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**Investigating Citizenship Discourse Features
Represented in the Algerian EFL Secondary
School Textbook (Case study: 1 AS Textbook)**

A dissertation submitted

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Dedication

TO my caring, loving and supportive mother, to the greatest person in my life, my father. May God protect them and extend their lives.

The work is also dedicated to:

My two beloved sisters and my brother Abdeljalil Mohammed, for their support and all the happy moments.

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Dedication

First and foremost I dedicate this dissertation to my parents, who gave the little they had to ensure I would have an opportunity of an education. I also dedicate this work to my brothers Ali Chamse Eddine, Mouenis, Ibrahim and Sadjed. And also to my dear friend Salah Bouyahtilen.

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TABLE OF CONTENTS

Acknowledgements.....	I
Dedication.....	II
Table of contents.....	IV
List of tables.....	VIII
List of graphs and figures	IX
Abstract.....	X
General Introduction.....	01

Part I: The theoretical part

Chapter I

Theoretical framework

1. Introduction	03
2. Hypothesis	04
3. Study motives	04
4. Study objectives	04
5. Significance	04
6. Literature review	05
7. Critics	10
8. Operational definitions of the study concepts	10

Chapter II

Conceptual framework

1. Citizenship.....	11
1.1 Definition of Citizenship.....	11
1.2 Nature of Citizenship	13
1.3 Types of Citizenship	13
1.4 Sources of Citizenship	14

1.5 Importance of Citizenship	15
2. Discourse	16
2.1 Definition of Discourse	16
2.2 Nature of Discourse.....	16
2.3 Types of Discourse.....	16
2.4 Importance of Discourse	17
3. Citizenship Discourse.....	17
3.1 Definition of Citizenship Discourse	17
3.2 Characteristics of Citizenship Discourse.....	18
3.3 Importance of citizenship discourse	18
4. Secondary School Education.....	18
4.1 Definition of Secondary School	19
4.2 Dimensions of Secondary School	19
4.3 Secondary School in Algeria.....	21
5. Textbook.....	22
5.1 Definition of Textbook.....	22
5.2 Content of Textbook.....	22
5.3 Objective of Textbook.....	23
5.4 Dimensions of Textbook	24

Part II

Methodology Procedures

Chapter III

Methodology and Data Collection

1. Research Method.....	26
2. Content analysis	26
2.1 Descriptive analytical method.....	27

3. Limitations	27
3.1 Geographical limitation / Territory	27
3.2 Human limitation.....	28
4. Tools.....	28
4.1 Checklist.....	28
4.2 Citizenship discourse features really represented in the textbook	30
4.3 Questionnaire	31
5. Sampling.....	33
5.1 Textbook.....	33
5.1.1 Analyzing the textbook	34
5.2 Questionnaire	45
5.2.1 Data analysis	45
6. Statistical Measures.....	46
6.1 Percentage	47
6.2 Pearson’s coefficient	47
6.2.1 Statements consistency (reliability)	47
6.3 Testing validity.....	47
6.4 Frequency technique.....	47
7. Obstacles of the study	47
7.1 Human obstacles	48
7.2 Bibliographical obstacles	48

Chapter IV

Displaying and Interpreting the Data

1. Displaying and interpreting the collected data	49
2. Displaying and interpreting the General Hypothesis data.....	54
3. Displaying and interpreting the First Hypothesis Data	55

4. Displaying and interpreting the second hypothesis data	56
5. General interpretation and data discussion in the light of theories	61
Conclusion.....	62
Suggestions.....	63
References	64
Annexes	

LIST OF TABLES

01	Table 3.1	Field of study	27
02	Table 3.2	Population of the study	28
03	Table 3.3	Citizenship extraction	29
04	Table 3.4	Citizenship discourse features really represented in the textbook	31
05	Table 3.5	Questionnaire	32
06	Table 3.6	Spotting the textbook	34
07	Table 3.7	Analysis of the represented citizenship discourse features in the textbook	34
08	Table 3.8	Gender classification	45
09	Table 4.1	The distribution of citizenship dimensions, their frequencies and rank	56
10	Table 4.2	The distribution of features in English textbook of first year (Moral Features)	57
11	Table 4.3	Percentage and rank of each feature in the Social domain	58
12	Table 4.4	The distribution of the technological features, rank and frequencies	59
13	Table 4.5	The distribution of features, rank and frequencies in the economical domain	59
14	Table 4.6	Legal domain distribution of it features and ranking	60
15	Table 4.7	The distribution of features, their frequencies and rank in political domain	60
16	Table 4.8	The distribution of features, their frequencies and rank in cultural domain	61

LIST OF GRAPHS AND FIGURES

01	Graph 4.1	Moral features as perceived by teachers	49
02	Graph 4.2	Social features as perceived by teachers	50
03	Graph 4.3	Technological features as perceived by teachers	51
04	Graph 4.4	Economical features as perceived by teachers	52
05	Graph 4.5	Legal features as perceived by teachers	53
06	Graph 4.6	Political features as perceived by teachers	53
07	Graph 4. 7	Cultural features as perceived by teachers	54

Abstract

The present study aims at investigating the citizenship discourse features in the first year secondary school textbook of English. This study adopted a mixed method: the analytical descriptive approach and the content analysis method, conducted on a sample document; The 1 AS Textbook, and a sample group of teachers from the secondary school. Two tools were used to conduct this research. The first instrument is a checklist to list out and analyze the citizenship discourse features that are factually represented in the 1st year secondary Textbook followed by a teacher-oriented questionnaire designed to find out the teachers' perspective on citizenship discourse features included in the textbook. Results have revealed that there are seven citizenship dimensions in the 1AS textbook, reaching a total of 385 frequencies distributed over seven dimensions which cover thirty-one features. The request feature in the moral dimension is the most frequent feature in the content while the old society traditions and the old humanity culture are the least illustrated in the textbook.

Key words: Citizenship, Citizenship Discourse, Content analysis, Textbook, Dimensions

General Introduction

As social institutions, it is the schools' role to achieve the educational philosophy set by the Ministry of Education alongside their role in both instilling citizenship and community beliefs in students and an upbringing that would serve the general welfare. In view of schools' educational and nurturing roles, where education is considered the basis for progress and an orienteer of human behavior and upbringing is considered one of the most important determinants of the value system where values aid in healthy psychological adaptation and the formation of a rounded personality, ultimately achieving the most prominent social studies textbook goals of the Ministry of Education. Citizenship in its correct sense and its execution within its relation to a balanced and oriented upbringing, serves as an important framework in orienting individual and group behavior and monitoring individual actions and behavior, while also guaranteeing the highest levels of freedom, justice, equality and inclusion, and reducing disparities between individuals in society. This would lead to a flourishing human development ensuring prosperity of the overall society (**Al Maliki, 2009**). Obviously the schools have a significance role in forming good citizens; but the rising question is how?

Although the spirit of character building has been surely inserted in the Algerian educational curriculum, through the emphasis on the core features either in lesson plans, teacher's guides, or textbooks, these efforts seem to be enough.

In most cases, educational policies have an impact on the production of curriculum materials, such as textbooks. Textbooks have a significant impact on students' attitudes and shape their character on how to deal in life.

To conduct this study, we used the descriptive method and content analysis approach. Data was collected through a content analysis survey of the textbook, and then entered in a frequency table. A questionnaire, directed to teachers' who have five years and more experience, was applied as well.

This research includes two parts, each part includes two chapters. Part one, the theoretical framework, includes two chapters, chapter one is about literature review and the problem statement and chapter two is conceptual framework. Part two, Methodology and data collection includes also two chapters, chapter one is methodology and data collection and chapter two is about results. It means interpretation, discussion and analysis of the data collected.

After the data collection, the analysis and interpretation we concluded that the English textbook of first year in Algerian secondary school include citizenship discourse features

distributed in seven dimensions with different frequencies. Some features are highly perceived by the teachers while others are not.

PART I

The theoretical part

CHAPTER I

Theoretical framework

Introduction

Concurring significance to civics or citizenship instruction has become the arrange of the day in present daysocial orders. Without a doubt, it is an ever-present challenge for people and communities over the world. Citizenship has ceased to be, as it has been customarily known, a status conferred to the individuals who live inside the limits of a country. Detachment and withdrawal from the concerns of the society one lives in are not esteemed. Opposite to this, active engagement and support in forming the future and destiny of the society could be a key highlight of the modern citizen. For this to happen, governments and decision- makers are presently pushing more than ever some time recently the part of schools. The course reading may be aimplies of accomplishing instructive points and citizenship arrangement. Teachers have been watching that the reading material the (first-year secondary textbook) incorporate citizenship features and discourse. The ponder points at examining the citizenship highlights, recognize it dimensions features. Textbooks continuously bring a baggage of values that both instructors and learners may be aware or ignorant of. hence the consider points at raising instructors mindfulness around the existence of citizenship values in English Secondary school textbook, the significance of these values in directing learner's behaviors and the need of being tended to inside the school environment. The issue of citizenship features in textbooks has been investigated previously in very few researchers in Algerian social context, for instance Ziad Khalid (2013) conducted a study: Enhancing Citizenship Values in Secondary School English Textbooks. The polish Violetta Kopinska in her article in the journal of social sciences education: Student participation in the discourse of Polish Citizenship Education textbooks for upper secondary school, 2020).The main question of our study is: To what extent are citizenship features represented in the first-year secondary textbook of English? From this main questions derive two sub-questions: What are the citizenship dimensions represented in the first-year secondary textbook? Which dimension is overspread along the textbook?

Main question: To what extent are citizenship discourse features represented in the first-year secondary textbook of English?

Contributory questions:

- a) What are the citizenship dimensions represented in the first-year secondary textbook?
- b) Which dimensions are dominating the core of the textbook?

2. Hypothesis:

Main Hypothesis:

➤ Citizenship features are deeply represented in the textbook.

Contributory Hypotheses:

- a) The dimensions are several such as Political, cultural, legal, moral, social.
- b) Moral and social are the most common dimensions represented in the textbook.

3. Study Motives:

3. 1. Subjective Motives

The study is issued throughout different motives such as curiosity about the citizenship discourse features included in the textbook, facing challenges and work hard to solve unresolved problems, wish for individual pleasure when doing this research, desire to serve society and to obtain a research degree and its corresponding benefits. As there is another motivation is to get the Master degree.

3. 2. Objective Motives

Investigating citizenship discourse features in textbooks, in order to raise teachers' awareness about their existence and importance.

4. Study objective:

The study bore particular and specific objectives:

- a) To investigate the citizenship discourse features.
- b) To identify citizenship discourse features' dimensions and to recognize their features.
- c) To classify the dimensions according to their importance and occurrence.

5. Significance:

The study aims at raising teachers' awareness about the presence of citizenship values in English Secondary school textbooks, the importance of these features in guiding learners' behaviors and the obligation of being addressed within the school environment by teachers and administrators. It is going to help English curriculum planners increasing interest in citizenship.

6. Literature review

6. 1. Nicola Samantha Horsley (2014)

The aim of her study is to engage with the contested concept of citizenship at the level of its interpretation in schools and argues that the tradition of agonistic debate over core citizenship issues should be reflected in educational practice. Insights from critical pedagogy are drawn upon to imagine a transformative educational process with which the practices described by participants might be compared. This focus adds depth to the existing body of research, which has tended towards a pre-occupation with outcomes. The analysis asks: how active are pupils' and teachers' understandings of citizenship? and what forms of knowledge are engaged with to construct conceptions of active citizenship in schools?

6. 2. Ziad Khalid (2013)

Conducted a study entitled "Enhancing Citizenship Values in Secondary School English Textbooks. This study attempts to explore thoroughly the notion and values of citizenship in Secondary School Education textbooks which represent not only a material source for learning, but also a window through which students can get a few glimpses about the world. The study aimed to suggest some recommendations to textbook writers and teachers in order to remedy the deficiencies and shortcomings of teaching citizenship values in a world that is exceptionally panicked by the threats of globalization. The researcher used the descriptive method, the critical and systematic analysis. Data was collected through a content analysis of the English secondary textbooks. The author examined how Education for citizenship is concerned with both the personal development of students and the political and social development of society at local, national and international levels. On a personal level, citizenship education is about integration into society.

6. 3. Violetta Kosińska (2020)

Published an article in "The Journal of Social Science Education (JSSE)". This article presented the aim of reconstructing the discursive shape of student participation on the base of Polish school textbooks for citizenship education. The method of gathering data was finding secondary sources. The sample included all textbooks used to teach a basic program of civic education at the upper secondary level of education. The research presented in this article is embedded in a critical paradigm which implies a specific way of conceptualizing civic participation, including student participation. The conducted analyses lead to the conclusion

that student participation at the discursive level is not an integral part of civic participation. The more important one is positioning the child-student, putting him/her in a subordinate place in the school hierarchy.

6. 4. Dr. AFAF and M. Al JASER (2018)

Did a research aimed at investigate promoting citizenship values through English as a foreign language (EFL) curriculum from supervisors and teachers' perspectives in Saudi Arabia. The study concluded that the most recurrent citizenship values in EFL curriculum are democracy, national loyalty, and belongingness, respectively. Furthermore, Supervisors and teachers agree on the role of English language courses in promoting citizenship values among high school. The analytical descriptive approach is adopted for achieving the objectives of this study. It depends on the study of the phenomenon in reality and provides a precise qualitative or quantitative description of it.

6. 5. Dina Al-Jamal and Abeer Al-Refae'e (2016)

The researchers shed light on the role of integrating global citizenship values on Jordanian secondary stage English textbooks. Of possibly greater interest, global citizenship concerns may be transported to life in language classrooms. Thus, global citizenship values of human rights, peace, identity and diversity, and participation and accountability were picked up for the purpose of this study. Textbooks content analysis, survey questionnaire and interviews were used for gathering data distinctly from teachers' perspectives along with the available values in the textbooks through content analysis procedures. Reliability and validity of the study instruments were checked. The study reported that the utmost merit of global citizenship education values had maximal occurrences across the textbooks understudy. Yet, the study found out that the absolute number of participating teachers perceived the teaching of such values as unimportant in EFL classes, stressing language skill instead is of much greater importance.

6. 6. Basil H. Menazel (2015)

The paper aimed to identify the degree of focus on the National and Civic Education Textbook on reinforcing the concept of citizenship in 7th grade students. The study instrument was a questionnaire consisting of five dimensions and 25 items. It was distributed to a sample of 135 male and female social studies teachers in the North Eastern Badiya. A descriptive method was adopted to determine the degree of focus in The National and Civic

Education textbook in reinforcing the concept of citizenship in 7th grade students. Analysis of the results revealed the following: the degree of focus of the National and Civic Education Textbook on reinforcing the concept of citizenship in 7th grade students in the North Eastern Badiya Directorate in Mafraq Governorate from the viewpoint of social studies teachers regarding political and behavioral characteristics showed a high degree of practice whereas focus on legal, social and economic characteristics was of a moderate degree of practice. The study recommended that the National and Civic Education Textbook focus on social, legal and economic characteristics to obtain a high degree of practice.

6. 7. Saman, H (2010)

Aimed to identify to what extent high school students in the Ajloun governorate had good citizenship characteristics and to what level they practiced them from the view point of both teachers and students while it also suggested guidance programme for development. The study sample consisted of 361 male and female students and 296 male and female teachers, randomly selected. The study showed that the level of possession of high school students in the Ajloun governorate of good citizenship characteristics was average and that the level of practice of these values from the viewpoint of both teachers and students was average.

6. 8. Al Ma'mari (2014)

The study aimed to identify the reality of education towards citizenship in the Gulf Cooperation Council through the comparison between citizenship, responsible citizenship concepts and the reality of their application throughout Gulf countries' educational establishment and student and teacher comprehension of these concepts on the other hand. The study adopted the descriptive approach through a review of educational literature in the Gulf Cooperation Council countries in the field of citizenship. The study arrived at a number of important indicators, namely that the concept of citizenship in school curricula remains short of the modern concept that strives to build citizens with skills that enable them to make life decisions and informs them on state laws and regulations and their role in shaping these. The concepts currently existing in current curricula focus only on geographic and historical aspects students are prompted for, thus helping in forming a true sense of citizenship that prompts participation and deepens the sense of belonging while giving the opportunity to have one of these skills and practice them in school life. The aim is to form a loyal citizen, however an unaware one, rather than an aware responsible citizen.

6. 9. Ma'aytah (2005)

Conducted a study that aimed to identify the degree to which high school headmasters in Jordan practiced organizational justice from the teachers' viewpoint of and the relation to citizenship behavior of teachers from the viewpoint of headmasters. The study population consisted of all high school headmasters and teachers through a random sample where the headmaster sample numbered (72) and the teacher sample numbered (1,010). The study found that the degree to which Jordanian high school headmasters practiced organizational justice in general and from the teachers' viewpoint was medium. The degree to which high school teachers practiced organizational citizenship behavior in general and from the viewpoint of their headmasters was medium.

6. 10. Saeed, Abdul Hamid, and others (2005)

carried out a study to identify both citizenship values primary schools strives to develop within students and headmaster, teacher and guidance supervisor estimates of a primary school's role in developing citizenship values in students. The study sample included headmasters and educational guidance supervisors for the 7th, 8th and 9th grades for the subjects of Arabic language and social studies in addition to social studies and 7th , 8th and 9th grade Arabic teachers. The study found that the nature of the human relationships existing between the elements of the educational process whether headmasters, teachers or students helped develop student citizenship values due to the cooperation, mutual respect and democracy. It also found a weakness in the schools' role in school activities such as sports, cultural activities or the establishment of scientific societies thus weakening the school's role in shaping an effective, cooperative and nationalist student character.

6. 11. Sami Qatawneh et al (2019)

The researchers aimed to identify the extent to which Citizenship values are included in Arabic-language textbooks for the intermediate stage, and teachers' awareness of them in the United Arab Emirates (UAE). In this study, the researchers used a descriptive-analytical approach. Study tools consisted of a list of citizenship values, the presence of which values these textbooks were analyzed for, in addition to a 20-item questionnaire that was administered to 140 teachers. The results showed that a total of 214 instances of citizenship values were contained in the Arabic-language textbooks, with representation of various values. The results also showed that Arabic-language teachers' awareness of the citizenship

values included in those textbooks are at a high level. The study recommends that citizenship values should be included as an independent subject textbook in the educational curriculum.

6. 12. Katherine Nicoll et al (2013)

Published an article in the “Journal of education policy”, this article presented the Opening discourses of citizenship education, this study argued about two major difficulties in current discourses of citizenship education, the study aim is to extract the direct and indirect major difficulties and explore the possibilities to solve the issue. The researchers used the content analysis approach, giving an overview of dominant discourses of citizenship and citizenship education, identifying specific common themes. They argue these as constitutive of discursive regularities in citizenship education that position students as people not engaging enough with citizenship activity and failing to consider the means by which activities emerge. They proposed a focus of attention on specific, situated discourses of citizenship and the discursive and material supports to citizenship activities. They argued that it is not only a lack of citizenship that education might address but also the identification of and support for the different forms of citizenship that people already engage in.

6. 13. Albanesi (2018)

Explored that issue of active citizenship was present in the textbooks by looking at presentations and representations of sense of belonging to the homeland, democratic citizenship and practices of participation. Further, he points out that the textbooks seemed to invite young people to deepen their factual knowledge, to discuss it, but not to make questions, to criticize, to reveal and engage with societal issues and challenges.

6. 14. Daniel Faas and Wendy Ross (2012)

Conducted a study aimed at exploring the role of schools and curricula in developing citizenship and the conception of Irish identity implicit therein. The article draws on citizenship curricula as well as some textbooks used in citizenship lessons. It argues that the curriculum at primary level emphasizes diversity and active citizenship in a plural society to a greater extent than the curriculum at secondary level. Moreover, there are discrepancies between the progressive rhetoric of policy documents and the content of textbooks and other curriculum material. This article mainly focuses on the official curriculum and other relevant policy documents and textbooks at primary and post-primary level in Ireland.

7. Critics

Our study meets with some of the studies objective which is the investigation of citizenship features in textbooks. Whereas, it meets with the studies of Sami Qatawneh et al, Basil H. Menazel, Dina Al-Jamal and Abeer Al-Refae'e, Ziad Khalid, Katherine Nicoll et al in the objectives. It meets as well with the studies of Dr. AFAF and M. Al JASER, Ziad Khalid, Dina Al-Jamal and Abeer Al-Refae'e, Albanesi in sampling which is the textbook, and the study meets with Basil H. Menazel in the questionnaire. However, our study differs from the ones of Daniel Faas and Wendy Ross, Saman, Saeed Abdul Hamid, and others, Violetta Kosińska in terms of methods employed. Also it differs with Sami Qatawneh et al, Saeed, Abdul Hamid, and others in kinds of analyzed textbooks which were not English textbooks.

8. Operational definitions of the study concepts:

The current study includes some very interesting keywords which design the process of the research. Thus, they have been defined as seen in the field of the study .i.e. defined operationally.

8. 1. Citizenship

Citizenship is a relationship between an individual and a state to which this individual owes allegiance and in turn is entitled to its protection. Citizenship implies the status of freedom with accompanying responsibilities. Citizens have certain rights, duties, and responsibilities that are denied or only partially extended to aliens and other noncitizens residing in a country.

8. 2. Discourse

Discourse is a discussion about a particular topic either in written style or face to face, it is seen to be as to talk about a subject.

8. 3. Textbook

Textbook is a printed instructional book used by students and academics for course and personal instruction; printed by the Ministry of Education.

CHAPTER II

Conceptual framework

Introduction

Secondary stage is one of the most important stages of public education in which the required skills of good citizenship are cultivated. In this stage, students' age is critical, as they are the future youth who are entitled to carry the burden of social development and responsibilities. Furthermore, in the adolescence stage, students undergo radical changes in their personalities, which require various methods of direction and preparation. Hence, the secondary stage involves achieving the general objectives of education, as well as of its specific objectives, including preparing students for university education or work (Eshabah, 2009).

Through the Islamic educational point of view, Algeria has sought to develop the teaching and learning of citizenship among learners. The inclusion of citizenship features in the curricula aims at improving social skills and enhancing positive behavior among society members.

At a global level, conferences and seminars were held to launch strategic initiatives aimed at developing the values of citizenship among learners. In Britain, the concept of active citizenship was included in its curricula. The British House of Commons Committee stressed the need to teach the values of citizenship and to develop curricula to serve this objective (Evans, 2000). In the US, developing citizenship values was considered a national goal and a national strategy for education was adopted since 2000. It aimed at cultivating the values of carrying citizenship responsibilities, constant performance development and productive work among learners (Patrick, 2005).

1. Citizenship

Citizenship is a very necessary thing in individual's lives. However, in education it has an essential and constructive role. In arrange to make a great citizen, citizenship should have a better integration in educational system books, students are the future nation builders, citizenship ought to be ingrained through students. Teachers must initiate all students to examine and study what is "right" and what is "duty", or what is wrong from what is right it is a matter of do or not to do.

1. 1. Definition of Citizenship

Citizenship, understood as a relationship between individual and the state as well as among individuals, is the concrete expression of the fundamental principle of equality

among members of the political community. This principle is at the heart of modern politics. For Jean Bodin writing about the republic in the 16th century, as later for J-J Rousseau and the English liberals, "citizens are equal in all rights and prerogatives".⁴ Citizenship could not exist where feudal or patrimonial social relations were still in place (**Marshall, 1964, p 79**).

Citizenship constitutes a package of liberal rights (e.g. freedom of association, freedom of speech and conscience and the general freedom to lead meaningful lives) and responsibilities (e.g. to exercise autonomous and critical reasoning in elections and surveillance of political leaders). In addition, it is commonly defined in national terms and is bounded by the national state and its institutions. Rights and responsibilities are protected by national constitutions, and it is by virtue of belonging to the national community that individuals are granted the privileges of citizenship (**Kymlicka 2003**).

Essentially, citizenship and nationality are treated as synonymous, or at least, as two sides of the same political coin. When nationality is discussed in relation to citizenship, it is thus assigned a meaning different to that employed in international law. It connotes membership in the intangible mental community of the nation and grasps the individual, psychological bond inherent to citizenship. In addition, it restricts citizenship to the realm of a national community joined by a common identity beyond individual rights and duties. In this manner, nationality is a kin concept to national identity and falls in the realm of national imagination that is premised on the elusive and largely illusory horizontal tie between people (**e.g. Anderson 1983**). It is nationality as a (sub) conscious conviction, and not merely citizenship, which is assumed to differentiate members of a particular nation-state from those of others.

Citizenship is a group of rights and responsibilities or duties, the rights are the citizen's entitlements from the nation, whereas the responsibilities are the duties that the nation is entitled to expect from the citizen; they are a set of legal obligations through which the citizen's status of belonging in the society is asserted. Although the concepts, rights and duties that compose citizenship may vary from one society to another, they do share specific mutual aspects. Perhaps the most important of these shared values is equality among all citizens in their citizenship rights and duties, facilitating cooperation, strengthening their loyalty to their nation as well as helping them accept each other where there are differences of opinion (**Al-Shraideh, 2005**).

Citizenship means the individual's geographical belonging to or relation to a certain land, providing that this relation is characterized by continuity, persistence, flexibility, and good relations with others; these provisos are related to a set of abstract and material interests that emerge due to citizen interaction. Thus, we see that the geographical dimension is intermingled with the social dimension regarding the first reality of the citizen. (Al-Khouly, 1980)

1. 2. Nature of Citizenship

Citizenship is generally used as a synonym for nationality (see: nationality). Where citizenship is used in a meaning that is different from nationality it refers to the legal rights and duties of individuals attached to nationality under domestic law. In some national laws, citizenship has a more specific meaning and refers to rights and duties that can only be exercised after the age of majority (such as voting rights) or to rights and duties that can only be exercised in the national territory.

1. 3. Types of citizenship

National citizenship is associated with ethno-nationalism, which has been important in nation-building processes from the 19th century onwards. In many Asian societies, this type of citizenship was also closely associated with the so-called development state and became important in the authoritarian states that followed the Korean War. In Latin America, national citizenship was also connected with various nation-building projects. Latin America experienced an authoritarian and militaristic version of nationalist citizenship in part as a historical consequence of Iberian colonization. The political formation has been famously defined as “bureaucratic authoritarianism” (O'Donnell 1999).

Social citizenship it is closely connected to civil society institutions rather than to the state or the market. It involves the creation of social rights in association with the development of the welfare state and is consequently referred to simply as “welfare citizenship”. In the 20th century, this form of citizenship was the product of democratic development in Scandinavian societies and in the United Kingdom in the postwar period of social reconstruction.

Cultural citizenship is feeling loyalty to a certain culture and feeling the existence of this culture mentally and rationally, as an emotional empathy, because it is the place where the individual finds his cultural identity, he accepts it and feels satisfied with belonging to it. Following the cultural aspect is the linguistic belonging because when we become a nation

without a linguistic projection, we lose the meaning of citizenship on the cultural level and then lose identity and loyalty, in which case citizenship becomes meaningless.

Legal citizenship based on membership in a national community, states ascribe citizenship as a legal status, which means that there is a contractual relation between an individual and the state that carries with it both rights and responsibilities. (Heater 1999) notes that international law recognizes the right of sovereign states to define who may be permitted to become citizens. Stemming from the distinction between ethno-cultural and juridical-political constructions of national communities, citizenship is acquired on the basis of the citizenship of parents (*jus sanguinis*) or on the basis of being born within the territory of a state (*jus soli*). In addition to these core principles, citizenship can under certain circumstances also be acquired by marrying a citizen (*jus matrimonii*) or through residence for a given time period (*jus domicilii*).

Political citizenship the concept of citizenship in most cases hints at the conditions linked to the adherence to the demos, namely citizenship rights and duties. These also set the formal conditions for the citizens' political activity, and hence also for debate and discourse. Political citizenship is the right to vote and hold office, it is a cornerstone of democratic theory and practice (Joshua Cohen 1996).

Citizenship has traditionally referred to a particular set of political practices involving specific public rights and duties with respect to a given political community. Broadening its meaning to encompass human relations generally detracts from the importance of the distinctively political tasks citizens perform to shape and sustain the collective life of the community. Without doubt, the commonest and most crucial of these tasks is involvement in the democratic process – primarily by voting, but also by speaking out, campaigning in various ways and standing for office. Whether citizens participate or not, the fact that they can do colours how they regard their other responsibilities, such as abiding by those democratically passed laws they disagree with, paying taxes, doing military service and so on. It also provides the most effective mechanism for them to promote their collective interests and encourage their political rulers to pursue the public's good rather than their own. (Richard Bellamy 2010).

1. 4. Sources of citizenship

There are many sources of citizenship. The most dominant one is the cultural, The concept of 'cultural citizenship' emerged recently to describe a form of citizenship associated

with multicultural societies, comprising a cultural community that regards itself as the majority, and minority cultural communities. The term has been used to describe the right of the minority or marginalized cultural community to being different without revoking their rights of belonging to that society (**Rosaldo, 1994**).

In another conception, cultural citizenship is defined as “cultural practices and beliefs produced out of negotiating the often ambivalent and contested relations with the state and its hegemonic forms that establish criteria of belonging, within a national population or territory. Cultural citizenship, then, is both about ‘self-making’ – what an individual or community believe themselves to be – and ‘being made’ by the state – what kind of citizen the state wants or tries to construct of a person or community.” (**Ong, A, 1996**).

1. 5. Importance of citizenship

Citizenship is a social, legal and political idea that has contributed to the development of human society in a large way, in addition to advancing the state to equality, justice and equity, to democracy and transparency, to partnership and to guaranteeing rights and duties. According to Wadsworth (1996) cognitive development theory, in the operational stage, children aged 11 and above are able to use logic to solve problems, view the world around them, and plan for the future (**Wadsworth, 1996**). Also, they can realize and understand abstract concepts, such as the concepts of honesty, homeland, and justice. UNESCO is interested in using civic education programs to teach students in schools and has developed basic rules related to aspects of the educational process aimed at improving and developing methods of teaching citizenship. Such methods include creating the appropriate school climate to teach the concepts of citizenship in order to develop and inculcate the values of citizenship, creating a relationship between the school and the various institutions of civil society, developing an appropriate curriculum for educational citizenship values by qualified educational people, teaching citizenship at all educational stages according to known objectives, providing continuing in-service teacher training and educational qualification, and increasing their knowledge of both local and global cultures, as well as trends of the community in which students live (**Al-Humaidi, 2012**). Regarding citizenship education, Ersoy (2013) asserts that teachers in several countries still use textbooks as essential source material and base their practices on them. Textbooks are prepared, designed, published, and printed according to a country's policy and culture. Therefore, in many countries, policies of national education are reflected in their curricula and school textbooks (**Dong-Bae, 2010**).

This means that the curricula of textbooks play an essential role not only in reflecting citizenship policies but also the values and rules of a political power in most of the countries in the world (Ersoy, 2013).

2. Discourse:

2. 1 Definition of Discourse:

In the social sciences, the proliferating “discourse of discourse” has resulted in rapid changes to the commonsensical meanings of the word for some; discursive analysis is a very narrow enterprise that concentrates on a single utterance, or at most a conversation between two people. Others see discourse as synonymous with the entire social system in which discourses literally constitute that social and political world. For instance (Derrida.J.1978 p280) argues that “when language invaded the universal problematic ...everything became discourse”. Discourse in the philosophy dictionary is defined as a continuous stretch of language containing more than one sentence: conversation, narratives, arguments, speeches.

There is a variety of definitions to the term “discourse” (Celce-murcia and Olshtain. 2000). Celce-murcia and Olshtain define it as : an instance of spoken and written language that has describable internal relationships of form and meaning that relate coherently to an external function or purpose can only be determined if one takes into account the context and participants (i.e., all the relevant situational, social, and cultural factors) in which the piece of discourse occurs.

2. 2. Nature of discourse

The origin of word “discourse” can be traced back to the cultural background of Greek dialectical communication practiced and learned by the public speakers, so the dialogues of Socrates are the paradigm of dialectal conversation of speakers in academic tradition. The discourse is here introduced as the formal discussion of the entities of the universe of discourse according to logical principles we discuss (fee-alexandra.H.2020). The term “Discourse” appeared in the second half of the second century as the basic unit of analysis (Olshtain and Celce-Murcia.2001).

2. 3. Types of discourse

Also known as rhetorical modes, which are types of speaking and writing. There are five main types of discourse: Narrative, Descriptive, Persuasive, Argumentative and Expository. To identify a discourse type, you must pay attention to the writer’s purpose, the

main idea of the speech, the type of language used and the way the information is organized (Keisha. p. 2022).

2. 4. Importance of discourse

Discourse has taken a central role since the advent of communicative language teaching (CLT) and ESP.(Pennycook.1994) argues that “today it is rare to find people involved in language teaching who are unaware of the significance of discourse for teaching, reading, writing, intonation or spoken language, and for the evaluation of students’ communicative competence (cited in trappes-Lomax,2004, p. 152).

3. Citizenship discourse

3. 1. Definition of citizenship discourse

Discourses of citizenship arise from particular contexts and have specific effects. A discourse includes what is said through speech or writing, but is more than this (Foucault, M, 1972, 197). ‘Citizenship’ refers within one dominant discourse, to a relation between the individual and the state, guaranteeing citizens the legal status as full members of society along with certain rights and obligations (cf. Marshall 1950). It is through this legal or juridical discourse that citizenship is materially embedded within the structures, institutions and practices of any society that guarantees its citizens status, rights and obligations as citizens. Meanings of citizenship, in this juridical sense, are therefore found in both the language and material practices of democratic societies.

Discourses of citizenship are multiple and unstable and implicate associated social and legal systems and mechanisms for implementation. The legal discourse of citizenship is quite formal and limited. Citizenship discourses emerge not only to focus on individually oriented legal or juridical dimensions, but also on collective, social, cultural and participatory dimensions (Lister 1997, 2005, Isin and Turner 2002, Kymlicka and Norman 2000).

Citizenship is then no longer conceived only in terms of a legal relation between the individual and the state but also in terms of individual and collective participation in citizenship. This participation is a ‘total relationship, inflected by identity, social positioning, cultural assumptions, institutional practices and senses of belonging’ (Werbner and Yuval-Davis 1999, 4). Discourses for participation focus attention on practices for active citizenship, in part as their effect.

3. 2. Characteristics of citizenship discourse:

Today, much citizenship research focuses on how citizen subjectivities are created through participation in political, cultural, economic and working life (**Birzea 2005**), and explores practices - social and educative - through which this is achieved. This shift in emphasis from rights and obligations to participation and subjectivity construction has been fuelled by two concerns. First, a concern about limited or decreasing levels of civic participation and political involvement identified as characteristic of contemporary democratic societies (**Dahlstedt 2009**).

This is argued to be particularly important if the legitimacy of democratic governance is to be upheld. It is considered to depend crucially on the extent to which democratic structures and practices are supported and 'owned' by citizens. Second, there is a concern for increasing social cohesion (**Putnam 2000**). This is seen to be possible through the inclusion in society of individuals and groups currently marginalized or excluded.

3. 3 Importance of citizenship discourse

Recent critical scholarship argues that citizenship is best understood as an everyday practice consisting of particular routines and habits through which the elements of the 'common' are constructed, transformed, and negotiated (**Puumala & Shindo 2021**). In our view, everyday discourse is an essential component of this everyday practice. (**Foucault 1972**) characterizes discourses as 'practices that systematically form the objects of which they speak'. Examples of discourse in this sense include semiotic practices linked to particular institutions, such as legal, religious, political, or therapeutic discourse (**Foucault 1972**). Alongside such discourses having a more or less pronounced connection to the institutional sphere, much discursive activity pertains to the constant 'murmur' of the everyday discourse of mundane interactions (**Maingueneau 1991, 21**). This everyday discourse is situated in the inter discursive space where the boundaries of different discursive formations are constantly transformed (**Foucault 1972**).

4. Secondary School Education

As teenagers are spending less time with their parents than in previous generations, emphasis should be upon the impact of schools and their obligations of providing citizenship education. What do we mean by school and what does secondary school education mean?.

4. 1. Definition of Secondary School

“School means any public institution for the purpose of offering instructions to pupils in programs for preschool children with disabilities; kindergarten programs or any combination of grades one through twelve” (Kyle Zinth, 2005). Secondary education is widely believed to provide the optimum setting to prepare young people, predominantly adolescents, for healthy and productive adult lives, including participation in social, political, and economic spheres. In addition, for countries to compete in the global economy, a significant number of their citizens needs a secondary education in order to acquire the specific skills and aptitudes necessary for an increasingly technology driven market place. For countries emerging from conflict or crisis, secondary education provides young people with much needed education and training, and helps develop a foundation for rebuilding national unity and stability. To achieve these aims, the challenge for developing countries, as well as countries emerging from conflict or crisis, is to ensure that the secondary education sub-sector can accommodate enough students to meet these needs, ensure stability through equity of access, and provide a curriculum of sufficient length, quality, and relevance to ensure all school leavers have the skills and aptitudes necessary for a productive and healthy life. There is no simple formula for achieving this objective.

4. 2. Secondary school as an institution

The purpose of basic education is to equip students with the essential learning tools of reading, writing and arithmetic, to acquire skills which make them capable of lifelong learning, to strengthen their skills, identity in harmony with the social, spiritual and ethical values and traditions, to be imbued with the values of citizenship and the demands of life in society, to learn to observe, analyze; reason and solve problems, understand the living and inert world, as well as the technological processes of manufacture and production, develop their sensitivity and sharpen their aesthetic sense, their curiosity, their imagination. creativity and critical thinking, to learn about new information and communication technologies and their elementary applications, to promote the harmonious development of their body and to develop their physical and manual capacities, to encourage initiative a taste of effort, perseverance and endurance, to have an openness to foreign civilizations and cultures and to accept differences and to coexist peacefully with other peoples and to pursue further studies or training.

To Dewey, the school is not only a place where dry knowledge is imparted, but also is an essential social and psychological institution. (Harizi D, Lalaa D, 2021)

a) As a social institution

The school tries to develop a social consciousness in the child. The school is to be the representative of the society outside it. According to Dewey, "the school is to be a reflection of the larger society outside its walls, in which life can be learnt by living. But it is to be purified, simplified and better balanced society". School helps perpetuate society by socializing the young into particular societal values and beliefs. It develops the skills needed to live in the society. The main purpose of school is cultivation in the pupils of social attitudes, interests, ideals and habits through its activities which have been organized as a community. A school is created by the society and the society is shaped and moulded by the school. Thus, education is both a cause and product of society. It originates in the society and it must fulfill the needs and aspirations of the society. There is thus an intimate relationship between education and society.

Modern education has two-fold functions. It must help in individual development as well as social progress. An individual can only develop in the right direction in social environment. Education helps to solve the multifarious social problems.

John Dewey emphasized the importance of the socialization of the individual for education. He considered that through the participation of the individual in social process the complete development of education takes place. The educational process is nothing but a social process. The school is a social institution, which purifies the society. Progress it and makes the individual conversant with the society. (Gregorios Karafillis, 2012).

b) As psychological institution

For Jean Piaget, what is interesting to study in sociology of education? The notion structure is important. For him, mental structure is mainly the result of two dimensions: cognitive and affective. The adaptation of the individual is achieved through two movements:

Assimilation (incorporation) and accommodation (adjustment of structures). We can distinguish 4 major stages in this development:

- The shift from absolute respect (parents-child) to mutual respect (parents-child / child-parents).

- The shift from personalized obedience to a feeling of rule (notion of contract, social norm, mutual agreementetc).
- The shift from total heteronomy to reciprocal autonomy (comradeship).
- The passage from energy to will (differentiation of duty and pleasure).

“Education is not education if don’t have purpose to increase goodness of learner in the right meaning”. (sutari, 1976, p.37).

c) as a cognitive institution

According to Crow and Crow, good education aspiration is to encourage the learner to think effectively, clear and objectively in all situations. Learner will create aspiration in real action freely and without force. And have a responsibility in the action or behavior. (Sutari, 1976, p.52).

4. 3. Secondary school in Algeria

The educational system is structured into primary foundation school for nine years, followed by secondary education school for three years, and then the tertiary (university) level. Algerian education is still grounded in the French fact-acquisition orientation, and teaching is almost exclusively in the lecture and memorization mode. There are two types of secondary education: technical and general. Secondary education begins at age 15 and ends when students take the baccalauréat examination before they proceed to one of the universities, state technical institutes, or vocational training centers, or move directly into employment. The academic year is from September to July, with a 15-day break in December and another in March. Schooling is free, although some scholarships are offered by the state for living expenses.

By the end of their first two years in secondary school, the pupils are supposed to have attended 296 hours of English, (156 for the literary streams and 140 for the scientific streams) and they are supposed to have acquired more knowledge in the four linguistic skills: Listening comprehension, oral expression, reading comprehension, written expression. At the end of the third year, the pupils are expected to have certain mastery in the four linguistic skills. During their third year, it is assumed that the learners can show a relatively satisfactory mastery of the main English language functions. They are supposed to be able to dominate more than one function at a time. They are also supposed to have acquired the ability to

express themselves with sufficient fluency. (**Teaching English as a Foreign Language in Algeria**).

5. Textbook

Textbooks are certainly the most popular teaching accoutrements used in foreign language classes. Thus, it is largely significant that; textbooks include the essential rudiments of language and culture and that they correspond to learner's requirements, artistic background and position of verbal proficiency. Consequently, it is vitally important to help preceptors choose the most applicable ones for their classes.

5. 1. Definition of Textbook

According to Oxford Advanced Learner's Dictionary, a textbook is defined as "a book that teaches a particular subject and that is used especially in schools and colleges" (**OALD, 2000, p. 1238**). In accordance with the given definition, ELF textbooks aim at providing learners with necessary knowledge, language skills and information about English speaking countries and preparing them for interaction with people from foreign countries and of different cultural backgrounds. Textbooks usually combine contemporary and traditional approaches to language teaching. They incorporate concepts such as "learner development", a "task-based methodology", and "cross-curricular themes" while providing a grammar framework and a thorough practice of vocabulary, grammatical structures and functions (**Hutchinson & Gault, 2009, p. 4**). They have been primary teaching instruments for most students since the 19th century. Hutchinson and Torres (**1994, p. 315**) state that "the textbook is an almost universal element of (English language) teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in various countries... No teaching-learning situation, it seems, is complete until it has its relevant textbook."

Gray (2000) defines textbooks as "ambassadorial cultural artifacts" (Gray qtd.in Litz, 2005, p. 7) and says that students can improve their language skills by using them as a useful means in order to stimulate discussions and cultural arguments.

5. 2. Content of Textbook

According to Harmer (2007), English textbooks include a syllabus for grammar, appropriate vocabulary, exercises, pronunciation focus and writing exercises. Therefore, teachers mainly use textbooks to utilize high-quality materials with detailed syllabus. From

the perspective of the learner; the textbook provides a grammatical and functional framework that assumes the common needs of learners and enables them to learn topics in advance (**Hedge, 2008**) or modify past topics to track their progress. On the downside, the use of textbooks may mean too limited to one material and its method (**Harmer, 2007**). A textbook can offer implicit and explicit values. It can offer the models of behavior (a text or a picture).

Cortazzi and Jin (1999) refer to a textbook as a teacher, a map, a source, a trainer and an authority. As a teacher, a textbook gives students relevant information about grammar and vocabulary, as well as English speaking countries and their cultures. As a map, it shows an outline of linguistic and cultural elements as a structured programme and it guides students and teachers to follow the steps taken in previous lessons. A textbook is viewed as a resource as it contains a set of materials and activities available to the teacher from which one can choose. It can also be a trainer for novice teachers who needs valuable instructions, support and guidance. As an authority; a textbook is seen as valid, reliable, and written by experts and authorized by important publishers or ministries of education .

In Cunnings worth's view (1995, p. 7), the roles of textbooks are identified as: an effective resource for self-directed learning and self-study; a valuable resource for presentation material (written and spoken); a source of ideas and activities for learner practice and communicative interaction; a reference source for students; a syllabus; a support for less experience teachers to gain confidence and demonstrate new methodologies.

In addition to that, he claims that “no course book will be totally suited to a particular teaching situation.

5. 3. Objective of Textbook

Textbooks are very important in education process and an indispensable positive role. On the contrary, as they say, it is “the cornerstone of the learning process” (**Unrwa 1982, p.72**), and its important lies on the following characteristics: 1- Explain the outline of the subject and its teaching methods. 2- Introduce basic information, ideas and concepts in a specific course. 3- Students acquire ideal social characteristics. 4- To enable teachers to understand and familiarize themselves with the methods of educational reform when changing the curriculum, and to develop and improve their teaching methods. 5- It contains methods, forms and illustrations that help clarify what students read. Therefore, compared with other methods, it is the easiest to use and the least burdensome method: such as movies, TV shows, modern educational equipment. 6- The textbook develops in learners the values,

skills, ethics, and various aspects of reform in an orderly and organized form. (Carter 1983). Compared with the time required to plan courses and prepare new materials, well-prepared textbooks also greatly shorten the time required for teachers to prepare courses. In addition, many textbooks usually help teachers through the teacher's program guidelines and the implementation of new ideas. (Harmer, 2007).

5. 4. Dimensions of Textbook

“Textbooks pave the way to sustainable development” (UNESDOC, 2016). Textbooks are tied to curriculum and are both reflective of the culture and politics of the country. According to Sleeter & Grant (1991), “textbooks are a representation of the society and the world we live in. Crawford (2004) asserts that textbooks are complex instruments that represent the economic, cultural and political battles. Izquierdo and Gouvea (2008) also agree with this approach that the school textbooks are cultural objects that represent the uniqueness of the cultural identity. From one side textbooks have “a very important socializing function. They are the messages of one society to its members”. (Plut et al.,1990).

Some factors and dimensions overlap and are imposed on textbooks, including:

1. **Economic dimension:** its total cost is controlled by multiple factors; including paper type and weight, single page size, print type, calculate pictures, graphics and fonts, colors and number of copies.
2. **Visual dimension:** When the learner receives the scientific material in the book visually, its elements are: the distance between the student's eyes and his hand holding the book, the ratio of letters used, color and its uniformity, spacing between rows and columns.
3. **Educational and psychological dimensions:** This dimension involves educators' views on textbooks: In their opinion, this book is not a test tube. On the contrary, it has always been the student's companion, which is different from other means. Its elements are its scientific materials its methods (all-part) its goals.
4. **Technology and technical dimensions:** Most countries encourage the continued writing of useful textbooks, help their writers publish books, and are interested in supervising published books, so only those that meet the national beliefs and educational goals are allowed. Unfortunately, however, the writing of textbooks in our Arab society as a whole is still limited to a certain category namely academic and educational categories. Researchers believe that in the sense of a comprehensive project approach, a new mechanism is followed when preparing courses, which means that the process of writing textbooks is undertaken by

a cooperative team of professional and technical experts in the field from various stages. It is that they have enough time to perform this process, and all abilities are available to them. In other words, the authorship must be collective, including experts in the following fields: scientific materials, teaching methods, teaching aids, language and art direction and design. **(Kanner and Taylor, 1973).**

PART II

Methodology Procedures

CHAPTER III

Methodology and Data Collection

Introduction

In most cases, educational policies have an impact on the production of curriculum materials, such as textbooks. Textbooks are viewed as message systems for transmitting dominant values and beliefs of society. Thus, “instructional textbooks always bring a baggage of values that both teachers and learners may be (un)ware of” (**Gebregeorgis 2016**). These values can be visually and verbally represented in textbooks. Our study is about investigating the citizenship discourse features in the Algerian secondary school textbook (**The case study 1st year textbook: At the crossroads**). This investigation went through stages as data collection then the analysis of the data collected.

1. Research method

The researchers used in their investigation content analysis and descriptive analytical methods.

2. Content analysis

The analysis of textbooks belongs to a class of research technique called content analysis.

This technique is useful for this study as it “can reveal messages in a text that are difficult to see with casual observation” (**Neumann, 1997**). Content analysis is a method and data collection technique used to summarize and analyze the English textbook entitled “At the crossroads”. This technique was useful for our study since it is widely used by many researchers who have dealt with the same issue (Citizenship discourse features in textbooks).

The researchers coded textual data by categorizing keywords and identifying the relationships among these words. The list of coding systems used to annotate citizenship features in the textbook is shown in the tables.

Once the data had been coded and categorized, the researchers could count the frequency of each code or word in the text, and the number of words in each category. Once the codes and categories had been decided, the frequencies of each feature in the textbook were also calculated by the researchers. Thus, the researchers could continue the research analysis to describe and identify all the citizenship discourse features included in the textbook.

2. 1. Descriptive analytical method

Descriptive method is one of the most important and common scientific research methods in scientific research. The main reason for using this method is that it has great flexibility and great comprehensiveness. By describing the analysis method, researchers can study reality very accurately, because the researchers determine the cause of the phenomenon and help to find solutions. Researchers use descriptive analytical methods to analyze the phenomenon under study. After studying this phenomenon, compare it with other phenomena and then analyze it.

The researchers used both methods:

- a) To describe Data.
- b) To analyze Data.
- c) To categorize, Organize, Classify and decide.

3. Limitations

The study was limited to analyzing the content of the textbook of English language for year one secondary pupils, the result of this study are determined in the light of the study tools which are designed and used. Also, the results of this study cannot be generalized to English language books for other grades.

3. 1. Geographical limitation / Territory

The study covers some Secondary schools samples in the area of Tiaret and Tissemsilet.

Table 3.1: Field of study

Area	Number of schools	Percentage
Tiaret	06	50%
Tissemsilet	06	50%

The researchers selected a sample of schools (12 Schools) from two different states of Algeria. 50% of selected schools were from Tiaret and 50% from Tissemsilet. Also, all the selected Secondary Schools were selected for the questionnaire.

3. 2. Human limitation

A questionnaire was oriented to a sample group of Secondary school teachers (**30 teachers**) shown in characteristics in the table that follows:

Table 3.2: Population of the study

Area	School	Number Of teachers	Percentage
Tiaret	Mohamed Boudiaf	04	14%
	Mohamed Ben Abdekrim	03	10%
	Hirech Mohamed	04	14%
	Raid Si Zoubir	01	3%
	Ibn Rostom	01	3%
	Aflah ben abdelwahab	01	3%
Tissemsilet	Boudernan El Djilali	05	17%
	Saad Dahlab	03	10%
	Houari Boumedien	05	17%
	Tahar Bouziouane	01	3 %
	Ibn Khaldoun	01	3%
	Berbara Mohamed	01	3%
		30	100%

The researchers could question 17% of the teachers from Hourri Boumedien, 17% from Boudernan El djilali. 14 % of Mohamed Boudiaf, 14% from Hirech Mohamed, 10% from Mohamed Ben Abdelkrim, 10% from Saad Dahleb. 3% from each Berbara Mohamed, Ibn Khaldoun, Tahar Bouzian, Aflah Ben Abdelwahab, Ibn Rostom and Raid Si Zoubir.

4. Tools

The researchers employed two tools which are the checklist of Citizenship discourse features and their dimensions and a questionnaire.

4. 1. Checklist

A checklist is simple instrument consisting prepared list of expected items of performance or attributes which are checked by a researcher for their presence or absence, checklists are constructed by breaking a performance and the quality of a product, which specifies the presence or absence of an attribute or trait which is then checked by the rater and observer (Manjubeth 2018). **Hales, Terblance, fowler, and wibbald (2008)** defined a check list as a “list of action items, tasks, or behaviors arranged in a consistent manner, which

allows the evaluator to record the presence of the individual listed item. In this study the researchers have adopted the checklist strategy, they could the following concepts to be investigated and extract that from the textbook.

Table 3.3: Citizenship extraction

Dimension	Feature	Frequency	Summation	Means
Moral	- Request	48	176	0.45
	- Apology	24		
	- Thanking	26		
	- Congratulating	04		
	- Compliment	29		
	- Politeness	38		
	- Motivation	07		
Social	- Hospitality	04	76	0.19
	- Friendship	06		
	- Kindness	11		
	- Helpfulness	09		
	- Order	08		
	- Responsibility	02		
	- Being proud of belonging to the family	03		
	- Respect teachers and friends	03		
	- Collaboration and team work	30		
Technological	- Evolution	04	52	0.13
	- Inventions and inventors	31		
	- Serving humanity	10		
	- Scientific field	07		
Economical	- Preserving public properties	06	42	0.10
	- Several kind of jobs	30		
	- National resources	06		
Legal	- Breaking the law	04	07	0.018
	- Respecting the law	03		
Political	- Being proud of belonging to a country	13	29	0.075
	- Being proud of historic places	06		
	- Awareness about rights and duties	03		
	- Being proud of national heroes	07		
Cultural	- Old Society traditions.	01	03	0.007
	- Old humanity culture	02		
Summation	31	385	385	

In this table (**table 03**), **Seven** Dimensions Have been extracted with **thirty one** features and **385** frequencies. Moral dimension with seven features and a mean of (**0.45**) and

176 frequencies [Request (**48**), Apology (**24**), Thanking (**26**), Congratulating (**04**), Compliment (**29**), Politeness (**38**), Motivation (**07**)]. Social with **nine** sub-dimensions and a mean of (**0.19**) and **76** frequencies [Hospitality (**04**), Friendship (**06**), Kindness (**11**), Helpfulness (**09**), Order (**08**), Responsibility (**02**), Being proud of belonging to the family (**03**), Respect teachers and friends (**03**), Collaboration and team work (**30**)]. Technological with **four** features and a mean of (**0.13**) and **52** frequencies [Evolution (**04**), Inventions and inventors (**31**), Serving humanity (**10**), scientific field (**07**)]. Economical with **three** features and a mean of (**0.10**) and **42** frequencies [Preserving public properties (**06**), Several kind of jobs (**30**), National resources (**06**)]. Legal with **two** features and a mean of (**0.018**) and **seven** frequencies [Breaking the law (**04**), Respecting the law (**03**)]. Political with **four** sub-dimensions and a mean of (**0.075**) and **29** frequencies [Being proud of belonging to a country (**03**), Being proud of historic places (**06**), awareness about rights and duties (**03**), Being proud of national heroes (**07**)]. Cultural with **two** features and a mean of (**0.007**) and **three** frequencies [old society traditions (**01**), Old humanity culture (**02**)].

By analyzing the first year secondary textbook in this study, the moral dimension occupied the first position with (**176**) frequencies, then the social dimension with (**76**) frequencies, third position goes to the technological dimension with (**52**) frequencies, the economical dimension got the fourth position with (**42**) frequencies, the political occupied the fifth position with (**29**) frequencies, legal in the sixth position with (**07**) frequencies and in the last position the cultural dimension with (**03**) frequencies.

Wibbald (2008) defined a check list as a “list of action items, tasks, or behaviors arranged in a consistent manner, which allows the evaluator to record the presence or absence of the individual listed item” in its simplest form, Hales, Terblanche, Fowler, and Wibbald (2008) defined a check-list as a “list of action items, tasks, or behaviors arranged in a consistent manner, which allows the evaluator to record the presence or absence of the individual listed item” .

4. 2. Citizenship discourse features really represented in the textbook

As it is mentioned in the previous table (table 03) that the textbook includes citizenship discourse features classified in seven domains each with different sub-dimensions and different frequencies. The table below shows frequencies, the percentage and the rank of each domain.

Table 3.4: Citizenship discourse features really represented in the textbook

Dimension	Really represented in the textbook	Percentage	Rank
Moral	176	(45, 71%)	1
Social	76	(19, 74%)	2
Technological	52	(13, 50%)	3
Economical	42	(10, 90%)	4
Legal	07	(1, 81%)	6
Political	29	(7, 53%)	5
Cultural	03	(0, 77%)	7
Summation	385	100%	

The first year secondary textbook of English contain citizenship discourse features varied to seven dimensions, moral, social, technological, political, economical, legal, cultural, as it is noticeable in (Table 04). Moral dimension ranked the first (45, 71%) with 176 frequency of the total of 385 value. In the second rank come the social dimension with (19, 74%) and 76 frequencies, then technological (13, 50%) and 52 frequencies, the fourth position to the economical dimension (10, 90%) and 42 frequencies, fifth position to the political (7, 53%) and 29 frequencies, Number six in the rank is the legal dimension with (1, 81%) and seven frequencies, last rank goes to the cultural (0, 77%) containing three frequencies.

4.3. Questionnaire:

A questionnaire is a means of gathering survey data from large number of people, it can be used to gather both quantitative and qualitative data, it can gather data on facts, feelings or opinion. The researchers in this study designed a questionnaire based on the literature review.

They could collect the following data from the sample group of teachers.

Table 3.5: Questionnaire

Dimension	N°	Prompt	Yes	No
			Teachers	Teachers
Moral	01	Pupils request when they need something.	24	06
	02	Pupils apologize if they mistake.	22	08
	03	Pupils thank each other.	15	15
	04	Pupils congratulate each other.	14	16
	05	Pupils give compliments to each other.	12	18
	06	Pupils are polite while addressing a word.	19	11
	07	Pupils motivate each other.	06	24
Social	08	Pupils like working in groups.	30	00
	09	Pupils behave kindly to one another.	15	15
	10	Pupils like their friends.	26	04
	11	Pupils are responsible.	04	26
	12	Pupils come to school ready to learn.	08	22
	13	Pupils follow directions from teachers and other school personnel.	21	09
	14	Pupils dress appropriately for school.	12	18
	15	Pupils respect each other.	15	15
	16	Pupils always come to school in time.	08	22
	17	Pupils do well and achieve their homework.	08	22
Technological	18	Pupils are aware about the evolution.	16	14
	19	Pupils know inventions and inventors.	13	17
	20	Pupils have a vision of the scientific field.	11	19

	21	Pupils have aspirations to serve humanity.	14	16
Economical	22	Pupils look after public properties.	07	23
	23	Pupils differentiate between Professions (Jobs).	21	09
	24	Pupils are aware of the national resources.	22	08
	25	Pupils respect the internal code of law.	16	14
Legal	26	Pupils are aware of the code of law.	17	13
	27	Pupils know about their national history.	19	11
Political	28	Pupils are proud of their national heroes.	19	11
	29	Pupils are proud of belonging to their country.	17	13
	30	Pupils know their rights and duties.	19	11
	31	Pupils know their society traditions.	25	05
Cultural	32	Pupils know the humanity culture.	14	16

5. Sampling

The study brings a checklist of citizenship discourse features and a questionnaire to look over the existence of citizenship discourse features in 1st year secondary school textbook of English and to outline the behavior, attitude and characteristics of the natives. In addition this study was supervised across some secondary schools in Tiaret and Tissemsilet from which a sample of thirty (30) teachers who have five years and more experience from twelve (12) high schools were arbitrarily chosen to take part through questionnaire.

5. 1. Textbook

Textbooks are the central tools and the central objects of attention in all modern forms of schooling. The implicit and the explicit tasks that they prescribe define the core work of the school. The textbooks that teachers have are the most significance resources for their teaching and often the most significant limiting force they face as they seek to accomplish their purposes (Westbury. I, 1990).

Table 3.6: Spotting the textbook

N°	Parts	Title	N° pages	
01		Book map	05	p 03 – p 07
02	Unit one	Getting through	32	p 14 – p 45
03	Unit two	Once upon a time	30	p 46 – p 75
04	Unit three	Our findings show	32	p 76 – p 107
05	Unit four	Eureka!	30	p 108 – p 137
06	Unit five	Back to nature	31	p 138 – p 168

The textbook contain **176** pages and it is fractionated into book map and other five units, each unit is entitled and contains sequences. Data was collected from **133** pages.

5. 1. 1. Analyzing the textbook

The researchers analyzed the textbook; they could collect data from the sample

Table 3.7: Analysis of the represented citizenship discourse features in the textbook

N°	Feature	Sample	Unit	Page	Nature	Frequency
01	Request	<ul style="list-style-type: none"> - Can you help me? - Can you tell me who invented the washing machine? - Could I say something? 	1,2,3,4,5	18,22,24,25,36,37,42,66,67,87,91,92,93,112,113,128,148,149,168,169,171,172	Paragraph Task	48
02	Apology	<ul style="list-style-type: none"> - Please accept our apology for taking so long to reply to your letter. - I am sorry that I haven't done it earlier. - Sorry you've got the wrong number. 	1,2,3,4,5	24,25,26,27,37,40,42,45,67,90,92,93,95,106,113,120,149,169	Paragraph Task	24
03	Thanking	<ul style="list-style-type: none"> - Thanks for your e-mail and for returning the books for me. - Thanks a lot. - Thank you for offering me the post of camp leader. 	1,2,3,4,5	25,27,28,32,36,37,42,87,88,90,168,169,171,172	Paragraph Task	26

04	Congratulating	<ul style="list-style-type: none"> - Congratulations! Do you mind ... - We are writing in order to congratulate you for your success in the competition. - I sent her a message to congratulate her. 	1	24,29	Task	04
05	Compliment	<ul style="list-style-type: none"> - It's really very beautiful. - I like it because it tells an absorbing story - He (Unoka) was a thin, handsome man with a gentle look. 	1,2,3,5	32,40,41,42,45,50,51,54,81,102,148,172	Paragraph Picture	29
06	Politeness	<ul style="list-style-type: none"> - Hello, Can I speak to Nora Jones, Please? - Please tell me what to do. - Please, shut the window 	1,2,3,5	18,24,25,27,28,37,42,45,66,87,91,92,93,94,149,168,169	Paragraph Task	38
07	Motivation	<ul style="list-style-type: none"> - It is better to bend than to break. - One good turn deserves another. - Necessity is the mother of invention. 	1,2	21,29,30,68	Task	07
08	Hospitality	<ul style="list-style-type: none"> - Gave me food to eat and water to drink. - Do you want to drink tea? - Tom and Endora would like to invite you to their house warming. 	1,2,3	27,49,93,64	Dialogue Picture	04
09	Friendship	<ul style="list-style-type: none"> - I am happy to know that you want to be my keypal. - Write an e-mail to a friend of yours. - Keypal -pen friend 	1,2,3	02,32,43,67,99	Picture Paragraph	06

10	Kindness	<ul style="list-style-type: none"> - Dear Amel - Kindness heals the heart. - When you do something nice and kind for someone you will notice a beautiful feeling of ease and peace 	1,3	21,27,40, 42,88,94	Paragraph Picture	11
11	Helpfulness	<ul style="list-style-type: none"> - One of the king's horsemen helped me. - Helping a handicapped cross the street - I feel good when I help people 	1;2,3,4	35,49,67, 88,89,90, 110,159	Picture Paragraph	09
12	Order	<ul style="list-style-type: none"> - Read your message silently. - Get out 	1,3,5	29,86,90, 95,107,158	Paragraph Sentences	08
13	Responsibility	<ul style="list-style-type: none"> - I generally get up early in order to prepare myself for school. - I often look after my brother. 	1	21,35	Paragraph	02
14	Being proud of belonging to the family	<ul style="list-style-type: none"> - My family is a typical finish family. - We are a family of four. - Charles Dickens father was a clerk. 	1,2	21,32,62	Paragraph	03

15	Respect teachers and friends	<ul style="list-style-type: none"> - Listen to your teacher. - Read your message silently in order to not disturb the others. 	1,5	17,29,141	Sentence Task	03
16	Collaboration and teamwork	<ul style="list-style-type: none"> - A computer session - Pair work - Group work 	1,2,3,4	17,19,22, 24,30,37, 39,50,61, 62,66,69, 81,84,91, 100,110,117, 131,143,149, 157	Task picture	30
17	Evolution	<ul style="list-style-type: none"> - From drums to satellites. - By 2050, electronic information, technology, will have will have transformed world business 	1,2,3,4	111,114,125	Picture Paragraph	04
18	Inventions and inventors	<ul style="list-style-type: none"> - The computer - Robots - Telephone - Satellites 	1,4	16,108,111, 113,114,117, 118,120,121, 122,124,125, 128,131,133	Picture Paragraph	31

19	Serving humanity	<ul style="list-style-type: none"> - Pasteur discovery was important for man's health. - We use cars to travel from one place to another. - Thanks to technology there are many labor saving devices in the modern home today. 	1,4,5	19,111,113,121,124,125,147,172	Paragraph Picture	10
20	Scientific concepts	<ul style="list-style-type: none"> - Find another words related to computers and internet. - Discovered – invented – formulated. - Names of sciences. 	1,3,4	16,76,112,113,121,132	Picture Table Paragraph	07
21	Preserving public properties	<ul style="list-style-type: none"> - Our classroom is clean and beautiful. - A rubbish collection guide. - 	1,4,5	34,150,158,159,160,161	Paragraph Task	06
22	Several kinds of jobs	<ul style="list-style-type: none"> - Journalist - Electrician - Pilot 	1,2,3,4	21,24,28,32,35,49,57,88,90,96,97,118,123,126,127	Paragraph	30

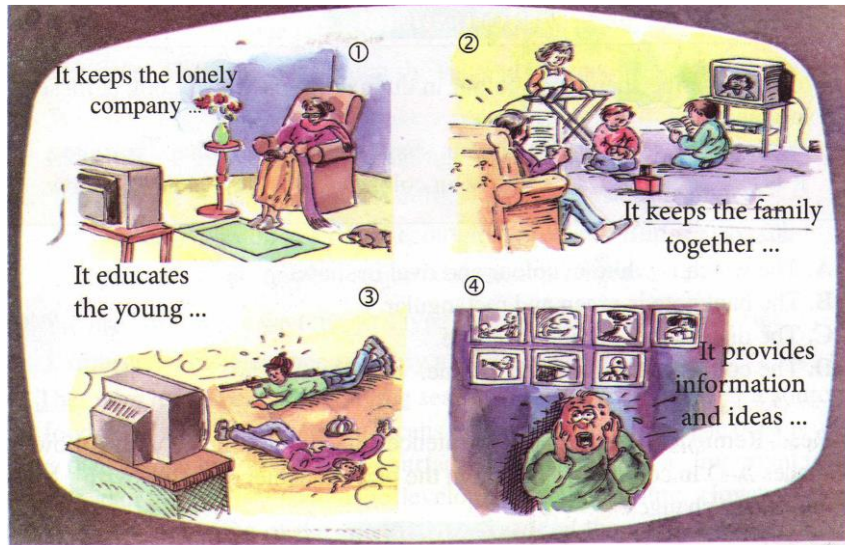
23	National resources	<ul style="list-style-type: none"> - Sugar production in a South American country. - Natural gas. - Oil and Coal. 	3,4	101,162,163	Graph Text	06
24	Breaking the law	<ul style="list-style-type: none"> - A child killed by a car. - An accident between a bicycle and bus. 	2,3	70,96,97, 106,107	Paragraph Picture	05
25	Respecting the law	<ul style="list-style-type: none"> - Policeman: would you please fasten your seat belt. Motorist: OH! Sorry. He fastened it right away. 	1,3	34,21,90, 96	Sentence	04
26	Being proud of belonging to a country	<ul style="list-style-type: none"> - My family is a typical finish family. - I live in the northeast of Algeria 	1,2,3,4	21,23,32, 40,57,65,85,127,137	Paragraph Task	17
27	Being proud of historic places	<ul style="list-style-type: none"> - Switzerland provides the visitors with breathtaking mountain scenery. - Very nice place to visit in the Sahara. 	1,2	33,41,45, 63,75,137	Paragraph Task	06

28	Awareness about rights and duties	<ul style="list-style-type: none"> - I am writing in order to complain. - Write short reports. 	1,3	41,96,104	Paragraph Task	03
29	Being proud of national heroes	<ul style="list-style-type: none"> - An important man in the Igbo tribe. - He built his own theatre. 	2,4	52,53,65,70,126,127	Paragraph Picture	07
30	Old society traditions	<ul style="list-style-type: none"> - Washing clothes with hands in a group of women. 	4	110	Picture	01
31	Old humanity culture	<ul style="list-style-type: none"> - Communicating through drums. 	4	114,115	Paragraph Picture	02

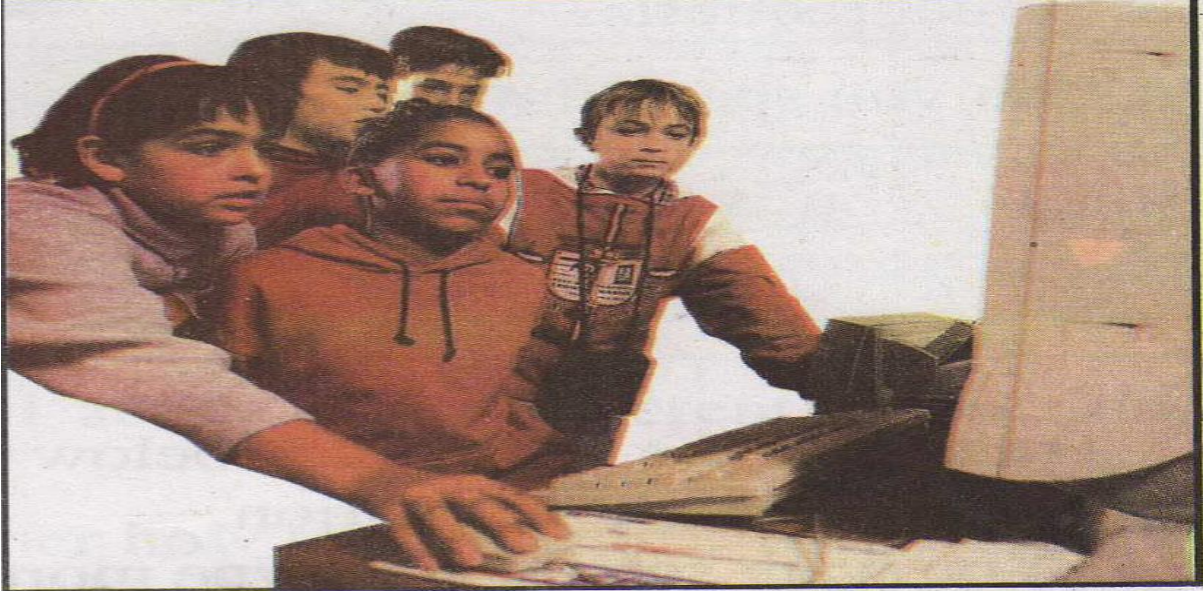
As it is shown in the table 07 above the researchers could extract 31 citizenship discourse features. The revealed features were either implicit (pictures), explicit (text, paragraph, task) or both. One feature or more could be extracted from the same picture or paragraph.

The following pictures show some citizenship discourse features that were extracted from the sample (textbook).

➤ The feature that can be derived from the picture (p 121) below is being proud of belonging to the family.



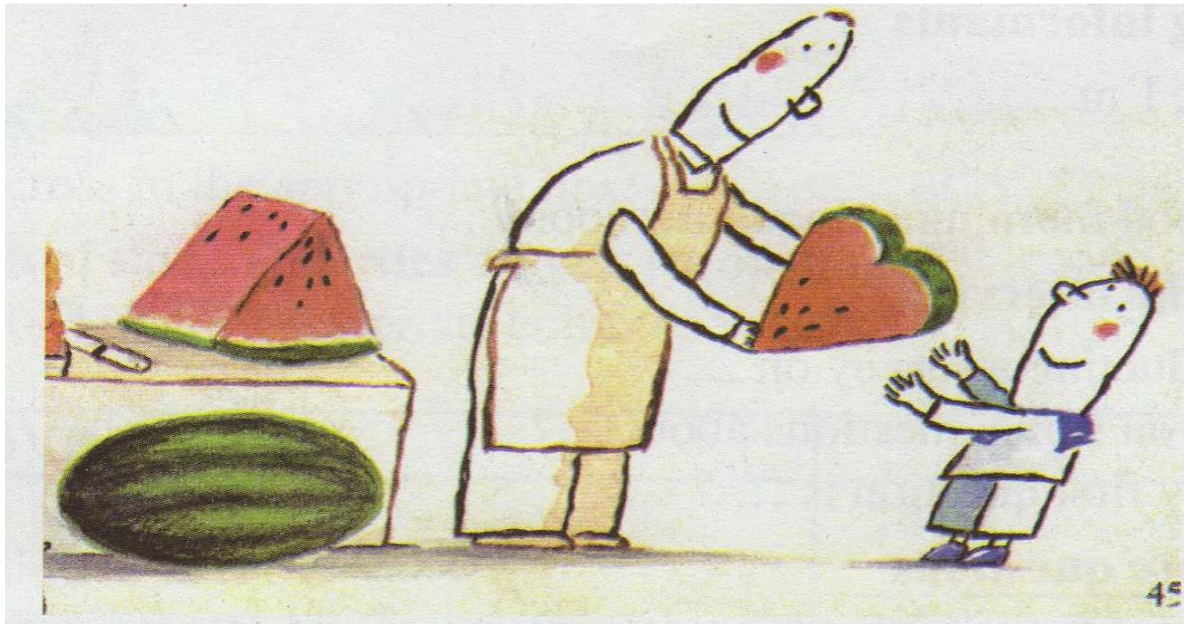
- The image below is extracted from the sample (At the crossroads p 17). It reveals the collaboration and team work feature in the social dimension.



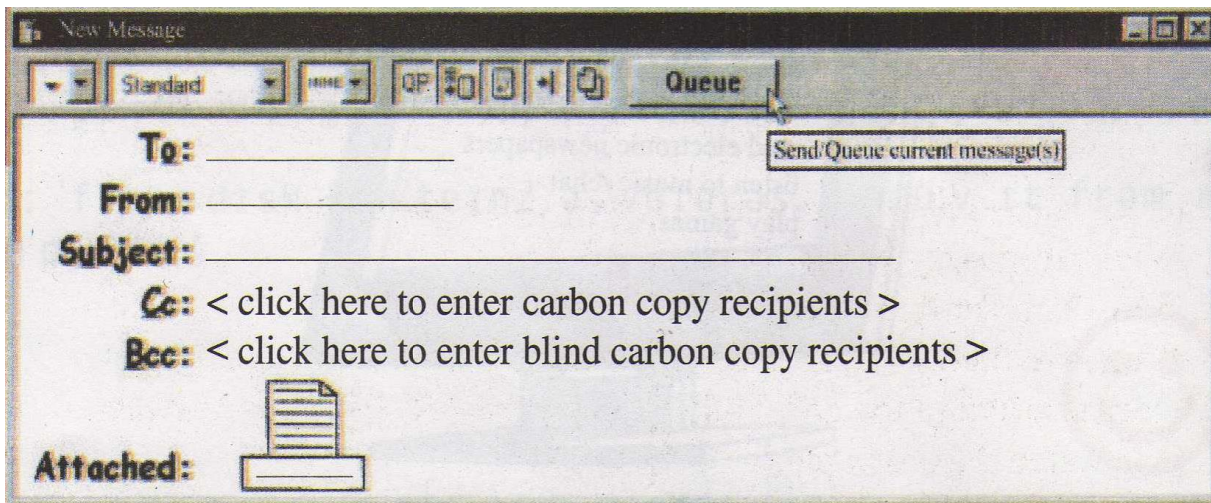
- The picture in page (110) shows a tradition which is a cultural feature



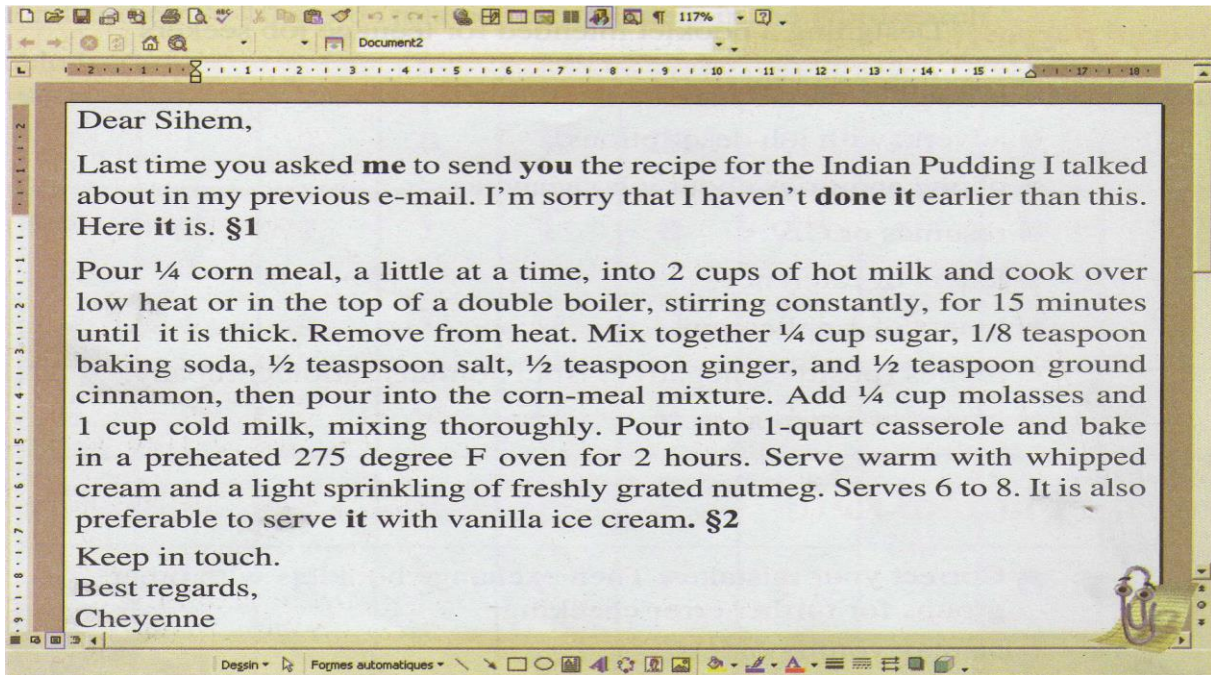
- The picture (p 88) include a social feature which is kindness



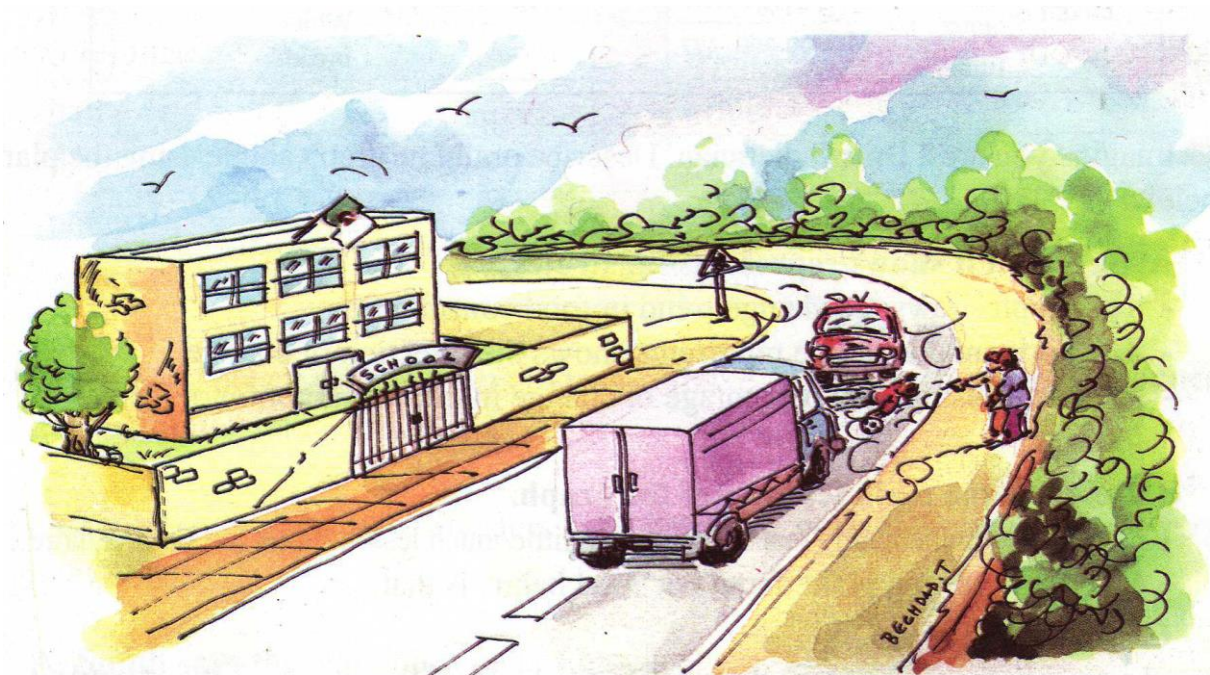
- The picture in (p20) shows a technological purpose which confirms the evolution of communication.



And this is a sample from page 40



➤ Image (p 97) contains a car accident which is caused by breaking the law; mentioned in the legal dimension.



5. 2. Questionnaire

The questionnaire was oriented to secondary school teachers who have five years and more experience to check their perception of the existence of citizenship discourse features in the textbook.

Table 3.8: Gender classification

Teachers	Male	Female
30	09	21
100%	30%	70%

The questionnaire was oriented to thirty (30) secondary school teachers 30% of the questioned teachers were male, while 70% of the teachers were females.

5. 2. 1. Data analysis:

According to the collected data shown in the table (**table 5**), the questioned teachers could recognize that there are citizenship discourse features represented in the textbook to some extent. In the Moral dimension most of the teachers (**24**) recognize that pupils request when they need something, while (**22**) of them see that the pupils apologize when they mistake, there is an equality while recognizing the pupils behavior when thanking each other by the teachers, moreover (**16**) teachers did not recognize pupils congratulate each other and the rest did. (**18**) Of the questioned teachers did not recognize that the pupils exchange compliments while the rest of them did, (**19**) teachers could perceive that learners are polite while addressing a word while (**11**) of them did not see that behavior. However in the case of pupils motivating each other, the majority of teachers (**24**) did not recognize its existence.

In the social domain, all the questioned teachers (**30**) recognize that pupils like working in groups, while the collected data from the questionnaire shows that half of the questioned teachers recognize that pupils behave kindly to one another and half of them did not. Most of the teachers (**26**) could perceive that pupils like their friends. (**26**) Of the respondents do not recognize that pupils are responsible and (**22**) of them do not see pupils coming to school ready to learn; moreover, (**21**) see pupils following directions from teachers and other school personnel. 18 teacher do not recognize pupils dressing appropriately for school, an equality is obvious while teachers recognizing the mutual respect between pupils.

(22) Failed to recognize the learners coming to school on time and the same number of teachers (22) failing at remarking the achievement of the homework by the learners.

In the technological dimension, (16) teachers could recognize that pupils are aware about the evolution, (17) could not recognize their knowledge about inventions and inventors, (19) think that learners do not have a vision on the scientific field, (16) teachers recognize the aspiration the pupils have to serve humanity.

In the economical domain, (23) teachers could not perceive that pupils look after public properties, (21) recognize the pupil's differentiation between professions, (22) of them see that learners are aware of the national resources.

Legal domain, (16) of the respondents sees the pupils respecting the internal code of law and (17) of them see them aware about it.

In the political dimension, the majority of teachers (19) recognize the pupils knowledge about their national history, (11) teachers failed to see the pupils being proud of their national heroes, (17) could see them being proud of belonging to the country, and (19) recognize their awareness about their rights and duties.

In the cultural domain, the majority of the respondents (25) could perceive that learners know their society traditions, while (16) of the questioned teachers failed to recognize the pupils knowledge about the humanity culture.

6. Statistical Measures:

Quantitative Research Objective:

Quantitative research is the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect. It is used in a wide variety of natural and social sciences, including physics, biology, psychology, sociology and geology (Wikipedia Encyclopedia, 2005). In addition, according to Cohen (1980), quantitative research is defined as social research that employs empirical methods and empirical statements.. He states that an empirical statement is defined as a descriptive statement about what "is" the case in the "real world" rather than what "ought" to be the case. Typically, empirical statements are expressed in numerical terms. Another factor in quantitative research is that empirical evaluations are applied. Empirical evaluations are defined as a form that seeks to determine the degree to which a specific program or policy empirically fulfills or does not fulfill a particular standard or norm. Moreover, Creswell

(1994) has given a very concise definition of quantitative research as a type of research that is `explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).

6. 1. Percentage

The researchers exerted percentages in (Table 01) and (Table 02) to identify the percentage of schools and teachers selected for the questionnaire, in (Table 04) to show the citizenship features really represented in the textbook, in (Table 05) to identify the percentage of the questioned teachers who recognized or do not recognize the existence of citizenship features in the textbook and used as well in (Table 08) to identify the male and females among the questioned teachers.

6. 2. Pearson's coefficient:

To measure the reliability and validity of the questionnaire statements.

6. 2. 1. Statements consistency (reliability)

Using the SPSS system to measure the correlation between the statements of the teachers' designed questionnaire which was $R= 71.42$. That means that there is a strong positive statistically significant correlation between the statements of the designed questionnaire serving the objectives of the study.

6. 3. Testing validity

The researchers have exerted the strategy of test and re-test. They got the same results to some extent.

6. 4. Frequency technique:

The researchers used the frequency technique in (Table 03) to show the frequencies of each feature in every dimension.

7. Obstacles of the study

The researchers faced some obstacles while doing their study. Some of them were human and others were bibliographical.

7. 1. Human obstacles:

While conducting this study, researchers faced several difficulties, including a lack of collaboration between them and some teachers and the lack of knowledge and culture of this type of scientific and academic research, Lack of experience in writing the research.

7. 2. Bibliographical obstacles:

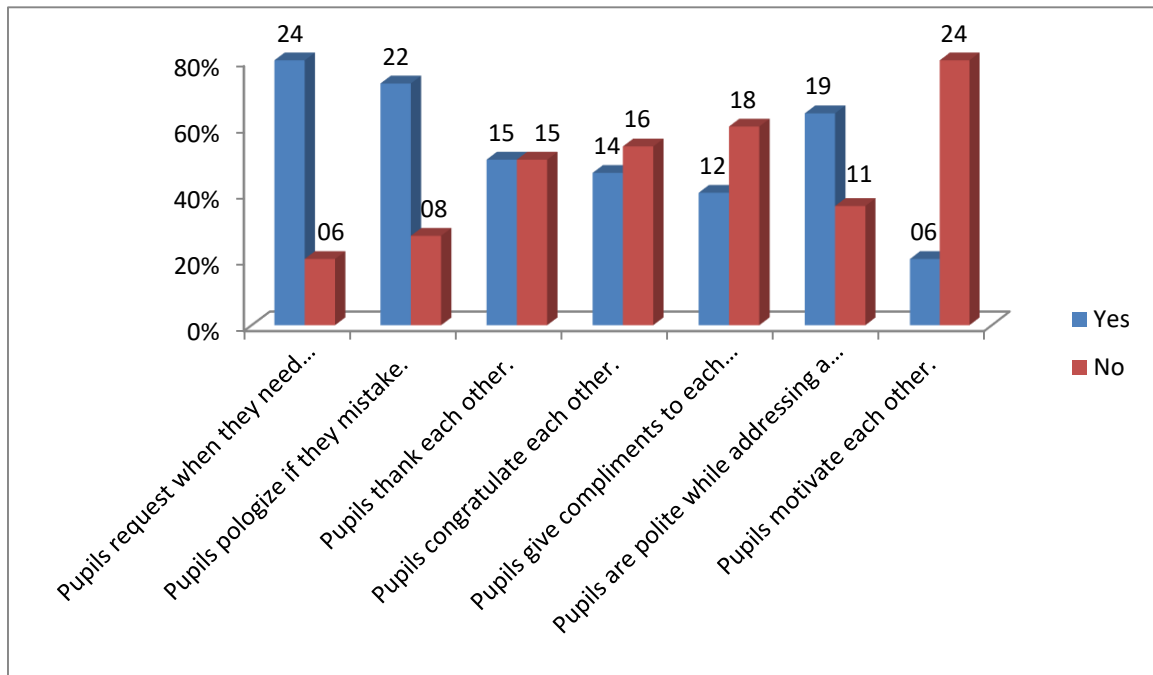
The hugest obstacle the researchers faced is the unavailability of the bibliographical sources about the subject “Citizenship discourse features represented in the secondary textbook of English case study: first year”. The lack of availability of primary and secondary sources, lack of references, lack of a good understanding of methodology, steps and how to find professional reference material. Those were the causes that led the researchers to take a long time and effort in order to find other sources to form the theoretical framework and database on the problem .

CHAPTER IV

**Displaying and Interpreting the Data
Collected**

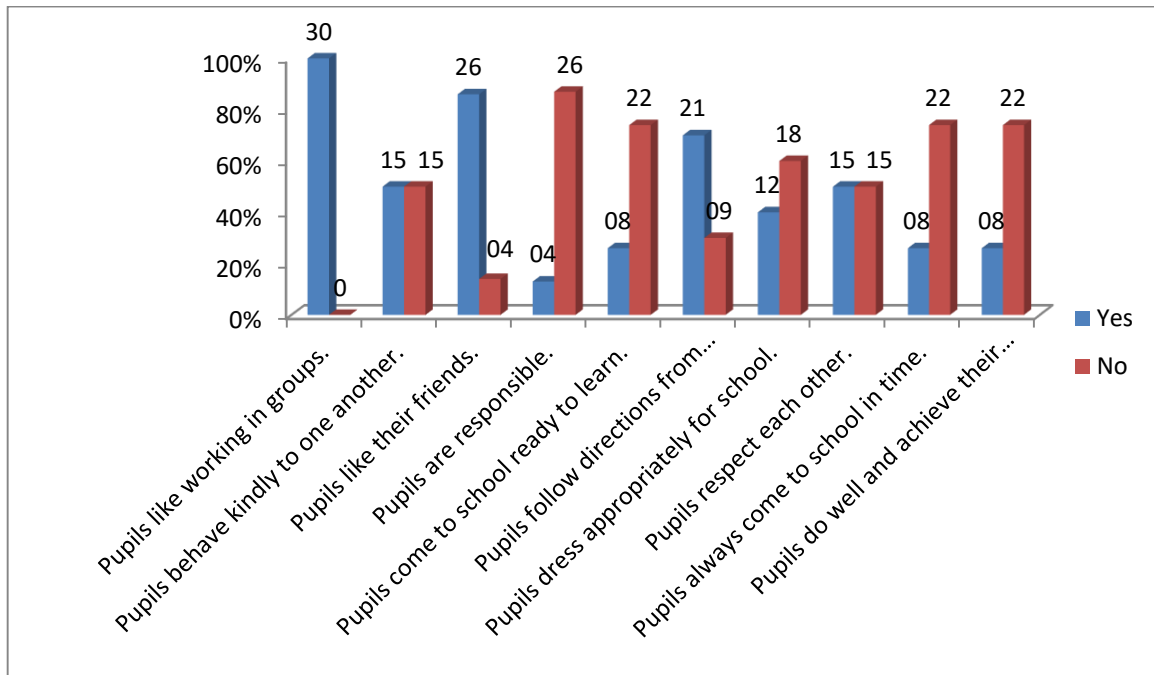
1. Displaying and interpreting the collected data

Thirty teachers from Tiaret and Tissemsilet devoted their time to answer our questionnaire which was about detecting the teacher's perspective on Citizenship discourse features in Algerian secondary school textbook (1st year textbook). The graphs below show the features of the citizenship dimensions as perceived by the secondary school teachers who have five years and more experience.



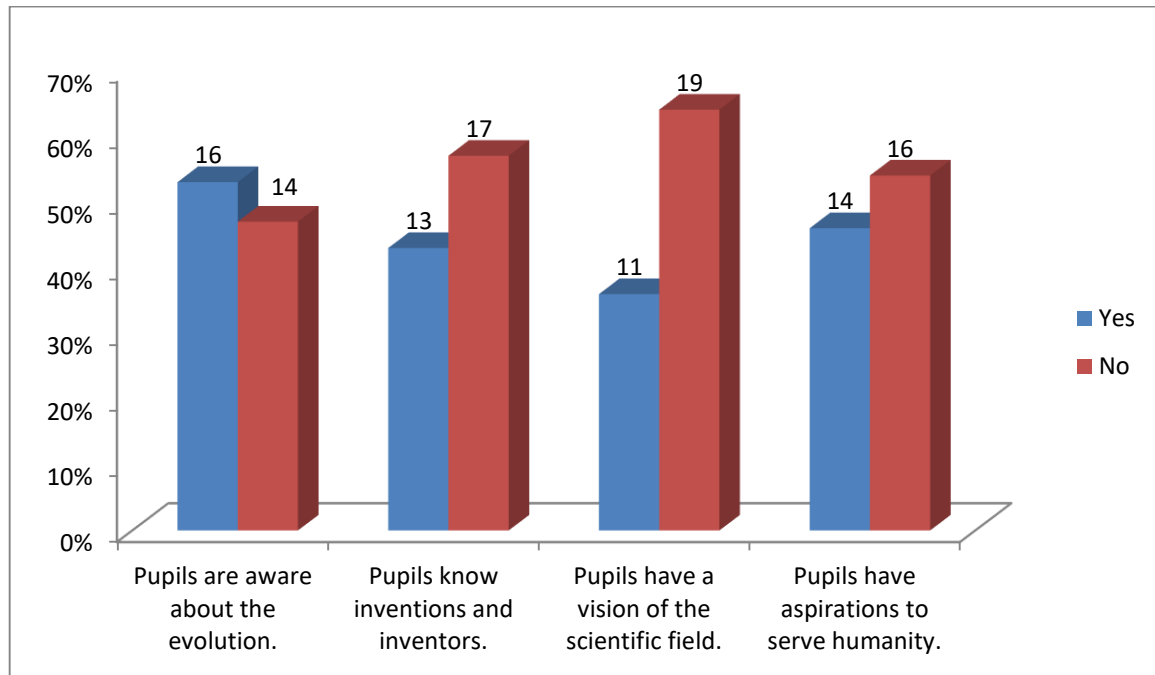
Graph N°1: Moral features as perceived by teachers

The results in the graph show that **80%** of the teachers (**24**) of the study recognize that the feature of pupils requesting when they need something is available in the textbook content. **73%** of the respondents (**22**) see that pupils apologize when they mistake. **50%** of the respondents (**15**) found that pupils thank each other and the other **50%** did not. **54%** of the participants (**16**) found that pupils do not congratulate each other, **60%** of the teachers (**18**) did not recognize pupils giving compliments to each other. **64%** of the participants (**19**) see that pupils are polite while addressing a word, moreover, **80%** of the respondents could not recognize pupils motivating each other.



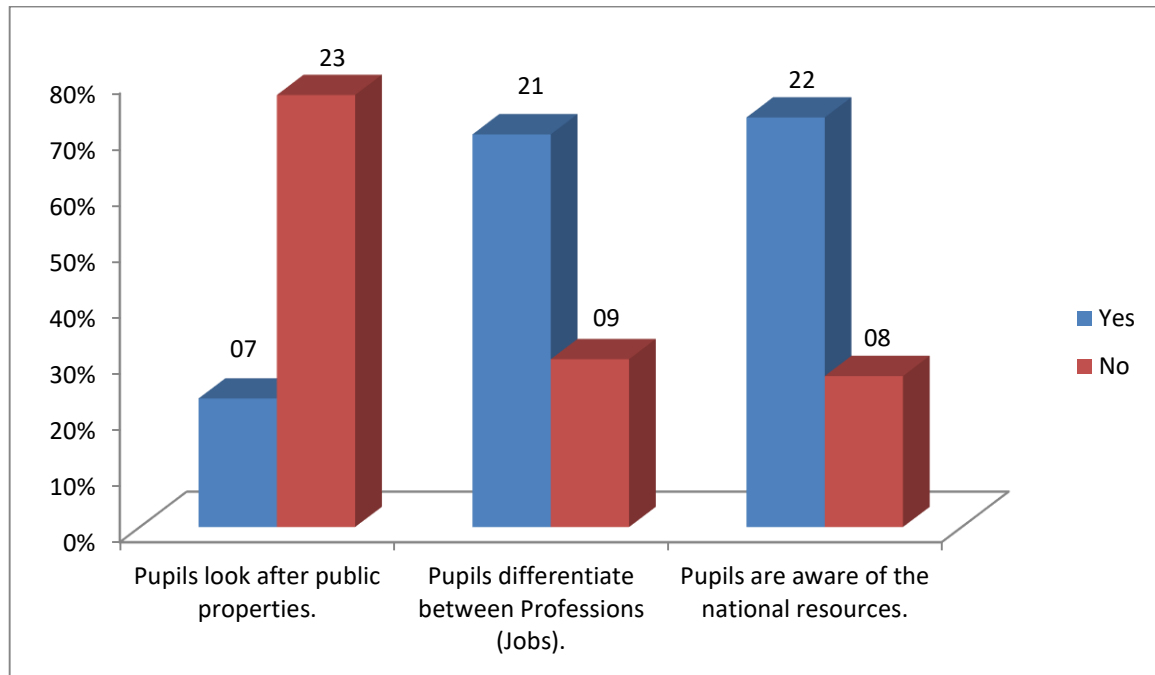
Graph N°2: Social features as perceived by teachers

This graph shows that **100%** of the participants (**30**) of the study agreed that the feature of pupils like working in groups is the most frequent in the content of the textbook. **50%** of the respondents (**15**) see that pupils behave kindly to one another while the rest do not. **86%** of the teachers (**26**) recognize that pupils like their friends, the respondents (**26**) **87%** could not found pupils responsible. **74%** of the participants (**22**) did not see pupils come to school ready to learn, while **70%** of teachers (**21**) found that pupils follow directions from them and other school personnel. **60%** of the participants (**18**) found that pupils do not dress appropriately for school. **50%** of the teachers (**15**) found that learners respect each other while the other half did not found that. **74%** of the respondents (**22**) found that pupils do not always come to school on time, also **74%** of teachers (**22**) could not found pupils doing well and achieving their homework.



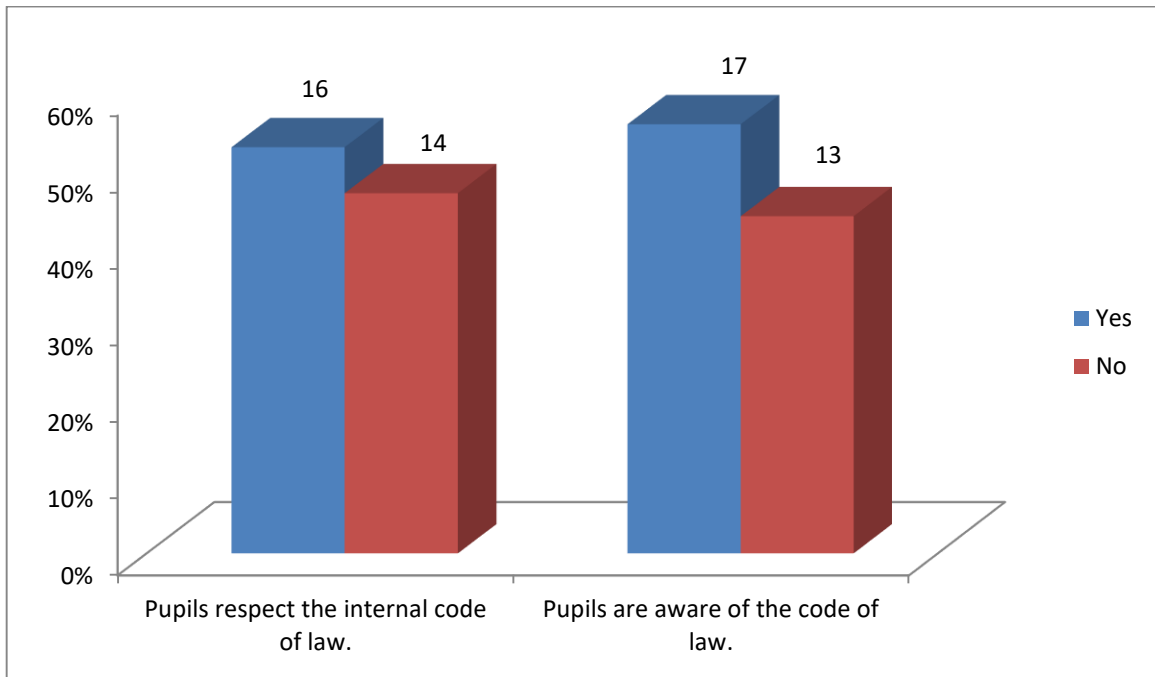
Graph N°3: Technological features as perceived by teachers

This graph results show that **53%** of the respondents (**16**) found that pupils are aware of the evolution and **57%** of the participants (**17**) found that pupils do not have enough knowledge about inventions and inventors. (**19**) Of the teachers **64%** could not recognize pupils having a vision on the scientific field; moreover, **54%** of the respondents (**16**) don't see any aspirations from pupils to serve humanity .



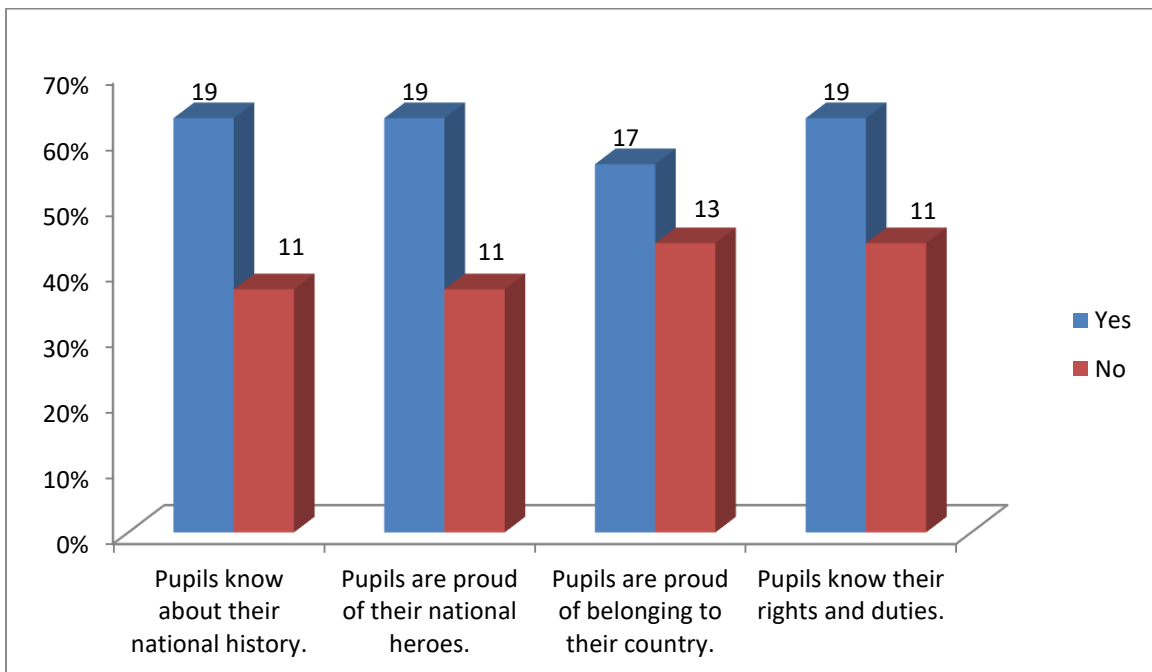
Graph N°4: Economical features as perceived by teachers

As portrayed in the graph, the majority of the respondents **77% (23)** found that pupils do not look after public properties. **70%** of the participants (**21**) found that pupils differentiate between professions and **73%** of teachers (**22**) found that pupils are aware of the national resources.



Graph N°5: Legal features as perceived by teachers

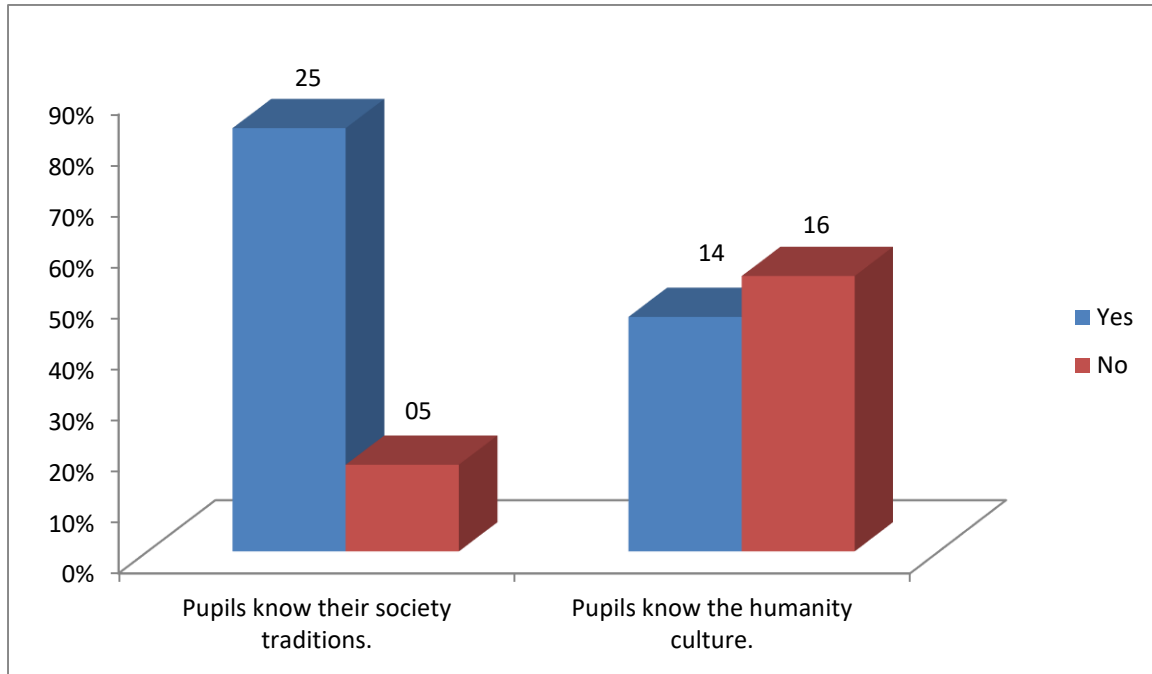
53% of the respondents (16) found that people respect the internal code of law and the rest do not, however, 56% of the participants (17) found that pupils are aware of the code of law and the rest 44% did not found that.



Graph N°6: Political features as perceived by teachers

The results indicate that 63% of the participants (19) found that pupils know about their national history, while the same percentage and number of respondents found that pupils

are proud of their national heroes, **56%** of the teachers (**17**) see that pupils are proud of belonging to their country. **63%** of the participants (**19**) found that pupils know their rights and duties.



Graph N°7: Cultural features as perceived by teachers

83% of the participants (**25**) found that pupils know their society traditions while **17%** didn't agree. **54%** of the teachers (**16**) found that pupils do not have good knowledge of the humanity culture.

2. Displaying and interpreting the General Hypothesis data

This research main hypothesis proceeds for: "Citizenship features are deeply represented in the textbook". According to the tools of our study, they revealed that citizenship discourse features are strongly represented in the textbook. Introductory, outcomes are handed over following to the two major questions identified for this study: "What are the citizenship dimensions represented in the first-year secondary textbook?" and "Which dimensions are overspread along the textbook ?

The citizenship discourse contained in the English textbook diverse to seven dimensions, moral, social, technological, legal, political, economical and cultural. The features involved relate most to the moral dimension (**45, 71%**) of the total of **385** features. Second most represented dimension is the social (**19, 74%**), emphasizing on collaboration and team work, kindness, respecting teachers and friends, hospitality, friendship and

responsibility. Ranked third the technological dimension (**13, 50%**), this domain emphasized serving humanity, evolution, the scientific field, inventions and inventors. Economical dimension ranked fourth (**10, 90%**), highlighted preserving public properties, the differentiation between professions and national resources. Fifth in the rank is the political domain (**7, 53%**) of the total, being proud of belonging to a country, being proud of historic places, Awareness about rights and duties, being proud of national heroes. Ranked sixth the legal dimension (**1, 81%**), emphasized; breaking the law and respecting it. Finally ranked seventh, the cultural domain with (**0.77%**) highlighting the old society traditions and the old humanity culture. The results of Sami Qatawneh et al (2019), Ziad Khalid (2013), Dr. AFAF and M. Al JASER (2018), Saman (2010) agreed with our research results, but the styles of collecting data are different as it is noted, their style of presenting data is unorganized and random.

3. Displaying and interpreting the First Hypothesis Data

The first sub-hypothesis of our study goes for “The dimensions are several such as Political, cultural, legal, moral, social”.

After the analysis of the sample textbook, the following findings are presenting existence of citizenship dimensions in the textbook.

As the table 03 shows, there are seven dimensions extracted from the textbook with a total of **31** features and **385** frequencies distributed, adopted from five units for analysis. Thus the results indicated that the degree of the book representation of the moral dimension is (**45, 71%**) including request, apology, thanking, congratulating, compliments, apology and motivation. This result corroborates the findings of Daniel Faas and Wendy Ross (2012) that focused on exploring the role of schools and curricula in developing citizenship. The degree of representation of the moral dimension has a good standing. Second rank goes to the social dimension which contains hospitality, friendship, kindness, helpfulness, order, responsibility, being proud of belonging to the family, respect teacher and friends, and finally with the biggest amount of the frequencies in this domain goes to the collaboration and teamwork with 30 frequencies. Third seat in the rank goes to the technological dimension which has four features evolution, inventors and inventions, scientific field and serving humanity in a total of 52 frequencies. Fourth dimension is the economical dimension containing preserving public properties, several kind of jobs and serving humanity with a total of 42 frequencies and (**10, 90%**). Fifth dimension is the political dimension, it contains four features and 29 frequencies

those features are being proud of belonging to a country, being proud of historic places, Awareness about rights and duties, being proud of national heroes. Before the last position the legal take place containing breaking the law and respecting the law. Finally the cultural dimension with a small number of frequencies (03), focusing on the old society traditions and the old humanity culture. This result is similar to the study of Sami Qataweh et al (2019) which aimed to identify the extent to which Citizenship values are included in Arabic-language textbooks for the intermediate stage, and teachers' awareness of them in the United Arab Emirates.

4. Displaying and interpreting the second hypothesis data

The second sub-hypothesis of our study goes for: “*Moral and social are the most common dimensions represented in the textbook*”.

In order to discuss this hypothesis, the researchers made a table of frequencies and percentage for each dimension and it features. (Table 03)

Some of the seven dimensions are strongly represented in the textbook and some are not as reflected in table (table 3), however the dimension in the table below show how the dimensions are represented in the textbook .

Table 4.1: The distribution of citizenship dimensions, their frequencies and rank

Dimension	Frequency	Percentage	Rank
Moral	176	45, 71%	1
Social	76	19, 74%	2
Technological	52	13, 50%	3
Economical	42	10, 90%	4
Political	29	7, 53%	5
Legal	07	1, 81%	6
Cultural	03	0, 77%	7

In the table below, as it is remarkable, the moral dimension got the first place. It is the widest domain of features. It contains seven sub-dimensions. The social dimension next with nine features, then the technological domain with four sub-dimensions in the third rank. Economical dimension with three features ranked four. The fifth place to the political domain with four sub-dimensions. Legal domain had the sixth place in the ranking with two features. Finally the cultural dimension with two sub-dimensions ranked seventh.

Table 4.2: The distribution of features in English textbook of first year (Moral Features)

Dimension	Feature	Frequency	Percentage	Rank in its domain
Moral	- Request	48	27.27%	1
	- Apology	24	13.63%	5
	- Thanking	26	14.77%	4
	- Congratulating	04	2.27%	7
	- Compliment	29	16.74%	3
	- Politeness	38	21.59%	2
	- Motivation	07	3.97%	6
	Total (176)		100%	

As the table shows, it is noted that the moral features available in the English first year secondary textbook are **176** frequencies. This domain is the first in the ranking with **(45, 71%)** revealed through the analysis of data that that the sub-feature of request was ranked first, followed by politeness then compliment sub-feature, next the thanking, apology, followed by motivation and finally congratulating was ranked last.

Table 4.3: Percentage and rank of each feature in the Social domain

Dimension	Feature	Frequency	Percentage	Rank in its domain
Social	- Hospitality	04	5.26%	6
	- Friendship	06	7.89%	5
	- Kindness	11	14.47%	2
	- Helpfulness	09	11.84%	3
	- Order	08	10.52%	4
	- Responsibility	02	2.63%	9
	- Being proud of belonging to the family	03	3.94%	7
	- Respect teachers and friends	03	3.94%	8
	- Collaboration and team work	30	39.47%	1
	Total (76)	100%		

The social feature is the second in the ranking, with **76** frequencies and a percentage of **(19, 74%)**, collaboration and team work is ranked first as shown in the table **39.47%** with **30** frequencies, this means the importance of group work, then kindness feature reached the second rank with **11** frequencies and a percentage of **14.47%** in its domain, helpfulness occupied the third rank with **09** frequencies and **11.84%**, order sub-feature is ranked the fourth with **08** frequencies and **10.52%**, followed by friendship with **06** frequencies and **7.89%** in the fifth rank, then hospitality with **04** frequencies and **5.26%**, the seventh place is being proud of belonging to the family with **03** frequencies and **3.94%**, the last rank was for respecting teacher and friends with the same number frequencies and percentage of the previous feature.

Table 4.4: The distribution of the technological features, rank and frequencies

Dimension	Feature	Frequency	Percentage	Rank in its domain
Technological	- Evolution	04	7.69%	4
	- Inventions and inventors	31	59.61%	1
	- Serving humanity	10	19.23%	2
	- Scientific field	07	13.46%	3
	Total (52)		100%	

As illustrated in the table, there were (4) features mentioned Inventions and inventors, serving humanity were the most frequented features in the textbook in the technological domain. Inventions and inventors with **31** frequencies and **59.61%**, followed by serving humanity **19.23%** and **10** frequencies, third in the rank was the scientific field with **07** frequencies and **13.46%**, last in the rank is the evolution with **04** frequencies and **7.69%**.

Table 4.5: The distribution of features, rank and frequencies in the economical domain

Dimension	Feature	Frequency	Percentage	Rank in its domain
Economical	- Preserving public properties	06	14.28%	2
	- Several kinds of jobs	30	71.42%	1
	- National resources	06	14.28%	3
	Total (42)		100%	

The economical domain score **42** frequencies and **10.90%** out of the total of the seven domains. Several kinds of jobs ranked first with **30** frequencies and **71.42%**, followed by preserving public properties **14.28%** and **06** frequencies, last in the ranking is the national resources with the same percentage and frequencies of the previous one.

Table 4.6: Legal domain distribution of it features and ranking

Dimension	Feature	Frequency	Percentage	Rank in its domain
Legal	- Breaking the law	04	57.14%	1
	- Respecting the law	03	42.85%	2
	Total (07)	100%		

Legal domain is ranked the sixth out of the total of seven (**1.81%**), as shown in the table this domain got two features breaking the law in first position with **04** frequencies and **57.14%** and second position respecting the law with **03** frequencies and **42.85%**.

Table 4.7: The distribution of features, their frequencies and rank in political domain

Dimension	Feature	Frequency	Percentage	Rank in its domain
Political	- Being proud of belonging to a country	13	44.82%	1
	- Being proud of historic places	06	20.68%	3
	- Awareness about rights and duties	03	10.34%	4
	- Being proud of national heroes	07	24.13%	2
	Total (29)	100%		

As stated in the table above, in political domain there were four features, being proud of belonging to a country ranked first with **13** frequencies and **44.82%**, followed by being proud of national heroes in second rank with **07** frequencies and **24.13%**, third position in the ranking being proud of historic places **06** frequencies and **20.68%**, final position in this domain is the awareness about rights and duties **03** frequencies and **10.34%**.

Table 4.8: The distribution of features, their frequencies and rank in cultural domain

Dimension	Feature	Frequency	Percentage	Rank in its domain
Cultural	- Old Society traditions.	01	33.33%	2
	- Old humanity culture	02	66.66%	1
	Total (03)		100%	

As indicated in the table above, there were (02) cultural features included in the textbook. Old society traditions with only one frequency. Old humanity culture was mentioned two times in the content.

5. General interpretation and data discussion in the light of theories

After the collection of data, there were seven (7) dimensions extracted with a total of thirty one (31) features and 385 frequencies. Each category with different frequencies and different features. Moral dimension which ranked the first with seven features and 176 frequencies, social dimension with nine features and 76 frequencies, Technological dimension with four sub-dimensions and 52 frequencies, economical dimension three features and 42 frequencies, legal with two sub-dimensions and 7 frequencies, political dimension with four features and 29 frequencies, and cultural dimension with two features and 3 frequencies.

The investigation revealed that the moral features ranked the first of the features included in the 1st year secondary textbook of English with (45, 71%), the second are social features with (19, 74%), technological ranked third with (13, 50%), followed by economical in fourth position with (10, 90%), fifth place in the rank is the political with (7, 53%), then legal features with (1, 81%), and last in the ranking cultural features with (0, 77%) .

General Conclusion

The aim of the study is to examine the representation of citizenship discourse features in the 1As TEXTBOOK of English. Findings showed that collaboration and team work, request and politeness are mostly predominantly depicted in the textbooks. It was obviously found that the curriculum designers put great effort on four dimensions: Moral, social, technological and economical. They could possibly want to instill and increase the appearance of those domains in the young learners' curriculum, because those dimensions are the basis of the individuals interacting in the society. It seems that secondary school curriculum planners want to bolster students' knowledge, attitude, skills and values of citizenship. Textbooks designers had better find paying attention to the dominant domains that the society may hold, they may integrate more important citizenship features and values that could help learners in future life obstacles. Language textbooks are not only for increasing language skills, but also values, such as moral and social.

According to the results in this study, we observe that the percentage of the citizenship discourse features included in the content of the 1AS TEXTBOOK of English lacks balance, and the reason may be attributed to the lack of planning and organization in the content of the textbook.

The restatement of the feature of request was described as one of the supreme and important features in the moral dimension as to prepare and raise pupils to be a good generation of citizens in the future. Politeness also got an important place in the content of the textbook since this feature is crucial to be inculcated in pupils in this stage; on the other hand it improves their good personality and behavior in the society. The social domain contains a very important feature which is collaboration and team work, it is so important because in the society people need each other to solve problems and obstacles, this feature leads to better outcomes.

The result of this study agrees with that of Sami Qatawneh et al (2019), Daniel Faas and Wendy Ross (2012), Dr. AFAF and M. Al JASER (2018), Saman (2010) as they noted the role of secondary school in instilling citizenship features in pupils. And also with the study of Ziad Khalid (2013), who explored the power of the textbook in the secondary stage aiming at representing the citizenship values and its importance in the curriculum, attempting to explore the potential relevance of foreign language course books to instill civic values into students in the Algerian educational settings.

Suggestions

Taking into consideration the results, the researchers offer the following:

- ❖ The citizenship discourse features existing in the English textbooks should be observed and taught purposively by the English foreign language teachers’.
- ❖ Learners in the first secondary stage should be taught the citizenship features that will last with them the coming stages.
- ❖ Examining the balance in the distribution of the citizenship dimensions and features contained in the first year secondary English textbook.
- ❖ Conducting more scientific studies to reveal the citizenship discourse features contained in the other school stages.
- ❖ Paying attention to less frequent domains, such as the cultural and legal dimensions within the textbooks.
- ❖ Reminding secondary stage teachers about the citizenship discourse features in order to mention and teach them to students while teaching lessons.
- ✓ Possible related themes to be studied soon:
 - The effect of social citizenship discourse features represented in secondary stage textbooks.
 - The correlation between blinded citizenship discourse features represented in the 1As English TEXTBOOK and students positive attitudes.

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References

ANNEXES

Annexes

Social	08	Pupils like working in groups.		
	09	Pupils behave kindly to one another.		
	10	Pupils like their friends.		
	11	Pupils are responsible.		
	12	Pupils come to school ready to learn.		
	13	Pupils follow directions from teachers and other school personnel.		
	14	Pupils dress appropriately for school.		
	15	Pupils respect each other.		
	16	Pupils always come to school in time.		
	17	Pupils do well and achieve their homework.		
Technological	18	Pupils are aware about the evolution.		
	19	Pupils know inventions and inventors.		
	20	Pupils have a vision of the scientific field.		
	21	Pupils have aspirations to serve humanity.		
Economical	22	Pupils look after public properties.		
	23	Pupils differentiate between Professions (Jobs).		
	24	Pupils are aware of the national resources.		
Legal	25	Pupils respect the internal law.		
	26	Pupils are aware of the law.		
Political	27	Pupils know about their national history.		
	28	Pupils are proud of their national heroes.		
	29	Pupils are proud of belonging to their country.		
	30	Pupils know their rights and duties.		
Cultural	31	Pupils know their society traditions.		
	32	Pupils know the humanity culture.		

3. Annex 03: Analysis of the represented citizenship features in the textbook

N°	Feature	Sample	Sequence	Page	Nature	Frequency
01						
02						
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Annexes

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04. Citizenship features really represented in the textbook

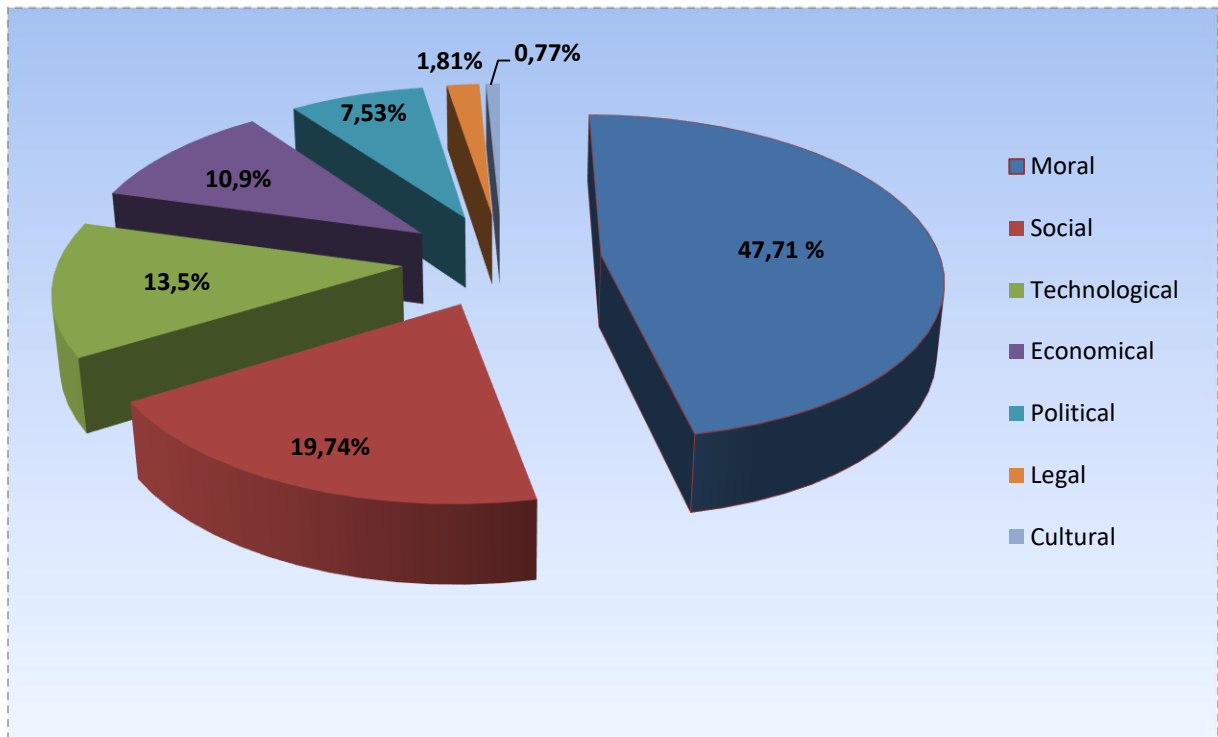


Figure N°01: Citizenship Features really represented in the textbook

05. Set of Questionnaire Sample

Dear Teacher;

You are kindly begged, as a teacher of secondary stage pupils, to fill up the questionnaire statements below aiming at studying citizenship discourse features represented in the secondary stage textbook; case study 1st year.

Gender:	<input checked="" type="checkbox"/> Male	<input type="checkbox"/> Female		
Experience:	<input type="checkbox"/> 5 Years	<input type="checkbox"/> 10 years	<input type="checkbox"/> 15 years	More <input checked="" type="checkbox"/>
School Name:	Boukermone EL Djilali Secondary school.			
Location:	Theriel EL Had			

Dimension	N°	Prompt	Yes	No
Moral	01	Pupils request when they need something.	✓	
	02	Pupils apologize if they mistake.		✓
	03	Pupils thank each other.	✓	
	04	Pupils congratulate each other.		✓
	05	Pupils give compliments to each other.		✓
	06	Pupils are polite while addressing a word.		✓
	07	Pupils motivate each other.		✓
Social	08	Pupils like working in groups.	✓	
	09	Pupils behave kindly to one another.		✓
	10	Pupils like their friends.	✓	
	11	Pupils are responsible.		✓
	12	Pupils come to school ready to learn.		✓
	13	Pupils follow directions from teachers and other school personnel.		✓
	14	Pupils dress appropriately for school.		✓
	15	Pupils respect each other.	✓	

Annexes

	16	Pupils always come to school in time.		✓
	17	Pupils do well and achieve their homework.		✓
Technological	18	Pupils are aware about the evolution.		✓
	19	Pupils know inventions and inventors.		✓
	20	Pupils have a vision of the scientific field.	✓	
	21	Pupils have aspirations to serve humanity.	✓	
Economical	22	Pupils look after public properties.		✓
	23	Pupils differentiate between Professions (Jobs).		✓
	24	Pupils are aware of the national resources.	✓	
Legal	25	Pupils respect the internal code of law.		✓
	26	Pupils are aware of the code of law.		✓
Political	27	Pupils know about their national history.		✓
	28	Pupils are proud of their national heroes.	✓	
	29	Pupils are proud of belonging to their country.		✓
	30	Pupils know their rights and duties.		✓
Cultural	31	Pupils know their society traditions.	✓	
	32	Pupils know the humanity culture.		✓

Annexes

Dear Teacher;

You are kindly begged, as a teacher of secondary stage pupils, to fill up the questionnaire statements below aiming at studying citizenship discourse features represented in the secondary stage textbook; case study 1st year.

Gender: Male Female

Experience: 5 Years 10 years 15 years More

School Name:TAHAR Bouziane

Location:Sidi Boucheut. TEHIT isemilet

Dimension	N°	Prompt	Yes	No
Moral	01	Pupils request when they need something.	✓	
	02	Pupils apologize if they mistake.	✓	
	03	Pupils thank each other.		✓
	04	Pupils congratulate each other.		✓
	05	Pupils give compliments to each other.	✓	
	06	Pupils are polite while addressing a word.		✓
	07	Pupils motivate each other.		✓
Social	08	Pupils like working in groups.	✓	
	09	Pupils behave kindly to one another.		✓
	10	Pupils like their friends.	✓	
	11	Pupils are responsible.		✓
	12	Pupils come to school ready to learn.		✓
	13	Pupils follow directions from teachers and other school personnel.	✓	
	14	Pupils dress appropriately for school.		✓
	15	Pupils respect each other.		✓

Annexes

	16	Pupils always come to school in time.		✓
	17	Pupils do well and achieve their homework.		✓
Technological	18	Pupils are aware about the evolution.		✓
	19	Pupils know inventions and inventors.		✓
	20	Pupils have a vision of the scientific field.		✓
	21	Pupils have aspirations to serve humanity.	✓	
Economic	22	Pupils look after public properties.		✓
	23	Pupils differentiate between Professions (Jobs).		✓
	24	Pupils are aware of the national resources.		✓
Legal	25	Pupils respect the internal code of law.		✓
	26	Pupils are aware of the code of law.		✓
Political	27	Pupils know about their national history.		✓
	28	Pupils are proud of their national heroes.	✓	
	29	Pupils are proud of belonging to their country.		✓
	30	Pupils know their rights and duties.		✓
Cultural	31	Pupils know their society traditions.	✓	
	32	Pupils know the humanity culture.	✓	

Annexes

Dear Teacher;

You are kindly begged, as a teacher of secondary stage pupils, to fill up the questionnaire statements below aiming at studying citizenship discourse features represented in the secondary stage textbook; case study 1st year.

Gender: Male Female

Experience: 5 Years 10 years 15 years More

School Name: *Johannes Benabdellkaim*

Location: *Tiaret*

Dimension	N°	Prompt	Yes	No
Moral	01	Pupils request when they need something.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	02	Pupils apologize if they mistake.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	03	Pupils thank each other.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	04	Pupils congratulate each other.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	05	Pupils give compliments to each other.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	06	Pupils are polite while addressing a word.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	07	Pupils motivate each other.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social	08	Pupils like working in groups.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	09	Pupils behave kindly to one another.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	10	Pupils like their friends.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	11	Pupils are responsible.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	12	Pupils come to school ready to learn.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	13	Pupils follow directions from teachers and other school personnel.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	14	Pupils dress appropriately for school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Annexes

	15	Pupils respect each other.	X	
	16	Pupils always come to school in time.	X	
	17	Pupils do well and achieve their homework.		X
Technological	18	Pupils are aware about the evolution.	X	
	19	Pupils know inventions and inventors.	X	
	20	Pupils have a vision of the scientific field.		X
	21	Pupils have aspirations to serve humanity.		X
Economical	22	Pupils look after public properties.	X	
	23	Pupils differentiate between Professions (Jobs).	X	
	24	Pupils are aware of the national resources.	X	
Legal	25	Pupils respect the internal code of law.	X	
	26	Pupils are aware of the code of law.	X	
Political	27	Pupils know about their national history.	X	
	28	Pupils are proud of their national heroes.	X	
	29	Pupils are proud of belonging to their country.	X	
	30	Pupils know their rights and duties.	X	
Cultural	31	Pupils know their society traditions.	X	
	32	Pupils know the humanity culture.	X	

Annexes

Dear Teacher;

You are kindly begged, as a teacher of secondary stage pupils, to fill up the questionnaire statements below aiming at studying citizenship discourse features represented in the secondary stage textbook; case study 1st year.

Gender:	<input checked="" type="checkbox"/> Male	<input type="checkbox"/> Female		
Experience:	<input type="checkbox"/> 5 Years	<input type="checkbox"/> 10 years	<input type="checkbox"/> 15 years	More <input checked="" type="checkbox"/>
School Name:	LYCEE HIROCHE MED			
Location:	TIALET			

Dimension	N°	Prompt	Yes	No
Moral	01	Pupils request when they need something.		<input checked="" type="checkbox"/>
	02	Pupils apologize if they mistake.	<input checked="" type="checkbox"/>	
	03	Pupils thank each other.	<input checked="" type="checkbox"/>	
	04	Pupils congratulate each other.	<input checked="" type="checkbox"/>	
	05	Pupils give compliments to each other.	<input checked="" type="checkbox"/>	
	06	Pupils are polite while addressing a word.	<input checked="" type="checkbox"/>	
	07	Pupils motivate each other.		<input checked="" type="checkbox"/>
Social	08	Pupils like working in groups.	<input checked="" type="checkbox"/>	
	09	Pupils behave kindly to one another.	<input checked="" type="checkbox"/>	
	10	Pupils like their friends.	<input checked="" type="checkbox"/>	
	11	Pupils are responsible.	<input checked="" type="checkbox"/>	
	12	Pupils come to school ready to learn.		<input checked="" type="checkbox"/>
	13	Pupils follow directions from teachers and other school personnel.	<input checked="" type="checkbox"/>	
	14	Pupils dress appropriately for school.	<input checked="" type="checkbox"/>	

Annexes

	15	Pupils respect each other.	✓	
	16	Pupils always come to school in time.		✓
	17	Pupils do well and achieve their homework.		✓
Technological	18	Pupils are aware about the evolution.	✓	
	19	Pupils know inventions and inventors.		✓
	20	Pupils have a vision of the scientific field.	✓	
	21	Pupils have aspirations to serve humanity.		✓
Economical	22	Pupils look after public properties.		✓
	23	Pupils differentiate between Professions (Jobs).		✓
	24	Pupils are aware of the national resources.	✓	
Legal	25	Pupils respect the internal code of law.		✓
	26	Pupils are aware of the code of law.		✓
Political	27	Pupils know about their national history.		✓
	28	Pupils are proud of their national heroes.	✓	
	29	Pupils are proud of belonging to their country.	✓	
	30	Pupils know their rights and duties.	✓	
Cultural	31	Pupils know their society traditions.	✓	
	32	Pupils know the humanity culture.		✓

Résumé

La présente étude visait à examiner les caractéristiques du discours de la citoyenneté dans le cahier de texte d'anglais de la première année secondaire. Deux outils ont été utilisés pour réaliser cette étude ; la première est une liste de contrôle pour énumérer et analyser les caractéristiques du discours de la citoyenneté qui sont représentées de façon factuelle dans le manuel 1As, suivie d'un questionnaire destiné aux enseignants conçu pour connaître le point de vue des enseignants sur les caractéristiques du discours de la citoyenneté représentées dans le manuel. Cette étude a adopté une méthode mixte : l'approche analytique descriptive et la méthode d'analyse du contenu, effectuées sur l'échantillon cahier de classe de la première année ; et un échantillon d'enseignants du secondaire. Les résultats ont révélé qu'il y a sept dimensions de citoyenneté dans le manuel, atteignant un total de 385 fréquences réparties sur sept aspects. Ces dimensions de citoyenneté couvrent trente et un aspects. L'élément de demande dans la dimension morale est l'élément le plus fréquent dans le contenu, tandis que les traditions de l'ancienne société et la culture de l'ancienne humanité sont les moins promues dans le manuel.

Mots clés : Citoyenneté, Discours de citoyenneté, Analyse de contenu, Manuel scolaire.

ملخص الدراسة

هدفت الدراسة الحالية الى التحقيق في خصائص خطابات المواطنة في كتاب الانجليزية للسنة الاولى ثانوي . وقد استخدمت في هذه الدراسة اداتين: الاولى هي قائمة مرجعية لتحديد وتحليل خصائص خطابات المواطنة الموجودة في الكتاب المدرسي. تابعا لها استبيان موجه لأساتذة التعليم الثانوي لمعرفة مدى ادراكهم بوجود هذه الخصائص. اعتمد هذا البحث على منهج مختلط، المنهج الوصفي التحليلي و طريقة تحليل المحتوى التي تم اجراؤها على الكتاب، حيث كشفت النتائج ان هناك 385 خاصية موزعة على سبعة ابعاد . خاصية الطلب في البعد الاخلاقي هي الاكثر تواجدا في المحتوى .بينما تقاليد المجتمع القديم و ثقافة البشرية القديمة اقل ذكرا في الكتاب المدرسي.

الكلمات المفتاحية: المواطنة, خطابات المواطنة, تحليل المحتوى، الكتاب المدرسي.

