CITIZENSHIP EDUCATION IN EFL TEXTBOOKS SECONDARY LEVEL: A CONTENT ANALYSIS

Ms. Fatima Zohra KROUM (PhD Candidate)
Sidi Mohamed Ben Abdellah University, Morocco
E-mail: fatimazohra.kroum@yahoo.com

Abstract. In order to build a good and secure society, people should believe in civic engagement and participation. Citizenship education should begin at a very young age and continue into adulthood as a process of lifelong learning. Hence, the present paper aims at examining the extent to which EFL textbooks at secondary level are civically oriented using a descriptive content analysis. It is also meant to identify how the concept of the "good citizen" is implemented through course units of the textbook. The paper will draw important implications for syllabus designers, and teachers. Policy makers are also required to incorporate an effective implementation approach of civic education in Moroccan National textbooks so that future generations will be aware of their rights, responsibilities and their full commitment toward the community at large.

Keywords: citizenship education, content analysis, civic engagement, lifelong learning

INTRODUCTION

Civic education is a popular subject, producing significant pedagogical innovation. It is taught as an academic discipline at the university. It has received more attention than most other disciplines in the social sciences over the past few years. It is not new as a concept in the field of education. Civic education distinguishes itself by focusing on pedagogy and human development. For this reason, it has been debatable as of what civic education really means and therefore many questions, inter alia, were raised regarding the new discipline: how can we implement it in our syllabus design? Whose concern should it be? Teachers, practioners; parents, NGOs, syllabus designers, decision makers? Do National textbooks contribute positively to students' acquisition of citizenship knowledge?

It is worth mentioning that there are many definitions that have been attributed to the term 'civic education'. For instance, from a legal perspective, it has emphasized its concern on rights and responsibilities. From a socio-political point of view, it means that the focus ought to be on a set of practices undertaken by an individual in relation to society

Corresponding Author
Ms. Fatima Zohra KROUM (PhD Candidate)
E-mail: fatimazohra.kroum@yahoo.com

(Essomba et al, 2008). Furthermore, a philosophical definition would determine the relationship of an individual with the state. The American definition, on the other hand, would require an understanding and appreciation for the principles embodied in the constitution. In this paper, the present paper aims at examining the extent to which EFL textbooks at secondary level are civically oriented using a descriptive content analysis. It is also meant to identify how the concept of the "good citizen" is implemented through course units of national textbooks.

1. CIVIC EDUCATION: DEFINITIONS AND BACKGROUND

Civic education is an evidence-based pedagogy that includes civic learning and emphasizes building civic skills, knowledge, experience, and a sense of efficacy to develop citizens who regularly and productively participate in their communities throughout their lives. It is about citizenship-building, not about the passive absorption of information (not rote learning but meaningful learning). Accordingly, civic education involves:
- An awareness about ecological, social, gender and inter-generational justice in political, economic and social life,
- Transformation of unequal people into equal and active citizen,
- Building moral character of citi-

zens and integrity of leaders without which a good society cannot be created.

- Equipping individuals with knowledge of public affairs, instilled with attitudes of civic virtue, and furnished with skills by which to participate in the political arena (Heater, 2004).
- Being members of the public who are honest, unselfish, and behave responsibly towards others.
- Having an educational program that can be used as a means of nation character building.
- Providing a form of moral education that teaches personal ethics and virtues.
- Establishing the character of the individual as a smart and good citizen.

2. WHAT SHOULD NATIONAL TEXTBOOK REINFORCE IN CIVIC EDUCATION?

It is axiomatic that national textbooks should raise the students' awareness about different issues such culture, freedom, human rights, social characteristics, respect and liabilities. They should encourage students to participate in certain formal actions that support long-term civic commitments. Similarly, they contribute to students' civic identity development as well as the cognitive and meta-cognitive acquisition of political knowledge. Equally important, it should be stressed that it is through civic education that students raise their knowledge about politics. It instills values and community beliefs in students; it builds awareness of a responsible citizenship, citizen rights, citizen responsibilities and citizen partnership in the state and its values. In the same vein, it stimulates interest in political affairs and create an ever-lasting sense of civic duty.

In class, students can gain political knowledge through classroom civics instruction such as an election campaign, public policy controversy, discussion of politics, or a media report. This will definitely encourage people to become involved in the issues that affect them, become more knowledgeable about the policies related to these issues. (Hatcher, 2011)

3. COMPONENTS OF CIVIC EDUCATION

A: Civic Knowledge:

It is concerned with the content or what citizens ought to know; the subject matter. There are five components in civic knowledge:

1. Civic life, politics, and government;
2. Foundations of the Moroccan political system; and

3. THE WAY THE GOVERNMENT IS ESTABLISHED BY THE CONSTITUTION;

B: Intellectual and Participatory Civic Skills:

In addition to civic knowledge, there are civic skills that are contribute to civic education in general which are highlighted below:

1. To think critically about a political issue (referred to as critical thinking skills), skills as identifying and describing; explaining and analyzing; and evaluating, taking, and defending positions on public issues (Bloom taxonomy, 1956).
2. To identify or give the meaning or significance of things that are tangible such as the flag, national monuments,
3. To understand the relationship of country to other nations and to world affairs;
4. To assimilate the roles of citizens in building democracy?

Therefore, it should be noted that civic education reinforces the meaning of patriotism, majority and minority rights, civil society, and constitutionalism. It also identifies emotional language and symbols (Ability to discern the true purposes for which emotive language and symbols are being used); civic education develops competence in explaining and analyzing. (e.g. able to detect and help correct malfunctions; to make judgments about issues and discuss their assessment).

4. DEVELOPING CIVIC SKILL THROUGH PROJECTS

It is believed that the Ministry of Education is investing a lot of effort in disseminating civic education through national textbooks, using work projects. The projects used and assigned to students are meant to examine students in civic skills, their ability to think critically and solve problems. The textbook
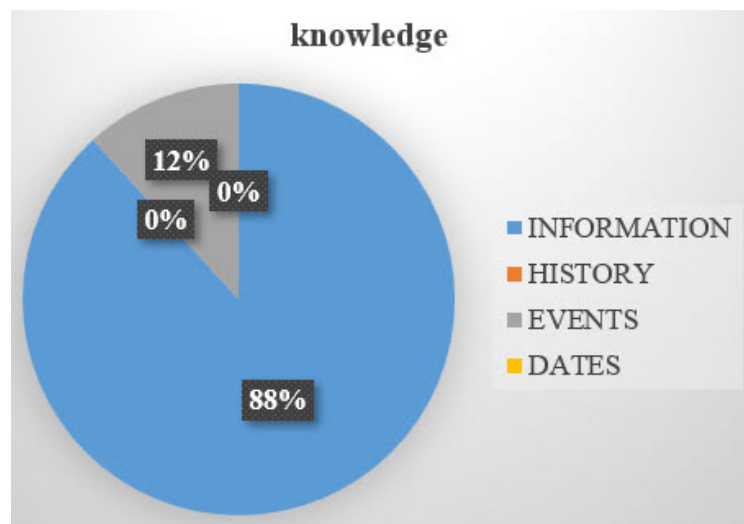
designers believe that by incorporating projects, students will definitely develop civic education. They also claim that students can develop an ability to organize and research subjects they are assigned and therefore, will be able to learn collaboratively and consequently will develop their communication skills. They also believe that projects will enable them to work collaboratively (building teamwork and group skills), demonstrate their capabilities while working in groups, and the research.

A project is filled with active and engaged learning. It inspires students to obtain a deeper knowledge of the subjects they are studying. It also tends to encourage collaborative learning and engage students in real life situations.

three levels: knowledge, skills and engagement under the umbrella of civic education. Ticket 2 has ten units to be covered, during the study year; however; there are only five projects introduced to students at the end of each two units.

Units under study

UNIT 2	WORK OUT YOUR PROJECT EMAGAZINE
UNIT 4	WORK OUT YOUR PROJECT EDUCATION
UNIT 6	WORK OUT YOUR PROJECT CELEBRATING WOMEN ACROSS CULTURES
UNIT 8	WORK OUT YOUR PROJECT DESIGN A POSTER
UNIT 10	WORK OUT YOUR PROJECT BRAIN DRAIN

5. METHODOLOGY

The paper used a content analysis of class projects introduced in secondary level textbooks, namely Ticket 2 second year baccalaureate. The research used "citizenship approach" in which the projects of secondary Ticket 2 textbook were analyzed in terms of

6. DATA ANALYSIS

This section analyzes Ticket 2 textbook project tasks in terms of knowledge, skills and engagement. This section presents the results of the knowledge, skills and engagement of students through unit projects.

Figure 1: Knowledge

According to Figure 1, 88% of information was introduced to students through project tasks; however, most knowledge displayed to students contain information about the tasks such as explaining and presenting steps, procedures of how to do a project, such as how to write a school magazine, a portfolio, or a poster. Moreover, the findings reveal that 12% of information contains historical events. In a nutshell, knowledge disseminated to students is related to information about how to do a particular task.

Examples of project tasks represented in TICKET 2 textbook are as follows:
Here is a suggested procedure to design a school e-magazine for your school.
• Elect you e-magazine staff. Students who will take charge of the magazine should preferably possess some computer skills.
• Agree on an appropriate title
• Colaborate on the magazine's rubrics: poetry, short stories, caricatures, hobbies
• Encourage students to participate.
• Update your magazine regularly.

Figure 2: Skills
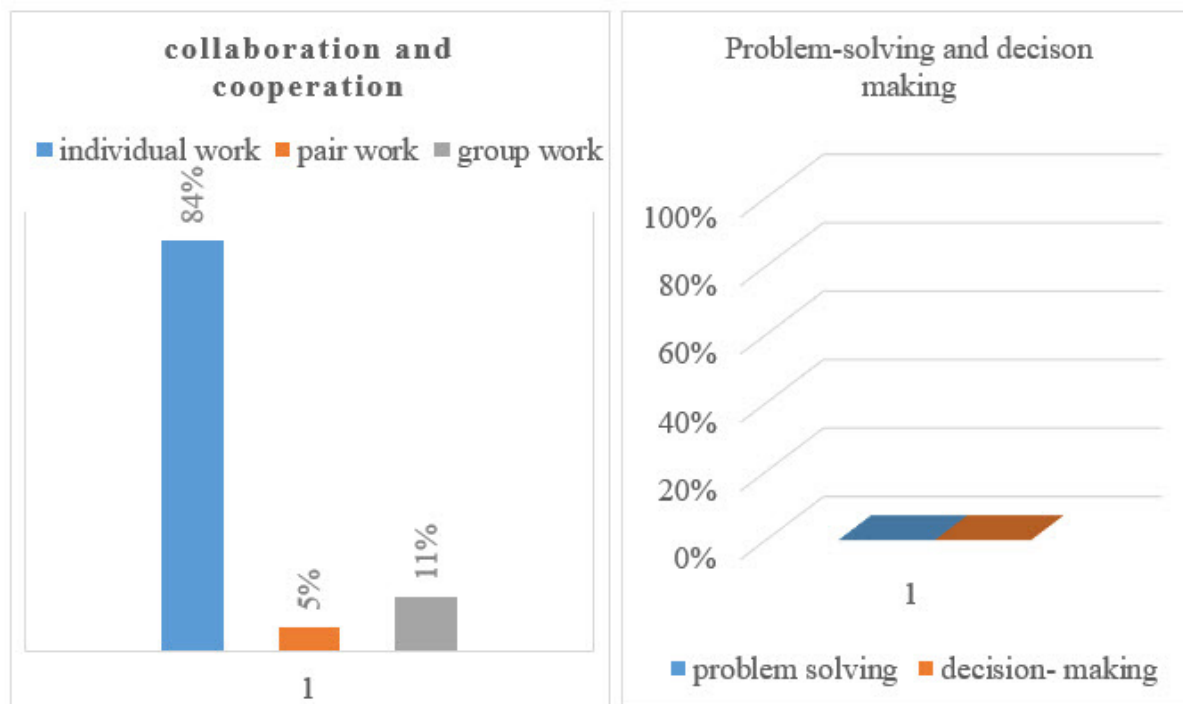
According to Figure 2, the results show that 84% of project tasks address individual work and only 5% of tasks involve pair work. However, it is noticeable that only 11% of tasks assigned to students that require group work. To sum up, ticket 2 task projects do not enhance in student cooperative and collaborative work; most tasks assigned involved individual work. Project tasks do not involve any problem solving or decision-making situations.

Example of class project tasks introduced in TICKET2 textbook:

• As an alternative, you can design a poster or prepare an oral presentation.

• Imagine your school organized a poster exhibition. Take part in this activity. Posters should revolve around there global topics: poverty, child abuse, war, and environment degradation.

Figure 3: Engagement
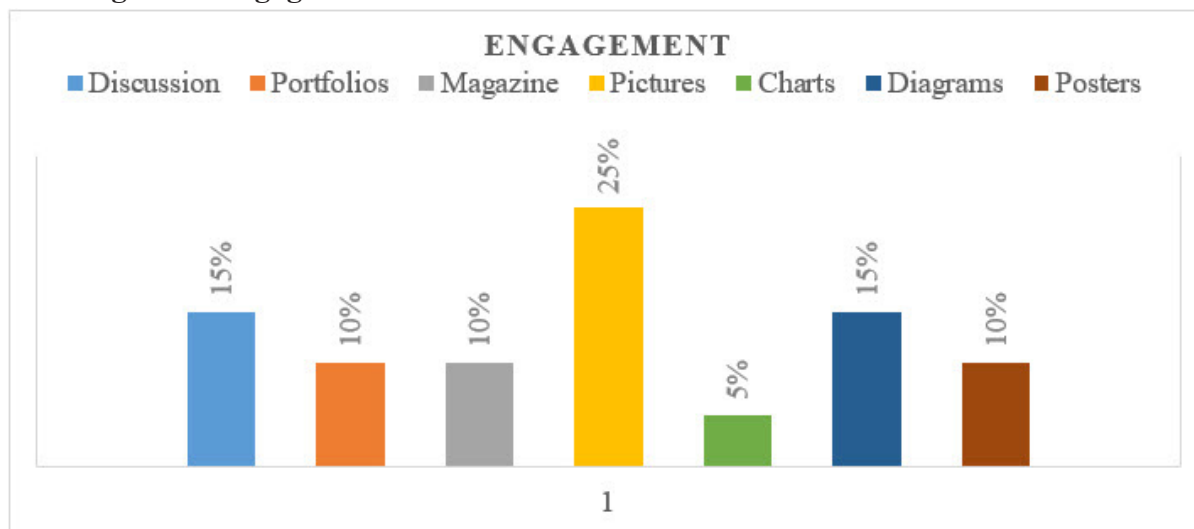
According to Figure 3, students are engaged in projects through discussion about (15%), portfolios (10%), magazines (10%), charts (5%), diagrams (15%), posters (10%). However; it is noticeable that project tasks focus on pictures about (25%).

Example of project tasks in TICKET 2 textbook

• Talk to your friends and peers in class and form a work team.

• Involve your teachers and headmaster in your project

• Organize a meeting to discuss different aspects of your projects.

In a nutshell, it is obvious that Ticket 2 project tasks focus more on instructional information about different tasks in terms of tasks, steps, and procedures to follow. In addition to that, most project tasks introduced to students focus on individual work rather than group work. There aren't project tasks which address problem solving and decision-making situation. Most tasks engage students through pictures more than discussion and debate about the projects introduced.

7. IMPLICATIONS AND RECOMMENDATIONS

From these observations we can clearly assert that an active and participatory citizenship requires active and participatory dialogue between all those with an interest in citizenship education - researchers, teachers, policy makers, curriculum designers, government officials, parents and students. Teachers need to create and maintain a classroom climate that is conducive to free and open exchange of opinions about public issues and other controversial topics. This kind of classroom practice is related to the development of such civic dispositions as tolerance, civility, propensity to participate, and political interest (Patrick John, 2002).

Good civic education or education for democratic citizenship must assist every young person in acquiring knowledge, understanding and skills pertinent to efficient functioning as an individual and as a citizen in a local setting, national society and the world community. By participating in activities outside of the classroom, students have more opportunity to discover their interests beyond the textbook. They learn about being committed to a project and being responsible individuals. Participating in extracurricular activities, help students to engage with other students in situations that don't involve coursework, which helps build their cooperation, social development, and leadership skills.

Implications for syllabus designers and teachers

Textbook designers need to include information and communication technologies to provide new ways for their students to engage in social and civic activities. They should promote a more learner-centered approach by involving students in discussions, decisions, and problem solving, both inside and outside language classes. They need to redesign their programs that would suit the youth.

Curriculum and teaching content must meet each students' needs for a better learning process. Good and effective learning is to teach students how they help themselves to learn better and acquire the basic skills and develop learning competences. It not important how much information students will grasp at the end each unit, but rather how much students benefited and understand the targets and goals for that unit of study. Students need to see how they are proceeding towards those targets and how they will reach them.

Educators, researchers, and policy makers are highly motivated and increasingly interested in identifying practices that contribute to improved student learning, performance, and achievement. Teaching assessment may be productive in a way to improve student learning. Teachers assess their teaching strategies and classroom to provide information about learning processes as well as outcomes. The validity of teachers' assessment depends on the learning activities and opportunities that schoolwork provides (Kevin Goode, Teresa Kingston and et al, 2010).

CONCLUSION

More research is required to investigate the interrelation between classroom learning and community-based learning. If the ultimate goal is to improve the students' achievement and bring about effective sustainable learning, students should participate in the syllabus design and the school management. Equally important, teachers should to conduct a 'discussion' or 'negotiation' analysis to give the students a voice to choose topics that are pertinent to them and which trigger motivation to learn. We do believe that there is language development or syllabus development without

negotiating with what and how the students wish to learn.

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