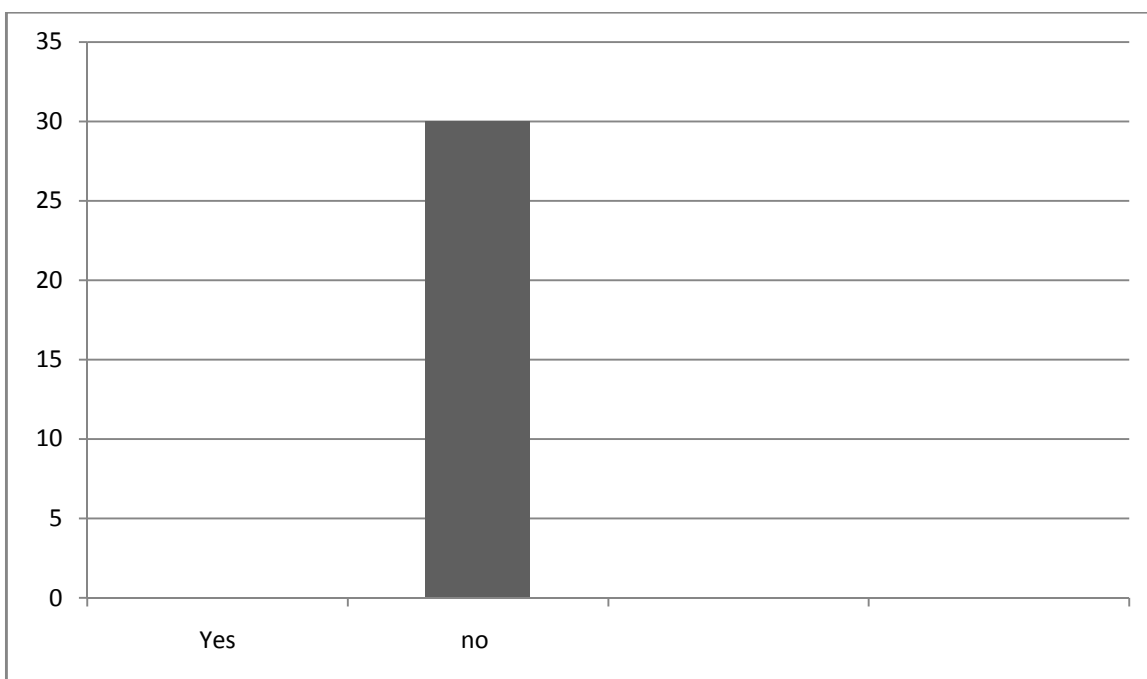


Figure10: The Efficiency of the Linguistic Knowledge in Making Students Future Citizens.

Section three: The Institutional Framework of Civic Education

Table 8 :Teachers’ Perceptions Toward the Importance of Teaching Civic Education.

Response	Frequency	Percentage
Yes	30	100%
No	0	0%
Total	30	100%

It is uniformly across schools, teachers are strongly affirm that schools are places where civic education ought to be taught and can be taught effectively (table8). For the entire proportion of respondents, civic education matters a great deal in facilitating students' civic development and teachers, therefore, fulfill an important role for their country through teaching civic education. When teachers were asked to justify their answers for what reason they see civic education as important and worth teaching, they emphasized on their role in developing some characteristics and values in learners which they see it as must be learned in schools. Their answers were mainly based on values, moral, and ethical sides of civic education rather than the political side of civic education. Three justifications of instructors are given below:

Through teaching civic education, we are building in them short and long –term qualities, they learn discipline, follow the rule, being responsible, think critically, and be open minded. These qualities goes with them into real life not only inside the classrooms.

Here, it is the preparation for students throughout instilling in them qualities that goes with them inside and outside school , this is what makes civic education worth teaching, because the impact of CE is not limited only to school since that teachers 'aim for teaching students is for a better future.

Teaching civic education is worth teaching because it helps us teachers and the student. For us, it gives us a chance to further develop ourselves and pay more attention to our characteristics and behaviors so that we can be role models for our children to look for, it also pushes us to be more creative and innovative in ways of teaching our young children. For students, it helps them in their learning process, environment, activities ... because civic education is more than just a democracy

but far beyond that. A well- educated students equal a good student which in turn equals a good citizen. In this case, teaching civic education matters because it is an advantage in the development of both teachers and students. For teachers, they make sure to look in the best way possible for their students to look for and helps their teaching because it motivates them to work hard and give their best. For students, it benefits their learning in general. And their good education will have good future results.

Since that our country is facing a moral collapse, it seems that teaching civic education is the answer for this issue , it is at high importance regarding what happening inside our schools of misbehaviors and outside schools also. Students which are future citizens must be taught and learn all about civic education so that we can have better society and a better nation.

Here, it is seen that the solution of the moral disintegration that the Algerian society having is teaching civic education which make civic education highly important for our society to prosper, the children of today are the future leaders.

The importance of teaching civic education may lay in building in learners a sum of values, but most important in my opinion is building in them skills, from which is critical thinking skill. We need critical thinkers in our society, who study the world around them in order to conduct better solutions, who are curious enough to analyze conclusion in order to know reasons. In this case, the importance of civic education teaching is not restricted to values and moral, but rather to skills, and critical thinking skill is one of which teachers insisted on developing through civic education but it shows one way that helps to achieve multiple purposes in life.

So, here the importance of civic education in their perspective is not limited only to democracy or to students only, but it exceeds toward teachers and their teaching, learners and their learning, society and the nation as a whole. And that's why all agreed on the necessary and even an obligatory for teaching civic education in our schools because it is the answer for what is missing in our society, to have a better people, better future, and prospered country.

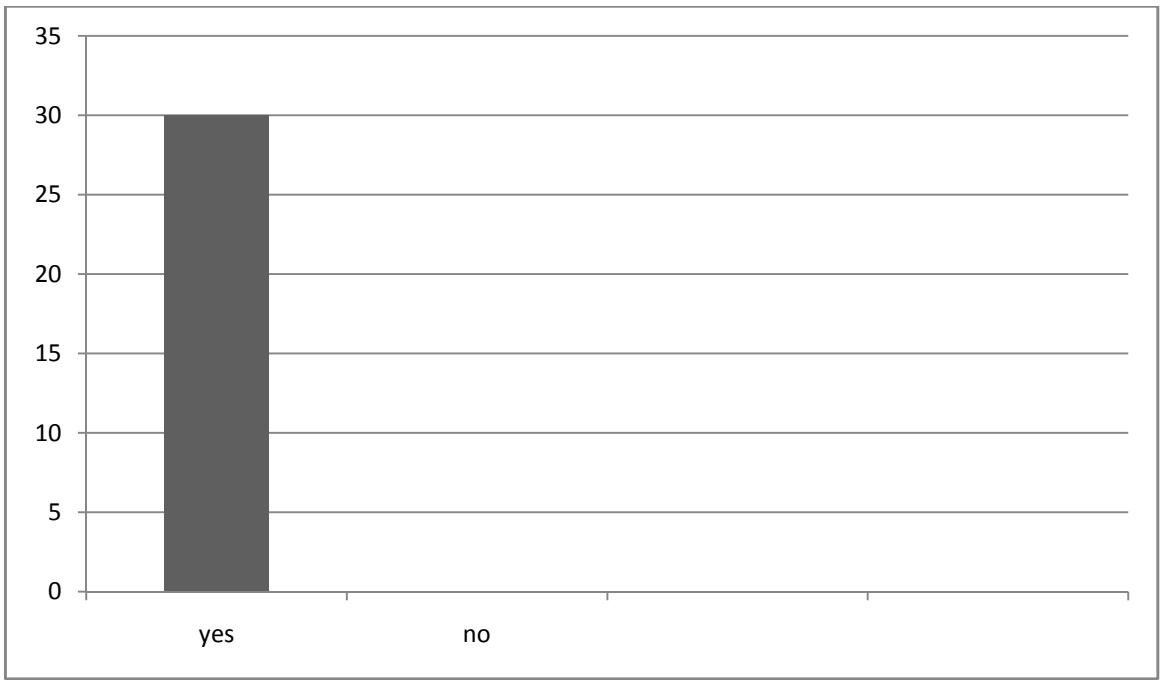


Figure 11: Teachers’ Perception Towards the Importance of Teaching Civic Education.

Table 9: Results Concerning Whether the (CBA) is Concerned With Civic Education.

response	frequency	percentage
yes	30	100%
No	0	0%
Total	30	100%

All teachers 100% agreed on that the competency based approach (CBA) is theoretically concerned with civic education. The competency based approach as the new adopted teaching method focus not only on making learners linguistically knowledgeable but also by preparing them to put their learning into practice in order to effectively participate in community and in the large world.

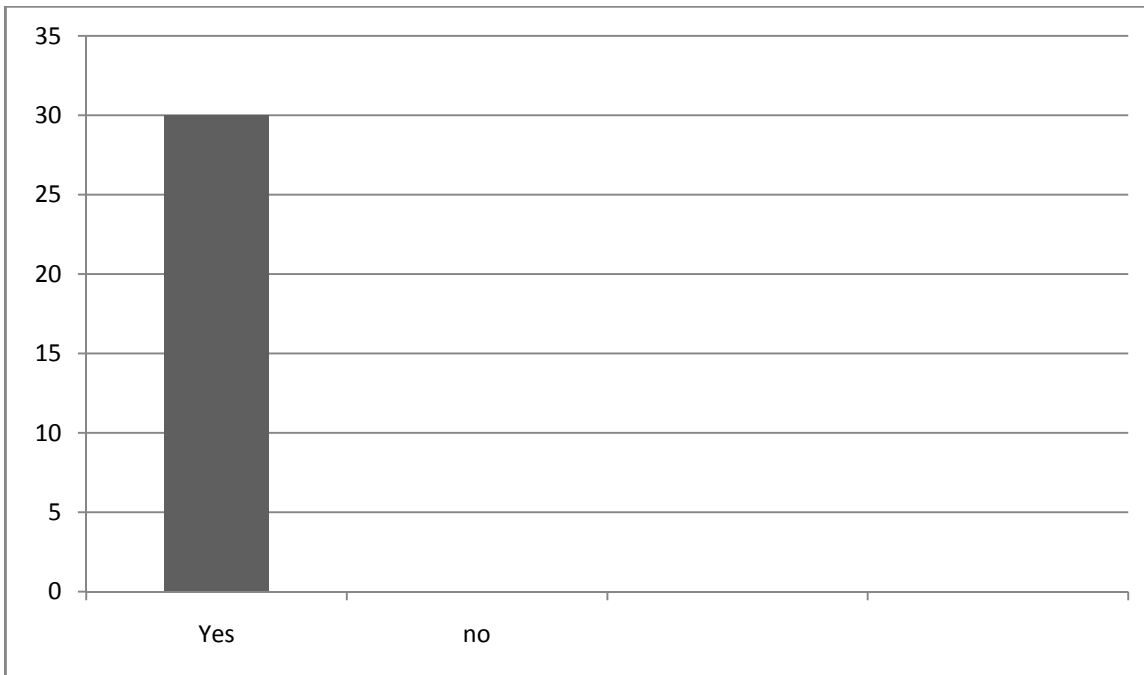


Figure 12: Teachers’ Perception Of the Concern of the CBA With Civic Education.

Table 10: Results Concerning Teachers’ Views on the Implementation of Civic Education Within School Curriculum.

Response	Frequency	Percentage
Yes	24	80%
No	6	20%
total	30	10

It can be observed that the majority of respondents agree that civic education is implemented within the school curriculum. In secondary school, civic education is not tutored as an independent subject matter as in primary and middle schools but it is presented through other subjects of the national curriculum under the form of controversial issues.

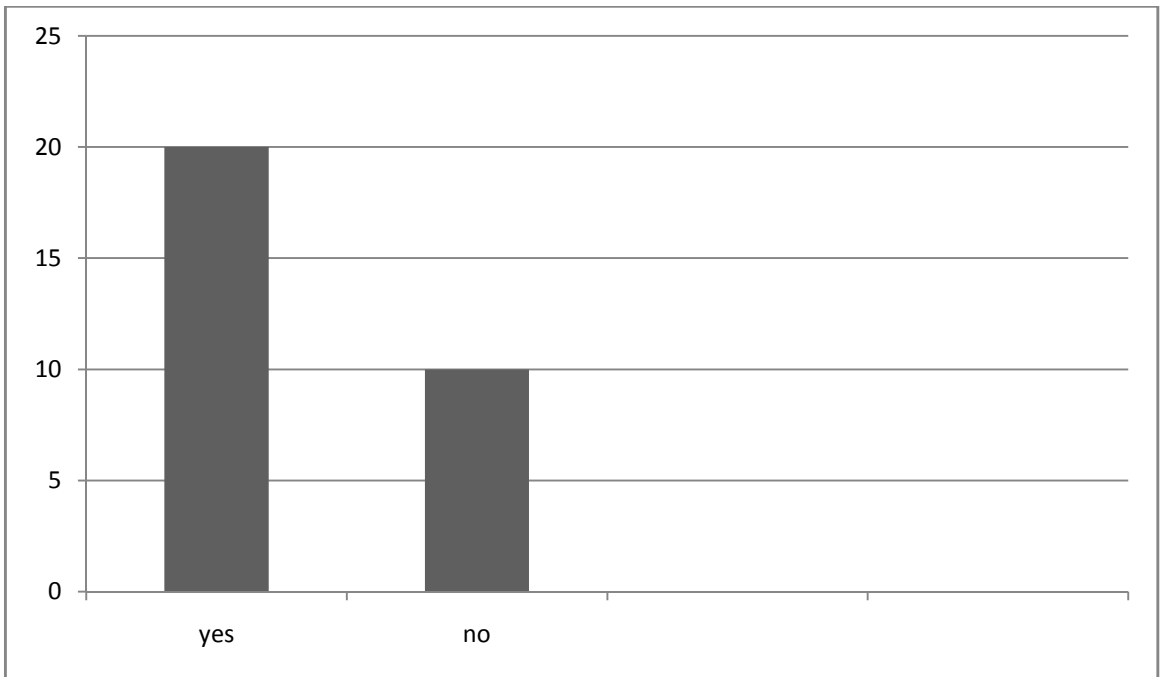


Figure 13: Teachers' Perceptions on the Implementation of Civic Education Within School Curriculum

Table 11 : Findings Regarding Instructors Opinions of How Civic Education is Better Taught

Responses	frequency	Percentage
As an independent subject matter	21	70%
Through other subjects of the curriculum	9	30%
Total	30	100%

Respondents were asked to rate the extent of their agreement to two options. Civic education is better taught as an independent subject matter or through other subjects of the curriculum. 21(70%) from the 30 respondents agreed that civic education is better taught as an independent subject matter. While only 30% see that it should be presented through other subjects of the curriculum. Teaching civic education through other subjects will make it lose its identity, and

become invisible in the curriculum. Besides, its vague knowledge demands a specific discourse, and teaching it through other subjects seems to be not enough.

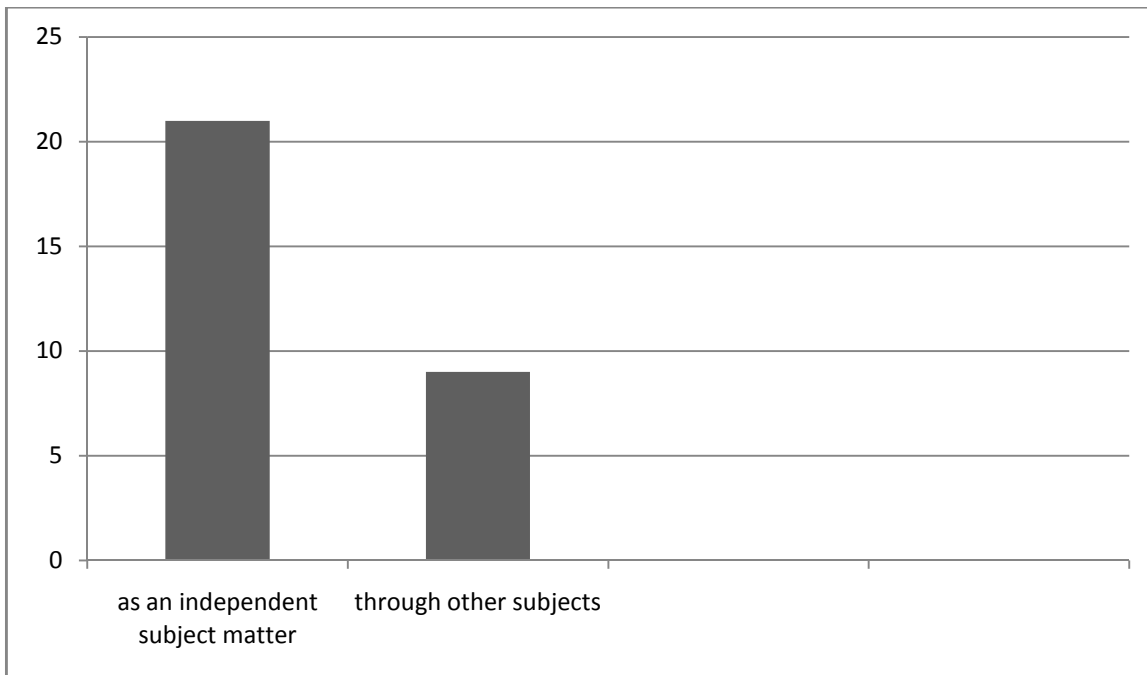


Figure 14: Teachers' Perception of the Best Way for Teaching Civics

Table 12: Findings Concerning Teachers' Views of the Appropriate Way to Teach Civics

response	frequency	percentage
Theoretically	0	0%
Practically	0	0%
Both	30	100%
Total	30	100%

The questionnaire asks respondents to rate the extent of their agreement to three options: is civic education better taught theoretically, practically, or both. The responses are shown in table 12. It is apparent that all respondents (30) sees that civic education is better taught both theoretically and the practically. It is not enough for learners to only know what is civic education,

and how to be a citizen in a democracy, but it is also important to practice their learning in order to make them more confident and to get them prepared for the future.

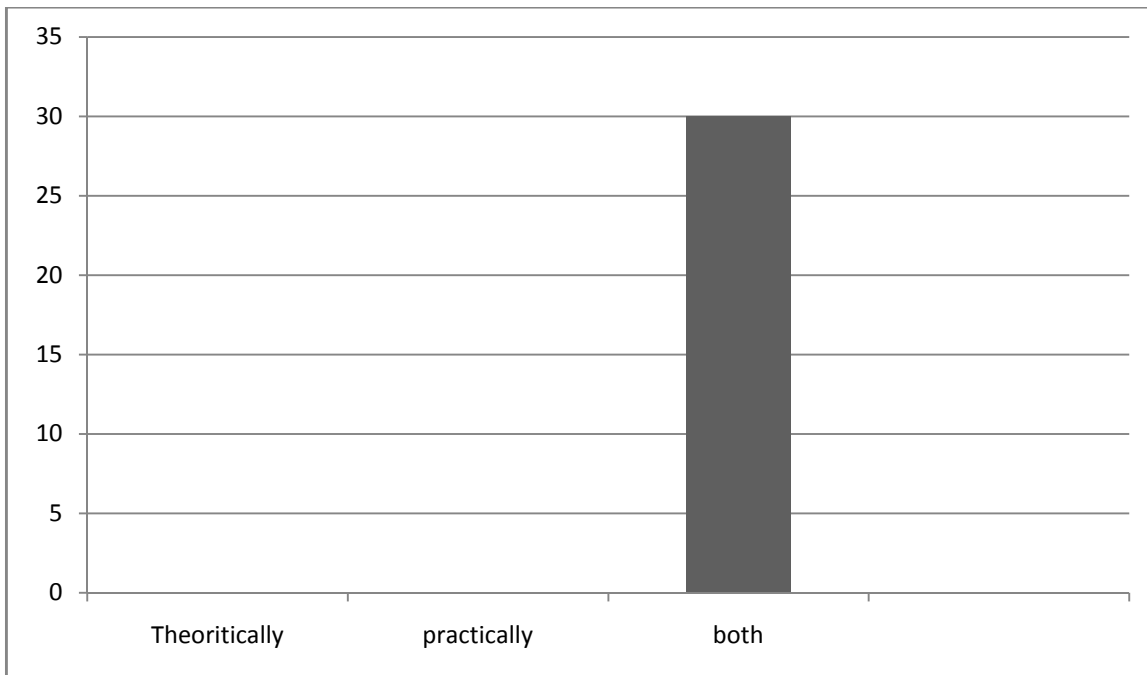


Figure 15: teachers' perception of the appropriate way to teach civic education

Table 13: Findings Concerning What Civic Education Focus on.

responses	Frequency	Percentage
Knowledge about society	10	33,33%
Students social participation	5	16,67%
Developments of students critical thinking	5	16,67%
Developments of values and ethics	10	33,33%
Politics and democracy	0	0%
Total	30	100%

The questionnaire asked respondents to rate the extent of their agreement to five options on what civic education should focus on. The responses are shown in table 13. It is apparent that most of the teachers agreed that civic education should focus mostly on knowledge about society and the development of values and ethics. Only 5 respondents see that it should focus on student's social participants and developments of students' critical thinking. None of the respondents (0%) agree that civic education should focus on politics and democracy. Since they are a part of the society, young students need to know what is a society, and what they can do as a future citizen to make it a better place to live in. Also, values and ethics are the first thing learners must learn in order to be good citizens with high standards.

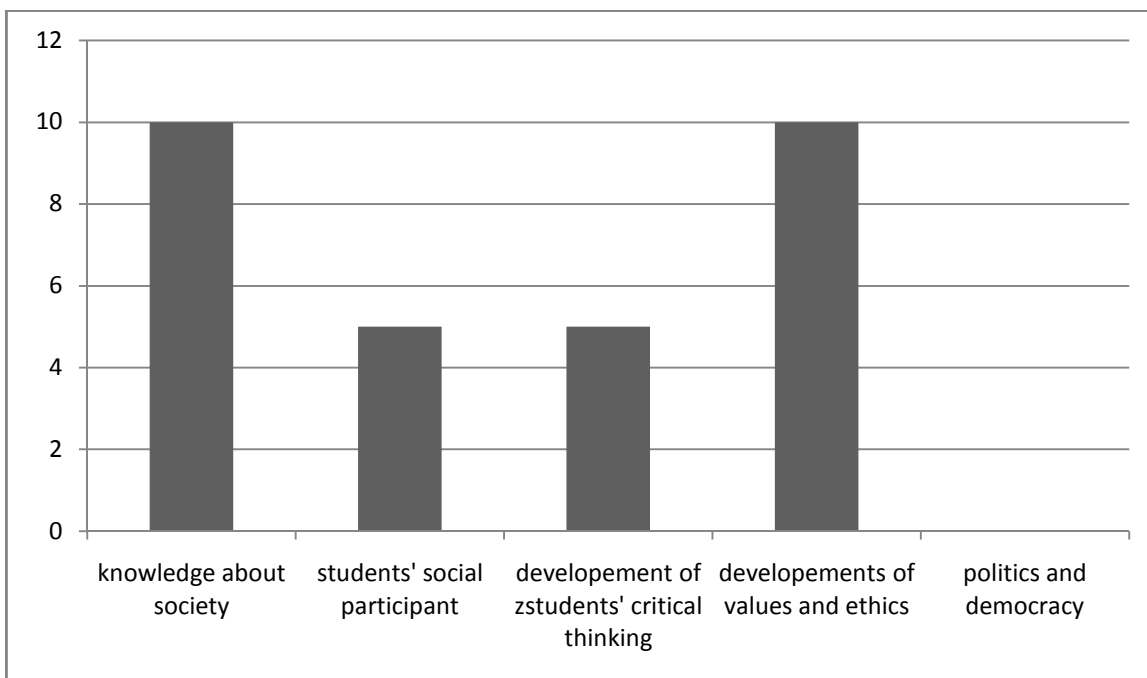


Figure 16: Teachers' Perception on What Civic Education Should Focus on

Table 14: Results Concerning the Resources Teachers Rely on to Prepare for Civics Activities.

Response	Frequency	Percentage
the courses	8	26,66%
Original sources as constitutions	0	0%
Personal ideas	12	40%
Published authentic materials	2	6,67%
Textbook	2	6,67%
Media	6	20%
Total	30	100%

The respondents were asked to rate the level of importance they would attribute to six different sources. Some of these are externally generated (textbooks, courses). Others are internally generated (media, personal ideas). When teachers prepare for civic education activities, they rely on variety of sources. personal ideas and media are sometimes even more important. Textbooks, courses, and published authentic materials seem to be less important. While original sources as constitutions are regarded as not important. When teaching citizenship, teachers need to have a high degree of flexibility as to the sources for their planning and preparation for civic education activities, and they draw from both external and internal sources.

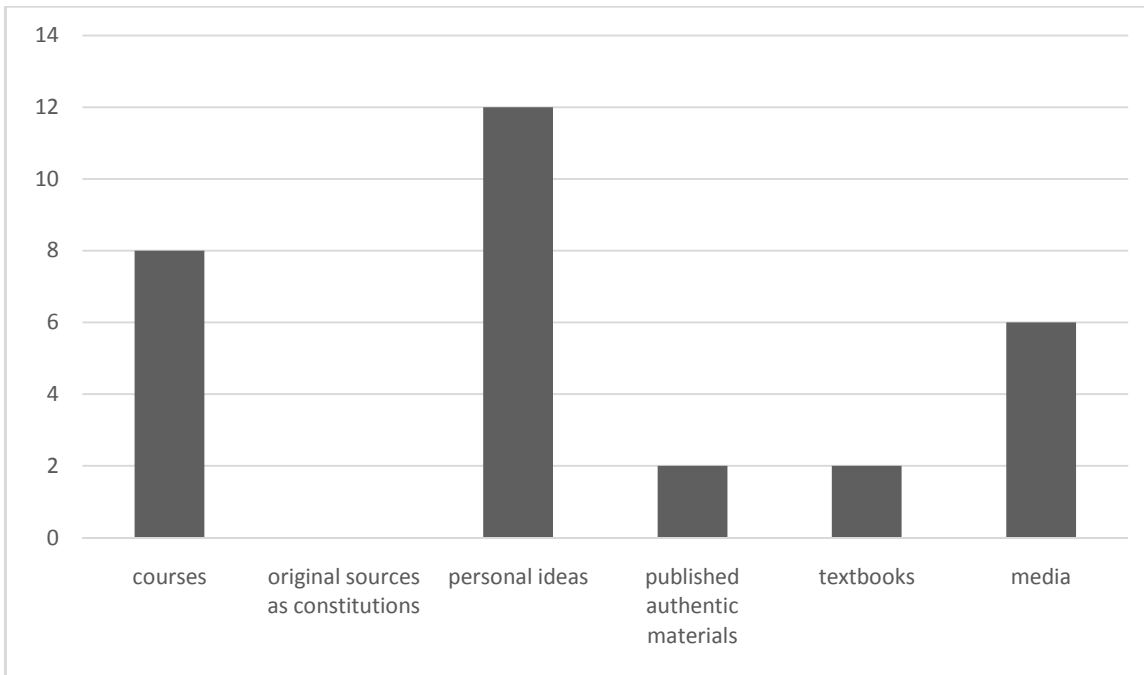


Figure 17: Teachers’ Perception on What Resources They Rely on to Prepare for Civic Education Activities.

Section Four: Civic Education Improvement

Table 15 : Results Concerning What to Do to Improve Civic Education

Response	Frequency	Percentage
Expanding civics across all disciplines	5	16,66%
Encourage students’ interest in community involvement	15	50%
Focus more on practice	5	16,66%
Offer extracurricular activities	1	3,73%
Use more resources to	4	13,33%

design classroom activities

Total

30

100%

Teachers' questionnaire listed 5 possible solutions to rate the extent of their agreement to five options about how to improve civic education in the Algerian secondary schools. Encourage students' interest in community involvement is regarded as the most effective solution to improve civic education. Since civic education aims at linking classroom learning to society, learners should be encouraged to develop an interest of community participation. That can highly motivate them to put their learning into practice, and help them to express themselves and get more confident. Expanding civics across all disciplines, focus more on practice, and use more resources to design classroom activities seem to be less effective. While offer extracurricular activities seem to be even less important. Extracurricular activities can be a great motivation for students, because when they get engaged in such activities are more motivated to learn, and more self-confident. Civic education is and will always be a necessary charge in schools, However; it needs further development. And that requires encouraging students to participate in community by making them realize that their voices and experiment matter, and they are the future of the nation.

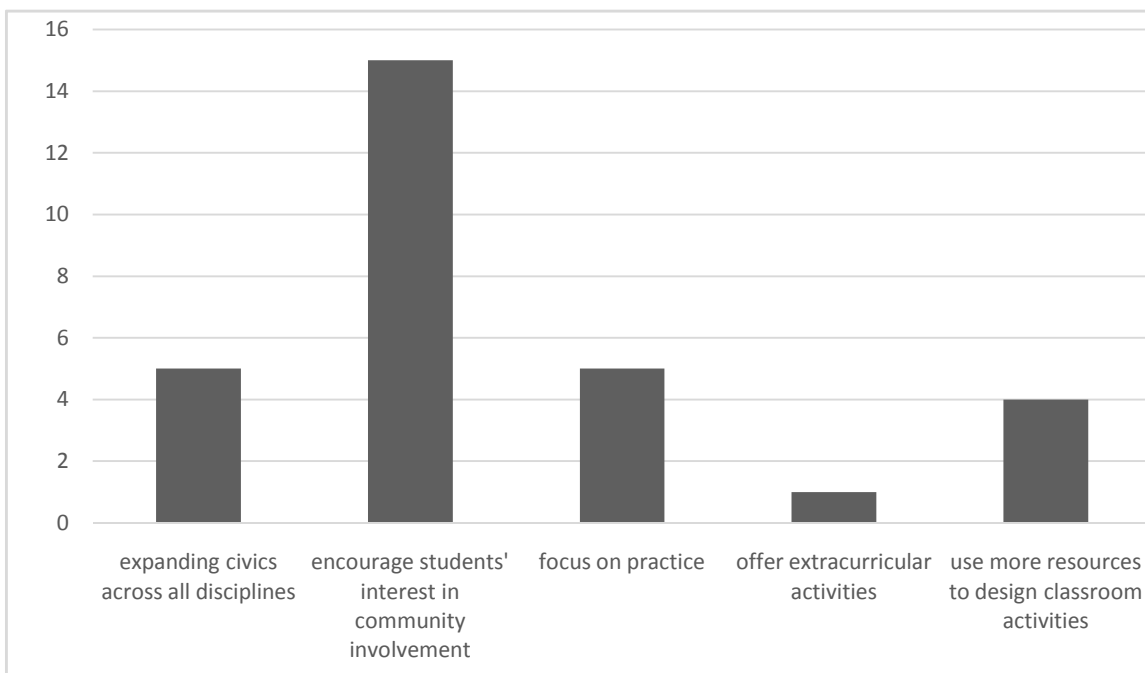


Figure 18: Teachers' Perceptions on How Civic Education Can Be Improved.

5. Discussion

This research was conducted by given questionnaires to thirty (30 EFL teachers working at secondary schools in Mila to examine their perceptions regarding the importance of teaching and engaging civic education into EFL classrooms, and to propose ways for the enhancements of teaching civic education. Teachers responses were divided into sections related and interconnected with each other. Findings of the first section were about teachers' experience in the field of EFL teaching and their background knowledge concerning civic education, answers varied from yes to no but those in yes were plus dominant than those in no. The later can be justified to the teacher's lack of knowledge and training which is inexplicable when taking into account that civic education is being currently studied as an independent subject matter in each of primary and middle schools, and also being engaged through other subject matters like in EFL clas ses. The civic education components are divided into knowledge, skills, and disposition according to Oxfam (2006). Findings of the research revealed that instructors mostly focused on a sum of civic behaviors in describing the qualities of a good citizen such as obeying the law, responsibility, well education, awareness of rights and duties, critical thinker...et. The described qualities or behaviors are the final outcomes of the civic education teaching process: the instilling of knowledge, the instilling of values, and the development of behaviors. Byram (2003) suggests that the main task of language educators is not to teach only language; but rather to teach young people the experience of thinking, valuing and behaving in other ways. Similarly, Jacobs and Cates (1999) state that language teachers may play a role in making the world a better place while they develop their students' language competencies. Findings show that all of the teachers agreed on the point that the linguistic knowledge that students learn is not enough to prepare students for social life there must be a total combination between theory to gain linguistic information and practice to gain competencies and this is their job to work on it as educators , they put the student's knowledge into practice. Thought

they play a major role in students lives but they are not the formers of civic education, the family is the first response in instilling civics into their children, that is why respondents saw that civic education start should start from family, not schools and definitely not social attachm ent. Findings also show that teachers see the best way to teach civic education were in favor of both theory and practice at the same time because students respond more effectively when dealing with real-life experiences.

Moreover, teachers see that CBA is concerned with teaching civic education since that they both share the same principle of developing in learners skills and competencies and putting their knowledge into practice by participating in community and that what civic education seeks for. According to Omidvar and Sukumar (2013), a real curriculum is not limited to teaching a specific subject area at school but aims to cultivate multifaceted citizens who fulfill their social functions more efficiently, findings show that teachers where divided into two equal results concerning how civic education should be taught, half the proportion thought it is better taught as an independent subject while the other half saw it is more effective to engage civic education into other subjects. Both answers can work effectively in the development of young students as long as teachers see that civic education is implemented within schools' curriculum and their job is to deliver it and instill it into learners whether in a direct or an indirect way it does exist, and it is being taught in our schools , and that their work is not limited only to making students knowledgeable about subject matter but also to cultivate them. The finding of the research also shows that teachers see that teaching civic education is highly important and stated several reasons why they see it worth teaching. Their justifications were ranging from teachers/teaching advantages into learners/learning advantages. As it has been claimed by Tawil&Cougoureux (2013), integrating human values in education would help in qualifying teachers in the 21st century in terms of developing content knowledge, acquainting them with current and innovative pedagogy, integrating technology, and self enhancement. These claims are supported partially by the results of this study since the participating teachers employed a variety of teaching benefits as motivation for better development,

variation in teaching methods, and also for their own self-improvement as a human being that young children will look forward. Civic education focuses on many aspect of knowledge, competencies, behaviors, attitudes, values... , finding regarding this aspect on what aspects civic education should focus on are related to what is more important than others, and also reflects the curriculum being taught in our secondary schools .

Regarding teachers responses toward their own resources for preparing civic education activities , they can be integrated into externally generated like for example : textbooks, curriculum, and internally generated such as : teachers own ideas. The findings were mainly internally generated which indicates teachers innovation and creativity in teaching and their varied methods for involving civic education into classroom activities, and also teachers emphasized on media which indicates the role of technology and media in the field of English teaching .when talking about what needs to be urgently improved in civic education activities, here teachers refer more strongly to their concerns related whether to content, or materials.

6. Recommendations and applications

Teachers should make efforts to impact the knowledge they have in citizenship to their students. Since the purpose of citizenship education is to educate learners to become good citizens, it is recommended that teachers should try to instill such characteristics in students by focusing more on practice.

It is also recommended that teachers should use more teaching and learning resources to get students to understand better citizenship. Moreover, teachers should vary their teaching methods, and take into consideration the individual differences of their students.

For students, they need to be encouraged to express their thoughts and experiences freely in order to develop their self-confidence, also, students should be encouraged to volunteer in community work, thorough service learning.

Conclusion

Teachers across Mila's high school strongly believe in the importance of teaching civic education and also in the necessity of developing the implementation and teaching of civic education. They also believe in the notion of "learning by doing", and this is shown through their answers because they focus more on the practical part of teaching civic education because students generally learn better through action rather than theory.

General conclusion

Civic education is regarded as a vital goal in all educational settings nowadays. This notion has evolved throughout history and has been established as an umbrella concept to embrace intentions to educate people to be able to interact with dynamic global issues related to environmental care and sustainable development, intercultural relationships, identity, and peace building, among others, this research proposes in the first chapter an overview of the concept of citizenship and civic education, which in general is educating young children to become knowledgeable and enlightened citizens, who will effectively participate in making decisions concerning their country, and it consists of 3 main components which knowledge, skills, and dispositions and only a combination of these three components can achieve what civic education actually stand for.

Civic education matters a great deal for many reason whether political reasons or educational ones. Civic education prepares young leaders to be good and effective citizens in the future, to hold the responsibility to build the country. Civic education is also important for the development of students' speaking, writing, reading, listening and critical thinking skills which they can use not only in their civic life but also in their learning process.

Civic education is engaged in the Algerian schools in an indirect way in the schools' curriculum in an indirect way means implicitly and through other subjects like in the EFL classes because it is considered to be the natural place for the development of values. The aims of civic education can be reached in the Algerian context throughout the cooperation of practice with theory, and this can be achieved by putting students cognitive knowledge into real world situations.

The second chapter deals with a practical investigation of teachers' perceptions toward the importance of teaching civic education in EFL classrooms. Results of the study have concluded that teachers strongly believe in the importance of teaching civic education, since it produces

skillsful , ethical, and well-informed citizens. They also believe in the necessary of improving civic education teaching in Algeria because of the moral deterioration that our country facing.

All in all, we can say that civic education implementation in the schools curriculum and especial in EFL classes is a necessary approach to education if not obligatory in order to a prepare a great generation of qualified youth, who are well civically engaged and well prepared to hold on their shoulders, the responsibility of leading this nation to the highest peaks.

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Appendix

Questionnaire:

Dear teachers,

You are kindly asked to complete the following questionnaire which is designed for a research work on EFL teachers' perception on teaching civic education that aims to produce good citizens by educating learners on different aspects of civic life. We ensure you that your answers will be anonymous, and will be used only for research purposes.

Thank you for your efforts and cooperation.

1/ How many years have you been teaching English?

.....
.....
.....

2/ Are you familiar with this topic?

yes no

3/ What do you think are the main qualities of a good citizen?

.....
.....
.....

4/ How would you describe the civic values in our society?

a- Deteriorated

b- Improved

5/ From where should civic education start?

a- Family

b- School

c- Social attachment

6/ How would you describe your students behaviour inside the classroom?

a- Good

b- Bad

c- Very good

d- Very bad

7/ Do you think that the linguistic knowledge that students learn is enough to participate in social life in the future?

Yes

no

8/ Do you think that civic education is worth teaching? If yes, please justify.

Yes

no

.....
.....
.....

9/Is the CBA theoretically concerned with civic education?

Yes

no

10/ Is civic education implemented within the curriculum?

Yes no

11/What is the appropriate way to teach civic education?

a- Theoretically

b- Practically

c- Both

12/Civic education should focus on:

a- Knowledge about society

b- Students social participation

c- Developments of students critical thinking

d- Development of values and ethics

e- Politics and democracy

13/What sources do you rely on to prepare for civic education activities?

a- The courses

b- Original sources as constitutions

c- Personal ideas

d- Published authentic materials

e- Textbook

f- media

14/ Do you think that civics is better taught :

a- As an independent subject matter

b- Through other subjects of the curriculum

15/ How can civic education be improved?

a- Expanding civics across all disciplines

b- Encourage students' interest in community involvement

c- Focus more on practice

d- Offer extra curricula activities

e- Use more resources to design classroom activities

ملخص

مما لا شك فيه ان التعليم المدني له دور هام في تحضير الشباب للمواطنة و المستقبل كونهم الجيل المقبل .تتمحور هذه الاطروحة حول دراسة وجهات نظر اساتذة اللغة الانجليزية اتجاه اهمية تدريس التعليم المدني لطلبة الطور الثانوي في أقسام اللغة الإنجليزية كلغة أجنبية .حيث أن الهدف من هذه الدراسة هو اختبار صحة النظريات المتعلقة ب: ما اذا كان منهج المقاربة بالكفاءات متصل بالتعليم المدني ، اكتشاف وجهة نظر الاساتذة اتجاه ما اذا كان التعليم المدني مقرر في المنهاج الدراسي ، كيفية تدريس التعليم المدني في المدارس الجزائرية، دور التعليم المدني في تكوين الأفراد و كذلك تقديم طرق لتحسين عملية تدريس التعليم المدني. بنيت هته الدراسة باستعمال استبيان وزع على أساتذة التعليم الثانوي للغة الإنجليزية كلغة أجنبية في كل من الرواشد، أحمد راشدي، زغاية، و ميله. أظهرت النتائج أن الأساتذة حصلوا أهمية تدريس التعليم المدني في المدارس الثانوية و كذلك أن منهج التعليم بالكفاءات به علاقة بالتعليم المدني من حيث أن كلاتهما يشتركان في نفس مبادئ التعليم. قدمت نتائج الدراسة أيضا حلول لتحسين تدريس التعليم المدني حيث أن هذا الأخير مقرر في المنهاج الدراسي لكن بطريقة غير مباشرة و عبر مواد تعليمية أخرى كتعليم اللغة الإنجليزية كلغة أجنبية .