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**Enhancing Citizenship Education Through The Use of
Secondary School Textbooks of English in The Algerian Context
a Case Study : Year Two Textbook**

**A Dissertation submitted as a partial fulfillment of a Master Degree
in Civilization and Literature**

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I dedicate this dissertation to the unwavering support and endless love of my beloved family members and friends .

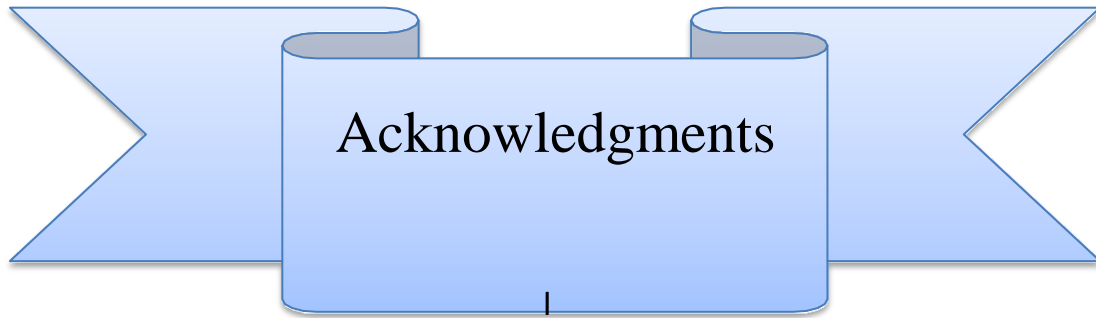
To my father whose strength and wisdom have always been a guiding light in my life .His sacrifices and encouragement have brought me to this moment and I am forever grateful .

To my dear husband , his patience , understanding and belief in me have been the pillars of my success.

*To my three children , they are my greatest motivation and source of inspiration .
Teir smiles and laughter have kept me going during the most challenging days . To my sisters and brother , for their boundless love and belief in my abilities .*

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Abstract

This research tries to investigate the feasibility and effectiveness of incorporating civic education in English language textbooks in Algerian secondary schools. Consistent with the country's emphasis on enhancing civic values and duties, mixed-method research is used. The present study, therefore, aims to contribute to educational policy and practice. For this, the content in second-year English textbook and survey of English language teachers were analysed. Through an examination of the present textbook, teachers' views toward this new type of content, and how citizenship-focused language education resources effect on students in Algeria; from the perception of the researchers, this research will contribute significantly to understanding how language education resources can be used for promoting citizenship education in Algeria. The study is aimed to provide programs designers and policy makers with a plan of action to strengthen the integration of citizenship education into English language curriculum so as to be capable of preparing competent, productive and civic pride citizens in Algeria English. Conclusively, the current second-year textbook of English used in Algerian high schools shows a praiseworthy effort to realize citizenship education but there are still major areas that need to be refined.

List of Abbreviations

ELT : English Language Teaching .

CE : Citizenship Education .

GCE : Global Citizenship Education .

OECD PISA : The Organization for Economic Co-operation and Development's Programme for International Student Assessment .

UNESCO : United Nations Educational Scientific and Cultural Organization .

UDHR: Universal Declaration of Human Rights

ELE : Exploring Language Education

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General Introduction

General Introduction

The importance of civic education in the modern world can hardly be overestimated. In order for a people to properly self-govern, they must have a good working knowledge of their rights and responsibilities as citizens in a democratic society. The integration of civic education in the secondary Algerian school curriculum: A necessary requirement for forming knowledgeable and active citizens

Here is a nice short piece on critical thinking and civic education; it makes the point in few words that we get from abroad in so many. Looking at the sort of civic topics taught from English Language textbooks, students are more than likely going to find themselves being introduced to a wide range of perspectives that can open their minds to the complexity of societal matters. Furthermore, this process enriches their understanding of the world around them and equips them with the ability to make intelligent decisions as responsible citizens.

In addition, the constitution of civic education as a subject in Algerian secondary schools as means to contribute to social cohesion and national identity. As students gain understanding of the history, beliefs, and systems of their country they may feel more pride and unity in ways that cross over distances, cultures, and religions. This, in turn, may help nudge humanity toward a greater integration and inclusivity as a whole which together is better able to overcome the problems of the 21st Century.

A survey of the regulation of civic education in English language textbooks at the secondary level in Algeria reveals a strong capacity to train active and participatory citizens. The curriculum is motivation for students to get all the resources and power they need to participate in the democratic process thereby creating better citizens who will make our country have a brighter future. I can only imagine how interesting it would be to see how this instruction worked and how well students could actually understand the concept of civic ideas and get involved in society.

General Introduction

This paper is aimed at examining the impact of diverse educational strategies employed by English instructors on what Algerian students read as well as comprehend and deduce from civic principles.

National education is also an important component at forming individual that contribute to good quality of society, allowing them to possess certain spirit and exert civic virtues and patriotic implementation on the democratic governance system. Civic education, therefore, is primordial in Algeria's current state of social and political development. Given the importance of education in such an effort, the Algerian government made sure that English language learning was a part of the high school programme. This research presents an understanding that English textbooks at a secondary level are very important in learning language and provide a good opportunity for citizenship education being considered as part of its wider educational context. The relevance of this study, particularly it links between language instruction and civic development, was explored. *Assessing The Effectiveness Of Textbook On Young Civic Ideas And Entitlements In English Language: A Research From Algeria*

Several efforts were made to renovate and adapt the Algerian education system to current societal needs. The integration of civic education into English textbooks remains a question for researchers who are concerned with the relationship between English language education and citizenship education. This study also contributes to the extant literature on civic education, language education, and curriculum design. The project aims to identify and make an assessment of the possible chances that information regarding citizenship can be actually integrated within various channels. By a detailed analysis of content from English books used in secondary educational establishments. From this historical perspective, we can understand why a knowledgeable, participating society is essential to moving the country towards democracy.

Second, the study is further informed by the acknowledgment that participants in the network may offer a wide variety of perspectives on.

To be able to look at the interrelated practice of integrating civic education in language textbooks firmly into its larger context, key actors, such as English language instructors and learners must be considered. Insights from the perspectives

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of teachers and the lived experience of students will provide an important holistic view on these opportunities and challenges. This study highlights the requirement of scrutinizing the inter-relationship between language learning and nation-building in secondary education in Algeria. The study is a welcome addition to educational research as well as to the national dialogue on civic education.

The purpose of this study was to explore the potential for promoting civic education, an idea that touches upon both the students' mental work and cognitive ability in two stages, by studying secondary school level English textbooks in Algeria. Although reduced to require the study of civic values in textbooks, a lack of understanding as to whether English language textbooks are effective means of turning out informed and responsible citizens is evident specially with the compulsory use in post primary schools. A key issue for research in this area is the requirement to evaluate the content, approaches and impact of citizenship education within the English language curriculum. The purpose of this paper is to determine direct antecedents and potential outcomes of using such a resource as a way of promoting civic virtues and obligations among secondary school students in Algeria.

Ask students in their second year to analyze the content of the English textbook used at Algerian secondary schools. The aim is to ascertain and classify topics relevant to civic education. Purpose This research aims to build a basis of knowledge regarding the level and significance of civic values in the curriculum.

Conduct a pedagogical evaluation of the instructional methods and strategies employed in this English textbook, with a particular attention on teaching citizenship education. Its goal is to determine best practices and areas of opportunity in providing civic education to students.

Since this study is conducted for the first time to deal with a hands-on need of civic education in Algerian Secondary School system, it is important because of its investigation about embedding civic education within the context of English language teaching. This study aims at evaluate to what extent Secondary School students respond to a project that emerged from concerns about the viability of English as an appropriate curriculum area for developing conscientious and active people (National English Curriculum). This will be done through analysis of how well civic education

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topics are integrated and on the basis of the opinions of educators, students, and policymakers. This study could lead to a series of policies and didactic considerations that may improve the introduction of responsible citizenship education into the Algerian curriculum. This research aims to foster civic virtues and enhance students critical thinking skills at secondary level. This will cultivate the much needed collective social responsibility required for their integration within the Algerian community.

This study intended to investigate the effectiveness of secondary school English textbook of second year with respect to civic education. The study asks a series of questions:

- a) How are civic education topics incorporated in different courses (ELT textbooks) and grade levels (Algerian secondary school levels)?
- b) What are the opinions and lived experiences of teachers on the current role of Algerian secondary school English textbooks in promoting citizenship portrayals?
- c) What is the impact of the English textbook for secondary schools regarding Algerian educational framework and a focus on social learning?

In this study, three hypotheses are developed and a study is conducted to verify these hypotheses. These hypotheses revolve around the role of the English textbook for second-year secondary school students in boosting citizenship education in the Algerian context. Our hypotheses are:

That may change depending on the subject , course and grade levels but generally Algerian textbooks of English may include civic education related issues.

The education of the higher grades on these subjects would be more in-depth and comprehensive.

Teachers in Algeria are expected to hold different perspectives about the extent to which the English textbook for second-year secondary school students contribute to values building. Those who actively advocate to get civic education added will be more likely to have a positive impact.

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The main goal of this Algerian secondary school English textbook is to improve students' comprehension of civic values through the introduction of suitable teaching practices, the curriculum organization, and linkage with broader educational goals.

One of the major trends is the increasing concern about how much or how well English textbooks in Algeria's secondary schools really contribute to civic education. Thus, many studies performed to have explored their potentialities and limitations. One such acknowledged concern of importance is the match between the content of textbooks and the aims of national citizenship. This is one of the topics that studies such as Bouras (2014) and Benzekri (2022) have recommended to be studied along with Algerian national identity, social responsibility, and democratic principles in English textbooks. They utilize written materials, practical tasks, and interactive activities to deal with these issues. This alignment has the potential to raise and expand appreciation of civic virtues.

Yet for all of the success, there come challenges. By reviewing the civic content of textbooks, two studies conducted by Hammouche (2015) and Benkhedidja (2019), found that education in this pole is weak and non-sequential. Their complaint is that motifs are clear but their analysis is often shallow, failing to excavate some very deep social rights and diverse viewpoints. Moreover, the educational practices of teachers and specific classroom context also play a strong role in how theoretical knowledge found in textbooks becomes enacted experience. Their (Benatia 2020) study reinforces the continued call to adopt teaching techniques that promote active learning around civic virtues which forward an egalitarian society, as well as challenge students' perspectives in order for them to see their role in self-reflection and on-the-ground work.

Integral in this is a broad understanding of the benefits and challenges posed by relying upon English textbooks for civic education in Algeria as offered by the literature. (For the literat.available see Table 3) Given their heavy investment in these resources and national syllabus objectives, textbooks can only be effective if they are carefully assessed for their creation processes of the material and teaching methods on offer. Future research is necessary to identify the best ways in which

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instructors can use textbooks to uphold meaningful civic education for secondary school students in Algeria.

Its version of the qualitative technique is a methodologically plural study. The study employs text analysis methods in the content of the Algerian secondary school English textbook for second year as well as conducting questionnaires. The results of the content analysis will determine the citizenship education topics, and how they differ in volume across courses/grade levels on a quantitative basis. At the same time we will be collecting quantitative and qualitative information from Instructors via surveys. Using different perspectives which see how teaching methods and English textbook styles may contribute to civic virtues, these methodologies make predictions about the effectiveness of CT based off of the abstract model in figure 3. Using this two-tiered strategy, we seek to create a comprehensive understanding of the current state of civic education and recommendations that are thorough enough to inform actual improvements in curriculum and policy. The first thing that would likely be flagged is participant anonymity and voluntary participation - these are basics of ethical compliance.

The dissertation includes the following chapters :The first two chapters will represent the theoretical framework for this research paper, whereas the 3rd chapter will be about the realizations of research. Chapter 1: An Introduction Incorporates a brief overview of the literature review on this issue. Above all, citizenship education basically nurtures core ideas including civic duty, participation in democratic processes and ethical judgment. These ideas could be incorporated into the heart of learning English, over time, in carefully selected themes and resources. Textbooks that value concepts such as human rights, environment sustainability, cultural pluralism and ethical global citizenship can incite important dialogue and intrigue critical thought. The

This supplementary chapter deals with the exploitation of an English language teaching textbook as a designed artifact for second year students in the context of Algerian school education. This book serves a unique and unrivaled purpose. English is what the test is primarily trying help you pass, but it could potentially be useful education in citizenship instruction as well. What does this work

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offer: Connection of cultural values, social traditions in combination with global views. Powerful sense of responsibility this textbook can give birth to be conducted.

This is followed by the heart of the investigation, the third chapter. This paper outlines how this was done in practice. Additionally, it highlights the specific context in which the study was conducted. Introduction to the chapter This chapter introduces the theory in which this research is based and describes various other data collection techniques, on which study will further carried out as a foundation of achieving conclusion. Chapter three provides the details of the data analysis tools chosen through a wide-ranging and diverse methodology. Firstly, a deep analysis of the English textbook used in Algerian secondary schools will be conducted to explore its contents and identify civic education topics. Then, it will come a qualitative research to evaluate such a textbook -- whether or not it contributes to a proper dissemination of citizenship principles and duties as well as active participation in public affairs.

In addition, surveys may also be made to gather some quantitative data regarding students' views on the impact of English textbook in understanding citizenship. In this sense, this paper seeks to employ both qualitative and quantitative approaches to investigate the extent of such potential impact of this English textbook on civic education in the Algerian context. Following this, the third chapter critically analyses the data collected pertaining to this case, based on the data collection tools that were chosen.

This study finally limits itself by discussing the prospective implications of its findings and recommendations for future research.

Chapter
One :
Citizenship
Education

Chapter One : Citizenship Education

Introduction

In this first chapter, hence, the main aim is to priori to provide the indispensable dogmas of civic education and its significance in the contemporary world. For that reason, Krug (1991) points out the importance of citizenship education as a means of preparing individuals to take part in a democratic society with knowledge, skills, and understanding that citizenship requires.

This chapter, accordingly, is an attempt to provide a clear and concise account of civic education, together with an emphasis on its basic elements. This could involve civics content knowledge, including knowledge about governmental and individual rights structures, and competency-based skills such as critical thinking and responsible participation. The chapter will also address civic education core values under a citizenship, such as respect for diversity and multiple perspectives, society care (Komalasari & Sapriya, 2016).

In this chapter, a concise and detailed exposition of the aims and objectives of this book will be provided. It is designed to draw attention to the place of civic education in a particular context-for example, in the context of a specific country or educational system. Similarly, the next chapter will reveal the titles of the research subjects or the domains to be probed in the next chapters.

1.1 Definition of Citizenship Education

Citizenship education is a very important aspect of democratic societies, as it is a process needed for the shaping of citizens that possess an understanding of how the world works, an and a sense of responsibility for their communities (Young Citizens,2024). This requires an integrative response that prepares students for the knowledge, skills, and dispositions necessary to effectively engage in the complexities of civic participation. This chapter will probe on the foundations of citizenship education by investigating its aims as well as the myriad strategies to develop a critically astute citizen.

Strategy No 1 Citizenship education is about understanding the nature of being a citizen It revolves around an understanding of a nation's political structure, judiciary, and history. Particularly, students learn how to appreciate the rights and duties of being a

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citizen and critically examine ideas of democracy, human rights and the rule of law (Teaching Citizenship). Moreover, it takes one more step, focusing on the ideas of national identity and enhances students understanding of the national community and their place in it (Andreotti,2014).

In addition to knowledge transfer, civic education is about building critical thinking. The site Young Citizens explains that through exposure to the information children learn to critically evaluate news from various outlets, perceptions of the difference between facts and opinions, which indicates possible personal prejudices. This means that people are able to actively participate in informed conversations about contentious topics and make reasoned decisions from a place of knowledge as citizens. The subject of citizenship education is designed to inculcate critical thinking in learners by making them reflect on historical examples as well as its present day applicability, hence, providing an insight in the forces that determine the direction of societies (Biesta,2011).

Another basic principle of citizenship education is actually participation in public life. Programmes build an ability in the student to recognize and respond to the challenges in the community, the country and the world - and to see a role for themselves in addressing them (XQ Institute). This requires awareness regarding the importance and need for voting as well as issues related to political participation (Crick). In addition, civic education also usually involves service-learning activities which enable student to participate in their communities, thus creating a higher personal engagement and commitment to influence the environment (Andreotti,2014).

Civic education can use various approaches, some depending on the circumstance at hand and the educational philosophy. These conventional modes also involve instruction in the presence of teachers wherein the students are taught the grafting of historical and contemporary political institutions, legal frameworks, and civil rights in various forms (Teaching Citizenship). Students can deepen these learning experiences through conversations, debates, and simulations rooted in complex issues.

In recent years there has been increasing attention to experiential learning in civic education. Service-learning projects, in which students work with community groups to

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tackle local problems (XQ Institute). In addition to these alternative practices, students may also benefit by engaging in regular visits to government buildings and facilities, participating in simulations of government and the various political processes, and interacting with various community members and leaders to better understand civic life (Westheimer,1999).

The performance of civic education is contingent upon diversity and critical thinking. The content of the curriculum should be representative of the entire student populous and expose students to a myriad of interpretations of history and current events (Crick). Through these classroom-based activities and resources, young people can experience a safe environment built upon respect, where they are able to discuss their opinions and engage in open dialogue with others - with teachers playing a key role in this essential process (Young Citizens,2024).

There must be a citizenship education for a democracy to work. Through promoting civic rights and responsibilities, teaching analytical skills, and encouraging active participation in the civic life, people are enabled to be informed, dedicated, responsible community members. To respond to the changing world, the teaching of civic education must also be improved and updated. This will ensure ongoing applicability and success of educating future populations to address the complexities and inter dependencies of the world.

1.2. Importance of Citizenship Education

In today's education systems, citizenship education is a must if we want a democracy that works. It equips people with the knowledge, skills, and dispositions needed to be informed, engaged, and responsible citizens. In a more complex, connected world, teaching kids to be good citizens is even more important than it once was. This section will consider the significance of civic education: its many roles in the development of an active democratic society.

The primary goal of citizenship education is to ensure understanding of ideals of democracy. This includes be aware the basic fundamentals of democracy like having elected representatives, respecting individual rights and freedoms, and adhering to the rule of law (Young Citizens, 2024). When these concepts are introduced to students, they

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begin to develop a critical awareness of the democratic system and the core preconceptions which reinforce it. Citizenship education is a comparison of how democracy has historically evolved and changed, which makes it possible for students to learn both its benefits and its problems. Equipped with this knowledge citizens can participate in political matters, keeping the government accountable and promoting change for the better (Young Citizens, 2024).

Citizenship education is more than just a basic theory of understanding. It encourages the nurture of key skills that are necessary in an actively participatory democratic society. The competencies, as mentioned above, are key talents such as critical thinking, problem solving, communication and teamwork (XQ Institute, 2024). The course encourages students to explore material against a range of differing contexts, explore evidence and implement the necessary skills to construct logical and compelling argumentative responses. Excelling in the ability to communicate both orally and in writing is an art that transforms thoughts into ideas and ideas into opinions which can be shared and debated. Civic education also fosters collaboration, allowing students with the skills they need to act together in pursuit of common goals within a democratic design.

In addition, citizenship education is essential to the promotion of civic duties. Young Citizens (2024) builds responsibility and commitment in students to participate in making their communities and society better places. That means increased participation in the democratic process, service in one sort of community fashion or another and promoting social justice. An education in citizenship fosters an understanding of the range of diversity and the rights of others and furthers both tolerance and empathy in a pluralistic society [3]. Citizenship education generates civic duty, which empowers individuals to take part in constructive change.

In those times, we had complex issues concerning the Society and in this society, we have complex issues too, we need informed and engaged citizens. Complex problems such as climate change, globalization and the spread of new technologies require conventional solutions and well established decision-making. This is where citizenship education comes in - to equip individuals with the necessary skills, competencies, and knowledge to navigate these complexities. This also fosters media literacy so students can examine information sources and learn the difference between

subjectivity and fact in a society that is information saturated (Teaching Citizenship, 2024). Having this uncrowded critical thinking realm ensures that people ultimately make up their minds based on reliable information which in turn produces a healthier and more involved public discourse.

Modern educational systems must provide citizenship educations. It fosters an understanding of democratic ideas (Young Citizens, 2024), equips people with necessary tools to engage (XQ Institute, 2024), and fosters a sense of civic responsibility (Young Citizens, 2024). A well-educated populace, capable of addressing issues in a complex world and equipped with the tools for democratic engagement is essential. An educated, engaged and responsible citizenship, which sets the foundation for a fair and impartial and sustainable future.

1.3. Historical Context and Evolution of Citizenship Education

Indeed, citizenship education is a basic element for creating a knowledgeable, responsible, and active national citizen. The system has evolved in recent years in the wake of a legacy of diverse and complex influences; historical, political and cultural, which together have shaped the Algerian educational environment. This part provides an introduction to the historical evolution of citizenship education in Algeria. This episode identifies its sources, studies key growth phases, and charts its enduring transformation. The aim of this study is to understand the intricacies of civic education and its existence in Algerian society.

1.3.1 Historical Overview of Citizenship Education from Precolonial Era to Independence

Citizenship education in Algeria is an extension of the precolonial era and the experience of traditional education, which was deeply laden with the nation's Islamic and Berber-typified customs. At that time education was mostly informal, which means, it was primarily concerned with the teaching of moral values, religious beliefs, and community obligations. Teaching started from the community sector with a meaningful participation of the elders and spiritual leaders able to transmit to younger generation the standards of knowledge and social norms.

The beginning of the French colonial power in 1830 came with significant

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changes in education. The French installed an organized educational system with the aim of assimilating Algerians into French culture. The system was very biased in course of the French immigrants of which there was a large number, and a few Algerian children. Emphasizing French civic principles, Algeria, France, and the French culture and language were the crux of the syllabus, while the focus of Algeria's own heritage and identity were purposely downplayed or oppressed (Ruedy 176). Algerian citizenship and national consciousness were not inalienable byproducts of the colonial education system; rather, it quested to instill loyalty to the French Republic.

1.3.2 Development of Citizenship Education in Post-Independence Algeria

The independence of Algeria in 1962 had an important impact on its education system. The new Independent Algerian government emerged immediately after this and discovered the significance of education in the building of a strong unified nation; that is why the government adopted policies aimed at creating an education system that would teach originality, a sense of national pride, civic responsibility and moral values. The National Charter of 1976, for example, said that education would be "centre stage in promoting socialist values and a sense of national identity". This lead to the introduction of citizenship education in the national curriculum (Lazreg 90).

Immediately post-independence, the Algerian government pursued an Arabization agenda, introducing stringent educational policies to promote Islamic and nationalistic ideals. The Arabization policy was put in place to replace education in French with Arabic as to reflect the country's supposed cultural and linguistic background. Benrabah explains that the citizenship education of this period was mainly based on the Algerian Revolution ideology with references to anti-colonialism, national self-determination, socioeconomic justice, and the common memory of the war of independence (87).

1.3.3 Evolution of Citizenship Education from the 1960s to the Present Day

This process of civic education in Algeria may itself be divided into several stages. The first phase, from the 1960s to the 1980s, focused on both the construction of a national identity and the promotion of socialist values. They aimed at creating within the Algerian a deep feeling of belonging to his own people, as well as awakening his peremptory conscience in favor of principles of the socialist state. It would bring

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seminary education here, which had a huge concern for communal identity and social solidarity.

Problems with the educational system and significant changes in this sphere emerged in the 1990s. The flowering of Islamist groups and the later civil war of the "Black Decade" had important implications for civic education. The aim of this policy was to reduce the influence of the Islamist ideology and prioritize the secular and democratic principles in the Algerian education system. There were programmes promoting plurality, tolerance, human rights and civic citizenship (Gellner 63). The efforts were part of a broader strategy to fight extremism and to develop a more inclusive and democratic society.

Global forces and the rapid advances in technology of the twenty-first century have also greatly altered the face of civic education in Algeria. Today, modern citizenship education extends to broader themes including global citizenship; environmental awareness; digital literacy and intercultural competence. The new curriculum intends to teach students the foundational skills and knowledge they need to operate in a global society, but also with a strong sense of patriotism and civic duty (Zerhouni 48). This new approach to civic education recognizes the importance of providing students with the tools to engage in addressing global challenges and opportunities.

The history and process of democratization of civic education in Algeria reflect the complex inter plays of local traditions, colonial legacies, and contemporary global forces. Civic education in Algeria has undergone a steady evolution based on the exigencies and challenges of society, from the precolonial indigenous education, to the post-colonial period with its secular and Islamic currents to the phase of social change over the past two decades. Citizenship Education as Algeria navigates the complexities of the modern world, the necessity of a knowledgeable, engaged, and responsible citizenry has never been more important.

1.4. Citizenship Education in a Global Context

In historical terms, citizenship education has most often privileged the development of national belonging and civic engagement within a certain nation.

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However, with globalization, the intertwining of different societies, and the emergence of pressing global issues such as climate change and pandemics, the meaning and practice of citizenship education has expanded. We must have a solid foundation in global citizenship. Global Citizenship Education (GCE) Provides the knowledge, skills, and values worldwide, interconnected challenges and opportunities. This paper scrutinizes essential elements of Global Citizenship Education (GCE), focusing on how it can play a role in fostering critical understanding of global issues, engendering tolerance and empathy for other cultures, and promoting a sense of global responsibility and agency.

1.4.1. Theoretical Foundations of Global Citizenship Education

There is a strong theoretical supporting basis for GCE, which constitutes various frameworks all focusing on issues such as the global interdependence of states, human rights, and social justice. It is a foundational concept that advocates for every inhabitant of planet earth, emphasizing the moral obligation to value the well-being of all human beings above the interests of the state (Nussbaum 85). According to cosmopolitanism, then, our affiliations need to stretch beyond the local and national borders to include the rest of the and that our obligations as individuals ought to be seen as universalizing ourselves to include all of all Global.

A second major theoretical preoccupation is critical pedagogy, which argues for our responsibility to obligate learners to expose and change oppressive social institutions. Freire's educational philosophy calls for developing the critical thinking skills of learners, by making them be able to question their environment and offer them an opportunity to build a decent and fair society (Freire 74). This approach aligns well with GCE's mission to create empowered, informed and socially conscious world citizens.

Human rights education is core to Global Citizenship Education (GCE) since it speaks to the human rights an obligations of a global citizen applicable to human beings. Souchra Tibbitts(2001:221) stresses the need to understand and advance human rights, as enshrined in international instruments such as UDHR. To instill and promote respectful, dignified and egalitarian treatment for everyone through human rights education, subject to the RGPP, or any other policy that may come into place.

1.4.2. Fostering Critical Comprehension and Analysis of Global Issues

Meanwhile, Global Citizenship Education (GCE) underlines the need for students to critically comprehend and appraise contemporary global challenges: poverty, disparity, human rights abuses, and environmental degradation. At the core of GCE is a global problems curriculum that prompts students to work through these complexities, considering the challenges from historical, social, economic, and political perspectives.

It hones higher order thinking skills, making it more possible for youth to better understand the universality of the problems of the world. Students learn to challenge assumptions, evaluate evidence, adopt different points of view. It is the presence of this analytical methodology that allows students to see global issues as interconnected, and through such a lens to understand that seemingly minor moves can create mighty ripples (Andreotti, 2018). This would mean, for instance, that the analysis of poverty could involve studying the effects of international trade policies, the global economy, and public governance.

GCE also promotes opportunities for students to reflect on possible solutions to global issues. This involves understanding the underlying root causes of problems as well as exploring creative and lasting ways of addressing them. Students learn to effectively apply their knowledge and skills to practical situations by participating in problem-solving exercises and collaborative projects, giving them a sense of power and impact.

1.4.3. Cultivating Intercultural Awareness and Empathy

One of the other key components of GCE is about building multi-cultural awareness and compassion. Considering that society is gradually turning into an ever more diverse and multicultural blend of ethnicities and cultures, it is crucial that individuals learn to have a deep respect for each other heritage and a deep understanding of cultural variety. The goal with this feature of GCE is to equip students with the skills to listen to and internalize other viewpoints, engaging in debates that transcend culture.

Intercultural awareness means recognizing and valuing difference, and understanding how culture informs what we think, say and do. The GCE programme is designed to enable the students to explore their cultural identities and reflect on the

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lenses through which they construct their understanding of the world (Banks, 2008). Students engage in a range of cultural stories and experiences to develop a deeper and empathetic understanding of others from different backgrounds.

Empathy is essential to intercultural competence, as it permits students to forge deep emotional bonds to those of other cultures. Indicators GCE nurtures empathy through practices like storytelling, role-playing, and Cultural exchange across different cultures. This helps students appreciate how life must be from the perspective of someone else, and to recognize that everyone have their own interpretations of the world, while meeting people along the way, that will respect that about you.

1.4.4. Promoting Global Responsibility and Action

The central goal of GCE is to create a notion of global citizenship and incentivize students to engage in addressing global issues. GCE illustrates the inescapable need for personal and collective responsibilities in addressing global issues. According to McLaughlin (2014), GCE provides students with pertinent knowledge to engage in democratic processes globally as well as to support positive changes and sustainable development.

Being globally responsible simply means being aware of the moral implications of one's actions and taking steps to better the community of the global village. The GCE programme encourages students to reflect on what it means to be a responsible global citizen and to consider the ways in which their decisions affect others, whether it be locally or globally. The ethical domain of GCE Athavankar points out, is closely overlaid, in content, with the social justice and sustainability dimensions of GCE.

One of the critical features of GCE is its applied learning the pedagogy that supports students in actively engaging their learning and in enacting their principles in meaningful, hands-on experiences. This can look like community service, this can be raising awareness and starting a conversation, this can be marching in the street, whatever it is that suits your comfort level. GCE provides students the necessary skills and instruments to be active in civic enterprises, like McLaughlin (2014) who is a source of critical thinking, communication, and teamwork. This work inspires our students to

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apply themselves and develop an understanding of complex global issues in a way that enables personal contributions to resilient solutions, influencing global transformations in new ways.

In addition, GCE is a theme that shows re-emerging stress on convergence of global efforts to address global issues. It seeks student to student collaboration at a local and across the world-level to innovate solutions and promote systemic changes. This group approach calls togetherness and communal responsibility which help consolidate the fact that we are all connected, and whatever we do can have a major impact on the world.

1.4.5. Challenges of Implementing Global Citizenship Education

As important as obtaining GCE is, there are many impediments to realizing this right. However, the most critical barrier is the multiplicity of understandings of global citizenship. Many cultural, political and educational factors will create a large extent of contradiction and misconception as to the interpretation and execution of General Compulsory Education (GCE) (Davies 370). To address these discrepancies, an approach that is simultaneously nuanced and tailored to the circumstances at hand will be needed.

A further problem is the tendency for polarization between national and global identities. But as it creates a sense of global identity, at times it also conflicts with nationalism and local loyalties. Juggling multiple identities and fostering a sense of double or multiple citizenships is complex dual-process (Oxley and Morris 303). Disengaging those learners who hold a strong national identity is a danger to society, and educators must navigate these matters with sophistication.

Similarly, there are also significant impediments in the way of the effective execution of GCE in terms of resource limitations and education disparities. In low-resource contexts, schools might lack the resources, expertise, or support needed to effectively implement Global Citizenship Education (GCE) programmes. Further, differences in education could make it difficult for those students that are being marginalised and excluded to obtain a General Certificate of Education (GCE) (Tikly and Barrett 11) Policies which emphasised a level playing field in education would need to be targeted at each of these inequalities.

1.4.6. Implications for Educational Practices Worldwide

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1.5 Citizenship Education in Algeria

Since becoming independent of France in 1962 Algeria's education system has experienced some profound shifts. These changes are a product of a variety of government policies and educational reforms. These changes are intended to promote a strong national identity and the inculcation of civic values in the youth of Algeria. Citizenship education in Algeria is both a product of and a catalyst for broader processes of socio-political change, as a country in transition, seeking to become more 'democratic'.

One of the first post-independence reforms in Algeria had been the Arabization policy, designed to replace French with Arabic as the language of instruction in the

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schools. It was a way to reinforce national allegiance and salvage cultural heritage, as well as a step toward effacing the colonial legacy. McDougall stated that Arabization was seen as necessary for the reclamation of national identity and the inculcation of a sense of fraternity in Algerian students (McDougall 67).

The decision to implement the 2008 Education Law heralded an important change in how citizenship education would be taught in Algeria. This statute focused on the importance of democratic values, basic rights and civic responsibilities in the context of the national curriculum. The 2008 Education Law was very important in the government's commitment to a more educated and more involved citizen as it made obligatory the citizenship education as stated by the National Ministry of Education (Ministry of National Education 45). The laws were also aimed at modernizing the school system to align it with international educational standards, as well as protecting Algerian cultural identity.

It was only a few years ago with the launch of the National Education Strategy 2016-2020 that more emphasis was placed on citizenship education. For example, this particular plan outlines 8 action areas to improve the quality of education. These strategies include among many others designing new curriculum and launching teacher training programs that incorporate active learning techniques. The agency's 2016 -2020 strategy includes extending the reach of civic education to more students and expanding civic education from a subject taught in schools to a broader programme of education that involves parents in the process. The idea is to equip the students with such skills and knowledge which will present them with the thrust in the wave of globalization.

It also underscores teacher training as a vital aspect in delivering civic education effectively. Teachers have PD opportunities to develop the skills and information necessary to impart democratic principles and critical thinking in their classrooms. UNESCO observes (92) that the enrolling teachers is key to the conduct of citizenship education, because "teachers exert a great influence" on the extent to which pupils understand their different roles in society.

1.5.1. Integration of Citizenship Education in the Algerian Curriculum

The incorporation of civic education with the Algerian curriculum is an elaborate and multi-tiered process, which covers various subjects and levels of education. One of the most frequently mentioned curricular strands involved citizenship education, particularly with respect to courses like history, social studies, and language arts. The method ensures that every child gets the well-rounded education they need as responsible, attentive (and eventually voting) Doritos-studded citizen.

The primary school syllabus includes the history of the nation, the duties of citizenship and democratic values. The purpose of these lectures is to instill a sense of nationalism and service to society from childhood. Textbooks and instructional materials often contain narratives and illustrations that underscore the importance of citizenship and community participation. Haddad and Bouzid contends that adding a citizenship education course in primary school is a step that is but for solid grounding for a lifelong commitment to civic engagement (Haddad and Bouzid 112).

In compulsory secondary schools, the contents of citizenship education are more explicit and structured. Especially in history and social studies, subjects such as the Algerian War of Independence, the Constitution, or the working of the democratic institutions are being studied more in details. They also touch on current affairs like human rights, the environment, sustainability, and something I imagine these days we could all benefit from having: global citizenship. Benrabah argues that High school plays a critical role in shaping students' understanding of complex political issues, and preparing them to participate more fully in Society (Benrabah 53).

Learning a minority of English or French rarely improves civic education - where, indeed, students are made to study an assortment of works representing many cultures and ideas. Textbooks often include readings that encourage intercultural understanding and diversity appreciation. For example: English language textbooks in Algerian schools combine narratives and essays with a message of tolerance, empathy, and global citizenship. Bouzidi asserts that language education encourages international dialogue and helps students develop a broader comprehension if global issues (Bouzidi 69).

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Although higher education can strengthen citizenship education, that typically happens through specialized courses and extracurricular activities. Are looking for generalized courses on political science and international relations which teaches anything from the governance to human rights etc. to enhance their understanding and make them a better citizen of the world. Students also have concrete opportunities to get involved and develop leadership skills through student organizations and service projects. As per Khelifa, universities play a dominant role in mentoring students -- to even make them the good leaders -- and to induct their help in the advancement of the greater society (Khelifa).

It means that creative teaching methods are required to promote active learning and critical thinking in the curriculum. In this way, teachers are encouraged to use a participatory approach which means, for example, discussion, group work and services learning for the action of interest of the student and share with the community. These skills help develop learning social-political abilities to better navigate complex social and political underscoring. The OECD emphasizes that active learning strategies are necessary for inculcating critical thinking and civic engagement among students (OECD 110).

Several governmental initiatives and educational reforms have led to their new repositioning in the field of citizenship education in Algeria. Regarded as the fifth revision since the implementation of an Arabization programme during the immediate post-independence period and the most recent National Education Strategy 2016 -2020 respectively, these changes have all been embedded in wider attempts to foster a stronger national identity and sense of civic orientation among the country's youth. Integrating citizenship education into the Algerian curriculum is a long way that requires multiple subjects and education levels and ensures that students cannot graduate unless they meet the requirements of a complete and balanced education that prepares them for good and knowledgeable citizens.

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Conclusion

This chapter goes back to basics by providing principles to help understand the meaning of, and a place for civic education in, the classroom. The book opens by discussing the concept of citizenship and the rights and responsibilities of being a citizen (Westheimer & Kahne, 2004). This conversation underscores the importance of not only the acquisition of a rudimentary content knowledge of civics, but also the development of critical thinking and practice, both of which are essential for a robust, functioning democracy. The concept of citizenship education is more than mere knowledge of government and laws-it is the realization and active enactment of one's rights and responsibilities, civic participation, and public service and advocacy.

Then, in the next chapter, civic education is historicized. The text follows the development of the notion from its earlier concentration on national identity and loyalty to its more contemporary stress on global citizenship and social justice (Schuck 2000). This metamorphosis, meanwhile reflects increasingly on the interrelatedness of our planet and a need to educate students for the many complex issues of globalization. The shift from a thin, positivist approach to a thick, holistic treatment of nationhood demonstrates the fundamental requirement that students are educated about difference and fairness and the medley of global populations. And it hammers home the need for education in citizenship, to instil values as basic as respect for human rights, environmental sustainability and building peace.

The chapter further analyzes based on the models and approaches to civic education, this time drawing from pedagogical styles and educational philosophy. It is supported by an analysis of social development, educational progressivism, and manducate pedagogy (which include discipline-free dieting) with a free choice method to the current interactive learner-centered inculcation experience such as decreasing the emphasis on authority figures allowing autonomy and encouraging rivalry. They offer us some theoretical grounds in which to ground citizenship education programmes that could work, be meaningful and could change things as well.

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In the end, this chapter examines the challenges and opportunities of socializing citizenship in schools. The document acknowledges that bias appears in educational materials and insists on the importance of educators in building inclusive and engaging learning spaces (Parker 2010). This means recognizing and dealing with the different backgrounds and experiences of students and including multiple perspectives in the curriculum. The chapter further investigates the role of teachers in the promotion of citizenship education and stresses the importance of teacher training and professional development in this regard.

Nonetheless the chapter also underscores the immense potential of civic education to prepare young people to be informed, responsible and active participants in their communities and on the world stage. The article highlights ideal practices and best case examples from a variety of educational backgrounds of how civic education can be effectively integrated into a number of subject areas and grade levels. The purpose of citizenship education can therefore be to contribute to ensure the establishment of a fair and democratic society by developing a sense of action and responsibility among pupils.

In the final analysis, this chapter provides a detailed insight into the significance of civic education and the myriad of factors that influence the performance of this subject in schools. This underscores the need for an integrated approach that, dealing with both knowledge and action, prepares students to engage in the increasingly complex global web. The ideas and insights addressed in this chapter are crucial to the further investigation of the representation of citizenship education in the context of secondary school English textbooks, particularly in the Algerian context.

Chapter
Two :
Analyzing
English
Textbooks For
Citizenship

Introduction

English textbooks, which are fundamental to language learning in academic environments worldwide (Brumfit & McCarthy, 2014), possess the capacity to go beyond their principal purpose of fostering proficiency in vocabulary and grammar. In addition to shaping students' perspectives on the world, these textbooks can promote citizenship education.

Citizenship therefore entails a civilizing endeavor as a country prepares its citizens to become active and responsible part of the society and can therefore be defined as a process of cultivating among the citizens a specified complex of knowledge, skills, and values through which the society – country can be transformed, developed, and stabilized by and for the citizens themselves. It includes practicing civil liberties, democracy and effective participation in political processes (Banks, 2008). . In today's globalized world, where individuals navigate complex social and political landscapes, citizenship education is particularly crucial.

Examining how English textbooks approach the topic of citizenship education is the purpose of this chapter. The examination will centre on the substance, exercises, and implicit messages that are imparted in the textbooks. The objective of this study is to determine the degree to which these resources aid in the formation of knowledgeable and involved members of society (Schuck & Torney-Purta, 2006).

The primary focus of this chapter shall be on English language textbooks that are employed in secondary education. Students begin to establish their own identities and comprehend their position in society during this crucial period of development (Chickering & Reisser, 1993). An insightful examination of the material covered at this level can provide us with knowledge regarding the preparation of future generations for active citizenship.

The next few chapters will describe each facet addressed above in more detail, as well as the specific English textbooks to be analyzed. Some of the topics to consider are as follows We will analyze the reflection of related citizenship values, analytical/theoretical learning prospects, and the ways in which the information is presented in terms of social inclusiveness. This way, we shall be able to possibly draw a broad conclusion on the use of English textbooks as a way of educating students on citizenship.

2.1 Citizenship Education in English Language Teaching

Until very recently, the dominant paradigm in English Language Teaching (ELT) has been to focus on grammar competence and vocabulary-building, all in the pro-service of better communication. Yet it was not until recent years that an emerging responsibility has begun to claim, the English Language Teaching (ELT) profession has a far greater role in developing individuals as learners and human beings with lifelong capability than merely teaching people isolated skills. A more recent and interesting development, however, is the inclusion of citizenship education within ELT methodologies as a way to foster not only fluent communicators but also global citizens, given that countries like Algeria place particular value on forging an understanding society.

According to Westheimer & McKnight, (2005), citizenship education as the preparation for students of information and competences necessary action in communities or political life with appropriate attitudes to become a good person. This is in order to promote an understanding of democratic concepts such as human rights and civic engagement (Banks, 2008). Among these strategies, the role of civic education in English Language Teaching (ELT) is significant. With its rich cultural patrimony and large youth population, Algeria hopes to be the producer of a discerning citizenry that can read the new *letra chita*.

There are a number of compelling reasons for how citizenship education can be incorporated into English Language Teaching (ELT) in Algeria. More than anything, English serves as a global language, and thus helps in engaging with different perspectives and cultures. Byram (1997) also argues that inclusion of the citizenship education themes into ELT classes provides a suitable platform for making students understand and respect different cultures and perspectives. In this way, students in foreign language classrooms are able to evaluate global concerns such as ecological conservation, human rights infringements, or social justice campaigns. It is not a bad thing and could create that sense of responsibility to the world from the individuals and result in a more global miniEU - which would make it a better world.

Moreover, the addition of civic education to English Language Teaching (ELT) may add to Algerian learners helping become participatory members of their home societies. By participating in English language activities in local governance, environmental conservation and volunteerism, students in turn develop their sense of empowerment and other essential critical thinking elements. Materials and activities developed for ELT are selected to urge

students to locate the national deliberative issues, recognize the problems and present a solution to it (Wyness, 2011). Doing so allows them to embody critical citizenship and work towards the aim of becoming, where they live, doers of good.

Furthermore , civic education if integrated within ELT practice in Algeria has more social relevance to the learners than the context Coyle (2009) argued. Separation by topics and connecting learning together with real life problems taken from the life of students means that through the use of a new tool (Fluency in English) they can realize the need to speak particular language for conversation connected with their everyday life. This enhanced motivation is associated with a higher level of engagement and higher learning performance towards language learning in turn.

2.1.1. Benefits and Challenges

Thus, while the integration of citizenship education into ELT in Algeria has positive aspects that make it possible to draw certain conclusions, there are also some issues that would have to be considered as problems. One major challenge is to ensure that purchased or produced textbooks as well as other curricular resources are in line with the concept of citizenship education (Khaldi, 2021). Some of the materials used in teaching and learning English currently may not even incorporate features such as critical thinking skills, global issues, or pluralism. Citizenship may also be embedded and developed through other media, or teachers may supplement the programme with other components and design their own exercises and tasks related to citizenship.

A second challenge is connected with the further education and career advancement of teachers (Khaldi, 2021). To better implement citizenship in ELT methods teachers must have the adequate knowledge and skills in this aspect. This may include, among other things, getting direction on such areas as how to promote

discussions concerning sensitive issues, moulding the traits of constructive thinking and cultivating approaches to accommodating differing culture.

In addition, it is crucial to reconsider the description of assessment as to ensure the more accurate catch of the citizenship competences' development alongside with language skills. Traditional language assessments can hardly give an all-round view and adore about a student's ability to reason critically, analyze data, or engage in quality discourses on issues of public concern. Thus it becomes imperative to create new and sensitive instruments that assess language proficiency along with the knowledge of being a citizen.

The integration of citizenship education into ELT in Algeria can create effective means to foster informed and integrated society members who understand the responsibilities and roles in society. As a result of the opportunity to recognize as many perspectives as possible and develop critical thinking tools, as well as boosting students' participation, both nationally and globally, the ELT classrooms can contribute to fostering a generation of informed, responsible, and active citizens. They are therefore the challenges that are likely to arise as the country seeks to integrate civic education into the contexts of a foreign language learning namely, the Algerian ELT classroom: challenges in the area of curriculum and instruction and examination.

2.1.2. The Role of English Language Education in Promoting Citizenship

Fluency in the English language has grown more and more crucial in today's globally linked society. This statement holds especially true for Algeria, a country actively pursuing economic progress and worldwide integration. Education is essential in providing individuals with the required skills and information to manage this intricate environment.

2.1.3. The Importance of English Language Education in a Globalized World

Globalization has facilitated a global environment characterized by heightened interconnection and interdependence. English has become the dominant language for global communication, enabling the smooth flow of trade, diplomacy, and the exchange of information. Research conducted by economists such as David Crystal (Crystal, 2008) emphasizes the economic advantages of being proficient in

English, which include greater employment prospects and better incomes. Fluency in English provides Algerians with opportunities to pursue foreign education, engage in worldwide conferences and events, and access a broader array of information resources.

The Algerian government acknowledges the significance of English in the interconnected globe. The nation has enacted changes to its educational system, placing a strong emphasis on the early and continuous acquisition of the English language (Sarnou et al., 2012). The emphasis on English in Algeria is a result of the increasing acknowledgment of its ability to allow Algerians to actively engage in the global sphere.

2.1.4. The Potential of English Language Textbooks to Foster Citizenship Education

Although ELE primarily emphasizes language learning, English language textbooks may also serve as effective instruments for teaching citizenship education. Textbooks can be crafted with the purpose of not only instructing pupils in grammar and vocabulary, but also acquainting them with fundamental civic principles. Abdallah Boukhelouf's research (Boukhelouf, 2013) highlights the significance of including critical thinking, communication, and cooperation abilities within ELE, all of which are essential for active citizenship.

These talents may be developed by meticulously selected information found in textbooks. Subjects such as ecological consciousness, fundamental human entitlements, and multiculturalism might be examined, fostering pupils' capacity for analytical thinking about their surroundings. Textbooks like these can provide different viewpoints on global concerns, cultivating a sense of tolerance and an understanding.

Simply putting relevant topics in textbooks is not enough. Similarly, how teachers choose to teach their students. There need to be moves to stop memorization based learning and make the shift more towards interactive, learner-centric approach. Simulations, discussions, and group projects are all methods for getting students to engage more intentionally with the subject matter by taking on particular roles that will eventually lead to grounded opinions.

2.1.5. Challenges and Considerations

While the ELE has a considerable role in raising the level of civic education, this power is subject to significant restraints that cannot be ignored. A major concern is the adequacy of the present textbooks. Mahfoud Bedozza conducted a survey in 2014 and results have shown that a lot of English language textbooks used in Algeria fail to mention civic ideals and critical thinking skills as per the report. These textbooks might well stress mastering the rules of grammar and extensive word lists at the expense of providing a sense for what it means to be a responsible, informed citizen.

This poses a dual problem. Before anything else, the current curriculum and resources should be carefully reviewed for necessary modifications. It is recommended that this evaluation includes educators, curriculum developers, and subject matter specialists who specialize in both English language teaching and citizenship education (Asua, 2017). The objective should be to identify and rectify any deficiencies in the existing curriculum, ensuring that it seamlessly incorporates civic education ideas throughout the whole learning process.

Furthermore, the revision process should take into account the particular circumstances and conditions of Algeria. Textbooks should cover pertinent local, national, and global topics that deeply resonate with pupils in Algeria. Possible subjects for discussion may encompass environmental issues unique to the region, the significance of cultural variety within Algerian culture, or Algeria's involvement in global politics. By integrating these components, textbooks can enhance their appeal and applicability, promoting a feeling of linkage between the language acquisition process and the students' role as members of society (Coyle, 2010).

Teacher training presents another notable obstacle. Although the redesigned curriculum may establish a solid basis, its success depends on instructors' ability to seamlessly incorporate civic education into their English language training. Several educators may lack the requisite expertise and understanding to do this.

To solve this problem an intensive teacher training programs are required. This program represents workshops and online materials to teach the educators necessary skills & information. It might be workshops on how to embed civic themes in lesson planning (Asua, 2017), use of technology for active learning (Akcaoglu & Uzunboylu, 2017) or teaching polite disagreement in the classroom about contentious topics (Wyness, 2018). Furthermore, instructors can be allowed to use online resources like lesson plans and teaching guides and discussions related to civic knowledge that will help them easily take these principles into the materials they provide.

This program can only work well if the educational authorities are willing to cooperate with the teacher preparation institutions, as well as expert teachers who would share their best practices. By investing in teacher training, Algerian educational establishments can ensure that their teachers have the competencies to make ELE more than a useful tool for fostering active and critical citizens.

Finally, on the sustainability factor with these kinds of initiatives. Curriculum revision and training of teachers require investment, both in terms of time and financial commitment. Proper monitoring and evaluation framework of these activities is also important. This might involve gathering the views of teachers, students and other stakeholders to identify the need for improvement (e.g. in order to ensure that the programme remains relevant to Algerian society).

Even if there are challenges itself and ways to work around them. By examining the contents of existing textbooks, investing in teacher training and fostering a culture of continual improvement, Algeria could harness the power of ELE (Education for Lifelong Learning) to create a generation of thoughtful and informed citizens prepared to make positive contributions on both the local and global stage.

The truth is that English language education in Algeria also affords an obvious opportunity for breaking the culture of indifference, encouraging engaged citizenship. Educators can use English language textbooks and adapt instructional methods to provide students with the knowledge, skill, attitudes, values and competences necessary for

responsible and active citizenship among others in a global context. To reap the full benefits of ELE in creating an internally dynamic and powerful Algerian society, tackling these problems necessitates localizing the curriculum and training teachers.

2.2. Citizenship Education in Algerian Textbooks

A number of trenchant studies have focused on the representation of citizenship in Algerian textbooks, notably at primary school level. These exemplified a complex landscape, highlighting opportunities as well as challenges in efforts to encourage informed citizenry through the use of educational materials.

One of the keys to Tamik et al. The tension central to Allport's (2024) research, however, is that between promoting a global-orientated citizenship and in cultivating a deep national identity. According to the authors, Algerian textbooks often struggle to strike such a balanced note between the two aspects. This can lead to some misleading maybe contradictory message for students. During their studies students may encounter educational material that stresses the importance of global interdependence and cultural awareness, while also receiving messages supporting being strong national identity and less active cooperant with the larger international community. Inconsistency could potentially be confusing for young learners, and it might lead to the inability to scratch beneath the surface of citizenship.

Using an ELT perspective informed by Applied Linguistics, Bedozza (2014) reveals recurrent problems in current citizenship teaching methods in Algerian textbooks, within a backdrop of learning English as a second language. In it, he asserts that too many textbooks treat grammar and vocabulary as mechanical exercises in memorization rather than opportunities to promote critical thinking skills and civic virtues. The rote memory based approach, being deployed in our schools fails to prepare children well enough to be active citizens who must have the ability to review information, critically analyze and inquire.

positively to civic affairs. Thus, Bedozza's research underlines the need for greater reflection in civil education in ELE textbooks. Then this approach could prioritize activities and discussions that encourage a questioning, critical attitude towards big social and political issues, which would ultimately lead to students formulating their own rational opinions.

Beyond the studies outlined above, a larger review of current literature reveals many more considerations. The question concerning the depiction of civic education in Algerian textbooks, irrespective of the school year levels, should be extended by further research. Much of the current research focuses on primary school resources. To provide a more comprehensive understanding, it would be necessary to review the textbooks used in secondary and higher education in order to observe how citizenship is demonstrated in relation to the development of students.

More importantly, we must also think about the importance of images in textbooks. For example, images or diagrams can have a huge impact on understanding citizenship by students. If we looked at Algerian textbooks with respect to citizenship, studying how its written content may align or diverge in relation to the many visual elements they contained could be revealing.

Future inquiries could explore the experiences of instructors directly. Analyzing how Algerian schoolteachers deployed textbooks for citizenship education, as well as the challenges they have faced and strategies that they have adopted can illuminate efforts to improve textbook content and format as well as design more effective teacher training programs.

This state of research on the civic education in Algerian textbooks is useful for progress. Through acknowledging the tensions between national identity and global citizenship, promoting a more critical information delivery system, and considering the impact of visuals and teacher perspectives, Algeria can effectively work with its existing curricula to raise an informed generation of motivated individuals.

2.3. Analysis of the Content and Structure of Algerian English Textbooks

But this might involve a massive examination of all text books in English common to Algeria (that may just seem impossible especially with scarce resources), so maybe textbooks used for secondary education, as some tend to have modules on citizenship education can give an indication about the current trend in citizenship education. The secondary level competitive education contributes to a considerable amount of the development of a student and textbooks at that level are generally written on more advanced levels to generate intricate concepts and also necessarily improve higher level thinking ability.

One prominent way of doing so is conducting content analysis on the degree that textbooks comply with the principles of Global Citizenship Education (GCE). Sahli & Belaid (2022) make an excellent early reference with their study. In a review of an English literature textbook at the secondary level through a GCE lens, we found positive content related to cultural diversity and environmentally-conscious themes. These subjects are congruent with one of the main goals of GCE - providing students with a deeper knowledge base on a variety of cultures, as well as encouraging them to take responsibility for global citizenship. However, Sahli & Belaid (2022) warn against it and argue that not prioritizing urgent collective global issues including climate change is a missed opportunity. Textbooks can help world global issues reach a global audience therefore educating students into awareness of the mounting problems that we face as a species.

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

According to Boukhelouf (2013), the pivotal issue is whether given the communication framework, specific activities are included. Instead of just having structured interactions, why not create events that encourage critical thinking, conversation and cooperation. Like, getting university students to look into throughout the world in

problem and debating many perspectives on the problem-language debates, before going forward to suggest other resolutions. This game enhances language skills, as well as the critical thinking and teamwork skills required for engaged citizenship.

Working with authentic materials is another part of building as well. The use of real news stories, movies or interviews could provide students with a more international point of view on global problems and serve as a link between the language they learn in school to their actual reality. It also helps students develop the skills needed to engage

responsibly and critically with media in order to become informed and balanced citizens in the digital age.

Textbooks may play a role in enhancing civic engagement by familiarizing students with an increasingly elusive concept of active citizenship and the numerous avenues through which they can participate in their communities. This could mean integrating international case-studies of youth change-agents or providing immersive learning opportunities for students to explore and build knowledge about local community partners. Textbooks that to influence by students in they understand wide range of support to engage, can view themselves as agents for change.

This includes the content and structure of Algerian English language textbooks, which on the one hand reveals potential but on the other hand a lot of room for improvement in terms of civic education. In integrating GCE-compatible themes, of overriding importance, adapting communicative direction toward informed thought and composition collaboration), using authentic materials, and message them a sense of responsibility to civil involvement by way of English language textbooks -both textbook 1 a n d textboo k -they can potentially be relevant tools in shaping a prepared well-informed (o r knowledgeable) citizenry ready to partake in meaningful contributions for its society and the global arena.

2.3.1. Content Analysis of Second Year English Textbook

The world needs this textbook for English language education (ELE) and it is crucial to have an English ELE textbook, year two. It is important material that shapes students' learning backward, including their grammar, vocabulary and

communication skills. Yet, what it can be is a lens on how different educational systems view the core educational philosophies and curricular goals of a particular system.

2.3.2. Methodologies for Textbook Content Analysis

Content analysis is a systematic research method used to identify patterns and themes in written texts of different types (Hsieh & Shannon, 2005). material analysis allows us to examine the curricular priorities evident in the material, the activities performed and the language following Choice of English Language textbooks

There are two main approaches for analyzing content: quantitative and qualitative. Quantitative content analysis involves the systematic application of codes to text according to a, in advance specified, set of rules. This process allows the text to be subjected to statistical analysis of the frequency a particular theme or concepts are found within the textbook (Krippendorff, 2018). For example, one might count the number of reading passages that focus on different topics or the percentage of activities designed to improve a specific grammatical skill.

Compared to the quantitative content analysis, each inductive category in a qualitative content analysis approaches the interpretation and reconstructs the meaning of messages. This method is being used by the researcher in a way that helps to identify common themes from the written material, understand what implicit assumptions are embedded in such forms of literature exposure and see how those texts position learners within learning (Patton, 2015). Qualitative analysis might look at the textbook in terms of how cultural representations are promoted, and challenge processes involving potential biases or support intercultural understandings.

Then, the choice between quantitative and qualitative methodologies is thus dependent on what are our goals in the study. Researchers might choose to use a mixed-methods approach - combining the quantitative examination of variation in elements with qualitative examination that explores what those elements mean and/or do.

2.3.3. Previous Studies on the Analysis of English Textbooks for Educational Purposes

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

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

Linguistic features : This category deals with the study of vocabulary selection, grammar structures used and discourse patterning in the textbooks. This analysis helps to

find out the difficulty index of task and also language target for students (Johns, 1991).

Researchers (Byram, 1997) have examined cultural representation in textbooks to reveal biases, prejudices and opportunities for the development of intercultural understanding.

Assessment Practices: The type of the textbook content can tell us the specifics of assessment tasks used, in return it is concerning with those exact skills and knowledge that students have to demonstrate (Wajnryb, 2009).

A study of the activities, goals and learning methods of textbooks can offer valuable insights into the pedagogical approach and therefore the type of learning experiences common in which students are purported to participate (Littlejohn, 2011).

2.3.4. The Importance of Textbook Content Analysis

An content analysis of English language textbooks is a valuable resource for researchers, educators and curriculum planners as it helps them to determine what can be hidden in the pages of a textbook. An examination of the messages contained in these materials can provide academicians with useful information about the educational philosophy and aims of a given curriculum. Subsequently, this data can be used to facilitate and drive the leverage of more effective, attractive educational resources.

One way teachers can try to evaluate the textbooks they are using for their class is through content analysis. The findings from this study may reveal what the needs and weaknesses of the resources are, and may inspire educators to enrich with additional activities and resources according to their teaching goals as well as the students' needs.

Educational Policy Makers may examine and analyze textbooks to distinguish textbook that is qualitative best English Language Education (ELE) learning approach in content analysis. Arguably, the data collected can then help inform the development of new educational resources to use in order to more easily develop language ability and a rich understanding of numeracy and British cultures.

2.4. Second Year English Textbook: Structure and Content

Getting Through This is the age when you really start to grow up. This is the time where people begin to establish their own identities and learn as a role in a bigger

society. Textbooks have a significant impact on shaping our understanding.

These values could be cultural or social in terms and above all they are predominantly observed in subject areas like English. The three paragraphs of this section cover the structure and content of a typical Algerian second year English textbook. One thing about the textbook that is underscored in this chapter is how it contributes to citizenship education.

2.4.1. Overview of the Textbook

The Algerian secondary curriculum is a system of centralized production where the State conceives ~formulates and legitimizes all instructional texts. While the exact content and layout of these publications may slightly differ from publisher to publisher, at large they all follow a similar structure. An English Second Year Language Textbook is Typically organized into eight thematic units. Every unit comprises readings, grammar exercises, vocabulary lists and communicative activities. These are the kind of sections that often get into

The articles covered relevant matters regarding the lives of young algerians (family, friends, home, technology). (for detailed information on book drafts, you should consult the MOE's website or relevant publications.

2.4.2. Analysis of Textbook Content and Citizenship Education

Secondary education of high quality, social justice and citizens Participation (3) Educational content: The incorporation of the following themes-sections of citizenship education is an essential element of a comprehensive secondary education. The purpose is to ensure that students get the knowledge, skills and values they need to be active and responsible members of the community. Not done as a distinct designation, a more advanced sophomore English textbook could subtly preach this doctrine by its content and exercises.

One way to do this is by selecting reading pass a genre. Those segments could recount stories of famous Algerians that have changed the course of state progression throughout the years or focus on current issues impacting peoples' lives such those concerning environmental preservation and social justice. Students can discover ways to suppose for themselves the usage of these books, and they also can advantage a whole know-how of their rights and responsibilities by using engaging with those books.

This is an important "work we must all do", of course and a grammar exercise, although technically about language mechanics, might be even more critical for civic education. Teaching individuals to use language kindly, communicate thoughts positively and engage in meaningful conversations become contributors to active citizens (Harwood, 2012).

You will often find on these vocabulary lists words such as civic participation, democracy and human rights. They can be taught with reading passages, or used for conversation starters. Students are initiated to this language within the textbook - setting them up for how we talk about citizenship and civic commonly.

Participation in communicative activities like role-plays, debates and group discussions are avenues for students to hone the skills that they may need when they become members of this society. Such activities encourage them to voice their opinions, get involved in good conversations, and collaborate to solve problems (Wyness, 2017).

2.4.3. Identification of Themes and Topics Promoting Citizenship Education

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

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

-Reading passages and critical thinking and problem-solving activities help students analyze material, identify points of view, and develop solutions. Responsibility as a citizen - These are important skills to use in various social challenges.

Think-Read Write -Communication and cooperation: participating in tasks that need youngsters to communicate effectively, work out as well as cooperate build up a basis for their forthcoming civic participation.

When environmental issues are integrated into textbooks, young adults learn about their carbon footprint and the responsibility to be sustainable which gives them an environmental attitude.

Algerian secondary school English textbook facilitates or prevents the development of pupils' citizenship discourse: The case of second year. Similarly, while not designed specifically to provide citizenship education, the substance of the material, activities and topics covertly encourages knowledge, skills and values required for active and responsible civic participation. Additional study need to look at how teachers actually used the text to foster debates and activities that promote these skills.

2.4.4. Challenges and Opportunities

In this current globalized world we need to develop responsible and informed citizens. Education is essential in achieving this end, and citizenship education (CE) equips learners with the necessary information, skills and values to enable them to participate in effective action within society (UNESCO). In this respect, blending communicative English [(CE)] in general with ELT in particular represents a unique opportunity to develop such qualities given the newfound importance of English language skills in Algeria. However, this effort runs into roadblocks which require a thoughtful approach. Conclusion In this chapter, we look at what might be the challenges and benefits of integrating CE (Civic Education) into English textbooks in Algeria.

The barriers to an integration of CE into English textbooks are numerous and originate from several over-lapping areas:

The current Algerian new English textbooks place far less emphasis on language learning and ignore principles crucial to Civic Education, particularly critical thinking as well as civic participation (Hosack 143). Grammar tables, and barns of vocabulary lists -- devoid of any contextual orientation to social and political matters (Hosack 143).

Teacher training and perceptions: Inadequate teacher preparation in CE pedagogy, combined with teacher reluctance to infuse new information into their curriculum could prove to be a significant impedance (Khaldi). One study found that some English teachers in Algeria may not fully grasp either the importance of CE or view its integration as an additional duty (Khaldi).

Algeria has a very complex political scenario and there are differences in cultural backgrounds which makes it very important to be tactful in using the information of cultural exchange. Textbook talk about reserving the right to engage in discussions about

tough national identity, human rights and political involvement while respecting Algerian culture and without facing possible censorship from the government (UNESCO).

In spite of some hiccups integrating CE in English textbooks in Algeria is not without its advantages:

According to UNESCO, CE has been shown to improve the cognitive skill of critical thinking as it encourages students to test contentions and statements, consider alternative perspectives and make independent decisions. In the language classroom, this approach could be useful, exceptionally, and spontaneously as students are already familiar with different cultures and perspectives (UNESCO).

Through the use of Citizenship Education (CE), students may gain the information and skills needed to become a part of their community. Textbooks with activities that promote civic duty such as volunteering, debating on existing issues and developing leadership skills (UNESCO)

Improving English Language Learning: CE materials can be integrated into English language learning to make the process more engaging and relevant to the students' lives. Those fundamental worries and subjects identifying with Algerian culture, as expressed by UNESCO - may enhance the experience and persuade understudies to further build up their English abilities - might be fused into the educational programs in course books.

In order to securely integrate CE into English textbooks in Algeria, a wide-ranging and multidimensional combined strategy is needed:

The most important aspect of curriculum development is designing a culturally-fitted curriculum done in the light of the specific Algerian context and learning objectives established for English as subject. This is going to be a focus for the creation of textbooks, which include CE subjects in an appropriate way within the process of learning the language.

Teacher Training: Before teachers can teach something they have to know how to deliver it and what it is they are actually teaching.

needed to effectively implement CE in their classroom CE pedagogy should be deliberately productive when tackling difficult themes while making as much mileage out of texts as possible in the workshops.

Textbook Content Development: Textbooks can be designed with interactive exercises, case studies, and readings to cover CE topics that are relevant to Algerian students. These activities will produce critical thinkers, deliberative partners, collaborative and engaged learners.

The integration of Cultural Education (CE) within the English textbooks for the Algerian classroom may come with its own problems as well as possibilities. Meanwhile, the potential of CE to help form DFAs can be unlocked by acknowledging the limitations of current resources and the demands from teachers in meeting them (Tawil & Harley, 2004), which would enable Algerian educators to foster responsible and engaged citizens. These initiatives can help to build a more informed and politically active Algerian society by inculcating the skills of analytical thinking, cross-cultural communication and engaged citizenship.

Conclusion

More precisely, this chapter was concerned with the prospects offered by integrating Citizenship Education (CE) within English Language Teaching (ELT) in Algeria. The text begins by outlining the increasing importance of CE in the modern world and its connection with ELT. This was then followed by particular focus on how this might be achieved in the case of English language education, which finally gives definitions of what are to count as responsible and engaged people.

Then we will focus on the current status of incorporating CE in Algerian English language textbooks. An examination of the readings provided insight into the organization and overall content of a particular second-year English textbook, noting potential limitations in cultural content.

Finally, the chapter discussed the challenges and the benefits of CE embedment in English textbooks used in Algeria. Among the barriers were limited resource bundles, the need for teacher preparation and the fact that a form of delivery(sync discussions) had noationale.

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

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

Chapter

Three:

**Methodology ,
Research Design
And Analysis**

Chapter Three: Methodology, Research Design, and Analysis

The goal of this chapter is to present explicitly the methodological research and analytical aspects of the work entitled "The Use of Secondary School English Textbooks as a Source of Citizenship Education in the Algerian Context: Case Study of the Second Year English Textbook." The different stages of this research and the manner of processing the collected data are detailed in this chapter through a summary of the methodological research and analytical grammar. The method of data collection and analysis procedures followed to study the civic dimension integrated into this secondary school English textbook in Algeria will also be explained in order to improve the transparency and replicability of the results drawn from this study.

This chapter includes several significant parts. The first section deals with the research strategy and its philosophical approach. It aims to justify the choice of the methodological current followed in this paper. Then, the data collection tools are discussed, including the sampling strategy and tools. The third part focuses on the processing techniques of the collected data, especially the particular treatment procedures used in this paper, highlighting the way in which the treatment of the English textbook was carried out. Finally, this chapter ends by presenting the ethical aspects and internal limitations of the work, proposing a reflection on the methodological options adopted.

In summary, the research strategy adopted for this paper is a qualitative content analysis. This method was selected because it allows a better exploration of the written and visual aspects of the teaching source and facilitates the in-depth investigation of the manifestation of civic education. Democracy, human rights, intercultural tolerance and critical education are unveiled as themes through the examination of the second year English textbook currently used in Algerian secondary schools. This investigation draws upon two theoretical frameworks of citizenship education and of textbook analysis. Such theoretical frameworks are considered as crucial to this study in order to assure a relevant and rigid examination, in terms of content and context, of the teaching source (Creswell, 2014; Krippendorff, 2018).

The description of this chapter leads to the analysis and interpretation that will be developed in the following sections. An Open-Source Research Method that is Crystal Clear allows the reader to determine the integrity and correctness of the work, contributing to its credibility.

3.1 Research Design

The mixed methods are the research paradigm employed by this study that blends the qualitative and quantitative research methodologies. The logic was that the use of a mixed-methods strategy, which is integration of qualitative and quantitative data, gives a more complete sense of the issues challenging to study development than each method alone (Creswell & Plano Clark, 2018).

3.1.1. Definition of Mixed Methods Paradigm

Mixed-methods research refers to the simultaneous collection, analysis, and interpretation of qualitative and quantitative data in a single study. It is a way for researchers to combine the benefits of qualitative and quantitative research, allowing them to gain a more complete understanding of the topic being researched (Tashakkori & Teddlie, 2010). Mixed methods research offers significant benefits in studies of complex phenomena within health informatics, the multi-angle surveys reduce the limitations they possess and can provide a more complete understanding that is triangulated.

3.1.2. Justification for Selecting the Mixed Methods Paradigm

Yet numerous elements, deliberated in present column - nudged the selection of a mixed methods design for this research. The tier of civic education analysable in secondary school English textbooks is the highest, and analysing it holistically - performing a big-picture analysis of all forms - may lead to a better image. Citizenship education which enhances such aspects as critical thinking, ensures knowledge of human rights and democratic societies and encourages valuing cultural diversity is essential. In sum a theme analysis of qualitative and content analysis quantitative does explain the best way how these elements can be addressed.

Mixed methods research further enables the verification and validation of findings by triangulation. The study could make its findings more reliable and valid if it combined qualitative and quantitative data (Denscombe, 2014). Quantitative content analysis enables systematic investigation into the proportion and patterns of particular

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themes, with qualitative analysis providing an in-depth analysis of the context and nuances under which these themes are presented.

The perspective of pragmatic philosophy, of which the primary function is research issue and that utilises contradictory methods to adequately solve it, is in accordance with the mixed methods paradigm. Educational research benefits most from this approach, designed to produce practical, pragmatic findings (Johnson & Onwuegbuzie, 2004).

3.1.1. Implementation of the Mixed Methods Research in the Study

To conduct this inquiry mixed methods approach will be useful, thus this study adopts a sequential explanatory design. Quantitative data collection and analysis takes place before qualitative data collection and analysis.

This is the first part - a quantitative content analysis on the English manuals of Second-year students in Algerian secondary schools. Thus, this study aimed to report the frequency that topics associated with civic education, such as critical thinking, intercultural tolerance, human rights, and democracy, were assessed by educational outcomes. This is achieved by developing a coding method based on existing literature and theoretical frameworks on civic education (Krippendorff 2018). Classification is first carried out for the textbooks and then statistical measures are created to estimate the occurrence patterns of the concepts.

Qualitative Phase: After the quantitative analysis, a Qualitative thematic analysis is used to analyze how these topics are represent in textbooks - as well as the context around these topics. This stage will comprise a detailed exploration of certain extracts from the textbooks. Here, the key aspects will be language, imagery and pedagogy used to communicate understandings of citizenship. Qualitative data is gathered through the in-depth textual analysis and then themes developed to illustrate the repetitive patterns and meaning of the data (Braun & Clarke, 2006).

In the interpretation, both stages are merged and the quantitative and qualitative analyses pooled to offer a nuanced and complete picture of the situation of citizenship education integration into the textbooks. This intensive data analysis

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equips educators with a better, more nuanced understanding of the educational contexts and themes in which civic education unfolds.

The mixed methods research paradigm constitutes a rich and solid foundation for exploring the relationship between the Algerian context and the employment of secondary school English textbooks as a medium of civic education. In this sense, this examination may see the whole image of citizenship education representation or communication in instructional materials by the language that represents it and is needed the combination of the software analysis of quantitative content analysis and qualitative thematic analysis. This methodological posture ensures the robustness, validity and depth of the results and hence contributes to enriching the reflexive debate on civic education in Algeria and elsewhere.

Research Approach

Therefore, content analysis is the best method to analyse how secondary school English textbooks help to fascinate civic education.

Definition of the Research Approach: Content Analysis:

Content analysis is a method to systematically and objectively research all kinds of textual, visual, or audio content. This consists of identifying, measuring and understanding the patterns and themes within the data. This technique organizes and codes the material following a predefined outline, that allows researchers to impartially recognize some words, themes or ideas (Krippendorff, 2018). Quantitative methods involve various forms of counting and statistical analysis of material, whereas qualitative methods focus on the nature and meaning of material properties.

Justification for the Chosen Approach :

Finally, the most considerations that were indicate in this section to convince the use of content analysis as research approach for this study, all much part of it accentuate more than aiding other point scope content analyses towards consideration framework secondary school grade second year English text book content, regarding civic education in Algeria.

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Analysis of text can be easily done as most part of a textbook is written. This approach allows for a comprehensive look at how civic education issues are framed by carefully examining the language, format, and content of the textbooks. Since textbooks carry considerable power with respect to shaping students' knowledge and perceptions, it is imperative to scrutinize the content carefully in order to unveil the subliminal messages and values within that content (Neuendorf, 2017).

Content analysis, predominantly, brings out more thematic ideas which can be quantified within a large body of text. In the context of this study, this means the extent to which instances of democracy, human rights, intercultural tolerance, and critical thinking were systemized identified in the case of the English text book used for the second year. Content analysis can also give the researcher insight into the sheer amount of times a particular theme is put forth in the educational materials as well as its relative importance regarding themes subject to interpretation are of great question and debate (Weber, 1990).

Allowing a Mix of Methods: Content analysis goes well with a mix-methods research design as the study can be examined from both a quantitative and qualitative angle. In the quantitative stage, the book is coded and the data is inspected with statistical apparatuses to identify signs of recurrence and inclination. The second strand, the qualitative phase, looks at the roles and motivations of Communicators of Research while the context of this communication is especially important. This strategy was chosen to allow a full understanding and interpretation of the material by considering the breadth and complexity of the topic (Hsieh & Shannon, 2005).

Textbooks offer a full understanding of academic procedures given that they do not merely include ideas but also work as resources for instructing which reveal broader academic functions and principles. The method also permits analysis of curriculum content delivery related to citizenship education, which is important to understand its coverage in the curriculum as well as focus on areas pedagogies that are most commonly used to teach these subjects. The study aims to develop more effective civics education, specifically by investigating the rhetoric, language, and pedagogy in textbooks currently used in the classroom (Cohen, Manion, & Morrison, 2011).

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It involves systematic coding and categorizing of texts or communication and helps in improving the validity and reliability of the research i.e., content analysis provides the guarantee that the study is replicable, and each coders reaches the similar outcomes and conclusions. The study avoids bias and ensures data interpretation consistency by using a systematic coding system, along with well-defined analytic criteria. Despite this recognition of the iterative and dynamic nature of standards building, it is still important to take a robust approach in order to provide credible and reliable results to enable educational policies and practices to be changed (Krippendorff, 2018).

3.2. Population

The study focuses on educators who teach second-year students in secondary schools and have familiarity with educational textbooks that include topics of citizenship education. This demographic is of specific relevance because to their direct involvement with educational curriculum that aims to promote principles such as democracy, human rights, and civic duty. Gaining an understanding of their viewpoints, personal encounters, and difficulties offers significant observations on the effectiveness of conveying these concepts to pupils. Moreover, the input from educators is essential for evaluating the suitability and efficacy of the textbooks utilized in citizenship education and pinpointing areas that need enhancement.

3.2.1. Sample Frame

Data consists of samples of teachers of different high schools of a specific area (Data of Laghouat, an example of secondary school) from which the primary data were collated for the study. Selection of Educators had to be currently engaged in teaching second-year students and to have had experience using the selected books. This maintains that the folks offering feedback are well-informed, in real-time, on the educational resources they are reviewing.

Number of Secondary School Teachers in Wilaya of Laghouat	184 teachers
Number of Secondary School Teachers in Dayra of Laghouat	76 teachers

Table (3.1) Number of Secondary School teachers in Laghouat

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The sample size was established based on the accessibility and readiness of individuals who met the selection criteria. The data set contains replies from several educators, and the specific number of educators is clearly displayed in the data set. The objective was to collect a wide variety of experiences and viewpoints in order to gain a thorough knowledge of the influence of the textbook and identify areas that require improvement.

Number of Secondary Schools in Wilaya of Laghouat	47 secondary schools
Number of Secondary Schools in the town of Laghouat	11 Secondary Schools

Table (3.2) Number of Secondary Schools in Laghouat

The sample includes a mix of gender, age groups, and levels of teaching experience. The dataset reports on 35 instructors across a range of proficiency levels, from 5-10 years and up to over 15 years. By sampling both male and female instructors from each other, the research guarantees that the sample offers a spread of views. Those diverse experience levels and demographically uniform sample of educators help us see that data in a more revealing light, which in turn can sharpen our understanding of the problems as well as suggestions for how textbooks can better promote citizenship education.

3.2.2. Sampling

It appears the data gathering process employed convenience sampling, a variation of non-probability samplings. This method moves to more quickly and highly engaged participants to take the survey. In the second-year survey, instructors responded with their experiences and perceptions of citizenship education based on the textbook. The information is highly demographic and includes details like age, sex, years of teaching school, and the name and location of the school.

3.2.2.1. Explanation of the Sampling Technique

A method of sampling in which the samples are selected because of accessibility of the population to the researcher, or just being available at a given time and place, sometimes referred to as accidental sampling. The goal of this approach is

not to take a sample that is statistically representative of the full population. Its purpose is gathering the data instead of extracting it as quickly as possible. In this case, the survey went to instructors who were easy to reach and willing to participate, so it gives us interesting feedback about their experience with civic education in textbooks.

3.2.2.2. Justification for the Chosen Sampling Technique

Convenience sampling was probably chosen potentially due to numerous practical reasons:

Accessibility: This process was quick and easy by selecting available and motivated teachers who responded promptly. This is especially advantageous in educational environments that are constrained by time and/or money.

Cost-effectiveness was achieved in the study by enrolling subjects who were naturally available and accessible, which reduced the cost limitations related to traveling to collect data, as well as extensive outreach efforts.

Fast data collection: Meaning that the use of convenient participants means processing is likely to be quicker which if time is an issue is a positive.

Relevance: the sample are instructors using the book at the centre of the investigation with responses directly relevant to the goals of the study. Such an orientation to teachers' own experiences holds significant potential for gaining insights into the impact and limitations of the civics textbook pedagogy.

Even though convenience sampling has its drawbacks (e.g., biases, limited generalizability), it might be the best option for initial, exploratory research studies that intend to gain initial impressions rather than definitive, generalizable findings. The comments of the teaching staff in this study provide a dedicated and specialised perspective that can inform future iterations of the textbook as well as more comprehensive investigations.

3.4.1. Description of the questionnaire

The questionnaire is meticulously designed to evaluate the effectiveness of the second-year English textbook used in Algerian secondary schools in promoting

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citizenship education. It aims to gather comprehensive insights from thirty five educators regarding the presence and quality of citizenship themes and the textbook's role in fostering civic values among students. The questionnaire is structured into several sections, each targeting specific aspects of the textbook's content and its educational impact.

1. Introduction: This section explains the purpose of the questionnaire, emphasizing that responses are anonymous and will be used solely for academic research. It sets the context for the respondent, outlining the focus on citizenship education within the textbook.

Section A: Experiences and views of teachers on citizenship education in textbooks
The kinds of data they seek are some basic demographic information such as age, gender, years of teaching, name of the school and its location. To understand the extent to which the textbook addresses issues relating to citizenship education (democracy for instance) - the protection of human rights and the responsibility of every citizen to the state. Closed-ended questions are included in the survey to assess the frequency and quality of these themes, and open-ended questions allow the participants to give specific examples and detailed feedback.

Part B examines a textbook's ability to meet civic goals through its coverage of citizenship themes. This analysis concentrates on the development of critical thought, the amplification of civic competencies, and the level of participation in organizations and physical activities. Closed-ended questions offer a systematic assessment, whereas open-ended questions prompt responders to elaborate on successes

Section D Opportunities and Challenges- This section accents on the few challenges and benefits peculiar to citizenship education, using the textbook. But, it is nearly entirely in the form of open-ended queries that asks the respondent to deliver their thoughts and suggestions on the content travels with the purpose of the textbook to educate in the best way.

The questionnaire is designed to ensure the balance of both quantitative and qualitative data such that the impact of textbook on civic education are viewed from multiple sides.

3.4.2. Types of Questions

- The questionnaire uses a diverse array of question formats to gather a complete spectrum of data:

1. Closed-Ended Questions: These questions provide a predetermined set of possible replies, facilitating straightforward measurement and analysis of the data. They are valuable for acquiring precise and comparable data from several participants. Some examples include:

- Frequency questions (e.g., "How frequently are themes related to citizenship education addressed in the textbook?")
- Likert scale questions (e.g., "How well do you think the textbook defines and explains these themes and concepts?")
- Binary and ordinal scale questions (e.g., "Does the textbook provide opportunities for students to explore different perspectives?")

2. Open-ended questions are designed to elicit responses that are not limited by preconceived answers, enabling respondents to freely express their views using their own words. They are valuable for acquiring profound insights and comprehending certain instances or recommendations. Some examples include:

- "Please list some examples of themes and concepts related to citizenship education that you found in the textbook."
- "Please elaborate on any specific examples you found in the textbook that effectively promote civic values among students."
- "What are the main opportunities you see in using this textbook for promoting citizenship education in Algerian secondary schools?"

By integrating these categories of inquiries, the survey guarantees a comprehensive data gathering process that incorporates both quantifiable information and subtle observations.

3.4.3. Objectives of the Questionnaire

The questionnaire aims at studying the effectiveness of the second-year English textbook in the process of spreading civic education in the secondary schools in Algeria. The purpose of the questionnaire is explained with more details as:

1. Content Relevance & Quality: Assess how often the subjects of civic education are treated in the textbook and how deeply, clearly and interestingly they are covered.

2. Determine educational impact - Analyse whether the textbook can initiate civic values, metacognition skills in relation to civics, civic performances, and active civic initiatives on **the part of the learner**.

3. Opportunities and Challenges: Data regarding the main opportunities the textbook offers for citizenship instruction and the challenges it records that instructors face in adequately exploiting it. This would include soliciting suggestions for increasing the textbook's pedagogical impact.

4. Provide Actionable Feedback: Use collected data to share proposals with curriculum folks, policymakers, and practitioners on how to more effectively integrate citizenship education into the English curriculum. This will ensure the textbook earns a reputation as a resource for the breeding of well-informed and engaged citizens.

In conclusion, the questionnaire is a vital tool to collect data about the improvement of Algerian secondary educational resources and practices. This will, in turn, lead to a more socially aware and responsible student population

3.5.1. Analysis of the Survey Data

Section A: Personal Information:

The first two questions ,in this study, relate to the participants gender and age.

Question 1: How old are you?

Age	20_30 years	30_40 years	More than40 years
Number	31%	43%	26%

Table(3.3): Teachers' Age.

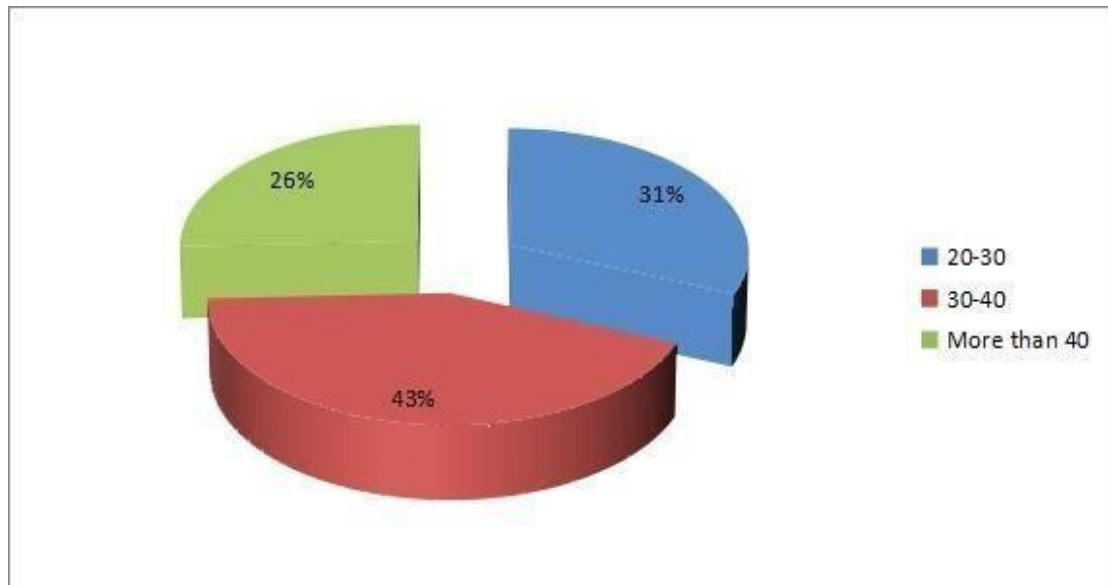


Figure (3.1) : Age Distribution

As illustrated in figure (3.1), the age distribution shows a balance between younger and more experienced teachers. This diversity ensures a range of perspectives, which is valuable for comprehensive feedback on the effectiveness of textbooks in citizenship education. The equal representation of younger (20-30 years old) and more senior (more than 40 years old) teachers suggests that both groups find common ground in their assessments, which may indicate consistent issues and strengths across different experience levels.

Question 2: What is your gender ?

Gender	Female	Male
Percentage	60 %	40 %

Table (3.4): Teachers' Gender



Figure (3.2) Gender Distribution

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As shown in (Figure 3.2), the higher percentage of female respondents aligns with the general trend in the teaching profession, where women often make up a larger proportion. This gender distribution provides a context for understanding potential gender-based perspectives on citizenship education, although the relatively balanced ratio also suggests that the findings are broadly applicable across genders.

Question 3: How long have you been teaching in Secondary School ?

Teaching Experience	Less than 5 years	5_10 years	10_15 years	More than 15 years
Percentage	20%	20%	29%	31%

Table (3.5) Teaching Experience

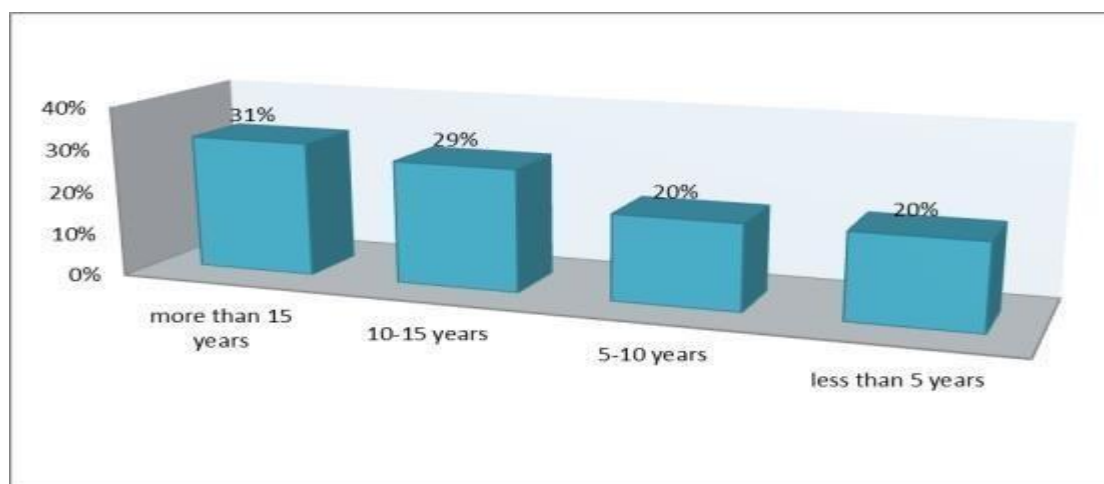


Figure (3.3) :Teaching Experience

With 80% of respondents having more than 5 years of experience and 40% having over 15 years, the data reflects seasoned educators who have substantial insights into the educational system. This extensive experience lends credibility to their evaluations of the textbooks and the challenges they face in integrating citizenship education.(figure3.3)

Question 4: How many times have you taught Second Year?

Experience with teaching second year	Less than 5 times	5_10 times	More than 10 times
Percentage	23%	46%	31%

Table (3.6) Experience with Teaching Second Year

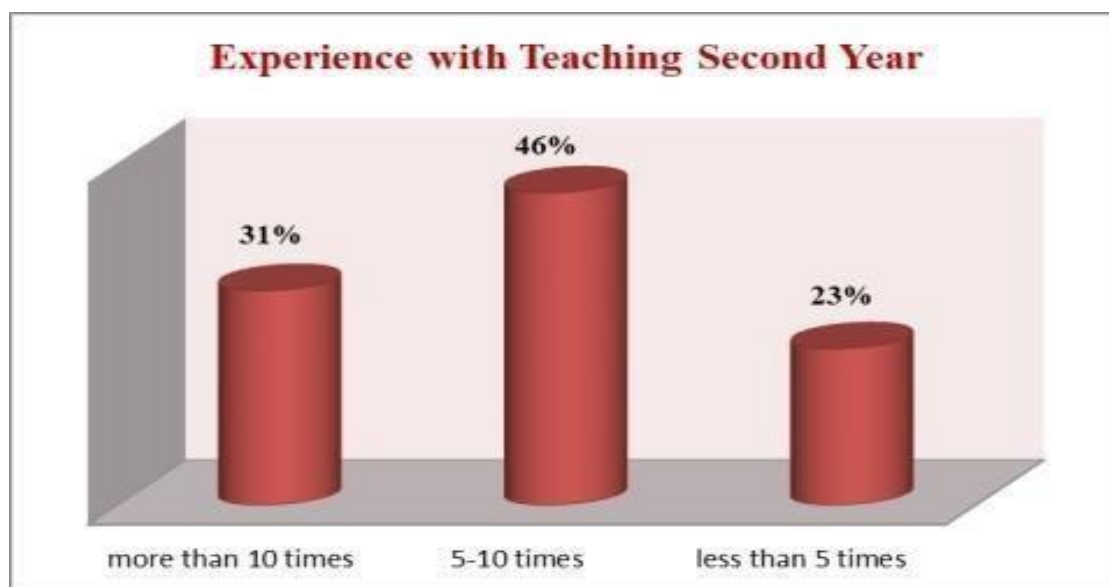


Figure (3.4) :Experience with Teaching Second Year

In figure (3.4) , the significant experience in teaching second-year students (80% with 5 or more times) ensures that the feedback is well-informed and based on practical classroom experience. This experience is crucial for evaluating the textbook's impact on citizenship education as it is directly related to the target educational level.

Question5:How Frequently are Themes Related to Citizenship Education (e.g human rights , democracy , civic responsibility) Addressed in The Textbook ?

Frequency of addressing Citizenship Themes	Always	Frequently	Occasionally	Rarely
Percentage	6%	37%	43%	14%

Table (3.7) : Frequency of Addressing Citizenship Themes

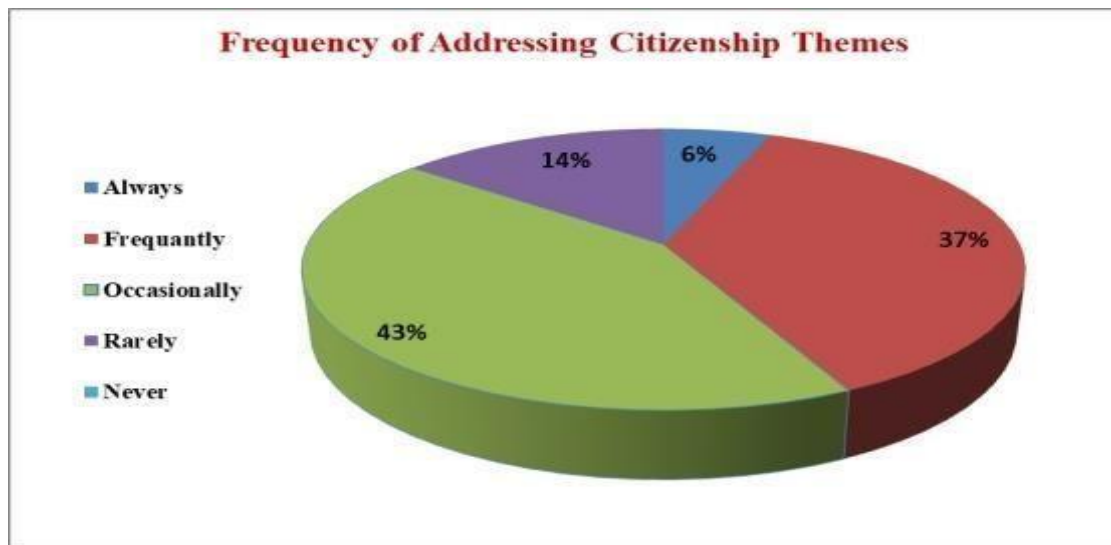


Figure (3.5) :Frequency of Addressing Citizenship Themes

The responses to this question are varied, indicating an inconsistency in how frequently citizenship themes are covered in the textbook. This inconsistency suggests that while some themes might be adequately addressed, others may be neglected. The variability could be attributed to the different units and their focus areas within the textbook. *(figure3.5)*

It is crucial for educational materials to consistently integrate citizenship themes to foster a comprehensive understanding among students. As Osler and Starkey (2006) highlight, "Education for democratic citizenship should permeate the entire curriculum, rather than being confined to a single subject or course" (p. 432). The inconsistency observed in the responses suggests a need for a more integrated approach to citizenship education within the textbook .

Examples of Citizenship Themes

Question6: Please list some examples of themes and concepts related to citizenship education that you found in the textbook. (Open-ended(

Responses :Examples provided include:

- Human rights
- Civic responsibility
- Environmental protection

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- Solidarity and peace
- Democracy
- Charity and voluntary work

The open-ended responses reveal that themes such as human rights, civic responsibility, and environmental protection are present in the textbook. However, the depth and breadth of coverage of these themes vary.

In deed, the presence of these themes indicates that the textbook does attempt to address citizenship education. However, as Torney-Purta et al. (2001) suggest, the effectiveness of such education depends not only on the presence of these themes but also on how they are integrated and taught. The examples provided suggest a foundational effort, but a more comprehensive and cohesive integration is necessary.

Question7: How well do you think the textbook defines and explains themes and concepts ?

Representation of Citizenship Themes	Very Well	Well	Adequately	Somewhat Poorly	Not Well at All
Percentage	9%	17%	37%	37%	0%

Table (3.8) Representation of Citizenship Themes

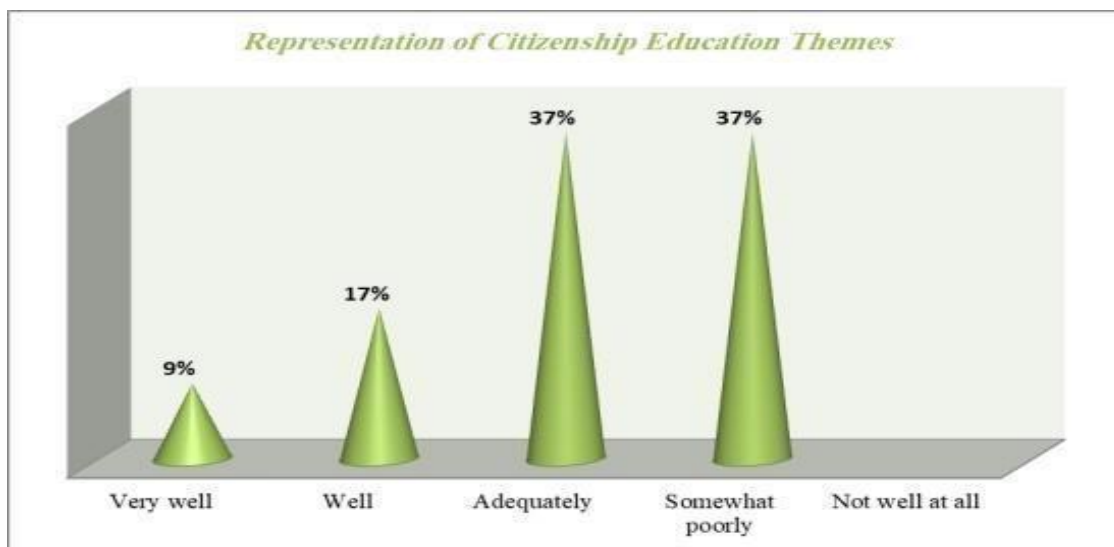


Figure (3.6): Representation of Citizenship Education Themes

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As it appears in *figure (3.6)*, the majority of respondents rated the quality of explanation as "adequate" to "well." This indicates that while the themes are present, their explanations are not always detailed or clear.

Clear and detailed explanations are critical for effective citizenship education. As Hahn (1998) notes, "Students must understand the principles underlying democratic institutions and processes if they are to engage meaningfully in civic life" (p. 56). The textbook's explanations need to be enhanced to ensure students fully grasp these concepts.

Question 8. Does the textbook provide opportunities for students to explore different perspectives on the themes and concepts presented ?

Exploration of Different Perspectives	No	To a Limited Extent	To a Moderate Extent	To a significant Extent	Yes
Percentage	5%	40%	29%	17%	9%

Table (3.9) Exploration of Different Perspectives

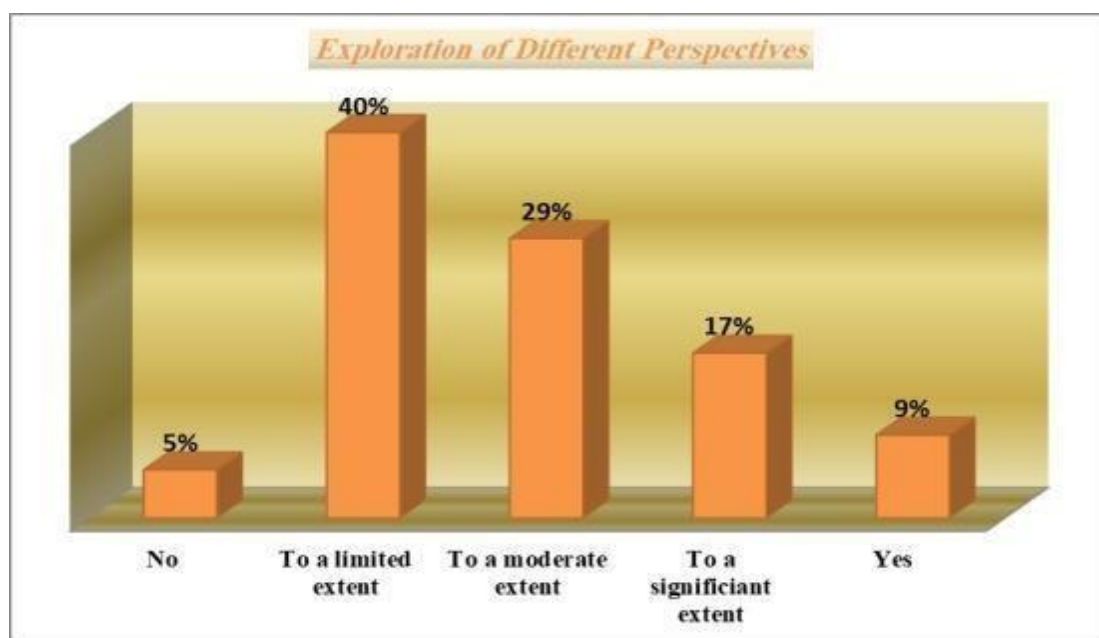


Figure (3.7) : Exploration of Different Perspectives

Figure (3.7) shows that the responses indicate that the textbook provides opportunities to explore different perspectives to a "moderate" to "significant" extent.

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This suggests that while there are opportunities for students to engage with multiple viewpoints, there is room for improvement.

Exploring different perspectives is essential for developing critical thinking and empathy. According to Banks (2008), "Multicultural education aims to help students understand and appreciate cultural diversity and to recognize the contributions of various groups to our society" (p. 34). The textbook should include more diverse perspectives to enrich students' understanding of citizenship.

Section B: Effectiveness in Fostering Civic Values

Question 9. In your opinion, how effectively does the textbook encourage students to think critically about civic issues?

Encouraging Critical Thinking	Not at All Effective	Somewhat Ineffective	Moderately Effective	Quite Effective	Highly Effective
Percentage	14%	14%	34%	34%	4%

Table (3.10) Encouraging Critical Thinking

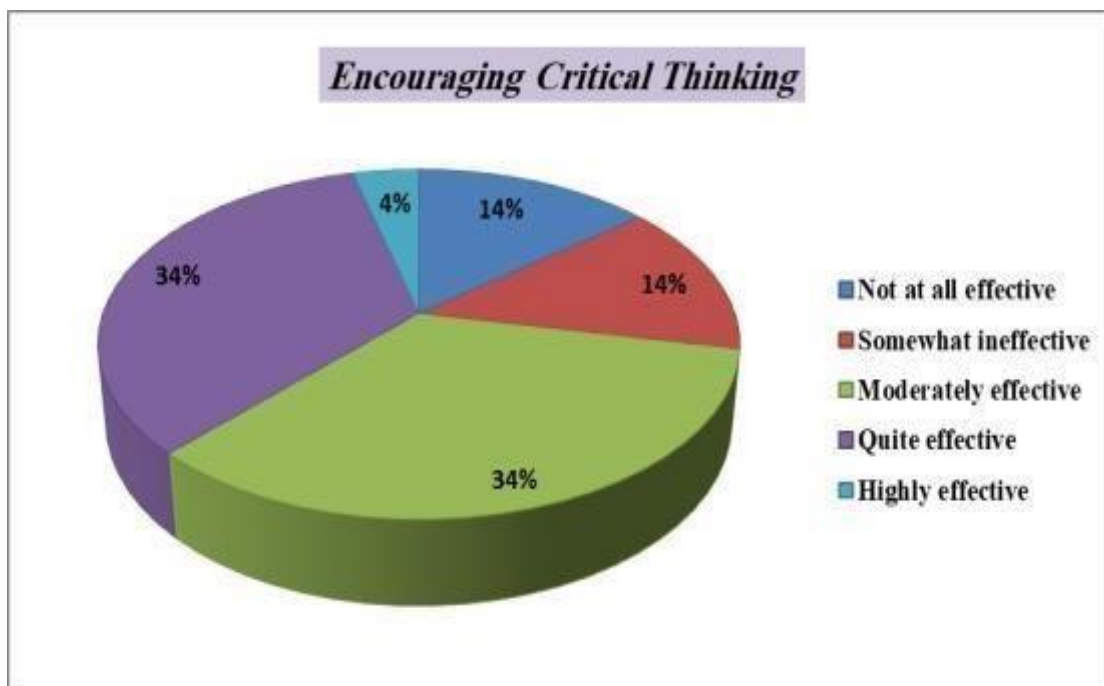


Figure (3.8) :Encouraging Critical Thinking

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The responses of this question, as represented in figure (3.8), indicate a general consensus that the textbook is "moderately effective" to "highly effective" in encouraging critical thinking about civic issues. This is a positive finding, suggesting that the textbook does foster some level of critical engagement.

Critical thinking is a cornerstone of citizenship education. As Ennis (1987) points out, "Critical thinking is the process of reasonably and reflectively deciding what to believe or do" (p. 10). The textbook's moderate to high effectiveness in this area is commendable, but continuous improvement is necessary to ensure all students develop strong critical thinking skills.

Question 10. Does the textbook provide opportunities for students to develop essential civic skills such as communication, collaboration, and decision-making?

Development of Civic Skills	To a Limited Extent	To a Moderate Extent	To a Significant Extent	Yes
Percentage	43%	17%	26%	14%

Table (3.11) Development of Civic Skills



Figure (3.9) : Development of Civic Skills

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In figure (3.9) one can notice the majority of responses indicate that the textbook provides opportunities to develop civic skills to a "moderate" to "significant" extent. This suggests that while these opportunities are present, they may not be fully utilized or emphasized.

Developing civic skills is crucial for active citizenship. According to Parker (2003), "Skills such as communication, collaboration, and decision-making are essential for students to effectively participate in civic life" (p. 78). The textbook should incorporate more structured activities and exercises that explicitly focus on these skills.

Question 11. How engaging is the activities and exercises in the textbook in promoting civic participation among students?

Engagement in Civic Participation	Not Engaging at All	Somewhat unengaging	Neutral	Somewhat Engaging	Highly Engaging
Percentage	9%	20%	23%	43%	5%

Table (3.12) Engagement in Civic Participation

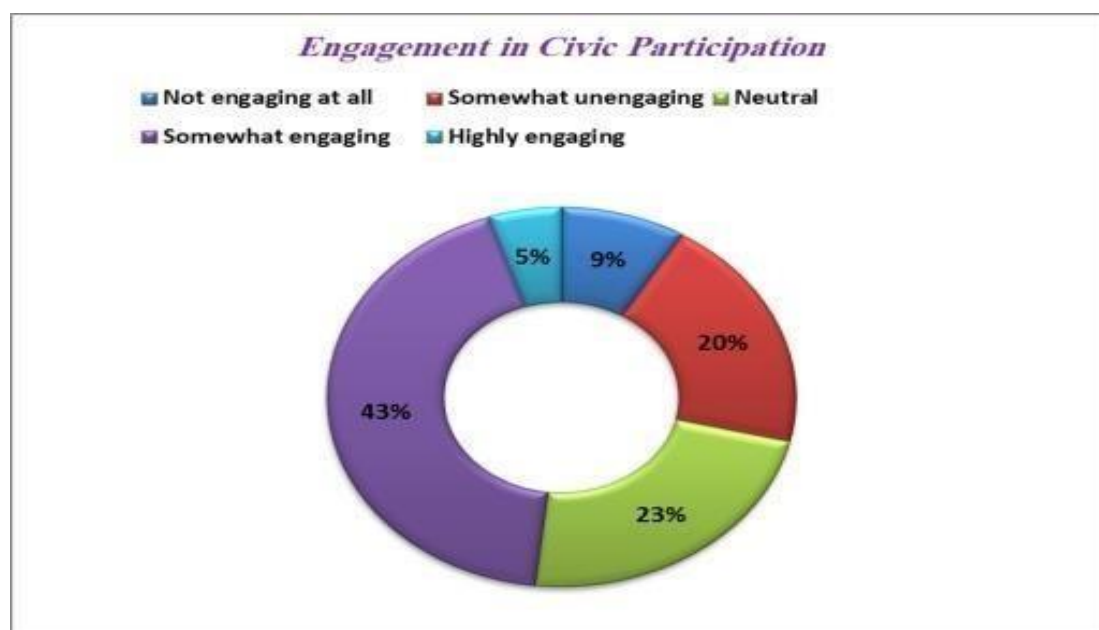


Figure (3.10) :Engagement in Civic Participation

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Responses range from "neutral" to "highly engaging," with most respondents indicating that the activities are "somewhat engaging ". in figure (3.12) .This suggests that while the activities are somewhat effective, there is potential for greater engagement.

Engaging activities are essential for fostering a sense of active participation. As Levine (2007) notes, "Active learning strategies, including discussions, simulations, and service learning, are effective in promoting civic engagement" (p. 29). The textbook should include more dynamic and interactive activities to enhance student engagement.

Section D: Opportunities and Challenges

Question 12: Opportunities for Citizenship Education

Question: What are the main opportunities you see in using this textbook for promoting citizenship education in Algerian secondary schools? (Open-ended)

Responses :Opportunities mentioned include:

- Promoting national pride and identity
- Enhancing communication and dispute resolution skills
- Providing a culturally relevant curriculum
- Encouraging critical thinking and active citizenship

Concerning this question , the responses highlight several opportunities for promoting citizenship education through the textbook. These opportunities align with the goals of citizenship education, which aim to develop informed, responsible, and engaged citizens.

Based on these responses, leveraging these opportunities can significantly enhance the effectiveness of citizenship education. As Kerr (1999) states, "Citizenship education seeks to prepare students for their roles and responsibilities as citizens in a democratic society" (p. 10). By emphasizing these opportunities, the textbook can better fulfill its role in citizenship education.

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Question 13: Challenges in Using the Textbook

Question :What are the biggest challenges you see in using this textbook for promoting citizenship education? (Open-ended)

Responses :Challenges mentioned include:

- Outdated content and methods
- Lack of interactivity and real-world relevance
- Limited perspectives on current civic issues
- Need for updated themes and teacher training

The challenges identified above indicate significant barriers to the effective use of the textbook for citizenship education. These challenges highlight the need for modernization and enhancement of the textbook's content and teaching methods.

Thus , addressing these challenges is essential for improving the quality of citizenship education. As Crick (1998) emphasizes, "Education for citizenship requires a modern, relevant, and engaging curriculum that addresses the real-world issues students face" (p. 32). Updating the textbook and providing adequate teacher training are crucial steps toward overcoming these challenges.

Question 14: Suggestions for Improvement

Question :Do you have any suggestions for how the textbook could be improved to more effectively promote citizenship education? (Open-ended)

Responses :Suggestions include:

- Incorporating more current and realistic themes
- Increasing cultural diversity and relevance
- Enhancing interactivity and modern teaching methods
- Providing better resources and teacher training

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The suggestions provided by educators in their responses align with the identified challenges and offer practical solutions for improvement. This set of recommendations highlights the call for a more modern and interactive approach to citizenship education.

So, by implementing these tactics, it can really help to empower the textbook. As Westheimer and Kahne (2004) suggested, one form of citizenship education that makes an impact consists of when students are given ways in which they can be involved in real-world problems, and also a means by which they can actively participate in the process of democracy (p. 241). These revisions help the textbook to function more effectively as a tool of citizenship education.

3.5.2. Content Analysis of Secondary school English Textbook

The data collection in this phase involves qualitatively categorizing themes within the second-year secondary education curriculum. This entails a comprehensive review of textbook content and rubrics, which include sections such as grammar in context, saying it loud and clear, working with words, listening and speaking, reading and writing, putting things together, where do we stand now?, and exploring matters further.

This study utilizes Sharma's (2018) framework for value-creating global citizenship education, emphasizing human interdependence, global outlook, and climate change awareness. Additionally, UNESCO's (2015) sustainable development framework is applied to determine if the textbook's eight instructional units incorporate global citizenship education (GCE) themes. Initially, GCE themes are identified and categorized according to their relevance to current global issues and sustainable development goals, including promoting peace, human rights, cultural diversity, gender equality, and cultural contributions to sustainable development (Sahli, N. & Belaid, L., 2022).

These themes are subdivided for a detailed analysis of textbook content. Then, the content analysis evaluates textbook activities using the OECD PISA (2018) framework to assess the development of students' global competence. This assessment is based on a checklist from the cognitive assessment dimension of the

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framework, which includes four interdependent elements aimed at uncovering students' abilities to maintain their identity, appreciate others' perspectives, engage in intercultural dialogues, and respond to global and sustainable development issues. These elements are intertwined with factors such as knowledge, skills, attitudes, and values.

Themes	Number	Percentage
- Human interdependence	12	20.33%
- Climate change	07	11.86%
- Sustainable lifestyle	04	6.77%
- Sustainable development	05	8.47%
- Culture's contribution to sustainable development	04	6.77%
- Promoting peace and non-violence	11	18.64%
- Human rights	09	15.25%
- Appreciating cultural diversity	07	11.86%

Table(3.13): Global Citizenship Education Themes in the Textbook

The results section provides a quantitative analysis of the representation of global citizenship education themes in the textbook. **Table(3.11)** displays the sub-topics from Sharma's (2018) and UNESCO's (2016) frameworks, identifying a total of 59 themes, including human interdependence (20.33%), climate change (11.86%), sustainable lifestyle (6.77%), sustainable development (8.47%), culture's contribution to sustainable development (6.77%), promoting peace and non-violence (18.64%), human rights (15.25%), and appreciating cultural diversity (11.86%).

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Unit	Number of Competencies
- Signs of the Time (Lifestyles)	13 (11.77%)
- Make Peace	23 (20.72%)
- Waste not, Want not	19 (17.11%)
- Budding Scientists!	03 (2.70%)
- News and Tales	13 (11.77%)
- No Man Is an Island	24 (21.62%)
- Science or Fiction?	16 (14.41%)

Table (3.14): The Distribution of Global Citizenship Competency in The Textbook

Table(3.14) 2 outlines the distribution of global education competencies across the textbook's units, totaling 111 competencies. One unit, "Business Is Business," lacks any competencies, while the remaining seven units include various global citizenship competencies: "Signs of the Time (Lifestyles)" (11.77%), "Make Peace" (20.72%), "Waste not, Want not" (17.11%), "Budding Scientists!" (2.70%), "News and Tales" (11.77%), "No Man Is an Island" (21.62%), and "Science or Fiction?" (14.41%).

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Unit	Dimension 1	Dimension 2	Dimension 3	Dimension4
Signs of the time (lifestyles)	6	4	2	1
Make Peace	4	6	5	8
Waste not, Want not	11	////	////	8
Budding Scientists!	1	2	////	////
News and Tales	1	7	5	////
No Man Is an Island	6	4	5	9
Science or Fiction?	3	11	1	1
Total	32 (28.38%)	34 (30.63%)	18 (16.21%)	27 (24.32%)

Table (3.15) : A detailed Distribution of The Dimensions of Global Citizenship Competency

Table(3.15) accurately presents the integration of global citizenship competency in the textbook through proposed activities across eight instructional units, showing the distribution of these competencies across various rubrics and skills such as Think it over (vocabulary, commenting on pictures, pronunciation), discovering language (grammar), write it up, say it loud and clear, listening and speaking, your turn (speaking), and putting things together (collaboration).

In the discussion section, it is highlighted that the textbook *Getting Through* has been a fundamental resource in English language classrooms since 2006, covering a wide range of themes and issues relevant to global citizenship education and UNESCO's 2030 vision for sustainable development. The textbook prepares learners to be globally involved and responsive to significant issues affecting humanity, with a strong focus on human interdependence, environmental issues, and sustainable lifestyles. Themes of peace and human rights are prevalent throughout the textbook.

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However, the selection also glosses over important yet contentious modern social issues of violence against women, illegal migration and the refugee crisis. The importance of gender equity over gender equality in ALGERIA is however due to the supposed lack of wage gaps faced by, women (Kerras et al., 2020). The textbook must reflect the ideas of current-day climate change and what we can do to ensure that life on earth will be protected.

Getting Through weaves through many pieces of global citizenship education more subtly, sometimes in a more gentle manner. Topics we should discuss center on humanitarian principles and building shared narratives around which we can all come together to save the earth and our natural resources. As a result, values such as peacekeeping, biodiversity preservation, renewable energy offering, and tolerance transform into its job. A softer approach was taken to support schools to incorporate the transition from national to global citizenship education. The goal here is not to ask students to question imperial or colonial practices, but rather to produce a kind of contemporary sensibility. This approach supports openness and creates working conditions whereby the conversation can be spoken and there will be less stigma and prejudice (Maratos, Gilbert & Gilbert, 2019).

The textbook identifies the key elements of global civic competence as growing awareness of local, global, and intercultural problems and understanding and respecting the perspectives of others. This subject provides an introduction to concepts and values of global citizenship, an understanding especially focused on knowledge of the successful skills in writing, delivery, and rhetoric on global issues. As a result, students are armed with the skills to be able to read any type of information so they can interact with information worldwide.

Ultimately, *Getting through* successfully encircles the principles and practices of global citizenship education using a wide variety of texts, assignments, and additional readings. Properly leveraged it can be an empowering tool that prepares Algerian secondary school pupils to become competent global citizens. To do so, this study examined how global citizenship education and the development of capacities are depicted in the text book based on (1) Sharma and UNESCO frameworks, but drawing also on (2) the OECD PISA (2018) framework. The findings indicate the

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textbook covers a range of global citizenship themes but needs improvements in human rights and global warming content. It promotes global citizenship competency, mainly through linguistic and productive skills, engaging students in debates about global issues.

It is recommended to update the textbook content to include lifestyle measures addressing global warming, such as minimalism, sustainable fashion, and reforestation. Themes on human rights, refugees, and women's abuse should be incorporated. Textbook activities should also address critical approaches, encouraging students to question the reasons for current crises and find sustainable solutions.

Unit Structure: The textbook is structured into eight units (Signs of time, Make peace, Waste not Want not, Budding scientist, News and Tales, No Man is an island, Science or fiction, Business is business) each focusing on different aspects of English language learning. Within these units, there are specific sections (Think it over, discovering the language, listening and speaking, working with words, Reading and writing, Exploring matters further) dedicated to various themes, including citizenship education. Each unit typically includes reading passages, vocabulary exercises, comprehension questions, and activities designed to enhance both language skills and civic understanding.

Citizenship Themes Civic Knowledge and Awareness: Several units emphasize the importance of understanding civic institutions and the role of citizens within these frameworks. This includes lessons on the structure of government (unit one: the different sectors of economy in Algeria are clearly identified in the first reading text in addition to the policy of twin towns organized by the Algerian government to enforce external relationships through exchanging students programs). The rights and responsibilities of citizens, and the significance of civic participation which are highly elaborated in unit two and unit six through pupils class charter and solidarity among citizens during disasters).

Human Rights and Responsibilities: There are units that discuss fundamental human rights and the corresponding responsibilities of individuals such as unit two, unit five and six. These sections aim to instill a sense of global citizenship and awareness of international human rights standards like racial equality and

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denunciation of prejudices which are quite transferred through Martin Luther King speech.

Community Engagement: The textbook includes practical activities that encourage students to engage with their local communities. Unit six seems to involve projects related to community service, understanding local governance, or exploring ways to contribute positively to society. For instance, the Red Crescent organization and other charities are a good example of volunteerism.

Ethical and Moral Development : Ethical considerations and moral dilemmas are presented in various reading passages and discussion prompts. These sections are designed to develop students' critical thinking and ethical reasoning skills as they are symbolized in the story of Frankenstein in unit seven Cultural Understanding and Tolerance: Promoting cultural awareness and tolerance is a recurrent theme. The textbook includes stories and articles that highlight the importance of understanding and respecting cultural diversity, fostering an inclusive mindset among students. Pedagogical Approaches Interactive Activities: The textbook employs a variety of interactive activities such as debates, role-plays, and group discussions to engage students actively in learning about citizenship .

Critical Thinking Exercises : Comprehension questions and critical thinking prompts are used to encourage students to reflect deeply on civic issues and their own roles as citizens. **Real-World Applications:** Examples and case studies from real-world scenarios, like the flood of Bab El Oued and the role of people and charities are incorporated to make the lessons more relevant and relatable to the students' everyday lives.

Integration with Language Skills The citizenship education content is seamlessly integrated with the development of English language skills. For example:

Reading Comprehension : Passages about historical figures(Martin Luther king and Bill Gates), civic movements(the civil rights movement), and government functions serve as reading comprehension exercises .

Vocabulary Building : Key terms related to citizenship, such as "democracy," "rights," and "responsibilities," are highlighted and practiced in various contexts .

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Writing Assignments :Students are often asked to write essays or opinion pieces on topics related to citizenship, thereby improving their writing skills while exploring civic concepts.

Overall Impact The integration of citizenship education within the English textbook is designed to not only improve language proficiency but also to prepare students to be informed, responsible, and active citizens. The comprehensive approach ensures that students understand the significance of their roles in society and are equipped with the knowledge and skills to contribute positively.

3.6. Limitations of the Study

This study acknowledges several limitations that may impact the generalizability and applicability of its findings:

Sample Size and Representation:

The study's sample is limited to educators within a specific geographic area, which may not be representative of the broader population of Algerian secondary school teachers. The convenience sampling method, while practical, may introduce biases and limit the generalizability of the findings to other regions or contexts.

Scope of Textbook Analysis:

The analysis is confined to the second-year English textbook currently used in Algerian secondary schools. This narrow focus may not capture the full spectrum of citizenship education as it is implemented across different grade levels and subjects. The findings are thus specific to this particular textbook and may not reflect the broader curriculum.

Subjectivity in Qualitative Analysis:

Despite considerable efforts to be objective, qualitative content analysis is inherently subjective. Since the researchers may also be interpreting themes and patterns in the textbook content, this could potentially bias the conclusions of the study.

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Temporal Relevance:

These data are those generated using a book that was in use when the research took place. This was because education materials and curricula change over time, so findings may lose relevance as new textbooks were adopted or existing ones revised.

Limited Participant Feedback:

And although the research does engage with instructors, it does not consider any of the viewpoints of other stakeholders who interact with the textbook, for instance, students themselves, their parents (and increasingly their grand-parents), or college professors. Including these lenses provides a comprehensive rendering of the value of the textbook as a tool for civic education.

External Factors:

The study does not control for extraneous variables like school and teacher resources, training, or even socioeconomic status that could strongly affect the implementation and efficacy of civic education. These variables often have the greatest variability among studies and can influence the research outcomes.

Quantitative Data Constraints:

On the one hand, the quantitative study will focus largely on the prevalence and diffusion of civic themes in which case the genuine depth and sophistication with which students reflect upon, articulate, and behave theoretically with regard to these problems may not be perfectly captured. To know whether the book had any effect, a deeper examination of student results and engagement would improve understanding.

Given these constraints, it is appropriate to be cautious in interpreting the research findings. While we understand these are relatively small sample sizes that may not fully encapsulate diverse perspectives, multiple stakeholders and event types were included, and results are intended to be highly generalizable, but future research should aim to replicate our findings with larger samples and a broader set of stakeholders and consider additional contextual factors to enhance reliability and validity

3.7. The Findings' Interpretation of the Study :

One of the most valuable ways of neutralizing authoritarianism on a long-term basis is by including citizenship education in the curriculum of schools and colleges, which would help produce knowledgeable, responsible, and engaged citizens. The present research aimed at a deeper reading of second-year English textbook currently used in Algerian Secondary schools as regard the civic values fostered. A study is positioned using mixed method design; a combination of quantitative content analysis and qualitative thematic analysis is applied to explore some features of a textbook. Specific objectives are to examine the frequency and prevalence of citizenship themes, to evaluate the quality of explanations, to determine the extent to which civil values are being promoted, and to identify the opportunities and challenges presented by the textbook.

Frequency and Coverage of Citizenship Themes

A crucial revelation of this study is the uneven nature of the representation of citizenship across the textbook. While some themes-such as human rights, civism, the environment, solidarity, peace, democracy, and charity and volunteering-are covered in different units, the treatment of these issues is vary widely across the units. The inhomogeneity probably arises through different focuses of the text book, neglecting some concepts with respect to others.

Quality of Explanations

The level of explanations on citizenship topics are often rated by respondents as "adequate" to "good". However, it is crucial to give a detailed explanation so that the students have a proper understanding of the things they are learning. It promotes critical thinking and empathy - important elements to examining other perspectives the textbook provides ample opportunity for students to consider. But, it can be improved a lot in this area to make students understand a better citizen.

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Effectiveness in Fostering Civic Values

The Survey Also Finds That The Textbook Is Ranked With Slight To Moderate Effectiveness For Promoting Reflective Thinking About Civic Problems. So, That Is Good News, It Means That The Textbook Is Encouraging Us To engage critically to a certain degree. However, it is important to continue efforts to ensure the growth of strong critical thinking skills in all students. A good textbook offers a fair amount of practical grounds for the exercise of civic capabilities. To shape individuals into responsible citizens for the society their effective communication productive teamwork, and sound decision-making is necessary. Structured activities and built-out exercises could be valuable with these prospects as well.

While the exercises of the book are already quite interesting, it can be exercised more and more. Thus, it is of great importance to promote engaging activities that might help in developing the sensation of being actively engaged in students. The study speculates that integrating interactive and interactive characteristics arguably might enhance student practices and contends that a further extent comprehension of civic responsibilities.

Opportunities and Challenges

The textbook provides a number of ways to promote citizenship education. Manifest amongst these being: national pride and cultural recognition, communication and conflict solutions skills, reinforcement of a culturally appropriate curriculum, and a cultivation of critical and active citizenship. Using these potentials can significantly contribute to civic education in practice.

However, the research also underpins significant barriers to the optimal utilization of the textbook in citizenship education. Those obstacles include antiquated information and pedagogies, low-levels of engagement and real-world application, narrow views of today's civic issues, and outdated or insufficient topics and teacher training. Overcoming these barriers is vital to Quality Civic Education.

Suggestions for Improvement

The report includes recommendations for improving the textbook as a vehicle for citizenship education. These include using modern and relevant subjects, acting

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inclusively and relevantly, interactive and current teaching methodologies, and offering resources of highest quality, and teacher-training. If these suggestions are built into the textbook, this could go a very long way to enhancing civic education.

The current Algerian 2nd A.S.english textbook in secondary schools makes an effort to respond to citizenship education, but the latter is still far from being well-treated. Improved coherence, increased breadth, and better orientation towards citizen responsibility make citizenship content essential for better preparing students for a knowledgeable, accountable, and engaged citizenship so long as it is more interactive, practical and topical as well. This research highlights the importance of routine evaluation and improvement of educational materials to ensure their efficacy in promoting civic education. As a priority, then, overcoming these constraints and exploiting these opportunities will most efficiently enhance the textbook as an agent of promoting civic ideals, and educating students to fulfil their responsibilities as engaged citizens.

3.8. Recommendations for Further Studies

Drawing on the findings and analysis of the current circuit of citizenship education in the English language curriculum in Algerian secondary schools, this study suggests various future research directions.

First and foremost, scholars will need to conduct multi-year, multi-faceted inquiries to determine the lasting impact of English citizenship education textbooks on students' civic engagement and understanding. This method will help to identify the effect of different educational process on the development of students and their transform into active citizens during the educational process.

They also have to rely on a comparison study on grade levels. I mean, they have to review civic education topics in the textbooks in English from elementary to secondary and even higher education and see how these developed comparatively. This will yield important information on the consistency and growth of civic education over the students' educational journey.

In addition, researchers should investigate the perspective of English language teachers toward embedding citizenship education in their methods. The

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review will facilitate an inquiry into the kinds of problems they experience, the ways in which they are coping, and their assessments on the value of the materials that currently exist in the course. These insights can guide the creation of improved teaching materials and professional development programs.

Besides , scholars had better analyze the effectiveness of visual elements (such as images and diagrams) and interactive activities in textbooks. They also should determine how these components aid students' comprehension of citizenship concepts and identify strategies to enhance their impact.

Moreover , researchers may investigate students' perceptions and engagement with citizenship education content in English textbooks ,then , conduct surveys and focus groups to understand how students view these lessons and their effects on their civic knowledge, attitudes, and behaviors.

Additionally, it is important to thoroughly analyse educational policies pertaining to civic education and their integration into school curriculum in order to advance research in this field.This is to assess how national education policies align with the objectives of fostering active citizenship and how these policies are reflected in textbook content and classroom practices.

Finally, there is an urgent need for more effective studies of the impact on students of citizenship education through English language instruction that uses contemporary teaching methods such as project-based learning and technology enhanced learning. This will fail unless the following methods are evaluated and incorporated into text books on how critical thinking, collaboration and active engagement can be promoted by students.

In conclusion , pursuing these research directions can provide valuable insights and contribute to developing more effective educational resources and strategies for integrating citizenship education into the English language curriculum, ultimately fostering a well-informed and engaged citizenry in Algeria.

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Conclusion :

The data here suggests that the integration of civics education in the Algerian middle school curriculum, and more particularly in the second year English textbook, reveals a patchy tapestry of virtues and general weaknesses. By blending qualitative with quantitative data, this research attempts to reveal the strengths and limitations of the current educational tools in the cultivation of civic ideals and student practices.

Findings indicate that citizenship concepts are inconsistently integrated by the modules of the textbook. And those messages about human rights, civic duty, environmental preservation, collective action, peace, democracy, and charity, inconsistent though they may be. This finding suggests that more systematic and far-reaching infusion of civic education themes ought to be incorporated in the textbook.

On the basis of established evaluation criteria, the explanations were judged to be of acceptable quality concerning the issues. Even so, there is a definite call for more elaborate explanations, which ensures that the students are thoroughly understanding the concepts. Additionally, although the textbook introduces critical thinking and provides opportunities for students to analyze multiple perspectives, there is a significant margin of progress in this area to enhance the understanding of citizenship by the students.

The textbook is successful to a large extent in promoting the practices of critical thinking and civic skills, e.g. communication, teamwork, and decision-making. However, the results of the research indicate that further organized and attractive activities are required to enhance these competences and ensure active participation of students.

Opportunities include instilling nation pride and identity, instilling communication and conflict resolution skills, providing a cultural relevant curriculum, developing critical and engaged citizens, among others (as the text book lists). To use such possibilities more fully, the problems we noted-obsolete material and skills, disengagement, narrow views of modern civic problems, and the need for new content and teacher training- must be addressed.

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The potential of the textbook for promoting citizenship education should increase through the suggested strategies of updating content, increasing cultural and political relevance of contents, employing interactive and exiting teaching- and learning methods, providing a range of resources and training opportunities for teachers.

Conclusively speaking, the current second-year English textbook used in Algerian high schools shows a praiseworthy effort to realize citizenship education but there are still major areas that need to be refined. For a more informed, respectful and active citizenry, higher coherence, scope and clarity of the citizenship topics are needed, as well as richer links with current research and more interactive material. The study highlights the importance of continuous evaluation and improvement of educational materials, to ensure they are making the desired contributions to fostering civic ideals. It must cope with its difficulties and take advantage of the opportunities with which it is confronted, if it is to perform, in a way that effectively serves the basic cause of developing civic learning and the civic preparation of students for life in a democrat

General Conclusion

General Conclusion

The integration of Citizenship Education (CE) into English Language Teaching (ELT) in Algerian secondary schools has great prospects for producing informed, attention be paid to its theoretical underpinnings. A life in an open, democratic society demands citizen education as it is indispensable for all students. This research paper is about an extensive review of the classroom material strengths and weaknesses -

The study found a great deal of information in the civic education field for which our textbook can be used as a guide. Unfortunately, the distribution of ideas is also very unequal and not well connected /streamlined. What is instead missing is the systemic approach of an "overarching but minor" strategy of the full range of supposedly major concerns: human rights, civic duty and responsibility, environment, solidarity, peace, democracy and charity etc. The issue many people have is that it can be a struggle for students to understand or adopt these fundamental. Therefore, it is essential that a neater path be followed to explain these ideologies further and provide students with a clear sense of what to expect from society members, something which will allow them right from wrong.

This dissertation does acknowledge these shortcomings, but they only reveal numerous limitations in the textbook for achieving an inclusive, active learning environment. Embedded activities that require reflection and encourage good citizenship have shown promise But, yet, there is some sort of demand for added collaboration with stakeholders. This should not only enhance student participation but also promote integration and application of the concepts of citizenship in different real-life scenarios.

The researcher also stresses patriotism and feeling of attachment on the part of students as well as educational upgradation. This could include presenting more culturally relevant content which can give students insight into what their contemporaries are going through. There is something coming next and its the improvement of communication and conflict resolution skills. This is the stuff of respectful civic engagement: the skills that students need in order to work out for themselves how to respond to the various important questions which a democratic society asks of us.

General Conclusion

The curriculum needs to be systematically accessed in relation to civic dilemmas and problems that arise as part of what people may become able to do. The current contents are out of date, lack interactive elements and do not help foster in-depth understanding of the topic for students. Secondly, the ECI study shows that few college courses focus on civic issues in a way that studies these issues through multiple disciplinary lenses and calls for integrating such civic education throughout the curriculum to prepare students to grapple with the challenges of today.

The dissertation also illustrates teacher preparation as the required supplemental essential element. Without these quality teachers who are adequately prepared and equipped with the knowledge and skills to be able to deliver the curriculum successfully, civic education will never work. Consequently; schools still need to provide robust in-service professional development and support for citizenship educators, so that citizenship education can be fully implemented into schools.

The dissertation also examines the necessity for shared efforts from education authorities, creators of curricula and teachers to build a reliable model that can consistently fulfill continued learning process. Close co-operation would permit the new curriculum to be revised to accurately reflect what society actually requires, and if this were handled in a responsible manner - which is by no means guaranteed - then redundant elements of today's overcrowded new agenda could most likely be replaced with equally valuable new ones. One possible solution lies in a new kind of civic education that is grounded in both future-focused pedagogy and technology.

Plus, the thesis argues for general public schooling. Children, supported by their parents and local elected officials and community organizations, can only gain so much through these opportunities for using democracy in action, as they are consistent with school values. Their argument is that a greater localized control on these matters would mean that more could be done to solve local issues and make the education environment more nurturing.

On the whole, the current initiatives of civic education being integrated into Algeria secondary school curricula are commendable, although certain aspects remain to be improved. The content of educational materials must be reviewed and revised

General Conclusion

regularly to ensure that they help cultivate the two civic virtues. And so it is critical to address those gaps and use this moment of our dead-as-dust textbook to re-shape it as a more civics-oriented tool, and one that prepares students for civic engagement in their lives beyond the classroom. Integration of CE with ELT can lead to more basically educated, informed and enlightened policy making citizen for the nation and societies.

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Appendices

Questionnaire for Master Dissertation: The Use of Secondary School English Textbooks as a Source of Citizenship Education in the Algerian Context

Introduction

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

Section A: Personal Information and Content Analysis

Name :

School Name :

Location :

How old are you ?

From 20_30 years From 30_40 years More than 40 years

How long have you been teaching in Secondary School ?

Less than 5 years From 5_10 years From 10_15 Years More than 15 years

How many times have you taught Second year ?

Less than 5 times From 5_10 times More than 10 times

(To what extent does the second-year English textbook for Algerian secondary schools address themes and concepts related to citizenship education?)

This section aims to understand the themes and concepts related to citizenship education covered in the textbook.

1. How frequently are themes related to citizenship education (e.g., democracy, human rights, civic responsibility) addressed in the textbook?
 - Never
 - Rarely
 - Occasionally
 - Frequently
 - Always
2. Please list some examples of themes and concepts related to citizenship education that you found in the textbook.(Open-ended)
3. How well do you think the textbook defines and explains these themes and concepts?
 - Not well at all
 - Somewhat poorly
 - Adequately
 - Well
 - Very well
4. Does the textbook provide opportunities for students to explore different perspectives on the themes and concepts presented?
 - No
 - To a limited extent
 - To a moderate extent
 - To a significant extent
 - Yes

Section B: Effectiveness in Fostering Civic Values (How effectively are these themes and concepts presented in fostering civic values among students?)

This section explores how effectively the textbook presents citizenship themes to foster civic values among students.

1. In your opinion, how effectively does the textbook encourage students to think critically about civic issues?

- Not at all effective
- Somewhat ineffective
- Moderately effective
- Quite effective
- Highly effective

2. Does the textbook provide opportunities for students to develop essential civic skills such as communication, collaboration, and decision-making?

- No
- To a limited extent
- To a moderate extent
- To a significant extent
- Yes

How engaging are the activities and exercises in the textbook in promoting civic participation among students?

- Not engaging at all
- Somewhat unengaging
- Neutral
- Somewhat engaging
- Highly engaging

Please elaborate on any specific examples you found in the textbook that effectively promote civic values among students. (Open-ended)

Section D: Opportunities and Challenges (What opportunities and challenges exist in utilizing this textbook for citizenship education within the Algerian context?)

This section focuses on the potential of the textbook for citizenship education within the Algerian context.

1. What are the main opportunities you see in using this textbook for promoting citizenship education in Algerian secondary schools? (Open-ended)

2. What are the biggest challenges you see in using this textbook for promoting citizenship education? (Open-ended)

3. Do you have any suggestions for how the textbook could be improved to more effectively promote citizenship education? (Open-ended)

ملخص

تتحرى هذه الدراسة مدى جدوى وتأثير دمج التربية المدنية في مناهج المدارس الثانوية الجزائرية من خلال استخدام كتب اللغة الإنجليزية. تماشياً مع التزام الدولة بتعزيز القيم والمسؤوليات المدنية، تستخدم الدراسة منهجاً متعدد الأساليب. يشمل هذا المنهج تحليل محتوى كتب اللغة الإنجليزية للسنة الثانية واستطلاعات رأي أجريت مع اساتذة اللغة الإنجليزية

من خلال فحص الكتب الدراسية الحالية، وتقييم آراء الاساتذة، وتقييم تأثير المحتوى المرتبط بالمواطنة على الطلاب، تهدف الدراسة إلى تقديم رؤى هامة حول إمكانية استخدام موارد تعليم اللغة لتعزيز التربية المدنية في الجزائر.

تسعى الدراسة إلى تقديم توصيات لتحسين دمج التربية المدنية داخل مناهج اللغة الإنجليزية، مما يسهم في تطوير مواطنين مشاركين وواعين في الجزائر. تأمل هذه الدراسة في تقديم مساهمة ملموسة في سياسات وممارسات التعليم. بشكل قاطع، يُظهر كتاب اللغة الإنجليزية الحالي للسنة الثانية المستخدم في المدارس الثانوية الجزائرية جهداً جديراً بالثناء لتحقيق التربية على المواطنة، ولكن لا تزال هناك مجالات رئيسية تحتاج إلى تحسين..

Resumé :

Cette étude examine la faisabilité et l'impact de l'intégration de l'éducation civique dans le programme des lycées algériens par l'utilisation de manuels d'anglais. Conformément à l'engagement du pays à promouvoir les valeurs et les responsabilités civiques, la recherche utilise une approche mixte.

Cette approche comprend une analyse du contenu des manuels d'anglais de deuxième année et des enquêtes menées auprès des enseignants d'anglais. En examinant les manuels actuels, en évaluant les perspectives des enseignants et en évaluant l'influence du contenu axé sur la citoyenneté sur les élèves, la recherche vise à fournir des informations significatives sur le potentiel des ressources d'enseignement des langues pour promouvoir l'éducation à la citoyenneté en Algérie. L'étude cherche à offrir des recommandations pour améliorer l'intégration de l'éducation civique dans le programme d'anglais, contribuant ainsi au développement de citoyens engagés et informés en Algérie. Cette recherche aspire à apporter une contribution significative à la politique et à la pratique éducatives. En conclusion, le manuel d'anglais actuel de deuxième année utilisé dans les lycées algériens montre un effort louable pour réaliser l'éducation à la citoyenneté, mais il reste encore des domaines importants qui doivent être affinés.