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The Implementation of Civic Education in ELT Classrooms in Morocco
A Case Study of High Schools in the Region of Fès-Meknès

Dissertation Submitted in Partial Fulfillment of Requirements for The "National Doctorate"

Thèse de Doctorat

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Dedication

I dedicate this humble work to my family; my mother ‘Safia’, my father ‘Abdelilah’, my sisters ‘Salma & Houda’, my uncle ‘Abdelmajid’, my friends, colleagues, and teachers. Not only have they supported me mentally and financially to accomplish this dissertation, they have also given me a lot of love, help, guidance, insightful comments, and thoughts throughout this journey.

Abstract (Arabic)

تبحث هذه الرسالة في موضوع " تطبيق التربية المدنية في صفوف تدريس اللغة الإنجليزية في المغرب. دراسة حالة المدارس الثانوية في منطقة فاس مكناس " وذلك من خلال دراسة حالة بمؤسسات التعليم الثانوي التأهيلي بمدينتي مكناس-فاس ونواحيهما، بعبارة أخرى تتساءل هذه الرسالة عما إذا كان طلاب الثانوي التأهيلي قد اكتسبوا المهارات المدنية. وتنظر كذلك إلى أي حد يتم ترسيخ وتثبيت هذه المهارات المدنية في أقسام اللغة الإنجليزية بشكل خاص. بالإضافة إلى ما سبق، تركز هذه الرسالة على مدى نجاح أنشطة القراءة في مقررات اللغة الإنجليزية في تطوير مهارات التفكير عند الطلاب والانتقال بها من البسيط إلى الأكثر تعقيدا، باستعمال نظرية 'Bloom Taxonomy' في التصنيف. كما تبحث هذه الرسالة فيما إذا كانت أنشطة التعبير الشفوي في مقررات اللغة الإنجليزية تنبني على المقاربة التواصلية. من جهة أخرى، يسلط هذا البحث الضوء، أيضا على العراقيل التي تحول دون تطوير المهارات المدنية في الفصول الدراسية للغة الإنجليزية، وبالتالي تستخدم هذه الأطروحة طريقة المقاربة المنهجية المختلطة بهدف الإجابة على أسئلة البحث. أظهرت نتائج البحث أن الطلاب لم يتمكنوا من اكتساب المهارات المدنية المقصودة، وذلك بسبب نقص الأنشطة التفاعلية بمعنى آخر، نادر ما يشارك الطلاب في الحوار، والأنشطة القابلة للنقاش حول القضايا الاجتماعية ذات الصلة بحياتهم ووقاعهم المعيش. كما أثبتت نتائج الدراسة أن المقررات المدرسية باللغة الإنجليزية تقود الطلاب حول قدرات التفكير البسيط والمنخفض المستوى، وبالتالي لا تحقق المقاربة التواصلية المستهدفة. من جهة أخرى أكد أساتذة اللغة الإنجليزية بالمؤسسات الثانوي التأهيلي وجود العديد من المعضلات التي تحول دون التطبيق الفعال للمهارات المدنية في الفصول الدراسية، مثل: ظروف العمل، مستوى ومحتوى المقررات بالإضافة إلى نقص المعدات، والحيز الزمني المخصص للغة الإنجليزية. في النهاية، تقترح الأطروحة مجموعة من التوصيات والتوجيهات للهيئة التعليمية، من المدرسة، ومدرس، وإدارة، ومقرر مدرسي، ومتعلم، للتأكيد على ضرورة إيلاء اهتمام أكثر بالمهارات المدنية.

Abstract (French)

Cette thèse intitulée " La mise en œuvre de l'éducation civique dans les salles de classe d'ELT au Maroc Etude de cas des lycées de la région de Fès-Meknès. Cette thèse examine le développent des compétences civiques dans les classes d'anglais à travers une étude de cas portant sur des lycées des villes et banlieues de Meknès et de Fès. Elle cherche à répondre à la question suivante : les élèves des lycées ont-ils acquis des compétences civiques, intellectuelles et participatives ? Aussi de savoir dans quelle mesure les classes d'enseignement de l'anglais s'investissent dans la mise en œuvre pratique de ces compétences. De plus, cette thèse vise à déterminer si les activités de lecture dans les manuels d'anglais développent chez ces élèves des aptitudes à la réflexion de la plus simple à la plus complexe selon la progression établie par Bloom Taxonomy dans sa classification. Cette thèse cherche si les activités orales sont réellement basées sur l'approche communicative de l'enseignement des langues. La recherche met également en évidence les contraintes liées à un développement efficace des compétences civiques dans les classes d'enseignement d'anglais. Aussi, utilise-elle une approche méthodologique mixte pour répondre aux questions posées par la recherche. Les résultats montrent que les élèves n'ont pas acquis les compétences civiques ciblées en raison du manque d'activités engageantes. Les occasions offrant la mobilisation des ressources à installer à travers leur réinvestissement dans des situations authentiques sont rares. Les manuels d'anglais se contentent d'orienter les étudiants vers des capacités de réflexion simple et non pas complexe. En effet, les résultats montrent bien que les activités orales d'anglais ne respectent pas les approches communicatives de l'enseignement des langues. Les enseignants du secondaire ont invoqué de nombreuses contraintes qui empêchent en ce domaine une mise en œuvre efficace des compétences civiques dans les classes d'enseignement de l'anglais, tels que les conditions de travail, le programme, le manque de supports pédagogiques et les contraintes de temps. La thèse formule des recommandations et des implications dans le but de sensibiliser les différents protagonistes de l'acte pédagogique (l'école, l'administrateur, le professeur, le curriculum et l'apprenant) à l'importance de la mise en œuvre efficace des compétences civiques.

Abstract (English)

This dissertation investigates the implementation of civic skills in English language classrooms; a case study of high schools in Meknes Fes cities and suburban area. In other words, this thesis questions whether students of high schools are equipped with civic intellectual and participatory skills and to what extent English language teaching classrooms are civically oriented. In addition, this thesis focuses whether reading sections of English textbooks lead students toward the lower to higher order thinking skills using Bloom's Taxonomy approach and whether speaking activities indicate approaches to communicative language teaching. This research highlights also the constraints inspired from an effective implementation of civic skills in English language teaching classrooms. Therefore, this dissertation uses a triangulation mixed method to answer the research questions. The results show that students are not equipped with civic skills because of the lack of engaging activities; that is to say students rarely engage in discussion and debatable activities about social issues that are relevant to students' life. Besides, English textbooks lead students toward lower order thinking abilities and do not indicate approaches of communicative language teaching. Consequently, high school teachers asserted many constraints that prevent an effective implementation of civic skills in English language teaching classrooms as working conditions, program, lack of equipment and time constraints.

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Introduction

Societies have an obligation to provide for its citizens a good quality of education. It is a social duty because the social health of community depends on education. This latter is a reflection of a society to improve educational system, and prevent social problems and think of solutions to maintain social democracy and justice for the entire community. Therefore, schools and universities must produce active citizens that are able to think properly, and produce positively in order to lead the society to the right directions. Education must seek social equality, construct students with individual potentials and abilities and focus on critical thinking, problem solving, decision making and cooperative work as well. Education is not concerned only with equipping students with knowledge and information, but it must help pupils to use the skills they learn in class and practice them in real life situations.

Citizenship education is a concept based on theory and practice. It emphasizes the importance of civic knowledge, skills, and dispositions. This thesis focuses on the implementation of civic skills: intellectual and participatory in English language teaching classrooms and questions the way Moroccan schools produce citizens that are able to socialize, think, and integrate in society. Citizenship education is a concept that includes a wide range of philosophical, political, ideological, pedagogical, goals and practices. The main objective of citizenship education is to construct active democratic citizens; in terms of implementation, which includes educational policies, curriculum development and pedagogical strategies. Citizenship education can be used as a tool for maintaining the status quo, but also for empowering individuals and groups to struggle for emancipatory change.

Citizenship education should not focus only on the acquisition of information about historical, legal and institutional facts (passive citizenship), but also it must emphasize on revitalizing democratic public life, including school life and equip students with intellectual

and participatory abilities (active citizenship). Citizenship education should nurture well-informed citizens who are also caring, responsible and engaged, and have critical thinking skills. Implementing an active citizenship requires expanding current programs of community service, so that they include not only charitable activities and volunteer work, but also active involvement with democratic institutions, with political proposals and with contemporary public dialogues.

Citizenship education in the twenty-first century should broaden its horizons, in terms of curriculum content and pedagogical spaces, from a focus on schooling and bureaucratizing, to the creation of inclusive learning communities engaged with a curriculum of life. The objective is to open the scope of the curriculum, the spaces of pedagogical interventions and the ages of participant learners. That is to say, school curricula must articulate (through an inter-disciplinary curriculum) different aspects of school life with relevant issues in the surrounding community, from job creation to garbage disposal to human rights abuses. It also implies nurturing democracy in schools, so that both teachers and learners can practice democracy everyday instead of merely talking about it.

Education is the backbone of society. It acknowledges a linked relationship between society and culture. Education entails a whole range of cultural and social meanings transmitted from one generation to another. Education is what assumes the continuity and the progress of a society in different fields. Therefore, in some countries schooling is the most important paradigm in which a society is based on. Schools and institutions are established in many societies of the world to instill the pupil's mind with basic skills needed to get the rightful position in society. In fact, the role of education in society makes me think of our Moroccan educational system and its challenges in relation to citizenship education. It is important to ask ourselves to "what extent are Moroccan students equipped with civic skills? and how Moroccan education contributes to the production of citizens?

The objective of this thesis is to investigate the challenges of the Moroccan educational system and its impact on students and young learners in society. The purpose of the study is to investigate the implementation of civic skills in English language teaching classroom; a case study of high schools in Meknes Fes cities and suburb area. As a researcher and English teacher, I have been always wondering the way our Moroccan educational system constructs future citizens. This dissertation also investigates the way Moroccan educational charters and guidelines define citizenship education and to what extent it is applicable in the classroom.

This dissertation is divided into six chapters: The first chapter is the review of the literature which presents previous studies by researchers and specialists concerning citizenship education. The review of the literature is composed of two subchapters: the western and Moroccan citizenship education. The first chapter draws different perspectives and point of views between the Western and the Moroccan definition of citizenship education. It has been noticed that the Western model has started promoting and implementing citizenship education in most educational institutions (schools and universities) around Europe and United States of America 10 years ago and it is already in performance. There is a generation which benefited of the perception of citizenship education.

According to researchers, the notion of citizenship education is a whole process based on theory and practice, that is to say; it emphasizes knowledge and beliefs in general and skills, attitudes and performances in particular. The western citizenship education shows a great difference between “good citizenship” and “active citizenship”. In other words, a person can be a “good citizen” in an autocratic state and another person can merely be a “good citizen” in a democratic state (that is one can obey the law, pay taxes, drive carefully and behave oneself socially). Active citizens, on the other hand will be able to discuss whether laws work well, whether they are inequitable and whether they can be changed.

Active citizenship requires the discussion of things you see wrong and a critical analysis of things you need to change and improve. In this why the school policy should maintain this difference and reflect the process of making future citizens as passive, good or active (Swift, 2004).

The western model assures that citizenship education in the 21st century need to equip students with civic knowledge, skills and dispositions. Educational programs for students need to adopt new curriculum vision that connect subject-courses taught at schools with real life social problems. Many researchers assert that an active citizenship requires social and civic competences, which entail an understanding of how people can ensure social well-being. The major skill within social competence is to communicate constructively in different environment, with the aim of collaboration. Critical thinking and communication are major skills of social competence.

The western model entails that teaching citizenship education should focus on the purpose to equip students with skills of reflection and the freedom of thought and debate. Teaching citizenship education is being a vital statutory part of the curriculum. The western model points that school curricula should cover practical skills that enable young learners to participate in public life and prepare them to be full citizens. The West defines citizenship education as set of skills for an active contribution of society, that is to say; educators, teachers and syllabus designers should promote opportunities for students to develop their critical thinking, creativity, leadership, decision making, solving problem, collaboration and cooperation. In a nutshell the west has started citizenship education project 10 years ago and it is already in performance in Europe and United States of America. The west proceeded another concept named Global citizenship education which displays a new vision of civic learning that involves students' active participation in projects that address global issues of a social, political, economic, or environmental nature.

The second sub chapter addresses the Moroccan definition of citizenship education. In other words, the notion of citizenship education is still a project of reform in Morocco. This project is not reaching the same objectives of the western model. The Moroccan definition of citizenship education is more associated with the problem of restrictions and law put in front of learning which hinder the learning process. The Moroccan constitution addresses the concept of citizenship as sets of fundamental freedoms and rights; the right to the security of citizens and their kin to the protection of their assets. In addition to the right of education concerning an attachment to the Moroccan identity. The notion of citizenship is related to rights and responsibilities in the Moroccan constitution.

The Moroccan educational charters and guidelines define citizenship education as sets of basic principles which include the foundation of the system of education and development of rights and duties to gain national reform and mobilization. The Moroccan education and development system is guided by the national unity and the principles and values of Islam of the faith based on moderation, tolerance, creativity and positive production. According to the educational charters, the educational system of the Moroccan kingdom is united by its firm existence based on principles and sanctities of its faithful faith in God, the love of the country and the adherence to constitutional monarchy; it educates citizens with a desire to participate positively in public and private affairs.

The new reform (2015-2030) of the educational system aims to make the learner, the center of attention, able to think and take actions. Therefore, educators and the general public stand up to the learners, in position of understanding, guidance, and helping to strengthen their intellectual abilities and to encourage them to social integration and assimilate religious, national and societal values. The new reform aims at promoting learning skills such as: seeking knowledge, develop awareness of duties and rights, open up to spirits of dialogues and tolerance, to learn to communicate, and to develop the capacity for positive participation.

Though the new strategic reform 2015-2030 aims to discuss new pedagogical practices and reviewing the curricula adopted to achieve developmental goals and sustainability at which the country has been engaged since the beginning of the third millennium. The reality of the school today shows that it still suffers from chronic imbalances and difficulties reported by the National Assessment Board of the Supreme Council for Education. The new reform is still a theory discussed in the Moroccan educational charters.

The second chapter presents the research methodology conducted for this thesis, and illustrated through a triangulation mixed method. The second chapter develops research hypotheses as: (1) high school students are equipped with civic skills (2) English language classrooms are civically oriented (3) English textbooks do not respond the students' intellectual and communicative needs (4) constraints inspired from an effective implementation of civic skills in ELT classrooms.

The third chapter is the analysis of the data, in which statistics obtained are described and analyzed through tables and figures using cross-tabulation SPSS program. The results disconfirmed the first hypothesis. In other words, the outcomes showed that students of high school are not equipped with civic intellectual and participatory skills. The results disconfirmed the second hypothesis. ELT classroom are not civically oriented due the lack of engaging activities in class. The outcomes confirmed the third hypothesis. The results show that English textbooks lead students toward the low-order thinking skills. In addition to that, English textbooks do not indicate communicative language teaching approaches. The results confirmed the fourth hypothesis. There are many constraints inspired from the implementation of civic skills. Teachers approve some teaching obstacles such as working, time, program, and environmental conditions.

The fourth chapter is a discussion in which the results and outcomes obtained are interpreted in relation to the developed hypotheses. This section presents the significance of

the study through an interpretation of the results obtained from Anova, T test, and correlation tests. The researcher discussed the results hypotheses of the study. The fifth chapter is composed of two parts related to the implications and the limitations of the research. Implications are basically the conclusions drawn from the results and the explanation of the findings. Research limitations are the constraints inspired from either internal or external circumstances of the research. The sixth chapter introduced some recommendations and propositions concerning citizenship education in general and the implementation of civic skills in ELT classrooms in particular.

I. Review of the Literature on Civic Education

This chapter discusses previous studies conducted by specialist researchers concerning the implementation of citizenship education in general and civic skills in ELT classrooms in particular. Thus, this chapter addresses different perspectives and point of views regarding the topic. The first part of this chapter conveys some crucial definitions, concepts, and theories regarding the western definition of citizenship education in different countries and institutions. The second part of this chapter addresses the Moroccan definition of citizenship education illustrated through multiple references such as: Moroccan constitution and different educational charters.

1.1. Citizenship Education

This section displays previous studies and research concerning the importance and implementation of citizenship education in Western countries. This section introduces some definitions, concepts, approaches and different perspectives of citizenship education. This part conveys the importance of education and its effect on community to reach social change and democracy.

1.1.1. Education as Social Change

This section addresses the importance of education and its impact on society to achieve social democracy and social change. In addition, schools and universities aim to prepare students for an active participation in a democratic society. These educational institutions focus on the integration and the socialization of students in society. Schools and universities should teach their students a detailed understanding of issues of their communities. Schools should foster a deep understanding of a nation's history and of civic participation including social movements and social justice.

For William Ayers (1990), education frees the mind and nourishes the soul with effective knowledge and skills that a person needs in life. In fact, schooling takes a smooth difference in relation to education. Schooling means teaching and bureaucratizing the brain following certain rules, order and structure.

Every society has an obligation to provide an education of a good quality for students. Schools as well as the curriculum must examine the social narratives of society in teaching human rights, social democracy and social justice. In addition to mastering the language skills: reading, listening, writing and speaking; students as citizens should view knowledge from different ethnic and cultural perspectives to guide their action. James Banks is a university professor and director of the Center for Multicultural Education at the University of Washington, Seattle. Banks in his article "Teaching for Justice", stated that schools and national textbooks must teach students how to understand the injustice in the world, and help them to formulate possibilities for action (Banks, 2004). In addition to teaching theories and philosophical approaches at schools, it is very crucial to put these concepts and theories into practice in real life and develop students' critical thinking about different issues.

Emil Durkheim (1897) said that education is an image reflection of society. This means that education can be reformed only if society itself is reformed. In other words, to improve the educational level in a society we need to recognize its social problems and try to think of solutions. The responsibility to maintain social change and justice belong to the entire community.

Schools and universities are educational institutions that aim to shape morals, mentalities and cultures so that the social system can survive and thrive. Dewey (1937) believes that schools have the power to lead the society to certain paths. For this reason,

societies should be aware and take the decision of a good leadership style to move the whole community to the right direction.

The theory of "Progressivism" has always been a revolt against the norms of "formalism" in education by seeking to alter society toward more equality. The aim of progressivism approach is to reject the old structure of rote teaching, drill and memorization in favor of a more creative and interactive approach focusing on problem skills and creative thinking (Kelly, 2012). For Kelly, schools are social institutions through which social reform would occur.

The objective of schooling is only just learning skills and receiving information but also providing opportunities for students to realize individual potential and discover the means to use these skills in real life contexts. Dewey (1937) believes that morality and social justice were relative to the social institutions that produced them and were in a constant state of change due to social conditions. Therefore, students should be encouraged to use what they learned from the curriculum and be able to practice their learning skills in real life to promote social change and social justice. David Bridges (1997) stated that:

> *"Education is not concerned only with equipping students with the knowledge and skills they need to earn a living. It must help our young people to use leisure time creatively; have respect for other people, other cultures, and other beliefs; become good citizens; think things out for themselves; pursue healthy lifestyles; and, not least value themselves and their achievement".* (quoted from Dearing:1994, p 2).

For Bridges, education is not just a matter of knowledge and information but it also refers to certain beliefs and civic behaviors that young people must acquire from elementary level to higher levels. It is vital to teach young learners citizenship as both a "right" and a "duty" to the embodiment of social democracy.

Bridges (1997) asserted in his writing of citizenship education as "about participation", "for participation" and "in participation". For him, education "about

participation" entails content and knowledge, while education "for participation" provides skills such as powers of analysis and criticism, but also attitudes and values such as commitment to the community, and education "in participation" is based on action and experience (Bridges, 1997).

In a nutshell, Bridges thinks that education for citizenship is a whole process based on theory and practice. Citizenship education emphasizes knowledge and beliefs in general and skills, attitudes and performances in particular. Following these steps of learning from theory to practice, students should be prepared and confident enough to use what they know and apply it to their decision-making to improve society.

1.1.2. The Definition of Citizenship

This section tackles the idea of how societies and schools produce citizens under certain beliefs and requirements. For Callan (1997), to believe in liberal democracy is to believe in free and equal citizenship. We can all agree that free and equal citizenship unambiguously requires certain social rules, such as legal protection for rights to free speech. Democratic citizenship is also about the kind of people we become and the kind of people we encourage ourselves to be (Callan, 1997).

Both schools and universities construct in students shared social beliefs and social practices. How do schools produce future citizens? This question is raised by many scholars, teachers and researchers when discussing issues about civic education. The obvious answer provided in the field of research is that schools are widely expected to prepare students for their entrance to institutions of higher education.

In fact, the aim of schools is to produce future citizen adults able to socialize and integrate in society. The objective mission of schools and educational institutions is to prepare students or young learners for active participation in democracy. Now, the second question

raised in this section is: How do societies contribute in the making of citizens? To be an active or a passive citizen depends on the material presented for students in different institutions. It is very difficult to instill an ethic of civic participation and an engagement in the national democratic process when their school community does not largely demonstrate these things. The making of citizens depends on how good the contribution of the whole community, namely teachers, administrators and the curriculum, can promote effective learning process.

"Good citizen" is not the same as "active citizen". A person can be a "good citizen" in an autocratic state and another person can merely be a "good citizen" in a democratic state (that is one can obey the law, pay taxes, drive carefully and behave oneself socially). Active citizens, on the other hand, will be able to discuss whether laws work well, whether they are inequitable, and whether they can be changed. Active citizenship requires the discussion of things you see wrong and a critical analysis of things you need to change and improve. This is why the school policy should maintain this difference and reflect the process of making future citizens as passive, good or active ones (Swift, 2004).

Active participation means to take action to make democracy meaningful by involving students in civic life. Citizens need to have backgrounds and knowledge about issues of public importance. Students should learn about active civic participation as part of the general curriculum, not just in course units focusing specifically on the topic. Besides learning and getting knowledge, students should experience what they learn from their teachers and school subjects in a practical way.

There are two forms of passive citizenship; transmitted through some models of education throughout the curriculum taught in schools. The first form is concerned with national identity, where the individual understands and values the nation 's history, the symbolic and iconic forms of the nation – in its institutions, its flag, its anthem and its

political offices. This kind of passive citizenship is commonly taught through transmission models of education, civic education and the hidden curriculum of unspoken mores, structures and assumptions (Ross, 2012).

A second form of passive citizenship is seen in patriotism, a more extreme form of national identity that includes military service and unconditional support for one's country against any claims of other countries. This form of passive citizenship would inculcate values of loyalty, and unswerving obedience, and would stress the value of social stability and hard work (Ross, 2012).

Most educators, policymakers and citizens argue about a real effective democratic citizenship. In fact, educational institutions and school curricula will be the best example to promote it. However, much of this consensus falls away. The word itself "democracy" holds different connotations and opinions. For some, a commitment to democracy is a promise to protect liberal notions of freedom, while for others democracy is primarily about equality or equality of opportunity (Westheimer and Kahne, 2004).

It is essential that schools can help to strengthen democracy spirit and social commitment. However, each of these school policies provides its own sense of what democracy requires. According to Joel Westheimer and Joseph Kahne (2004), students are no more in agreement on what "good citizenship" means. Some students think that "good citizen" is someone who is active and stands up for what he/she believes in". Others said that "good citizen" is to "follow the rules".

Educational programs for students as well as the reform of the curricula toward new visions of democratic citizenship will enlighten the student's consensus about social democracy. School curriculum in general should be developed in ways that connect subject-courses taught at schools such as "history" with real-life social problems. Therefore, these

programs aim in preparing students to improve society by critically analyzing and addressing social issues and injustices.

Teachers could teach subject units like history, English, and mathematics in practical way, History classes could include extensive discussion of citizen leaders and movements for social change. English classes could include discussions of the persuasive and informative writing that citizen leaders use. As for Math classes, students could learn basic statistics and the importance of quantitative analysis to many public policy decisions (Callan, 1997).

The inclusion of civic participation related material in courses across the curriculum would give students a wide assortment of knowledge and skills that are needed for active participation in democracy. The making of future citizens is the responsibility of an effective school governing leadership. Effective governing bodies can have a valuable impact on school improvement. The majority of governors reported that the governing body took into account how to support all children and young people in the local community (Mc Crone, and George, 2011).

Citizens in the 21st century need the knowledge, attitude and skills to function in their cultural communities. Citizens should be able also to participate in the construction of a national civic culture. The national community should embody democratic ideals and values of the society. Racial inequalities, discrimination and prejudices are concepts that should be evaluated and explained in citizenship courses to avoid these negative conceptions. Schools need to develop self-evaluation tools that enable them to monitor their performance. School is a formal institution that can develop in students the sense of criticism as well as supporting and extending the identities of their students.

1.1.3. The Concept of Citizenship

The concept of "citizenship" for Mohamed Abd Eljabri (2008) is not found in Arab dictionaries. There is only the word "nation" which means a place of living "where you belong". The concept of "citizenship" is an illusionary word in the Arab world. This concept of "citizenship" means patriotism to French ideology. The feeling that you belong to a country is the most important and shared value and the most fundamental concept. Besides, patriotism means the feeling of love; a sense of spirituality that pushes individuals to feel proud of their belonging to one's country. On the other hand, nationalism is a political ideology developed into another concept "ethnocentrism", spread especially in Germany.

There are three main definitions of citizenship: legal, philosophical and socio-political. Legal means social rights and obligations that a citizen exercises in a society. Philosophical displays the relationship of an individual with the state. Finally, the socio-political is a set of practices undertaken by the individual in relation to society (Eljabri, 2008).

In the 19th century, the Arab world has started to adopt Western cultural and thinking. However, these concepts are starting to become old and losing their value and importance in the European world. The European revolution adopted the concept of "citizenship/citizen" from Greek philosophy and civilization. The concept of "citizen" in Greek civilization means that an individual should belong to the city as a political human and not as a slave or Metec/meteque who lives in a city that does not belong to him.

Elain Lailas, in her dissertation "John Dewey's Theory of Citizenship and Community in Developing American democracy" in 1998, stated that the concept of citizenship began in Ancient Greece with onset of constitutional government in the city-state. This means that the traditional and classical model of democracy beginning with the Greeks

clarified that the word “citizen” played the role of “de facto” which perform the role of governance. Further, citizenship was seen as an integral part of attaining mature adulthood.

The history of citizenship is divided in two eras before and after the French revolution. The former era existed from the Greek era city-state. It was culturally monolithic, hierarchical and discriminatory. It holds also some moral, idealistic, spiritual, active and participatory meaning. In the first era, one is truly considered as a citizen only if one participates, while the second era represent the concept of citizenship as moral and ideal. Both Aristotle and Plato claim that citizenship can be defined in terms of privilege and status.

The notion of self-government began with the Greeks in which the concept of allegiance has a new dimension of citizenship. The sub-cultures, working-class populations, demanded allegiances. Citizenship developed two allegiances, first to one’s family, and then to one’s ethnic community. Subsequently, subcultures learned to coexist among each other because of self-government within these communities (Eljabri, 2008).

There are two different perspectives of citizenship, which are in tension in the American society. The first conceptual definition of citizenship depends on allegiance and service to the state. The other perspective of citizenship includes the right and privileges of being a citizen but also the responsibilities of citizenship to include involvement in the decision making processes of governance.

The Romans brought the idea of “universal citizenship”. Alexander the Great coned the idea of a brotherhood of Mankind that became a reality in the Roman Empire. This means that one did not have to be born in Rome to be a citizen. Outsiders were welcome and able to receive a high honor to become citizens. The Romans expanded their definition of citizenship as a reward of allegiance and service. It built an administration apparatus, supported by the institution of Roman law (Eljabri, 2008).

According to Elain Lailas (1998), the definitions of participation and involvement display a sense of confusion. The dictionary definition of participation is, “To take part of a share in common with others”; the definition for involvement is the act of having an effect. She argues that these two definitions convey a paradox, which the citizen faces. Participation suggests action but is passive while involvement is the act of doing and effecting change.

The word democracy displays egalitarian concepts based on fairness and social justice to protect the citizens from the tyranny of faction in community. However, democracy cannot delegate all its power and remain a democracy. Democratic citizenship is a relationship of civic peers based on mutual respect and positive spirit of the community. Democracy works best when people embrace duties of citizenship. In other words, democracy can occur when informed citizens and public officials tend to identify and promote the common good, to achieve a good democracy that underpins egalitarian principles, citizens must know and act their rights and duties and must responsibly exercise their political influence. The notion of democracy can flourish and work well when people embrace duties of citizenship. In other words, citizens should hold a responsibility toward other citizens and their community as a whole Duties of citizenship occur when citizens and public officials tend to promote and identify the common good of the society (Floridia, 2013).

1.2. Discourse, Curriculum and Approaches

This section discusses the importance of curriculum in educational systems and its development to promote citizenship education.

1.2.1. Curriculum Development

The notion of the curriculum conveys various definitions and implementations in different papers and books of curriculum studies. According to Felix Mulengeki (2013) in his

article “Curriculum and Instructions, the Open” University of Tanzania, the curriculum is the focal point of any education system. Generally, students come to school to learn something and what teachers intend them to learn is embodied in the curriculum. This then, gives the curriculum a form of power as the highest priority document in schools. However, developing an effective curriculum is not a simple, task and needs lot of procedures and field of experience over time.

Curriculum has been a complicated and confusing concept for many years now. Throughout the history of education, scholars, analysts and education specialist in curriculum have failed to attempt a clear and definite definition of the term curriculum. Literature shows that scholars and authors have defined the term curriculum differently depending on contexts.

The term curriculum originated from a Greek word “curere” which means, “running a course”. Therefore, this definition suggests that the curriculum entails a course of subjects, which have to be learned and covered by learners for the purpose to achieve certain educational goals and learning objectives (Mulengeki, 2013).

Scott and Lawson (2002) in their book “Citizenship Education and the Curriculum” claimed that a curriculum is any statement learned and permeated with objectives and intentions. Tyler (1949) added that a curriculum is planned and directed by the school to attain its educational goals. Curriculum as all the learning, is planned or guided by the school, carried on in groups or individually, inside or outside the class. Sometimes the curriculum is not explicit about content in the sense that objectives are written in terms of attitudes, values and behaviors, but the details of what to be taught focus on information about political institutions (Scott & Lawson 2002). A curriculum is not a neutral document, in the sense that is implicitly connoting certain intentions and social goals implemented in the political institution.

The term curriculum is a set of multi-dimensional cumulative tradition of organized knowledge; models of thought; planned learning environment; cognitive/affective content and processes. According to Marsh and Willis (1995) curriculum is an interrelated set of plans and experiences, which a student completes under the guidance of school (The main obligation of educational system is to provide students with a good general education that emphasizes advanced-level educational opportunities and equal rights to study for everyone.

Though, there are multiple definitions of the curriculum and most of these definitions emphasize content, objectives, learning experiences and methodologies. One should set a clear picture of how a curriculum should be. A curriculum is a written plan, which drives instructions and depicts various skills and concepts taught and evaluated to enhance student achievement. It therefore refers to the content area or philosophy, strands with definitions, programme goals, aligned scope and sequence, learner outcomes and assessment tools (Mulengeki, 2013).

The educational theorist James Banks (1991) focuses on the development of curriculum studies. He stated that knowledge is never neutral and that an important purpose of knowledge construction is to help people improve society. According to theorists as Banks (1991), society is always changing and knowledge is not neutral, it can support the status quo or adopt new directions and potentials for society. People learn from their experiences; producing active citizenship is the responsibility of the society that is why it is very crucial to create critical thinking minds and imaginative thinkers able to act right and promote social justice.

Concisely, the curriculum is a vehicle to keep smoothly the school running. The process through which is vehicle obtained is known as curriculum development. Curriculum development can also refer to curriculum planning, curriculum improvement evaluation. There are many elements and components in which a curriculum is designed and composed.

Any curriculum entails certain aims, goals and objectives which a given curriculum intends to achieve (Banks, 1991).

Aims are broad statements that provide direction or intent to educational action. Aims incorporate amorphous terms or words like; learn, understand and know that are not directly measurable. Aims serve as organizing principles, which may encompass the continuum of educational direction for entire programs and subject areas.

Goals convey direct visions and missions of education and schooling in a given society. The goals of education reflect perceived needs and expectations of the society. It is important that goals determine content. Goals must be made for variation in curriculum to reflect the needs of the community in general and for the students in particular. Goals for education include some ethics, basics and social responsibility to be required in democratic society.

Curriculum goals hold multiple characteristics, which aim the improvement and the development of the society and its character. Curriculum goals are manifested in school programs and how they are designed to achieve students' accomplishment in general. Setting curriculum goals lead to clear and specific curriculum objectives.

Objectives are specific statements emphasizing students' achievement particularly in class. Curriculum objectives function as a process or a set of learning agenda to achieve learning goals. Taba (1962) considered curriculum objectives as to guide the process of decision making on what to cover. In addition to that, curriculum objectives focus on the content, scope and the limits of what is to be taught and learned.

A curriculum is composed of the content or subject matter. It is all the totality of facts, generalizations, principles, concepts, ideas, theories or any other issues intended for students' learning in schools. Felix Mulengeki (2013) stated that the curriculum is referred to

as subject-centered if the knowledge or content intended represents the repository of accumulated discoveries and inventions of man down the centuries due to man's exploration of the world.

Curriculum is referred to as learner-centered if it purports to relate the acquired knowledge to the learner's personal and social world and the way he or she defines reality. In this view, knowledge is a model we construct to give meaning and structure to regularities in personal experiences. According Mulengeki (2013), a curriculum should contain four main criteria: Self- sufficiency, significance, validity and learnability. Self-sufficiency concentrates on the content, the learner's result and effective learning outcomes. Significance focuses on the content that contributes to basic ideas to achieve overall aim of the curriculum, and to develop learning skills. Validity should emphasize a meaningful content to the learners based on maturity, learner's experiences and social values. Finally, learnability selects the content within the range of the experience of the learners.

In a nutshell, a curriculum is a vehicle that keeps a school running. A curriculum is a set of goals, aims and objectives designed to achieve students' accomplishment and achievements. It should focus on students' needs and learning skills. The materials and methods used in the curriculum are important issues to sustain development and determination.

1.2.2. Types and Models of the Curriculum Design

It has been discussed in the previous section that a curriculum is a set of planned activities, which are designed to implement particular educational aims, goals and objectives in terms of content, teaching strategies and curriculum evaluation for students' achievement. Designing a curriculum is first referring to the content or subject matters; in other words, what is to be taught? This means the knowledge, skills and attitudes, which are deliberately

fostered, together with statements of criteria for selection of content, choices in methods, materials and evaluation. This section focuses on curriculum models suggested by researchers and specialists of curriculum development that evoke some strategies and methods for effective teaching learning process.

The overall approach is to provide a curriculum framework that helps schools and teachers to make rational and good decisions about choice of content, pedagogy, teaching/ learning materials, evaluation at the level of school. In addition, it helps to emphasize understanding and learning, and helps students to develop their own understanding based on their lived experience.

Education should promote in society and help the learner develop and adopt a rational commitment to equality of gender, status and opportunities; his/her freedom of thought, expression, belief and faith as values of life. (National Focus Group, 2006). The main goal of a curriculum is to focus on educating students "equality of humans" "mutual respect" and "responsibility". The main obligation of the educational system is to provide students with good general education opportunities for everyone and equal rights to study. The aim of schools is to teach students how to act as autonomous and responsible future citizens in society as well as to raise their critical thinking and solidarity.

Curriculum development promotes good planning and evaluation of the content as well as the processes and procedures that are involved. Curriculum models help syllabus designers to systematically and transparently map out the rationale use of particular teaching, learning and assessment approaches. Geraldine O'Neill (2010) claims in her article "Overview of Curriculum Models" that even if that curriculum models are technically useful in the process of education and schooling. They often depend on the human aspect such as the personal attitudes, feelings and values involved in curriculum making.

Obviously, there are three broad sets of statement that describe the main objective of a target curriculum. First, curriculum is a group of statements that educate pupils about society and its institutions. It raises and establishes a civic culture as well as promoting a national identity (O'Neil, 2010).

Second, curriculum should educate pupils the way they should develop the capacity to act as "active citizens" and members of society by empowering individuals, providing skills and performing accordingly. Many institutions describe the educational curriculum differently as illustration the French curriculum seeks to prepare students for work and not just for qualifications. However, the English curriculum aims to prepare young people for opportunities, responsibilities and experiences to achieve the world work (O'Neil, 2010).

Third, there are statements that educate pupils to become reflective critical participants. In other words, Scott and Lawson (2002) gave the example of Sweden in their curriculum which help students develop the ability to critically examine facts.

No *one* model is ideal and no *one* model may suit a full program. However, identifying various models of curriculum will help support cohesion and clarity of approaches in school program. Teachers, syllabus designer and school administrators should cooperate as a professional team exploring different views and approaches on different models to help design, obtain and deliver the best program to achieve the best and most coherent school program for both students and teachers.

Some theorists of curriculum studies display many curriculum models versions used to enhance students' learning for personal and professional development. Many authors referred to the process model and the product model. The former model emphasizes learning activities for students that focus on their environmental, social, and life skills. The second model emphasizes plans and intentions. That is to say, insisting in developing, and communicating transparent outcomes for students. The teacher creates motivation in students

by allowing enjoyment, pleasure and appreciation to ensure positive outcomes. In addition to the Process and Product model, there is a range of different more specific models that individually or collectively could suit a program design.

Ornstein and Hunkins (2009) emphasize the importance of planning in curriculum design and they also note that although many curriculum models exist most of them can be classified as Technical or Non-Technical approaches. In the Technical–Scientific approach, curriculum development is a useful blueprint for structuring the learning environment. The approach has been described as being logical, efficient and effective in delivering education. The Non-Technical, in contrast, has been described as subjective, personal and aesthetic, and focuses on the learner. The non-Technical approach focuses on the learner rather than the content or learning outcomes. This approach is more concerned with the student-centered model that holds a great importance on how the student or the learner can find meaning of himself or herself through their learning programs.

Toohey (1999) suggests two essential curriculum models: the experiential model and the social critical model. The first model believes in the importance of personal relevance and learning from experience. Adults learn in order to be able to do, solve problems and live life in a more satisfying way. In this model, the curriculum is organized around life situations and facts. The second model is the social critical model that works on the critical consciousness of the students. In other words, this model seeks to develop the critical consciousness in students so that students become aware of the present ills of society and are motivated to alleviate them. In this curriculum model, the content is drawn from significant social problems of the day and focuses on promoting collaborative group projects.

Another way of exploring these models is examining them in more depth from Subject-centered and Learner-centered design model. The Subject-centered design addresses four types of curriculum model design such as; disciplined based, broad fields, conceptual

clusters and theme-based design. The learning process in this approach focuses more on the subject matter given in the program rather than the learner-centered (O'Neil, 2010).

The subject-centered model addresses the disciplined based design that focuses on the conceptual structures of the discipline. Broad field design introduces several disciples into an interdisciplinary subject area for example: science, social studies and humanities. Conceptual clusters promote broad fields as an illustration: technology, society issues and colonialism. Finally, theme-based design stresses on the finding patterns and the relationships between concepts based on culture and experience (O'Neil, 2010).

The learner-centered curriculum design focuses on the learner in which students are given the opportunity to identify themselves as citizens in their community, and able to make more informed decisions and take responsibilities. In this model, there are four types of curriculum design: negotiated curriculum, process-based curriculum, integrated curriculum, and problem-based curriculum. In the negotiated curriculum, students negotiate what they will need to learn. The process based curriculum, however, emphasizes the process of learning such as: critical thinking and information retrieval. The integrated curriculum design encourages the integration of concepts across, within and to future knowledge. Finally, the problem-based design concentrates on the learning that focus on the process of working toward the understanding of the resolution of a problem (O'Neil, 2010).

1.2.3. Textbook Documents and Discourse

The main obligation of the educational system is to provide students with good general education that emphasizes advanced level educational opportunities and equal rights to study for everyone. This involves the development of autonomy, critical thinking and solidarity. Any curriculum should equip students with social values and morals and develop in them "equality of humans", "mutual respect" and "responsibility".

The present day classroom practices are, in almost schools and institutions dominated by textbooks and teaching materials. Today, students need to be equipped by a package of teaching materials that could be used to engage students in learning activities. It is obvious that no meaningful teaching takes place without adequate recourse materials (Grossman & Thompson, 2004).

Textbooks or any teaching materials are convenient organizational mechanism that connects pupils together at one place of what they are expecting to learn. Through these learning materials, the students are given the opportunity to construct their own understanding of the world. Curriculum materials can take a variety of forms (Grossman &Thompson, 2004).

Curriculum material addresses certain principles that promote deep understanding of science concepts and inquiry strategies and the needs of diverse students. For Cohen (1997), curriculum materials can be educative for teachers by offering support for teachers in thinking about the content, pedagogy, content development and students' needs.

Instructional materials possess some inherent advantages that make them unique in teaching. These teaching materials strengthen both teacher and students with interesting and compelling platforms for conveying information that motivate learners to learn more. Generally, teachers feel secure when using educational materials and make teaching and learning easier and less stressful (Shneider, Krajcik & Marx, 2000).

Stephen Elizabeth Wambui (2013) claims in a research paper that the teaching educational materials act equally indispensable catalysts of social and intellectual development of the learners. Instructional materials hold a great importance for teacher, school policy, and for the students, in the sense that they facilitate teaching learning situations and address instructional needs of individuals and groups. Instructional materials are

considered to be additional apparatus that can influence the reality of teaching and learning activities. Textbooks and other instructional materials are equipment used during teaching-learning process to make conceptual abstraction more concrete and practical to the learners (Wambui, 2013).

Wambui insisted in her research paper that instructional materials cannot create a change and progress without the interference of the teacher. She stresses that without a teacher who is knowledgeable, instructional materials cannot create change and progress. This means that instructional materials will never create progress or change without the creativity and the knowledge of the teacher. For better learning conditions, a teacher should not rely only on touching materials but rather he or she must ensure creativity and innovation in class for an effective learning process.

Materials and equipment presented should be chosen to provide many and varied opportunities for learners to practice skills through a variety of materials. Using visual aid promote an effective impact as referent to meaning more than spoken and written. Therefore, using visual aid is more clearly and easily understood than verbal messages. (Wambui, 2013).

Curriculum materials in schools, institutions and universities are to emphasize educating students “equality of humans” and basic social values and skills to enhance international development and sustainable development. This is why it is very important to raise some questions concerning the production and the constitution of effective textbooks design and textbook content in the modern or even postmodern societies. What is to become of textbooks in a modern education system? Is the textbook an appropriate vehicle for future education? What should be the role of the state in the production of textbooks?

Textbooks have traditionally served as a means to communicate traditional national cultural values. Some have argued that textbook content is unfairly influenced by those

privileged within societies, who attempt to provide a hegemonic view of power and control. Textbooks have also been known as sinister purpose (like in Nazi Germany), with destructive overtones not only for the nation, but also for the community of nation (Heynelan & DeYoung 2006).

Textbooks may be an instrument of the powerful and the privileged to illegitimately channel the attitudes of the young and the impressionable; and it will do the opposite: it will attempt to summarize the legitimate need for moral consensus behind what nations choose to teach the young about the history and the wider world. Textbooks hold an extraordinary power in shaping the students' mind (Heynelan & DeYoung 2006).

To conclude school textbooks, reflect the consensus if designed professionally. However, the consensus may change over time. In the 1930s for instance, textbooks tended to reflect the "progressivism" of the professional education community, while in the 1940s the use of textbooks represent a stultifying pedagogy antithetical to progressive educational values (Heynelan & DeYoung 2006). Textbooks can have at the same time constructive and destructive characteristics. When using them professionally, textbooks can be effective and efficient for teaching learning process. When misused however, textbooks can be a source for financial corruption. Therefore, textbooks are not for educational concern only; they constitute a legitimate concern within the context of regional and international security.

1.2.4. Citizenship and Educational Curriculum

The British government along with its European partners is developing policies that emphasize the importance of education as a means of ensuring social inclusion and preventing social exclusion. The key challenge is how to make or raise the achievement of all students and make schools, colleges and universities fairer and more inclusive communities (Ross, 2002).

The British government in 2002 sees that “citizenship education” is the best way to achieve “democracy”. David Blunkett (1998) the secretary of State for Education says in a report that “Education for citizenship is vital to revive and sustain an active democratic society in the new century”. Schools can play an important role in supporting and extending the identities of their students and participate in the future development of democracy.

Racial inequalities, discrimination and prejudices are concepts that should be evaluated in citizenship courses to avoid these negative conceptions. Schools need to develop self-evaluation tools that enable them to monitor their performance. These are the main statement principles that include citizenship in most National curriculum in England. According to David Blunkett (1998), there are some points behind teaching students citizenship. First, to set suitable learning challenges, and to respond students’ diverse needs. Second, teaching citizenship education overcomes potential barriers to learning and assessment. Third, it helps to learn and appreciate differences arising from race and gender.

Citizenship education serves as a way of strengthening democracy. School can address and prevent racism through education and social justice. Schools empower students with a new multicultural vision toward social equality and responsibility. Education for citizenship focuses on providing students with sufficient knowledge and understanding of national history and structures the process of government and political life (Ross 2002).

Education through citizenship involves students learning by doing, through active, participative experiences in the school or local communities. The most important thing that we should keep in mind is the methods, teaching strategies and the curriculum used and taught in schools to educate young learners about citizenship. It is very crucial to promote students’ citizenship awareness by fostering their autonomy and their involvement in community and be part of political literacy.

To inject students with civic education is good; however, we should include effective methods of how teachers can be effective and responsible in promoting students' citizenship awareness. The laws governing education emphasize that the role of school is in collaboration with the home, to prepare the students for their participation in a democratic society.

School must prepare young people for democratic participation. According to David Bridge (1997), citizenship includes the whole knowledge, together with insights, beliefs, opinions, attitudes, emotion, values and behaviors of the individual in relation to the political system of which he/she is a member of a local, regional, national and/or international level. Citizenship education should be part of the compulsory core curriculum.

Higher education is a major and central part of youth life. The major role of universities is to prepare young people to engage in civil society. The major point is to construct competencies and help young people to develop civic identity. Civic development should be the main goal of any higher education institution. It is very crucial to equip students with three main concepts: competences, beliefs and knowledge.

The ability to become an active citizen depends on knowing one's rights and responsibilities. There is a lack of understanding about the values of civic development and the concept of a "civically developed person". This concept has not been well defined and elaborated with reference to the higher education system. Some important questions raised by influential researchers like Seyedali Ahrari, Jamilah Bt. Othman, Md. Salleh Hassan, Bahaman Abu Samah & Jeffrey D'Silva (2014) in their research paper "Understanding Meaning and Characteristics of Civic Development in Higher Education at the University Putra Malaysia such as: How do students see civic development? And, what are the main components of civic development among higher education students? Citizenship refers to members of the public who are honest, unselfish and behave responsibly toward others (Seyedali et al., 2014).

Being a good citizen requires social and civic competences, which entail an understanding of how people can ensure social well-being. It is important to understand social practices and recognize cultural issues related to society. The major skill within social competence is to communicate constructively in different environments, with the aim of collaboration. Education is a tool by which to help students learn about civil society function and adapt them to newly emerging lifestyles. Critical thinking and communication are major skills of social competence.

Education in general aims to equip youth with knowledge, skills and values for participation in society, and encourages youth to reconnect/reconstruct their society and prevent problems like racism, addiction and inequality. To be effective citizens, youth need to have their own understanding of their role in society, and acquire an ability to validate a logic of the knowledge they obtain.

Seyedali et al. (2014) identified five main problems that higher education face concerning engaging civic education in the curriculum program which are financial problem, time management, educational policy makers, educational textbooks and the lack of teaching civic subjects.

Universities lack financial resources, in other words; most institutions follow the traditional approach (the tolitatrian one). Universities focus on formal and unrelated practices of students' participation. Time management is the second problem that higher education **institutions face. there is a big challenge concerning managing time for civic subjects in** classrooms. The third problem concerns educational policy makers. In other words, education policy lacks the expertise to design programs that are truly suited to civic related practices. The fourth problem focuses on educational textbooks. Civic education tends to focus on textbooks than on teaching students' real engagement practices. The fifth problem addresses

the lack of teaching civic subjects that is to say there is a lack of the teaching of civic subject feedback from students.

1.3. Approaches Toward Teaching Civically

This section focuses on introducing some approaches toward teaching civically in the 21st century. This part stresses on teaching approaches and principles to teaching civic education in the 21st century. It introduces some theories and perspectives of teaching civically.

1.3.1. The 3Cs Approaches of Civic Education in the 21st Century

Opportunities to connect academic knowledge to analyze social issues are also essential for informed decision-making. Democratic citizens are able to examine and analyze the structural causes of social problems and seek solutions. Democratic values of tolerance, respect of individuals and group identities, and deep concern for the common good are all fundamentally important. Therefore, this section focuses on teaching approaches of civic education in the 21st century.

Citizens must be able to communicate with others and learn from those who told different perspectives and at the same time know how to effectively promote their own goals in contentious political arenas. Joel Westheimer and Joseph Kahne (2003) in their article "Teaching Democracy: What Schools Need to Do" tackles the issue of democracy and civic engagement identified three models of teaching democracy associated with citizenship: high school government course, college-level program and adult education program.

The high school government course model encourages students to do internships in local country offices. In this project, students take responsibilities that require interpersonal, work, related and analytic skills. These experiences provide up-close look at the ways in

which government organizations interact with the public and the private businesses in formulating policies that affect the community.

The college level program model pushes students and faculty members from six colleges together to learn in intensive and experiential ways about the civil rights movement and its implication for citizenship.

The adult-educated program model revitalizes democracy in all areas of people's lives: family, community, government and economy. This program gathers participant using strategic planning for effecting change.

The most important thing of all these programs is the commitment to community involvement. These programs develop students' commitments to actively engaged social issues and identified social problems. Many educators are understandably hesitant to expose students such as poverty, race, gender discrimination and environmental degradation. Unfortunately, such hesitancy is likely to deter students from active engagement with community issues by concealing from them the gravity of the problems and their compelling nature (Westheimer & Kahne, 2003).

The study revealed that keeping social issues out of classroom is not wise. The sense that something is wrong is compelling, especially to adolescents who are already developing their own critique of the world. Addressing social and political problems in classroom contexts help students to make connections between critique analysis and actions. Students begin to see the value not only in studying these problems but also in doing something (Westheimer & Kayen, 2003).

Westheimer and Kayen (2003) identified three main approaches to implementing civic education in the 21st century. they displayed three main models to follow to teaching civics to students in schools: Capacity, Connection and Commitment.

The capacity approach teaches students to see themselves as participants in civic affairs and enabling them to engage civic and political issues effectively will require helping them develop capacities and skills that make such an identity meaningful. Teachers teach skills and provide knowledge through workshops and classroom projects. In other words, to engage students' in actual projects of citizenship education is very important and crucial to develop their knowledge and learning skills. Other programs successfully develop students' civic knowledge and skills through workshop simulations, and classroom instruction.

The connection approach helps students to know each other and share one's experience. In other words, it helps students to describe shared experience for change. It also builds a sense of camaraderie, collaboration and connection to others doing similar work.

The commitment approach enables students develop their sense of commitment by actively engaging them into social issues and working for change. It helps students identify social problems, and provide motivating experiences in working for change.

There is always a challenge when it comes to education and teaching young minds. An academic study and degree does not guarantee our humanity, and will not sustain our democracy. If we care about educating democratic citizens, we must enlarge and enrich both our educational priorities and practices. The programs pursued the development of civic commitment by exposing students to problems of society and by creating opportunities for students to have positive experiences while working toward solutions.

Students 'civic capacities were developed by providing specific opportunities for them to learning skills and acquire the knowledge they needed in order to participate, and take actions in their communities.

The partnership for 21st century skills has developed a framework for 21st century learning, describes the skills that students need to thrive in today' global economy. It is very

important to define what we mean by the 21st century skills. The Pacific Policy Research Center (2010) defines 21st learning skills as the ability to a) collect and/or retrieve information, b) organize and manage information, c) evaluate the quality, relevance and usefulness of information, and d) generate accurate information through the use of existing resources. (Pacific Policy Research Center, 2010).

There has always been a gap between the traditional education model and the 21st century education model. The traditional education model has often focused on learning identified content for subject areas (i.e. math, science, language arts, and social studies), and then assessing this content knowledge with quizzes and tests at the end of a chapter or learning module.

The 21st century learning framework on the contrary includes both learning traditional school subject and contemporary content themes in combination with the interdisciplinary 21st century themes. The core subjects and themes that frame 21st century learning include traditional core subjects while emphasizing civic literacy, global awareness, visual literacy and environmental literacy.

Civic literacy stresses the importance of staying informed and understanding governmental processes to be able to participate in civic life and recognizing the local and global implications of civic decisions. civic literacy calls to respond the need for students to be able to understand and influence civic decision-making.

Global awareness seeks to empower students to be able to learn and work collaboratively with individuals from diverse cultures, ideologies and lifestyles in an environment of openness and mutual respect. Students must learn 21st century skills to understand and engage in global issues and diverse learning communities.

Visual literacy requires to learn more about internet, video and digital format. Visual imagery has dramatically increased the use of graphic and visual data. Smartphones, digital cameras and graphic packages allow for the use of visual imagery to communicate ideas.

Environmental literacy necessitates practices, activities and feelings. Environmental literacy provides students with the ability to understand and utilize the language of the environment. It also involves understanding the underlying scientific principles, value systems, ethical and emotional responses that the environment invokes.

1.3.2. Teaching Citizenship

Citizenship is a primarily legal concept referring to the relationship between a state and its formal members, embracing matters as entitlement, rights and liberties. This is why it is very important teaching civics as a compulsory subject matter from primary to higher education. In this sense, we should raise the following questions: How do we best support teachers in the challenging profession of promoting their students' citizenship awareness? Can we make teachers more effective as they work with their students on citizenship issues?

For a good quality of citizenship, students need to be given access to high quality and empowering education that will equip them with social values, democratic principles, civic awareness, and the ability to make decisions. The notion of "personal autonomy" and democratic "involvement" of citizens in democracy are crucial. Therefore, without personal autonomy and the involvement of citizens, democracy could not be sustained or flourish. A high quality education for democracy is attained through both an integrated approach to knowledge, (curriculum) and good learning conditions (Branson, 1998).

Education is a tool which helps students learn about civil society function and adapts them to newly emerging lifestyles. The way citizenship education is designed in the curriculum provided and the way teachers teach civics in institutions (schools and

universities) determines the kind of citizens become. Teaching and relying only on the curriculum content is never enough to prepare future citizens for their social and professional life and act as active members in their society. Accordingly, teachers play an important role in students' life to offer them the necessary skills and knowledge to be good members in the community (Branson, 1998).

Education aims to equip youth with knowledge, skills and values for a good efficient participation in society, and encourages them to reconnect and reconstruct their society and prevent social problems like racism, inequality and social injustice. So, how should teacher teach citizenship? Seyedali et al. (2014) identified two main theories about students' civic development.

Socialization theory sees education as influencing communities by socializing people. Gimple, Celeste, and Schuknecht (2003) introduced a new concept of political socialization as a process by which students are inducted into politics, culture, knowledge, values and attitudes that contribute to supporting political systems. Mobilization theory educates youth to have stronger desires to participate in civic activities and social work.

There are three main civic development approaches in relation to student learning process toward various citizenry issues. First, personal development approach is when the students encounter lack of skills, motivation and problem-solving. Second, perspective/democratic theories, in this approach, students lack real life contexts in which individuals can engage civically. Thirdly, social change approach is when the students start to think about solving social problems. Universities, colleges must improve their teaching programs toward learner-centered programs (Margaret, 2006).

Avard Margaret in her article "Civic Engagement in the Classroom" published in 2006 focuses on the importance of civic engagement in classroom and suggests ways of

teaching and developing students' civic competences. She claims that science educators are well-positioned to incorporate civic engagement into the classroom by the natural suitability of the subject matter. Teachers may use many ways to engage students in community matters and to encourage civic involvement to broaden student exposure to issues of public concern.

To be effective teachers, we must develop our teaching learning strategies using 21st century teaching methods and skills by incorporating advanced technology and using a wide variety of resources in the classroom. Current event and real social issues must be discussed with classes to make education more tangible and relevant to students' life. Civic engagement enables students to become actively involved in society with topics of local concerns. The goal is to involve actively students in the community by participating in various discipline specific activities.

Opportunities for civic engagement in the classroom vary widely according to discipline and subject matter. Designing activities that involve civic engagement depend on the course curriculum. All educators want to help their students succeed in life. What was considered a good education 50 years ago, however, is no longer enough for success in college, career, and citizenship in the 21st century. It is true that teaching citizenship is to enable the students know about society and engage the student to various social issues as well as addressing democratic principles. However, civic education is more about developing in students some learning skills to foster their personality.

Education in 21st century must integrate civic topics to formulate plausible plans of action. The solutions to international problems, such as global warming, require highly developed critical thinking and problem-solving abilities. This is why teaching critical thinking and problem solving effectively in the classroom is vital for students. Learning critical thinking leads students to develop other skills, such as a higher level of concentration, deeper analytical abilities, and improved thought processing (Dennis Van, 2002).

When one engages in high-quality thinking, one function both critically and creatively; one produces and assesses, generates and judges the products of his or her thought. In other words, teachers must incorporate students with high quality thinking in assessing and reflecting on various subject themes and concepts discussed in the textbooks. Engaging students to think correctly and critically will change students' way of seeing the world and help them analyze and communicate with one another to produce overall outcomes in complex situations.

Critical thinking is part of civic skills that young learners should acquire and learn from an early age. Teaching critical thinking skill addresses other skills, like communication, information to examine, analyze, interpret and evaluate evidence, arguments, claims, and beliefs. Solving problems is part of critical thinking skills. In other words, equipping students with critical thinking skills will open up their thinking to the world, address them to various social problems, and solve different kinds of unfamiliar problems in both conventional and innovative ways.

Both teachers and administrators in different institutions must create opportunities for the students to practice what they are learning in classrooms. These opportunities display a range of school and classroom activities for the students to work on their learning skills. These school and classroom activities and programs share an emphasis in helping students to identify and act on issues of importance to themselves and to society. The goal is to empower students to rectify problems to come up with solutions and join with other people so that they can become truly active citizens.

1.3.3. Civic Skills: Intellectual and Participatory

Citizenship 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. Citizenship education, therefore, is-or should be-a prime concern. There is no more important task than the development of an informed, effective and responsible citizenry.

Democracies are sustained by citizens who have the requisite knowledge, skills, and dispositions. In the absence of a reasoned commitment on the part of its citizens to the fundamental values and principles of democracy, a free and open society cannot succeed. It is imperative; therefore, that educators, policymakers and members of civil society make the case and ask for the support of civic education from all segments of society and from the widest range of institutions and governments. It is relatively easy for a society to produce technically competent people. (Branson, 1998).

According to Hatcher, (2011) civic education involves an awareness about ecological, social, gender and inter-generational justice in political, economic and social life. Civic education is also about transformation of unequal people into equal and active citizen. In addition to that, it builds moral character of citizens and integrity of leaders. Finally, civic education equips individuals with knowledge of public affairs, instilled with attitudes of civic virtue, and furnished with skills by which to participate in the political arena.

Civic skills are a very important component of citizenship education. If citizens are to exercise their rights and discharge their responsibilities as members of self-governing communities, they not only need to acquire a body of knowledge such as that embodied in the five organizing questions just described; they also need to acquire relevant (a) intellectual and (b) participatory skills.

1.3.3.1. Intellectual Skills

Intellectual skills are essential for informed, effective, and responsible citizenship. There are sometimes called critical thinking skills. The *National Standards for Civics and*

Government and the *Civics Framework for the 1998 National Assessment of Educational Progress* (NAEP) categorize these skills as identifying and describing; explaining and analyzing; and evaluating, taking, constructing and defending positions on public issues. A good civic education enables one to identify or give the meaning or significance of things that are tangible such as the flag, national monuments or civic and political events. It also enables one to give the meaning or significance of intangibles things, such as ideas or concepts including patriotism, majority and minority rights, civil society and constitutionalism.

Bloom (1956) identifies three levels of high thinking skills such as analysis, synthesis, and evaluation. Analysis level is associated with examining and breaking information into parts by identifying motives or causes. Synthesis level compiles information together in a different way by combining elements in a new pattern or proposing alternative solutions. Evaluation presents and defends opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

According to Stimmann, (1998), intellectual skills aim at identifying and describing information about political/civic life. In addition to that, it requires analyzing and explaining. Intellectual skills are about synthesizing and explaining information about political/civic life. It also about evaluating, taking, constructing and defending positions on public events and issues. it seeks to think critically about conditions of political and civic life. It also point at thinking constructively about how to improve political/civic life.

Citizenship education seeks to develop competence in explaining and analyzing. Citizens also need to be able to analyze such things as the components and consequences of ideas, social, political, or economic processes, and institutions. The ability to analyze enables one to distinguish between fact and opinion or between means and ends. It also helps the citizen to clarify responsibilities such as those between personal and public responsibilities or those between elected or appointed officials and citizens. (Stimmann, 1998).

Bloom (1956) classifies the six levels of the cognitive domain in Bloom's taxonomy as follows: knowledge, comprehension, application, analysis, synthesis and evaluation. Knowledge represents the lowest level of learning outcomes in the cognitive domain. It is defined as remembering previously learned material ranging from specific facts to complete theories. This level involves remembering material without any additional thinking processes.

Comprehension is the ability to grasp the meaning of material. This level involves interpreting material by explaining or summarizing, or predicting consequences or effects. Comprehension represents the next level after memorizing material and is the lowest level of understanding material.

Application is the ability to use learned material in new and concrete situations. This includes applying rules, methods, concepts, principles, laws and theories in appropriate situations. Learning outcomes at the application level require a higher level of understanding than those at the level of comprehension.

Analysis means the ability to break down material into its component parts in order to understand its organizational structure. This Analysis evokes identifying first and analyzing the relationship between parts Analysis requires an understanding of both the content and the structural form of the material, and therefore learning outcomes using analysis constitute a higher level of thinking than comprehension and application.

Synthesis is the ability to assemble components together to form a new whole. This involves the production of unique communication, and classification of information such as a set of abstract relations. Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structure.

Evaluation involves the ability to judge the value of material for a given purpose, based on definite criteria determined by students or teachers. These criteria may be internal organizational criteria, or external criteria that are relevant to the objectives. The category of

evaluation involves thinking processes from all the previous ones and is therefore the highest in the hierarchy of thinking processes.

According to Holsti (1969), content analysis is a multipurpose research method developed specifically for investigating any problem in which the content of communication serves as basis for inference. The analysis of activities in the textbook studied in this research will enable categorization of the activities in the textbook according to the various thinking processes stated in Bloom's taxonomy. Such analysis will determine whether the textbook places emphasis upon higher levels of thinking processes, or whether the activities merely encourage lower levels of understanding.

Abdul Kareem Igbaria and Ibtihal Issaly (2014) conducted a study titled "A Content Analysis of the Reading and Listening Activities in the EFL Textbook of Master Class" in Israel. They developed research questions such as: (1) To what extent are the cognitive levels of the activities in the Mastering Reading and Mastering Listening sections of the textbook Master Class varied? (2) To what extent do the activities in the two sections of reading and listening of Master Class textbook lead students towards levels that demand higher thinking such as analysis, synthesis, and evaluation? Content analysis was conducted for the Mastering Reading and Mastering Listening sections of each unit.

The activities that were defined as units for analysis were Wh-questions, Yes/No questions, Multiple Choice questions, Complete the sentence and statement and request questions. The activities were collected, listed, and analyzed according to Bloom's Taxonomy: low order thinking skills: knowledge, comprehension and application, and high order thinking skills: analysis, synthesis and evaluation.

The researchers then calculated the percentage and frequencies in which each level of cognition appeared for each separate unit and for all six units combined. The finding indicated that the research tools used by the two researchers were valid and reliable. The

results showed that 114 activities emphasized levels of cognition representing lower order thinking skills, while only 59 activities emphasized the three higher order thinking skills. The activities in the Master Class textbook place a great deal of emphasis upon comprehension, which is one of the lower order thinking skills.

1.3.3.2. Participatory Skills:

In addition to intellectual skills, education for citizenship in a democratic society must focus on skills that are required for informed, effective, and responsible participation in the political process and in civil society. Those skills can be categorized as *interacting*, *communicating* and *monitoring*.

It is essential that the development of participatory skills begins in the earliest grades and that it continues throughout the course of schooling. The youngest pupils can learn to interact and communicate in small groups or committees, to pool information, exchange opinions or formulate plans of action commensurate with their maturity. They can learn to listen attentively, to question effectively, and to manage conflicts through mediation, compromise or consensus-building.

According to Patrick (2002) are associated with interacting with other citizens to promote personal and common interests, in addition to communicating and debating about public events and issues. participatory skills concerns deliberating and making decisions about public policy issues. Moreover, they require active listening, solving problems, finding solutions and taking actions to improve political/ civic life.

Participatory civic skills empower citizens to influence public policy decisions and to hold accountable their representatives in government. In combination with cognitive civic skills, participatory civic skills are tools of citizenship whereby individuals, whether acting alone or in groups, can participate effectively to promote personal and common interests in response to public issues. How can civic educators improve the teaching and learning of civic knowledge as a key to the

development of civic skills and dispositions? What recommendations can be derived from the research literature? (Patrick, 2002)

Participatory skills include teaching students to analyze public issues and to participate democratically in making public policy decisions in response to the issues. This kind of learning experience in civics and government courses is likely to develop among students their cognitive, participatory skills and dispositions necessary for citizenship in a democracy (Patrick, 2002).

Participatory abilities include creating and maintaining 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. They encourage students to participate in extracurricular activities involving civic engagement and social participation. In addition to that, they also foster democratic ethos in the school.

To conclude, civic skills are very important components of civic education. Students are not required to acquire a body of knowledge about a political and civic life but also to adopt necessary abilities and skills.

1.3.4. Communicative Language Teaching Approaches

In order to think critically and act effectively and responsibly in response to a public issue, learners must understand the terms of the issue, its origins, the alternative responses to it, and the likely consequences of these responses. This understanding is based upon the knowledge of learners. The application of this knowledge to explain, evaluate, and resolve a public issue depends upon the cognitive process skills of learners. Communicative Language Teaching has been popular around the world and has a profound effect on second language acquisition since the 1970s. To make Communicative Language Teaching successful, there is a need for appropriate teaching materials. Teaching materials should respond to the students' needs for an effective learning to take place.

Richard (2006) identified some communicative language approaches in relation to second language acquisition such as accuracy and fluency, speaking tasks, real word description, role play, types of speaking, text types, focus on form or meaning and classroom organization.

First, activities may be accuracy ore fluency oriented. An accuracy-oriented activity could be a pattern drill, which is used in the teaching of a new concept. The primary purpose is to help pupils achieve accurate perception and production of a target item which can be a sound, a word, or a sentence structure on one hand. On the other hand, fluency- oriented activities focus on communication, for example discussions, speaking games, presentations, task work such as projects and e-mailing.

Second, speaking task are often required to be performed in pairs or small groups. Richards (2006) argues that learners will obtain several benefits when they work in small groups. Students can learn from hearing the language used by other members of the group. In addition to that, pupils will produce a greater amount of language than they would use in teacher-fronted activities. Moreover, students' motivational level is likely to increase and have the chance to develop fluency.

Third, real-world tasks (task description): teachers should choose real world tasks that are beneficial to students. According Jane Willis (1996), there are six kinds of tasks: listing tasks, sorting and ordering, comparing, problem solving, sharing personal experience and creative tasks.

Fourth, role play is an approach of communicative language teaching, which is widely used in English textbooks. Roleplay is an activity in which pupils are assigned roles and improvise a scene or exchange information and clues (Richards, 2006).

Fifth, types of speaking means communication which can be either one-way or two-way? One-way communication implies that there is only one speaker who presents a topic verbally to one or more listeners in the form of monologue. Two-way communication-dialogue is a conversation between two or more participants designed to illustrate and practice one or more language points (Nunan, 2004).

Sixth, text types refer to five text types that pupils have to produce as the task outcome, namely narration, description, instruction, information, and discussion/ argumentation (Tietge, 2011).

Seventh, this approach focuses on the language type used in the text which may either focus on form or meaning. Littlewood (1981) claims that the focus on the form of the language consists of drawing the learner's attention to the linguistic features of the language. A focus on meaning, on the other hand, excludes attention to the formal elements of the language.

Eights, this approach addresses classroom organization which defines whether the pupils are to produce the outcome alone or in cooperation. The three alternatives are: individual work; pair work; group work.

Guo Yi conducted a study in 2011 in which the researcher analyzes speaking tasks in Chinese and Swedish textbooks for grade 8 "Go for it" and "Magic". The analysis presents content analysis, providing a general overview of speaking tasks found in both textbooks. First, task description is analyzed, which provides the pupils with the topics of tasks in both textbooks. Second, types of speaking, text type, cognitive processes, focus, and classroom organization are quantitatively analyzed to see if there are different approaches to Communicative Language Teaching between Chinese and Swedish textbooks.

Through comparison of these six aspects in different textbooks, the results show that there are three similar approaches to Communicative Language Teaching: First, they both have real-world topics under which there are many real-world speaking tasks. Second, the dialogues play a main role in both textbooks. Third, pair and group work have dominant position in these two books. Also there are three different approaches to Communicative Language Teaching: First, the Chinese textbook is directed towards accuracy while the Swedish textbook is directed towards fluency. Second, the Chinese textbook focuses on form whereas the Swedish textbook focuses on meaning. Third, there is an information-gap approach in the Chinese textbook where tasks based on information gap are obviously labeled. However, it cannot be found in the Swedish textbook.

In a nutshell, both academic content and process - civic knowledge, disposition and skills must be taught and learned in tandem to fulfill the mission of civic education, which is to develop individuals who can establish, maintain and improve democratic governance and citizenship in their country and throughout the world (Patrick, 2002)

1.3.5. The Rational behind Teaching Citizenship

The pursuit of equity and social cohesion has been a political priority over the recent years at the national and international level. Encouraging citizens, particularly young people, to actively participate in the social and political life has been one of the principle means to address these issues. Education has been identified as a major level in this respect. Citizenship education is part of national curricula in all countries. It is delivered in schools through three main approaches: as a stand-alone subject, as part of another subject or learning area, or as a cross-curricular dimension.

It is highly important to teach citizenship in schools because it gives the pupils or young learners the opportunity to know and learn about citizenship skills in and outside

school through variety of programs and activities. The final report of the Advisory Group on Citizenship 1998 pointed that citizenship is a conceptual core that allow young learners to indulge into the legal, moral and political arena of public life. Citizenship education should foster respect of the law, justice, democracy and at the same time encouraging independence of thought. It should develop skills of reflection, enquiry and debate.

Teaching citizenship should occur for the purpose to equip students or young people with skills of reflection and the freedom of thought and debate. Teaching citizenship is being a vital district statutory part of the curriculum. It is recognized that education for citizenship should make significant contributions with other subjects and aspects of the curriculum. The curriculum should address issues of citizenship, society, democracy, and community. It is very important as teachers, school bodies and curriculum designers to address these issues to students and young people. It should look at what representative democracy is, how it evolved, what it means and what its advantages and disadvantages are (Eurydice Report, 2012).

The curriculum should stress the importance of citizenship at a global level and show how people can be exploited and used when they do not understand "citizenship". It should consider the responsibility of belonging to society – the rights and responsibilities of citizens. It should let students and young people know about their rights and responsibilities as citizens, and how these change, as they grow older. It should also understand and reflect how law and the justice system relate to their rights and responsibilities (Advisory Group Citizenship foundation 1998).

The curriculum should teach children and young people how to develop an awareness of community and cultural diversity. It should help them see where and how they fit into the community. The curriculum should enable the students to understand their community, its history and public life. It should empower students gain an understanding of

the diversity of community and society and an awareness of equal opportunities, issues, national identity and cultural differences (Eurydice Report, 2012).

In addition, the curriculum should show how ordinary citizens have been the catalysts for change and improvement at a local, national and international level. Both curriculum and teachers teach students various aspects of social problems and exclusion from society, such as bullying, color and other forms of "difference". It should make students aware of the difficulties such exclusion can have on the individual and society and of the reasons why some people "opt out" of the moral social set-up. In looking at these areas, the curriculum should enable children and young people to explore and understand key questions, moral problems and issues that concern society. (Advisory Group Citizenship foundation 1998).

It is very difficult to teach students civic skills and moral values without involving them into the real public life. The curriculum should also cover practical skills that enable young people to participate effectively in public life and prepare them to be full citizens. It should enable children and young people to develop discussion, communication and teamwork skills. It should help them learn to argue cogently and effectively, negotiate successfully and co-operate with others. It should also enable them to think for themselves, solve problems and make decisions effectively.

Schools must create opportunities for students to practice these skills such as "Schools Councils". Schools Councils provide practical first-hand experience of decision-making and democratic processes. They enable children and young people to participate effectively in schools and debate and address issues of concern to them and their school (The Eurydice Report 2017).

Previous studies asserted four main objectives behind teaching citizenship education which are (a) developing political literacy. In other words, to have knowledge of basic facts and understanding of key concepts (b) acquiring critical thinking and analytical skills (c) developing certain values, attitudes, and behaviors that is to say to adopt a sense of respect, tolerance, and solidarity (d) encouraging active participation and engagement at school and community level.

There are many objectives behind teaching citizenship in school. The first objective concerns learning about issues such as social, political, civic institutions, human rights; national constitutions; citizens 'rights and responsibilities, social issues; recognition of the cultural and historical heritage as well as cultural and linguistic diversity of society. The second objective complements the first as critical thinking is crucial to developing political literacy since it allows young people to analyze and evaluate information on social and political issues. The third objective addresses values, attitudes and behaviors of students that should be acquired through citizenship education at school. The last objective, which requires students to actively participate in their community, enables them to put into practice the knowledge and skills they have learned, as well as the values and attitudes they have acquired through their learning in connection with the first three objectives (Eurydice Report 2017).

The Eurydice Report (2017) pointed that "citizenship education is part of the national curricula for general education in all countries. The study confirmed that citizenship education is far more than simply teaching students about a country's constitutional structure. All countries have ambitious curricula to develop a number of competences related to interacting effectively and constructively with others, acting in a socially responsible manner, acting democratically and thinking critically". The majority of countries cover personal responsibility, cooperation and communication in their curricula across all education levels. As far as the 'critical thinking' competence area is concerned, the majority of the countries

studied here promote 'exercising judgement' by students, again at all levels. Other competences, such as 'creativity' are more likely to be taught at the primary and lower secondary levels,

To conclude, citizenship education is usually integrated into other subjects across European countries. There are three main approaches used in general education for integrating citizenship education in the curriculum: it can be a separate subject, integrated into broader compulsory subjects or learning areas such as the social sciences or language studies, or it may be a cross-curricular objective to be delivered by all teachers.

1.4. Developing Civic Competences in Classes

This section presents ways to develop civic competences in classes such as civic awareness, engagement and leadership. In addition, this part illustrates some programs and school activities that some schools and institutions have adopted to help students acquire abilities, skills and understand issues of life.

1.4.1. Citizenship Engagement and Democracy

The word democracy has not one unified single definition but several definitions. For Kahne and westheimer, democracy for some people is a commitment and a promise to protect liberal notions of freedeom, while for others democracy is primarly about equality. For some, civil society is the free market and a greater hope for democratic society. Other people, think that good citizenship in democracy is volunteereing, while for others it is taking an active part in political processes by voting, protesting and working on political compaigns (Westheimer Kahne and, 2003).

Westheimer and Kayen (2003) in their article “Democracy and Civic Engagement, What Schools Need to Do” stress an important gap in taking a good education agenda for

preparing good and democratic future citizens. Kayen and weistheimer in their article studied about 10 educational school programs funded by the Surdna Foundation and put a big challenge for educating for democratic citizenship at the center of their efforts. These programs are called “community developent projects”.

These programs share an emphasis in helping students to identify and act on issues of importance to themesleves and to society. Westheimer and Kayen (2003) quoted some teachers’ opinion concerning school projects. A teacher said: “My goal is to empower students to rectify problems to come up with solutions, and join with other people so that they can beome truly citizens”. All members of school staff and teachers agreed that curriculum components must be given much more attention.

Young people are often disengaged from politics. This is why education experts responsibles and those in position of power must take rational decisions to develop and teach their future citizens democracy and to engage them in a way or another in the polical life. Improving society requires making democracy work, and to make it work schools and educational institutions must take this goal seriously.

A large of school-based programs aim to promote a vision of citizenship. According to Kayne and weitheimer, these programs aim to promote service and good character, but not democracy. They share an orientation toward individual character traits (like honesty, intergrity, self-discipline, hard work, volunteerism and charity, but far away from teaching them social transformation and systematic change. Of course, inserting these character traits are never enough to build and develop democracy or the democratic spirit in students. A democratic citizens’ effectiveness is buttressed by the skills needed for civic engagement (e.g. how to work in a group, speak in public, forge coalitions along varied interests and protest or petition for change).

Eddington and Ambrose (2010) argue in their articles “Civics and Citizenship and Education: Professional Learning Package” that civics and citizenship education promote knowkedge and reinfore a society’s democratic heritage, its political and legal institutions so that young people can participate as informed citizens. The rational goal behind inserting civic democracy and citizenship competences is to support students and future citizens to relate well to others and foster an understanding of society’ heritage and political legal institutions.

According to Eddington and Ambrose (2010) their article “Civics and Citizenship and Education: Professional Learning Package” focuses on the ***citizenship*** dimension of civics and citizenship education. It helps to encourage and guide students to construct opportunities inside classroom, school and community that will foster in students the disposition to participate in those environments. Creating opportunities for student participation in the classroom will teach the students to have a voice in their school and active engagement in the wider community. This engagement will push students to practice the knowledge and values of the formal curriculum, and helps them make connections between their civics and citizenship learning and their experiences.

Encouraging students to practice the values and knowledge of the formal curriculum in their schools’ environment as well as in their community will enable students to develop the skills of citizenship, and allow them to engage and shape their values in meaningful interactions with others. One such community is the classroom, where students can assist in establishing the context of their learning environment, and be charged with the responsibility of ensuring that it is a democratic space in which all are empowered to contribute to the learning experience (Eddington & Ambrose 2010).

Students spend most of their time in classrooms as their first community environement. Having students take responsibility for their learning environment entails

fostering in them the civics and citizenship skills and dispositions for participation, decision making and leadership. Empowering students to make classrooms democratic places for learning is an essential thing to foster their citizenship skills and encouraging them in making choices about their environment in weighing-up competing demands and priorities (Eddington & Ambrose, 2010)

The concept of democracy is radically social when it is broadly inclusive and authentically collaborative. Developing deeper democratic facets requires active participants across their life span and at all stages of social inquiry. It is a continuing dvelopment that necessitate collaborative relationships and establish meaningful connections. Developing deep democracy requires a continuing innovation in civic education (Kurth-Schai & Green, 2008).

To conclude, civic education must engage diversely valid meanings, perspectives, possibilities, and plans. Such pedagogies must extend collective wisdom concerning significant social issues. In addition, Civic education expands possibilities for thought and action beyond those initially brought by individuals. Finally, it enriches relationships by increasing the number and variety of meaningful connections among diverse participants; and enhances capacities for continued engagement in civic learning and public life that arrow the gap between democratic aspirations and real-world accomplishments.

1.4.2. Developing Civic Awareness in Students

Civic education is essential to teach students an effective democracy to know and be aware of their roles as citizens grounded in positive attitudes toward their community. Civic education leads to a posititive shcool climate. Teaching civic education means supporting or preparing students to the importance of community (inside school and more broadly). The importance of civic knowledge lies in the fact that it is a fundamental understanding of the structure of, governement of the law and of legal policies.

Students should understand how history shapes the present and raise their awarness of particular social and governmental structures. Schools and staff adminitrators should insert in students civic skills and competences that are neccesary to participate and act as responsible democratic citizen in schools in particular and community in general. Critical thinking, collective action, speaking, collaboration, community organizing, listening, gathering and processing information are skills that students should acquire in their learning experience in schools, institutions and universities. Therefore, acquiring these civic skills, students will adopt and adapt themselves to an advance understading and analytical abilities and actual civic particiaption (Schmitz, 2012).

Formal curriculum and classroom intructions should encourage students to enlarge their civic undertanding through school learning materials they are receiving in classes. The service learning and extra-curriculum activities encourage and help students to involve and connect to other shcools and community; e.g., schools clubs, newspapers or governance (Suzanne Schmitz, 2012).

The education policy in community must insert and charge schools with civic education. It needs a developmental strategy to establish democratic societies. Democratic communities need to have people who are well educated, to commit themselves to community, to an open-minded society to solidarity, and to social and gender equity. Developing a new form of education which enables children as well as adolescent teenagers to cope with civi knowledge and raise their awarness about issues of citizenship. (Beutel, 2012).

The school as an educational environment should determine the character of democratic learning and acting. Schools or universities are a combination of teachers' educational expertise which is a key effective factor for effective learning which does not only consist of static knowledge, but which is rather conductive to the development of

competences which promote learners' participation and commitment. Democratic values – such as tolerance, empathy, experiencing self-effectiveness, change of perception, constructive ways of dealing with conflicts, the ability to judge ethically, and a sense of fairness – determine aspects of learning that should not be experienced as late as at secondary schools (Beutel, 2012)

The education system should address the societal changes in the school curriculum and prepare citizens with new knowledge, skills, values and dispositions. Students need more exposure to topics such as: international affairs, globalization, and economic and political systems around the world. At least an awareness of the world in which these young people will live permits them to have an understanding of nation-states, world markets, international law and human rights.

The crucial goal of education is to prepare future citizens to instill in students the knowledge, skills and values for active contribution in society. More importantly, the main role of the school curriculum is to learn and function in diverse social circumstances; learn how to reason; identify and solve problems; work in teams and collaborate with others; develop research and critical thinking skills, understand responsibility, develop leadership, learn tolerance, and coexistence, and respect others. (Tovmasyan & Thoma, 2008).

The reform of education goals should be based on certain principles and decisions as: development of the national curriculum framework, subject based curricula, and assessment system, introduction of ICT into the schooling system, organization of a professional development plan which is accessible and available to all teachers, improvement of the effectiveness of the education management system (Tovmasyan & Thoma, 2008).

Citizenship education aims at shaping democratic citizens through incorporating fundamental principles and values of democracy and supporting the formation of civil society.

The schools should enable their students to implement community learning projects, search and find community actual problems, propose sound solutions to those identified problems. The practical experience will develop active citizenship skills and dispositions among students, willingness and skills for realizing personal responsibility as a citizen (Tovmasyan & Taylor, 2008).

It is difficult to agree on one definite definition of citizenship education. When defining the concept of citizenship, one of the first conceptualization that comes to mind is that of the British sociologist T.H. Marshall. Marshall argues that citizenship has three components, depending on the rights it promotes. These are civil, political and social rights. Civil component of citizenship is composed of the rights necessary for individual freedom such as liberty of the person, freedom of speech, thought and faith, the right to property and equality under the law. Political rights include the right to participate in the exercise of political power, as a member of a body invested with political authority or as an elector of the members of such a body. Social rights are associated with welfare state. So, rights to education, health care, housing and a minimum level of income are among the social rights.

In a nutshell, citizenship can hold all these three social components as civil, political, and social rights. However, the concept of citizenship is more characterized by the notion of awareness. Citizenship is a civic contract between the self (individual) and the state (community).

The teaching contents provided in schools and educational institutions show what kind of knowledge, skills, values and attitudes intended to students. Normally, the purpose of education is to examine the needs of youth. The ability of society to catch up with the increasing globalization and improvement of democracy within this society are closely related to the citizenship qualities that shall be developed through education (Beutel, 2012).

To conclude, citizenship education must not instill only knowledge, values and skills, it also comprises application of these components in real life situation by active participating. Democratic citizenship education aims to enhance students' capability for thoughtful and responsible participation as democratic citizens in political, economic, social and cultural situations. School presents citizenship education from two aspects, the first through formal curriculum and the second one is made through hidden curriculum that comprises school culture. Active democratic citizenship can be learnt through the school's relationship with its wider community by bringing the community and civil society into the school or by taking the school out into the community and civil society.

1.4.3. Developing Leadership Skills in Schools

Leadership is a concept providing directions and exercising influences but still leadership represents a highly complex concept. Leadership is a crucial civic skill that should be learned and acquired in schools and extracurricular-activities. Schools and institutions should put a great emphasis on teaching leadership skills with a larger social and organizational context in which they find themselves. Teaching leadership in schools is to provide students with the means capable at helping a group of people to develop a shared understanding about the organization and its activities and goals that can undergird a sense of purpose and vision.

Youth demonstrate leadership that assert the common good and reflects the principles of democracy. Today's young people are concerned with building, maintaining, and serving community. However, youth must be partners in the design of such projects for example: teachers may assign simple tasks for students simply assigning to learn strategies which give them opportunities for decision making, action planning and true leadership

development. Leadership help young people develop decision-making. It helps young people share experience and knowledge (Haugen and Harrington, 2008).

Some organizational studies of leadership education promoted some types of leaderships education which are: civic leadership, charismatic leadership, service leadership, intellectual leadership, large-group scale and small-group scale. Civic leadership stresses issues of interest and engagement of broad public topic areas. Charismatic leadership means the ability to influence peers through enthusiasm, extroversion or creativity. Service leadership requires a commitment to engaging in activities dedicated to helping underserved or needy populations. Intellectual leadership is the ability to reason clearly and persuasively in a manner that influences others. Large-group discussion requires exploration of issue in a large-group. Small-group discussion means elaborating topics of discussion and exploration of an issue in small group finally, community service activity is to engaging in actual service project.

School leadership is very important to be taught nowadays in schools and even in universities. It has become a priority in education policy agendas internationally. It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Effective school leadership is essential to improve the efficiency and equity of schooling.

A research conducted by three researchers about improving leadership education in schools (Pont, Nusche and Moorman, 2008) has shown that school leaders can make a difference in students' performance if they are granted autonomy to make important decisions. However, autonomy alone does not automatically lead to improvements unless it is well supported. In addition, it is important that the core responsibilities of school leaders be clearly defined and delimited. School leadership responsibilities should be defined through an understanding of the practices most likely to improve teaching and learning.

Leadership will not change if our approach will be random and unstable; we need a planned, gradual and cohesive approach of school leaders, of today and tomorrow, who have professional knowledge, skills, professional and political acumen, distinction and analytical ability, as well as sensitivity (Peleg, 2012).

In a nutshell, it has been noticed that the Western model in different countries has already started promoting and implementing citizenship education in most educational institutions (schools and universities) around Europe (France, England, Germany, Finland…), United states of America, Israel and Malaysia 10 years ago and it is already in performance. There is a generation which benefited of the perception of citizenship education.

According to researchers, the notion of citizenship education is a whole process based on theory and practice, that is to say; it emphasizes knowledge and beliefs in general and skills, attitudes and performances in particular. The western citizenship education shows a great difference between "good citizenship" and "active citizenship". The western model focuses on the importance of citizenship education in general and the implementation of civic skills in particular such as: critical thinking, solving problem, decision making, creativity, communication, collaboration, cooperation and leadership.

The second part of the review of the literature addresses the Moroccan definition of citizenship education. This part displays different theoretical framework regarding civic education from the Moroccan constitution to educational charters.

1.5. Citizenship Education in Morocco

This section presents the Moroccan definition of citizenship education. It addresses different perspectives and point of views regarding the topic. This part introduces the way Moroccan institutional charters and constitutions have defined, developed and implemented the notion of citizenship education.

1.5.1. The Moroccan Constitution: “Freedoms and Rights”

This section conveys the way the Moroccan state has developed the principles of equality, social justice, rights and citizenship duties as well as the way the Moroccan constitution have incorporated citizenship principles in their educational institutions.

In 2011, Morocco conveyed through the constitutional several points on the way Morocco have participated in constructing a democratic state; the process of consolidation and of reinforcement of the institutions of a modern State, having as its bases the principles of participation, of pluralism and of good governance. Accordingly, the book shows the way the Moroccan society has built a state of solidarity where all enjoy security, liberty, equality of opportunities, of respect for their dignity and for social justice, within the framework of the principle of correlation between the rights and the duties of the citizenry.

In article 19 of title II, Morocco calls for fundamental freedoms and rights in which men and women enjoy equality, freedoms of civil, political, economic, social, cultural and environmental character. Article 20 encourages the right to life as the right of any human being, that is to say authorities assure the security of the populations and of the national territory within respect of the fundamental freedoms and rights guaranteed to all (The Moroccan Constitution, 2011).

Moreover, in article 26 the constitution guarantees and protects the freedoms of thought, of opinion and of expression under all their forms. Article 27 assures that all citizens have the right of access to information held by the public administration, the elected institutions and the organs invested with missions of public service.

Article 31 addresses that the State, the public institutions and the territorial collectivities work for the mobilization of all the means available to facilitate the equal access of the citizens to conditions that permit their enjoyment of the right to healthcare, social

protection and good equality of education. In addition to that, the state stresses the right to education and preserve the Moroccan identity.

Article 33 encourages youth to take part of the social and political life and to perform citizenry acts and take all the appropriate measures with a view to stimulate, and make youth participate in the social, economic, cultural and political development of the country. The state also pushes youth to establish themselves in an active and associative life and also to create propitious conditions to practice their creative and innovative potential in all these domains.

Article 37 claims that all citizens must respect the Constitution and conform to the law. They must exercise the rights and freedoms guaranteed by the Constitution in a spirit of responsibility and of engaged citizenship, where the exercise of the rights is made in correlation to the accomplishment of the duties (The Moroccan Constitution, 2011).

1.5.2. Good Governance and Principles

The state has for its mission, notably to initiate, coordinate, supervise and assure the national security and contribute to the moral behavior of public life, consolidate the principles of good governance and the values of responsible citizenship.

Article 169 shows the importance of the family and childhood in which its mission is to assure the following up of the situation of the family and of childhood. Article 170 stresses the importance of youth action in different sectors. It assures that youth should take actions within the domains of associative life, promote creativity and participate in the national life, in the spirit of responsible citizenship (The Moroccan constitution, 2011).

In a nutshell, it has been discussed that the Moroccan constitution tackles the notion of citizenship in relation to rights, principles and duties that both male and female citizens should act accordingly in society. In addition, it focuses on rights and freedoms of the

individuals to guarantee their active participation and preserve them. However, the notion of citizenship in relation to education is not defined in the constitution articles.

1.6. Moroccan Educational Charters

This section presents the perception of citizenship education in Moroccan educational charters.

1.6.1. Concepts and Recommendations

The national Charter is divided into two main parts. The first part is designed to give several concepts and recommendations about basic principles which include the foundations of the system of education, development, great goals, rights and duties to gain national reform and mobilization for success (National Charter, 1999).

The first part of the national charter introduces some main education basic foundations concerning the Moroccan educational system. The Moroccan educational system is guided by the principles and values of the Islamic faith, the love of the country and the adherence to constitutional monarchy; it educates citizens with a desire to participate positively in public and private affairs. The educational system is rooted upon its diverse and integrated cultural branches. It aims at preserving this heritage, and ensure a continuous radiation for its moral values. Moreover, the educational system aims and at achieving the development of science, technology and enhancing the Morocco's competitiveness around the world.

However, the new reform of the educational system aims to make the learner, especially the child, the center of attention, able to think and take actions. The achievement of the reform requires an effective educational approach to be adopted by teachers and educational specialists and put into practice. It is essential for these responsible educators to take children's expectations and needs from school to family life to professional life.

Therefore, educators must help students to raise their intellectual communicative abilities, and to encourage them to integrate socially, and assimilate religious, national and societal values.

1.6.2. The Six Pillars for Education Development

The second part contains six pillars adopted for change and education development such as (1) to spread education and associate it to the economic environment (2) to adopt an effective pedagogical approach (3) insert good education and training development (4) human resources (5) management (6) funding partnership.

First, the national charter (2013) stresses the importance to spread education and associate it to the economic environment. Education policy makers seek to develop the quality of the primary, secondary, and higher education throughout the kingdom, and to sustain its progress from school to real contexts of life. (National Charter, 1999).

Second, the national charter (2013) emphasizes the importance to insert an effective pedagogical approach. Primary education aims to ensure that all children, from an early age, must have equal opportunities for success in their career. Primary education entails to develop skills and competences such as: acquiring knowledge, learning foreign languages, learning, and practicing basic principles as values, and solidarity, developing problem solving skills like solving mathematical problems and representing problematic situations, drawing basic concepts and laws and finally, learning about human rights and the rights of Moroccan citizens;

High school level seeks to diversify areas of learning in order to open up new avenues for success and integration into professional and social life. The main objectives are to develop students' level of communication, analysis, critical thinking, enhance the group spirit among the learners, and relate their everyday learning with real life contexts. The goal is also to develop self-learning capacities;

Third, the national charter (2013) focuses on the quality of education and training development. Enhancing the quality of education necessitates a good quality content, simplification and flexibility. For a better education quality, policy makers need to develop the learning quality by taking the students' needs into consideration in class, and making a bridge connection between the school life and the professional life. Policy makers and syllabus designers need to update the curriculum content by responding the students' needs.

The syllabus designers should set effective curriculum programs that respond the students' needs. Authors and textbook designers need to set updated contemporary contents that call for knowledge, cross cultural skills, social values, civic skills and competences which prepare students to be effective responsible citizens of their community.

Fourth, the national charter (2013) tackles the role of human resources in the field of education. The commitment to school development depends on the quality of the work of the teachers and their dedication. Quality means to set the basic structure, the continuous effective sustainable design and the appropriate pedagogic performance. (National Charter, 1999).

Fifth, the national charter (2013) focuses on the importance of an effective management. In other words, the educational system must promote a continuous reform and sustainability of the good work of schools and educational institutions.

Sixth, the national charter (2013) addresses some points regarding funding partnership. The education and training sector has partnership relationship mainly with the state to increase education quality. To ensure that the private sector plays an optimal role, its commitment to education and construction as public facility must be respected. Therefore, the actors in this sector must comply with the standards of preparation, supervision, programs and curricula in public education (National Charter, 1999)

1.7. Strategic Vision for Reform 2015-2030

This section addresses new strategic vision for reform in the Moroccan educational system. This parts introduces the new reform vision 2015-2030 regarding the implementation of civic education in schools and curriculum.

1.7.1. Morocco Toward the New Reform

School plays an essential role in raising future effective citizens of tomorrow, able to achieve developmental goals and sustainability, and ensuring the right to education for all. The new reform vision charter explores some points of the education reform that Morocco adopted from **2015** to **2030**. (National Charter, 2013).

The Moroccan school aims to spread education for all, and adopt new pedagogical practices through reviewing the curricula and programs of study. However, the reality of the school today shows that it still suffers from imbalances and drawbacks. In general, its failure is due to the lack of renewable technology, limited scientific research and the redundancy of the curriculum. Educator specialists should adopt new concepts of development and respond the students' needs.

Moroccan society has known a profound structural transformation that aims to construct a democratic Morocco with a vision of a solid state and a law. The new reform foundations aim to push citizens to participate in public life as achieving sustainable development, recognizing the national culture and understand cultural differences. In addition to that, the reform stresses youth engagement in the political, social, economic and cultural life keeping the spirit of the Quran, in harmony with religious values and national community of the Moroccan society. Moreover, the new vision aims at developing youth their capacities such as: dialogue, communication, expression, creativity, innovation and research.

This vision has been adopted through collective action. It falls within a time frame from 2015 to 2030. This reform is based on the principles of the Moroccan constitution and

the national unity represented by Islamic religion based on moderation, tolerance, respect, values, strengthening the sense of belonging and dialogue between cultures and civilizations.

This vision is based on the consolidation, development, and the creation of essential assets and the provision of new solutions within the framework of the interrelationship between the three constituents that are education quality, productive society and innovation.

To conclude, education quality means to develop the Moroccan educational system as the main agenda of education reform. Productive society aims to encourage researchers and professionals to publish academic and scientific works as a good step toward the development of scientific research. finally, innovation means to adopt digital technologies and visual aids in Moroccan institutions (National Charter, 2013).

1.7.2. A school Toward Equity and Equal Opportunities

The new educational reform is based on solidarity and change. Schools must take into consideration the existing obstacles and adopt new paths of change, and take actions to maintain sustainability.

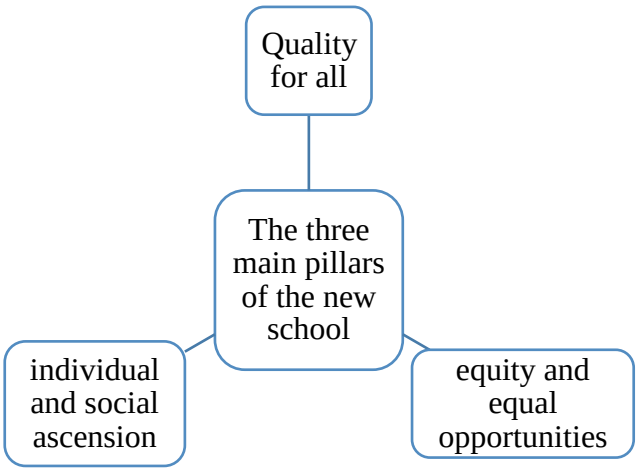
Figure 1 : School functions

(National Charter 2013, p.6 translated by me)

The figure above shows the new school function as the National Charter (2013) puts it. It includes many objectives and aims such as training and supervision, education, learning and training, research and innovation, social development over the national and international values, rehabilitation and the social economic and cultural integration.

The new educational reform should target some objectives which are mandatory for the state and family. In addition to that, the new reform aims to spread schooling to rural communities and areas, and to provide the right to education for students with special needs. Moreover, the reform seeks to guarantee integrative education for all, and to reinforce discipline and good ethics as two main pillars to sustain development.

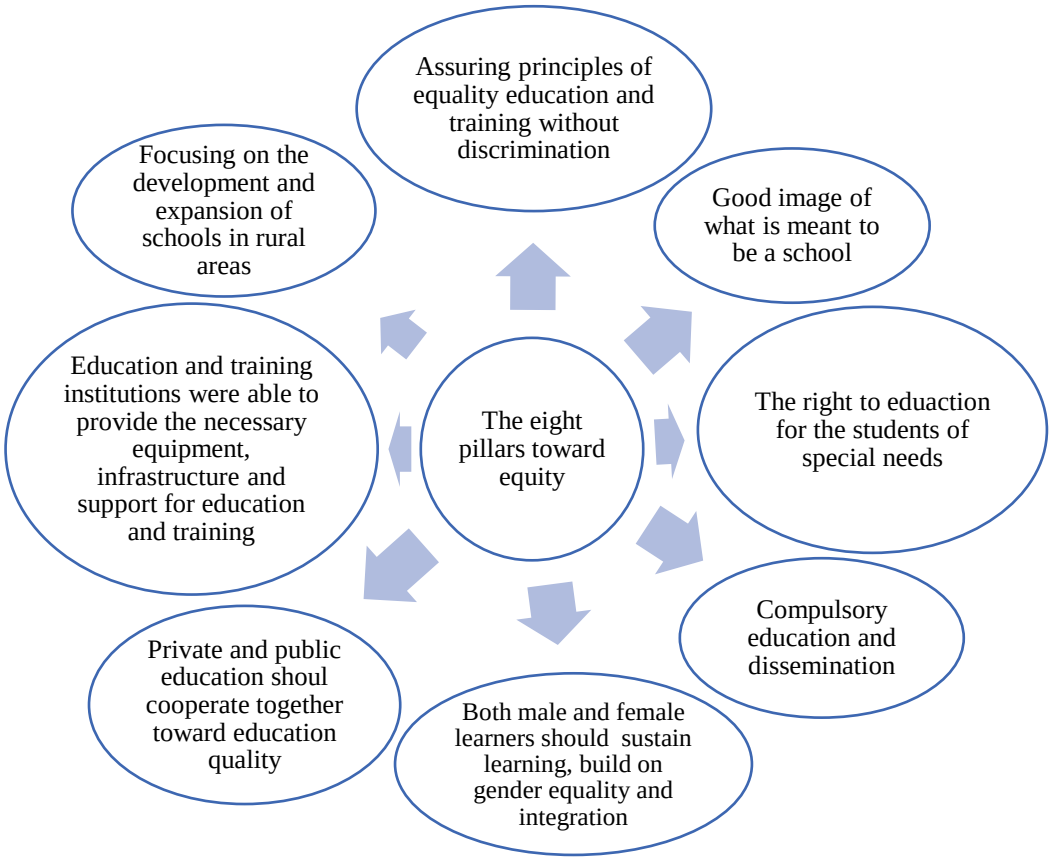
Figure 2 : The three pillars of the new school



(The National Charter, p.6 translated by me)

The figure above shows the way the new reform describes the new school focusing on three main pillars as quality for all, individual and social ascension and equity and equal opportunities. The new school inserts new values and principles that focus on the quality of education; that is to say everyone has the right for education and schooling. The new reform also emphasizes social and individual development. In addition to that, the new school assures equal rights and opportunities for individuals.

Figure 3 : The eight pillars toward equity



(The national charter, p.9 translated by me)

To conclude, it is essential to increase the quality of the Moroccan teachers' performances and their creative spirits. The new vision must work on building a national quality reference model, through a coherent and transparent vision for everyone. In this sense, the reform proposes a set of measures to achieve the quality of the professional performance of the educators, reviewing the curricula, developing programs and training. (National Charter, 2013).

1.7.3. A New Pedagogic Model Toward Diversity

The quality of education and training cannot be achieved without an effective and appropriate implementation of the pedagogical model. Education development must be based

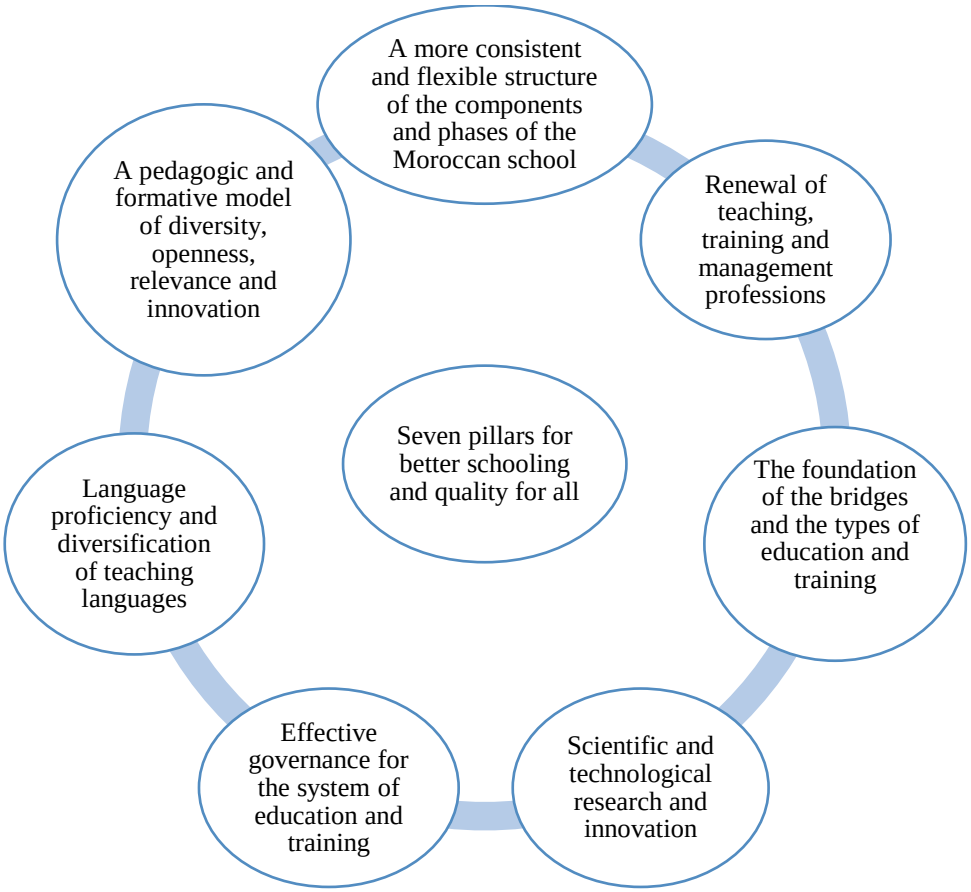
on innovation, a positive interaction of learners, creativity, hard work and instill a new pedagogical framework. The new pedagogical model should emphasize the students' achievement in class through integrating new and updated textbook programs that respond to students' needs.

It is essential to reconsider the programs taught in schools and the way they are delivered to learners. For this reason, it is crucial to adopt new programs and pedagogical strategies towards implementing effective learning abilities, and develop skills of critical thinking, analysis and evaluation.

The pedagogical model should follow some components such as: to develop curriculum content taking into consideration the learners' needs. In addition to that, the pedagogical model aims at launching new pedagogical strategy toward the integration of information and communication technologies for a better education quality. Besides, the pedagogical model stresses to equip institutions with digital materials, integrating electronic educational software, interactive materials, digital communication and training sessions (National Charter, 2013).

In order to raise the quality of curricula and programs, in the fields of education (Secondary and Higher Education), it is important to rely on the results of the researches in various disciplines like literature, art, science, technology and human sciences for better education quality. There is a necessity to encourage new disciplines as science, technology and industry as new poles of the economic and technological development based on partnership and cooperation between entrepreneurships.

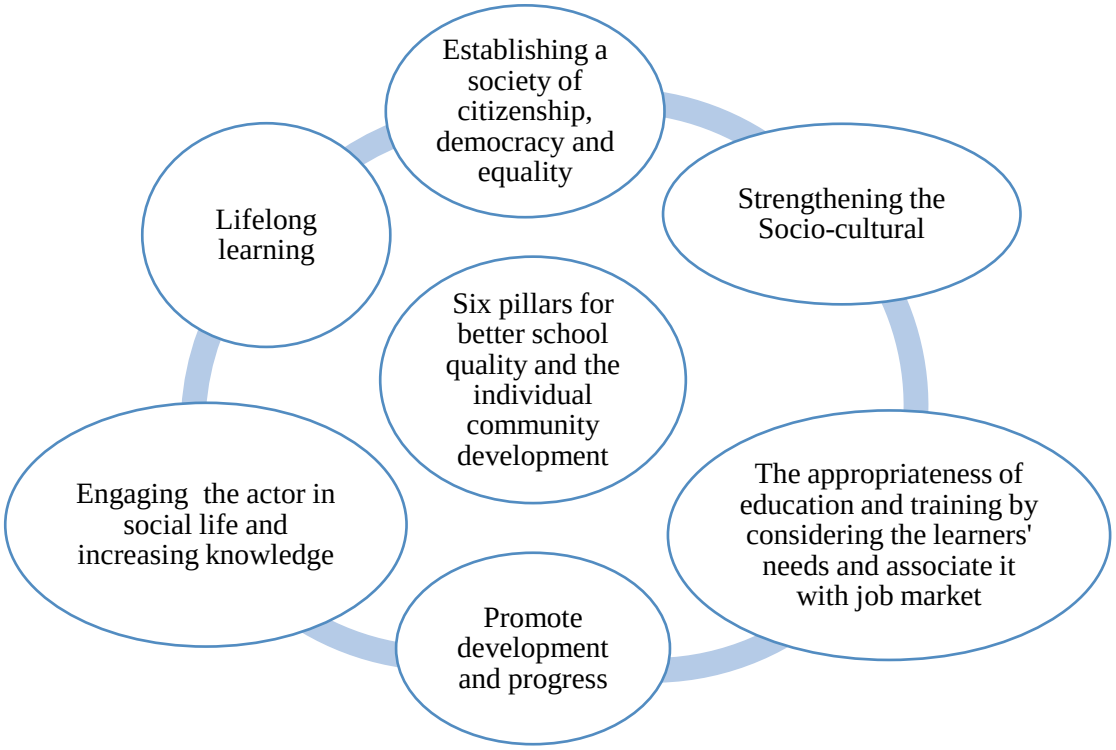
Figure 4 : Seven pillars for better schooling and quality for all



(The National Charter, p.19 translated by me)

The new vision of the education reform and development is based on the principles and the national values of the country, its identity, its diverse components and the values of citizenship, democracy and civil rights. It also aims at adapting some formations responding the needs of the country and corresponding to the new, international future professions. The ultimate goal is integrating these requirements in the social and cultural fields in order to provide the greatest opportunities for graduates to succeed in their lives, integrate into their society and contribute to the development of their country (National Charter, 2013).

Figure 5 : Six pillars for better school quality and individual community development



(The National Charter, p.20 translated by me)

The reason behind this leadership is to have the spirit of change. The objective of the reform is to innovate and have the methodology of action and management at all the levels of education and its components. In this regard, assessment and evaluation are major pillars for follow-up to provide regular feedback on the implementation of the reform and its achievements. The new school should equip students from primary to secondary levels with skills and competences that can be used to strengthen students' knowledge and their performances inside and outside school. For this reason, the acquisition of the skills and competences will aid the student to act as responsible citizens in the community.

1.8. The White Book: Reviewing the Educational Curricula

This section presents new perspectives and dimensions of the educational curricula. This part addresses some dimensions and approaches to reviewing the educational curricula.

Therefore, this section introduces few approaches and perspectives concerning the reform of the curriculum.

1.8.1. New perspectives and dimensions

The National Charter for Education and Training tackled new educational dimensions and perspectives aimed at reviewing the curricula of the Moroccan educational system which aim to connect between school and society. School is an essential engine of social progress and human development. The curriculum reform must address some goals.

First goal is to contribute in the formation of an independent, balanced and open-minded Moroccan learner. The curriculum should increase the Moroccan learner's knowledge about his religion, language and history of his country. Second, the curriculum must prepare the Moroccan learner to integrate, and take part in real life situations. Third, the curriculum must select contents that respond to students' needs in order to overcome the disadvantages of the quantitative accumulation of knowledge in the textbooks. Fourth, curriculum must keep up a continuous review of the educational curricula (The White Book, 2002).

There are some of the values that have been declared as permanent pillars in the National Charter for Education and Training, namely: values of the Islamic faith, values of cultural identity and moral and cultural principles, values of citizenship, values of human rights and their universal principles (The White Book, 2002).

To keep up with these values, the educational system conveys to reconsider the needs of the Moroccan society at the economic, social and cultural levels. The following objectives are envisaged to establish the Moroccan cultural identity and the awareness of the diversity. In addition, the educational system stresses to open-up on different contemporary human civilization achievement, to consecrate the patriotism, and promote the desire to serve it. Besides, the educational system envisaged to seek knowledge, research and discovery.

Also, the educational system stresses to develop awareness of duties and rights, and to focus on citizenship and democracy. It displays to open up the spirit of dialogue, tolerance and modernity.

The system of education and training works in various mechanisms and means to respond to the personal needs of the learners. The new educational system aims at increasing students' self-confidence, and encourage a positive interaction with social environment and practice. The reform works to promote autonomous learning and practice and also to implement citizenship and democracy in the classroom. In addition to that, the new reform aims to raise students' critical thinking, creative spirits and other learning skills and competences. (White Book, 2002)

To conclude, to facilitate the acquisition and development of competencies in the learner; they should be approached from a perspective taking into account the pedagogy of their program and the development of the acquisition strategies. The competencies that can be built within the framework of the implementation of the curricula of education and training are linked to self-development. Education and training respond to the needs of integration in the productive sectors and in the social development. Education requires the development of strategic competences and the development of the curricula.

1.8.2. Defining the Learners' Standards

The Moroccan educational system needs to provide the community with qualified citizens. It is themselves necessary to equip learners with appropriate skills, equal opportunities for all girls and boys without discrimination. Education and training curricula should therefore adhere to the various emotional, social, sensory and cognitive domains of the learner in different educational wires (The White Book, 2002).

In primary education, the focus is on communicative, strategic, methodological, cultural and technological aspects in order to achieve good communicative linguistic competences. The cultural mastery through knowledge enables the learners to integrate into their environment.

In the junior secondary level, the communicative aspects are placed at an advanced level, as well as the cultural aspects. In the high school level, the common trunk is allocated to complete the components of communicative, methodological and cultural competencies. It is then given priority to the strategy and technology, while continuing to develop the methodology, culture and communication in order to achieve the graduation. Therefore, the specifications of learners at the end of each wire of education are determined by: (a) prioritizing competencies with flexibility and interaction among them. In addition to that, students at the end of each level to (b) to learn about the Islamic faith, citizenship values, and human rights. Also, the learner should (c) adopt various values and competencies in order to develop his/her personal project to help them access the higher education, and to integrate in society.

The high school level is organized in five poles covering various fields of knowledge and competences. It is considered a pillar for the rehabilitation of learners to pursue studies in higher education, to participate in vocational training or to enter the labor market. The high school level enables the learner to develop qualifications and provide opportunities for choice and decision-making in the course of study and the possibility of self-learning or out-of-classroom frameworks. The aim is to breakdown the isolation between the subjects learned and the school, as well as to rationalize the teaching time, and put an end to the monotony in the work of the educational administration (the White Book, 2002).

1.9. English Language Guidelines for Secondary Schools

The English language guidelines are designed for all the secondary school levels; for example, the common core, the first year and second year baccalaureate. They have been drawn up in accordance with the principles set forth in the National Charter for Education and Training, and subscribe to a standards-based approach to the teaching of English as a foreign language. The guidelines' main aims are (a) to provide further insights into this approach, (b) to outline practical tips to further enhance teaching, and (c) to stimulate reflection upon ways of maximizing learning and teaching.

There are main five parts in these guidelines. The first part includes an overview of the standards-based approach, outlining the rationale behind its adoption, describing the targeted 5 C's (i.e. communication, culture, comparison, connections and communities), defining the types of standards that are connected with them, and suggesting the features of a standards-based lesson. The second part focuses on a series of ways in teaching the four skills; listening, speaking, reading, writing, and language within this approach (English Language Guidelines, 2007).

1.9.1. Standards-based Approach: An overview

The standards-based approach addressed some pillars that should be adopted in the first ground. In other words, it addresses what the learners must know and be able to do with English (content standards), and the way to achieve the aims of the course (performance standards). It stresses that communication should not be oriented in one skill, but a mixture of the spoken, written and auditory skills. In addition to that, the standards-based approach addresses the importance of learning about cultural understanding and differences. Finally, it connects English with other subject areas such as history and geography, philosophy. The standards-based approach demonstrates comparing and contrasting between its own and

others' cultures. Finally, it also emphasizes the learner- centered approach (English Language Guidelines, 2007).

With these grounds in view, the teaching of English in all levels should address five areas such as: communication, cultures, connections, comparisons and communities. First, the learners should be able to communicate in both oral and written forms, and interpret both oral and written messages. The learner should be able to understand different cultural perspectives, and present oral and written information to various audiences for a variety of purposes.

Second, learners will gain deeper understanding of their culture(s) and others' cultures in terms of their perspectives (e.g. values, ideas, attitudes, etc.), and be able to practice different patterns of social interaction. Third, learners will make connections with other subject area, and acquire information and use them through English for their own purposes. Fourth, learners will gain awareness of cross-cultural similarities and differences (in terms of both language(s) and culture(s). Fifth, learners will extend their learning experiences from the EFL classroom to the outside world through activities such as the use of the internet and therefore they will be aware that they live in a global world.

Learner training for lifelong learning is omnipresent throughout the 5 Cs above. All the curricula and syllabus program need to target learners to learn the way they should learn, and be able to carry on learning by themselves, even when they graduate. The areas above describe implicitly the overall content of teaching/learning at the four levels. There are three types of standards: Content standards, performance standards and proficiency standards. The content standard approach evokes what the learner should learn and be able to do with English. The performance standard approach explains the way the learners should have achieved the target content. Finally, the proficiency standard approach tells the way learners should perform in class.

The necessity for having clear, straightforward and well-articulated standards mandatory. They provide learners with the opportunity to acquire knowledge, attitudes, skills, and strategies for better English language learning. An effective attainment of these standards requires that teachers should help learners to develop the ability to think through problem solving, informed decision-making, critical, creative and analytical thinking, developing, testing hypotheses and transferring their English language learning competencies to other learning situations.

In addition to that, these standards aim to develop communicative skills, in other words; the learners should be able to construct and defend an argument. Besides, learners should be able to work effectively in pairs and groups. These standards stress the importance of quality work that is to say; the learners should be able to acquire and make effective use of information. In addition to that, learners must come up with quality performances for example: to do well-executed presentations and to make projects in class. These standards also aim to foster students' connections with their community. In other words, learners must be recognizant of their responsibilities and rights as citizens and act accordingly. Also, learners should contribute to the aesthetic and cultural life of their community in a way or another.

To conclude, English language guidelines (2007) presented some standard based approaches for an effective English language teaching to take place. These standards incorporate the importance of quality work, the acquisition of skills, competences and quality performance in class. These standards aim to foster students' abilities and competences in class as well as encouraging their connection with their community.

1.9.2. Teaching Through Standards: A Lesson Plan

Teaching through standards should include a perfect lesson that presents systematic objectives such as: the rationale behind teaching a particular lesson, content area of the lesson and teaching procedures. Teaching through standards focuses on an effective performance in class. In other words, learners must learn to listen attentively and recognize when it is appropriate for them to speak and respond. In addition, students should recognize the kind of interaction appropriate for different circumstances such as pair/group-work and debates. Moreover, learners should be engaged in follow-up activities and tasks (e.g. mini-projects) (English Language Guidelines, 2007).

The standards-based approach sets relatively high expectations on teaching skills of reading, writing, speaking, and listening. Teaching should work towards creating the conditions necessary for all learners to meet the desired outcomes. To reach a successful teaching, teachers and textbook designers should have the five standards areas, (i.e. communications, cultures, connections, comparisons, and communities) referred earlier. These skills (i.e. literacy) need to be addressed earlier with a view to helping learners (a) meet the standards set forth for all levels and (b) help learner gradually develop their communicative competence.

Teaching through standards pointed some important competences such as (a) grammatical competence, (b) socio-cultural competence which means that the learner should be able to understand and use utterances appropriately in different sociolinguistic contexts depending on contextual clues. Moreover, teaching stresses the importance of (c) discourse competence which means the ability to combine grammatical forms and meanings to achieve a unified or coherent spoken or written text in different genres. (d) Strategic competence on

the other hand is the ability to make use of verbal and non-verbal communication strategies. (English Language Guidelines, 2007).

In a nutshell, it has been noticed that the Western model has already started promoting and implementing citizenship education in most educational institutions around Europe, Asia and United states of America, 10 years ago and it is already in performance. There is a generation which benefited of the perception of citizenship education. The western model works on a new concept named "Global Citizenship education" which started to be a focal point of many researchers, educators and policy makers.

According to researchers, the notion of citizenship education is a whole process based on theory and practice, that is to say; it emphasizes knowledge and beliefs in general and skills, attitudes and performances in particular. The western citizenship education shows a great difference between "good citizenship" and "active citizenship". The western model focuses on the importance of citizenship education as a concept and the implementation of civic skills in performance such as: critical thinking, solving problem, decision making, creativity, communication, collaboration, cooperation, commitment and leadership. The new model presented several approaches and pedagogical frameworks concerning the way to teach citizenship education in schools. In addition to that, the western model addresses the importance of curriculum development which focuses on the learner in the first place.

On the contrary, it has been noticed that citizenship education is still a project and a new vision of reform in Morocco. This project of reform is still not reaching and limited in theory. The new reform has tackled many things about the new school and innovative pedagogical models. However; the new reform does not discuss the way citizenship education should be taught in schools. The Moroccan definition of citizenship education demonstrates some restrictions and regulations that is to say the new reform focuses on the importance of youth' civic political, social, and economic engagement keeping the spirit of the Quran, in harmony with religious and national community of Moroccan society. In addition to that, the

new reform of education does not present clear target skills and competences that learners should learn. The new vision addresses some pillars for better schooling and quality for all such as: pedagogical and formative model, language proficiency, effective governance for the system of education, teaching innovation and scientific and technological research. however, the new reform does not provide methods and strategies to process these pillars.

The next chapter introduces the research methodology of the thesis. This thesis uses a mixed research design to ensure reliability and validity of the results. The next chapter presents the research objectives and issues of research methodology.

II. Research Methodology

According to what has been discussed in the review of the literature, the methodology chapter links previous studies mentioned in the literature in relation to the topic of this thesis. This dissertation investigates whether students of high school are equipped with civic skills: intellectual and participatory and whether English language classrooms are civically oriented. In addition to that, this thesis questions if reading activities of "Outlook", "Gateway1", "Ticket 2" English textbooks demand lower or higher order thinking skills and whether speaking activities indicate approaches to communicative language teaching. This thesis also investigates constraints inspired from an effective implementation of civic skills in English language teaching classrooms.

This chapter describes the methodology conducted for this thesis in terms of research design and instruments to ensure validity and reliability of the research. The chapter is organized as follows: statement of the problem, purpose of the study, a description of the research design, sampling and population, research instruments, data collection procedures and data analysis. This thesis investigates the implementation of civic skills in English language teaching classrooms; a case study of high schools in Meknes-Fes cities and suburb area.

2.1. Research Objectives and Research Questions

Education is a backbone of society. It acknowledges a linked relationship between society and culture. Education entails a whole range of cultural and social meanings transmitted from one generation to another. Education is what assumes the continuity and the progress of a society in different fields. Schools and institutions are established in many societies of the world to instill the pupil's mind with basic skills needed to get the rightful position in society. The researcher raises couple of questions such as: To what extent are

Moroccan high school students prepared for their social and civic life? How education contributes to the production of citizens?

The objective of this study is to investigate the implementation of civic skills in English language teaching classrooms; a case study of Meknes-Fes cities and suburb area. The purpose of this study is to answer the research questions and predict outcomes and results. Therefore, the goal of this research is to adopt a convenient research method design, reasonable data source and research instruments to reach answers and predict outcomes.

The students are taught how to perform different roles within the social structure. This is why schools, teachers as well as textbooks should include clear messages, objectives and respond to the needs of students. Education is a process of preparing people to fit into the social structure and play particular social roles as citizens of their communities. Therefore, school textbooks and curricula as well as teaching practices in classrooms should equip students with skills and competences that respond to students' needs.

This thesis developed four research questions and four hypotheses to be analyzed and examined through a convenient research design to reach outcomes and results.

1. To what extent are high school students equipped with civic intellectual and participatory skills?
2. To what extent are English language teaching classrooms civic oriented?
3. To what extent do ELT textbooks respond the students' civic intellectual and communicative needs?

   3a. To what extent do activities of reading sections of "Outlook", "Gateway 1", "Ticket2" English Textbooks demand lower or higher order thinking skills?

   3b. To what extent do activities of speaking sections of "Outlook", "Gateway1", and "Ticket 2" indicate different approaches to communicative language teaching?

4. What are the constraints inspired from an effective implementation of civic skills in English language teaching classrooms?

This thesis develops four research hypotheses based on the review of the literature findings of previous studies and researches that have tackled the notion of citizenship education.

H1: High school students are equipped with civic skills: intellectual and participatory.

H2: English language teaching classrooms are civically oriented.

H3: ELT textbooks do not respond to students' civic intellectual and communicative needs.

H4: The constraints inspired from an effective implementation of civic skills in English language teaching classrooms.

2.2. Data Sampling and Analysis

Before the researcher starts gathering data, she took an official paper permission from the regional directorate of education of Meknes and Fes cities. The researcher took the official paper from Hajeb regional directorate for education to legally enter the high school in Agouray and start the field work for the distribution of questionnaire, classroom observation and interviews.

- Questionnaire Sampling:

The researcher conducted close-ended questionnaires for high school students aged between 15 and 18 years old. The researcher did a piloting testing data of the questionnaire to 30 students of different levels and streams in high school in Meknes, however; students did not answer all the questionnaire sections; some sections of the questionnaires were left blank. This means that students found the language vocabulary used in the questionnaire difficult to understand. Therefore, the researcher had to simplify the language style of the questions.

Table 1 : Population and sampling

Sampling and population	
Population	9445
Target Sample	900

The researcher chose a random sampling technique that represented the total population targeted. The researcher chose a sample of 900 questionnaires distributed to students of high school selected as a sample of the research. The researcher selected Meknes and Fes city because it holds a big number of population; both cities known for their historical and cultural backgrounds. The researcher appointed three schools in Meknes city and three schools in Fes city in different districts: popular and city centers. In Agouray, there is only one high school and so the researcher chose it for its language diversity (Arabic and Amazigh).

Table 2: The school sampling in every city and suburb area

Cities	Number of schools	Selected schools
Meknes	30	3
Fes	44	3
Agouray	1	1

The researcher selected three schools out of 30 high schools in Meknes. The numbers of schools in each city/ suburb were taken from the educational website (ecolia, le guide des écoles au Maroc) retrieved from (www. Ecolia.ma). The website has access to all information needed about schools in Moroccan cities and regions. The researcher selected three schools that are:

- Abderahmen bno Zidane High School (Popular District)
- Zitoune High School (Popular District)
- Elmaarjia High School (City Center District)

In addition to three high schools were selected out of 44 in Fes that are:

- Moulay Rachid High School (Popular District)
- Ibno Atir High School (Popular District)
- Mouly Slimane High School (City Center District)

There is only one high school in Agouray suburb area:

- Omar Bnou Abdel Aziz High School

The researcher distributed fairly 900 questionnaires in 7 high schools in Fes-Meknes and Agouray suburb area to students of different level and streams:

Table 3 : Sample of schools targeted

Agouray (One school)	180
Meknes (Three schools)	360
Fes (Three schools)	360
TOTAL	900

The table below shows a detailed questionnaire sampling selected of each level and stream in Agouray area. The table shows a detailed number of questionnaires distributed to students of different levels: common core, first and second year baccalaureate and streams: Science and art and human sciences. The International baccalaureate “French option” stream is not available in Omar Bnou Abdel Azizi high school.

Table 4 : School sampling of Omar Bnou Abdel Aziz.high school in Agouray

		Sampling of streams	**Total**
Common core	Science	30	60
	Art and human sciences	30	
First year baccalaureate	Science	30	60
	Art and human sciences	30	
Second year baccalaureate	Science	20	60
	Art	20	
	Human sciences	20	
			180

Table 5: School sampling of the three selected schools in Meknes.

			Streams	Total
Elmarjiia high School	Common core	International baccalaureate "French option"	13	40
		Science	13	
		Art and human sciences	14	
	First year baccalaureate	International baccalaureate "French option"	14	40
		Science	13	
		Art and human sciences	13	
	Second year baccalaureate	International baccalaureate "French option"	10	40
		Science	10	
		Art	10	
		Human sciences	10	
Abderahman Bno Zidan high School	Common core	International baccalaureate "French option"	13	40
		Science	13	
		Art and human sciences	14	
	First year baccalaureate	International baccalaureate "French option"	13	40
		Science	13	
		Art and human sciences	14	
	Second year baccalaureate " French option"	International baccalaureate "French option"	10	40
		Science	10	
		Art	10	
		Human sciences	10	
Zitoune High School	Common core	International baccalaureate " French option"	13	40
		Science	13	
		Art and human sciences	14	
	First year baccalaureate	International baccalaureate " French option	13	40
		Science	14	
		Art human sciences	13	
	Second year baccalaureate	International baccalaureate " French option"	10	40
		Science	10	
		Art	10	
		Human sciences	10	
				360

The table above shows the number of questionnaires distributed to high school students of different streams and levels Meknes city.

Table 6: School sampling of the three schools selected in Fes.

			Streams	Total
Mouly Slimane high School	Common core	International baccalaureate "French option"	13	40
		Science	13	
		Art and human sciences	14	
	First year baccalaureate	International baccalaureate "French option"	14	40
		Science	13	
		Art and human sciences	13	
	Second year baccalaureate	International baccalaureate "French option"	10	40
		Science	10	
		Art	10	
		Human sciences	10	
Moulay Rachid high School	Common core	International baccalaureate "French option"	13	40
		Science	13	
		Art and human sciences	14	
	First year baccalaureate	International baccalaureate "French option"	13	40
		Science	13	
		Art and human sciences	14	
	Second year baccalaureate " French option"	International baccalaureate "French option"	10	40
		Science	10	
		Art	10	
		Human sciences	10	
Ibno Atir high School	Common core	International baccalaureate " French option"	13	40
		Science	13	
		Art and human sciences	14	
	First year baccalaureate	International baccalaureate " French option	13	40
		Science	14	
		Art human sciences	13	
	Second year baccalaureate	International baccalaureate " French option"	10	40
		Science	10	
		Art	10	
		Human sciences	10	
				360

The tables show the number of questionnaires distributed to high school students of different streams and levels in Fes city.

- Classroom observation Sampling:

Observation is a preplanned research tool which is carried out purposefully to serve research questions and objectives. The researcher observed classes of different levels and streams in three schools in Meknes, three schools in Fes city and one school in suburb area.

Table 7: The schools observed for class observation

Meknes city	Fes city	Agouray
Abderahmen bno Zidane high school	Mouly Slimane high school	Omar Bnou Abdel Aziz.
Zitoune high school	Moulay Rachid high school	
Elmaarjia high school	Ibno Atir high school	

The duration of observation took about 4 months (from November to February) and the total number of hours observed are 104 hours. 32 hours for common core students, 32 hours for first year baccalaureate and 40 hours for second year baccalaureate of different streams in Meknes, Fes, and Agouray areas. The researcher added nine hours for second year baccalaureate students because they are advanced students and wants to observe long hours to get a deep understanding and answers. The researcher used SPSS program descriptive cross-tabulation test.

- Interviews:

After obtaining SPSS results of class-observation and content analysis, the researcher developed the interview questions. The researcher interviewed 14 high school teachers (7 males and 7 females) which I observed their classes. The research provides series of questions to get narration and reveal existing knowledge and information. In general, this thesis used interview to gather teachers' point of views and attitudes about the constraints inspired from an effective implementation of civic skills in English language teaching classrooms in Moroccan high schools.

This thesis used person-to-person interview to gather teachers' point of views and attitudes concerning the constraints inspired from an effective implementation of civic skills in English language teaching classrooms. The researcher follows the interview steps after interviewing the respondents. The first method is to tape record the interview. Second, is to take notes and write the important points and ideas and concepts delivered by teachers during the interview process. Third is to classify these ideas, phrases, concepts into categories and finally analyzing them depending on the research objectives and goals.

- Content Analysis Sampling

The Unit of Analysis

The researcher used descriptive content analysis of English language textbooks. In other words, all textbooks (Outlook, Gateway 1 and Ticket 2) contain ten units. The researcher used a descriptive content analysis method to examine whether English language high school textbooks respond to students' intellectual and communication needs. The researcher investigated whether reading activities demand higher or lower thinking skills using Bloom's Taxonomy approach. The unit of analysis for this study was each single activity in the textbook, as any one of the following:

- A Wh-question;
- A Yes/No question;
- A Multiple Choice question;
- A complete the sentence phrase;
- A chart;
- A statement question.

The researcher examined ten units of speaking sections of English textbooks. The researcher investigated whether speaking activities of English textbooks "Outlook",

“Gateway1”, and “Ticket2” indicate different approaches to communicative language teaching. The speaking sections were analyzing using Richards’ communicative language teaching approaches:

- Real word tasks;
- Text description;
- Text types;
- Types of speaking;
- Focus form;
- Accuracy and fluency;
- Classroom organization.

Textbooks under study:

Though student study in different textbooks, they all cover the same units of study. In other words, textbooks contain the same objectives and target competences that are:

- ✓ Common core textbooks: “Outlook”, “Almassar on the world”, and “Visa”
- ✓ First year baccalaureate textbooks: “Ticket 1” and “Gateway 1”
- ✓ Second year baccalaureate that are: “Ticket 2” and “Gateway 2”

The researcher chose three textbooks for a descriptive content analysis:

- ✓ “Outlook” textbook for common core level.
- ✓ “Gateway1” for first year baccalaureate,
- ✓ “Ticket 2” textbook for second year baccalaureate.

- Participants

900 hundred students of different level and streams in different cities and suburb area have participated in this study. The researcher distributed 900 questionnaires for students to fill in. Through questionnaires, students assess their civic intellectual and participatory skills. In addition, students give their attitudes concerning the

implementation of civic skills in and outside schools. Questionnaires was used to get quantitative results. The researcher observed ELT classes in cities and suburb areas. She observed many classes with 14 teachers (7 males and 7 females). The use of classroom observation to get quantitative results. The researcher observed the students' behavior in class, teachers' performances and classroom activities used in class. The researcher interviewed 14 high school teachers (7 males and 7 females) in cities and suburb area. The researcher got teachers' opinions and attitudes of the constraints inspired from an effective implementation of civic skills in ELT classrooms.

Data analysis presents a comprehensive summary of the results that list the main conclusions drawn from the research tests and experiments. In addition, this section presents how data is interpreted and analyzed and type measurement taken to analyze the research data. Because this thesis combines both quantitative and qualitative method; various measurements used to present results and outcomes. For quantitative design; questionnaires and classroom observation will be analyzed quantitatively using SPSS software for editing and analyzing all sorts of data**.**

Questionnaire data analyzes the relationship between two categorical variables (background, educational level and streams) that use special type of table called a cross-tabulation. The questionnaire instrument was used to confirm or disconfirm the first hypothesis: Students are equipped with civic skills: intellectual and participatory. The questionnaire is composed of three sections:

- ✓ The first section: aims to assess students' civic skills: intellectual and participatory using the assessment scale composed of 5: poor, very poor, average, good, excellent.

- ✓ Second section: is titled teaching civics: in and outside school using two-point scale which students have to choose between yes and no.
- ✓ The third section is about teaching civics through classroom activities. This section uses five-point Scales (Likert Scale) to gather the frequency use of classroom activities.

The questionnaire data obtained were collected and analyzed quantitatively using SPSS. The researcher used descriptive cross tabulation test represented in data analysis chapter to present descriptive data results. In addition to that, the researcher used T test to compare between two variables (students in city and suburb area). The T test also used in this research to show the significance difference between the two variables. The researcher also used ANOVA test to show the significance value of the results and also to measure the significance difference between group streams (science, art, human sciences and international baccalaureate "French option"). The researcher used correlation test to measure the strength association between the students' assessment of civic skills and classroom activities performed in class. The researcher presented T test, ANOVA and correlation results in the discussion chapter.

The analysis of classroom observation is composed of series of questions that uses two-point scale. The researcher observed and answered the checklist questions by "yes" or "no"; "observed" or "not observed". The checklist targeted the students' behavior, teachers' performance and classroom activities. The classroom observation data is analyzed using SPSS program to get frequency percentages to confirm or disconfirm the second hypothesis.

The content analysis instrument is used to confirm or disconfirm the third hypothesis: ELT textbooks do not respond to students' civic intellectual and communicative needs. The researcher analyzed textbook units to see whether:

- ✓ Reading activities of English textbooks “Outlook”, “Gateway 1” and “Ticket 2” demand higher or lower thinking skills?
- ✓ Speaking activities of English textbook “Outlook”, “Gateway1”, and “Ticket 2” indicate different approaches to communicative language teaching.

After gathering class observation and content analysis data, the research developed structured interview questions for high school teacher. The first method is to tape record the interview. The second is to take notes. The interviewer manages to write the important points, ideas, and concepts during the interview process. The final method is to attempt to write down every detail of the interview immediately after the interview. This method of recording data is not consigned because it is difficult and rather an incorrect and inaccurate way of collecting information. The final method is to classify teachers’ notes into categories and then discuss and analyze their answers depending on the research objectives and goals.

2.3. Data Collection Techniques

There are various procedures of collecting data: tests, questionnaires, interviews, classroom observations, diaries, journals, etc. obviously, quantitative designs use tests and closed-ended questionnaires in order to gather, analyze and interpret the data. However, the qualitative method mostly makes use of interviews, diaries, journals, classroom observations and open-ended questionnaires to obtain, analyze and interpret the data on one hand. On the other hand, mixed method approaches usually use closed-ended questionnaires (numerical data), interviews and classroom observations (text data) to collect information. In order to triangulate the data, the researchers can obtain information through different procedures to heighten the dependability and trustworthiness of the dada and their interpretation. (Zohrabi, 2013). Therefore, various ways of magnifying the validity and reliability of the data will be described in detail.

The researcher selected a research design to answer the research questions. The validity and reliability of any research project depends on the appropriateness of instruments. Generally, there are various procedures of collecting data. The instruments used in the mixed method design consist of questionnaires, classroom observations and interviews. These different ways of gathering information can supplement each other and hence boost the validity and dependability of the data. In the main, the quantitative data are obtained through closed-ended questionnaires and the qualitative data through open ended questionnaires, interviews and classroom observations. The items of the questionnaires are mainly developed based on the research objectives and research questions. (Zohrabi,2013)

Data Triangulation involves the collection of data from multiple sources with the intent to obtain diverse views of the studied phenomenon with the purpose of enhancing the validity (Cohen & Manion 1997). Triangulation is a process of authentication that increases validity by unifying several viewpoints and methods. In the social sciences, it refers to the composition of two or more theories, data sources, methods or investigators in one study of a single phenomenon. Triangulation can also be accomplished by using different research techniques. Triangulated techniques are practical for cross-checking and used to accommodate confirmation and completeness, which brings 'balance' between two or more different types of research. The purpose is to increase the credibility and validity of the results.

In this paper, the researcher used a triangulation mixed method instruments illustrated through questionnaires, classroom observation, interviews and textbook content analysis. The researcher used triangulation method to ensure validity and reliability of the research.

2.3.1. Questionnaire

Questionnaire is the first research instrument used in this thesis to answer the first research questions. Questionnaires are one of the primary instruments of obtaining data in any research endeavor. However, Richards and Schmidt (2002) claimed that the critical point is when designing a questionnaire, the researcher should ensure that it is "valid, reliable and unambiguous" (p.438). On the whole, questionnaires can appear in three types:

1- Closed-ended (or structured) questionnaires.

2- Open-ended (or unstructured) questionnaires.

3- A mixture of closed-ended and open-ended questionnaires.

As a matter of fact, closed-ended questionnaires differ from open-ended questionnaires. Close-ended questionnaires provide the inquirer with quantitative or numerical data on one hand. On the other hand, open-ended questionnaires deal with qualitative or text information. In this regard, Blaxter et al. (2006), divide questionnaires into "seven basic question types: quantity or information, category, list or multiple choice, scale, ranking, complex grid or table, and open-ended" (p.170).

Any research instrument used display some advantages and disadvantages. The following statements are some of the advantages of the questionnaires mentioned by researchers and specialist (Seliger & Shohamy 1989; Robinson, 1991; Lynch, 1996; Nunan, 1999; Gillham, 2000; Brown, 2001). There are many advantages of a questionnaire. In other words, questionnaires are one of the efficient means of collecting data on a large-scale basis. In addition to that, questionnaires can be sent simultaneously to a great number of people. The researcher can fairly easily gather data in field sites.

When similar questions are administered simultaneously to a large number of people the acquired data are more identical, correct and standard. Questionnaires are a time-efficient

way of collecting data from many people. Also, closed-ended questionnaires can easily be analyzed in a straightforward way.

Questionnaires have some disadvantages as well which should be kept in mind whenever and wherever they are used. Gillham (2000) and Brown (2001) asserted many disadvantages. Sometimes, the answers got from the respondents are inaccurate and questionable. Also, there is usually low return rate when sent by post or email. There is an ambiguity and unclearness of some questions that might lead to inaccurate and unrelated responses.

The researcher used closed-ended questionnaire to test the first hypothesis of the study. The questionnaire was developed based on what have been said in the review of the literature. In addition, it is also based on English Language Teaching Guidelines for secondary schools: common core, first year, and second year baccalaureate. These guidelines have been drawn up in accordance with the principles of the National Charter for Education and Training. There are five parts to these guidelines. However, the questionnaire developed questions based on the first part that includes an overview of the standards-based approach, targeting 5 C's (i.e. communication, culture, comparison, connections and communities).

The questionnaire focused on the performance standards approach that shows the way the learners have achieved the standards targeted. They provide learners with the opportunity to acquire the knowledge, attitudes, skills, and strategies for better English language learning (English Language Guidelines for secondary schools, 2007). An effective attainment of these standards requires that teachers should help learners to develop the ability to think through problem solving, decision making and critical thinking. In addition, teachers should help learners to develop communication skills such as constructing and defending an argument, work in pairs and groups and communicate plans and processes for reaching goals. Moreover, teaching through standards focus on quality work. In other words, students should

be able to acquire and make effective use of information, and to come up with quality performances.

According to the literature, intellectual skills are essential for informed, effective, and responsible citizenship sometimes are called critical thinking skills. The *National Standards for Civics and Government* and the *Civics Framework for the 1998 National Assessment of Educational Progress* (NAEP) categorizes these skills as identifying and describing; explaining and analyzing; and evaluating, taking, constructing and defending positions on public issues. A good civic education enables students to give the meaning of things that are tangible such as the flag, national monuments, or civic and political events. It also enables them to give the meaning or significance of intangibles things, such as ideas or concepts including patriotism, majority and minority rights, civil society, and constitutionalism.

Bloom (1956) identifies three levels of high thinking skills such as analysis, synthesis, and evaluation. Analysis level is associated with examining and breaking information into parts by identifying motives or causes; make inferences and find evidence to support generalizations. Synthesis level compiles information together in a different way by combining elements in a new pattern or proposing alternative solutions. Evaluation presents and defends opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

According to Branson (1998), intellectual skills aim at identifying and describing information about political/civic life. In addition, intellectual abilities stress analyzing and explaining information about social life situations. Moreover, cognitive skills focus on synthesizing and explaining information about political and social life.

In addition to intellectual skills, education for citizenship in a democratic society must focus on skills that are required for informed, effective, and responsible participation in the political process and in civil society. Those skills can be categorized as interacting, communicating, monitoring, and influencing. According to Patrick (2002), participatory skills promote interaction with other citizens to promote personal and common interest. In addition to that, participatory skills focus on communicating, debating and active listening.

The thesis questionnaire presented a series of statements and questions for students to assess their civic skills: intellectual and participatory using the Likert's assessment scale. This research used group administered questionnaire. It is believed that this method of administering the questionnaire is more preferable than the self-administered one. The researcher had a meeting with teachers of high school selected and explained the objective of the study and assured clear understanding of each question filled out. The researcher distributed the same questionnaire to high school students in Fes, Meknes and Agouray suburb area to different levels: Common core, first year and second year baccalaureate and streams: Art, Science, Human Sciences and International baccalaureate students "French option" since they had the same textbook and unit objectives.

2.3.2. Classroom Observation

Classroom observation is the second research instrument used in this thesis. Classroom observation is a preplanned research tool which is carried out purposefully to serve research questions and objectives. When using this method, the researcher observes the "classroom interactions and events, as they actually occur" (Burns, 1999, p.80). Flick (2006) also contends that observation "is an attempt to observe events as they naturally occur"

(pp. 169-219) more importantly, observation enables the researcher to combine it with questionnaires and interviews to collect "relatively objective firsthand information"

Johnson and Turner (2003) added that observation empowers the researcher to combine it with questionnaires and interviews to collect "relatively objective firsthand information" (p.314). To this end, Merriam (1998) assumes that observation is a kind of data triangulation in order to "substantiate the findings." (p.96). Similarly, like every other research instrument, observation has its own strengths and weaknesses. Observational data depicts a firsthand picture of the events, is perpetrated in a natural field setting and approves the researcher to obtain contextual factors. However, analyzing observational data is time-consuming, observing large population is difficult, there is the possibility of observer bias, reactivity and investigator effects on the students and instructors, etc.

In this regard, in order to carry out observation, the observers need to determine the setting. Then, they should identify what to be documented. Next, the researcher shall assemble an initial, general presentation of the field (Flick, 2006). After that, the researchers might attempt to conduct focused and selected observations which are pertinent to the research objectives and questions. In the main, observation can take place through two methods: nonparticipant and participant.

In nonparticipant observation, the observer only watches and records the classroom activities without any involvement. According to Burns (1999), argues that the researchers' aim is to stay asocial and distant and to have little or no contact with the subjects of the research. Fraenkel and Wallen (2003) confirm that researchers do not share the activity as being observed but rather sit on the sidelines and watch. However, in participant observation the observers enter the classroom and integrate with the students directly. In this regard, Flick (2006) focuses that the observers precipitate into the field. Nevertheless, participant observation has attracted some criticism in the field.

Merriam (1998) expresses that the researcher mislays the sight of the students and their activities. The observer becomes too much engaged in the classroom processes which consequently cannot focus on selected behaviors and activities. In this process the crucial issue is what to be observed. It is clear that several classes cannot be observed at a short period of time. Therefore, the researcher must be picky and choose randomly in order to maintain the representativeness criterion. Inside the classroom the observer must concentrate on details in order to report them objectively without personal bias.

Fraenkel and Wallen (2003) suggest two types of observations: narrow focus and broad focus observations. Narrow focus observation usually focuses on a single element and broad focus on an overall picture of what is happening in the classroom. For that, there are several elements which determine and influence what should be observed. These factors involve the observer's goal, the research objectives, research questions, the inquirer's field of study, practical issues, researcher's personal impressions, the topic under study and so on (Merriam, 1998). Therefore, according to these considerations the researcher can depict and observe the classroom setting, the students' and instructors' activities and behaviors, etc.

Overall, the observer can either enter the class and observe what is happening or prepare a checklist of activities and tick accordingly. To execute the latter option, Steven Ross (1996) expresses four categories of classroom activities: student activities, sources of input to students, student behavior and the distribution of classroom time. The next essential point in the observational process is the amount of time spent on observation. Almost often the duration of observation depends on the research objectives and questions. To this end, Merriam (1998) maintains that "There is no ideal amount of time to spend observing." (p. 98) In this regard, Fraenkel and Wallen (2003) differentiate between single observation of limited duration and multiple observations. Mainly, it is clear that the more time spent observing, the better and reliable information can be obtained.

After collecting questionnaire data that lasted one month and a half, the researcher used the third research instrument to rich validity and reliability of the study. She adopted classroom observation method to confirm or disconfirm the second hypothesis: ELT classrooms are civically oriented. Classroom observation targeted three high schools in Meknes and three high schools in Fes and one high school in Agouray suburb area. The researcher got the opportunity to observe classroom interactions between students-teachers and behaviors as they actually occur in classes. In this regard, the researcher observed English teaching classrooms in different high school levels: Common core, first year baccalaureate and second year of baccalaureate and streams: art, human sciences and international baccalaureate "French option".

The researcher adopted the nonparticipant observation type which means that the observer only watches and records what is happening in class after asking the teachers' permission. The objective is to observe teacher-student interaction, students' behavior, teaching performance and classroom activities without any involvement. The researcher used the overall picture method of what is happening in the classroom in which several elements that determine and influence what should be observed. The researcher used this method to attain the research goal and objectives, obtain results and answers of the hypothesis. The researcher prepared a checklist of students-teachers interaction related to points of analysis of the research questions.

One of the main drawbacks of the observation is the reactivity problem. That is, the students react differently because of the researcher's presence in the classroom. To overcome this problem, Johnson and Turner (2003) suggest that reactivity may "decrease significantly after the researcher has been observing for a while." (p.314). The point is that at the first session the observers had better not record or take notes. Fraenkel and Wallen (2003) suggest

that a researcher should only sit and observe and let "the students become accustomed to their presence and go about their usual activities" (p.453)

Therefore, it is preferable that the observers begin to focus on the classroom, students and instructor's activities and behaviors from the second and third sessions onwards. One more problem in the observation process is the observer bias. That is, the researcher viewpoints and backgrounds may considerably affect what they see. The observers are human beings and possess some peculiarities which have a tremendous effect on how they observe. Therefore, it is imperative that the observers try hard to remain nonjudgmental and "control their biases" (Fraenkel & Wallen, 2003, p. 453). For this reason, the researcher observes many hours of classes to avoid any biased behavior and judgments.

The researcher prepared a classroom observation checklist mainly to analyze elements as: student behavior, teacher performance and classroom activities to test the second hypothesis. The research used a classroom observation checklist of a previous study conducted by Tigran Tovmasyan and Marcie Taylor Thoma in their article titled "The Impact of Civic Education on Schools, Students and Communities" published in 2008. The checklist examined the civics course objectives, the students' and teachers' behaviors in classroom settings, i.e., as active teaching, lecturing, or conducting simulations.

The researcher used the same checklist examining the students' behavior in class, activities used in class, and teaching performances. However, the researcher changed some checklist' questions used in Tigran and Thoma' study related to the thesis objectives. There is no time limited designated to class observation. As much the researcher observes the better reliable information can be obtained. The duration of observation depends on the research objectives and questions. The researcher used classroom observation to combine it with questionnaires and interviews to collect reliable information and data.

2.3.3. Content Analysis

Content analysis is the third research instrument used in this thesis. Descriptive content analysis is a systematic procedure for analyzing or evaluating documents. Like other analytical methods in qualitative research, document analysis demands the examination and interpretation of data in order to elicit meaning, gain understanding, and develop empirical knowledge. The researcher analyzed English textbooks of high school to confirm or disconfirm the third hypothesis. Denzin, (1978) document analysis or text analysis is often used in combination with other qualitative research methods as a means of triangulation.

The researcher analyzed reading sections of "Outlook", "Gateway 1", "Ticket 2", English textbooks using bloom' taxonomy theory of low-high order thinking skills. Bloom (1956) identified six cognitive domains that are: knowledge, comprehension, application, analysis, synthesis and evaluation.

Communicative Language Teaching approach has been popular around the world and has a profound effect on second language acquisition since the 1970s. For Communicative Language Teaching to be successful there is a need for appropriate teaching materials. Teaching materials should respond to the students' needs for an effective learning to take place. The researcher analyzed speaking activities of "Outlook", "Gateway 1", and "Ticket 2" English textbooks using Richards' communicative language teaching approaches (Jack C. Richards, 2006) illustrated through: Accuracy and fluency, speaking tasks, real-world tasks (task description), role play, types of speaking, text types, focus on form or meaning, classroom organization.

Merriam (1988) expressed that the main rational behind choosing document analysis as methodological tool of various texts of all types give the researcher an opportunity to uncover meaning, develop understanding, and discover insights relevant to the research

problem. Textbook content analysis has many advantages, it involves skimming (superficial examination), reading (thorough examination), and interpretation.

Therefore, the codes used in interview transcripts, for example, may be applied to the content of documents. Descriptive content analysis was a complementary data collection procedure in support of triangulation. In this thesis, the researcher uses quantitative content analysis of three English textbooks of high school level for example: common core, first year baccalaureate, and year of baccalaureate.

The researcher analyzed high school English textbooks to examine whether these textbooks respond students' intellectual and communicative needs. The researcher investigated whether reading activities of English textbooks "Outlook", "Gateway 1" and "Ticket 2" demand lower or higher order thinking skills on one hand. On the hand, the researcher examined whether speaking activities of English textbooks "Outlook", "Gateway1" and "Ticket 2" indicate approaches to communicative language teaching.

2.3.4. Interviews

The fourth research instrument used in this thesis is the interview. According to Burns (1999), "Interviews are a popular and widely used means of collecting qualitative data" (p.118). This means, the researcher wants to get firsthand information directly from some knowledgeable informants. The researcher intends to get a special kind of information and examines for himself/herself what's in the respondents' mind (Merriam, 1998). The researcher cannot observe the respondents' feelings and thinking every day for that interviewing is a key to understand what and how people perceive and interpret the world around them.

In this regard, Flick (2006) states that the aim of interview is to reveal existing knowledge and narration in a way that can be expressed in the form of answers and so

become accessible to interpretation. In general, interview can be conducted in two forms: person-to-person and group or collective formats. There are various different types of interviews however; the decision to choose one over another depends on the purpose of the research, the type of data, phenomenon under study, etc. Merriam (1998) conveys that the choice rests on finding the amount of structure desired. According to Patton (1990) divides interviews into four major types:

- Informal conversation interview
- Interview guide approach
- Structured open-ended interview
- Closed, fixed response interviews.

There are diverse ways of identifying suitable informants. First of all, the researcher can find a knowledgeable person based on his/her experience and on-site observations. The second way is asking other participants to introduce a reliable informant. Finally, the person being introduced can also be asked to introduce other key informants in the field. In any interview endeavor the interviewer should explain to the respondents the purpose of the interview. Flick (2006) states that you should attempt "to create a good atmosphere in the interview and to give room to your interviewees to open up." (p.169).

The interviewer should try to consider the following points during the interview process (Merriam, 1998 and Flick, 2006):

- The interviewees should be supplied with scope to express their opinions.
- The interviewer should be nonjudgmental and neutral during the interview.
- The interviewer should be respectful, natural and nonthreatening.
- The interviewer should create rapport.
- The interviewer should not interrupt.

Generally, the interview can be recorded in three ways (Merriam, 1998). The first method is to tape record the interview. The second way is to take notes. In this method the interviewer manages to write the important points during the interview process. The final method is to attempt to write down every detail of the interview immediately after the interview. This method of recording data is not consigned because it is difficult and rather an incorrect and inaccurate way of collecting information.

The structured interview is also known as a formal interview The questions are asked in a set / standardized order and the interviewer will not deviate from the interview schedule or probe beyond the answers received (so they are not flexible). Structured interviews are easy to replicate as a fixed set of closed questions are used, which are easy to quantify – this means it is easy to test for reliability. Structured interviews are fairly quick to conduct which means that many interviews can take place within a short amount of time. This means a large sample can be obtained resulting in the findings being representative and having the ability to be generalized to a large population.

This thesis used interviews to ensure reliability and validity of the research. In this thesis, the researcher used structured interviews for teachers of high school level. Structured interviews allow researchers to create a highly structured interview guide that provides respondents with relevant, meaningful and appropriate response categories to choose from for each question. The researcher chose a paper-based and self-report data gathering.

The research used structured interviews to get deep understanding of concepts and reveal existing knowledge and narration in a way that can be expressed in the form of answers and so become accessible to interpretation from target interviewees. In general, this thesis used person-to-person interview to gather teachers' point of views and attitudes concerning the constraints inspired from an effective implementation of civic skills in English language teaching classroom in Moroccan high schools. The researcher followed the interview steps

after interviewing the respondents. The first method is to tape record the interview. Second, is to take notes and write the important points and ideas and concepts delivered by teachers during the interview process. Third, is to classify these ideas, phrases, concepts into categories and finally analyzing them depending on the research objectives and goals.

2.4. Issues in Research Methodology

This section presents the research method design adopted for this thesis. It defines the mixed research design and presents the reliability and validity of the study.

2.4.1. Quantitative and Qualitative Data Collection & Analysis

Research is an academic work that focuses on defining and redefining problems and reformulating hypotheses such as; collecting, organizing and evaluating data to make deduction and conclusions. Hence, research is an original contribution to gathering knowledge about specific phenomena to find truth with the help of study, observation, comparison, and experiment. Any research aims at finding answers to questions through the application of scientific procedures.

Kothari (2004) pointed that each research has its own purposes; researchers conduct research to gain familiarity with a phenomenon or to achieve new insights to it. In addition, we conduct research to get accurate characteristics of a particular individual or situation. Besides, it aims to determine the frequency with which something occurs or with which it is associated with something else. It also tests a hypothesis of a causal relationship between variables.

There are many research methods to base a research on such as: descriptive and analytical, applied, fundamental, conceptual and empirical, one-time research and longitudinal, qualitative and quantitative research method. The mixed research design method

will be used in this research. Mixed research design is the mixture of the qualitative and quantitative research methods. The mixed research design is a method that involves collecting, analyzing, and integrating (or mixing) quantitative and qualitative research (and data) in a single study or a longitudinal program of inquiry. The purpose of this form of research is that both qualitative and quantitative research, in combination, provides a better understanding of a research problem or issue than a research approach alone (Kothari, 2004).

The mixed method design uses both quantitative and qualitative approaches in a single research project to gather or analyze data. Mixed model designs involve the mixing of the quantitative and qualitative approaches in several stages of a study. The research method design is a point where the two strands are mixed that include: data collection, data analysis and interpretation. The goal of this research method is to enable 'expansion' seeking to analyze and explore different facets of the phenomenon in order to obtain a richer detail (Cameron et al, 2015). The mixed research design is conducted in this thesis to answer the research questions. The mixed method design is a methodology for conducting research that involves collecting, analyzing and integrating quantitative (e.g., experiments, surveys) and qualitative (e.g., focus groups, interviews) research. Mixed methods, then, provided greater credibility in the findings, and provided more complete and more valid results (Creswell, 2003). The mixed method design also helped triangulate the data and provide different types of data collection and analysis (Johnson, et al, 2007).

Denzin (1978) also distinguished within-method triangulation, involves the use of both quantitative and qualitative approaches. Mixed method design involves the use of more than one approach or method of design, data collection or data analysis within a single program of study, with integration of the different approaches or methods occurring during a program of study, and not just at its concluding point. The combination between the qualitative and quantitative can serve for two different purposes: it can help to discover and to

handle threats for validity arising from the use of qualitative or quantitative research and can thus ensure good scientific practice by enhancing the validity of methods, and research findings (Johnson, et al, 2007). This thesis adopted a mixed research method to ensure validity and reliability of the research.

Triangulation can also be achieved by using different research techniques. Triangulated techniques are helpful for cross-checking and used to provide confirmation and completeness, which brings 'balance' between two or more different types of research. The purpose is to increase the credibility and validity of the results. Triangulation provides researchers with several important opportunities. First it allows researchers to be more confident concerning results. Second, in order to triangulate the data, the researchers can obtain information through different procedures to heighten the dependability and trustworthiness of the dada and their interpretation.

This thesis adopted four main research instruments to ensure validity and reliability of the research; the study used close-ended questionnaire for high school students to test the first hypothesis. Classroom observation is the second method in this research to test the second hypothesis. Textbook content analysis is another method used in this research to confirm or disconfirm the third hypothesis. Last but not least, the researcher used interviews to test the fourth hypothesis.

2.4.2. Reliability and Validity of the Study

The principles of a research are based on the fact that validity is a matter of trustworthiness and utility. Therefore, the researcher must choose pertinent research instruments to build validity into the different phases of the research from data collection to data analysis and interpretation. Similarly, validity is concerned with whether the research is credible and true and whether it is evaluating what it is supposed or purports to evaluate.

Therefore, the quality of the research instruments is very important because the researcher draws conclusions based on the information they obtain using these instruments (Zohrabi, 2013).

Triangulation strengthens the validity of evaluation data and findings, the research instruments should be based on the collection of data through several sources: questionnaires, interviews and classroom observations. Gathering data through one technique can be questionable, biased and weak. However, collecting information from a variety of sources and with a variety of techniques can confirm findings and results. Therefore, if the results are the same, we can become sure that the data are valid. Certainly, through triangulation we can gain qualitative and quantitative data in order to corroborate our findings (Zohrabi, 2013).

The reliability of the data and findings is one of the main requirements of a research process. In the main, reliability deals with the consistency, dependability and replicability of the results from a piece of research. In this case, the purpose is not to attain the same results rather to agree that based on the data collection processes the findings and results are consistent and dependable. The researcher should use different procedures such as questionnaires, interviews and classroom observations to collect data. Also, this information needs to be obtained through different sources such as learners, students, ex- students, language instructors, subject instructors and program staff. Therefore, collecting varied types of information through different sources can enhance the reliability of the data and the results. In this way the replication of the study can be carried out fairly easily (Bhattacherjee, 2012).

The term reliability generally refers to the consistency of a research measurement. The statistical approach to estimating reliability varies depending upon the purpose of the measurement. The use of Chronbach's coefficient alpha estimates the consistency of items included in a questionnaire. A high coefficient indicates a high level of internal consistency.

The questionnaire of this dissertation developed 24 questions divided into four parts:

- Educational information,
- Students' assessment of civic intellectual and participatory skills.
- Implementation of civic skills in and outside classroom.
- Classroom activities.

The researcher used the Likert scale questionnaire measurement such as assessment measurement, and frequency scale for a sample of 900 questionnaires. The table below showed the reliability statistical Chronbach's coefficient alpha of the research questionnaire.

Table 8: Reliability statistics of the questionnaire

Chronbach's Alpha	N of items
,947	24

III. Data interpretation

This chapter interprets the results obtained from SPSS to confirm or disconfirm the research hypotheses. The results include both qualitative and quantitative analyses of the collected data used for the purpose of analyzing the implementation of civic skills in English language teaching classrooms; a case study of Meknes- Fes cities and suburb area. The findings have disconfirmed the claims in the first and second hypotheses while the claim in the third and fourth hypotheses were denied.

3.1. Results for Hypothesis 1 (H1)

The researcher disconfirmed the hypothesis. High school students are not equipped with civic skills: intellectual and participatory. The findings present a significant difference between common core, first and second year baccalaureate in general, and students of different streams like science, art, human sciences, and international baccalaureate "French option" in particular. Common core students of different streams assessed themselves as "good" and "average" in discussing, listening, collaborating, problem solving and decision making. However, common core students assert low thinking abilities to construct and defend their positions on social issues. The findings show that first and second year baccalaureate students approve an "average" to "low" intellectual and participatory abilities.

This section presents descriptive results obtained. The findings have disconfirmed the first hypothesis: High school students are equipped with civic skills. This part introduces questionnaire results (Descriptive results)

3.1.1. Civic Intellectual and Participatory Skills

In this sub section the researcher presents the results of students' assessment of their intellectual and participatory abilities in city and suburb areas.

❖ Common core results:

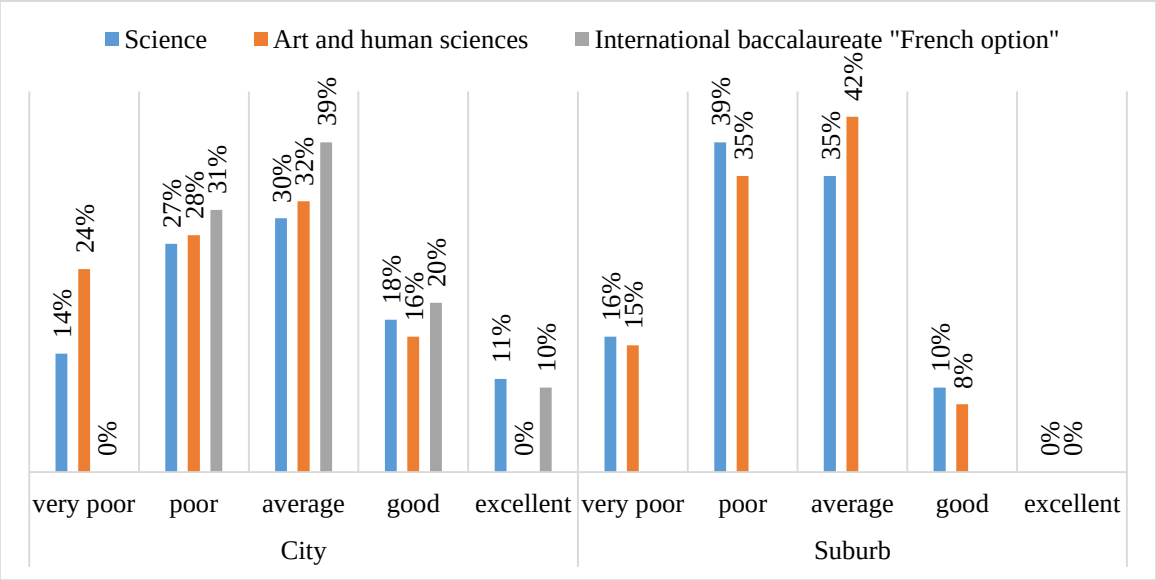
In this section, the researcher presents descriptive results of the common core students' assessment results of their intellectual and participatory skills:

Intellectual skills:

Table 9: I am able to give my ideas when discussing social issues in class

		Science	Art and human sciences	International baccal aureate "French option"
City	very poor	14%	24%	0%
	poor	27%	28%	31%
	average	30%	32%	39%
	good	18%	16%	20%
	excellent	11%	0%	10%
	TOTAL	100%	100%	100%
Suburb	very poor	16%	15%	
	poor	39%	35%	
	average	35%	42%	
	good	10%	8%	
	excellent	0%	0%	
	TOTAL	100%	100%	

Figure 6 : I am able to give my ideas when discussing social issues in class.



Statistics show that common core students approve an average and poor ability to give their ideas when discussing a topic in class. It is remarkable that 39% of international

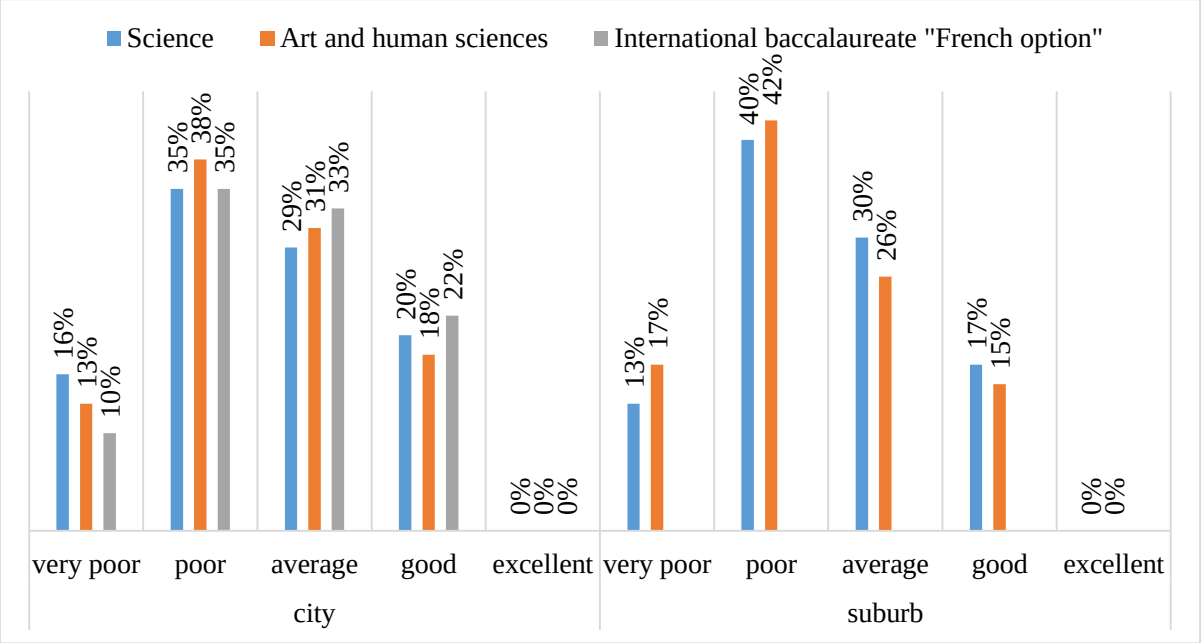
baccalaureate students, 30% of science students and 32% of art and human sciences students assert an average scale in giving ideas when discussing social issues in class. 31% of international baccalaureate students, 27% of science and 28% of art and human sciences students confirm a poor level concerning giving ideas when discussing social issues in class. Only 20% of the international baccalaureate students, 18% of the science students, and 16% of art and human sciences assert an excellent level in giving ideas when discussing social issues in class. 14% of science and 24% of literature approve a very poor ability to give ideas in class. Only 11% of science and 10% of international baccalaureate student affirm an excellent level, whereas art and human sciences students do not assess themselves as excellent.

In suburb area, only 10% of science student approve a good ability to give ideas when discussing social issues in class. 35% of science students assert an average level. 39% of science students affirm a poor level. 0% of science students confirm an excellent scale. Only 8% of art and human sciences confirm a good level 42% of art and human sciences students affirm an average level but 35% of art and human sciences students assert a poor scale. 0% of art and human sciences students approve an excellent level. In nutshell, it is approved that the good and the excellent scale are the least options chosen by students. This means, that common core pupils either in city and suburb area assert a poor level in giving their ideas when discussing social issues in class.

Table 10: I am able to defend my ideas using arguments when discussing social issues in class

		Science	Art and human sciences	International baccalaureate "French option"
City	very poor	16%	13%	10%
	poor	35%	38%	35%
	average	29%	31%	33%
	good	20%	18%	22%
	excellent	0%	0%	0%
	TOTAL	100%	100%	100%
Suburb	very poor	13%	17%	
	poor	40%	42%	
	average	30%	26%	
	good	17%	15%	
	excellent	0%	0%	
	TOTAL	100%	100%	

Figure 7 : I am able to defend my ideas using arguments when discussing social issues in class.



35% of sciences students, 38% of art and human sciences, 35% of international baccalaureate approve a poor ability to defend their arguments when discussing a topic in class, whereas only 29% of science, 31% of art and human sciences, and 33% of international baccalaureate assess themselves as average. 20% of science, 18% of art and human sciences,

and 22% of international baccalaureate students assert a good ability to defend their ideas using arguments when discussing a topic in class.

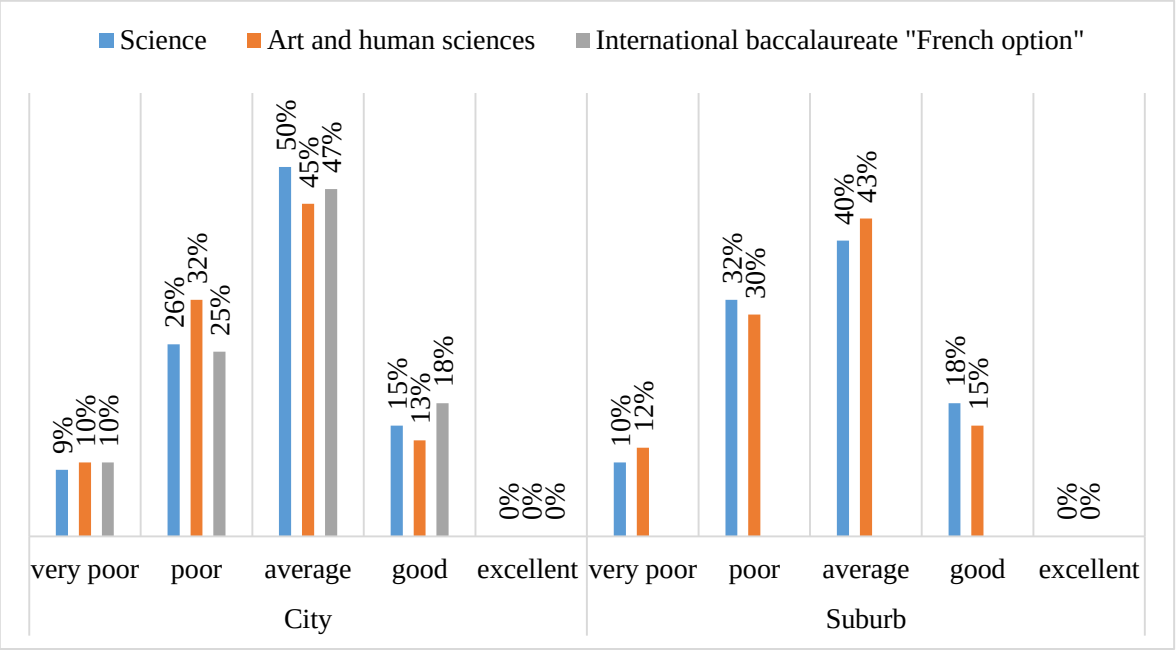
In suburb area, 40% of science students and 42% of art and human sciences students assert a poor ability and are unable to defend their own arguments when discussing their ideas in class. 30% of science and only 26% of art and human sciences students affirm an average ability to defend their arguments. However, only 17% of science 15% of art and human sciences students confirm a good level. Students of suburb area do not affirm an excellent ability to defend their ideas when discussing social issues in class.

Common core students of different streams are unable to give and defend their ideas and provide their own arguments when discussing social issues. The majority of students ticked the “poor” and “average” more than “good” and “excellent” scale.

Table 11: I am able to develop my own conclusions when discussing social problem topics in class.

		Science	Art and human sciences	International baccalaureate "French option"
City	very poor	9%	10%	10%
	poor	26%	32%	25%
	average	50%	45%	47%
	good	15%	13%	18%
	excellent	0%	0%	0%
	TOTAL	100%	100%	100%
Suburb	very poor	10%	12%	
	poor	32%	30%	
	average	40%	43%	
	good	18%	15%	
	excellent	0%	0%	
	TOTAL	100%	100%	

Figure 8 : I am able to develop my own conclusions when discussing social problem topics in class.



According to statistics, students approve an average ability to develop their own conclusions and thought when discussing social problem topics in class. 50% of science students, 45% of art human sciences, and 47% of the international baccalaureate students affirm an average ability to develop their own conclusions and ideas when discussing a social problem phenomenon in class. However, only 26% of science, 32% of art human sciences, and 25% of international baccalaureate students assert a poor level. Besides 15% of science, 13% of art human sciences, and 18% of international baccalaureate students affirm a good ability to develop their own conclusions after discussing a topic. Students of city areas do not assert an excellent scale.

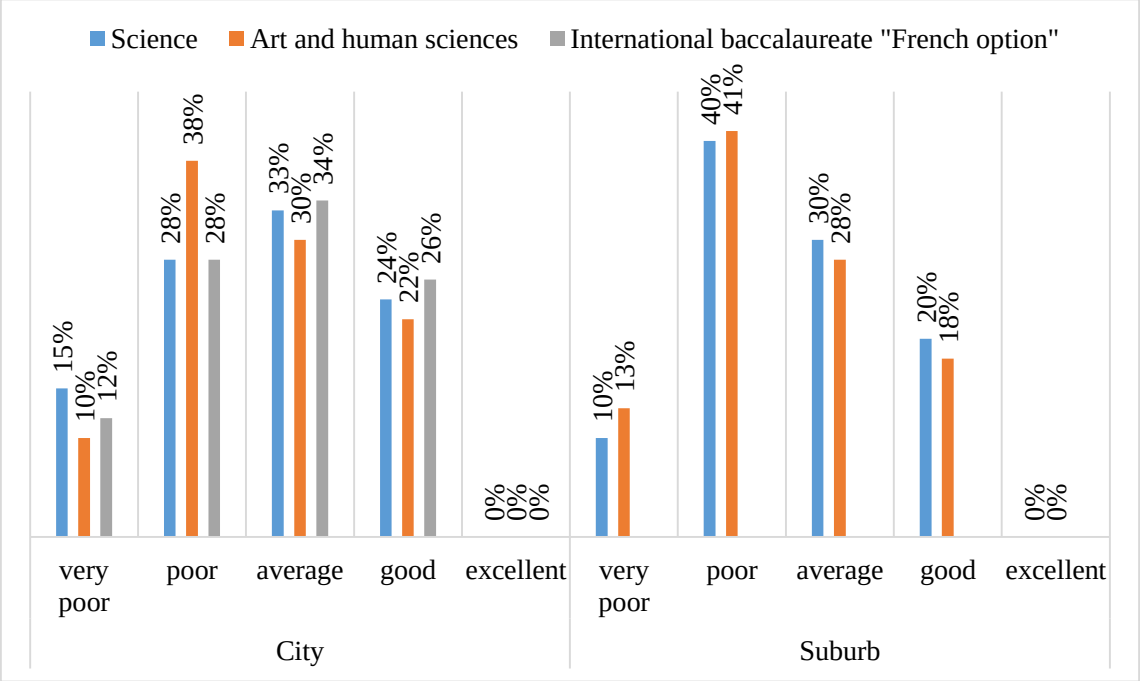
Overall, students assert an average and a poor ability concerning the statement. In other words, students are unable to develop their own thought and conclusions about social problem phenomenon discussed in class. In suburb area, 40% of science and 43% of art human sciences students affirm an average ability to develop their own conclusions when discussing a social problem phenomenon in class. However, it noticeable that students affirm a poor level more than a good one. That is to say, 32% of science students and 30% of art

human sciences students are unable to develop their own conclusions when discussing a social problem topic in class. Only 18% of science and 15% of art and human sciences affirm a good ability to develop their own conclusions. Students of suburb area do not assert an excellent scale.

Table 12: I am able to think of solutions when discussing social problem topics in class.

		Science	Art and human sciences	International baccalaureate "French option"
City	very poor	15%	10%	12%
	poor	28%	38%	28%
	average	33%	30%	34%
	good	24%	22%	26%
	excellent	0%	0%	0%
	TOTAL	100%	100%	100%
Suburb	very poor	10%	13%	
	poor	40%	41%	
	average	30%	28%	
	good	20%	18%	
	excellent	0%	0%	
	TOTAL	100%	100%	

Figure 9 : I am able to think of solutions when discussing social problem topics in class.



Statistics show that students approve a difficulty in developing their own arguments and thinking of solutions when discussing social problem topics in class. Students in city areas do not assert an excellent level. 30% of art and human sciences students confirm an average ability to think of solutions when discussing social problem topics in class, and 38% of art and human sciences assert a poor level. However, only 22% of art and human sciences rated themselves as good.

26% of international baccalaureate students affirm a good level but, 34% of students approve an average ability to think of solutions when discussing social problem phenomenon in class and 28% affirm a poor level. In addition, 24% of science students affirm a good ability to think of solutions when discussing social problem topics in class. However, 33% of science students affirm an average level and 28% of science students confirm a poor scale. It is noticed that the average and poor scale are highly chosen by students of different streams (science, art and human sciences or the international baccalaureate). This means, that students lack the ability to think and provide solutions when discussing social problem phenomenon topics in class.

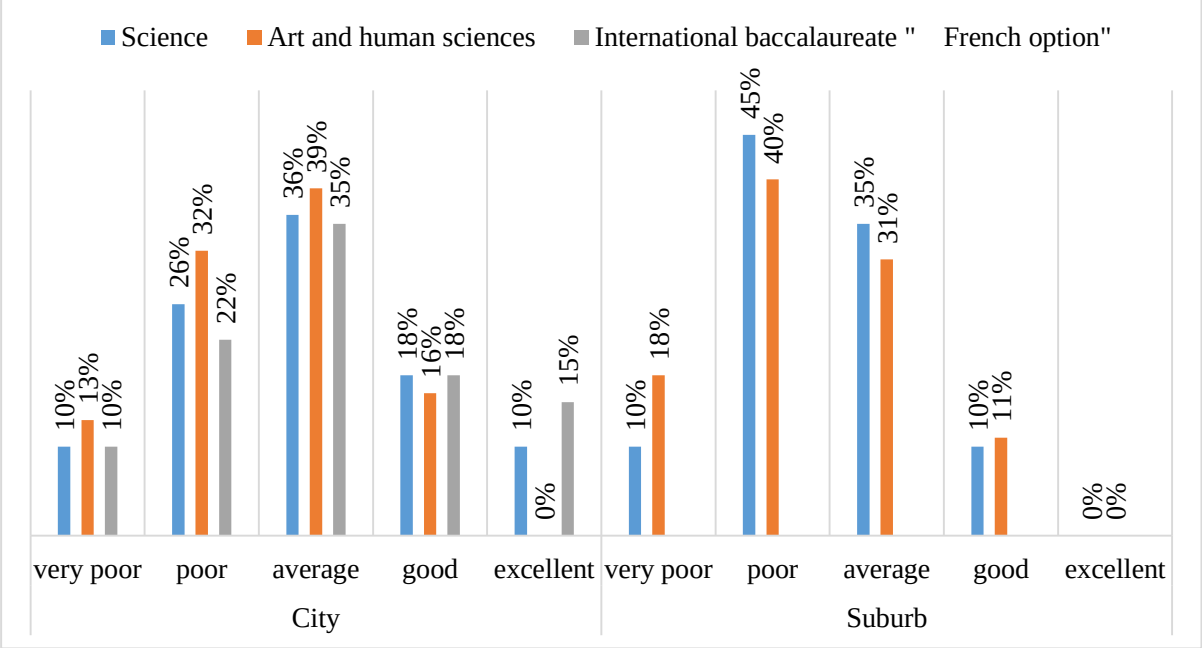
In suburb area, it is remarkable that 40% of science and 41% of art and human sciences students affirm a poor ability to think of solutions when discussing social problem topics in class. 30% of science and 28% of art and human sciences affirm an average level, however; only 20% of science and 18% of art and human sciences assert a good ability to provide solutions when discussing social problem topics. Students of suburb area do not approve an excellent scale. Obviously, neither students of city nor students of suburb area are able to think of solutions when discussing social problem topics in class. They are unable to reflect and provide ideas as key solutions when talking and discussing social issues. Students lack lot of abilities in giving arguments and defending their positions about social problem issues.

❖ Participatory skills:

Table 13: Before I take a final decision; I am able to create a list of options and process all the probable solutions

		Science	Art and human sciences	International baccalaureate "French option"
City	very poor	10%	13%	10%
	poor	26%	32%	22%
	average	36%	39%	35%
	good	18%	16%	18%
	excellent	10%	0%	15%
	TOTAL	100%	100%	100%
Suburb	very poor	10%	18%	
	poor	45%	40%	
	average	35%	31%	
	good	10%	11%	
	excellent	0%	0%	
	TOTAL	100%	100%	

Figure 10 : Before I take a final decision; I am able to create a list of options and process all the probable solutions.



According to table 11 and figure 10, common core students of different streams assess themselves as average when it comes to making decisions. 35% of international baccalaureate students, 36% of science student, and 39% of art and human sciences students affirm an average level concerning this statement. 18% of international students assert a good level and 18% of science students affirm the same scale. Only 16% of art and human sciences students assert a good ability to create a list of options and process all probable solutions before taking a final decision. 15% of international baccalaureate students and 10% of science students assess themselves as excellent, however; art and human sciences students do not approve an excellent rate (0%).

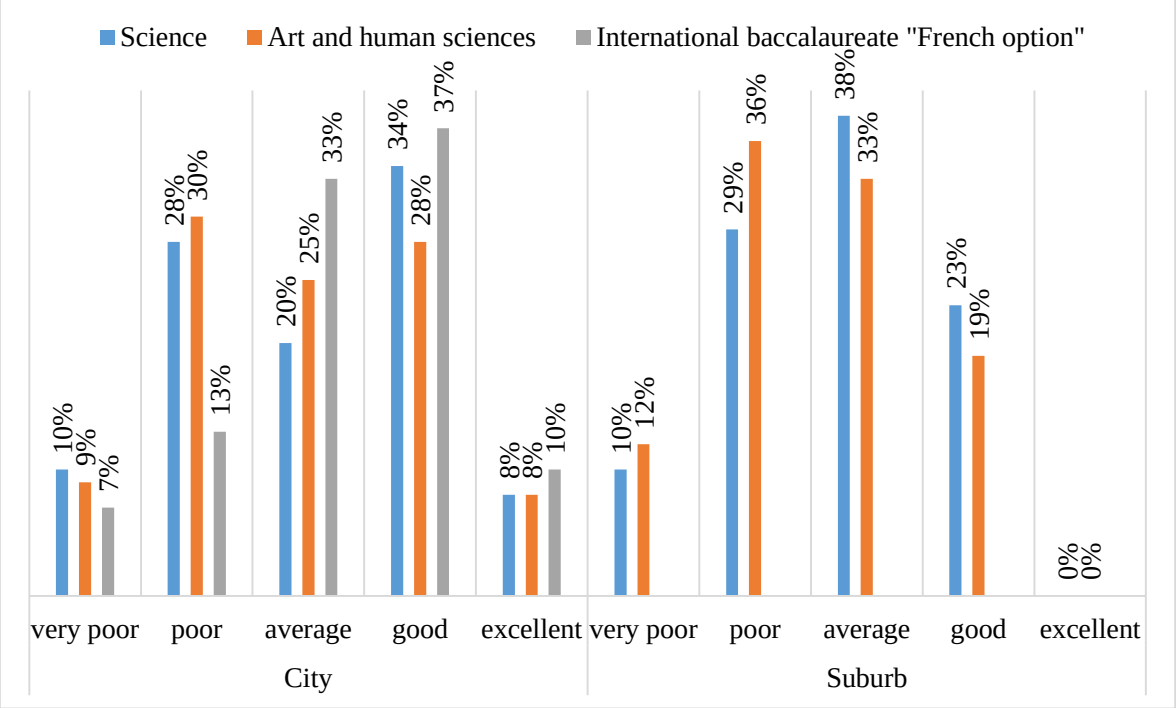
Statistics show that 26% of science students, 32% of art and human sciences students and 22% of international baccalaureate "French option" students assess themselves as poor and are unable to create a list of options and process all probable solutions before taking a final decision. 10% of international baccalaureate students approve very poor. 10% of science students and 13% of art students assert a very poor scale.

In suburb area, it has been noticed that both students (science and art) rated themselves as poor about 45% and 40% are unable to create a list of options and process all probable solutions before taking a final decision. Only 35% of science and 31% art students assessed themselves as average and only 10% of science and 11% of art students affirm a good scale. Students of suburb area do not assert an excellent scale regarding the statement. In a nutshell, it has been noticed that students of different streams are unable to create a list of options and process all probable solutions before taking a final decision.

Table 14: I am able to solve problems I face when working on projects in groups: (task difficulty, time management, members not contributing and conflict between group members)

		Science	Art and human sciences	International baccalaureate "French option"
City	very poor	10%	9%	7%
	poor	28%	30%	13%
	average	20%	25%	33%
	good	34%	28%	37%
	excellent	8%	8%	10%
	TOTAL	100%	100%	100%
Suburb	very poor	10%	12%	
	poor	29%	36%	
	average	38%	33%	
	good	23%	19%	
	excellent	0%	0%	
	TOTAL	100%	100%	

Figure 11: I am able to solve problems I face when working on projects in groups: (task difficulty, time management, members not contributing and conflict between group members)



Obviously, statistics show that the good scale is highly chosen by international baccalaureate students. 37% of students assess themselves as good and 34% of science students affirm the same scale whereas 28% of art and human sciences students assert a good level. It is noticed that both students (science and art) have only (8%), (8%) affirming an excellent scale in solving problems when working on projects in groups. 10% of international baccalaureate students approve an excellent. 33% of international baccalaureate students affirm an average scale whereas 25% of art human sciences and 20% of science students approve the same scale.

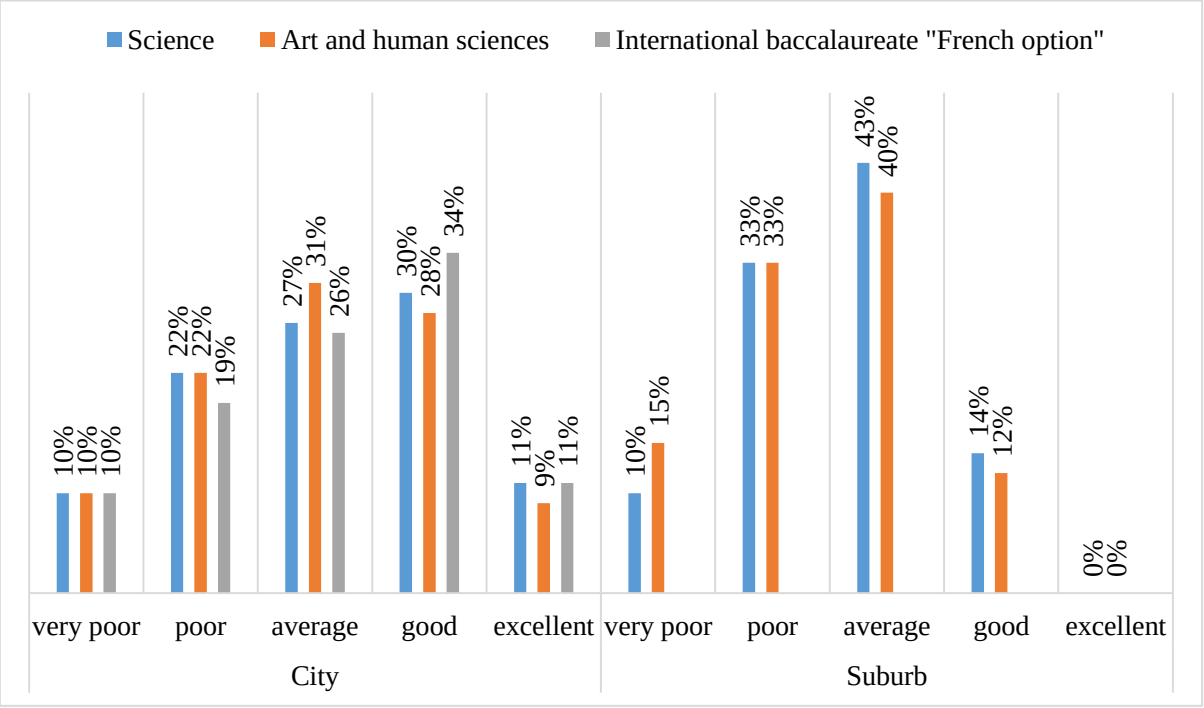
It is shown that 30% of art and human sciences students assert a poor scale whereas, science students about 28% and only 13% of international baccalaureate students affirm a poor level in solving problem situations. In suburb area, it is remarkable that art and human sciences students approve 36% of poor level and only 33% of students confirm an average scale in solving problems they face when working on projects in groups. 29% of science students assert a poor, however; 38% of science students assert an average level in solving problem situations when working on projects in group. It is noticed that both art and science students are not good at solving problems when working on projects in groups. Only 23% of science students and 19% of art students affirm a good level in solving problems.

In a nutshell, international baccalaureate students assess themselves as good and excellent in solving problem situations. Science and art human sciences students approve an average ability to solve problem situations when working on projects in group. On the contrary, students of different streams in suburb area assert an average and even poor level concerning problem solving situations such as task difficulty, time management, members not contributing, and conflict between group members.

Table 15: I am able to discuss my ideas with my classmates in class

		Science	Art and human sciences	International baccalaureate "French option"
City	very poor	10%	10%	10%
	poor	22%	22%	19%
	average	27%	31%	26%
	good	30%	28%	34%
	excellent	11%	9%	11%
	TOTAL	100%	100%	100%
Suburb	very poor	10%	15%	
	poor	33%	33%	
	average	43%	40%	
	good	14%	12%	
	excellent	0%	0%	
	TOTAL	100%	100%	

Figure 12: I able to discuss my ideas with my classmates in class



It is remarkable that the international baccalaureate students approve the highest scale about 34%, and science students have about 30% whereas art and human sciences students are 28% good. Common core students of different streams do not assert a big

difference of level. Students in city area are to some extent able to discuss their thought in class with their classmates.

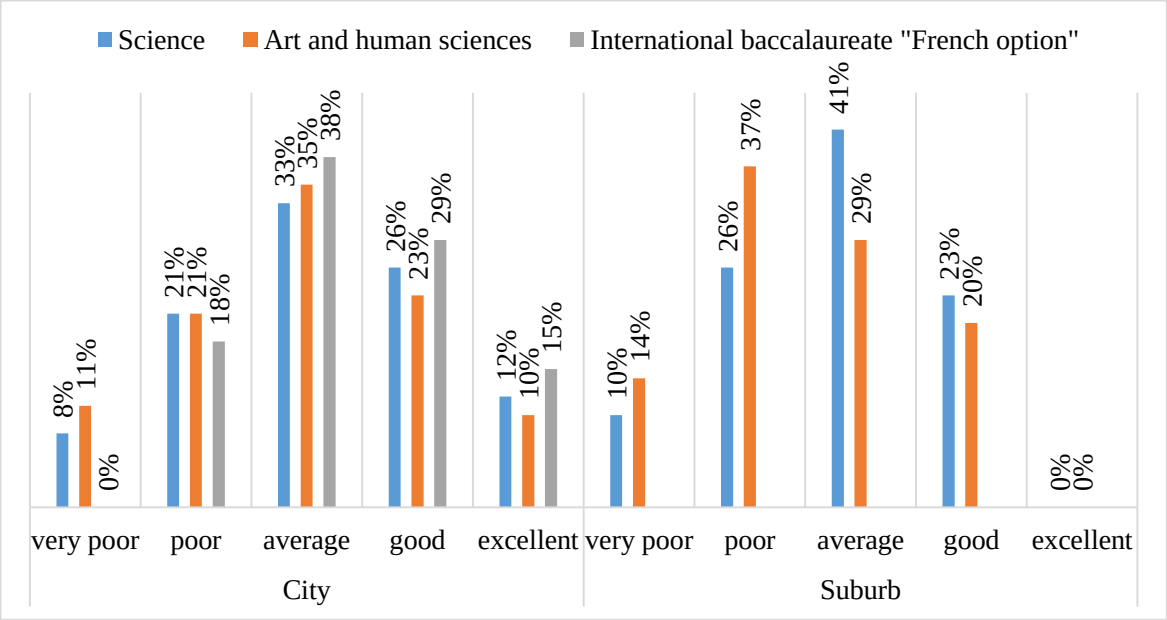
However, it is remarkable that students do not assert an excellent level. Only 11% of science and international baccalaureate rate themselves as excellent in discussing their ideas in class. Only 9% of art and human sciences students assert an excellent scale. Obviously 31% of art and human sciences students approve an average scale. 27% of science students affirm an average level in class discussion. However, only 26% of the international baccalaureate students assess themselves as average. It is noticed that both science and art students (22%) (22%) assert a poor level in discussing their ideas in class, whereas international baccalaureate students are 19% poor in discussing their ideas in class with their classmates.

In suburb area, it is remarkable that students are not used to discussion in class. According to table 13 and figure 12, 43% of science and 40% of art and human sciences students affirm an average level in class discussion. Students approve the poor ability to discuss their ideas with their classmates in class. It is noticed that science and art students (33% and 33%) assess themselves as poor in class discussion. Thus, only 14% of science and 12% of art and human sciences students rated themselves as good in discussing their thought in class. Students of suburb area do not assert an excellent level. In a nutshell, it is remarkable that students in cities are able to discuss their ideas which mean that students are used to discussion activities in class. On the contrary, students in the suburb area have an average and even poor level in discussing their ideas with classmates in class.

Table 16: I am able to express and explain my ideas using my own words in class

		Science	Art and human sciences	International baccalaureate "French option"
City	very poor	8%	11%	0%
	poor	21%	21%	18%
	average	33%	35%	38%
	good	26%	23%	29%
	excellent	12%	10%	15%
	TOTAL	100%	100%	100%
Suburb	very poor	10%	14%	
	poor	26%	37%	
	average	41%	29%	
	good	23%	20%	
	excellent	0%	0%	
	TOTAL	100%	100%	

Figure 13: I am able to express and explain my ideas using my own words.



It is noticeable that common core students approve an average level in expressing and explaining their ideas using their own words in class. According to table 14 and figure 13, 38% of international baccalaureate students, 33% of science and 35% of art and human sciences students assert an average ability to express and explain their ideas using their own words in class. However only, 29% of international baccalaureate students, 26% of the

science students, and 23% of art and human sciences students assert a good ability to express and explain their ideas in class.

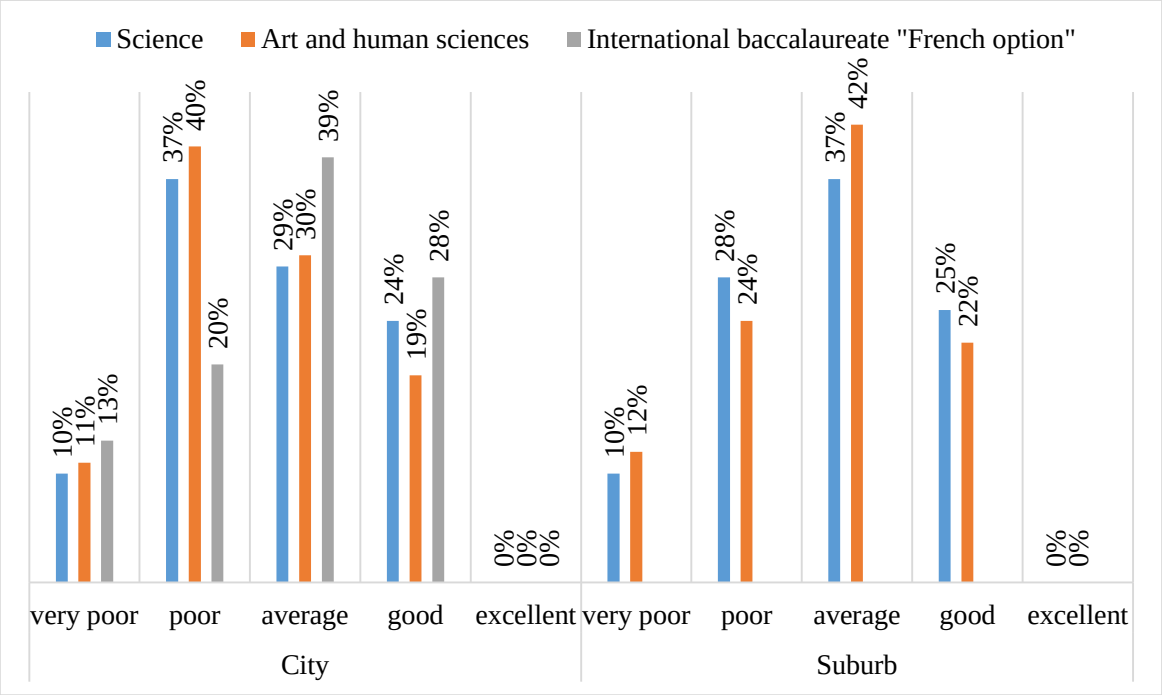
21%, of science, 21% of art students, and 18% of international baccalaureate affirm a poor ability to express ideas in class. 15% of international baccalaureate, 12% of science, and 10% of art and human sciences students assert an excellent ability to express their thought in class. Statistics show that students in city areas approve an average ability to express their thought and ideas in class.

In suburb area, it is remarkable that 41% of science students and 29% of art and human sciences students assert an average level in expressing and explaining their ideas in class. However, it is noticed that 37% of art and human sciences students assert a poor ability to express their ideas in class, whereas only 26% of science students assert a poor level. Only 23% of science and 20% of art and human sciences students approve a good ability to express their ideas in class. Students of suburb area do not approve an excellent scale. The results show that students in suburb area lack the ability to express and explain explicitly their ideas in class.

Table 17: I am able to listen carefully when my classmates discuss their opinions in class

		Science	**Art and human sciences**	**International baccalaureate "French option"**
City	very poor	10%	11%	13%
	poor	37%	40%	20%
	average	29%	30%	39%
	good	24%	19%	28%
	excellent	0%	0%	0%
Total	TOTAL	100%	100%	100%
Suburb	very poor	10%	12%	
	poor	28%	24%	
	average	37%	42%	
	good	25%	22%	
	excellent	0%	0%	
Total	TOTAL	100%	100%	

Figure 14: I am able to listen carefully when my classmates discuss their opinions in class.



Statistics show that common core student in city area approve some listening problems. According to table 15 and figure 14, students approve a poor ability to listen carefully when their classmates discuss their opinions in class. The results show that 40% of art and human sciences students and 37% of science students rated themselves as poor however; only 20% of the international baccalaureate students assert a poor level in listening carefully to others in class. It is found that 39% of international baccalaureate students affirm an average level in listening carefully to their classmates. Both 29% of science and 30% of art and human sciences students approve an average scale.

28% of international baccalaureate students and 24% of science students evaluate themselves as good, whereas only 19% of art and human sciences students affirm a good ability to listen carefully to their classmates when discussing their opinions in class. Students of city areas do not assert an excellent.

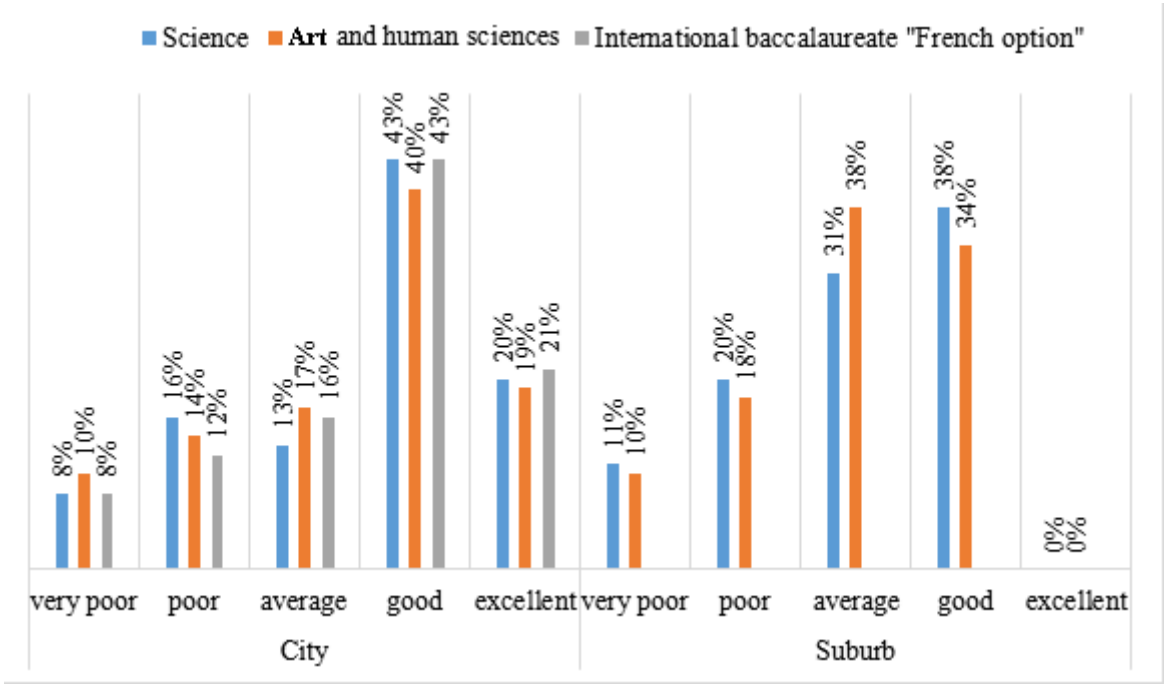
In suburb area, it is remarkable that 42% of art and 37% of science students evaluate themselves as average concerning listening to their classmates in class; however, only 28% of

science and 24% of art and human sciences students assess themselves as poor. 22% of art and human sciences and 25% of science students rate themselves as good at listening to their classmates' opinions in class. In a nutshell, it is noticeable that students in suburb area do listen to their classmates in class when discussing their opinions in class whereas students in cities approve low listening abilities. Students of suburb area do not assert an excellent level.

Table 18: I am able to work in group with my classmates in class on a given task.

		Science	Art and human sciences	International baccalaureate "French option"
City	very poor	8%	10%	8%
	poor	16%	14%	12%
	average	13%	17%	16%
	good	43%	40%	43%
	excellent	20%	19%	21%
	TOTAL	100%	100%	100%
Suburb	very poor	11%	10%	
	poor	20%	18%	
	average	31%	38%	
	good	38%	34%	
	excellent	0%	0%	
	TOTAL	100%	100%	

Figure 15: I am able to work in group with my classmates on a given task.



According to table 16 and figure 15, common core students approve a good ability when it comes to collaborative work. Both students in cities and suburb area are able to work in group with their classmates in class. Students in city area do collaborate with their classmates in class. In other words, 43% of international baccalaureate students, 40% of art and human sciences students and 43% of science students affirm that they are good and able to work in group with their classmates on a given task. However, only 20% of science students, 19% of art and human sciences students and 21% of international baccalaureate students affirm excellent scale. Thus, it is remarkable that only 13% of science, 17% of art and human sciences students and 16% of international baccalaureate students confirm an average ability to work in group in class on a given task. Only 16% of science, 14% of art and human sciences, and 12% of international baccalaureate students affirm a poor level.

In suburb area, 38% of science and 34% of art and human sciences students have a good ability to work in group with their classmates in class. 31% of science 38% of art and human sciences students assert an average scale concerning working in group in class. Nevertheless, only 20% of science and 18% of art and human sciences students affirm a poor level of group work in class. Students of suburb area do not assert an excellent scale.

In a nutshell, it is remarkable that students either in city or suburb area are able to collaborate and work in group with their classmates. However, they do not approve an excellent level of collaborative work.

- First year baccalaureate results:

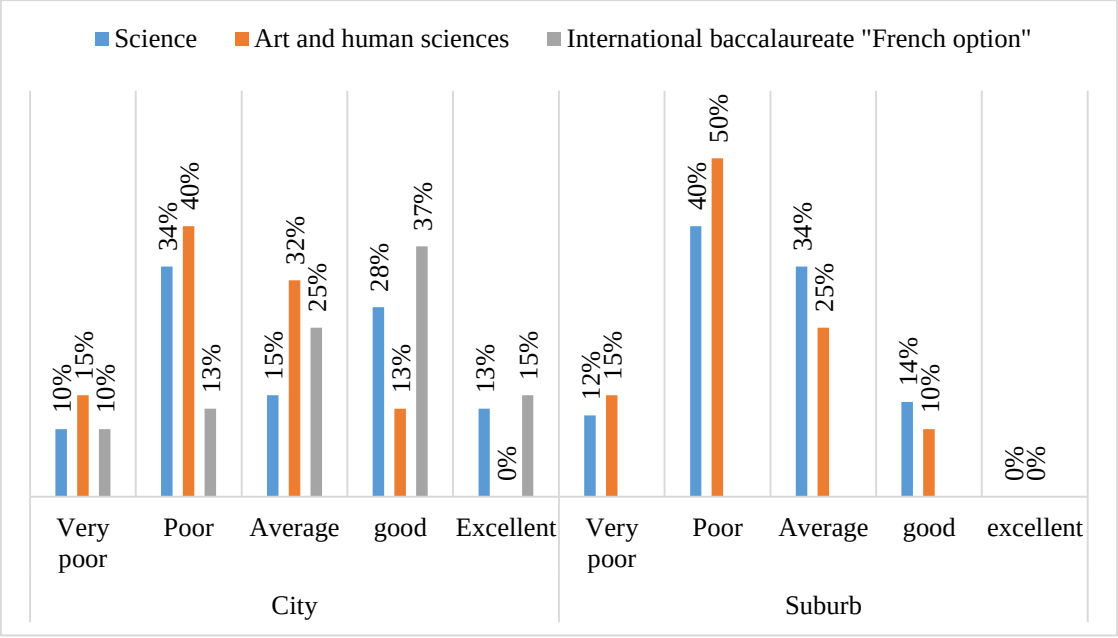
In this section, the researcher presents statistics of first year baccalaureate students' assessment of their intellectual and participatory skills:

❖ Intellectual skills:

Table 19: I am able to give their ideas when discussing social issues in class.

		Science	Art and human sciences	International baccalaureate "French option"
City	Very poor	10%	15%	10%
	Poor	34%	40%	13%
	Average	15%	32%	25%
	good	28%	13%	37%
	Excellent	13%	0%	15%
	TOTAL	100%	100%	100%
Suburb	Very poor	12%	15%	
	Poor	40%	50%	
	Average	34%	25%	
	good	14%	10%	
	excellent	0%	0%	
	TOTAL	100%	100%	

Figure 16: I am able to give their ideas when discussing social issues in class.



Statistics show that 37% of international baccalaureate students confirm a good ability to give their own ideas when discussing social issues in class, however only 15% of students assess themselves as excellent. 25% of international students approve an average level in giving their own ideas when discussing social issues in class, but only 13% of

students assert a poor scale. 28% of science students approve a good level, but only 13% of students affirm an excellent level. 15% of science students assert an average ability to give their ideas when discussing social issues in class.

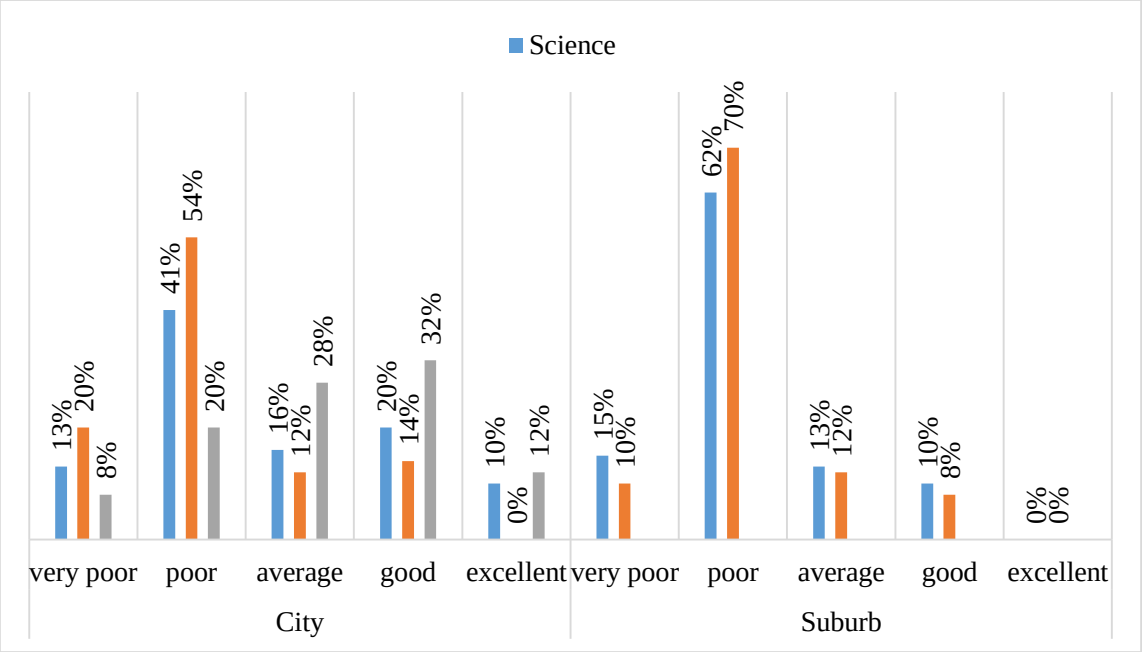
However, it is remarkable that 34% of science students confirm a poor ability to give their own ideas when discussing social issues in class. Only 13% of art and human sciences students assert a good level and 0% of students rated themselves as excellent in giving ideas when discussing social issues in class. 32% of art and human sciences students approve an average level but 40% of students affirm a poor scale, and 15% of students assert a very poor rate.

In suburb area, 50% of art and human sciences students approve a poor ability to give their ideas when discussing social issues in class. 15% of students confirm a very poor. 25% of art and human sciences affirm an average level but it is noticed only 10% assert a good scale. Only 14% of science students assert a good scale in giving their own ideas when discussing social issues in class. 34% of science students approve an average level but 40% of science students affirm a poor level and 12% of students assert a very poor ability to give their own ideas when discussing social issues in class. Students of suburb area so not approve an excellent scale.

Table 20: I am able to defend my ideas using arguments when discussing social issues in class.

		Science	**Art and human sciences**	**International baccalaureate "French option"**
City	very poor	13%	20%	8%
	poor	41%	54%	20%
	average	16%	12%	28%
	good	20%	14%	32%
	excellent	10%	0%	12%
	TOTAL	100%	100%	
Suburb	very poor	15%	10%	
	poor	62%	70%	
	average	13%	12%	
	good	10%	8%	
	excellent	0%	0%	
	TOTAL	100%	100%	

Figure 17: I am able to defend my ideas using arguments when discussing social issues in class.



Statistics show that students are unable to defend their own ideas and provide arguments when discussing social issues in class. In other words, students show an inability to defend their own ideas and provide their own arguments when discussing a topic in class. 32% of the international students confirm a good level in defending their ideas when discussing a topic in class. However, only 12% of international baccalaureate students affirm an excellent level in defending their ideas when discussing a topic in class. 28% of international baccalaureate students affirm an average ability to defend their own arguments in class. 20% of international baccalaureate students confirm a poor level in defending their own ideas in class.

Only 20% of science students approve a good scale in defending their own ideas when discussing social issues in class. 16% of science students affirm an average level. However, 41% of science students affirm a poor level in defending their ideas when discussing social issues in class. Only 10% of science student assert an excellent level.

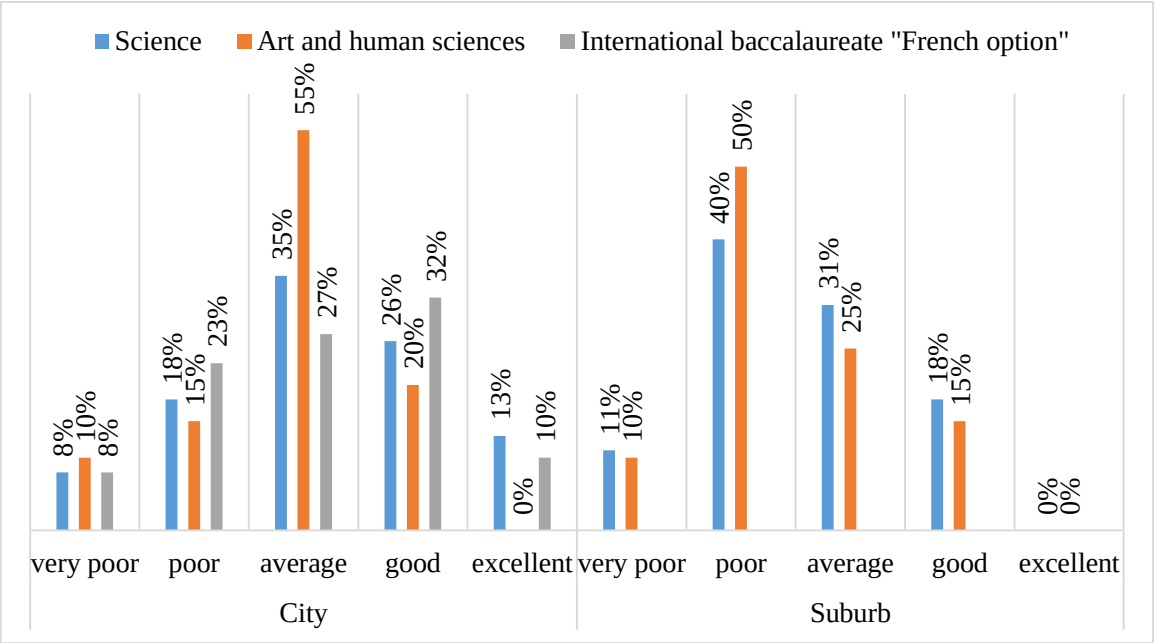
In addition, 14% of art and human sciences students affirm a good ability to defend their ideas when discussing a topic in class, however; 0% of art and human sciences students approve an excellent level. 12% of art and human sciences students affirm an average scale in defending their ideas in class. On the contrary, 54% of art and human sciences students approve a poor scale in defending their thoughts and provide arguments when discussing social issues in class. 20% of students approve a very poor level.

In suburb area, only 8% of art and human sciences students approve a good level in defending their own ideas in class. 12% of students affirm an average level. 70% of science students affirm a poor scale in defending their ideas in class. 10% of science students in suburb area assert a very poor scale in defending their own ideas in class. 13% of science students approve an average level but only 10% of science students approve a good scale but 62% of science students approve a poor ability to defend their ideas in class. Students of suburb area do not assert an excellent level.

Table 21: I am able to develop my own conclusions when discussing social problem topics

		Science	**Art and human sciences**	**International baccalaureate "French option"**
City	very poor	8%	10%	8%
	poor	18%	15%	23%
	average	35%	55%	27%
	good	26%	20%	32%
	excellent	13%	0%	10%
	TOTAL	100%	100%	100%
Suburb	very poor	11%	10%	
	poor	40%	50%	
	average	31%	25%	
	good	18%	15%	
	excellent	0%	0%	
	TOTAL	100%	100%	

Figure 18: I am able to develop my own conclusions when discussing social problem topics.



It is remarkable that art and human sciences students affirm an average ability to develop their own conclusions when discussing social problem topics in class. In other words, art and human sciences students either in city or suburb areas approve a low ability to reflect and develop their conclusions when discussing social issues in class. 0% of art and human sciences students select the excellent level and 20% of students affirm a good level. However, 55% of art and human sciences students approve an average level in developing conclusions when discussing social issues in class. 15% of students assert a poor level when it comes to developing conclusion when discussing social issues in class and 10% assess themselves as very poor.

10% of international baccalaureate student affirm an excellent level in developing their own conclusions when discussing social problem topics in class and 32% of students assert a good level concerning this statement. 27% of international baccalaureate students approve an average level and 23% of international baccalaureate students assert a poor level.

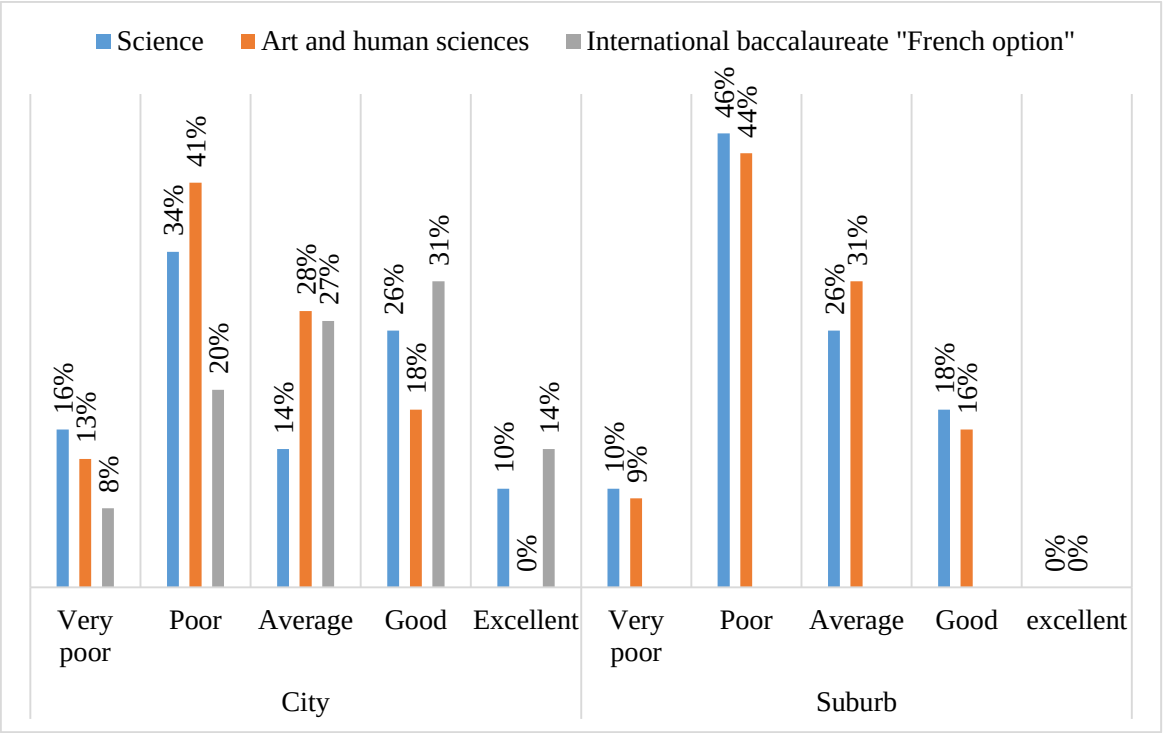
26% of science students affirm a good level whereas only 13% assess themselves as excellent and able to develop their own conclusions when discussing social problem topics in class. 31% of science students confirm an average level and 18% of students assert a poor level.

In suburb area, it is found that both students (science and art and human sciences) affirm a low ability to develop their own conclusions when discussing social problem topics in class. In other words, 40% of science and 50% of art and human sciences affirm a poor scale; students are unable to develop their own conclusions when discussing social issues in class. 31% of science students affirm an average level but only 25% of art students assess themselves as average. 18% of science students affirm a good scale and only 15% of art and human sciences students confirm a good level and able to develop conclusion when discussing social problem topics in class. Students of suburb area do not affirm an excellent scale.

Table 22: I am able to think of solutions when discussing social problem topics in class

		Science	**Art and human sciences**	**International baccalaureate "French option"**
City	Very poor	16%	13%	8%
	Poor	34%	41%	20%
	Average	14%	28%	27%
	Good	26%	18%	31%
	Excellent	10%	0%	14%
	TOTAL	100%	100%	100%
Suburb	Very poor	10%	9%	
	Poor	46%	44%	
	Average	26%	31%	
	Good	18%	16%	
	excellent	0%	0%	
	TOTAL	100%	100%	

Figure 19: I am able to think of solutions when discussing a social problem phenomenon in class.



According to table 20 and figure 19, it is remarkable that students in city area approve an average ability to think of solutions when discussing a social problem topics in class whereas students in suburb affirm a poor level. International baccalureate students show good a ability to think of solutions when discussing social issues in class more than other students of different streams. 31% of international baccalaureate students affirm a good ability to think of solutions, but only 14% of students affirm an excellent level. 27% of international baccalaureate students confirm an average level and 20% of students assert a poor level.

Only 10% of science students assert an excellent ability to think of solutions when discussing social problem topics in class but 26% affirm a good level. Only 14% of science students confirm an average level when comes to think of solutions when discussing social phenomenon topics in class but 34% of science students affirm a poor level and 16% of students asssert a very poor scale.

0% of art and human sciences approve an excellent scale. 18% of art and human sciences students confirm a good ability to think of solutions when discussing social problem topics in class. 28% of students assert an average however, 41% of art and human sciences students assert a poor level and 13% of students affirm a ery poor scale.

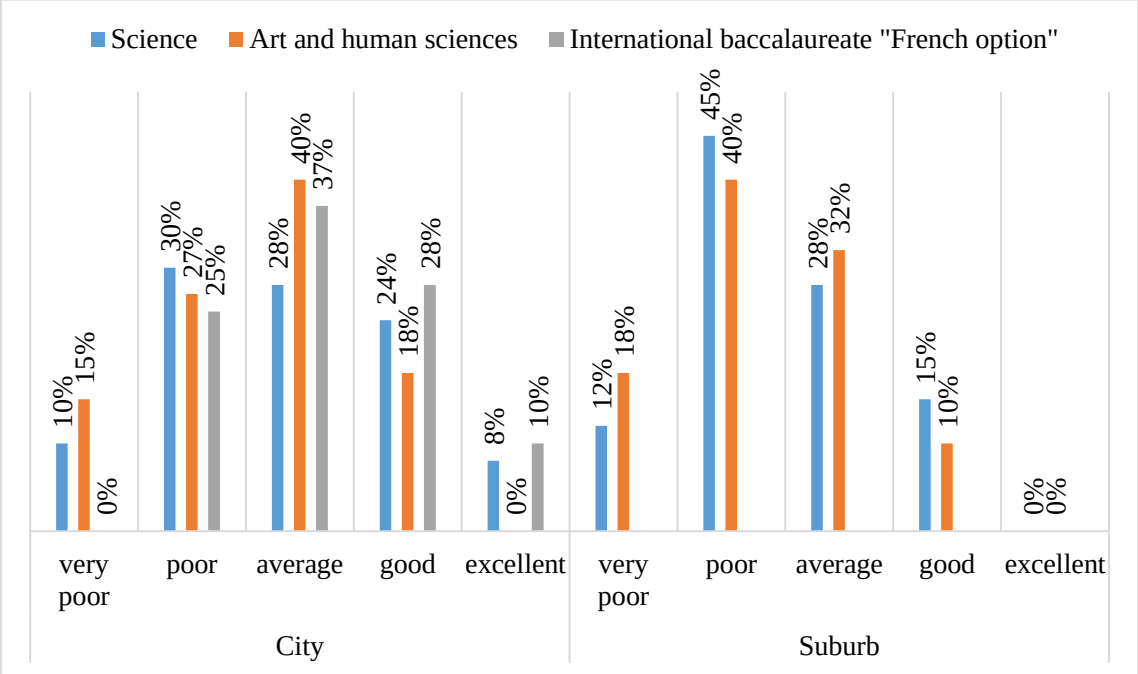
In suburb area, only 16% of art and human scieces students affirm a good level and 0% of students affirm an excellent scale. 31% of students approve an average level but 44% of art and human sciences students assert a poor level. 18% of science students confirm a good level but 26% of students assert an average ability to think of solutions when discussing a social phenomenon topics in class. However, it is noticeable that 46% of science students affirm a poor ability to think of solutions when discussing social problem topics in class. Students of suburb area do not assert an excellent level.

- Participatory skills:

Table 23: Before I take a final decision; I am able to create a list of options and process all the probable solutions.

		Science	Art and human sciences	International baccalaureate "French option"
City	very poor	10%	15%	0%
	poor	30%	27%	25%
	average	28%	40%	37%
	good	24%	18%	28%
	excellent	8%	0%	10%
	TOTAL	100%	100%	100%
Suburb	very poor	12%	18%	
	poor	45%	40%	
	average	28%	32%	
	good	15%	10%	
	excellent	0%	0%	
	TOTAL	100%	100%	

Figure 20: Before I take a final decision; I am able to create a list of options and process all the probable solutions.



Statistics show that students of the first year baccalaureate approve an average ability to make decisions of their own. 25% of international baccalaureate affirms a poor ability, however; 37% of international baccalaureate students assert an average scale to create a list of options and process all the probable solutions before making a final decision however, only 28% of students affirm a good level and only 10% of international baccalaureate approve an excellent level.

40% of art and human sciences students confirm an average ability to create a list of options and process all the probable solutions before making a final decision but only 27% of students assert a poor level, and 18% have a good scale. 0% of art and human sciences students confirm an excellent level.

28% of sciences students assert an average ability and 24% of students affirm a good ability to create a list of options and process all the probable solutions before making a final decision but 30% of pupils affirm a poor level. However, only 8% of science students approve an excellent level.

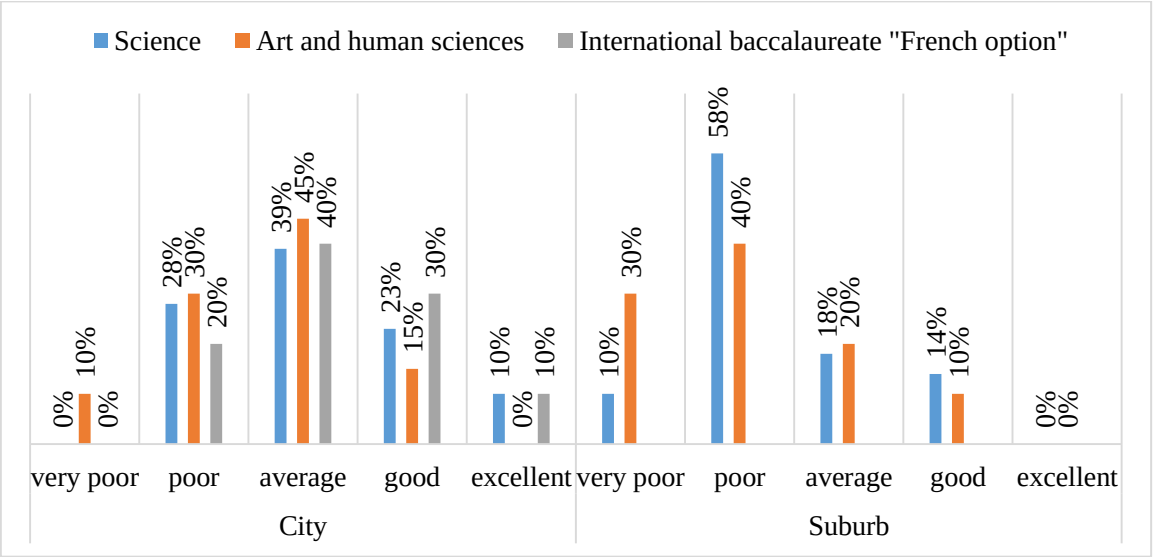
In suburb area, it is remarkable that students neither science nor art and human sciences students approve a poor ability to create a list of options and process all the probable solutions before making a final decision. 45% of science students affirm a poor ability to create a list of options and process all the probable solutions before making a final decision, and 28% of students assert an average level whereas only 15% of students approve a good level.

40% of art and human sciences students affirm a poor level, 32% of students assert an average level and only 10% affirm a good ability to create a list of options and process all the probable solutions before making a final decision. Students of suburb area do not assert an excellent scale. In a nutshell, it is noticeable that students of the first year baccalaureate assert an average and poor level more than a good and excellent ability to create a list of options and process all the probable solutions before making a final decision. Students in suburb area assert a poor ability to create a list of options and process all the probable solutions before making a final decision.

Table 24: I am able to solve problems I face when working on projects in groups: (task difficulty, time management, members not contributing and conflict between group members)

		Science	**Art and human sciences**	**International baccalaureate "French option"**
City	very poor	0%	10%	0%
	poor	28%	30%	20%
	average	39%	45%	40%
	good	23%	15%	30%
	excellent	10%	0%	10%
	TOTAL	100%	100%	100%
Suburb	very poor	10%	30%	
	poor	58%	40%	
	average	18%	20%	
	good	14%	10%	
	excellent	0%	0%	
	TOTAL	100%	100%	

Figure 21: I am able to solve problems I face when working on projects in groups: (task difficulty, time management, members not contributing and conflict between group members).



According to table 22 and figure 21, students affirm an average ability to solve problems they face when working on projects in group whereas students in suburb area assert a poor level. 40% of international baccalaureate students affirm an average level concerning solving problems they face when working on projects in group and 30% of students confirm a good level but only 20% of students assert a poor level.

45% of art and human sciences students affirm an average ability to solve problems when working on projects in group. 30% of art and human sciences students approve a poor level and only 15% of art and human sciences students affirm a good scale. 39% of science students approve an average ability to solve problems when working on a project in groups and 28% of students confirm a poor level. 23% of science students approve a good level concerning solving problems they face when working on projects in groups.

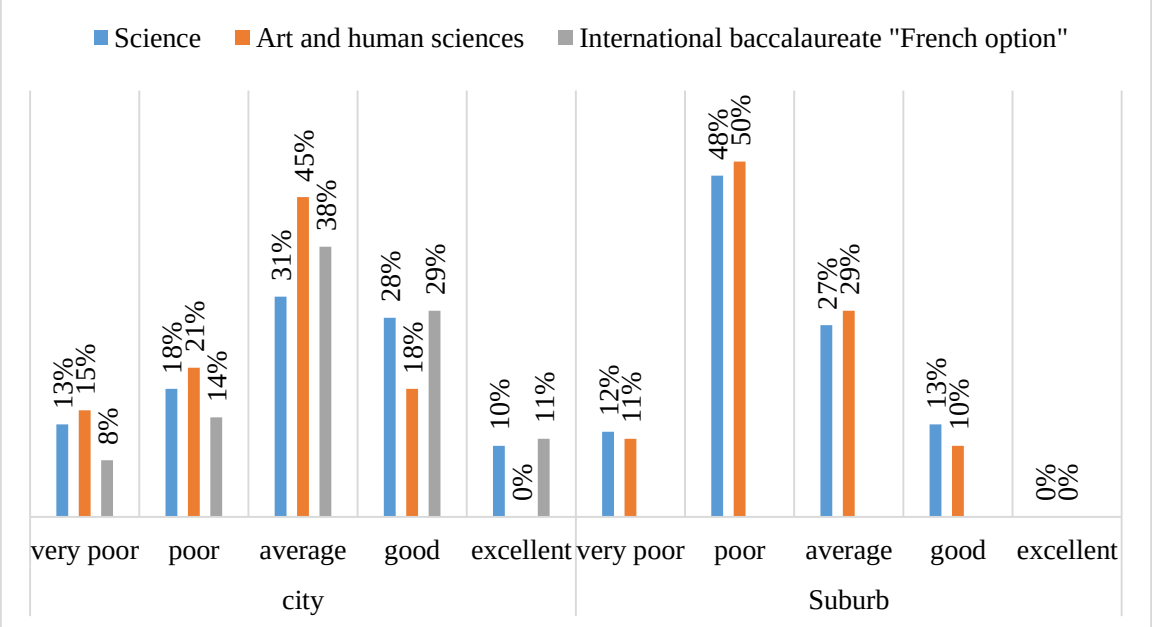
In suburb area, 58% of science students approve a poor level in solving problems and only 18% of students affirm an average level but only 14% of students assert a good level. In addition to that, 40% of art and human sciences students affirm a poor scale and only 20% of art an and human sciences students approve an average level in solving problem situations but only 10% affirm a good level. Students of suburb area do not affirm an excellent scale. In a

nutshell, neither students of city nor students of suburb approve a good ability to solve problems they face when working on projects in group instead; they approve an average and a poor level.

Table 25: I am able to discuss my ideas with my classmates in class.

		Science	Art and human sciences	International baccalaureate "French option"
city	very poor	13%	15%	8%
	poor	18%	21%	14%
	average	31%	45%	38%
	good	28%	18%	29%
	excellent	10%	0%	11%
	TOTAL	100%	100%	100%
Suburb	very poor	12%	11%	
	poor	48%	50%	
	average	27%	29%	
	good	13%	10%	
	excellent	0%	0%	
	TOTAL	100%	100%	

Figure 22: I am able to discuss my ideas with my classmates in class.



Statistics show that students of city areas approve an average level whereas students in suburb area assert a low ability to discuss their ideas in class. 45% of art and human sciences students affirm an average ability to discuss their ideas in class, 21% of students

confirm a poor level but only 18% students approve a good level. 38% of international baccalaureate students have an average ability to discuss their ideas. However, 29% of students affirm a good level and 14% of students confirm a poor scale. 11% of international baccalaureate assert an excellent level.

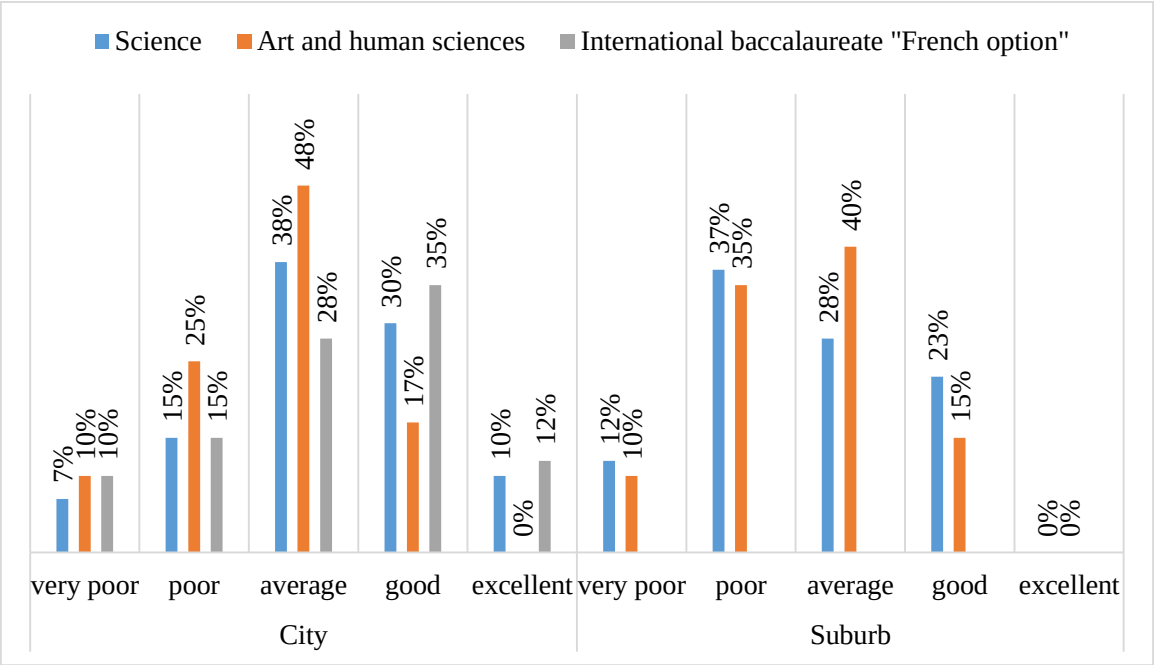
31% of science students have an average level, and 18% of students affirm a poor level when discussing their ideas in class, however; 28% of students affirm a good level. It is noticeable that art and human sciences students approve a poor ability to discuss their ideas. 10% of science students affirm in excellent level.

Students in suburb area, neither art and human sciences nor science students assert a good level in discussing their thoughts in class. In other words, 50% of art and human sciences affirm a poor ability to discuss their ideas in class, 29% of students assert an average scale but only 10% of students affirm a good level. 48% of science students confirm a poor level in discussing their ideas with their classmates in class, 27% of students assert an average level, and only 13% affirm a good scale. Students of suburb area do not assert an excellent scale.

Table 26: I am able to express and explain my ideas using my own words in class.

		Science	**Art and human sciences**	**International baccalaureate "French option"**
City	very poor	7%	10%	10%
	poor	15%	25%	15%
	average	38%	48%	28%
	good	30%	17%	35%
	excellent	10%	0%	12%
	TOTAL	100%	100%	100%
Suburb	very poor	12%	10%	
	poor	37%	35%	
	average	28%	40%	
	good	23%	15%	
	excellent	0%	0%	
	TOTAL	100%	100%	

Figure 23: I am able to express and explain my ideas using my own words in class.



According to table 24 and figure 23, it is noticeable that art and human sciences students in cities approve a poor level. In suburb area, it is remarkable that both art human sciences and science students lack some abilities in expressing and explaining their opinions using their own words in class. In city areas, 48% of art and human sciences students approve an average level in expressing and explaining their opinions using their own words in class, 25% affirm a poor level whereas only 17% assert a good ability to express their opinion in class.

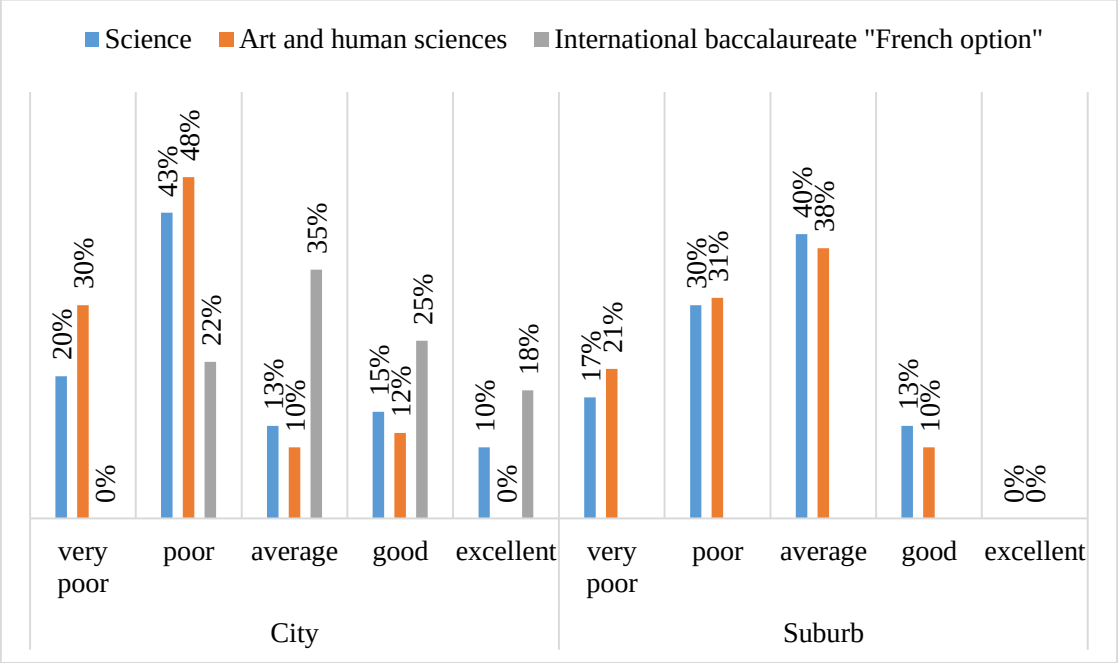
15% of science students affirm a poor level, 30% approve a good level however it is noticed that 38% of science students affirm an average scale and only 10% approve an excellent level concerning this statement. 35% of international baccalaureate students affirm a good ability to express their opinions in class, but only 12% confirm an excellent level. 28% of international baccalaureate students assert an average level and only 15% of students approve a poor scale. It is noticed that international baccalaureate students have a good level when it comes to expressing opinions in class more than science and art and human sciences students.

In suburb area, 35% art and human sciences students assert a poor level but 40% of students affirm an average level, and only 15% confirm a good scale. 23% of science students approve a good level expressing their opinions in class, 28% affirm an average level, but 37% of students assert a poor level. Students of suburb area do not assert an excellent level.

Table 27 : I am able to listen carefully when my classmates discuss their opinions in class.

		Science	Art and human sciences	International baccalaureate "French option"
City	very poor	20%	30%	0%
	poor	43%	48%	22%
	average	13%	10%	35%
	good	15%	12%	25%
	excellent	10%	0%	18%
	TOTAL	100%	100%	100%
Suburb	very poor	17%	21%	
	poor	30%	31%	
	average	40%	38%	
	good	13%	10%	
	excellent	0%	0%	
	TOTAL	100%	100%	

Figure 24: I am able to listen carefully when my classmates discuss their opinions in class.



Statistics show that students in cities approve low listening abilities whereas students in suburb affirm an average level. According to table 25 and figure 24, it is noticed that international baccalaureate students approve an average level about 35% when it comes to listening to other students in class. 22% of students affirm a poor level and only 25% of international baccalaureate students assert a good scale and 18% of international baccalaureate approve an excellent level.

Only 12% of art and human sciences students affirm a good level but 0% of students assert an excellent level. 10% of art and human sciences students affirm an average level. 48% of students approve a poor ability to listen to other students and 30% of art and human sciences students affirm a very poor level.

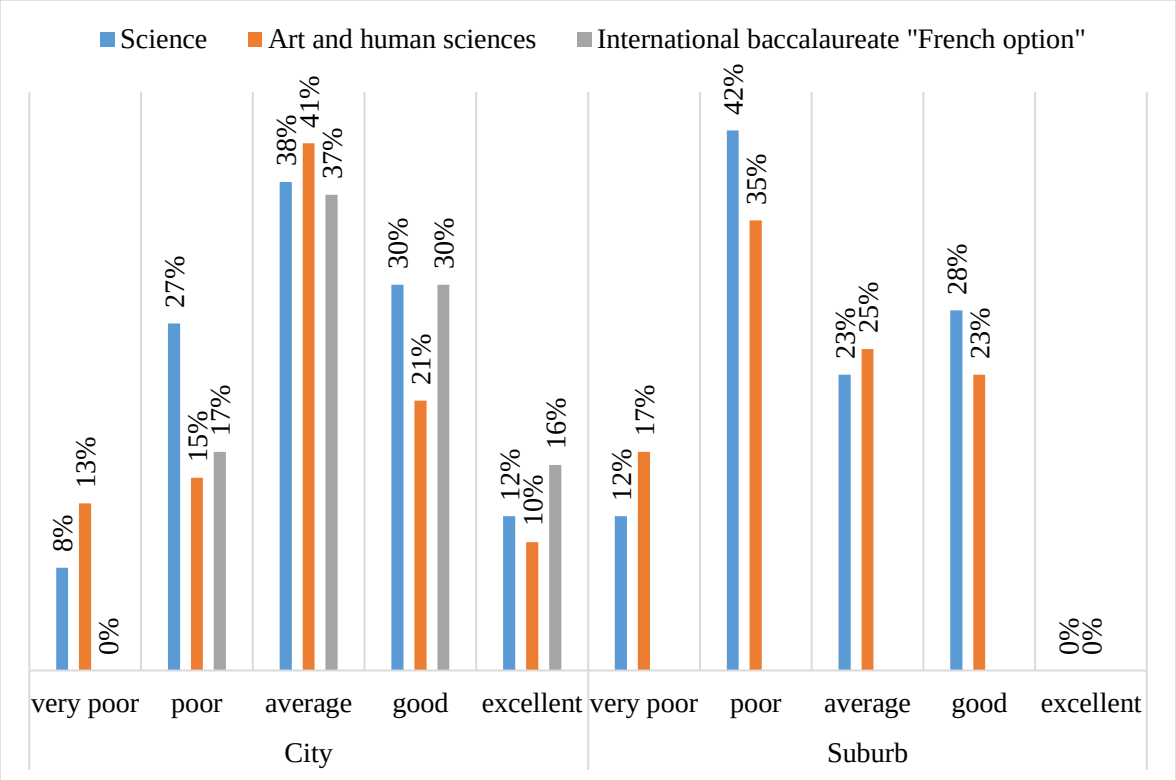
10% of science students approve an excellent level. 15% affirm a good level. 13% of students confirm an average level, but 43% of students confirm a poor level and 20% assert a very poor scale.

Suburb students affirm an average level; however fewer students assess themselves as good and excellent. 31% of art and human sciences students assert a poor level. 38% of students affirm an average level and 21% approve a very poor level, but only 10% of art and human sciences confirm a good ability to listen to their classmates when they discuss their opinions in class. 17% of science students approve a very poor level, and 30% of assert a poor level but 40% of student approve an average level and only13% of students assert a good scale. Students of suburb area do not approve an excellent level.

Table 28: I am able to work in group with my classmates in class on a given task.

		Science	Art and human sciences	International baccalaureate "French option"
City	very poor	8%	13%	0%
	poor	27%	15%	17%
	average	38%	41%	37%
	good	30%	21%	30%
	excellent	12%	10%	16%
	TOTAL	100%	100%	100%
Suburb	very poor	12%	17%	
	poor	42%	35%	
	average	23%	25%	
	good	28%	23%	
	excellent	0%	0%	
	TOTAL	100%	100%	

Figure 25: I am able to work in group with my classmates in class on a given task.



It is approved that students neither in cities nor in suburb area are able to work in group with their classmates on a given task. In other words, they lack the ability to collaborate and cooperate in class. 16% of international baccalaureate students approve an excellent ability to work in group with their classmates on a given task. 30% of international baccalaureate student affirm a good ability to work in group in class. 37% of international baccalaureate students approve an average level.17% of international baccalaureate students affirm a poor level. 0% of international baccalaureate students affirm a very poor scale.

It is noticed that 12% of students assert an excellent ability to work in group with their classmates on a given task. 38% of science students assert an average scale. 30% of science students approve a good level. 27% of science students confirm a poor scale. 8% of science students assert a very poor scale.

10% of art and human sciences students affirm an excellent ability to work in group with their classmates on a given task. 21% of art and human sciences students confirm a good level. 41% of art and human sciences assert an average level. 15% of art and human sciences assess themselves as poor. 13% of art and human sciences students affirm a poor level.

In suburb area, 28% of science students approve a good ability to work in group with classmates in class, 23% of science students claim an average level. However, 42% of science students confirm a poor ability to work in group on a given task 12% of science students approve a very poor level. Only 23% of art and human sciences students approve a good scale. 25% of students assert an average level. However, 35% of students confirm a poor ability to work in group on a given task. 17% of art and human sciences students affirm a very poor level. Students of suburb area do not approve an excellent scale.

- Second year baccalaureate results:

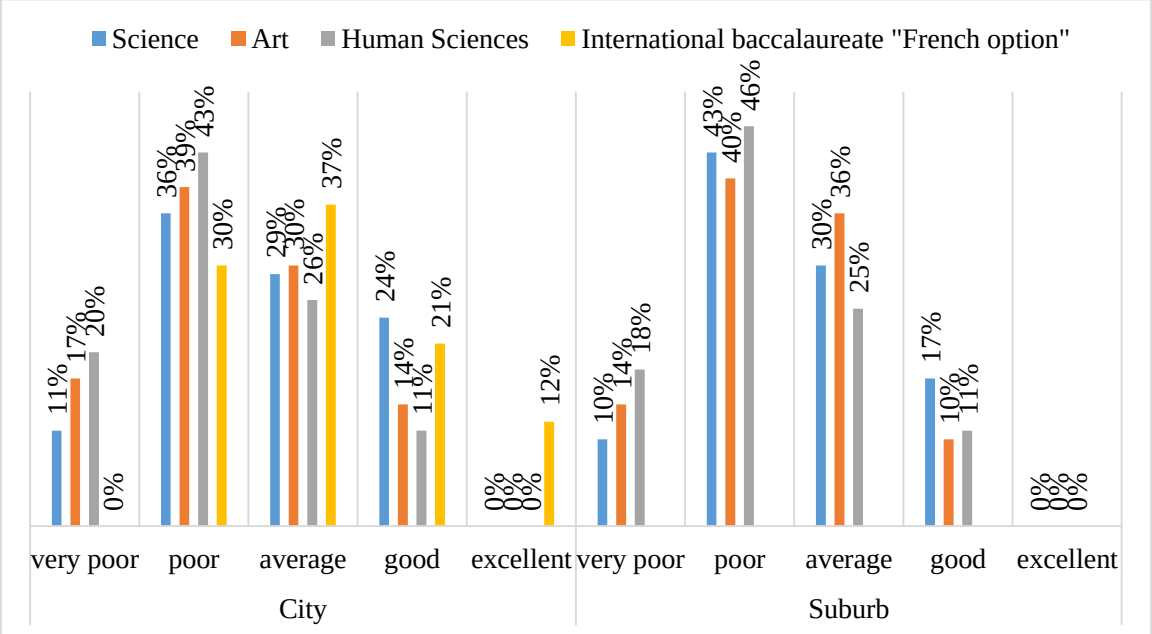
In this section, the researcher presents statistics of 2nd year baccalaureate students' assessment results of their intellectual and participatory skills:

❖ Intellectual skills:

Table 29: I am able to give my ideas when discussing social issues in class.

		Science	Art	Human Sciences	International baccalaureate "French option"
City	very poor	11%	17%	20%	0%
	poor	36%	39%	43%	30%
	average	29%	30%	26%	37%
	good	24%	14%	11%	21%
	excellent	0%	0%	0%	12%
	TOTAL	100%	100%	100%	100%
Suburb	very poor	10%	14%	18%	
	poor	43%	40%	46%	
	average	30%	36%	25%	
	good	17%	10%	11%	
	excellent	0%	0%	0%	
	TOTAL	100%	100%	100%	

Figure 26: I am able to give my ideas when discussing social issues in class.



Statistics show that all students affirm a low ability to give their ideas when discussing social issues in class. Second year baccalaureate students do not approve a good level in giving their own arguments and ideas when discussing social issues in class. 12% of

international baccalaureate students assert an excellent ability to give their own ideas when discussing social issues. 21% of students affirm a good scale. However, 37% of international students confirm an average rate. 30% of students assert a low level in giving their ideas and argument when discussing a topic in class.

24% of science students assert a good ability to give their own ideas when discussing social issues in class. 29% of students affirm an average level but 36% of students assert a poor level. 11% of students confirm a very poor ability to express their own ideas and argument when discussing social issues in class.

11% of human sciences students assert a good ability to give their ideas and arguments when discussing social issues in class. Only 26% of students affirm an average level but 43% of human science students approve a poor ability to give their ideas and arguments when discussing a topic in class. 20% of students assert a very poor level.

14% of art students confirm a good ability to give their own ideas and when discussing social issues in class. 30% of art students confirm a good level. 39% of art students assert a poor ability to express their ideas and arguments in class. 17% of art students assert a very poor level.

In suburb area, 43% of science students assert a poor ability to give their own ideas and argument when discussing social issues in class. 30% of science students affirm an average level. Only 17% of science students assert a good scale.

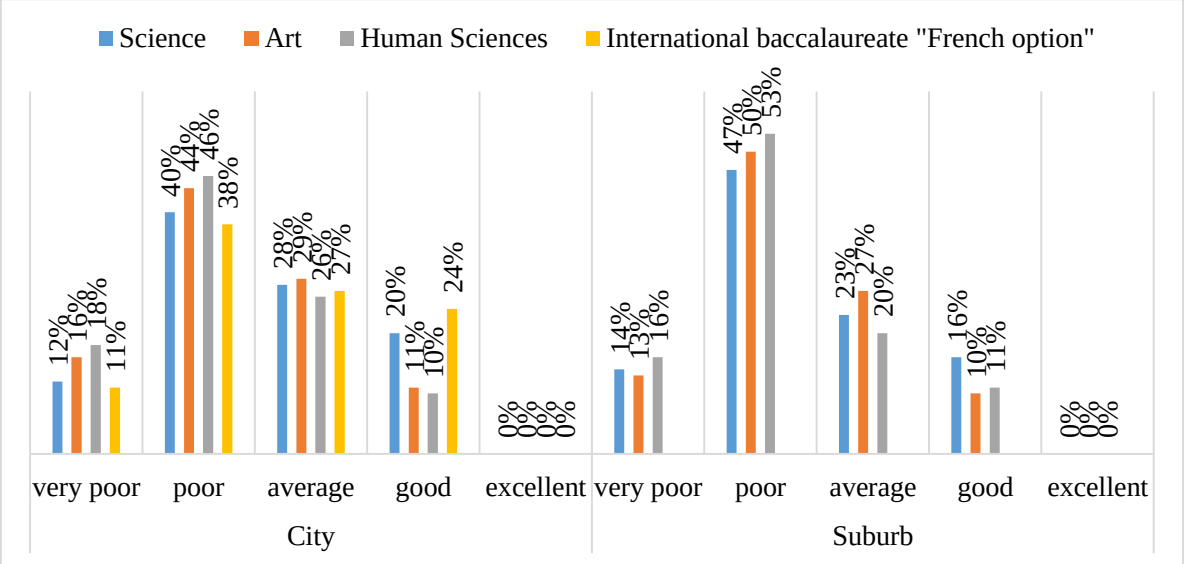
40% of art students assert a poor ability to give their own ideas and arguments when discussing social issues in class. 36% of art students affirm an average level, however; only 10% of art students assert a good level. 11% of art students approve a good scale.

25% of human sciences students assert an average ability to give their own arguments when discussing a topic in class but 46% of human sciences affirm a poor level. 11% of human sciences confirm a very poor level. Students of suburb area do not assert an excellent scale.

Table 30: I am able to defend my ideas using arguments when discussing social issues in class

		Science	Art	Human Sciences	International baccalaureate "French option"
City	very poor	12%	16%	18%	11%
	poor	40%	44%	46%	38%
	average	28%	29%	26%	27%
	good	20%	11%	10%	24%
	excellent	0%	0%	0%	0%
	TOTAL	100%	100%	100%	100%
Suburb	very poor	14%	13%	16%	
	poor	47%	50%	53%	
	average	23%	27%	20%	
	good	16%	10%	11%	
	excellent	0%	0%	0%	
	TOTAL	100%	100%	100%	

Figure 27: I am able to defend my ideas using arguments when discussing social issues in class.



Statistics show that students in city or suburb area approve a poor ability to defend their ideas and provide arguments when discussing social issues in class. Only 24% of international baccalaureate students assert a good ability to defend their ideas by providing arguments when discussing social issues in class, 27% of students affirm an average level. 27% of students assert a poor ability to defend their ideas and provide their own arguments

when discussing social issues in class. 11% of students confirm a very poor level. 0% of international baccalaureate students affirm an excellent scale.

20% of science students assert a good ability to defend their ideas and provide their own arguments when discussing social issues in class. 28% of science students assert an average level whereas 40% of students affirm a poor. 12% of science students assert a very poor level. 0% of science students assert an excellent level.

44% of art students assert a poor ability to defend their ideas when discussing a topic in class. 16% of students affirm a very poor level. 11% of art students affirm a good ability to defend their ideas and provide their own arguments when discussing social issues in class. 29% of art students assert an average level. 0% of art students confirm an excellent rate.

Only 10% of human sciences students approve a good ability to defend their ideas and provide arguments when discussing social issues in class. 26% of human sciences of students assert an average level but 46% of students affirm a poor scale. 18% of human sciences affirm a very poor ability to defend their own ideas and provide their own arguments when discussing social issues in class.

In suburb area, 47% of science students assert a poor ability to defend their own ideas and provide their own arguments when discussing social issues in class. 14% of science students affirm a very poor scale. 23% of science students approve an average level and only 16% of students assert a good ability to defend their ideas and provide arguments when discussing social issues in class.

53% of human sciences students affirm a poor level regarding this question and 16% of human sciences approve a very poor ability to defend their arguments when discussing a topic in class. 20% of human sciences assert an average level and only 11% of human sciences affirm a good ability to defend their arguments when discussing social issues in class.

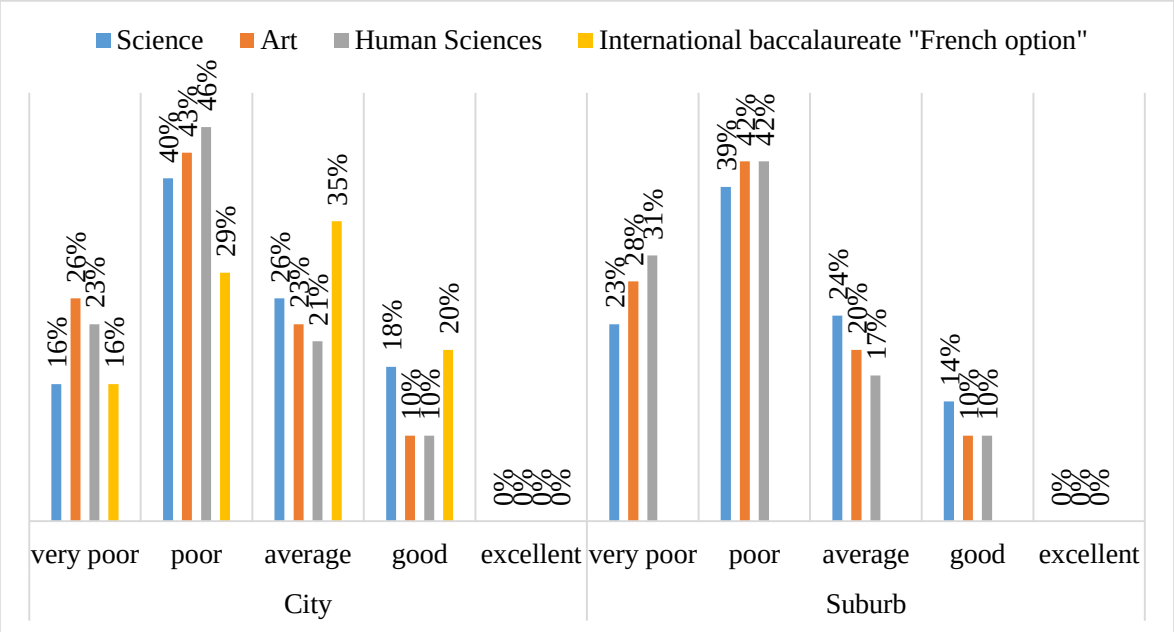
10% of art students approve a good level. 27% of students assert an average scale. However, 50% of students affirm a poor ability to give their own ideas and provide arguments

when discussing social issues in class. 13% of students confirm a very poor level. Students of suburb area do not assert an excellent level.

Table 31: I am able to develop my own conclusions when discussing social problem topics in class

		Science	Art	Human Sciences	International baccalaureate "French option"
City	very poor	16%	26%	23%	16%
	poor	40%	43%	46%	29%
	average	26%	23%	21%	35%
	good	18%	10%	10%	20%
	excellent	0%	0%	0%	0%
	TOTAL	100%	100%	100%	100%
Suburb	very poor	23%	28%	31%	
	poor	39%	42%	42%	
	average	24%	20%	17%	
	good	14%	10%	10%	
	excellent	0%	0%	0%	
	TOTAL	100%	100%	100%	

Figure 28: I am able to develop my own conclusions when discussing social problem topics in class.



Statistics show that students of city areas do not approve an excellent ability to develop their own conclusions when discussing social problem topics in class. 20% of international baccalaureate students assert a good level. 35% of international baccalaureate

students affirm an average scale. 29% of international baccalaureate students assert a poor ability to develop their own conclusions when discussing social problem topics in class. 16% of international baccalaureate students affirm a very poor level.

Only 18% of science students assert a good scale. 26% of science students affirm an average level. However, 40% of science students approve a poor ability to develop conclusions when discussing social problem topics in class. 16% of science students approve a very poor level. Science students assert a low ability to develop their own conclusions when discussing social problem topics in class.

10% of art students assert a good ability to develop their own conclusions when discussing social problem topics in class. 23% of art students assert an average level. However, 43% of art approve a poor scale and 26% of art students assert a very poor level.

10% of human science students affirm a good ability to develop their own conclusions when discussing social problem topics in class. 21% of human sciences assert an average level. 46% of human science students affirm a poor ability to develop their own conclusions when discussing social problem topics in class. 23% of human sciences students affirm a very poor scale. In a nutshell, students of city areas do not approve an excellent level.

In suburb area, students of suburb area do not assert an excellent ability to develop their own conclusions when discussing social problem topics in class. 14% of science student affirm a good level. 24% of science students approve an average scale. 39% of science students affirm a poor ability to develop their own conclusions when discussing social problem topics in class. 23% of science students approve a very poor scale.

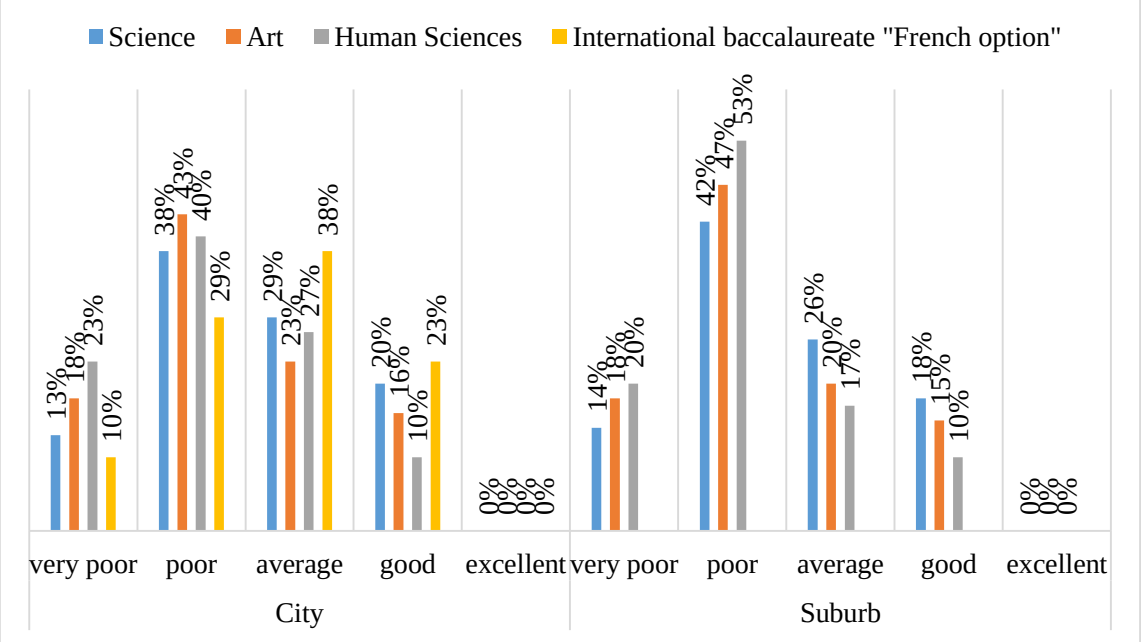
Only 10% of art students assert a good ability to develop their own conclusion when discussing social problem topics in class. 20% of art students approve an average level. 42% of art students affirm a poor scale. 28% of art students assert a very poor level.

10% of human sciences students confirm a good ability to develop their own conclusions when discussing social problem topics in class. 17% of human sciences students assert an average level. 42% human sciences approve a poor level. 31% of human sciences students affirm a very poor scale.

Table 32: I am able to think of solutions when discussing some social problem topics with my classmates in class

		Science	Art	Human Sciences	International baccalaureate "French option"
City	very poor	13%	18%	23%	10%
	poor	38%	43%	40%	29%
	average	29%	23%	27%	38%
	good	20%	16%	10%	23%
	excellent	0%	0%	0%	0%
	TOTAL	100%	100%	100%	100%
Suburb	very poor	14%	18%	20%	
	poor	42%	47%	53%	
	average	26%	20%	17%	
	good	18%	15%	10%	
	excellent	0%	0%	0%	
	TOTAL	100%	100%	100%	

Figure 29: I am able to think of solutions when discussing some social problem topics with my classmates in class.



According to table 30 and figure 29, statistics show that students of city areas do not approve an excellent ability to think and provide solutions when discussing social problem topics in class. 23% of international baccalaureate students affirm a good ability to provide some solution ideas when discussing social problem topics in class. 38% of students affirm an average level. 29% of students assert a poor ability.10% of international baccalaureate students confirm a very poor level.

38% of science students approve a poor ability to provide solution ideas when discussing a social problem phenomenon in class. 29% of students assert an average level. Only 20% of sciences students confirm a good ability to deliver some thought as solutions when discussing social issues in class.

Only 16% of art students assert a good ability to think of solutions when discussing a social problem phenomenon in class. 23% of art students assert an average scale. 43% of art students affirm a poor ability to think of ideas as solution when discussing social issues in class. 18% of art students confirm a very poor level. 23% of human sciences students express a very poor ability to think of some solution ideas when discussing social problem topics in class.

40% of human science students confirm a poor ability to reflect on solution ideas when discussing social issues in class. 27% of human sciences students affirm an average level. Only 10% of students assert a good ability to think of solutions when discussing social problem topics in class.

In suburb area, it is remarkable that students of suburb area do not approve an excellent ability to think of solutions when discussing social problem topics in class. In other words, 53% of human sciences affirm a poor ability to provide some solution ideas when discussing social issues in class. 17% of students assert an average level. Only 10% of human

sciences students confirm a good ability to think of solutions when discussing social problem topics in class.

18% of science students assert a good scale. 26% of students affirm an average ability to think with solution ideas when discussing social problem phenomenon in class. However, 42% of science students approve a poor level. 14% of students assert a very poor scale.

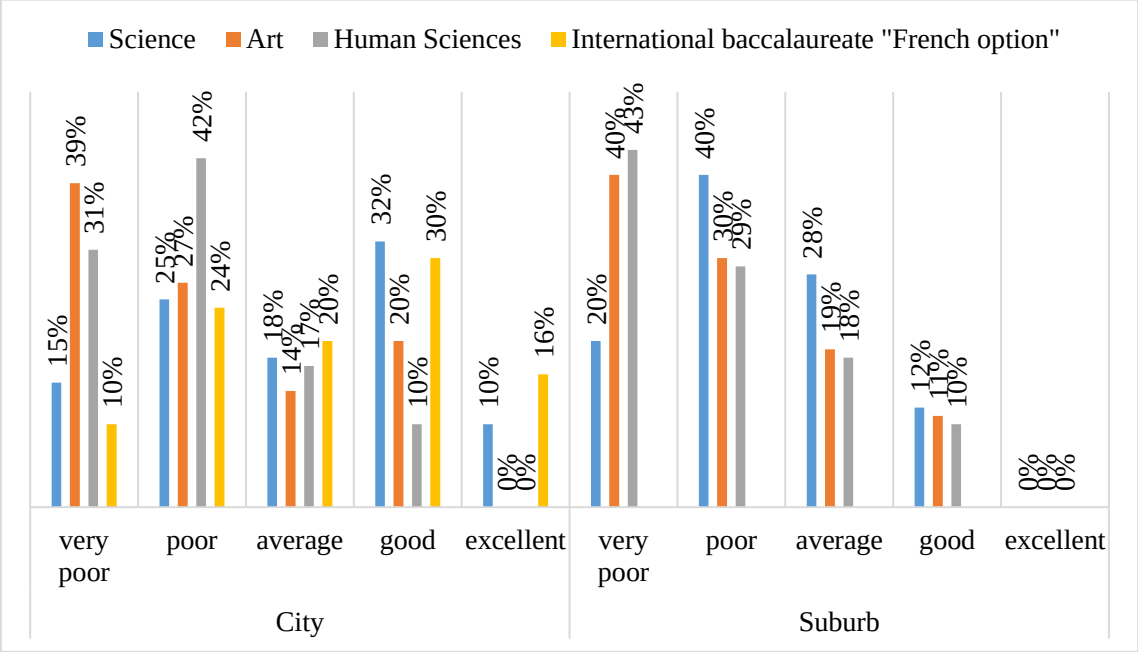
Only 15% of art students affirm a good ability to provide some solutions when discussing social issues in class. 20% of art students confirm an average scale, but 47% of art students affirm a poor ability to think of solutions when discussing social problem topics in class. 18% of art students affirm a very poor level.

- Participatory skills:

Table 33: Before I take a final decision; I am able to create a list of options and process all the probable solutions.

		Science	Art	Human Sciences	International baccalaureate "French option"
City	very poor	15%	39%	31%	10%
	poor	25%	27%	42%	24%
	average	18%	14%	17%	20%
	good	32%	20%	10%	30%
	excellent	10%	0%	0%	16%
	TOTAL	100%	100%	100%	100%
Suburb	very poor	20%	40%	43%	
	poor	40%	30%	29%	
	average	28%	19%	18%	
	good	12%	11%	10%	
	excellent	0%	0%	0%	
	TOTAL	100%	100%	100%	

Figure 30: Before I take a final decision; I am able to create a list of options and process all the probable solutions.



According to table 31 and figure 30, statistics show that art and human sciences students either in cities or suburb area affirm a poor and very poor ability to assess their decisions. 30% of international baccalaureate students affirm a good ability to create a list of options and process all the probable solutions before making a decision.

But only 16% of students confirm an excellent scale. 20% of international students assert an average level but 24% of students approve a poor level and only 10% approve a very poor ability to create a list of options and process all the probable solutions before making a decision.

10% of science students assess themselves as excellent. 32% of students confirm a good ability to create a list of options and process all the probable solutions before making a decision. Moreover, it is remarkable that 18% of science students affirm an average level but 25% assert a poor ability to create a list of options and process all the probable solutions before making a decision. Only 15% of students affirm a very poor scale.

Neither human sciences students nor art students assess themselves as excellent concerning this statement. Only 10% of human sciences affirm a good level, and 17% of students assert an average level, however; 42% of human sciences assert a poor scale and 31% of students affirm a very poor ability to create a list of options and process all the probable solutions before making a decision.

20% of art students affirm a good level concerning this statement but only 14% of art students assert an average ability to create a list of options and process all the probable solutions before making a decision. However, it is remarkable that 27% of art students approve a poor level and 39% of students assert a very poor scale.

In suburb area, only 12% of science students affirm a good to create a list of options and process all the probable solutions before making a decision. Only 28% of students assert an average level but 40% of science affirm a poor level concerning this question and 20% of students confirm a very poor scale.

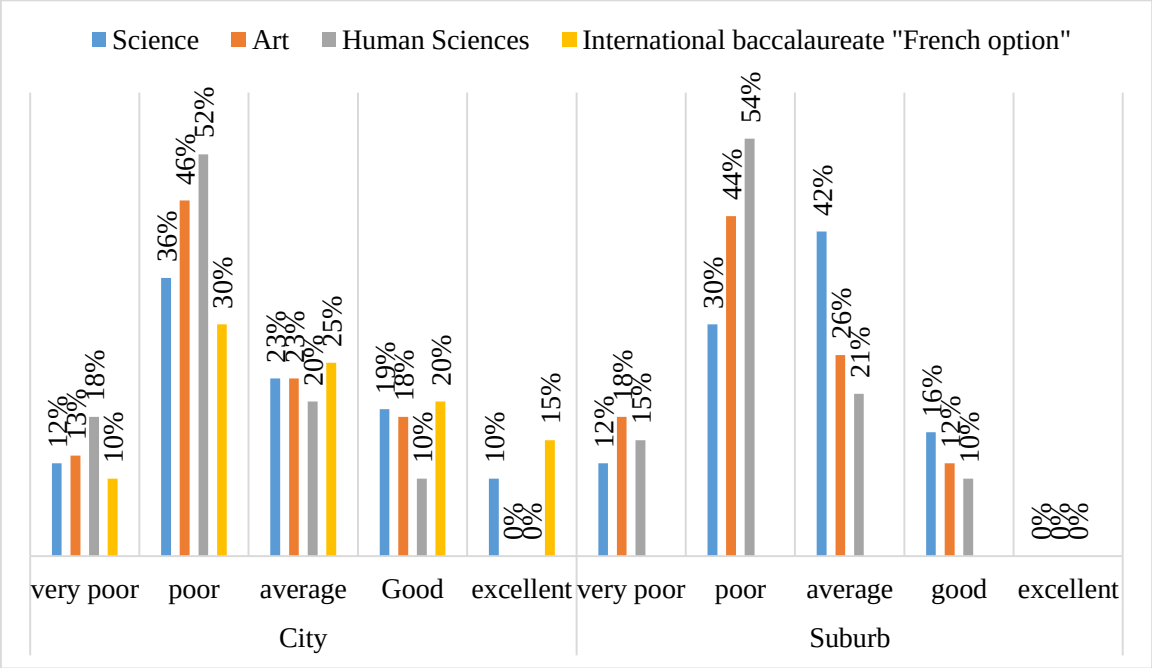
11% of art students approve a good ability to create a list of options and process all the probable solutions before making a decision. 19% of students affirm an average level. however, 30% of art students confirm a poor level and 40% of students assert a very poor ability to create a list of options and process all the probable solutions before making a decision.

Only 10% of human sciences students affirm a good level concerning this question. 18% of students approve an average level but 29% of human sciences students assert a poor level and 43% affirm a very poor ability to create a list of options and process all the probable solutions before making a decision.

Table 34: I am able to solve problems I face when working on projects in groups: (task difficulty, time management, members not contributing and conflict between group members).

		Science	Art	Human Sciences	International baccalaureate "French option"
City	very poor	12%	13%	18%	10%
	poor	36%	46%	52%	30%
	average	23%	23%	20%	25%
	Good	19%	18%	10%	20%
	excellent	10%	0%	0%	15%
	TOTAL	100%	100%	100%	
Suburb	very poor	12%	18%	15%	
	poor	30%	44%	54%	
	average	42%	26%	21%	
	good	16%	12%	10%	
	excellent	0%	0%	0%	
	TOTAL	100%	10%	100%	

Figure 31: I am able to solve problems I face when working on projects in groups: (task difficulty, time management, members not contributing and conflict between group members).



Statistics show that students lack the ability to solve problem situations they face when working on projects in groups. Only 15% of international students affirm an excellent

level and 20% of them confirm a good scale. 25% of students assert an average ability to solve problem situations they face when working on projects in group but 30% of students affirm a poor level and 10% of them confirm a very poor level concerning this question.

10% of science students assert an excellent ability to solve problems when working on projects in group in class but only 19% of students affirm a good level. 23% of students assess themselves as average however; it is obvious that 36% of students assert a poor ability to solve problem situations when working on projects in class and 12% of students affirm a very poor level.

0% of art students assess themselves as excellent regarding this statement and only 18% of art students assert a good ability to solve problem situations when working on projects in group. 23% of art students affirm an average level but 46% affirm a poor level. 13% of art students assert a very poor ability.

0% of human sciences students assert an excellent level and only 10% of students affirm a good ability to solve problem situations when working on projects in class. also, 20% of human sciences students evaluate themselves as average however; 52% of students confirm a poor ability to solve problems in class and 18% of students assert a very poor level.

In suburb area, students do not approve an excellent ability to solve problem situations with their classmates in class. 10% of human sciences assert a good ability to solve problem situations when working on projects in group and 21% of students affirm an average level. However, 54% of human sciences confirm a poor level and 15% of students assert a very poor scale. 12% of art students assert a good ability to solve problem situations when working on projects in class and 26% of art students assert an average level but 44% of art students assess themselves as poor and 18% of students confirm a very poor ability to solve problem situations.

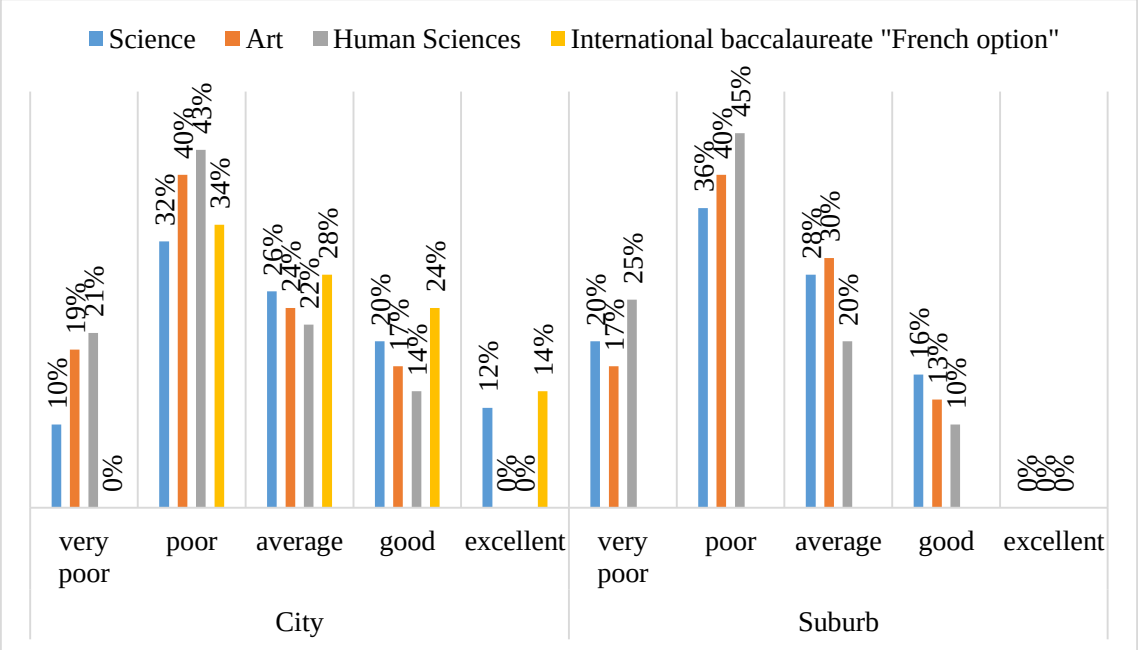
16% of science students affirm a good ability to solve problem situations and 42% of students assess themselves as average. 30% of science students confirm a poor ability to solve problems when working on projects in group and 12% of students assert a very poor scale. It

is remarkable that literature and human sciences students in suburb area assert a poor and very poor ability to solve problems when working on projects. In other words, these students are unable to deal with problems when working on class activities with their classmates.

Table 35: I am able to discuss my ideas with my classmates in class

		Science	Art	Human Sciences	International baccalaureate "French option"
City	very poor	10%	19%	21%	0%
	poor	32%	40%	43%	34%
	average	26%	24%	22%	28%
	good	20%	17%	14%	24%
	excellent	12%	0%	0%	14%
	TOTAL	100%	100%	100%	100%
Suburb	very poor	20%	17%	25%	
	poor	36%	40%	45%	
	average	28%	30%	20%	
	good	16%	13%	10%	
	excellent	0%	0%	0%	
	TOTAL	100%	100%	100%	

Figure 32: I am able to discuss my ideas with my classmates in class



Statistics show that the poor scale is highly chosen by students either in city or suburb area. In other words, 34% of international baccalaureate students affirm a poor ability to discuss their ideas with their classmates in class whereas only 24% of students affirm a good level. 28% of students assert an average level but only 14% international baccalaureate students confirm an excellent scale concerning this question.

Only 12% of science student affirm an excellent ability to discuss their ideas in class and 20% of students affirm a good scale regarding this statement. 26% of students assess themselves as average but 32% confirm a poor ability to discuss their ideas with their classmates in class. 10% of students affirm a very poor scale.

40% of art students approve a poor ability to discuss their thought in class and 19% of art students assert a very poor scale. 24% of art students affirm an average ability to discuss their ideas in class and only 17% of art students confirm a good level. 0% of students have chosen an excellent scale.

43% of human sciences affirm a poor ability to discuss their ideas in class. 21% of students assert a very poor level. 22% of human sciences students affirm an average level and only 14% affirm a good scale. Students of human sciences have not chosen the excellent scale and express a low ability to discuss their ideas with their classmates in class.

In suburb area, students do not assert an excellent ability to discuss their own ideas in class. Only 16% of science students affirm a good ability to discuss their thought in class, 28% of students affirm an average level. 36% of science students confirm a poor level and 20% of students assert a very poor ability regarding this statement.

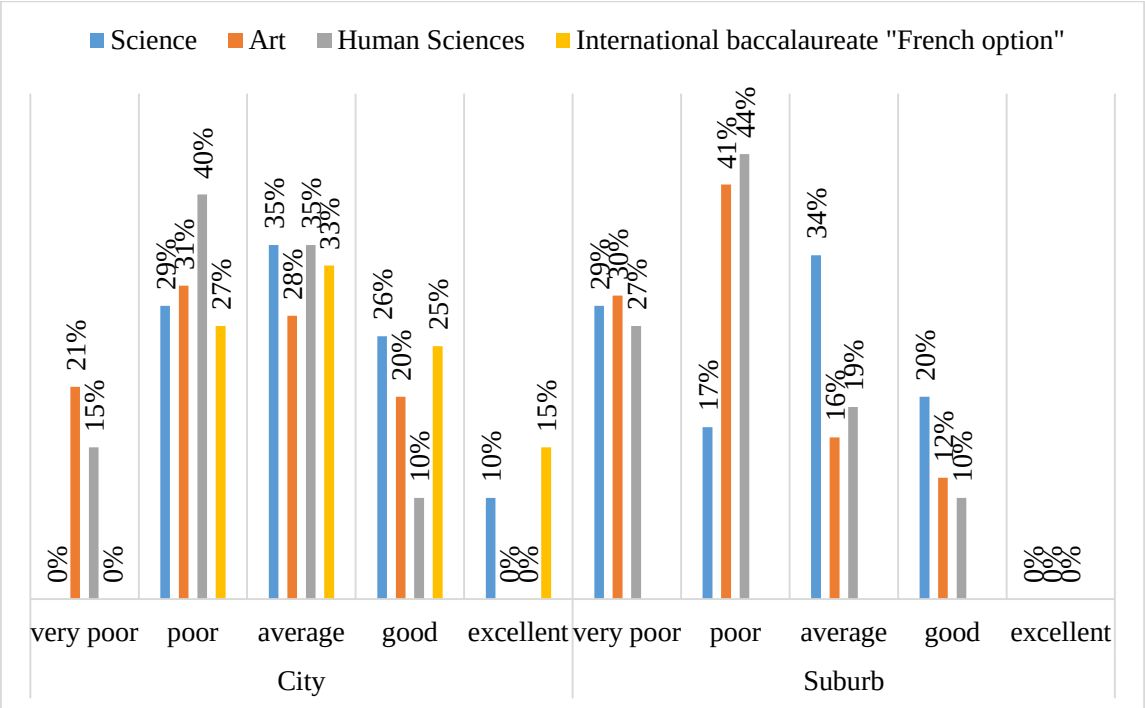
40% of art students approve a poor ability to discuss their ideas in class. 17% of art students affirm a very poor scale. 30% of art students assert themselves as average and only 13% of students affirm good ability to discuss their ideas in class.

Only 10% of human sciences students affirm a good level. 20% of students confirm an average level but 45% of students assert a poor ability to discuss their ideas in class and 25% of students assert a very poor level regarding this statement.

Table 36: I am able to express and explain my ideas using my own words in class.

		Science	Art	Human Sciences	International baccalaureate "French option"
City	very poor	0%	21%	15%	0%
	poor	29%	31%	40%	27%
	average	35%	28%	35%	33%
	good	26%	20%	10%	25%
	excellent	10%	0%	0%	15%
	TOTAL	100%	100%	100%	
Suburb	very poor	29%	30%	27%	
	poor	17%	41%	44%	
	average	34%	16%	19%	
	good	20%	12%	10%	
	excellent	0%	0%	0%	
	TOTAL	100%	100%	100%	

Figure 33: I am able to express and explain my opinion using my own words in class.



It is remarkable that students in city approve an average ability whereas students in suburb area assert a poor ability to express their opinion in class. 15% of international baccalaureate “French option” students affirm an excellent ability to express their opinions using their own words in class and 25% of students confirm a good level. 27% of students assess themselves as poor but 33% of international baccalaureate students affirm an average level.

Only 10% of science students assert an excellent ability to express their opinions in class. 26% of students affirm a good level. 35% of science students confirm an average ability to express their opinion in class. In addition, 29% of students assert a poor ability to express their opinion in class.

20% of art students affirm a good level. 28% assess themselves as average but 31% of art students confirm a poor ability to express their opinion in class. Besides, 21% of art students affirm a very poor level.

Only 10% of human sciences affirm a good ability to express their opinion in class but 35% of students assert an average level however; it is remarkable 40% of human sciences affirm a poor ability to express their opinion in class. Students are unable to express and share their opinions in class.

In suburb area, students do not approve an excellent ability to express and share opinion with their classmates in class. 20% of sciences students assert a good scale regarding this statement and 34% of students affirm an average level. Only 17% of students assess themselves as poor but 29% of sciences students assert a very poor ability to express their opinion with their classmates in class.

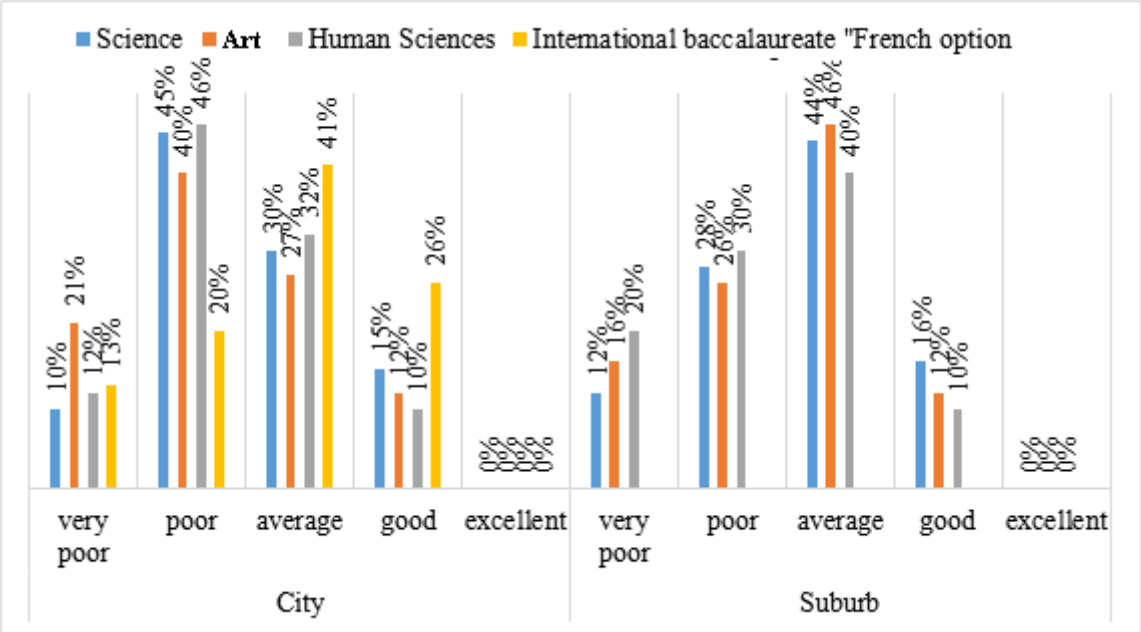
12% of art students approve a good ability to express their opinions in class. 16% of art students affirm an average level but 41% of art students assert a poor ability to express their opinions using their own words in class and 30% of art students assert a very poor level.

10% of human sciences assert a good ability to express their opinions in class. 19% of students assert an average level. However; it is noticeable that 44% of students approve a poor level regarding this statement and 27% of students assert a very poor ability to express their opinions using their own words in class.

Table 37: I am able to listen carefully when my classmates discuss their opinions in class.

		Science	Art	Human Sciences	International baccalaureate "French option
City	very poor	10%	21%	12%	13%
	poor	45%	40%	46%	20%
	average	30%	27%	32%	41%
	good	15%	12%	10%	26%
	excellent	0%	0%	0%	0%
	TOTAL	100%	100%	100%	100%
Suburb	very poor	12%	16%	20%	
	poor	28%	26%	30%	
	average	44%	46%	40%	
	good	16%	12%	10%	
	excellent	0%	0%	0%	
	TOTAL	100%	100%	100%	

Figure 34: I am able to listen carefully when my classmates discuss their opinions in class.



Statistics show that students approve a low ability to listen to their classmates when they are speaking their opinions in class. Students in city assert a poor level regarding this question whereas students in suburb area affirm an average level. 26% of international baccalaureate students affirm a good ability to listen to their classmates when discussing their opinions in class. However; 41% of students assert an average level. Only 20% of students affirm a poor level and 13% of students assert a very poor ability to listen to their classmates when discussing their opinions in class.

Only 15% of science students confirm a good scale. 30% of students assert an average scale but 45% of sciences students approve a poor ability to listen to their classmates in class when speaking and 10% of students assert a very poor level. 10% of human sciences students assert a good level and 32% approve an average scale but 46% of human sciences students affirm a poor ability to listen to their classmates when speaking their opinion in class.

12% of art students approve a very poor level. 12% of art students confirm a good level, 27% of students assert an average ability to listen to their classmates when discussing their opinions in class. However; it is noticeable that 40% of art students assert a poor level. 21% of art students affirm a very poor level. All students of different streams do not assess themselves as excellent.

In suburb area, students do not approve an excellent ability to listen carefully when their classmates discuss their opinions in class. Only 16% of science students approve a good level but 28% of students assert a poor ability to listen to their classmates when speaking their opinions, however; it is found that 44% of students affirm an average level. 12% of science students confirm a very poor scale.

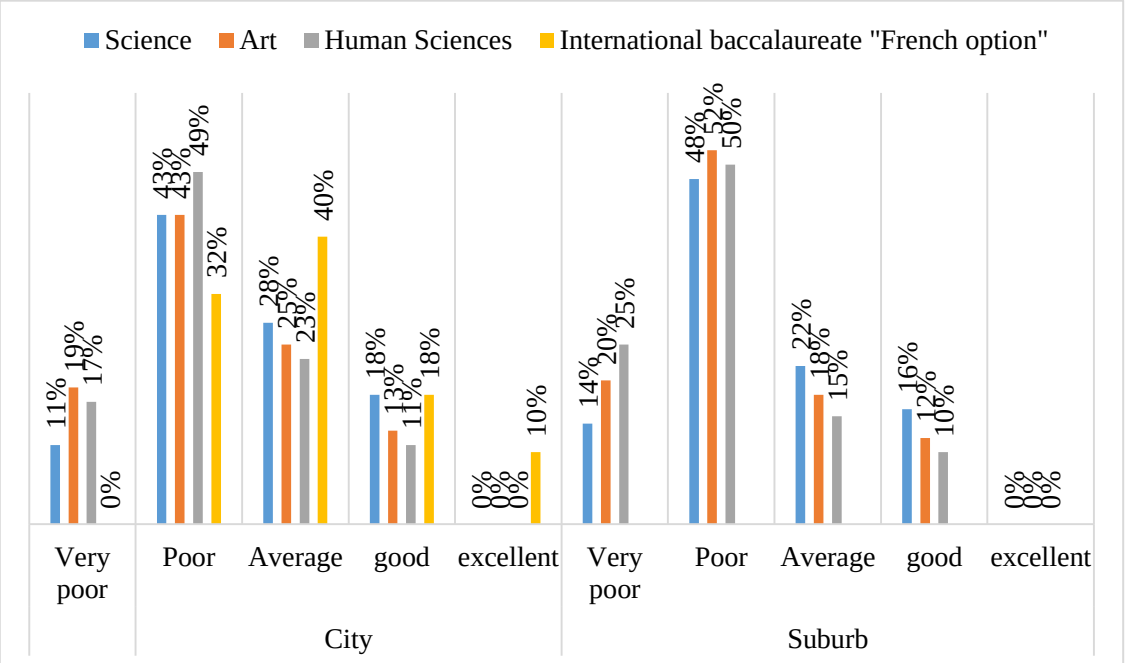
12% of art students assert a good ability to listen carefully to their classmates when discussing their opinions in class, 26% of students approve a poor level but it is remarkable that 46% art of students approve an average level. 16% of art students assert a very poor level.

Only 10% of human sciences students approve a good ability to listen to their classmates when speaking their thoughts in class and 30% of human sciences affirm a poor level but 40% of students assert an average scale. 20% of students assert a very poor level.

Table 38: I am able to work in group with my classmates on a given task.

		Science	Art	Human Sciences	International baccalaureate "French option"
	Very poor	11%	19%	17%	0%
City	Poor	43%	43%	49%	32%
	Average	28%	25%	23%	40%
	good	18%	13%	11%	18%
	excellent	0%	0%	0%	10%
	TOTAL	100%	100%	100%	100%
Suburb	Very poor	14%	20%	25%	
	Poor	48%	52%	50%	
	Average	22%	18%	15%	
	good	16%	12%	10%	
	excellent	0%	0%	0%	
	TOTAL	100%	100%	100%	

Figure 35: I am able to work in group with my classmates on a given task.



Statistics show that students express a low ability of cooperative learning. In other words, students either in city or suburb area approve a poor ability to work in group with their classmates on a given task. Only 10% of international baccalaureate students approve an excellent level. 18% of international baccalaureate students assert a good ability to work collaboratively with their classmates, however; 40% of students affirm an average level. it Is noticeable that 32% of students assess themselves as poor.

18% of science students approve a good ability to work in group with their classmates, 28% of students affirm an average scale and 43% of students confirm a poor ability to work in group with others. 11% of students assert a very poor scale.

13% of art students approve a good ability to work in group with their classmates and 25% of students affirm an average ability but 43% of art students approve a low (poor) ability to work in group with their classmates on a given task. 19% of art students affirm a very poor level.

Only 11% of human sciences students assert a good ability. 23% of human sciences students affirm an average level; however it is obvious that 49% of human sciences approve a poor ability to work in group with their classmates in class. 17% of students confirm a very poor.

In suburb area, it is noticed that students of different streams do not approve an excellent ability to work in group with their classmates on a given task. 48% of sciences students approve a poor ability to work in group with their classmates and 14% of students assert a very poor scale. 22% of science students assert an average ability to work collaboratively with their classmates in class but only 16% of students assert a good scale.

52% of art students affirm a poor ability to work in group with their classmates, however; 18% of art students assert an average scale and only 12% confirm a good ability to work in group with their classmates on a given task. 10% of human sciences students assert a good level and only 15% affirm an average scale regarding this question. 50% of human sciences affirm a poor ability to work in group with their classmates and 25% of students confirm a very poor scale.

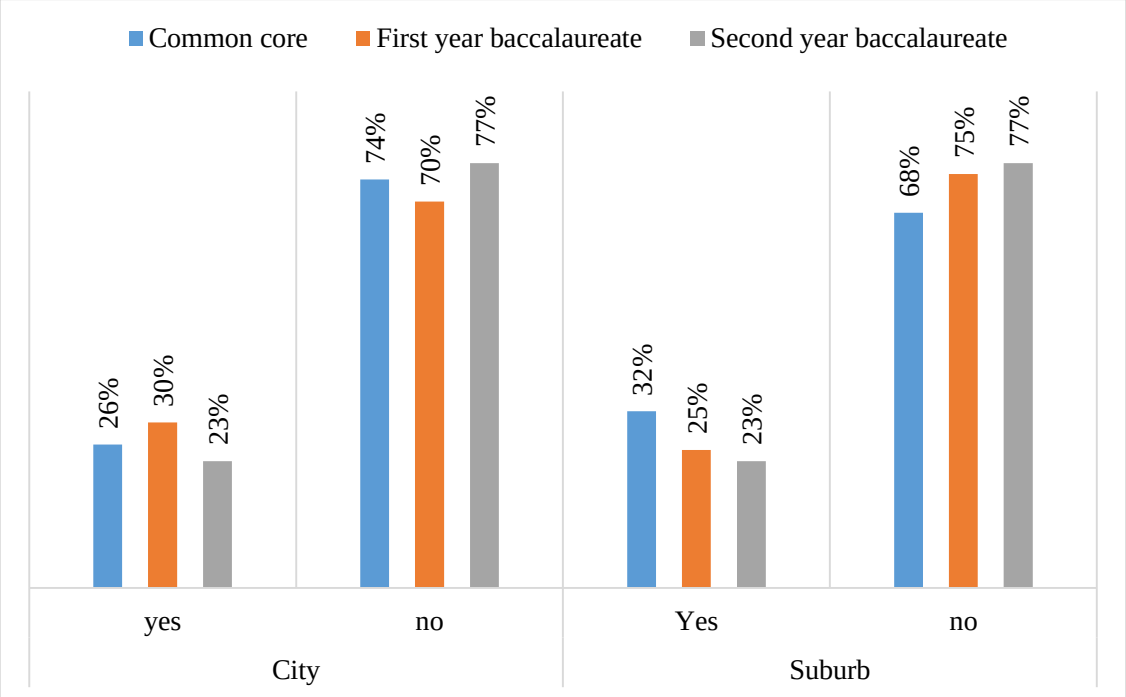
3.1.2. The Implementation of Civic Skills: in and out Classrooms

In this sub section, the researcher presents the statistical results of the implementation of civic skills: in and out classrooms of the three levels common core, first year and second year baccalaureate in city and suburb area.

Table 39: Does your English teacher and staff administrators organize extra-curriculum activities for common core, first year and second year baccalaureate in city and suburb areas.

		Common core	First year baccalaureate	Second year baccalaureate
City	Yes	26%	30%	23%
	No	74%	70%	77%
	TOTAL	100%	100%	100%
Suburb	Yes	32%	25%	23%
	No	68%	75%	77%
	TOTAL	100%	100%	100%

Figure 36: Does your English teacher and staff administrators organize extra-curriculum activities for common core, first year and second year baccalaureate in city and suburb areas.



According to figure 36, extra-curriculum activities are not encouraged in schools either in city or suburb areas. 26% of common core students in city areas claimed that their English teachers and staff administrators organize extra curriculum activities however 74% of students claimed a negative response.

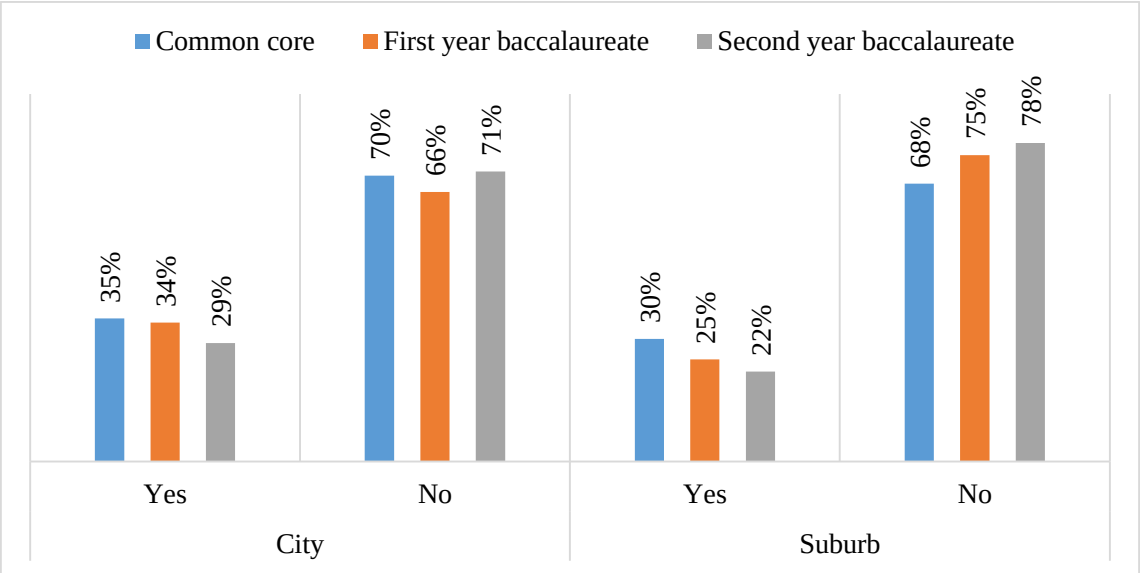
30% of first year baccalaureate students stated that extra curriculum activities are encouraged by their teacher and staff administrators. 70% of students assert a negative answer. 23% of second year baccalaureate students affirm that their English teacher and staff administrators organize extra-curriculum activities. However, 77% of students confirm a negative answer.

In suburb area, 32% of common core students approved that extra-curriculum activities encouraged by their English teacher and staff administrators, however 68% of students affirm a negative answer. 25% of first year baccalaureate students assert that extra-curriculum activities are encouraged by their English teacher and staff administrators. Nevertheless, 75% of students affirm a negative response. 23% of second year baccalaureate students assert that their English teachers and staff administrators organize extra-curriculum activities however 77% of students approve a negative response.

Table 40: Do you play videos for class discussion in class?

		Common core	**First year baccalaureate**	**Second year baccalaureate**
City	Yes	35%	34%	29%
	No	70%	66%	71%
	TOTAL	100%	100%	100%
Suburb	Yes	30%	25%	22%
	No	68%	75%	78%
	TOTAL	100%	100%	100%

Figure 37: Do you play videos in class for discussion?



Concerning this question, it is remarkable that there is a decreasing use of technology in English language teaching classrooms in city and suburb areas. 70% of common core students claimed that they do not play videos for class discussion whereas only 35% affirm a positive response.

Only 34% of first year baccalaureate students stated that they use videos for class discussions, however; 66% of students confirm a negative response. Only 29% of second year students affirm the use of technology in class whereas 71% students stated a negative response. Videos are a medium that can be used in order to speak with pupils. In other words, students can experience a good time watching videos online and maybe the perfect medium that can be used for showcasing new knowledge.

In suburb area, 30% of common core students assert that they use videos for class discussion however, 68% of students approve a negative response. 25% of first year baccalaureate students confirm the use of videos for class discussion but 75% of students affirm a negative answer. 22% of second year baccalaureate approve that they use videos for class discussion in class, however; 78% of students affirm a negative answer.

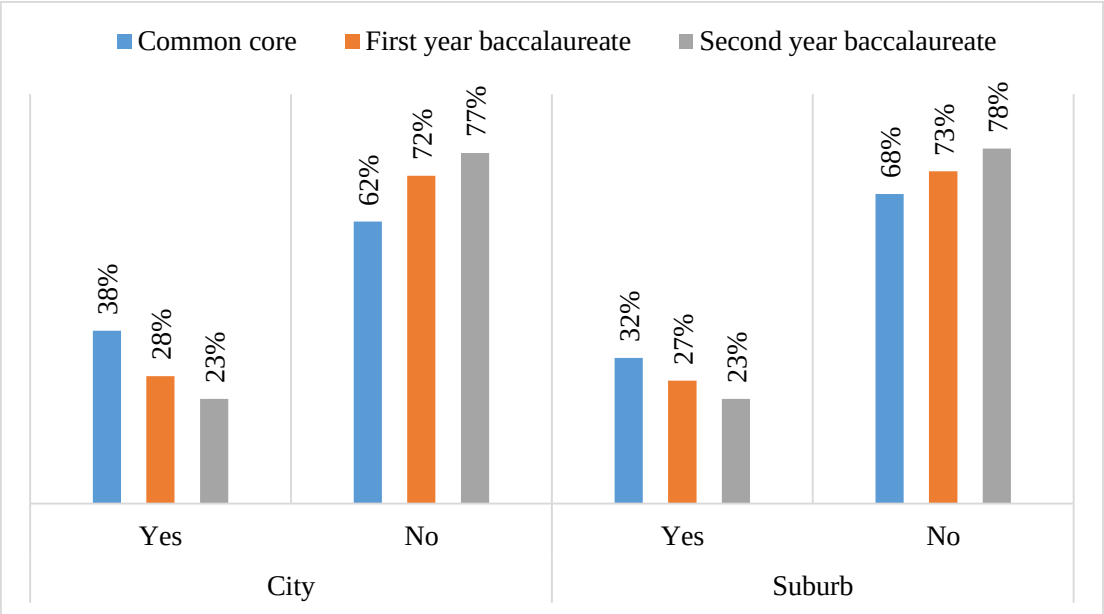
The use of videos in class boosts communication in students and entices learning new stuff. Videos are known to engage and immerse learners. Videos can integrate the outside

world into the classroom. Its use is to create authentic, unique and fun lessons that will immerse students. The use of videos in classrooms makes it easier for students to understand various topics and ideas. The use of videos help students increase their communication skills: that is to say students get a variety of information, engage students in problem-solving and investigative activities, begin to dismantle social stereotypes, reflect on social problem situations, help students practice critical viewing skills, and provide a common experience for students to discuss different issues. However, it has been approved that videos are not encouraged in common core, first and second year baccalaureate classes.

Table 41: Do you have school clubs in your institution?

		Common core	First year baccalaureate	Second year baccalaureate
City	Yes	38%	28%	23%
	No	62%	72%	77%
	TOTAL	100%	100%	100%
Suburb	Yes	32%	27%	23%
	No	68%	73%	78%
	TOTAL	100%	100%	100%

Figure 38: Do you have school clubs in your institution?



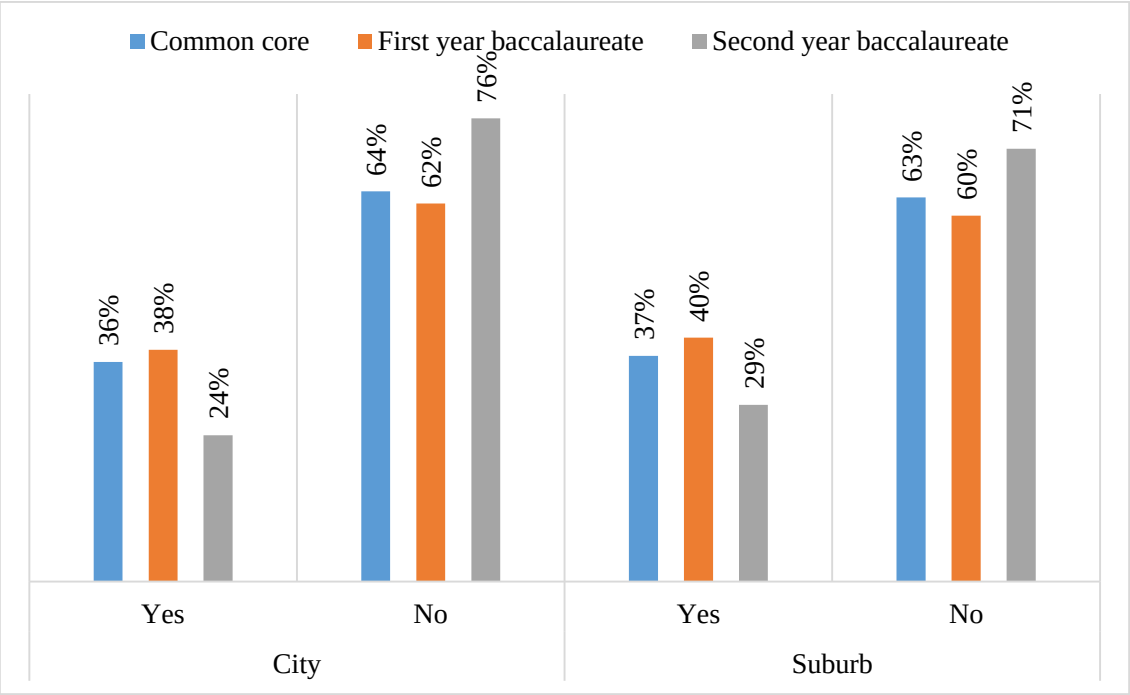
It is noticed that school clubs are not encouraged in schools either in city and suburb areas. Only 38% of common core students assert that they do have school clubs in their institutions, however; it is found that 62% of students approve a negative response. 72% of first year baccalaureate students affirm that school clubs are not encouraged in their institutions whereas only 28% confirm a positive response. 23% of second year baccalaureate students approve that they do have school clubs in their institutions, however; 78% of students assert a negative response.

School clubs help students learn to work together towards a common goal, learn respect to one another. School clubs for students gives an opportunity to develop the art of persuasion, communication, reflection and discussion. School club membership provides an opportunity to participate in new roles. Participating in club activities helps students improve their communication skills which can be important in their academic and life career. Similarly, it helps students to engage with each other in a productive environmental setting that helps to strengthen independence, autonomy and confidence in pupils. By working with others outside of a classroom setting, youths begin to learn the value of improvisation, sharing ideas, expression, discussion, and offering support to peers in challenging circumstances.

Table 42: Have you ever taken the responsibility of a class representative in your school?

		Common core	**First year baccalaureate**	**Second year baccalaureate**
City	Yes	36%	38%	24%
	No	64%	62%	76%
	TOTAL	100%	100%	100%
Suburb	Yes	37%	40%	29%
	No	63%	60%	71%
	TOTAL	100%	100%	100%

Figure 39: Have you ever taken the responsibility of a class representative in your school?



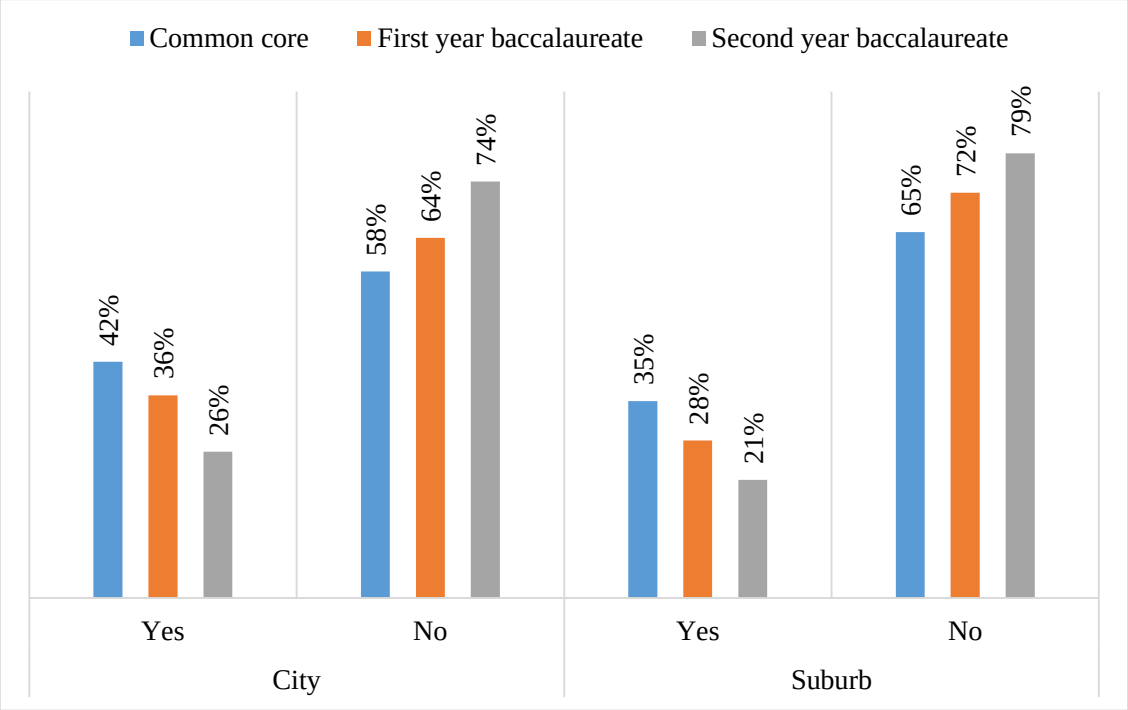
Statistics show that students do not take the responsibility as class representatives. 36% of common core students affirm that they take responsibilities of class representatives whereas 64% responded negatively. 62% of first year baccalaureate students confirm that they do not take responsibilities as class representatives in their school but only 38% affirm positively. 76% of second year students affirm that they do not take responsibilities as class representative in their school, but only 24% of students confirm positively.

Schools and teachers need to encourage their students to take responsibilities as school representatives and students council and be part of the school community. Class representatives help students to enhance communication between students, management, staff and parents, and connect students to their school community and build skills, abilities, interests and in students to help them act effectively in their community. School representatives develop in students; responsibility, respect. School representative position helps students to develop their participatory skills as problem solving, self-directed thinking produce innovative ideas.

Table 43: Do you work on projects in groups in class?

		Common core	First year baccalaureate	Second year baccalaureate
City	Yes	42%	36%	26%
	No	58%	64%	74%
	TOTAL	100%	100%	100%
Suburb	Yes	35%	28%	21%
	No	65%	72%	79%
	TOTAL	100%	100%	100%

Figure 40: Do you work on projects in groups in class?



Statistics show that group projects are rarely encouraged in class. 42% of common core students affirm that they work on projects in groups in class, however; 58% of students assert a negative response. 64% of first year baccalaureate students confirm that they have never worked on project in groups in class whereas only 36% affirm a positive answer. 74% of second year students assert that group projects are not encouraged in class, whereas only 22% affirm a positive response.

In suburb area, 35% of common core students assert that they work on projects in group in class, however; 65% of students affirm a negative answer. 72% of second year baccalaureate students confirm that they do not work on projects in groups in class, however; only 28% of students confirm a positive answer.

Group projects allow students to demonstrate his or her capabilities while working independently. It also develops the student's ability to work with his or her peers, building teamwork and group skills. It allows the teacher to learn about students' personality; his/her desires and interests. In addition, students become engaged builders of a new knowledge base and become active, lifelong learners. Group projects can help students develop a host of skills that are increasingly important in their academic and world life. Positive group experiences reinforce skills that are relevant to both group and individual work, including the ability to: breaking complex tasks into parts and steps, set and manage time, refine understanding through discussion and explanation, give and receive feedback on performance, as well as developing stronger communication skills.

Working on projects in groups can also help students develop skills specific to collaborative efforts, in addition to other intellectual and participatory skills such as: questioning, investigating, defining problems, analyzing, interpreting, reasoning, developing conclusions, and solving problems.

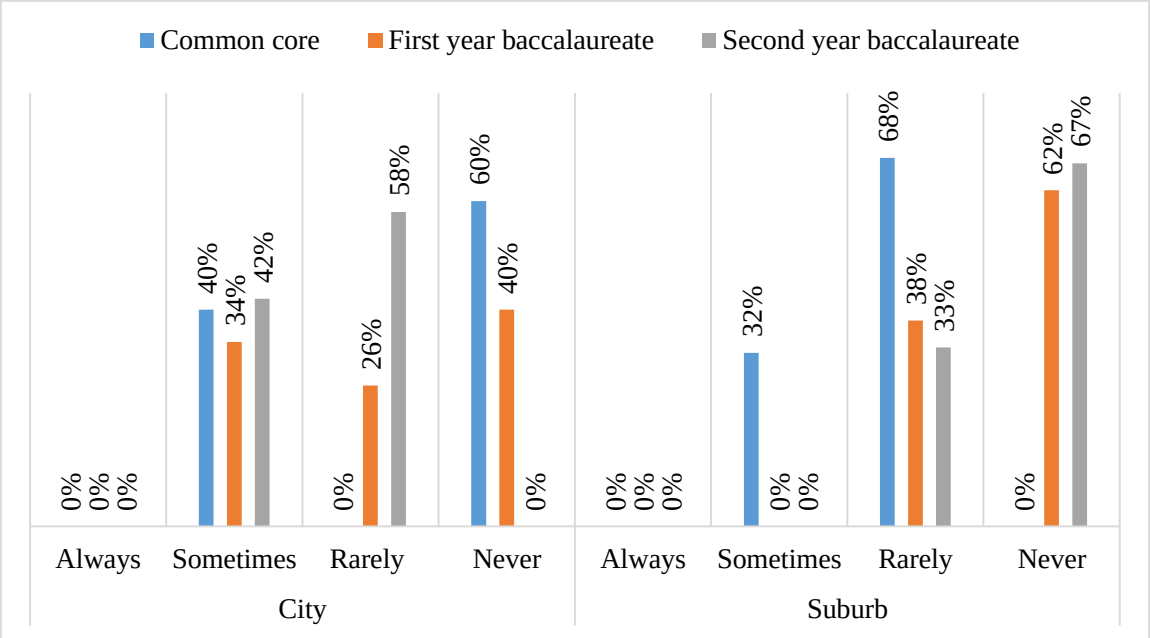
3.1.3. Teaching Civically through Classroom Activities

In this sub section, the researcher presents the results of classroom activities in common core, first and second baccalaureate students ELT classrooms in Meknes-Fes suburb area.

Table 44: Do you give oral presentations in class?

		Common core	First year baccalaureate	Second year baccalaureate
City	Always	0%	0%	0%
	Sometimes	40%	34%	42%
	Rarely	0%	26%	58%
	Never	60%	40%	0%
	TOTAL	100%	100%	100%
Suburb	Always	0%	0%	0%
	Sometimes	32%	0%	0%
	Rarely	68%	38%	33%
	Never	0%	62%	67%
	TOTAL	100%	100%	100%

Figure 41: Do you give oral presentations in class?



Statistics show that oral presentations are not encouraged in class. Students of city areas affirm that they do not always deliver speeches in class. 40% of common core students assert that sometimes they give oral presentation in class, however 60% of students stated a negative response. 34% of first year baccalaureate students approve that sometimes they deliver oral presentations in class, 26% of students assert that oral presentations are rarely encouraged in class. 40% of first year baccalaureate students affirm a negative statement. 42%

of second year baccalaureate students approve that sometimes they give oral presentations in class. However, 58% of students stated that oral presentations are rarely encouraged in class.

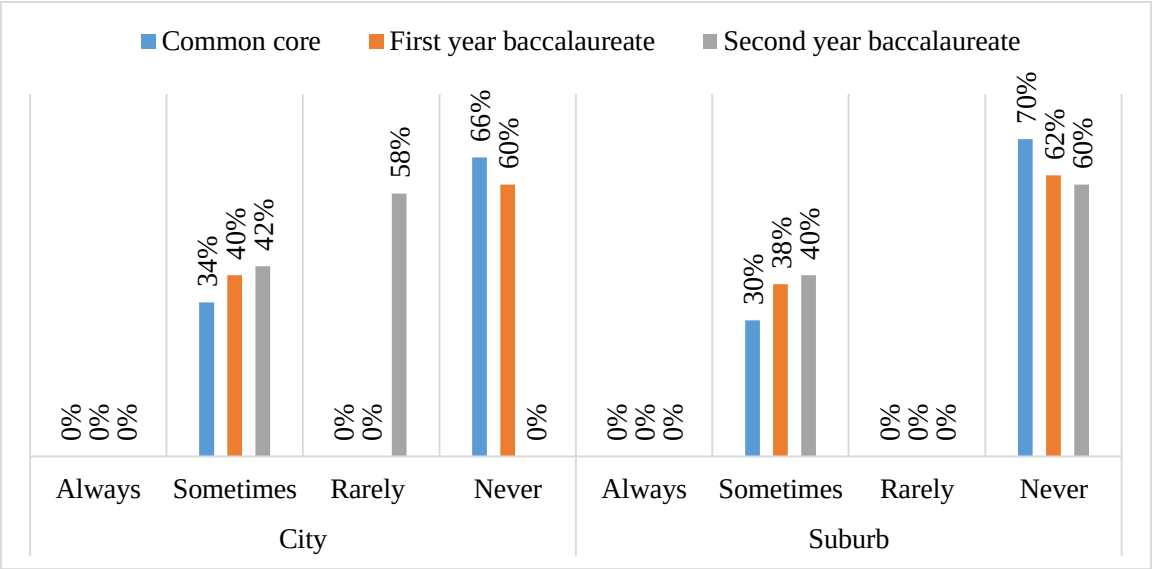
In suburb area, students affirm that they do not always give oral presentations in class. Only 32% of common core students assert that sometimes they deliver oral presentations, however; 68% of students approve that oral presentations are rarely encouraged in class. Both first and second year baccalaureate students did not select "sometimes scale" concerning giving oral presentations in class. In other words, 38% of first year baccalaureate students assert that oral presentations are rarely recommended in class. However, 62% of first year baccalaureate students stated that they never give oral presentations in class. 33% of second year baccalaureate students assert that giving oral presentations are rarely encouraged in class. However; 67% of students approved that they never delivered oral presentations in class.

Not encouraged to give presentation and so students might affect their communication skills to develop and elaborate. Giving presentations benefit the presenter in significant ways. If helps students to learn how to speak in front a group, in addition to presenting and explaining their ideas in front of class. They learn how to prepare material for public presentation, and practice with feedback which helps them improves their speaking skills. Normally when teachers talk, students more or less have to pay attention, at least some of the time, but when their classmates present, they can be attentive and more motivated.

Table 45: Do you discuss community issues in class?

		Common core	**First year baccalaureate**	**Second year baccalaureate**
City	Always	0%	0%	0%
	Sometimes	34%	40%	42%
	Rarely	0%	0%	58%
	Never	66%	60%	0%
	TOTAL	100%	100%	100%
Suburb	Always	0%	0%	0%
	Sometimes	30%	38%	40%
	Rarely	0%	0%	0%
	Never	70%	62%	60%
	TOTAL	100%	100%	100%

Figure 42: Do you discuss community issues in class?



Statistics show that there is a lack of discussion of community issues in class. Students rarely discuss social issues in class. 34% of common core students affirm that sometimes they discuss community issues in class whereas 66% assert a negative response. 40% of first year baccalaureate students affirm that sometimes discuss social issues in class, 60% of students affirm never. 42% of second year baccalaureate students affirm that sometimes discuss community issues in class, however; 58% of students affirm rarely.

In suburb areas, 30% of common core students approve that sometimes they discuss community issues in class. 70% of common core student assert that community issues are never encouraged in class. 38% of first year baccalaureate students assert sometimes they discuss community issues in class, however; 62% of students confirm that community issues are never recommended in class. 40% of second year baccalaureate students assert that sometimes they discuss community issues in class, however; 60% of students assert that community issues are never encouraged in class.

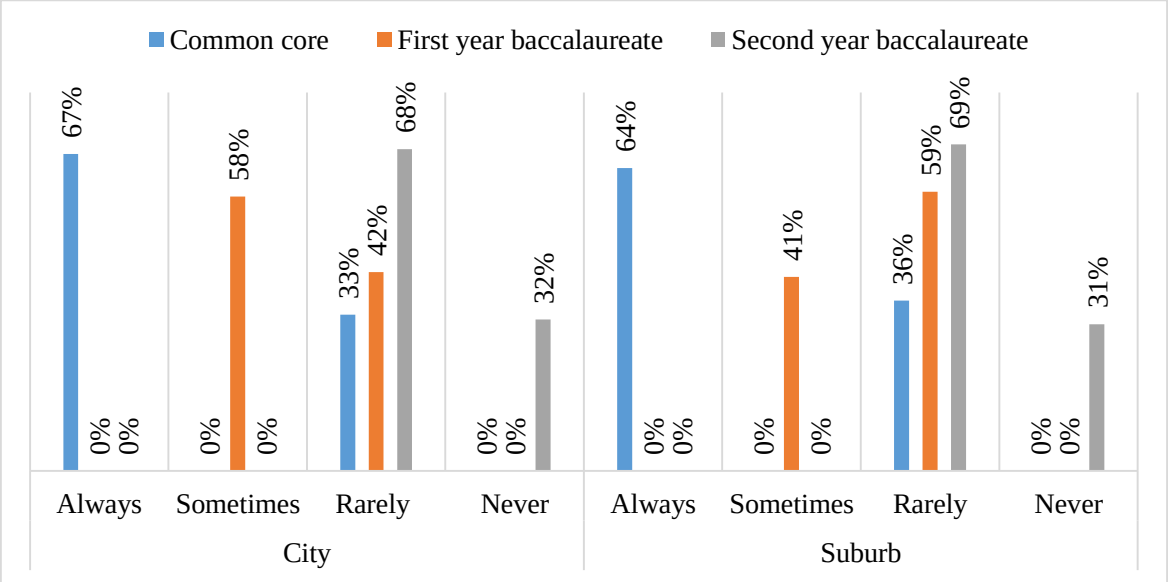
According to statistics, advanced classes rarely discuss community issues; this means that students lack abilities to reflect and think about issues related to their day everyday lives. Discussing community and social issues help students explore a diversity of perspectives. It also increases students' awareness of and tolerance and encourages attentive, respectful

listening. In addition, it develops new appreciation for continuing differences and increases intellectual abilities in students. It helps also students become more connected to a topic and involve to issues discussed. Moreover, discussing community issues develop the capacity for the clear communication of ideas, meaning, and collaborative learning. Also, it helps students develop skills of synthesis and integration. Enabling conversations about these issues empowers students to voice their concern and question unjust situations in their lives or in the lives of those around them.

Table 46: Group work

		Common core	First year baccalaureate	Second year baccalaureate
City	Always	67%	0%	0%
	Sometimes	0%	58%	0%
	Rarely	33%	42%	68%
	Never	0%	0%	32%
	TOTAL	100%	100%	100%
Suburb	Always	64%	0%	0%
	Sometimes	0%	41%	0%
	Rarely	36%	59%	69%
	Never	0%	0%	31%
	TOTAL	100%	100%	100%

Figure 43: Group work



Statistics show that group work activities are encouraged in common core more than first year and second year baccalaureate classes. 67% of common core students affirm that they always work in group in class and only 33% affirm rarely. 58% of first year baccalaureate students affirm sometimes they work in group, however; 42% of students assert that group work is rarely recommended in class. 68% of second year baccalaureate students affirm that they rarely work in group in class, and 30% of student assert never.

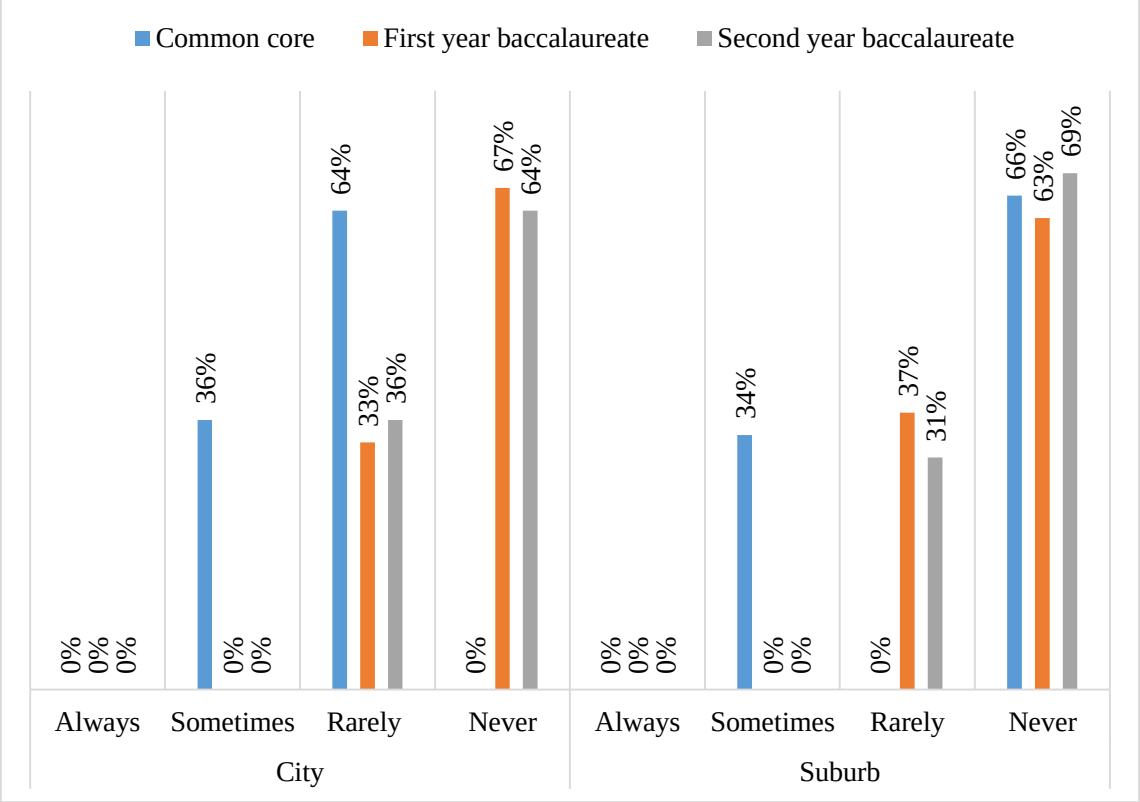
In suburb area, 64% of common core students assert that sometimes they work in group in class. 36% of common core students assert that group work activities are rarely encouraged in class. 41% of first year baccalaureate students affirm that sometimes they work in group in class. 59% of first year baccalaureate students assert rarely. 69% of second year baccalaureate students approve that they rarely work in group and 31% of students assert that group work activities are never encouraged in class.

It is noticeable that group work is highly used in common core students. However, it is rarely used with advanced classes (first and second year baccalaureate). Group work activities push students to create an environment where students "teach" and explain concepts to each other. This reinforces the information provided by the instructor and also provides students the opportunity to "hear" or learn the material from a peer, who may be able to explain it in a way that makes more sense to the other students. Cooperative learning reinforces participatory skills in helping students share and exchange information to one another as well as to create an atmosphere where students cooperate and collaborate with each other for common success.

Table 47: Projects

		Common core	First year baccalaureate	Second year baccalaureate
City	Always	0%	0%	0%
	Sometimes	36%	0%	0%
	Rarely	64%	33%	36%
	Never	0%	67%	64%
	TOTAL	100%	100%	100%
Suburb	Always	0%	0%	0%
	Sometimes	34%	0%	0%
	Rarely	0%	37%	31%
	Never	66%	63%	69%
	TOTAL	100%	100%	100%

Figure 44: Projects



Statistics show that class projects are not always encouraged in all levels either in city or suburb area. 36% of common core assert that sometimes they use class projects, however; 64% of common core students affirm that class projects are rarely recommended in

class. 33% of first year baccalaureate students confirm that they rarely use projects in class and 67% of first year students approve that class projects are never encouraged in class. 67% of second year baccalaureate students assert that they never use class projects and 33% of students affirm that class projects are rarely used.

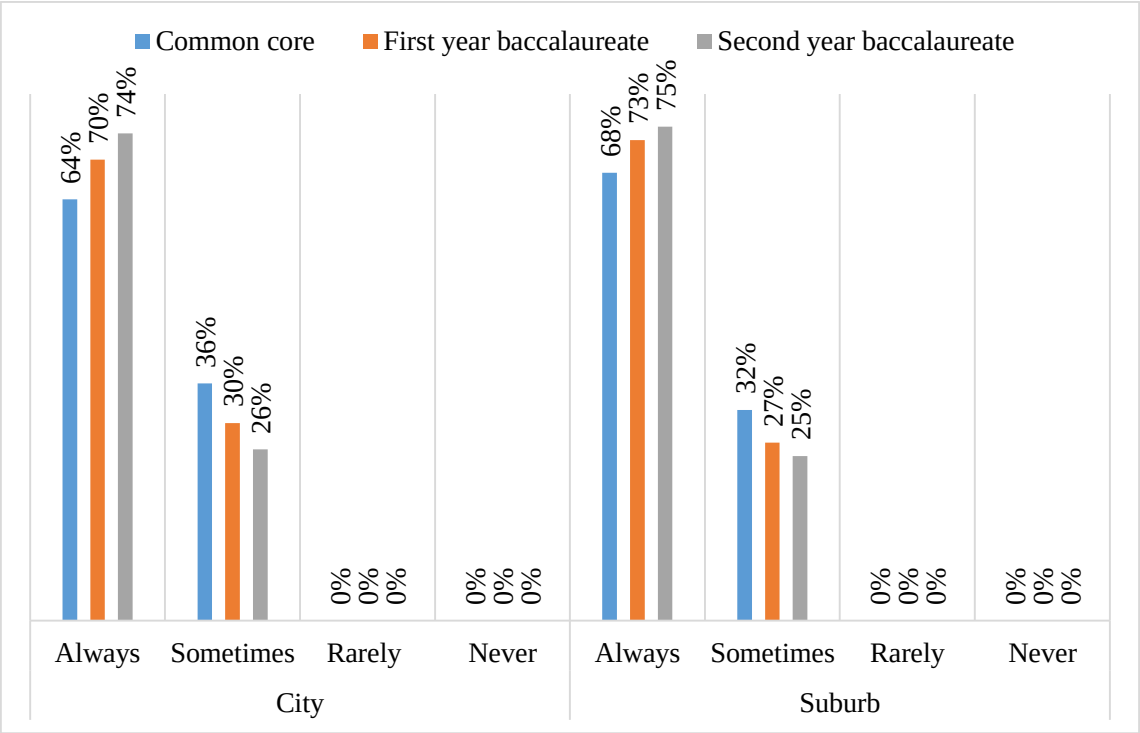
In suburb area, 34% of common core students assert sometimes they work on projects in class. 37% of first year baccalaureate students affirm that class projects are rarely encouraged. 63% of first year baccalaureate students approve that they never work on projects in class. 31% of second year baccalaureate students confirm that they rarely work on projects in class, however; 69% of second year baccalaureate students assert that projects are never encouraged in class.

Class projects are rarely used in all levels either in city or suburb area. Overall, class projects encourage students to develop a balanced, diverse approach to solving real-world problems. Class project fosters in students their communication skills and encourages students to find a common ground, work together without constant tension. It also enhances professionalism and collaboration and improves student-teacher relationships. It gives the students opportunity develops their critical thinking and creative spirit.

Table 48: Grammar

		Common core	**First year baccalaureate**	**Second year baccalaureate**
City	Always	64%	70%	74%
	Sometimes	36%	30%	26%
	Rarely	0%	0%	0%
	Never	0%	0%	0%
	TOTAL	100%	100%	100%
Suburb	Always	68%	73%	75%
	Sometimes	32%	27%	25%
	Rarely	0%	0%	0%
	Never	0%	0%	0%
	TOTAL	100%	100%	100%

Figure 45: Grammar



Statistics show that students affirm that grammar is always used in classes of different levels either in city and suburb areas. 64% of common core students affirm that they always use grammar lessons in class. 36% of common core students approve that they sometimes use grammar in class. 70% of first year baccalaureate students approve that grammar lessons are always encouraged in class. 30% of first year baccalaureate students assert that sometimes they use grammar activities in class. 74% of second year baccalaureate students affirm that they always use grammar lessons in class. 26% of second year baccalaureate students that assert they sometimes use grammar in class.

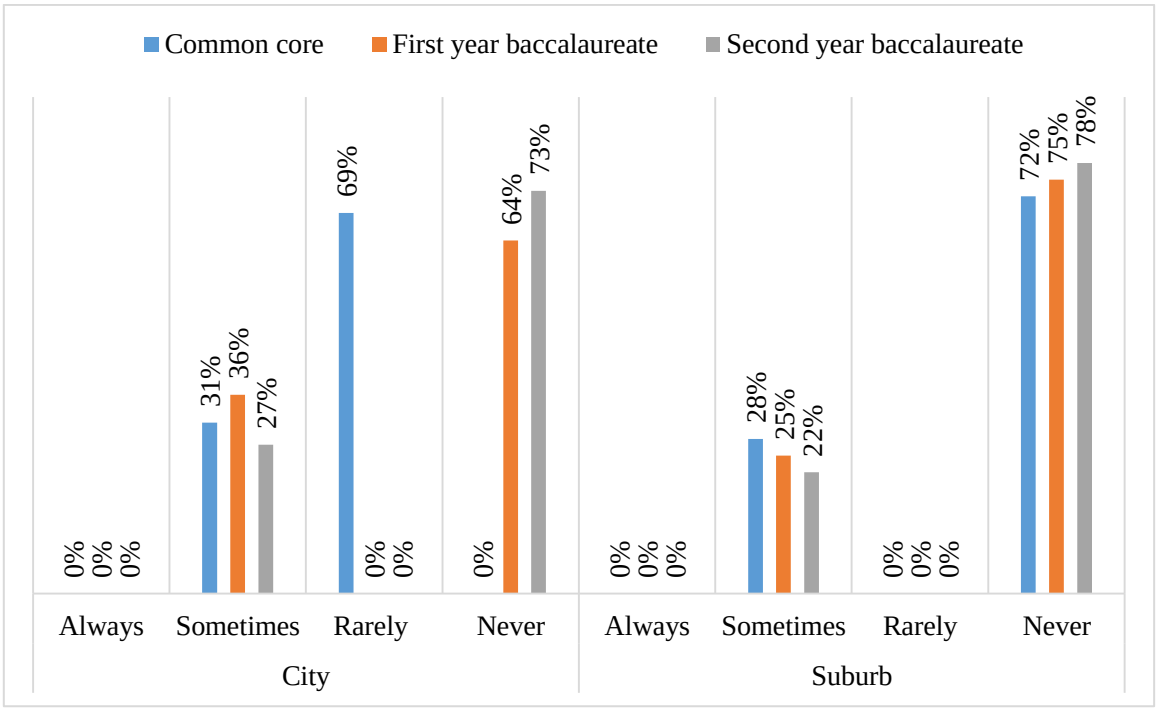
In suburb area, 68% of common core students affirm that they always use grammar lessons in class. 32% of common core students assert that sometimes grammar lessons are encouraged in class. 73% of first year baccalaureate students approve that they always use grammar lessons in class. 27% of first year baccalaureate students assert that sometimes grammar activities are encouraged. 75% of second year baccalaureate students confirm that

grammar lessons are always used in class. 25% of second year baccalaureate students affirm that sometimes grammar activities are recommended in class. In a nutshell, it has been noticed that all classes affirm that they use always grammar lessons in class. It has been noticed that as students advance in classes, an increasing number of grammar lessons has been noticed in different levels either in city or suburb areas.

Table 49: Listening activities

		Common core	First year baccalaureate	Second year baccalaureate
City	Always	0%	0%	0%
	Sometimes	31%	36%	27%
	Rarely	69%	0%	0%
	Never	0%	64%	73%
	TOTAL	100%	100%	100%
Suburb	Always	0%	0%	0%
	Sometimes	28%	25%	22%
	Rarely	0%	0%	0%
	Never	72%	75%	78%
	TOTAL	100%	100%	100%

Figure 46: Listening activities



Statistics show that listening activities are rarely encouraged in classes either in city or suburb areas. 31% of common core students affirm that sometimes listening activities are recommended in classes, however; 69% of common core students assert that listening activities are rarely used in class. 36% of first year baccalaureate students approve that students assert that they rarely use listening tasks. 47% of students affirm that they never use listening activities in class, however; 64% of first year baccalaureate students assert that listening activities are never encouraged in class. 27% of second year baccalaureate students confirm that they sometimes use listening activities in class, nevertheless;73% of second year baccalaureate students approve that listening activities are rarely used in class.

In suburb area, 28% of common core students assert that sometimes they use listening activities in class, however; 72% of students approve a negative response. 25% of first year baccalaureate students affirm that sometimes they use listening activities, nevertheless; 75% of students confirm a negative answer. 22% of second year baccalaureate students assert that sometimes they use listening activities, however; 78% of second year baccalaureate students affirm that listening activities are never encouraged in class.

3.2. Results of Hypothesis 2 (H2)

Classroom observation results of the common core, first and second year baccalaureate classes. The finding disconfirmed the second hypothesis. ELT classrooms are not civically oriented. This section presents classroom observation results in terms of three levels: students' behavior in class, teacher performances in class and classroom activities.

3.2.1. Students' Behavior in Class

In this section, the researcher presents statistical results of common core, first and second year baccalaureate level. In this section, the researcher presents the students' behavior in class.

❖ Active Engagement*:*

Figure 47 : Are students actively engaged in common core classes?

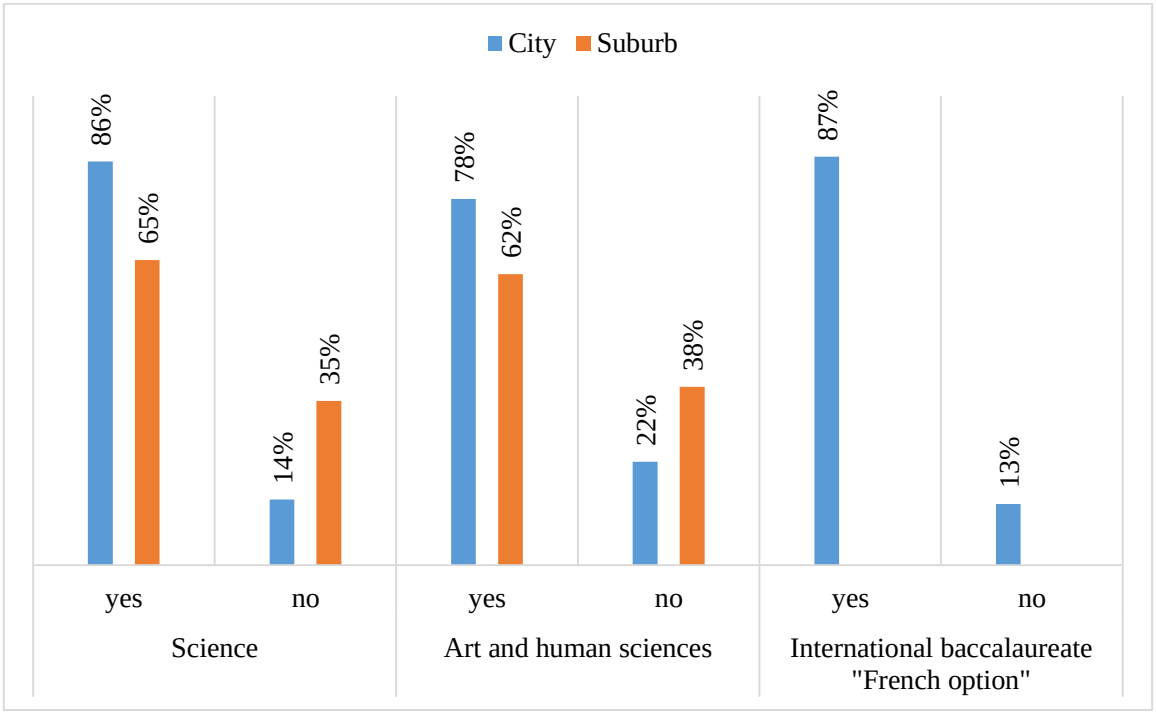


Figure 48 : Are students actively engaged in first year baccalaureate class?

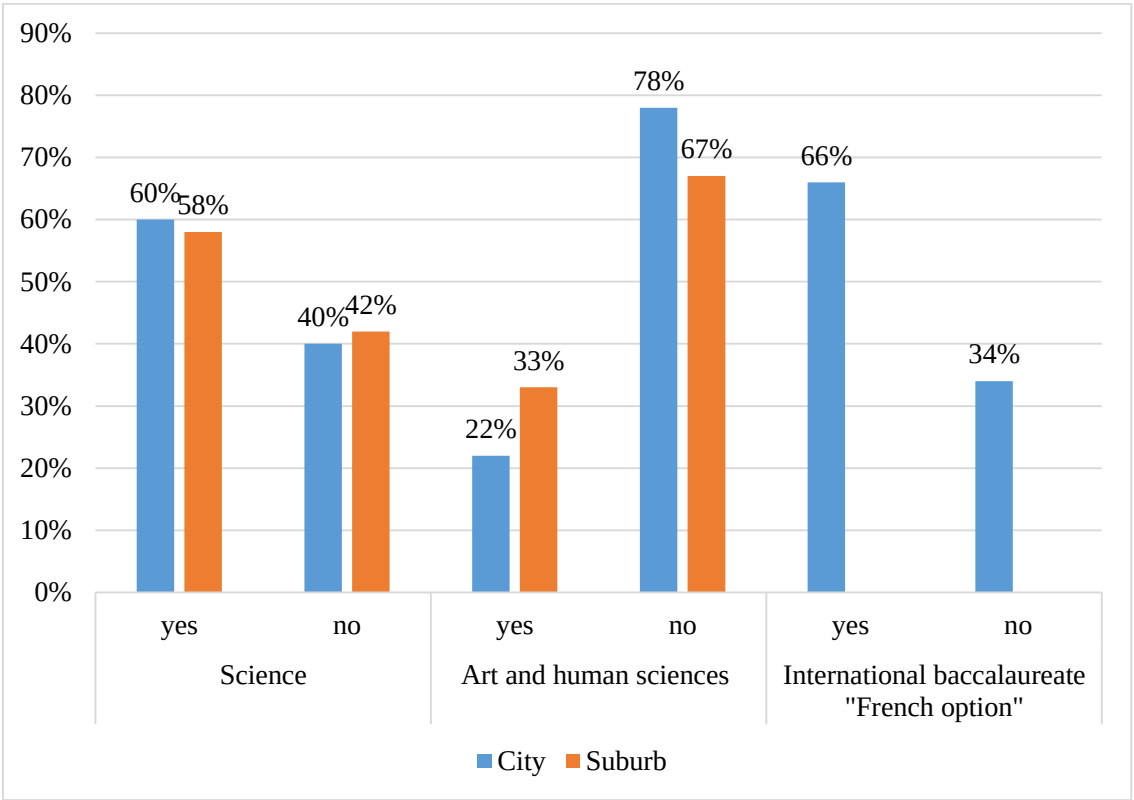
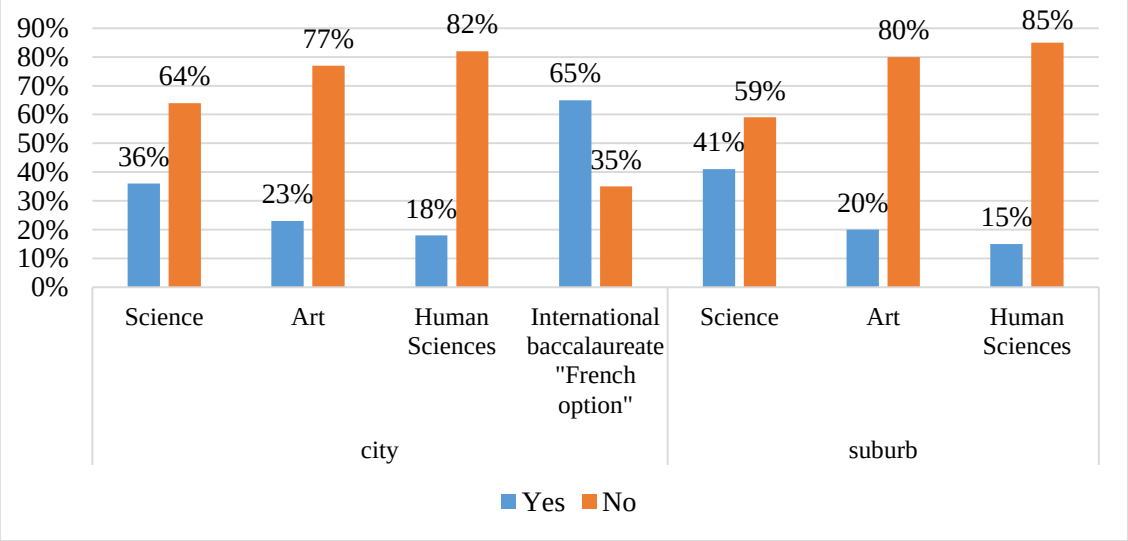


Figure 49 : Are students actively engaged in second year baccalaureate classes?



It has been observed that common core students of different streams in city area are more active than students in suburb area. Common core students assert an active engagement in class, that is to say; students participate and motivated. The majorities of students were committed and present in class. Students were serious and engaged in tasks given by their teachers.

> *Here is an example of a lesson performed by female teacher: (common core level; option science). Hello everyone, how do you feel today? Today, we are going to talk about recreation. The teacher asks students if they know what the word means and asks the students to give some vocabulary synonyms about the word. Some students got answers like: playing, hobbies, sport but others did not. The teacher asks students to use the classroom space and ask them to stand up and push the tables back and then the teacher says to students that they will play some sports with music for 5 minutes. Students are so excited, interested, and active of doing the activity. Teacher inserts some new vocabulary as they are playing. Both teacher and students are participating in this activity which makes students happier and more engaged in class.*

According to figure 48, first year baccalaureate students of different options displayed less engagement comparing to common core students. During classroom observation, it has been noticed that student assert less motivation and willingness in class. The majority of students do not participate in class and all the time chit chat with their partners. Students do not give a feedback if their teachers ask questions. In addition to that,

when the teacher assigns a task; students do not pay attention and the majorities do not do their exercises.

For second year baccalaureate classes, students assert less motivation and engagement in comparison with first baccalaureate classes. It has been observed that students do not participate and prefer to stay silent. The majority of classes observed focus on grammar exercises and vocabulary items, therefore; students were passive in class and do not give feedback to their teachers.

Example of lesson performed by female teacher in city area (option: art; level: second year baccalaureate).

> *Teacher introduces a new unit "Education". Teacher said education is important explain. Students do not react to the statement and very few students that reacted to the sentence. Teacher changed the question by asking students what they want to do after getting their baccalaureate. Students do not have clear vision of their academic future life. Some students started to make funny statement to make their classmates laugh. The teacher asks students to open their textbooks and start asking about the concepts introduced in the glossary as: what is formal education? What is vocational education? Students approve no feedback. Big concepts to define teacher assign a handout where students should match each concept with its definition. However; students did not react in class and do not give a feedback.*

- Cooperation:

Figure 50: Are students cooperating in common core classes?

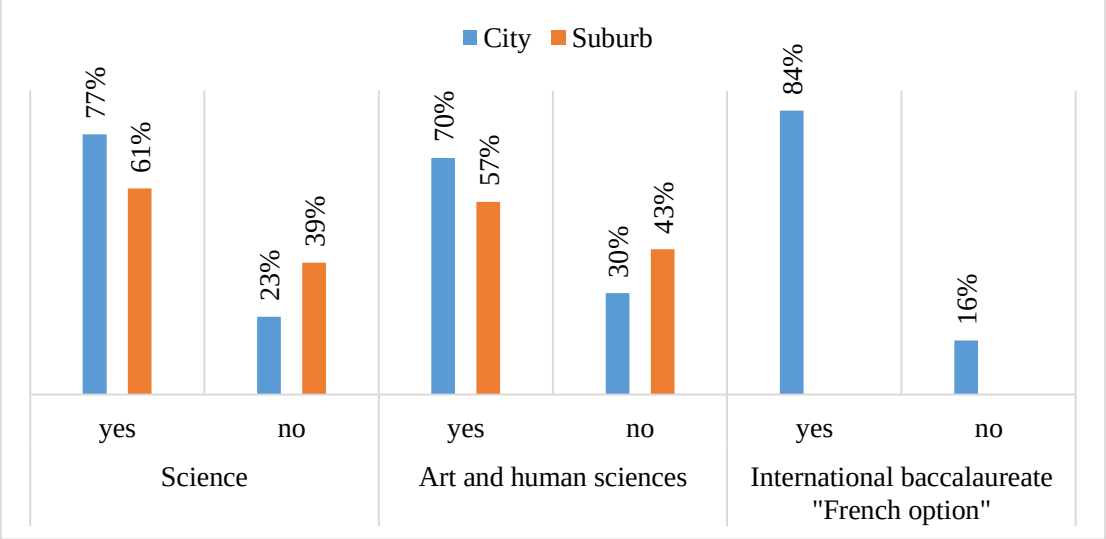


Figure 51: Are students cooperating in first baccalaureate classes?

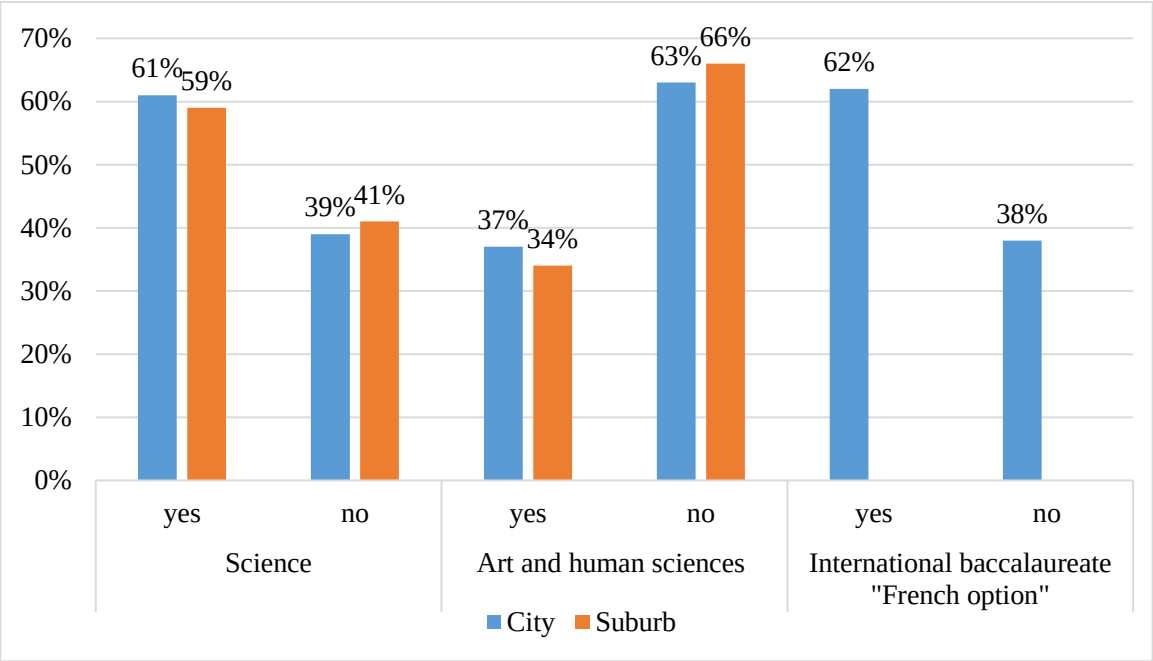
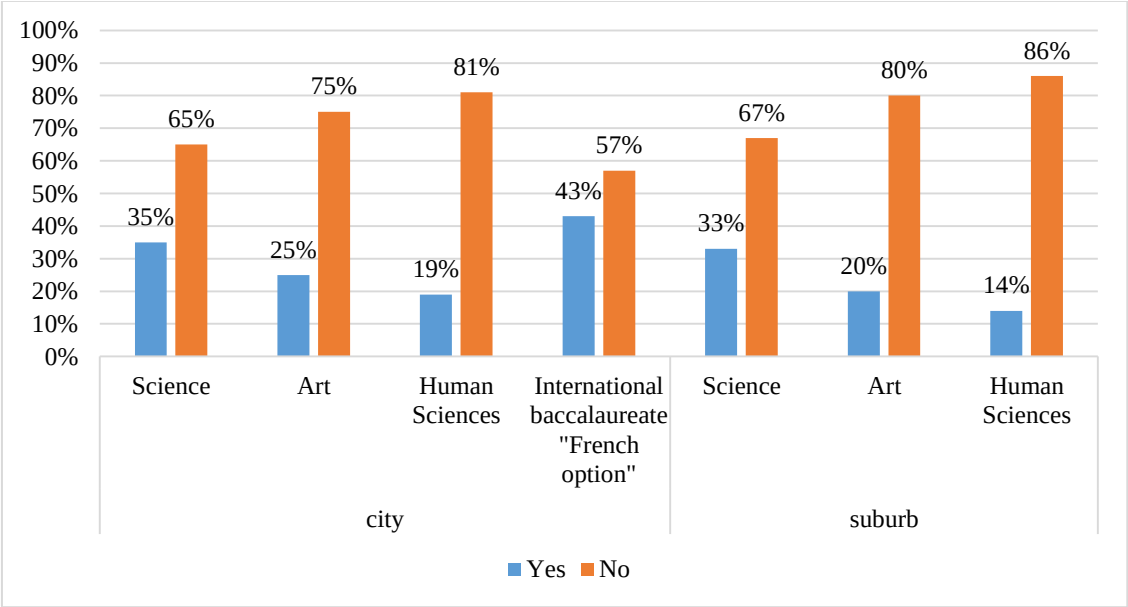


Figure 52: Are students cooperating in second year baccalaureate classes?



Statistics show that common core students of different options cooperate in class either in city and suburb area. During classroom observation, the majority of students of different options collaborate with their classmates. Teachers assigned pair and group work activities in classes; students work in group and share their ideas with their partners. However, it has been observed that group work activities were more used in international

baccalaureate than science and art human science classes because of the limited number of students. Most classes observed in international baccalaureate "French option" are limited between 15 to 25 students which make group activities easy to manage.

Example of a lesson performed by female teacher in city area: (option science; level common core):

> *Teacher distributed the short story they have started last week. Teacher and students talked about the content of the story. Teacher sets students in group of 5. Each group has a task related to the short story. The short story doesn't have an ending. The students have to think of different endings from their own perspectives. I noticed that students are cooperating with each other and even help their classmates of other group in terms of vocabulary, structure, and even ideas. Students came up with brilliant ideas related to the story. They used their imagination and creative side as a result they got very good ending ideas.*

According to figure 51, first year baccalaureate cooperates less than common core classes. In other words, statistics show that pair and group work activities are more used in city than suburb area. Students in Agouray area rarely used collaborative activities; most of the time teachers do not precise which type of activity assigned to students.

An example of a lesson plan performed by a male teacher in city areas (option art and human sciences; level first year baccalaureate).

> *During classroom observation, I noticed that teachers do not set clear tasks whether students should work individually, as pairs or in groups. So, there are students that work with their partners, others work individually. I observed a class in which the teacher focuses on grammar lessons. The teacher assigns pair work tasks. The teacher gives time to students and then corrects the exercise.*

According to figure 52, second year baccalaureate classes were not engaged in collaborative and cooperative activities either in city or suburb area. It has been observed that tasks assigned to students involve individual more than pair and group work activities.

Example of a lesson performed by a female teacher in city areas (option: international baccalaureate “French option”; level: second year baccalaureate).

> *As class begins, the Teacher refreshes the students’ mind about previous lesson. Teacher starts with a discussion about the seven habits. Students discuss freely their mind and share their ideas with their classmates. The instructor assigned a pair work activity. The teacher rearranges the seats of the students who sit alone to work with their partners and collaborate with. Students discuss and correct each other.*

- Listening:

Figure 53: Are common core students listening to each other?

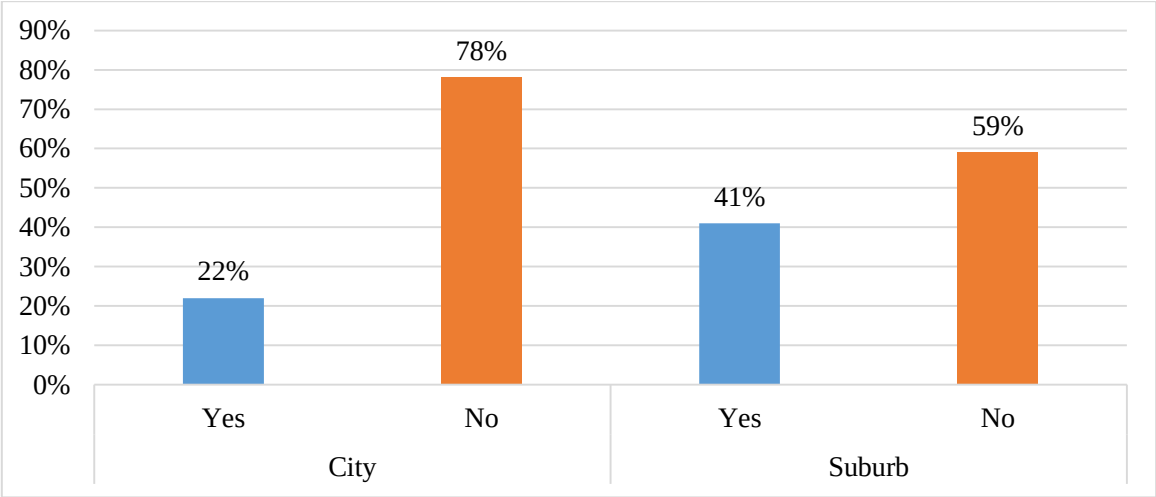


Figure 54: Are first year baccalaureate students listening to each other?

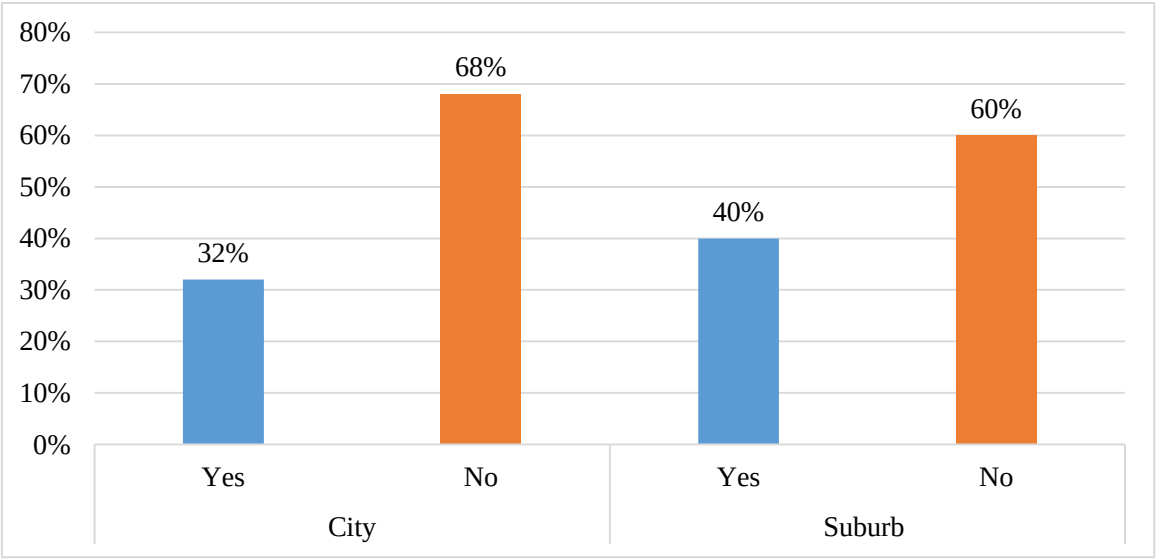
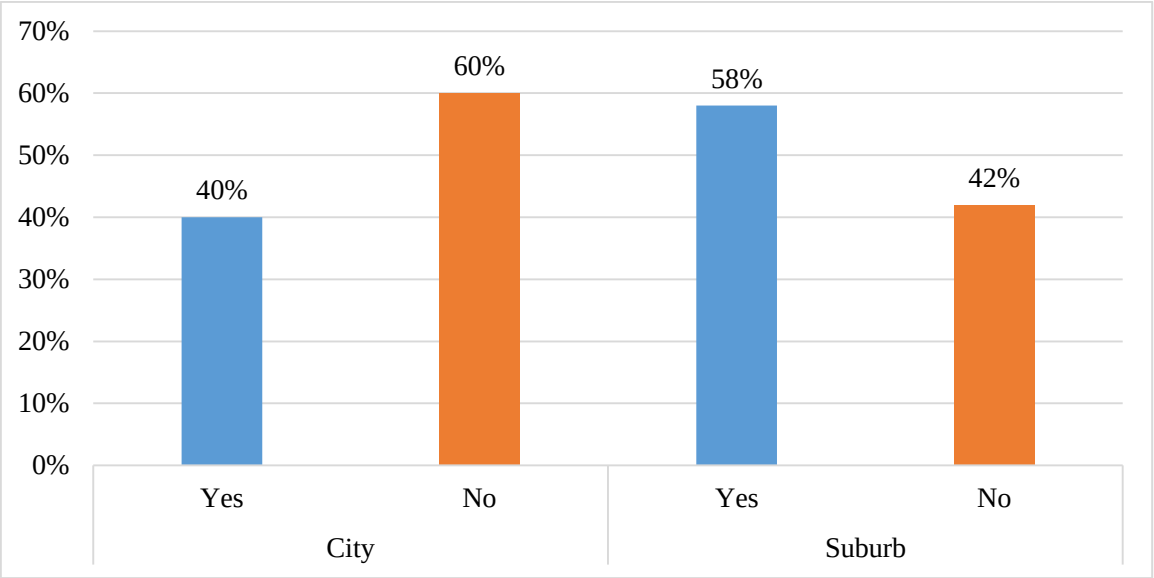


Figure 55: Are second year baccalaureate students listening to each other?



During classroom observation, it has been noticed that common core students of different streams in city area do not listen to each other; however, students in suburb area are to some extent more attentive and focused when their classmates speak in class. The majority of classes observed, teachers had to shout and scream at students to stay still and listen to their classmates. Sometimes, teachers stop the activity as sort of punishment; others punish them by subtracting the students' grades. Students do not show any respect when then classmates or teachers speak; instead they display an in appropriate behavior.

The findings show that first and second year baccalaureate students are not attentive in class; students do not listen to their classmates when they speak in class; students all the time talk and chit chat with partners and do not pay attention in class. However, it has been noticed that students in suburb to some extent listen and focus in class. Students show more respect toward their teachers and classmates.

An example of a lesson performed by a male teacher in city areas: (option science; level first year baccalaureate).

> *During observation, the majority of students do not listen to their classmates when speaking their ideas. Most of the time, the teacher is*

controlling the students' behavior. During observation, a teacher asks student if they know what an email is. Students laugh and talk to each other, however the teacher still talking and lecturing about the definition of an email and how to write it. Teacher is writes on board and students throw things to each other and laugh. The teacher gives a task to students using their textbooks.

3.2.2. Teacher Performance in Class

❖ Classroom Material:

Figure 56: Classroom materials in common core classes

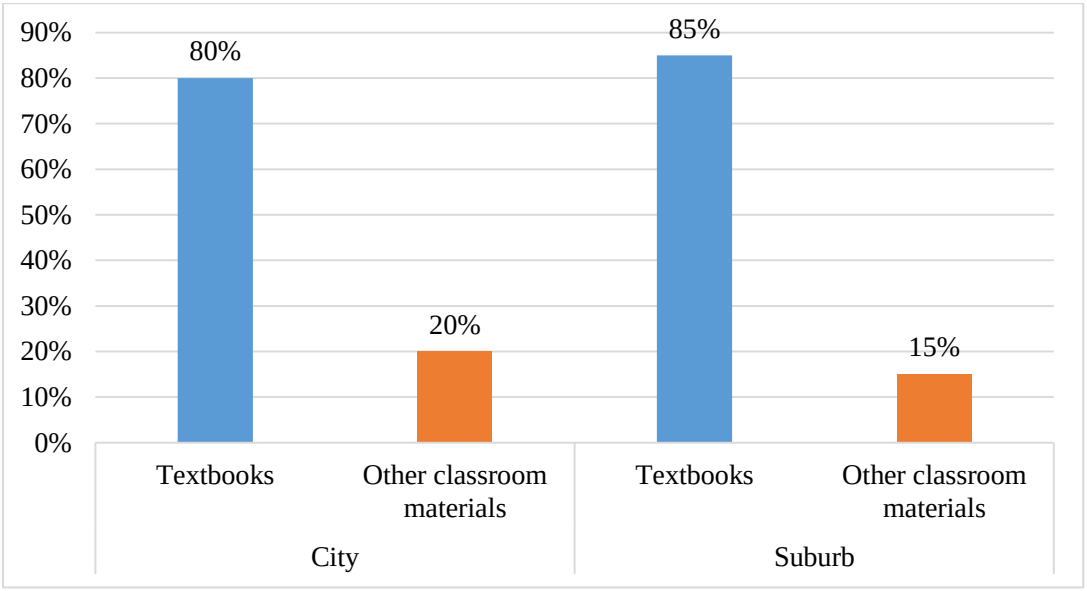


Figure 57: Classroom materials in first year baccalaureate classes

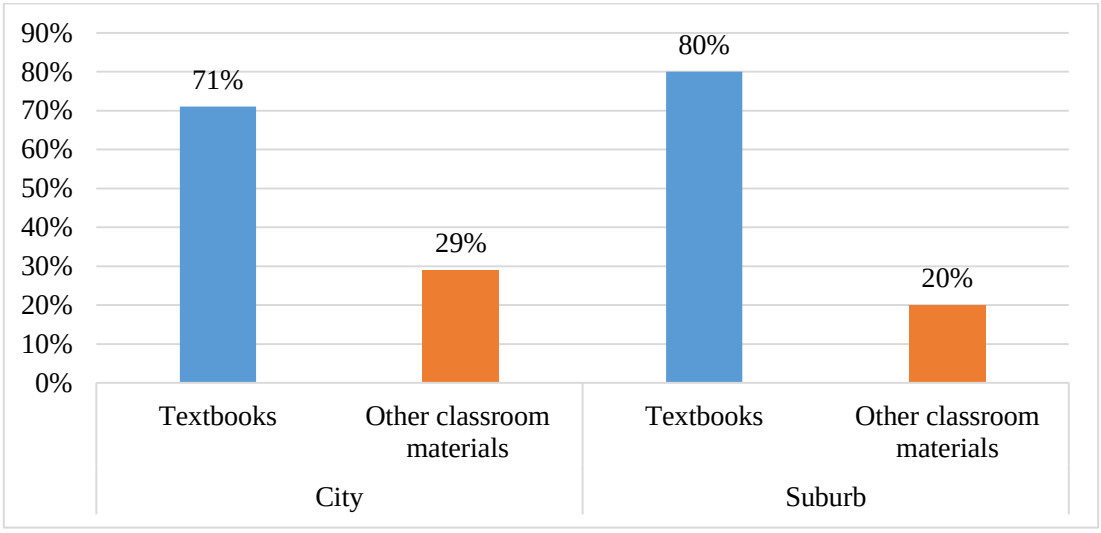
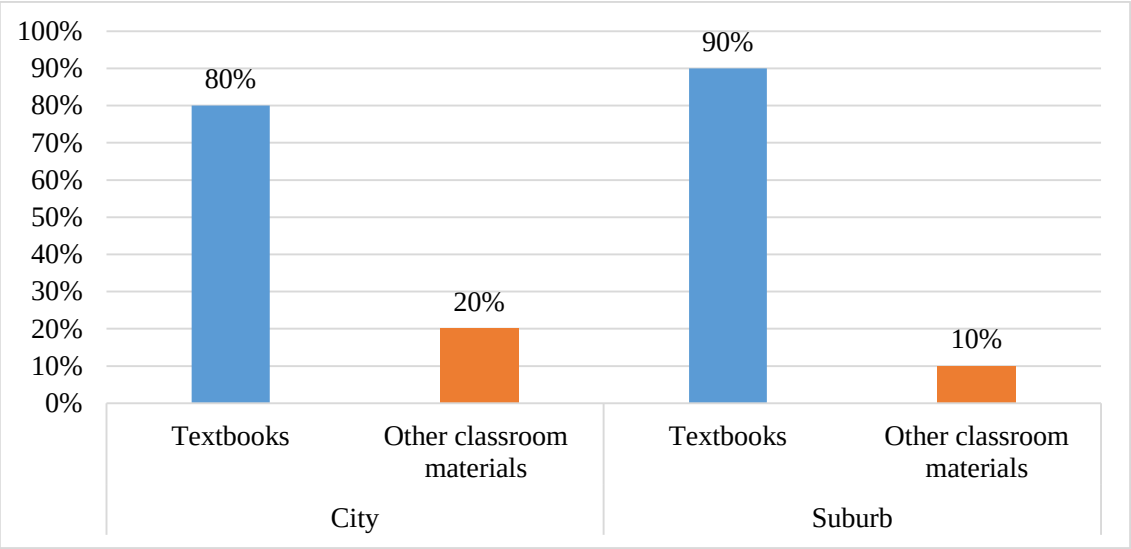


Figure 58: Classroom materials in second year baccalaureate classes



During classroom observation, it has been observed that teachers of different level and steams either in city and suburb area use textbooks more than other teaching materials. The majority of classes observed focus on textbook tasks in class and only few instructors that use handouts, videos, data show, or any other teaching materials.

Teachers focus on grammar, reading comprehension, and vocabulary items. During classroom observation, students of first year baccalaureate complain to their teachers about textbook tasks assigned to them.

> *During classroom observation, some students complain to the teacher that they don't really like the textbook exercises and content because it contains lot of information and also the textbook doesn't respond to their needs. Besides, students stated that: "the textbook is treating them as kids and not like adults".*

Example of lesson performed by a male teacher in city area: (option: Art; level: second year baccalaureate).

> *A teacher started a new unit about sustainable development. The instructor asked the students about the vocabulary mentioned in the textbook. Students do not give any feedback. The teacher reads the diagram of the vocabulary related to sustainable development. The teacher encourages students to translate every vocabulary to Arabic to understand like: health care, social justice, climate change. Students are speaking in Arabic. The teacher explains and lectures about infrastructure roads and other vocabulary concept introduced in the*

textbook. After, the instructor gives a task to students to classify each concept to a given appropriate lexical. Only five students give answers and focus with the teacher. Others are lost and asking their partners about the exercise answers, others are not listening and chit chats with their classmates.

❖ Teaching Performance

Figure 59: Is the teacher connecting the lesson content to student's life in common core classes?

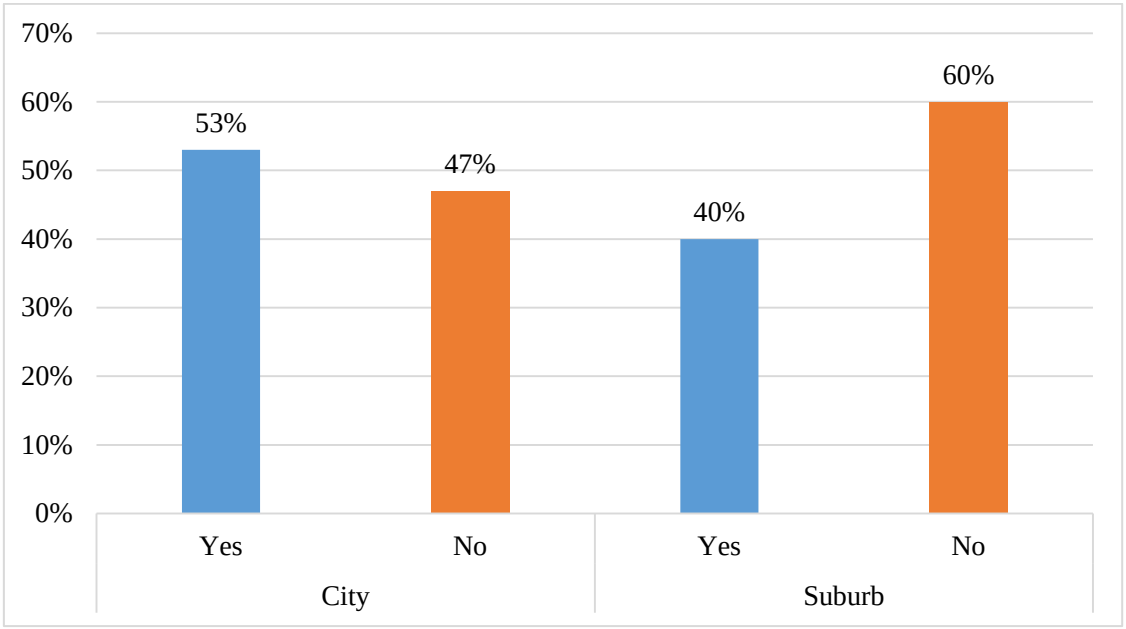


Figure 60: Is the teacher connecting the lesson content to students' life in first baccalaureate classes?

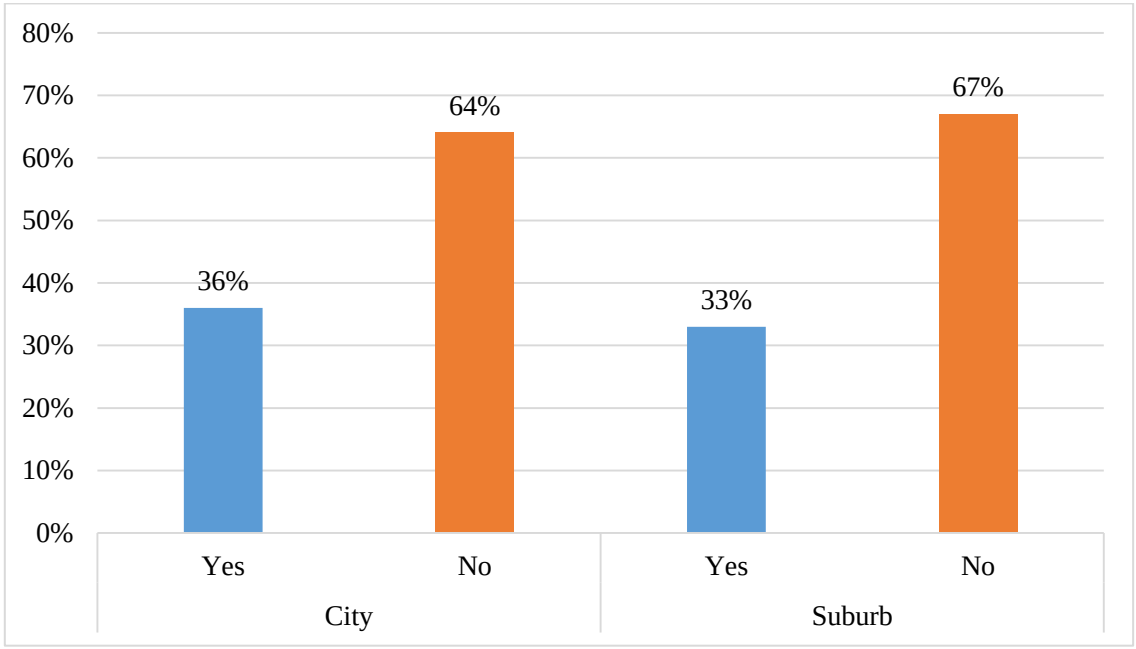
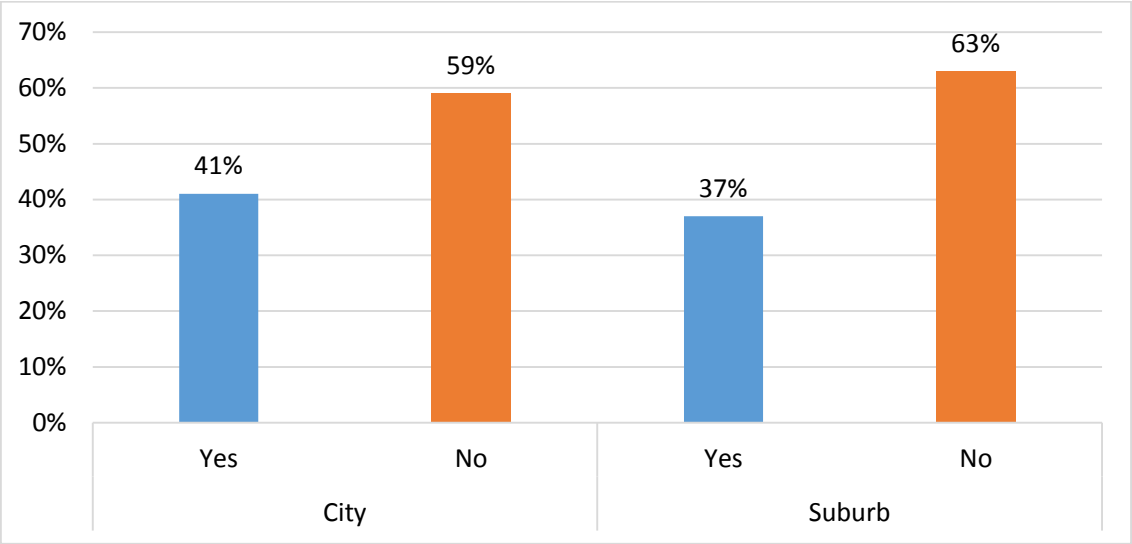


Figure 61: Is the teacher connecting the lesson content to students' life in second year baccalaureate classes?



According the figure above, it has been observed that common core classes study unit themes that are relevant to students' life. In other words, most readings and speaking activities observed tackle life issues like sport, hobbies, recreation, art and environment. Teachers connect the lesson to students' life; therefore, students display motivation and participation in class. However, some teachers were pressured by time and so they focused on covering the unit exercises before the bell rings. In suburb area, it has been observed that teachers do not connect the lesson to students' life. The lessons focused on grammar tasks followed by questions and answers.

A lesson performed by a female teacher in city areas (option science; level common core).

> *The teacher discusses topics like recreation; she asks students if they have any hobbies they do, what kind of talents they have? What kind of sports they do and how often they practice? If talking in class about jobs, the teacher asks students what kind of job they prefer to have in the future and why? This question pushes the students to think about his future job and give argument and ideas why he/she have chosen a particular job. The teacher talks social issues like dropping out school. The teacher asks students if they know some children that experience school dropout.*

Nevertheless, it has been observed that teachers do not connect the lesson to students' life in first and second baccalaureate classes. It has been noticed that speaking

activities in these levels do not raise student's attention. Students show less motivation and willingness. Besides, class discussions cover Wh questions tasks focusing on structure and vocabulary items.

Example of a lesson performed by a male teacher in city areas (option science: level: first year baccalaureate).

> *The teacher asks students to do a task using the textbook. He asks pupils to take notes from the extracts to complete a diagram: (1) exercising has a lot of benefits (2) by having a balanced diet you will (3) body awareness means. The teacher gives time for the task. The teacher walks around the class and students start to ask about the third statement (body awareness) the majority of students did not understand the concept. The teacher stopped the task and explained the concept to students and continued the exercise. The teacher asks students to give their answers. After that the teacher asks student to do another task.*

The extract above shows an example of a lesson performed by a teacher. The lesson has a unit related to health problems, however; the teacher did not assign a discussion activity about the topic. The lesson focused on tasks and exercises.

Figure 62: Is the lesson raising a social problem in common core classes?

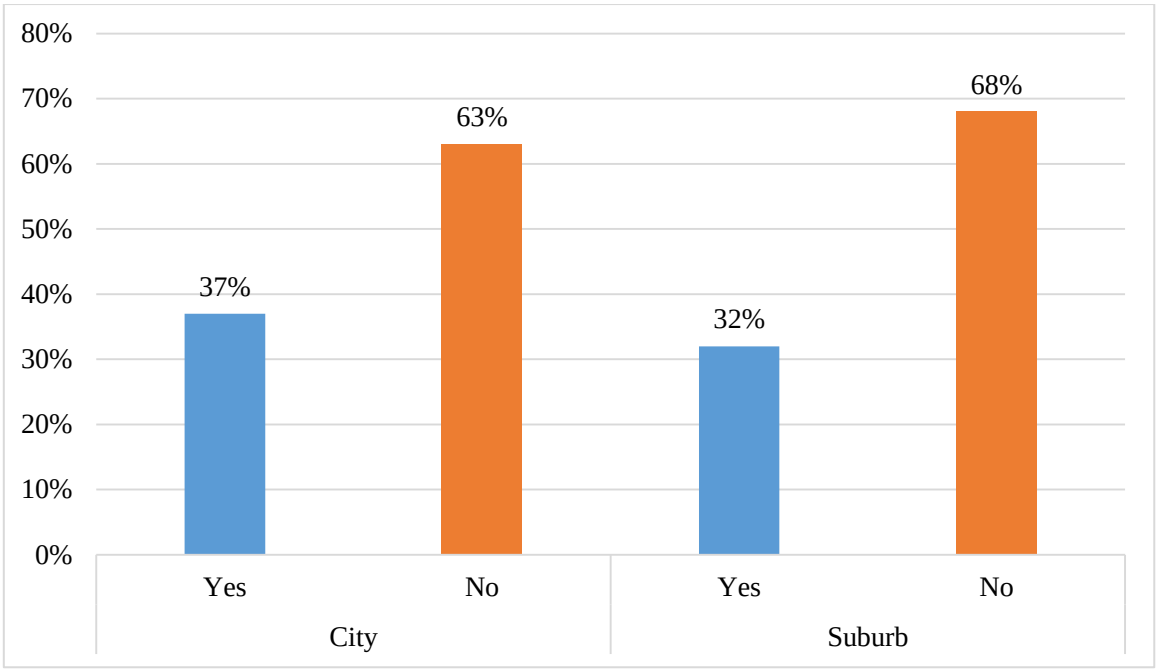


Figure 63: Is the lesson raising a social problem in first year baccalaureate classes?

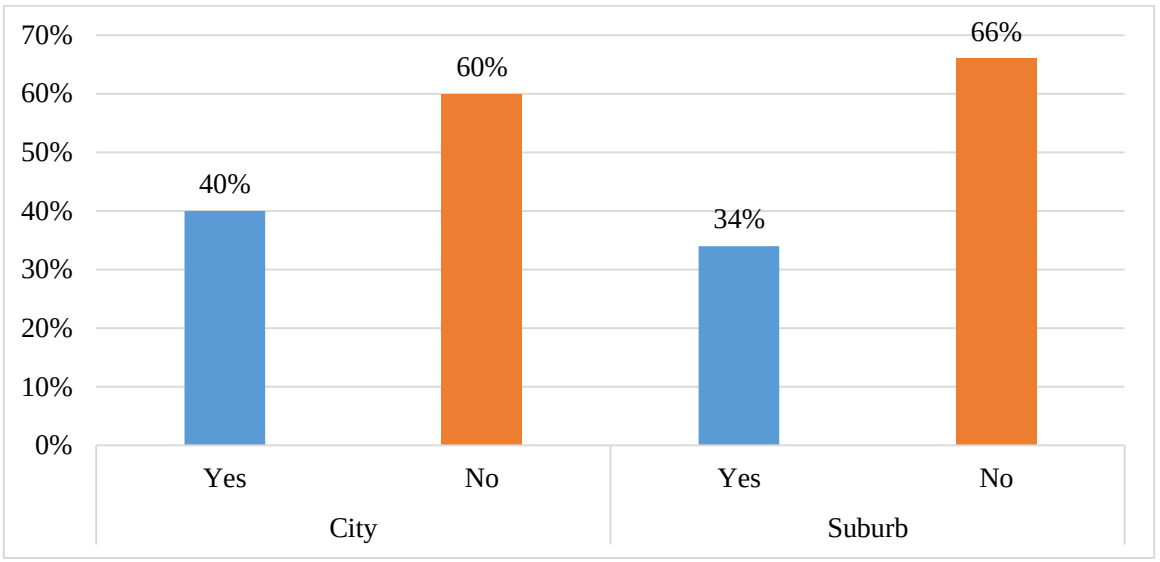
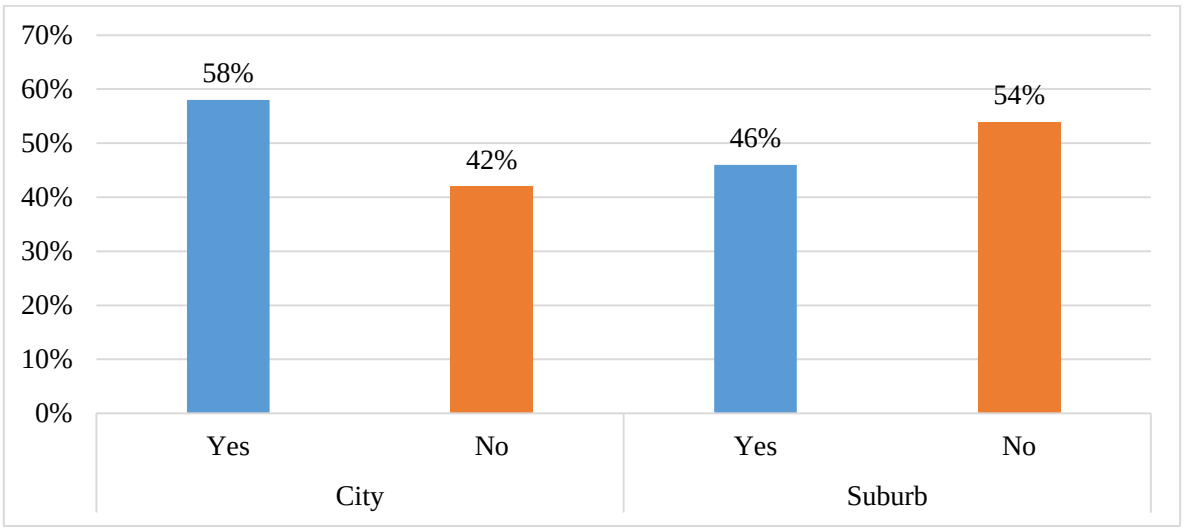


Figure 64: Is the lesson raising a social problem in second year baccalaureate classes?



During classroom observation, it has been noticed that the lessons in common core level rarely raise social problem topics. Most lessons observed tackle issues of schools, sports, recreation. There was one class that the researcher has observed which raised the issue of pollution. Students discussed their thoughts related to the problem and evoke interesting ideas.

The lessons observed in first year baccalaureate classes rarely raised social issues. It has been noticed that the lessons focus on grammar and vocabulary exercises. Few classes tackled social problem topics like health problems, and dropping out of school.

During observation, it has been noticed that most lessons observed do not raise problematic topics to discuss and debate about. Lessons observed focus on grammatical rules and sentence structures through tasks assigned in class. In reading activities, students are introduced to topics of discussion. Most teachers assign pre-reading activity discussion about the topic for couple of minutes about education, or health topic. However, students are assigned to focus on comprehension questions more than debating topics topic and raising different perspectives.

The results show that second year baccalaureate lessons raise social problem issues in which students are supposed to discuss problems and find resolutions. However, few students are engaged in sharing their opinions and thoughts; the majorities are left marginal. Though lessons raised social problems issues; students are not engaged in discussion. Students do not express their thought and prefer to stay silent.

During observation, the lesson evokes a new unit theme titled "sustainable development" students were asked to explain couple of word vocabulary like: renewable energy, and gender equality. However, students did not give a feedback; therefore, teacher lectured the unit topic.

Figure 65: Is the teacher encouraging students to use the classroom space in common core classes?

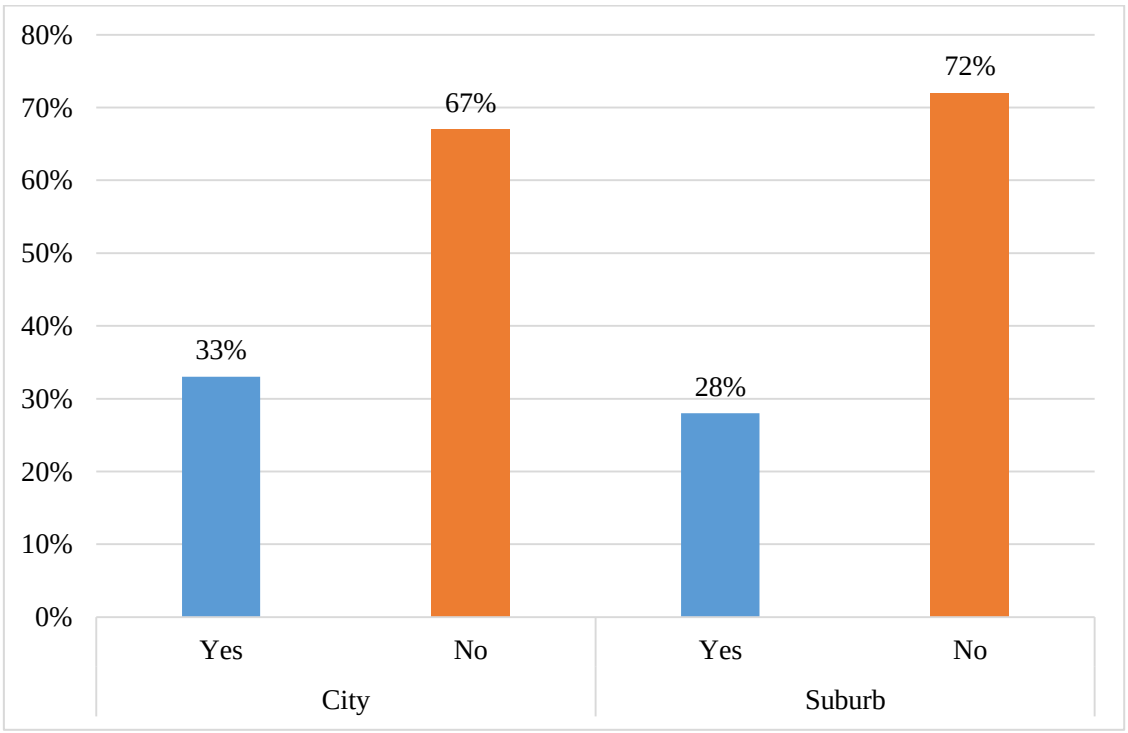


Figure 66: Is the teacher encouraging students to use the classroom space first year baccalaureate classes?

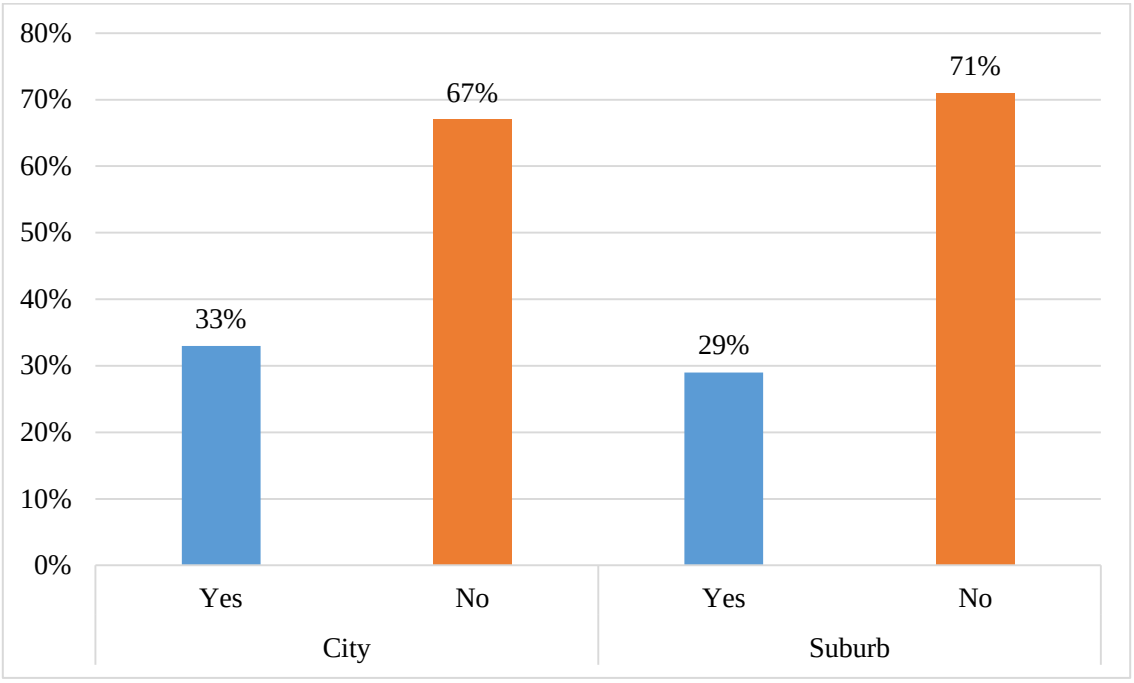
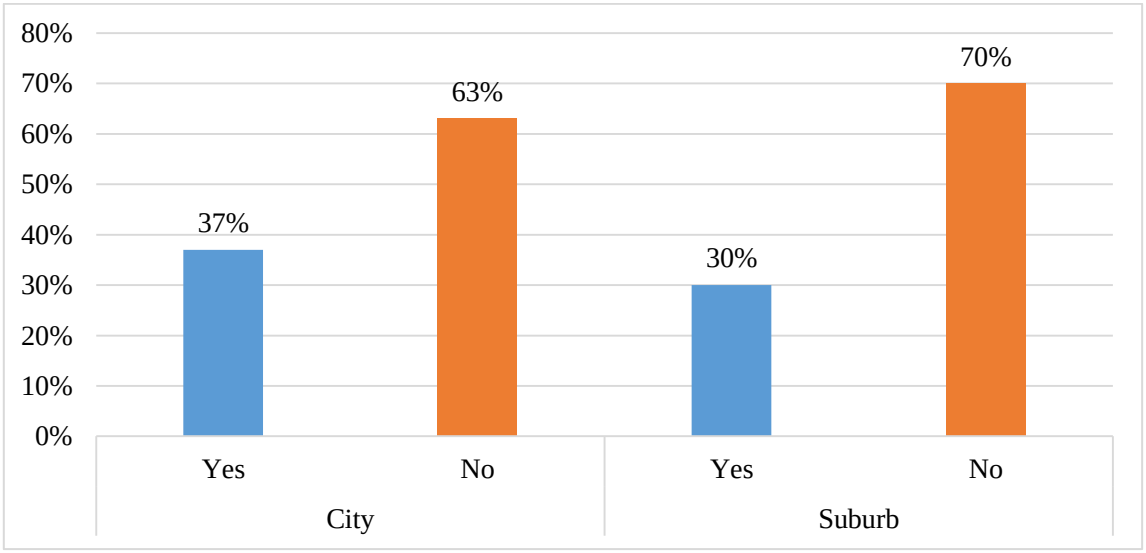


Figure 67: Is the teacher encouraging students to use the classroom space second year baccalaureate?



It has been observed that classroom space as not encouraged in common core, first and second year baccalaureate. Students of different levels and streams stay in the same class structure all lessons observed. Though group activities are sometimes assigned to students, pupils do not change their class seats. Activities that push students to use the classroom space

are rarely recommended. Teachers invite students to write on board answers or correct mistakes of their classmates. Very few classes observed in which students gave a speech and used the classroom space.

3.2.3. Classroom Activities

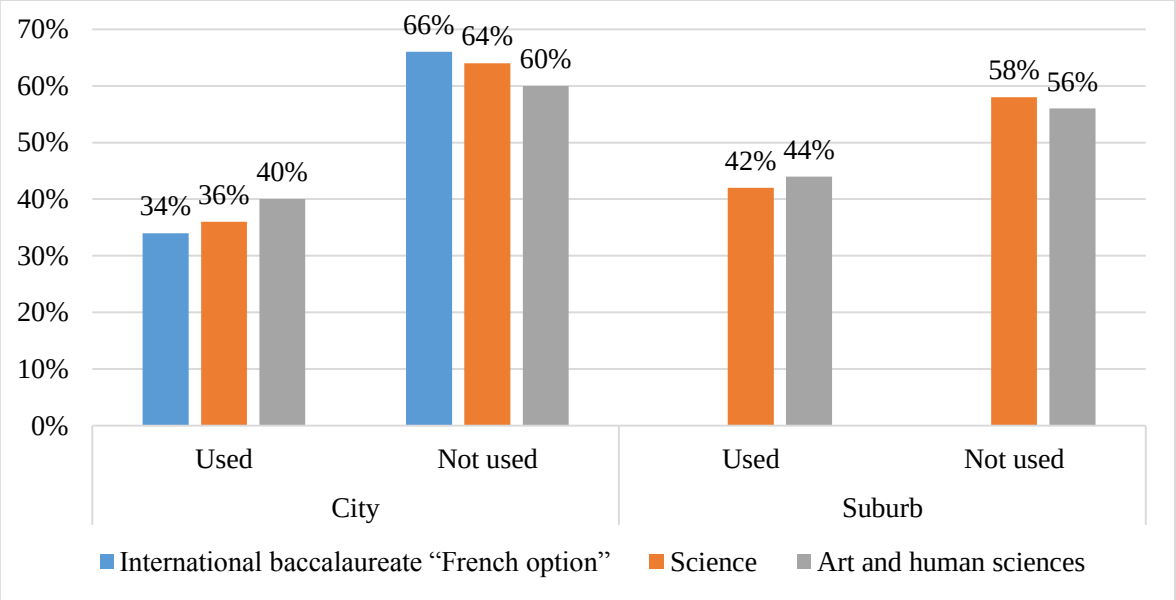
This section demonstrates the findings of classroom activities observed in common core, first year and second year baccalaureate classes.

- ❖ Individual Work Activity

Table 50: Individual work (common core classes)

Common core		International baccalaureate "French option"	Science	Art and human sciences
City	Used	34%	36%	40%
	Not used	66%	64%	60%
	TOTAL	100%	100%	100%
Suburb	Used		42%	44%
	Not used		58%	56%
	TOTAL		100%	100%

Figure 68: Individual work (common core classes)



The results show that students of common core of different options do not use lot of individual work activities. In city area, it has been found that only 34% of international baccalaureate classes use individual work, whereas 66% of classes do not. 36% of science classes use individual work but 64% of classes do not. Nevertheless, it has been noticed that 40% of art and human classes use individual work activities whereas 60% of classes do not.

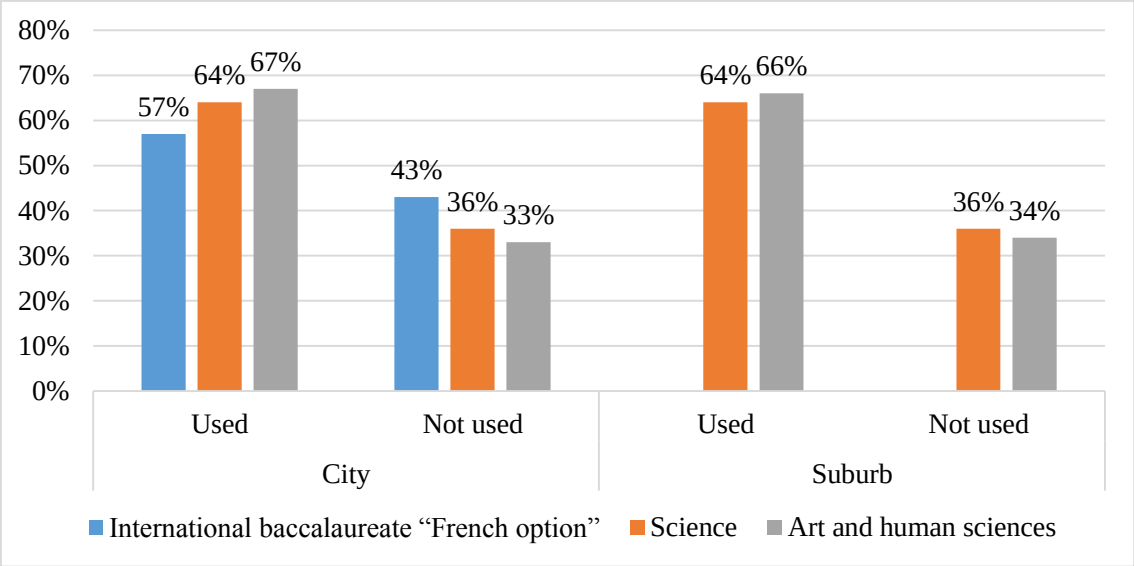
In suburb area, it has been remarkable that 42% of science classes use individual activities but 58% of science classes do not. 44% of art and human sciences use individual work but 56% of classes do not.

In a nutshell, it has been observed that international baccalaureate classes use less individual work activities in comparison with other streams and this is due to the limited number of students in class. In other words, it has been noticed that the number of students in international baccalaureate range between 15 and 25 students which facilitate teachers to assign more pair and group work activities than individual work. However, science and art and human sciences are crowded classes which make collaborative work more difficult in such conditions.

Table 51: Individual work (first year baccalaureate)

First year baccalaureate		**International baccalaureate "French option"**	**Science**	**Art and human sciences**
City	Used	57%	64%	67%
	Not used	43%	36%	33%
	TOTAL	100%	100%	100%
Suburb	Used		64%	66%
	Not used		36%	34%
	TOTAL		100%1	100%

Figure 69: Individual work (first year baccalaureate)



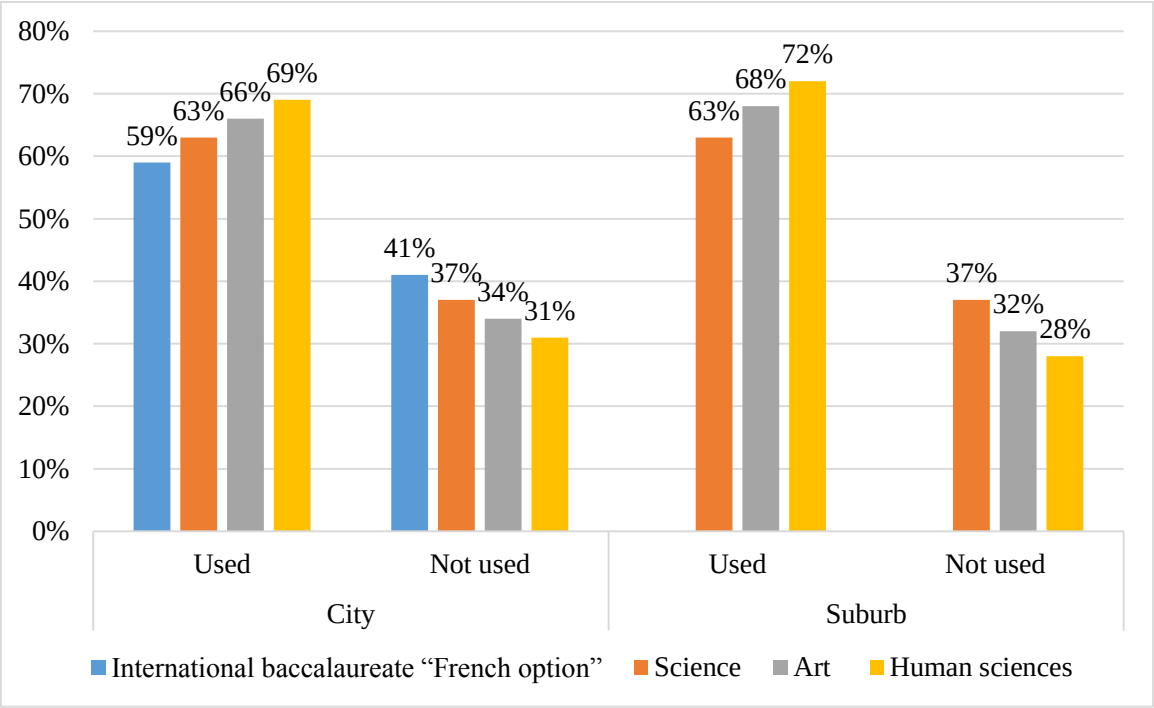
Statistics show that the first year baccalaureate classes use more individual work in comparison with common core classes. 57% of international baccalaureate classes use individual work activities but 43% of classes do not. 64% of science classes use individual work whereas only 36% do not. 67% of art and human sciences classes use individual work and only 33% of classes do not.

In suburb area, 64% of science classes use individual work and only 36% of classes do not. 66% of art and human sciences use individual activities use individual work whereas only 34% of classes do not. Overall, it has been observed that individual activities are more assigned in first year baccalaureate than common core classes; tasks assigned to students involve individual work activities more collaborative work.

Table 52: Individual work (second year baccalaureate)

Second year baccalaureate		International baccalaureate "French option"	Science	Art	Human sciences
City	Used	59%	63%	66%	69%
	Not used	41%	37%	34%	31%
	TOTAL	100%	100%	100%	100%
Suburb	Used		63%	68%	72%
	Not used		37%	32%	28%
	TOTAL		100%	100%	100%

Figure 70: Individual work (second year baccalaureate)



Statistics show that individual activities are more assigned in second year baccalaureate more than common and first year baccalaureate. In other words, it is found that 59% of international baccalaureate "French option" classes use individual work activities but 41% of classes do not. 63% of science classes use individual work and only 37% of classes do not. 66% of art classes use individual tasks in class whereas 34% of classes do not. 69% of human sciences classes use individual classes and only 31% of classes that do not.

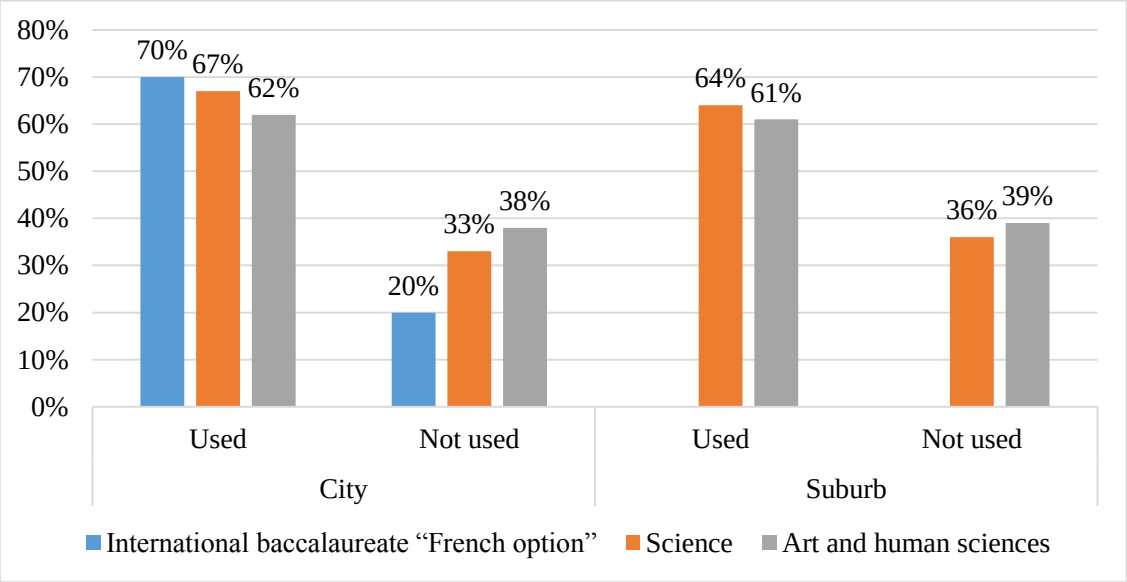
In suburb area, 63% of science classes use individual work and only 37% of classes do not. 68% of art classes use individual work activities and 32% of classes do not. 72% of human sciences classes use individual work activities whereas only 27% of classes do not. Overall, it has been observed that the majority of tasks assigned to students require individual work activities more than cooperative.

❖ Pair Work Activity

Table 53: Pair work (common core)

Common core		International baccalaureate "French option"	Science	Art and human sciences
City	Used	70%	67%	62%
	Not used	20%	33%	38%
	TOTAL	100%	100%	100%
Suburb	Used		64%	61%
	Not used		36%	39%
	TOTAL		100%	100%

Figure 71: Pair work (common core)



Statistics show that common core classes of different streams use pair work activities. 70% of international baccalaureate classes use pair work whereas 20% of classes do not. The use of pair work classes increased in international baccalaureate in comparison with other streams; and this is due the limited number of students in international baccalaureate classes. 67% of science classes that use pair work and only 33% of classes that do not. 38% of art and human sciences classes that do not use pair work activities, however; 62% of classes use pair work activities.

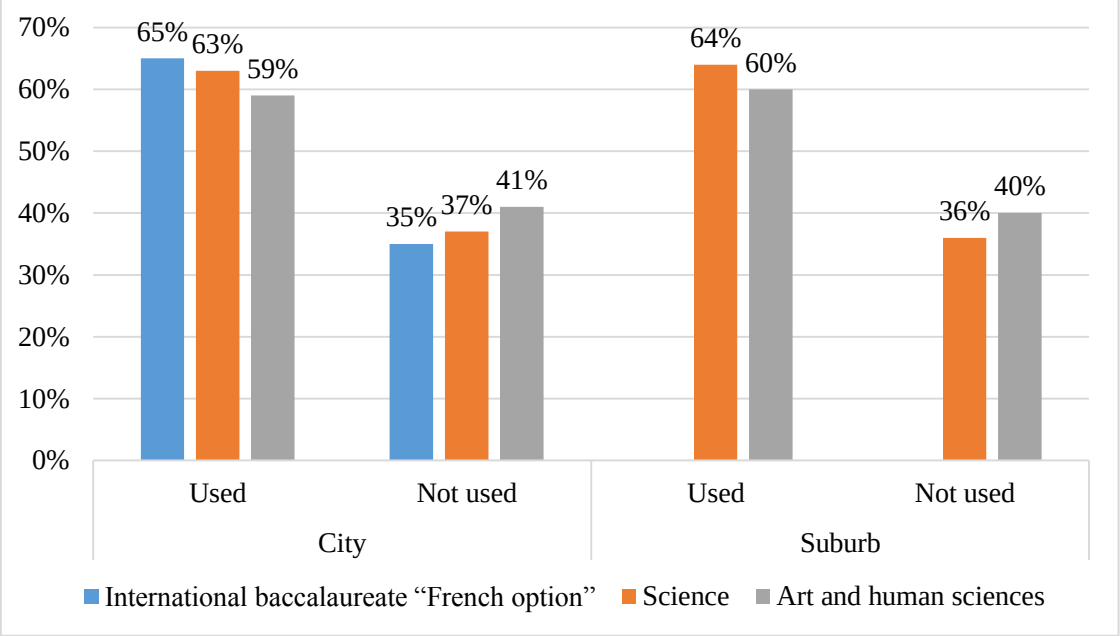
In suburb area, 64% of science classes use pair work activities, whereas only 36% of classes do not. 61% of art and human sciences classes use pair work activities and only 39% of classes that do not.

It has been observed that common core classes of different streams use pair work activities either in city or suburb areas. In other words, the majority of tasks assigned in common core classes involve pair wok activities which enable students to share their answers and ideas in a given task.

Table 54: Pair work (first year baccalaureate)

First year baccalaureate		International baccalaureate "French option"	Science	Art and human sciences
City	Used	65%	63%	59%
	Not used	35%	37%	41%
	TOTAL	100%	100%	100%
Suburb	Used		64%	60%
	Not used		36%	40%
	TOTAL		100%	100%

Figure 72: Pair work (first year baccalaureate)



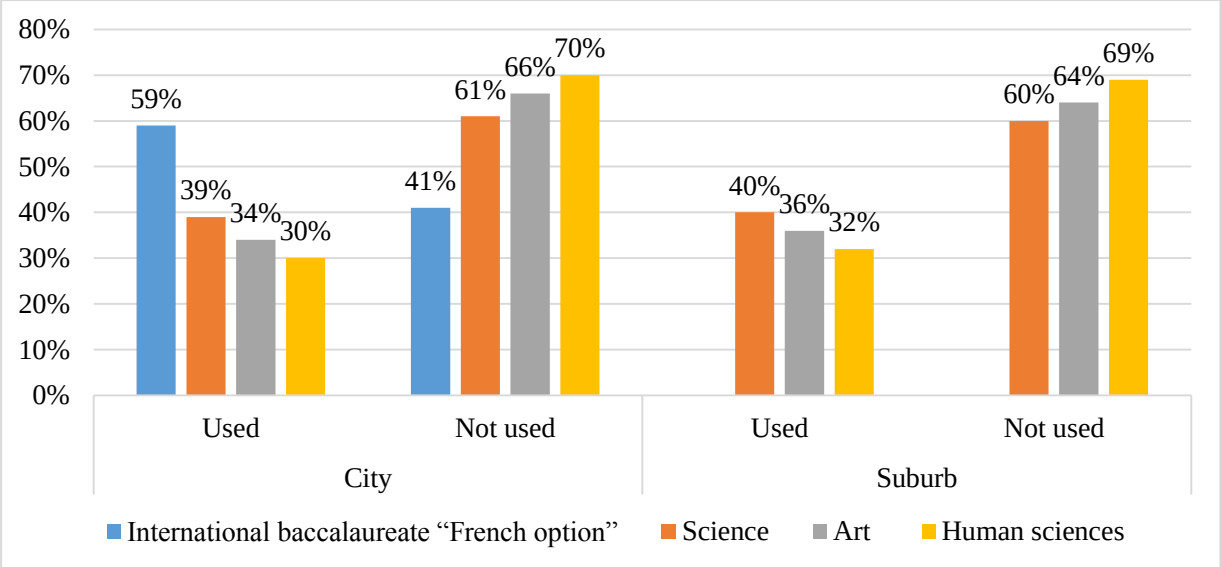
The results show that pair work activities are less used in comparison with common core classes, however; the use of collaborative work is highly recommended in first year baccalaureate as shown above. In other words, 65% of international baccalaureate "French option" use pair work activities whereas only 35% of classes do not. 63% of science classes use pair work and only 37% of classes do not. 59% of art and human sciences use pair work activities and 41% of classes do not. It has been noticed that pair work is not often used in art and human sciences classes in comparison with other streams and this due to the big number of students in these classes.

In suburb area, 64% of science classes use pair work activities whereas only 36% of classes do not. 60% of art and human sciences classes use pair work and only 40% of classes do not.

Table 55: Pair work (second year baccalaureate)

Second year baccalaureate			International baccalaureate "French option"	Science	Art	Human sciences
City	Used		59%	39%	34%	30%
	Not used		41%	61%	66%	70%
	TOTAL		100%	100%	100%	100%
Suburb	Used			40%	36%	32%
	Not used			60%	64%	69%
	TOTAL			100%	100%	100%

Figure 73: Pair work (second year baccalaureate)



The results show that pair work activities are not encouraged in second year baccalaureate in comparison with common core and first year baccalaureate classes. During classroom observation, it has been noticed that pair work activities are rarely recommended in classes of different streams. In other words, individual work activities are highly used in these classes. In addition to that, students' behavior (science, art, and human sciences) do not help instructors to assign collaborative work. It has been observed, that students do not take tasks assigned to them seriously; the majority of students chit chat with their friends and do not pay attention in class.

59% of international baccalaureate classes use pair work activities whereas 41% of classes do not. 39% of science classes use pair work, however; it has been shown that 61% of classes do not. 34% of art classes use pair work activities but 66% of classes do not. 30% of human sciences students use pair work activities use pair work whereas 70% of classes do not.

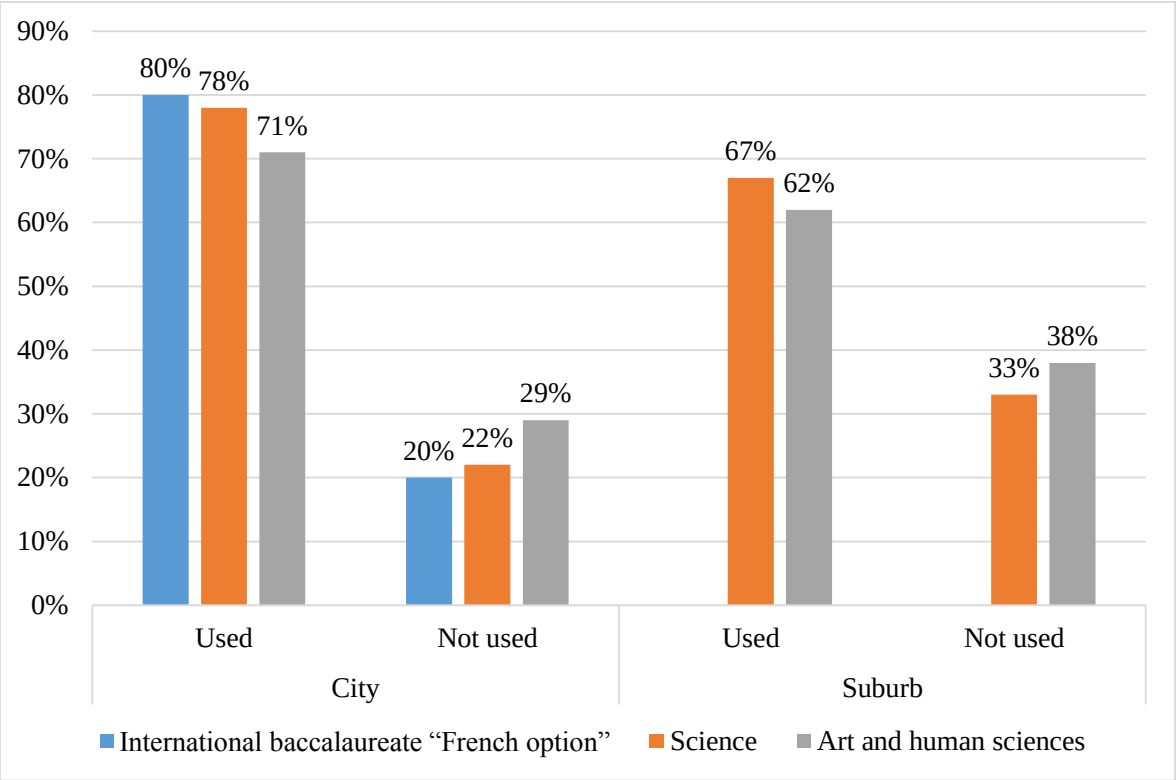
I suburb area, 40% of science students use pair work activities, however; 60% of classes do not. Only 36% of art classes use pair work activities, but 64% of classes do not. 32% of human sciences classes use pair work activities and 69% of classes do not.

- Group Work Activity

Table 56: Group work (common core)

Common core		**International baccalaureate "French option"**	**Science**	**Art and human sciences**
City	Used	80%	78%	71%
	Not used	20%	22%	29%
	TOTAL	100%	100%	100%
Suburb	Used		67%	62%
	Not used		33%	38%
	TOTAL		100%	100%

Figure 74: Group work (common core)



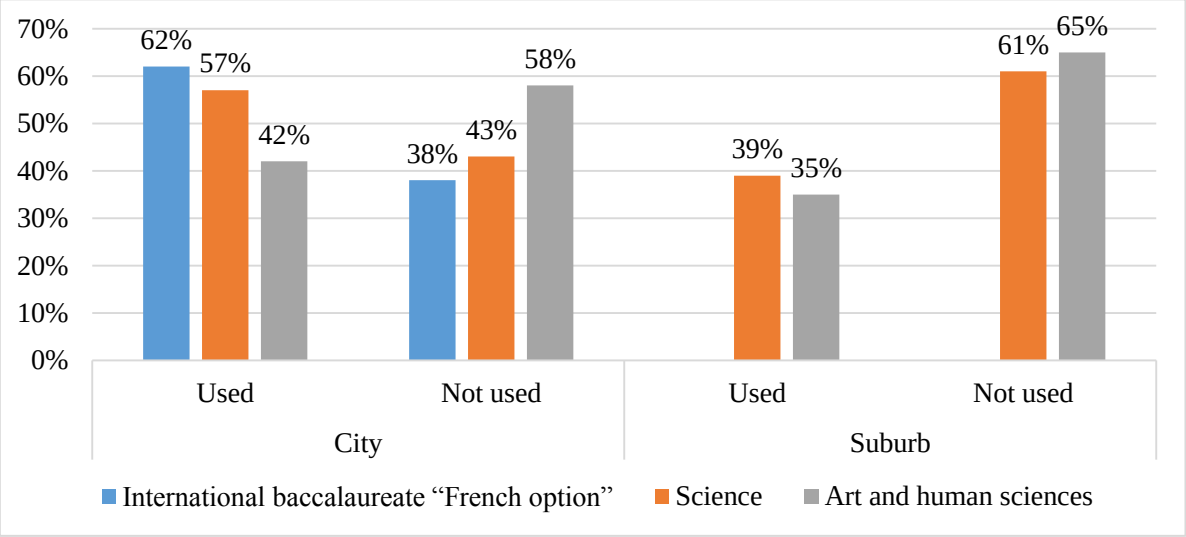
Statistics show that group work activities are often used in common core classes of different streams. During classroom observation, it has been observed that common core students work a lot in group. Students enjoy working with their classmates on different tasks and share information between them. In other words, 80% of international baccalaureate classes use group work activities in class, whereas only 20% of classes do not. 78% of science classes use group work tasks and only 22% of classes do not. 71% of art and human sciences use group work activities and only 29% of classes do not.

In suburb area, 67% of science classes use group work tasks whereas 33% of classes do not. 62% of art and human sciences classes use group work activities and only 38% of classes do not.

Table 57: Group work (first year baccalaureate)

First year baccalaureate		International baccalaureate "French option"	Science	Art and human sciences
City	Used	62%	57%	42%
	Not used	38%	43%	58%
	TOTAL	100%	100%	100%
Suburb	Used		39%	35%
	Not used		61%	65%
	TOTAL		100%	100%

Figure 75: Group work (first year baccalaureate)



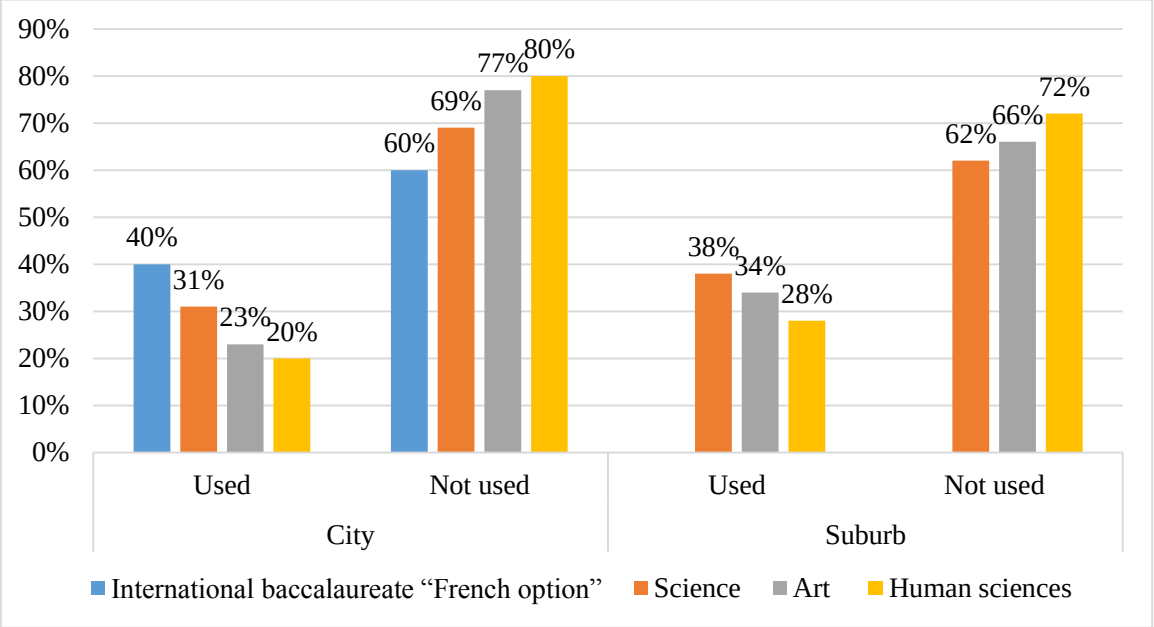
Statistics show that group work activities are less encouraged in comparison with common core classes. During classroom observation, it has been noticed that individual and pair work activities are encouraged in first year baccalaureate classes more than group work tasks. Sometimes, the behavior of students is not encouraging to assign group work activities; they do not take task seriously. 62% of international baccalaureate classes use group work activities but 38% of classes do not. 57% of science classes use group work tasks but 43% of classes do not. 42% of art and human sciences use group work tasks, however; 58% of classes do not.

In suburb area, 39% of science classes use group work tasks, however; 61% of classes do not. 35% of art and human sciences classes use group work tasks but 65% of classes do not.

Table 58: Group work (second year baccalaureate)

Second year baccalaureate		International baccalaureate "French option"	Science	Art	Human sciences
City	Used	40%	31%	23%	20%
	Not used	60%	69%	77%	80%
	TOTAL	100%	100%	100%	100%
Suburb	Used		38%	34%	28%
	Not used		62%	66%	72%
	TOTAL		100%	100%	100%

Figure 76: Group work (second year baccalaureate)



Statistics show that group work activities are rarely recommended in second year baccalaureate classes. During classroom observation, it has been observed that individual and pair work are encouraged more than group work tasks. 40% of international baccalaureate classes use group work activities, however; 60% of classes do not. 31% of science classes use group work tasks but 69% of classes do not. 23% of art classes use group work activities and

77% of classes do not. Only 20% of human sciences use group work activities, however; 80% of classes do not.

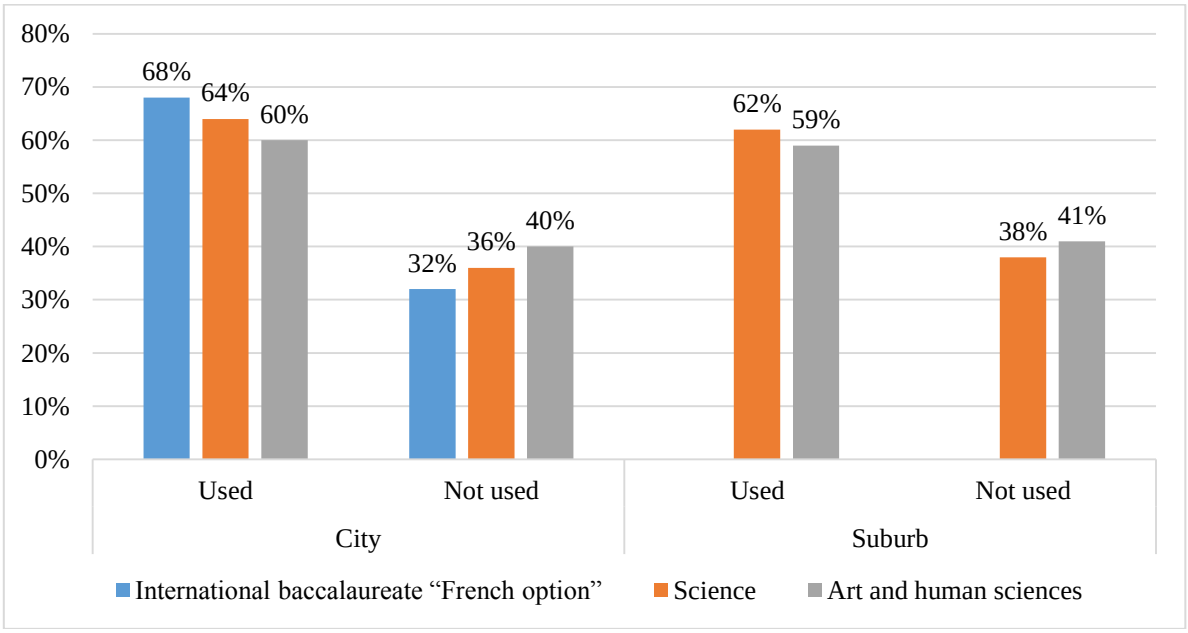
In suburb area, 38% of science classes use group work activities, however; 62% of classes do not. Only 34% of art classes use group work tasks, however; 66% of classes do not. 28% of human sciences use group work activities, however; 72% of classes do not.

❖ Role Play Activity

Table 59: Role play (Common core)

Common core		International baccalaureate "French option"	Science	Art and human sciences
City	Used	68%	64%	60%
	Not used	32%	36%	40%
	TOTAL	100%	100%	100%
Suburb	Used		62%	59%
	Not used		38%	41%
	TOTAL		100%	100%

Figure 77: Role play (Common core)



The results show that role play activities are highly used in common core classes. During classroom observation, it has been noticed that role play tasks are assigned when teaching grammar lessons. Though role play tasks, students are able to maintain and retain grammar rules through practice. However, the majority of classes observed, students practice their role play activities in their seats. 68% of international baccalaureate classes use role play activities whereas only 32% of classes do not. 64% of science classes use role play tasks and only 36% of classes do not. 60% of art and human sciences classes use role play activities but 40% of classes do not.

In suburb area, 62% of science classes use role play activities but 38% of classes do not. 41% of art and human sciences classes do not use role play tasks, however; it has been found that 58% of classes use it. It has been observed that common core in suburb area do not often use role play activities in comparison with common core classes in city areas. It has been observed that students do not enjoy role play activities; students practice in their seats.

Table 60: Role play (First year baccalaureate)

First year baccalaureate		**International baccalaureate "French option"**	**Science**	**Art and human sciences**
City	Used	42%	39%	32%
	Not used	58%	61%	68%
	TOTAL	100%	100%	100%
Suburb	Used		40%	37%
	Not used		60%	63%
	TOTAL		100%	100%

Figure 78: Role play (First year baccalaureate)

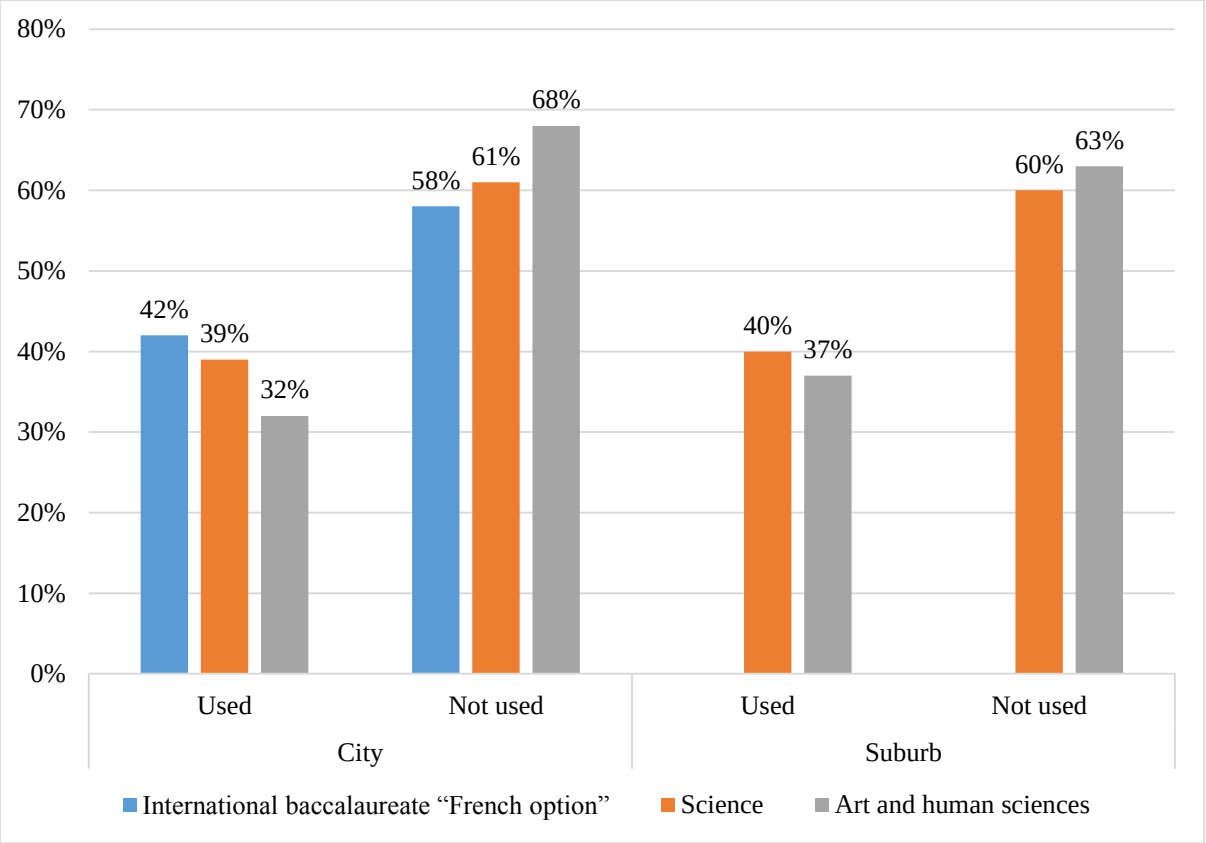
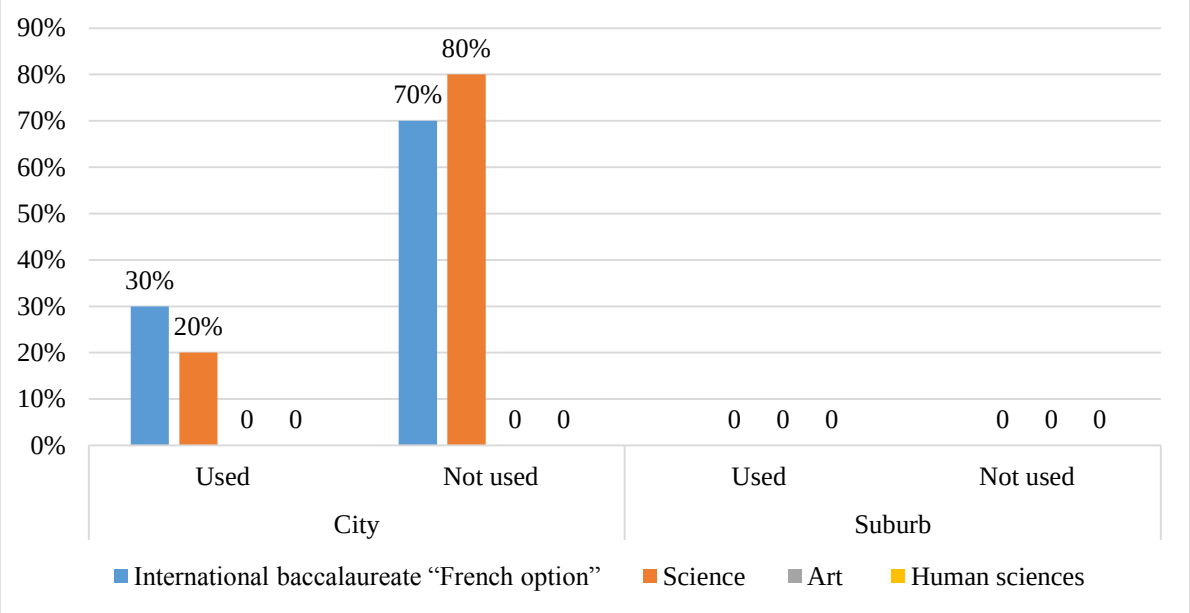


Table 61: Role play (Second year baccalaureate)

Second year baccalaureate		International baccalaureate "French option"	Science	Art	Human sciences
City	Used	30%	20%	-	-
	Not used	70%	80%	-	-
	TOTAL	100%	100%	-	-
Suburb	Used		-	-	-
	Not used		-	-	-
	TOTAL		-	-	-

Figure 79: Role play (Second year baccalaureate)



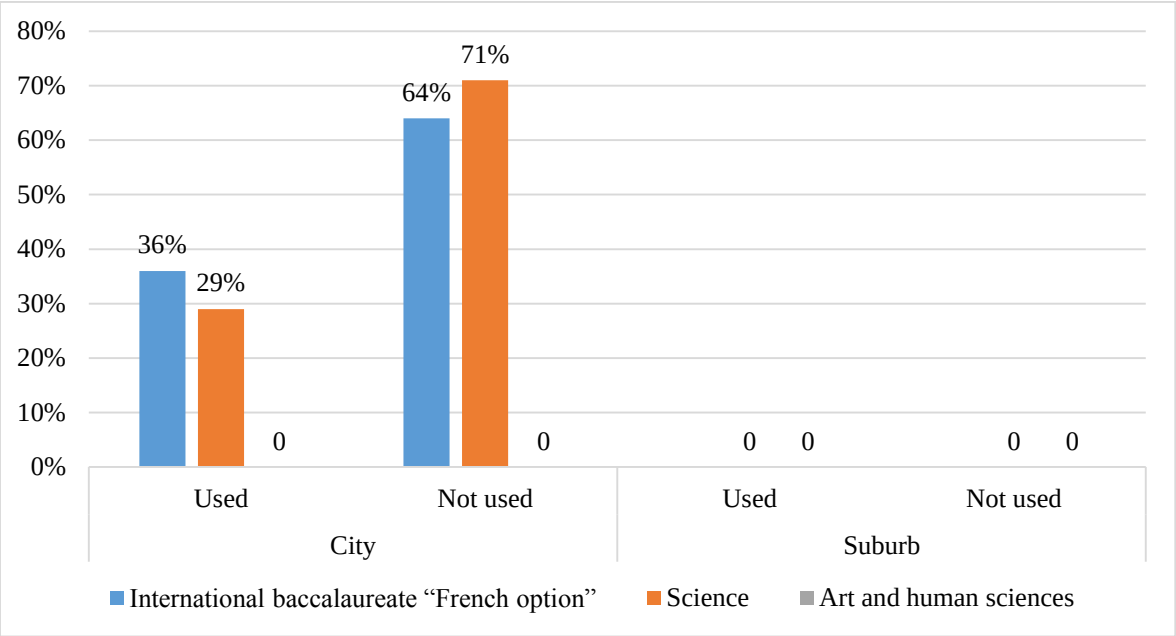
During classroom observation, it has been observed that role play activities are not encouraged in city and suburb area. In other words, it has been observed that role play activities are never used in art and human sciences. However, it is noticed that only 30% of international baccalaureate use role play activities whereas 70% of classes do not. 20% of science classes use role play tasks but 80% of classes do not. In suburb area, it has been observed that role play activities are never used in all classes of different options (science, art, and human sciences). Role play tasks are not assigned to students.

- ❖ Data Show Activity

Table 62: Data show (Common core)

Common core		**International baccalaureate "French option"**	**Science**	**Art and human sciences**
City	Used	36%	29%	-
	Not used	64%	71%	-
	TOTAL	100%	100%	-
Suburb	Used		-	-
	Not used		-	-
	TOTAL		-	-

Figure 80: Data show (Common core)



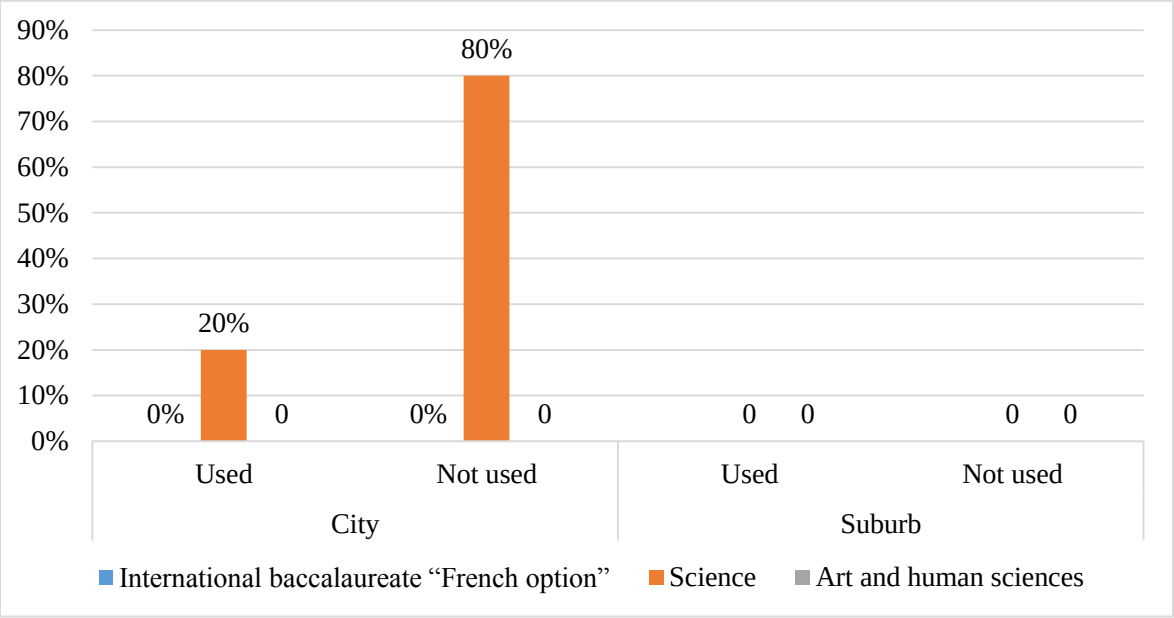
Statistics show that visual aids are not encouraged in common core classes either in city or suburb areas. 36% of international baccalaureate classes use data-show, however; 64% of classes do not. 29% of science classes use data show, but 71% of do not. It has been observed that common core in suburb area do not use technology while in city areas only few international baccalaureate and science classes that used visual aids.

Statistics show that 72% of common core classes do not use data-show. Only 28% of classes use technology in class. In addition, it is noticed that 80% of first year baccalaureate classes do not use data-show but only 20% of classes that used it. In contrast, during class observation it has been noticed that second year baccalaureate classes do not use data-how or any other technological means. During observation, it has been noticed that only few classes in both common core and first year baccalaureate classes that use data-show either to show a video or for power point presentation.

Table 63: Data show (First year baccalaureate)

First year baccalaureate		International baccalaureate "French option"	Science	Art and human sciences
City	Used	-	20%	-
	Not used	-	80%	-
	TOTAL	-	100%	
Suburb	Used		-	-
	Not used		-	-
	TOTAL		-	-

Figure 81: Data show (First year baccalaureate)

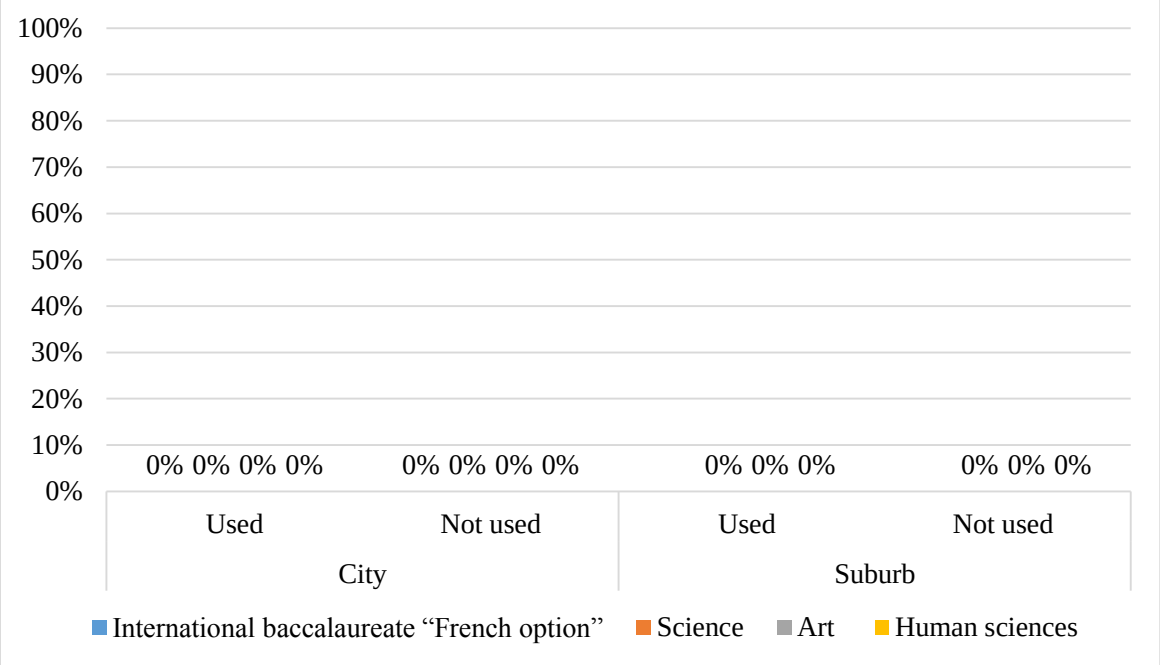


Statistics show that technology is not encouraged in first year baccalaureate classes. It has been observed that few science classes that use visual aids in class. In other words, 20% of science classes that use data show, however; 80% of classes do not. In suburb area, it has been observed that data show is never used in classes of different options. Textbooks are the only materials used in class.

Table 64: Data show (Second year baccalaureate)

Second year baccalaureate		International baccalaureate "French option"	Science	Art	Human sciences
City	Used	-	-	-	-
	Not used	-	-	-	-
	TOTAL	-	-	-	-
Suburb	Used		-	-	-
	Not used		-	-	-
	TOTAL		-	-	-

Figure 82: Data show (Second year baccalaureate)



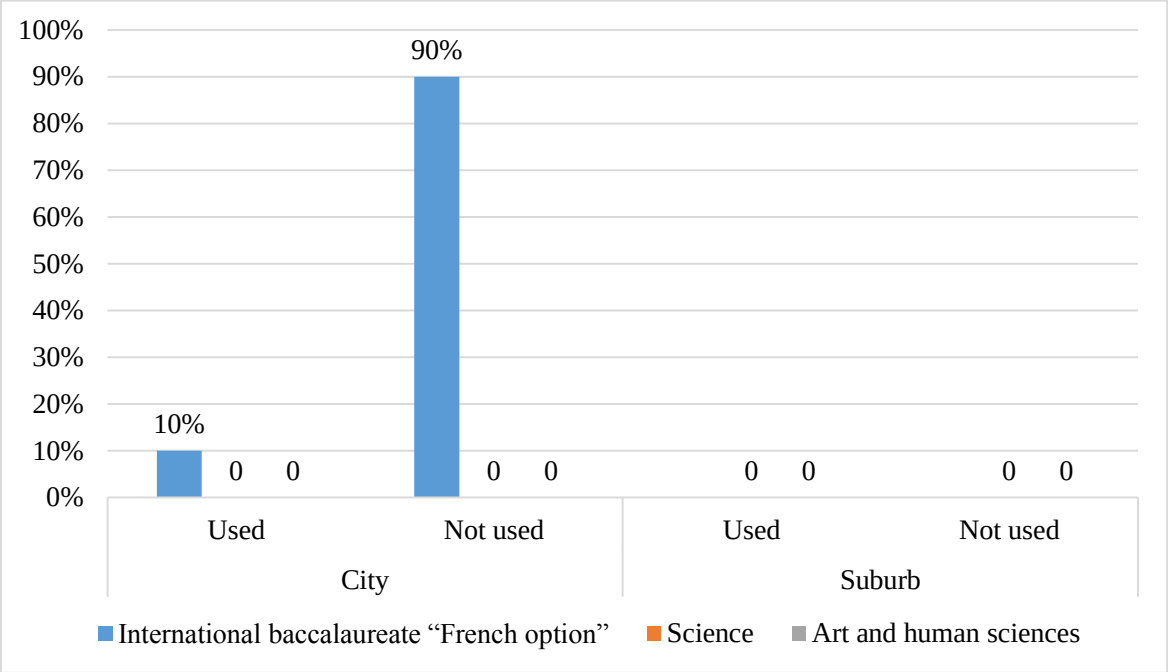
Statistics show that technology is never used in classes of different streams either in city or suburb area. During classroom observation, it has been observed that the only materials used are the students' book and work book. Technology is never encouraged in second year baccalaureate classes.

❖ Round Table Activity

Table 65: Round table (Common core)

Common core		International baccalaureate "French option"	Science	Art and human sciences
City	Used	10%	-	-
	Not used	90%	-	-
	TOTAL	100%	-	-
Suburb	Used		-	-
	Not used		-	-
	TOTAL		-	-

Figure 83: Round table (Common core)



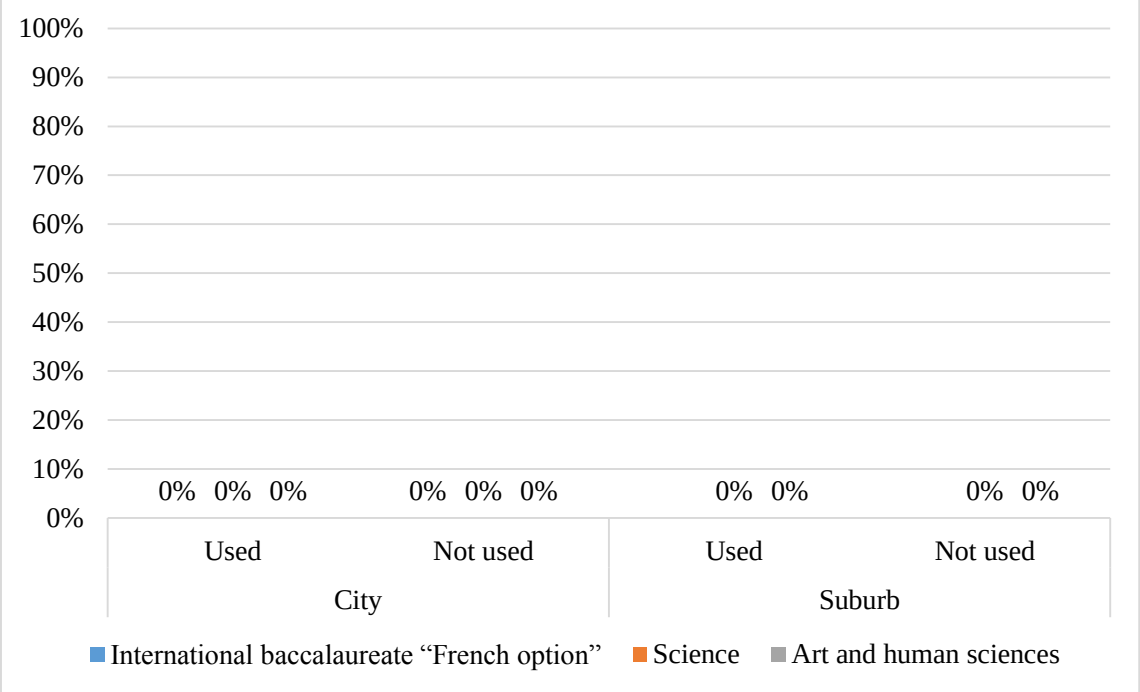
Statistics show that round tables are not encouraged in common core classes. During classroom observation, it has been observed that only one class that have used round table activity and this is due to the limited number of students (15 students) in class. The round

table was successful; students discuss their ideas and share information with their classmates. Other classes never used round table activities either in city or suburb areas.

Table 66: Round table (First year baccalaureate)

First year baccalaureate		International baccalaureate "French option"	Science	Art and human sciences
City	Used	-	-	-
	Not used	-	-	-
	TOTAL	-	-	-
Suburb	Used		-	-
	Not used		-	-
	TOTAL		-	-

Figure 84: Round table (First year baccalaureate)



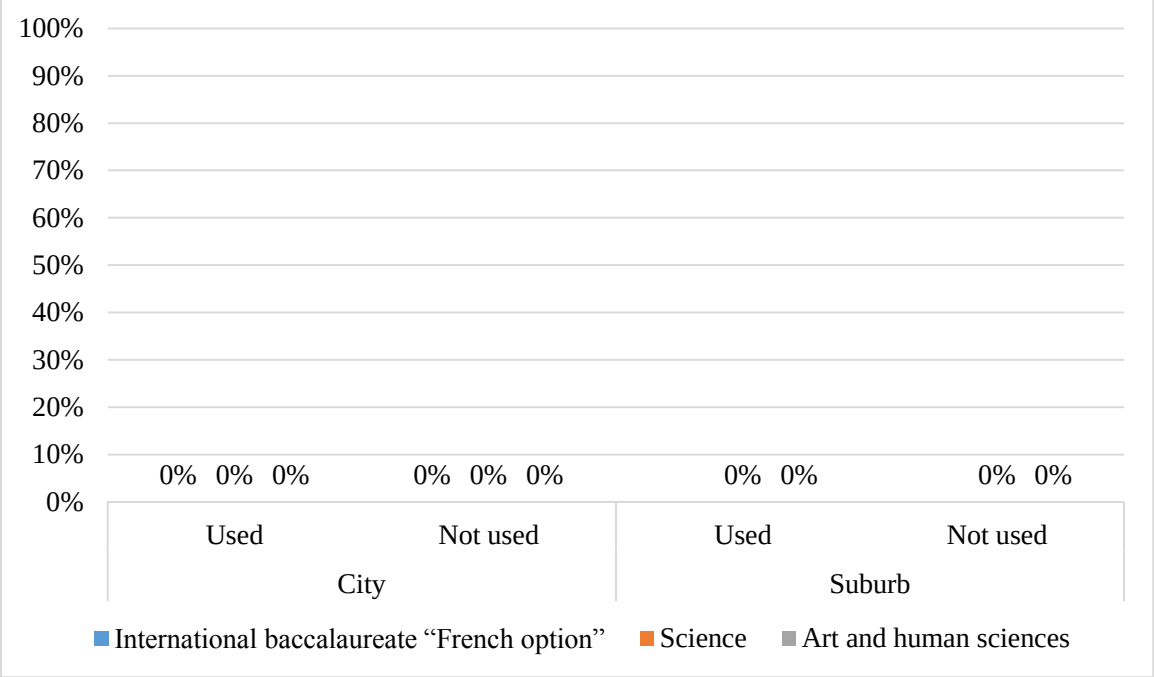
Statistics show that first year baccalaureate classes never used round table activities either in city or suburb areas. Students are not engaged in discussing topics and share ideas

with their classmates. Most tasks used in class are grammar and vocabulary exercises. Round tables are rarely recommended in class.

Table 67: Round table (First year baccalaureate)

Second year baccalaureate		International baccalaureate "French option"	Science	Art	Human sciences
City	Used	-	-	-	-
	Not used	-	-	-	-
	TOTAL	-	-	-	-
Suburb	Used		-	-	-
	Not used		-	-	-
	TOTAL		-	-	-

Figure 85: Round table (First year baccalaureate)



Statistics show that round table activities are not used either in first or second year baccalaureate classes. Students discuss their ideas when they read a text in class and answer

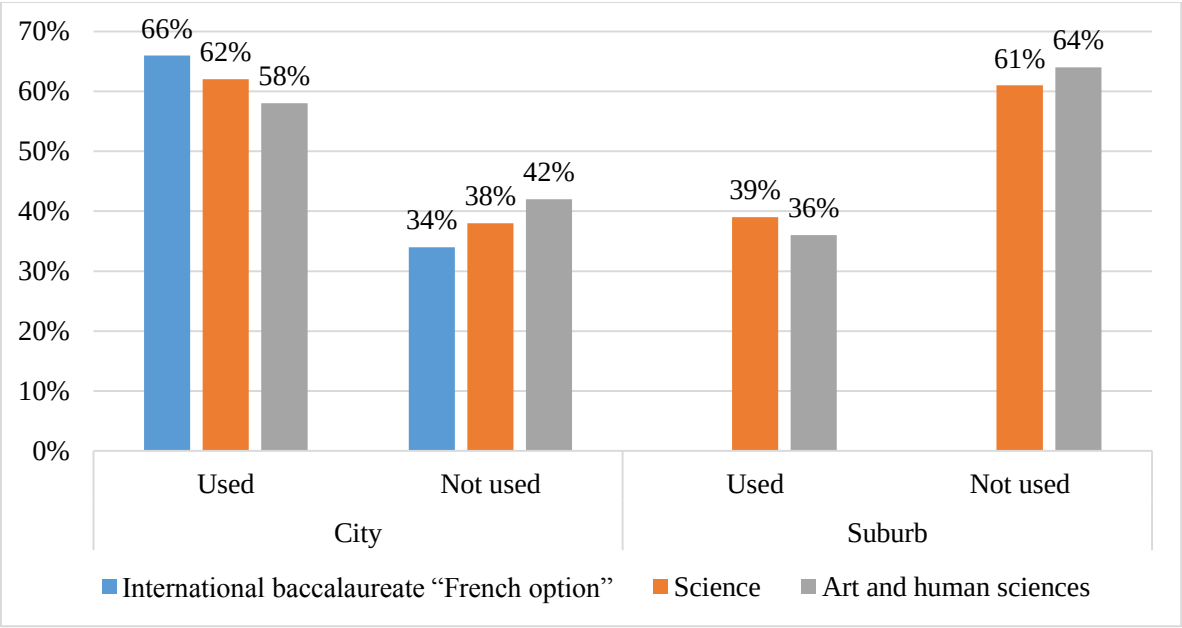
the reading comprehension question. Round table tasks are never assigned in second year baccalaureate classes in city and suburb area.

❖ Discussion Activity

Table 68: Discussion (Common core)

Common core		International baccalaureate "French option"	Science	Art and human sciences
City	Used	66%	62%	58%
	Not used	34%	38%	42%
	TOTAL	100%	100%	100%
Suburb	Used		39	36
	Not used		61	64
	TOTAL		100%	100%

Figure 86: Discussion (Common core)



Statistics show that common core classes of different streams in city areas use discussion activities. Students discuss issues that are relevant to their real life such as school, health, sports, and hobbies. Students find these topics interesting to discuss because it touches

their daily life situations. However; common core classes in suburb areas rarely discuss issues in class. Students work on tasks such as grammar, writing, comprehension question, and vocabulary items. Besides, students rarely participate and are not motivated to provide ideas.

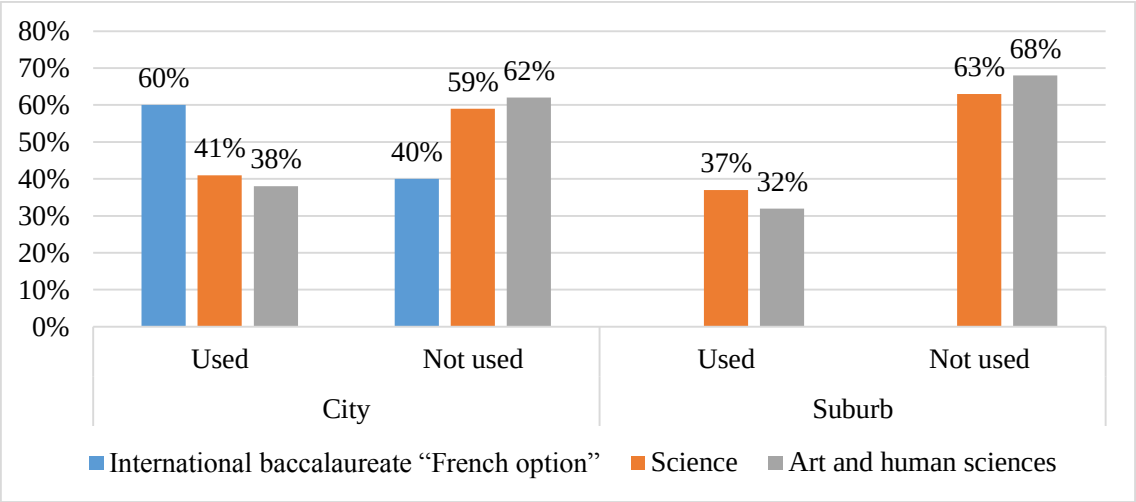
36% of international baccalaureate classes use discussion activities and only 34% of classes do not. 62% of science classes use discussion whereas 38% of classes do not. 58% of art and human sciences classes use discussion; however, 42% of classes do not. During classroom observation, it has been noticed that art and human sciences do not discuss their ideas; the majority of students keep silent and do not interfere.

In suburb area, 39% of science classes use discussion activities, however; 61% of classes do not. 36% of art and human science classes use discussion activities, but 64% of classes do not. It has been observed discussion activities are rarely recommended in common core classes in suburb area. These classes focus more on *Questions* and *Answers* related to reading sections or vocabulary.

Table 69: Discussion (First year baccalaureate)

First year baccalaureate		International baccalaureate "French option"	Science	Art and human sciences
City	Used	60%	41%	38%
	Not used	40%	59%	62%
	TOTAL	100%	100%	100%
Suburb	Used		37%	32%
	Not used		63%	68%
	TOTAL		100%	100%

Figure 87: Discussion (First year baccalaureate)



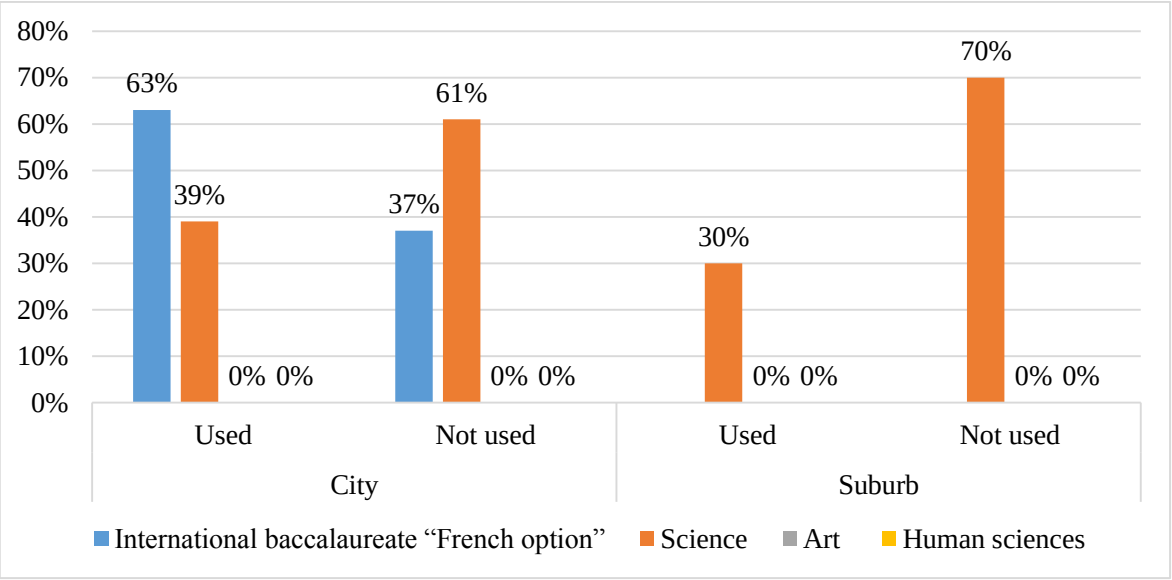
Statistics show that discussion activities are not often used in first year baccalaureate classes. 60% of international baccalaureate classes use discussion whereas only 40% of classes do not. 41% of science classes use discussion activities but 59% of classes do not. Only 38% of art and human science classes use discussion but 62% of classes do not.

In suburb area, it has been noticed that discussion activities are not recommenced in first year baccalaureate classes. 37% of science classes use discussion activities but 63% of classes do not. 32% of art and human science classes use discussion activities but 68% of classes do not. It has been observed that students are not engaged in discussion activities; they do not participate and express their ideas. Besides, most of the tasks done in class focus on grammatical exercises.

Table 70: Discussion (Second year baccalaureate)

Second year baccalaureate		International baccalaureate "French option"	Science	Art	Human sciences
City	Used	63%	39%	0%	0%
	Not used	37%	61%	0%	0%
	TOTAL	100%	100%	0%	0%
Suburb	Used		30%	0%	0%
	Not used		70%	0%	0%
	TOTAL		100%	0%	0%

Figure 88: Discussion (Second year baccalaureate)



Statistics show that discussion activities are rarely encouraged in second year baccalaureate. However, it has been observed that discussion activities are used in international baccalaureate classes and this is due to the limited number of students in class. It has been observed that discussion activities are often used in international baccalaureate classes; students participate and express their thoughts and ideas with their classmates. It has been noticed that the limited number of students in class help discussion to go smooth and efficient.

63% of international baccalaureate classes use discussion activities and only 37% of classes do not. 39% of science classes use discussion activities but 61% of classes do not. It has been observed that second year baccalaureate classes use discussion activities debating about different topics such as: sustainable development, education, and cultural values. However; during observation, it has been noticed that students are not all engaged in the discussion, only few students who express their ideas and opinions in class. There are lot of marginal students that do not neither participate not discuss. There prefer to stay silent and not interfere the focus in on grammatical exercises and Question and Answer questions after reading sections.

In suburb area, 30% of science classes use discussion activities but 70% of classes do not. Art and human sciences never used discussion activities. Students do not express their ideas and provide information. It has been noticed that teachers are centered; in other words, they give information and write on board and students copy in their copybooks. Most of the time the focus on grammar tasks.

In a nutshell, the results show the English language classrooms are not civically oriented. It has been noticed that common core classes display more motivation and participation than first and second year baccalaureate. Common core lessons relate to student's life which push students to talk and express their thoughts and ideas in class. Nevertheless, it has been observed that first and second year baccalaureate classes find some difficulties in participating and expressing their ideas in class. The majority of students stay silent and do not interfere. They are unable to provide their own arguments and share information when discussing topics in class such as cultural values, sustainable development, citizenship, gender and education. In addition to that, it has been observed that technology is rarely used in common core, first and second year baccalaureate classes. The only materials used in class are student's book and copybooks. It has been observed that first and second year baccalaureate rarely use round table and group work activities; most of the time students work individually or in pairs. Besides, tasks in class focus on grammar lessons, vocabulary items, and Wh questions. It is found that students rarely engaged in discussing social issues in class.

3.3. Results for Hypothesis (H3)

In this section, the researcher presents a descriptive content analysis of the third hypothesis. The findings have confirmed the fourth hypothesis: ELT textbooks do not respond to students' civic intellectual and communicative needs.

3.3.1. Six Levels of the Cognitive Domain in Bloom's Taxonomy in the Reading Sections of Common core, First, and Second Year Baccalaureate Textbooks

This sub section presents descriptive content analysis of the reading sections of the "Outlook" common core English textbook using the bloom's taxonomy approach of the low and high thinking level.

- "Outlook" Common Core Textbook

Table 71: Frequencies and Percentages of the Questions in the Six Levels of the Cognitive Domain in Bloom's Taxonomy in the Reading Sections of "Outlook" Common Core Textbook

Level of activity	Unit 1		Unit 2		Unit 3		Unit4		Unit5		Unit6		Unit7		Unit8		Unit 9		Unit10	
	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P
Knowledge	7	50%	0	0%	1	16,7	3	37.5%	0	0%	1	14.28%	3	37.5%	1	12,5%	1	25%	1	20%
Comprehension	4	40%	7	87.5%	5	83.3%	3	37.5%	2	66.6%	6	85,72%	5	62.5%	7	87,5%	3	75%	3	60%
Application	0	0%	0	0%	0	0%	1	12.5%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Analysis	0	0%	0	0%	0	0%	0	0%	1	33.4%	0	0%	0	0%	0	0%	0	0%	0	0%
Synthesis	1	10%	0	0%	0	0%	1	12.5%	0	0%	0	0%	0	0%	0	0%	0	0%	1	20%
Evaluation	0	0%	1	12.5%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
TOTAL	10	100%	8	100%	6	100%	8	100%	3	100%	7	100%	8	100%	8	100%	4	100%	5	100%

This finding implies that the number of activities that call for the cognitive level of application is the lowest in the ten units with percentages ranging between 0% - 12.5%. Nine units do not have any activities at this level. The second activity that work on the cognitive level is knowledge with percentages ranging between 16.7% - 50%, with frequencies ranging from 1- 5. Unit one has 5 activities with a percentage of 50% out of all the activities in other units, which is ranked as the highest rate of questions at this level of all the units. Most of the activities in each unit are at the comprehension level with percentages ranging between 37.5 – 87.5%. This level goes one step beyond the simple remembering of material, and represents the lowest level of understanding.

The total number of activities in each unit that deal with all three higher level thinking skills is less than those devoted to comprehension alone. However, there is only one

unit that contains an analysis activity, and fewer synthesis activities. Unit one has one activity at the synthesis level, one activity in unit 4, and one activity in unit 10 at the level of synthesis. Obviously, the number of evaluation activities in all ten units about 12.5%. Only one unit that contain an evaluation activity. The results imply that the cognitive level of activities is not varied. There are few activities that relate to the cognitive levels of knowledge and application while most of the activities relate to the cognitive level of comprehension. The total numbers of activities in each unit that relate to higher level cognition are less than a half of the number of those dealing with comprehension alone. Most reading questions used in the Outlook common core textbook units illustrate comprehension questions such as:

In unit 1 in reading activity about "Pygmies", all questions vary between the knowledge and comprehension activity. The knowledge level of question as: *Where do the Pigmies live? Where do the Pygmies get their food from?* In addition to comprehension questions as an example*: Are they afraid of the forest? Why?*

In unit 8 reading activity about "Feeling the Heat", most questions refer to understanding and comprehension as illustration: *write true or false or I don't know, find in the text words that mean the same as. What are the consequences?*

Table 72: Frequencies and Percentages of the Six Levels of the Cognitive Domain in Bloom's Taxonomy in the Activities of the "Outlook" Common Core Textbook

Level of question	Frequencies	Percentages
Knowledge	16	23.89%
Comprehension	45	67.16%
Application	1	1.49%
Analysis	1	1.49%
Synthesis	3	4.48%
Evaluation	1	1.49%
TOTAL	67	100%

The statistics above in table shows the frequencies and percentages of the six levels of the cognitive domain in Bloom's taxonomy for all ten units. The frequencies in the table range from 1-45, while the percentages range from 1.49% to 67.16%. The comprehension level appeared most frequently; the frequencies in the table represents a high frequency of comprehension activity about 45 while the percentage is about 67.16%. Knowledge activity is the second range after comprehension about 16 while the percentage is about 23.89. Besides, it is remarkable that application, synthesis, and evaluation are the least frequency numbers in table while percentages are about 1.49% (application), 1.49% (evaluation) but 4.48% for synthesis level of question.

Several activities in the reading sections of the "Outlook" common core level vary between true and false questions, Wh questions, and matching. Application, analysis, and evaluation are the lowest percentage and frequency having only one activity that require application, analysis and evaluation in each unit. They require receptive rather than productive skills, and emphasize accessing information rather than presentation. The third cognitive level that relates to the higher-order thinking presented three times in three units: unit 1 unit 4 and unit 10. Table shows that only 4.48% of analysis that relate to the high level of thinking. Reading sections of the Outlook common core textbook units focus on understanding and comprehension (low thinking) rather than comparing drawing connections among ideas (high thinking).

The results show that 62 activities emphasized levels of cognition representing lower order thinking skills, while only 5 activities emphasized the three higher order thinking skills. common core reading activities focus on the low order thinking skills displayed through knowledge, comprehension and application.

❖ "Gateway 1" First year Baccalaureate Textbook

This sub section presents descriptive content analysis of the reading sections of the first year "Gateway 1" textbook using the bloom's taxonomy approach of the low and high thinking level.

Table 73: Frequencies and Percentages of the Questions in the Six Levels of the Cognitive Domain in Bloom's Taxonomy in the reading sections of "Gateway 1" First year Baccalaureate Textbook

Level of activity	Unit 1		Unit 2		Unit 3		Unit4		Unit5		Unit6		Unit7		Unit8		Unit 9		Unit10	
	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P
Knowledge	3	30%	2	11.77%	1	12.5%	2	15.39	6	35.3%	0	0%	0	0%	0		0	0%	1	8.34%
Comprehension	7	70%	15	88.23%	2	25%	11	84.61	10	58.82%	7	77.78%	8	72.73%	7	70%	4	80%	9	75%
Application	0	0%	0	0%	0	0%	0	0%	0	0%	1	11.11%	2	18.18%	0	0%	1	20%	2	16.66%
Analysis	0	0%	0	0%	3	37.5%	0	0%	1	5.88%	0	0%	0	0%	2	20%	0	0%	0	0%
Synthesis	0	0%	0	0%	0	0%	0	0%	0	0%	1	11.11%	1	9.09%	1	10%	0	0%	0	0%
Evaluation	0	0%	0	0%	2	25%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
TOTAL	10	100%	17	100%	8	100%	13	100%	17	100%	9	100%	11	100%	10	100%	5	100%	12	100%

The finding implies that there is a maximum of one activity in four units that asks students to use learned material in new and concrete situations. This finding implies that the number of activities that call for the cognitive level of application is the lowest in the ten units with percentages ranging between 11.11% - 20%. Unit six has one application activity presented in the following question: *without looking in text, fill in the blanks with appropriate information: the causes of the problem are: how to solve the problem*. Six units do not have any activities at this level. The activities that work on the cognitive level of knowledge range between 8.34% -35.3%, with frequencies ranging from 1 -6. Unit five has 6 activities with a percentage of 35.3% out of all the activities in the unit, which is the highest occurrence of questions at this level of all the units. Unit five presents six activities exemplified through the following questions: *Where and when the festival organized? How long does it last? What happened at the end of the festival?* Most of the activities in each unit are at the comprehension level with percentages ranging between 25% - 88.23%. unit one exemplify seven activities devoted to comprehension such as: *what is the name of the world cultural*

heritage you read about? What category of cultural heritage does it belong to? What makes it so important? This level goes one step beyond the simple remembering of material, and represents the lowest level of understanding.

The total number of activities in each unit that deal with all three higher level thinking skills is less than those devoted to comprehension alone. However, there are between one and three activities at the level of analysis in each unit, and fewer synthesis activities. Unit three has three activities which involve analysis such as: *compare the arguments you gave before reading the texts with arguments given by Laura, Tom or Yasmina. Are they similar? Are they different? Why?* Unit one has no activities at the synthesis level, and the highest frequency of synthesis activities is in unit six which has 11.11%. Unit six has one activity related to synthesis through a question such as: *Discuss your findings with whole class* Interestingly, the number of evaluation activities in all ten units range from 0% - 25%.

The results imply that the cognitive level of activities is not varied. Unit three has two activities that involve evaluation out of all ten units. There are few activities that relate to the cognitive levels of knowledge and application while most of the activities relate to the cognitive level of comprehension. The total numbers of activities in each unit that relate to higher level cognition are about half the number of those dealing with comprehension alone.

Table 74: Frequencies and Percentages of the Six Levels of the Cognitive Domain in Bloom's Taxonomy in the Activities of First year Baccalaureate "Gateway 1" Textbook

Level of question	Frequencies	Percentages
Knowledge	15	13.39%
Comprehension	80	71.42%
Application	6	5.36%
Analysis	6	5.36%
Synthesis	3	2.68%
Evaluation	2	1.79%
TOTAL	112	100%

Statistics indicates that there is a maximum of one activity in each unit that asks students to use learned material in new and concrete situations. According to table, this finding implies that the number of activities that call for the cognitive level of evaluation is the lowest in the with percentages of 2.79%. The synthesis cognitive level raked second of the least high thinking level about 2.68% and analysis cognitive level about 5.36% For the low thinking cognitive level, it is remarkable that application level is the lowest level presented in the textbook about 5.36%. The knowledge cognitive level about 13.39% however, it is found that the comprehension cognitive level is the highest percentages represented in the textbook about 71.42%.

In a nutshell, the total number of activities in each unit that deal with all three higher level thinking skills is less than those devoted to comprehension alone. The total numbers of activities in each unit that relate to higher level cognition are about half the number of those dealing with comprehension alone. This means that "Gateway 1" first year baccalaureate textbook reading sections focus on the low-order thinking level which focus more on understanding and retrieving information rather than high-order thinking which determine more analysis of information and assessment.

The results show that 101 activities emphasized levels of cognition representing lower order thinking skills, while only 11 activities emphasized the three higher order thinking skills. Common core reading activities focus on the low order thinking skills displayed through knowledge, comprehension and application.

- "Ticket 2" Second year Baccalaureate Textbook

This sub section presents descriptive content analysis of the reading sections of "Ticket 2" second year baccalaureate textbook using the bloom's taxonomy approach of the low and high thinking level.

Table 75: Frequencies and Percentages of the Questions in the Six Levels of the Cognitive Domain in Bloom's Taxonomy in the Reading Sections of "Ticket 2"Second year Baccalaureate Textbook

Level of activity	Unit 1		Unit 2		Unit 3		Unit4		Unit5		Unit6		Unit7		Unit8		Unit 9		Unit10	
	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P
Knowledge	2	12.5%	0	0%	2	20%	2	12.5%	8	50%	0	0%	4	20%	2	20%	1	6.25%	0	0%
Comprehension	10	62.5 %	4	40%	5	50%	10	62.5%	5	31.25%	4	40%	7	35%	3	30%	12	75%	12	60%
Application	1	6.25%	1	10%	0	0%	2	12.5%	1	6.25%	1	10%	2	10%	1	10%	1	6.2%	0	0
Analysis	3	18.75 %	2	20%	0	0%	1	6.25%	0	0%	2	20%	4	20%	2	20%	0	0%	4	20%
Synthesis	0	0%	1	10%	1	10%	1	6.25%	1	6.25%	1	10%	3	15%	0	0%	2	12.5	2	10%
Evaluation	0	0%	2	20%	2	20%	0	0%	1	6.25%	2	20%	0	0%	2	20%	0	0	2	10%
TOTAL	16	100%	10	100%	10	100%	16	100%	16	100%	10	100%	20	100%	10	100%	16	100%	20	100%

The results imply that the number of activities that call for the cognitive level of application is the lowest in the ten units with percentages ranging between 6.25% - 12.5%. Unit 2 presents application activity through question like *without going back to the text, complete the following table in your own words*. Two units do not have any activities at this level. The second activity that work on the cognitive level is knowledge with percentages ranging between 6.25% - 50%, with frequencies ranging from 1- 8. Unit five has 8 knowledge activities with a percentage of 50% more than all activities in other units, which is ranked as the highest rate of questions. Most of the activities presented in each unit focus on comprehension with percentages ranging between 30% – 75%. This level goes one step beyond the simple recalling facts and basic concepts, and represents the lowest level of understanding.

The total number of activities in each unit that deal with all three higher level thinking skills is less than those devoted to comprehension alone. Seven units contain analysis ranging from 1-4 and percentages about 6.25%- 20% that require high level of thinking. These units present high order thinking through questions as stated in unit 2 which represents about 18.75% of analysis that relate to the high thinking through reading questions such as: *read for passages again and distinguish facts from details*. Eight units have activities at the

synthesis level. Unit two displays a high thinking level related to synthesis activity through question like: *do you approve or disapprove using humor at school?* Obviously, the number of evaluation activities in all ten units range from 6.25-20%. Six units that contain an evaluation activity, however; unit eight presents evaluation activities such as: *vote on the following issue. Justify your vote.*

Table 76: Frequencies and Percentages of the Six Levels of the Cognitive Domain in Bloom's Taxonomy in the Activities of "Ticket 2"Second year Baccalaureate Textbook

Level of question	Frequencies	Percentages
knowledge	21	14.58%
Comprehension	72	50.00%
Application	10	6.94%
Analysis	18	12.50%
Synthesis	12	8.34%
Evaluation	11	7.64%
TOTAL	144	100%

The results above in table show the frequencies and percentages of the six levels of the cognitive domain in Bloom's taxonomy for all ten units. The frequencies in the table range from 11-72, while the percentages range from 7.64% to 50%. The comprehension level appeared most frequently; the frequencies in the table represent a high frequency of comprehension activity about 72% while the percentage is about 50%. Knowledge activity is the second range after comprehension about 21 while the percentage of 14.58%. In addition, it remarkable that application is the lowest activity rated about 6.94%. For the high-order thinking, it is noticeable that synthesis is the highest activity represented about 12.50%, then synthesis activity about 8.34% and evaluation as the least activity presented about 7.64% in the reading sections.

Several activities in the reading sections of "Ticket 2" second year baccalaureate vary between true and false questions, Wh questions, and statement completion. Analysis,

synthesis and evaluation are the lowest percentage and frequency having only one activity that require the high thinking level. In nutshell, the "Ticket 2" second year baccalaureate textbook focus on the low-order thinking demonstrated through comprehension and understanding. This thinking focuses on recalling materials, concepts and retaining information rather than arguing defending drawing connections among ideas.

The results show that 103 activities emphasized levels of cognition representing lower order thinking skills, while only 44 activities emphasized the three higher order thinking skills. Common core reading activities focus on the low order thinking skills displayed through knowledge, comprehension and application.

3.3.2. Communicative Language Teaching Approaches

This sub section introduces descriptive content analysis results of the English textbook speaking activities using Richard's communicative language teaching approach like: speaking tasks, real-world tasks (task description), accuracy and fluency, role play, types of speaking, text types, focus on form or meaning, classroom organization.

❖ "Outlook" Common Core Textbook

This sub section introduces descriptive content analysis results of the speaking tasks of "Outlook" common core textbook using the communicative teaching approach.

Table 77: The topics of speaking tasks units of the common core textbook "Outlook"

The topics of speaking tasks in the common core textbook	
1. My friend's personal profile	**7.** Dangerous sports
2. How do you spend your week?	**8.** High quality environment
3. No speaking activity	**9.** The world of money
4. Artistic interests	**10.** Are you for or against internet?
5. Poem	
6. Medicines	

The table shows the speaking topic units under study. There are 10 speaking units tackling different topics of discussion ranging from personal profiles to internet and technology use. Unit three does not contain a speaking activity and so only nine speaking activities which are analyzed statistically. This section presents descriptive content analysis results of the Common Core "Outlook" textbook speaking activities using Richard's communicative language teaching approach like: speaking tasks, real-world tasks (task description), accuracy and fluency, role play, types of speaking, text types, focus on form or meaning, classroom organization.

"Real-world tasks are tasks that reflect real-world uses of language" (Richards, 2011). According to table above, pupils are not only familiar with nouns like friend, environment, dangerous, week, and poem but also they often encounter these situations in their daily life, like: how do you spend your week? **(Topic2)**, artistic interests **(topic4)**, high quality environment **(topic8),** are you for or against internet **(topic 10).** These topics involve speaking and discussion among pupils because they involve real communication issues.

Real-world-task is an approach to Communicative Language Teaching. Through the topics of tasks presented above, the common core outlook textbook reflects a real-world use of language. In order to look further at real-world speaking tasks, examples will be given. Willis (1996) proposes six types of real-world tasks, listing tasks, sorting and ordering, comparing, problem-solving, sharing personal experience and creative tasks. Two examples are taken from the textbook to represent theses six types of real world tasks:

Examples of the listing tasks demonstrated in unit 10 (speaking task 6, p.124): *List your ideas in the column for or the column against the use of the internet. Then, be ready to present your ideas to the class.* (Unit 10; Speaking task 6: page.124 "Outlook")

Internet is part of pupil's life. Through this real-world use of language, it is easy to get the pupils involved in speaking. According to the task above, the pupils have to list ideas on their paper about internet either to give positive statements (for) or negative statement

(against), then present their list of statements in front of their classmates. This task is the performance of a listing task.

Another speaking activity which involve real-world tasks is creativity. Through this task, students are pushed to activate their creative side through real situations as illustrated bellow: *Imagine you are a journalist. Use these prompts to ask three partners questions about dangerous sports and write the answers in the table* (Unit 7, Speaking Task 7: page.88 "Outlook")

1. Favorite sports	
2. Safe or dangerous sports	
3.Like dangerous sports	
4.Practice dangerous games	

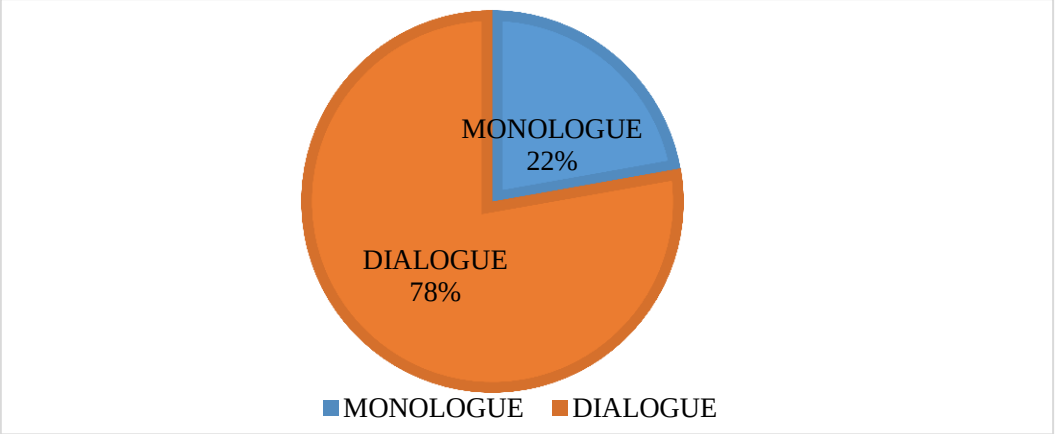
Creativity has come to mean divergent thinking (Kaufman & Sternberg, 2006). The pupils are asked to imagine themselves as journalists and ask their partners about the different statements (favorite sports and dangerous sports). In unit seven, pupils are asked to talk about hobbies and things they do and avoid. Pupils are required to imagine themselves journalists and perform like one and talk about the dangerous sports and write about them.

The Outlook textbook speaking activities presented two types of speaking: monologue and dialogue. Communication can be either one-way or two-way. One-way communication implies that there is only one speaker who retells the story or presents a topic or the one who is telling the information verbally to one or more listeners in the form of monologue. The figure below shows about 22% speaking tasks of the outlook textbook provides monologue.

Two-way communication, or dialogue, is a conversation between two or more participants designed to illustrate and practice one or more language points (Nunan, 2004). This implies that two or more speakers must communicate verbally to reach the goal of the task; about 78%in the common core textbook requires dialogue.

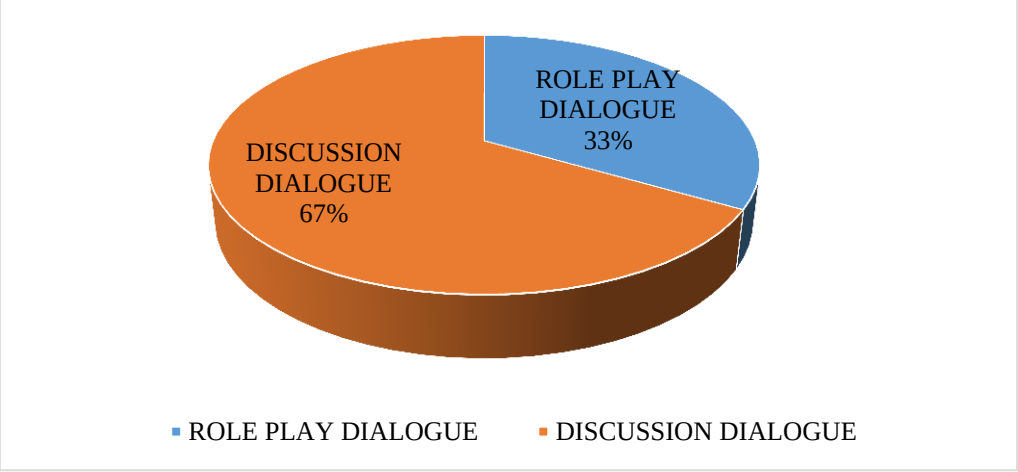
Monologue seeks to transmit information, while dialogue can cultivate knowledge and transform understandings through interaction (Nystrand, 1997).

Figure 89: Types of speaking



Dialogue is reached and targeted in the "Outlook" textbook. As Richards (2007) claimed that communicative language teaching approach has served a major source of influence on language teaching. Through dialogue, pupils can learn how to practice and use the language. Looking further into the dialogues in "Outlook" textbook, there some are differences in role-play dialogue and discussion dialogue, as demonstrated in the figure below.

Figure 90: Types of dialogue



Role-play dialogue is the dialogue which happens in context through role-play. In the "Outlook" textbook, it is noticed that pupils are not enough engaged in the role play dialogue. It is found that one task in which pupils play the roles of citizens occupying different jobs and complaining about the authorities' decision. In this task, students play the role of different occupational roles using complaining expressions (Unit 9; Speaking Task 7: p.111-112 "Outlook"). The table above shows about 33% of dialogues illustrate role-play dialogues. However, discussion dialogue is a dialogue which needs discussion and exchange of ideas. The finding implies that 67% of dialogue involve discussion. The example bellow shows a sample of a speaking task that involved dialogue discussion (Unit 6: Speaking Task 7: page. 76 Outlook)

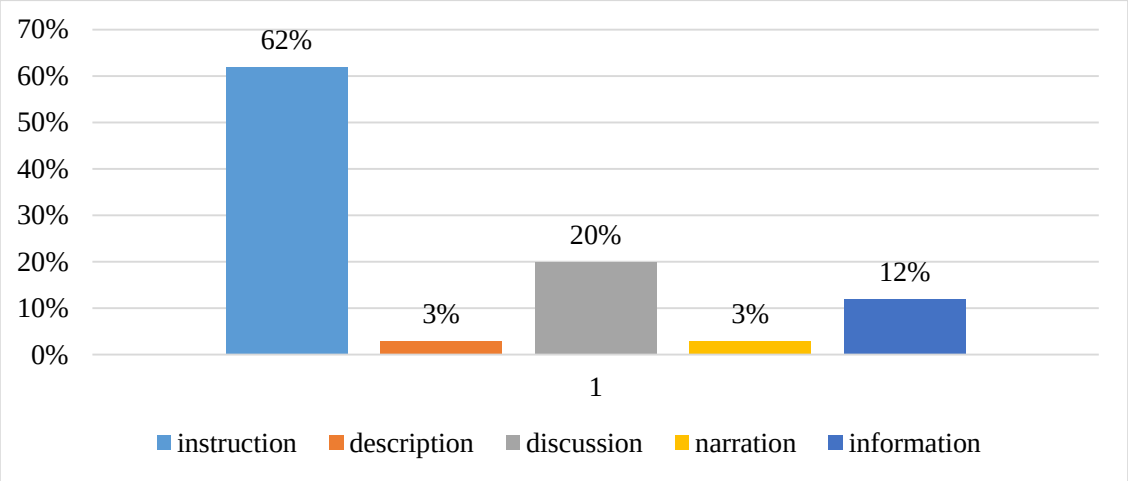
Look at the pictures and discuss these questions in a small group:

1. *What can you use these medicines for?*
2. *How can people use these medicines?*
3. *Which medicines do you have at home?*
4. *What should people do to keep healthy?*

Through dialogues, pupils can interact and use language. Dialogues can be categorized into role-play and discussion dialogues. However, there are some differences between dialogues; These differences will be explained in accuracy and fluency section.

Text types refer to five texts such as: narration, description, instruction, information, and discussion.

Figure 91: Text types



Instruction refers to, for example, giving directions or telling somebody "how to do something?" Statistics show about 23% of instruction texts. Through discussion, pupils are required to present an opinion or idea, comparing and contrasting or justifying their standpoints. A total of 29% speaking tasks involve discussion. The examples bellow presents the instruction and discussion texts such as:

Example of instruction: (Unit 8; Speaking tasks 8: p.106 "Outlook")

Fill in this questionnaire and explain your choices task

Example of discussion: (Unit 6: Speaking tasks 7: p.76 "Outlook")

The speaking task:

Look at the pictures and discuss these questions in a small group

1. *What can you use these medicines for?*
2. *How can people use these medicines?*
3. *Which medicines do you have at home?*
4. *What should people do to keep healthy?*

Narration refers to retelling the content of a text or engages in telling a story. There is narration in textbook about 23 %. There is a task called *"Poem"* where the student is required to read the poem and retell the content of the poem in unit 5 (The Speaking Task 6: p.63). There is also another activity where students are required to narrate about the movie through couple of questions: Example of narration unit 4 (The Speaking Task 6: p.51)

1. *What happens in the movie?*
2. *How the movie ends*

In these tasks, students are required to narrate about the movie and its characters.

Description refers to describing something, for example, an object, a feeling, an experience or opinion in a non-argumentative manner. About 0% of description tasks in the textbook; there aren't any descriptive speaking tasks for students. However, Information refers to, for example, providing facts or messages from a text or answer a specific question.

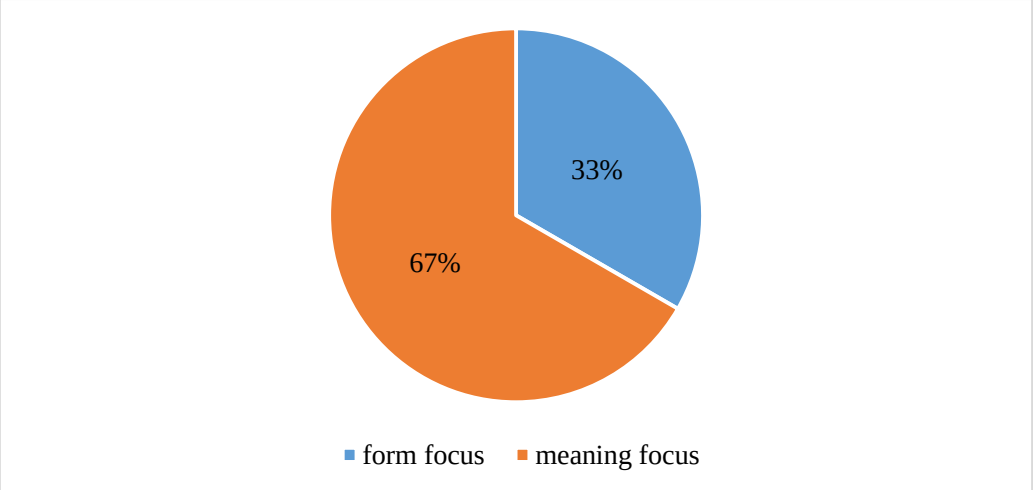
About 23% of speaking tasks require pupils to give information to one another about a specific matter. The example bellow students are required to ask about their classmates' profile through questions in unit 1 (The Speaking Task 3 p.14).

1. *My friend's personal profile?*
2. *Ask your classmates to fill in this form about surname, first name, city of origin, address, likes, dislikes, occupation, telephone number, age and languages.*

Students are required to collect information from each other and fill in the form with information they got from their classmates. Another activity where students get information is to ask classmates about their activities they spend during the week and compare the results in group in unit 2 (The Speaking Task 7: p. 28).

It is noticeable that there is a high percentage of 29% of given instruction in the textbook whereas we found equal percentages between the narration (23%) discussion (23%), and information (23%) in all speaking tasks. However, there are no speaking tasks that require description about different matters and situations.

Figure 92: Form and meaning focus



The majority of speaking activities focus on meaning about 67% and only 33% focus on the form.

Focus on the form approach emphasize on the grammatical rules and construct of the language. An example shown in unit 1 (The Speaking Task 3 p.14) students were asked to interview their classmates about their names, address, city of origin, age, language, occupation, telephone number, likes and dislikes. In this speaking task, students review grammar forms as pronouns and simple present tense.

The meaning is exemplified through discussion of ideas as shown in unit 6 (The Speaking task 7). The task asks students to discuss these questions in small group

1. *What can you use these medicines for?*
2. *How can people use these medicines*

Accuracy and fluency are important communicative language teaching approaches. Brown (2001) points out that accuracy and fluency are both important goals to pursue in Communicative Language Teaching" (Brown, 2001). The activity may aim either at accuracy or fluency. According to figure "types of speaking", The textbook focuses more on fluency more than accuracy. The "Outlook" textbook focuses on questions of discussion in which students are required to present and express their opinions whereas accuracy focuses on structures exemplified through role play dialogues. In Role play dialogues, students review and practice grammar structures and forms.

33% of speaking tasks focus on the form as illustrated in unit 1 (Speaking Task 3: p.14)

The example of the form focus:

Ask your partner questions to fill in this form

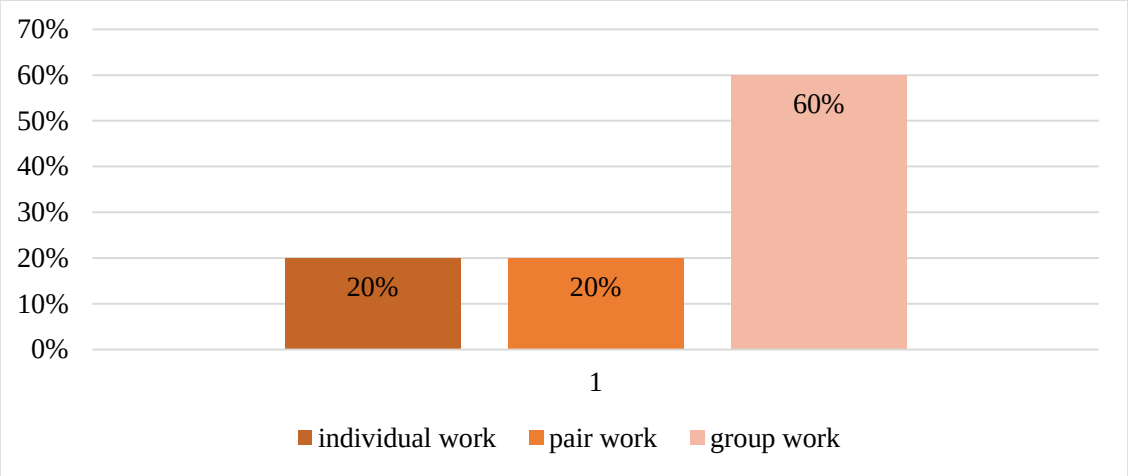
Surname	First name
City of origin	Age
Languages	Address
Telephone number	Occupation
Likes dislikes	

67% of speaking tasks focus on the meaning in unit 6 speaking task page 76.

Example of meaning focus: *Look at pictures and discuss these questions in a small group:*

1. *What can you use these medicines for?*
2. *How can people use these medicines?*
3. *Which medicines do you have at home?*
4. *Which medicines do you have at home*
5. *What should people do to keep healthy?*

Figure 93: Classroom organization



Classroom organization is fairly straightforward and defines if the pupils produce and work alone or cooperatively; the three alternatives are: individual work; pair work; group work. 20% of speaking tasks demands individual work and 20% of speaking tasks requires pair work, however, 60% of speaking tasks require group work in the textbook. Classroom organization depends on different kinds of dialogue. Discussion dialogue requires group work more than pair work. The role-play dialogues are generally carried out by two pupils, however, discussion dialogues involve three or more pupils, therefore; group work activities are more frequent in "Outlook" textbook.

Pair work and group work play important roles in the textbooks, which both serve as positive influences to communicative language teaching approaches. 60% of the group work tasks were demonstrated in "Outlook" textbook. Richards (2011) puts forward that "they [the pupils] will produce a greater amount of language than they would use in teacher-fronted activities and the pupils 'motivational levels are likely to increase" (Richards, 2011). In a

nutshell, pair work and group work can raise the pupils' interest and make them willingly take part in speaking activities. Also, pair work and group activities can activate the pupils to speak clearly and correctly, and thus make them express their own ideas in an effective way.

❖ "Gateway 1" First year Baccalaureate Textbook

This sub section introduces descriptive content analysis results of the speaking tasks of "Gateway 1" first year baccalaureate textbook using Richard's communicative language teaching approach.

Table 78: The topics of speaking tasks units of the first year textbook "Gateway1"

1. Expressing opinions and beliefs	**6.** Expressing complaints
2. Giving and seeking advice	**7.** Expressing hopes and wishes
3. Expressing interest and surprise	**8**. Making suggestions
4. Expressing feeling and emotions	**9.** Apologizing
5. Expressing promise	**10**.Expressing possibility

Willis (1996) proposes six types of real-world tasks, listing tasks, sorting and ordering, comparing, problem-solving, sharing personal experience and creative tasks. Two examples are taken from the textbook to represent theses six types of real world tasks.

The table above shows that the real world tasks are not focused in speaking activities. In "Gateway1", it is not titled "Speaking Tasks" but "Boost your Communication Skills". As mentioned above, these communication activities are mainly targeting ways of expression either wishes or apologizing. Few real-tasks presented in "Gateway 1" textbook.

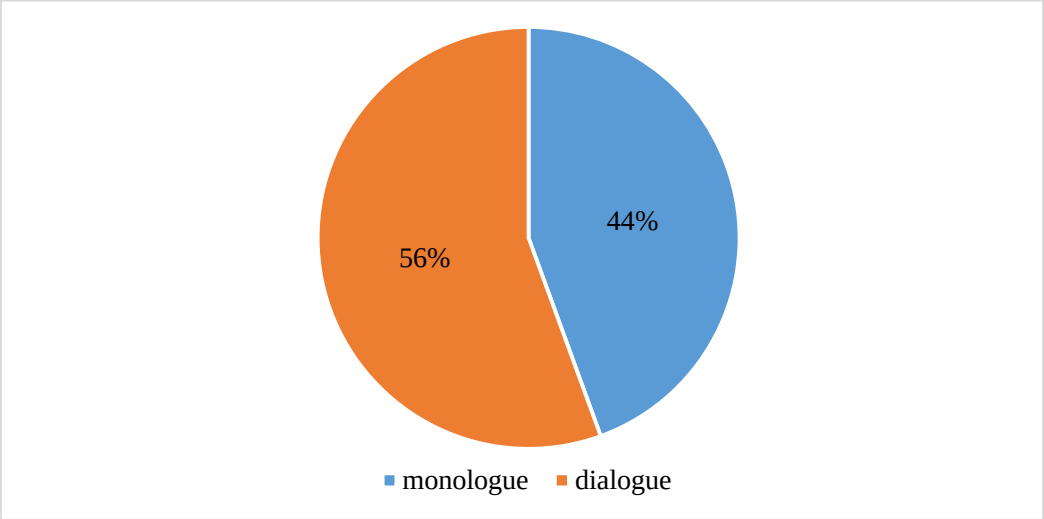
Solving problem tasks were introduced in unit 2 (Boost your Communication Skills A: p. 27).

1. *With your partner, discuss the following questions.*
2. *When you have a problem at school, what to do?*
3. *What kind of help may people (friends, parents, teachers….) give you?*

In daily life, pupils can encounter some problem situations in which they are required to find a solution. The task above suggests a school problem that pupils can experience. In the problem solving task, students supposed to share their problems with their relatives and address their relatives' advice. It is important for students to discuss real life issues they encounter everyday with their classmates. it gives them the opportunity to share their experiences, conflicts, problems they could face either in or outside school. It is also a given chance to learn in class how to deal with different situations that pupils could face in life.

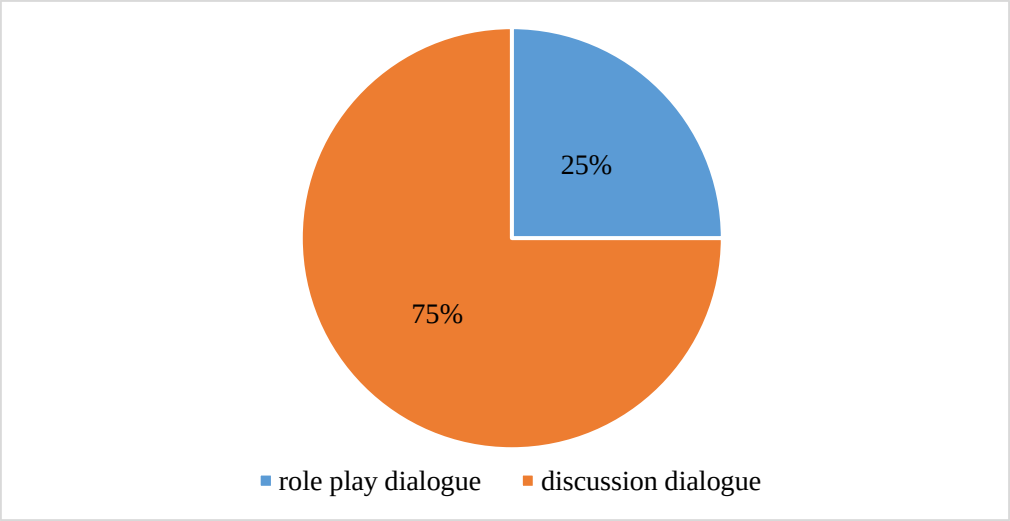
Speaking types show whether the students are engaged alone or together tasks. In other words, whether their communication is one way or two ways.

Figure 94: Types of speaking



In the previous section, it has been noticed that "Outlook" common core textbook covers high percentage of dialogues than monologue texts. However, the graph above shows that 56% of texts used in "Gateway 1" are dialogues whereas 44% of texts involve monologues.

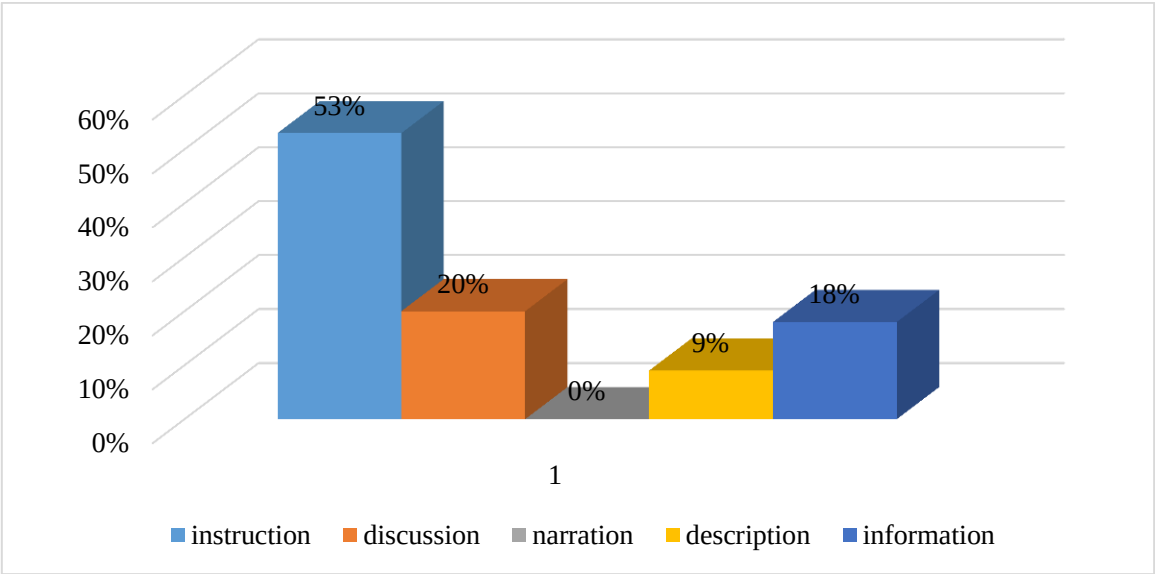
Figure 95: Types of dialogue



Concerning the types of the dialogues represented in "Gateway 1", statistics above show that 75% of dialogues involve discussion while 25% of texts depict role play dialogues. It is shown that role play dialogues are the less used in the textbook, instead most dialogues used focus on discussion. The example bellow shows a sample of a discussion dialogue in unit 2 page 27.

With your partner? Discuss the following questions.
When you have a problem at school? What do you do?
What kind of help may people friends Parents Teachers…)?

Figure 96: Text types



The graph above shows that text types used in "Gateway 1" focus on instruction about 53%, however narration texts are not illustrated in the textbook. Only 20% of texts that

involve student in discussion and exchange opinions and ideas in addition 9% of text which necessitate description of events and situations. 10% of text require giving information about different issues. Here is a sample of instructional text in unit 2 page 28.

> *Match the sentences in box A with the situations in box*
>
> *Give advice using the expressions above*

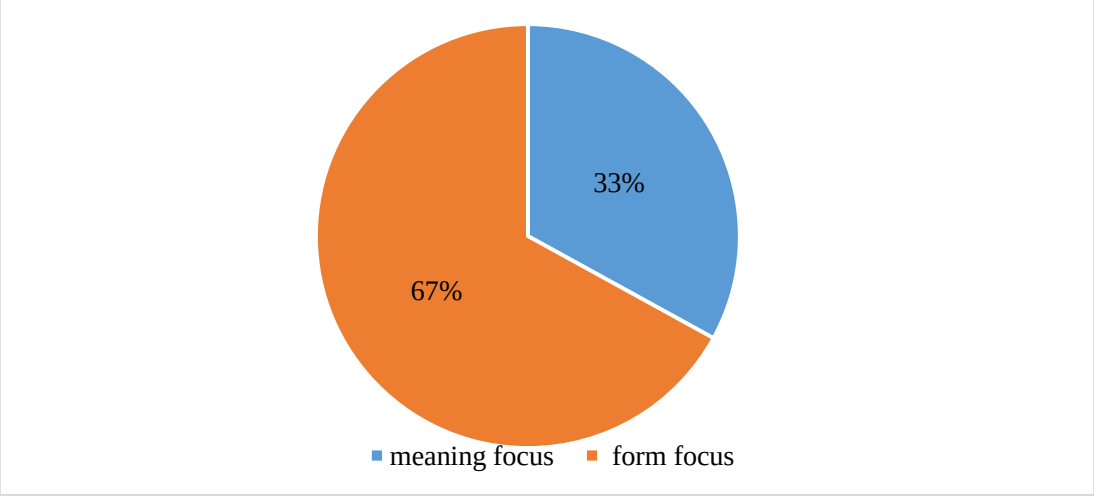
Example of discussion illustrated in unit 8 page 111:

> *With your partner, look at the following pictures and say what you think about them*

Example of description text demonstrated in unit 4 page 56:

> *Example read the dialogue again and underline all the adjectives. Then classify them in the table into adjectives that express feelings and emotions, and those that **describe** a **place** or an **activity**.*

Figure 97: Form and meaning focus



The figure shows that communication activities focus on the form about 67% whereas only 33% of activities that focus on the meaning. Majority of communication activities follow grammar exercises.

Form means what aspect of language the task draws upon. According to Littlejohn (1998), form refers to whether the learners are asked to focus on the meaning of the language, or on the form. The graph shows that “Gateway 1” represents about 45% focus on the form.

A sample of the form exemplified in unit 7 page 99:

Read about these people and say what they hope and wish

1. *Mrs. Alami is so worried about her husband who's been away on business for three days. He hasn't called and she can't get in touch with them.*

   She hopes:

   She wishes:

2. *Karim has just come to the United States. He's looking for a job. He's looking for a job. He's not good at English and this makes it difficult for him to communicate with people.*

   He hopes:

   He wishes:

3. *John is working on a project. He must finish it this week. But he hasn't got enough time to finish it in time.*

   He hopes:

   He wishes:

Through these examples, pupils are required to learn sentences of how and when to use hope and wish structure through examples demonstrated above. The focus is to use the right form of hope and wish structure. Every speaking/communication activity in the ten units focus on expression structure that must be focused on.

Focus on meaning:

Littlewood (1981) claims that focus on meaning approach is concerned with getting the learner of the second language to concentrate on understanding the message being conveyed. The chart represents 55% of speaking tasks focus on the meaning. An example of meaning focus illustrated in unit 1 page 12:

In pairs, ask and answer question about your opinion/ beliefs concerning the issues below. (students A asks her/his partner about one of the issues; Students B gives her/his opinions and provides at least one reason to justify it.

1. *The best means of communication*
2. *The best Moroccan place to spend a quiet holiday*
3. *The most delicious Moroccan dish*
4. *The most famous Moroccan athlete*

"Gateway 1" first year baccalaureate textbook focuses on accuracy more than fluency. "Gateway 1" concentrates on instruction and form more than discussion and fluency.

The primary purpose of accuracy is to help pupils achieve accurate perception and production of the language which can be a sound, a word, or a sentence structure. Accuracy raise students' awareness of the form and how to produce the language correctly. Accuracy draws the students' attention to the details of how the use of a new vocabulary item, and construct a grammatical form,

An example of accuracy target illustrated in unit 3 page 43:

Underline all the expressions Najat used to express her surprise, then copy them in the table below and give an example for each.

Table 79: Expressions of surprise and interest

Expressions	Examples
Oh! Hey…Wait ……. …….	Oh! Are you in Agadir? Hey…Wait! Is that Steve? …… …….

In this speaking activity, the students have to write the expressions above "surprise" and "interest" from the conversation between Najat and Angela. After reading the conversations, pupils should introduce new vocabulary expressions of "surprise", and "interest" and provide examples from the conversation. As mentioned in text type graphs, text types in "Gateway 1" are directed towards accuracy.

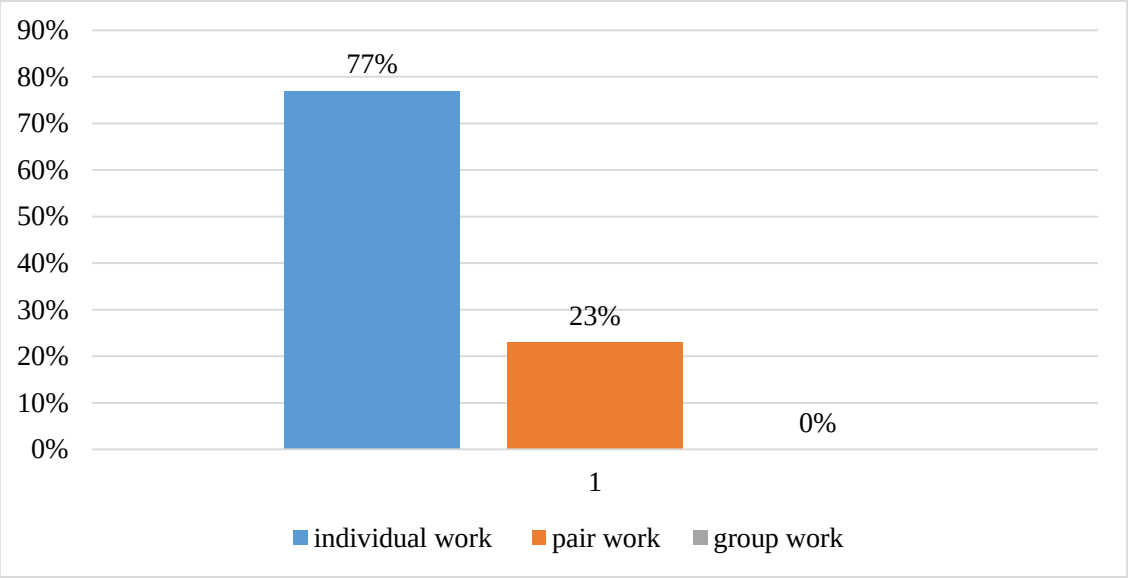
The aim of fluency is to help pupils practice language, and develop fluency in using the language in spontaneous way. The example bellow illustrated in (unit 1 page 13) shows fluency oriented activity such as:

With your partner, discuss the following questions, then share your ideas with the whole class. Do you recognize any of these places?

- *Which one represent or is nearest to your area? Why or why not?*
- *What do you think they like about it?*
- *In your opinion, what do they find very special about it?*
- *According to you, what should they visit or do when they come to your area?*
- *Do any Moroccan or foreign tourists visit your area?*

In this question, what do you think of they like about it? pupils present different ideas or opinions about places with their partners. Furthermore, four more questions are given: In your opinion, what do they find very special about it? According to you, what should they visit or do when they come to your area? which one represent or is nearest to your area? Through these questions, pupils express their ideas and thought about the topic discussed. In other words, discussion can create different ideas in pupils and different information on film into coherent webs of meaning. Through this communication, the pupils can develop their fluency.

Figure 98: Classroom organization



According to the figure above, most speaking tasks require pupils to work individually about 77% whereas only 23% of tasks employ pair work activities which necessitate working with a partner. However, in the ten units, group work activities are not demonstrated in speaking tasks. Pupils are not involved in group activities with entail cooperative and collaborative learning. An example of classroom organization pair work in unit 1 page 12:

In pairs, ask and answer questions about opinion/beliefs concerning the issues below. (Students Asks her/his partner about one of the issues; Student B gives her/his opinion and provides at least on reason to justify it).

An example of individual work in unit 9 page 126:

Read the dialogue again and find two expressions of apologizing

Read the mini-dialogue and find out the expression used to express and accept apologies, then copy them in the chart.

❖ "Ticket 2" Second Year Textbook

This sub section introduces descriptive content analysis results of the speaking tasks of "Ticket 2" second year textbook using Richard' communicative language teaching approach.

Table 80: The topics of speaking tasks units of the second year textbook "Ticket 2"

1. Express yourself	**6.** Define your concepts
2. Ask for clarification	**7.** Advice please!
3. Express purpose	**8.** Good news! Bad news!
4. Express cause and effect	**9.** Express certainty and uncertainty
5. Express addition and conclusions	**10.** Express regret

According to the table above, speaking tasks topics focus on ways of expressions like: Express yourself (unit 1), ask for clarification (unit 2), expressing purpose (unit 3), express cause and effect (unit 4(, express addition and conclusions (unit 5), express certainty and advice (unit7), uncertainty (unit 9), and express regret (unit 10) for real life situations, students encounter like, define your concepts unit 6 and good news bad news unit 8.

Willis (1996) proposes six types of real-world tasks, listing tasks, sorting and ordering, comparing, problem-solving, sharing personal experience and creative tasks. Two examples are taken from the textbook to represent theses six types of real world tasks. Topics above represent learning objectives that learners should be able to express and speak as an example (express addition, regret, purpose…).

Second year baccalaureate (Ticket 2) **s**peaking activities present few real world tasks. Only one solving problem task introduced in which students talk with each other about their relatives' experiences abroad. In this activity, students encounter some problems of immigrate in the host countries and have to provide some solutions of how to adapt in a new culture.

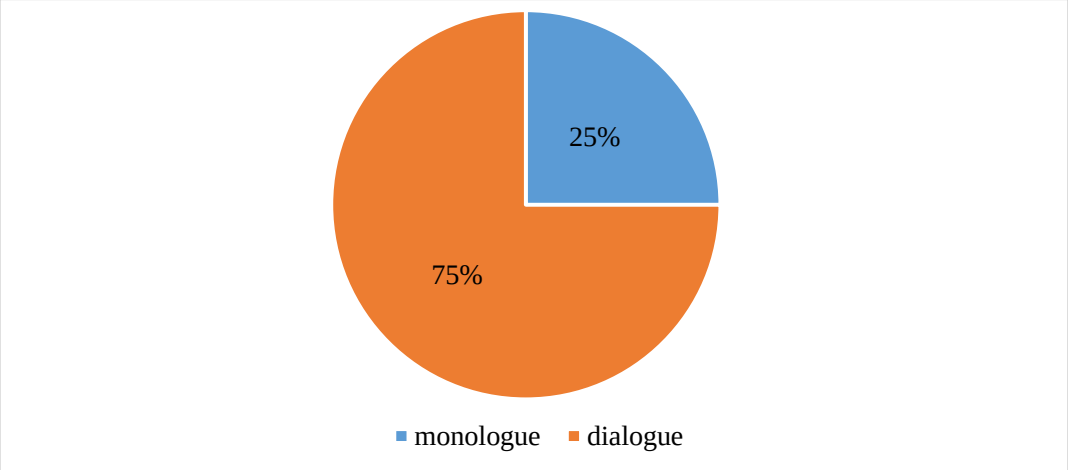
> *Tell your mates about a relative of yours who lives in a foreign country. Talk about*
> - *The problem he/she experienced in the host country*
> - *How he/ she managed to adapt to the host country's cultural customs* (unit 6 page 85).

Through this task, pupils communicate with each other introducing the cultural shock problem. Students provide some solutions and resolution of how people can adapt to the host country's cultural customs.

Another speaking activity in which students are required to use their creative side to represent the concept of brain drain in unit 10 page 145.

Think of another artistic way to represent brain drain

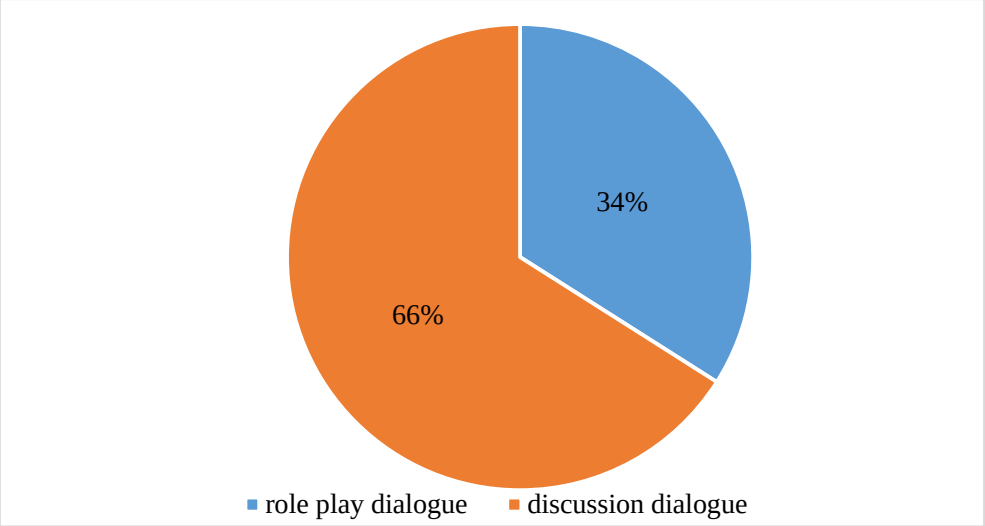
Figure 99: Types of speaking



The "Ticket 2" speaking tasks focus on dialogues (75%) than monologues (25%). Students are involved in dialogue conversations. Two-way communication is demonstrated in

“Ticket 2” more than one-way communication. Through dialogues, students practice their communicative skills via expression and exchange of ideas and different perspectives.

Figure 100: Types of dialogues



Statistics show that “Ticket 2” speaking tasks involve students in discussion dialogues about 66% whereas 34% of texts demonstrate role play dialogues. It is noticed that “Tickets 2” requires dialogues which entail more discussion and exchanging of ideas. The example below represents a role play dialogue in unit 7 page 101: *With your peer, complete the following dialogues and act them out*

The singer: isn’t that your oil in the sea? Mr: The singer: Mr: The singer:	The singer: isn’t that your pollution in the air? Mr: The singer: Mr: The singer:

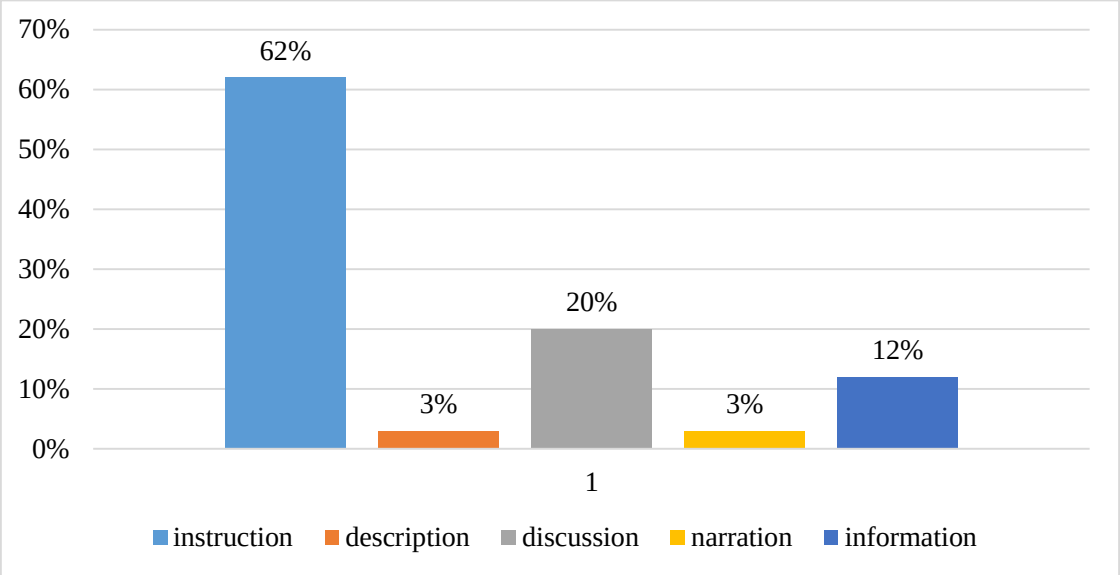
The example below presents a discussion dialogue activity exemplified in unit 1 page 11:

> *Express your opinions about these issues. Then, invite your partner to agree or disagree*
>
> *a. youths and involvement in politics*
> *b. youths and new fashion*
> *c. youths and voluntary work*

Another example of discussion dialogue in unit 7 page 101:

Discuss in class the following extract from the song:
They don't ask what you saved.
All they 'll want to know Mr. I what you gave

Figure 101: Text types



The findings show that instruction text type is highly used in "Ticket 2" about 62% whereas only 20% of discussion texts presented in the textbook. 3% of texts demonstrate narration and retelling event and stories and 3% of texts addressed description. 12% of texts involve information. An example of texts that involve instruction in unit 10 page 145:

Practice expressing regret, using the situation below:
- *A scholar who immigrated to the USA, but can't find work there.*
- *A doctor who immigrated to Canada to improve his life but he found out that the cost of living in Canada is on average five times greater.*
- *An immigrant who is forced to come back home*
- *Some doctors in Canada are overworked and underpaid, and there is a quota on their salaries.*
- *A physician who suffers from racial abuse in the USA because he is an immigrant.*

Example of a text that involve discussion in unit 7 page 101:

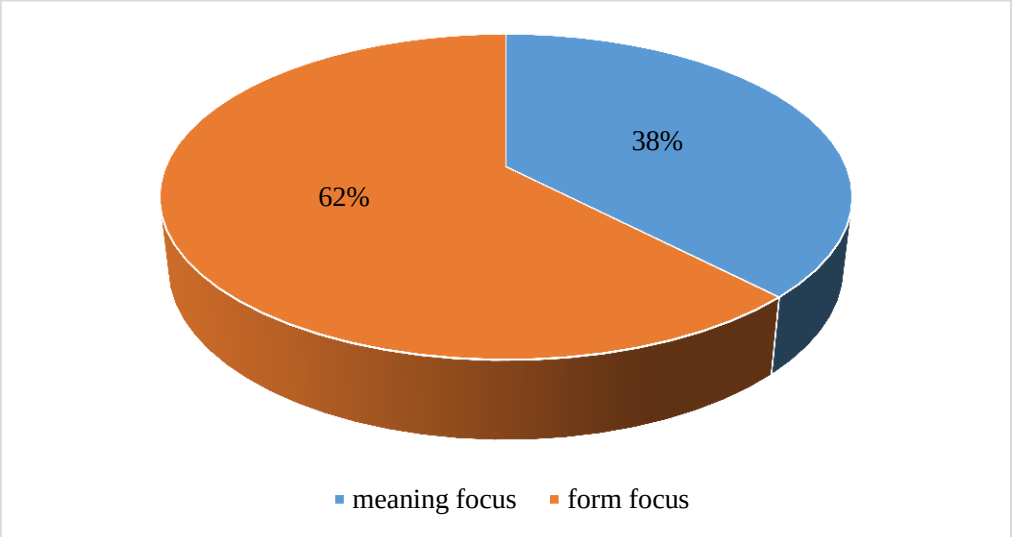
Discuss in class the following extract from the song
they don't ask what you saved.
All they 'll want to know Mr. I what you gave

Example of a text demonstrating information in unit 4 page 55:

Look carefully at the pictures about urbanization in the USA and answer these questions

- *Is urbanization slow or fast in the USA?*
- *What effects does it have on environment?*

Figure 102 : Form and meaning focus



Statistics show that 62% of speaking activities focus on the form and 38% of tasks demonstrate meaning. Most of speaking tasks focus on the form and language structure whereas few speaking activities focus on meaning. This an example of speaking activity than focus on the form in unit 6 page 85: *Write a short exchange about each situation. Then, rehearse it with your partner*

- *Apologize to your partner because you damaged his/her I-pod.*
- *Your partner forgot to bring you a book he / she borrowed from you.*
- *You could not go to your partner's birthday party.*
- *Your partner stepped on your foot.*

The example below shows a speaking task focusing on meaning in unit 7 page 101:

Discuss in class the following extract from the song
They don't ask what you saved.
All they 'll want to know Mr. I what you gave

The primary purpose of accuracy is to help pupils achieve accurate perception and production of the language which can be a sound, a word, or a sentence structure. Accuracy raises students' awareness of the form and how to produce the language correctly. Accuracy

draws the students' attention to the details of how the use of a new vocabulary item, and construct a grammatical form,

Write a short exchange about each situation. Then, rehearse it with your partner

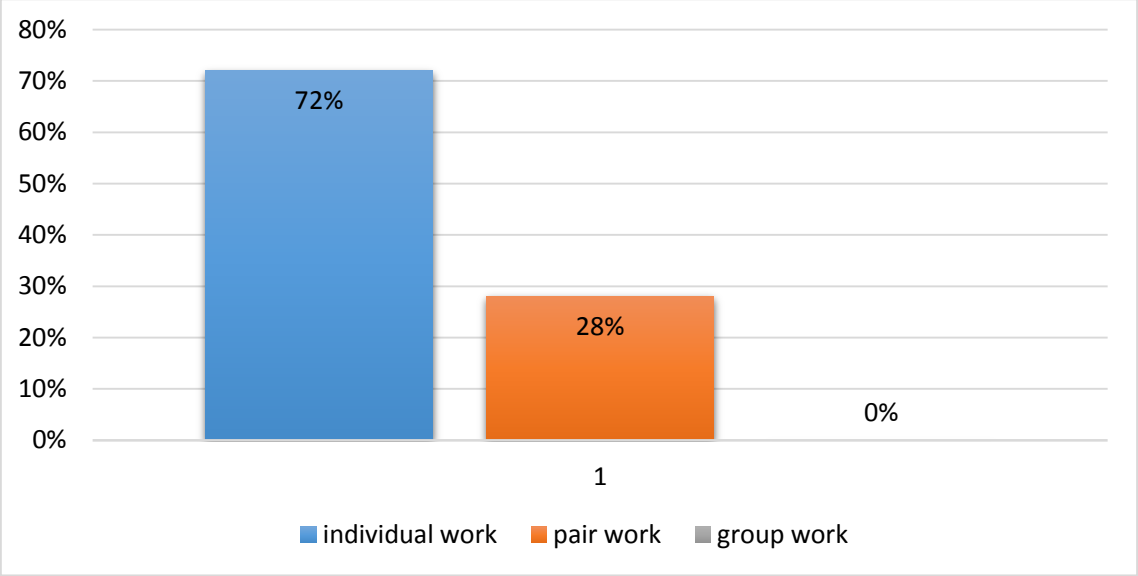
- *Apologize to your partner because you damaged his/her I-pod.*
- *Your partner forgot to bring you a book he / she borrowed from you.*
- *You could not go to your partner's birthday party.*
- *Your partner stepped on your foot.*

Most activities in second year baccalaureate focus on the form illustrated through instruction and sentence structure. Most tasks ask students to express opinion, certainty, or apology.

The aim of fluency is to help pupils practice language in speaking activity to develop fluency in using the language in spontaneous communication. Few activities that focus on meaning and discussion as shown in the example below:

Discuss in class the following extract from the song
they don't ask what you saved.
All they 'll want to know Mr. I what you gave

Figure 103 : Classroom Organization



Statistics show that most speaking activities involve individual work about 72%. 28% of speaking tasks entail pair work tasks about 28%, however; all speaking activities do

not involve group work tasks. Speaking tasks do not demonstrate cooperative and collaborative work, instead; they focus on individual work. An example of speaking tasks involving individual work in unit 5 page 71:

Complete the following sentences using the appropriate words.
Link the following using the words given

An example of speaking tasks demonstrating pair work in unit 9 page 131

Practice with your peers asking and answering questions
What inventions would you expect for the next century?
Would science and technology find a cure for AIDS, AVIAN FLU...?
What would the world look like in the future?

3.4. Results Hypothesis (H4)

In this section, the researcher presents the interview results obtained using content analysis method. The researcher confirmed the fourth hypothesis. The results show some constraints inspired from an effective implementation of civic skills in English language teaching classrooms.

3.4.1. Demographic Description

After analyzing classroom observation data, the researcher developed interview questions for 14 teachers in which their classes were observed in Meknes, Fes, and Agouray. The researcher interviewed 7 male teachers and 7 female teachers in different schools and areas.

Four female teachers (57%) interviewed were aged between 31-40 years old. Two female teachers (28%) aged between 51-60 years old and one teacher (14%) aged between 41-50 years old.

Four teachers (57%) had 10-20 years teaching experience and had either a PhD, MA or pre-service educational center (ENES) degree. They had less than 10 years of teaching experience in their current school. Two teachers (28 %) had 21to 30 years teaching

experience, and got a degree from pre-service educational center. They had between 20 to 30 years of experience in their current school. One teacher (14%) had 31-40 years teaching experience, and have a BA, MA, and pre-service educational (ENES) degree. They had between 10 to 20 years of teaching experience in their current school.

The majority of teachers participated in professional development activities like workshops and seminars but less teachers participated in a conference or training programs. All teachers described themselves as hard workers, innovator, flexible, patient and helpful.

Three teachers (42%) aged between 51-60 years old. Two teachers (28%) aged between 31-40 years old. Two teachers (28%) aged between 41-50 years old.

Four teachers (57%) had 21-30 years teaching experience, and had either a pre-service educational center degree or BA or MA. Two teachers (28%) had 10-20 years teaching experience, and have PhD and MA degree. One teacher (14%) had less 10 years teaching experience, and have ENES and MA degree. 71% of teachers had less than 10 years in their current school and two teachers (28%) had 21 to 30 years of teaching experience in their current school.

The majority of teachers participated in professional development activities such as workshop and seminars however less teachers participated in conferences and training programs.

Majority of teachers described themselves as hard workers, researcher, psychologist, actor, studious, and innovator, active, determined, and creative.

3.4.2. Teaching Materials

3.4.2.1. Textbooks

The first question of the interview tackles whether textbooks that teacher use in class is more a helper or an obstacle. Reading the male teachers' transcripts showed that the majority of teachers described the textbooks used in class more as a helper and an obstacle. In other words, teachers characterized textbooks as: keen to teachers, pertinent, well structured, helper, aid, and meet teaching learning objectives. Few teachers interpreted textbooks as an obstacle, hinder, 100% instructional, difficult and overloaded with information.

The majority of male teachers consider textbooks used in class more as *an aid* than *an obstacle.* Most teachers argue that: "*textbooks is an aid for both teachers and students on the track, however textbooks can be an obstacle if teachers stick 100% to the instruction*". Teachers consider textbooks as a facilitator for both teacher and students because it covers all the lesson objectives and exercises needed either in class or outside. Some teachers claimed that "*textbooks can become an obstacle if teachers do* not *go beyond the textbook*".

Nevertheless, other teachers stated that: "*textbooks could become a hinder to language learning and teaching process, textbooks we are using are more becoming an obstacle for students to develop their potentials. This is because their exercises within them are already sorted out and students are now more bombarded with information*". One of the teachers claimed that*: "textbooks discourage students especially second year baccalaureate"*. A teacher in suburb area affirmed that: "*The level of difficulty and length of reading texts are much more an obstacle for students. Teachers should go beyond the textbook*".

Reading female teachers' transcript showed that teachers argue that textbooks can be an obstacle more than an aid. In other words, teachers argue that: "*textbooks are just an aid to the process of learning since the teacher should be eclectic and can beyond the textbook*".

Another teacher claimed that: "*the textbooks used in class can be considered as an aid to fulfill our objectives. Most of the time it's supplemented by the use of extra-material (handouts, videos, listening activities…) when it's not sufficient*".

This means that textbooks can be considered as an aid of teachers supplemented with other materials. Another teacher stated that: "*a textbook that was designed by a group of professionals who based their guidelines on the national educational system needs can never be an obstacle but rather an aid. It highlights the general framework for the teachers. Accordingly, educationalists have the freedom to vary, delete and add activities which they see more suitable for their students*". Another female teacher claimed that: "*it is an aid because they guide teachers and lessen the differente between teachers (in methods and content of lessons)*".

Other teachers argued that textbooks used in class are more an obstacle than aid because prevent teaching from innovating. Teacher claimed that; "*I see all Moroccan textbooks as barriers preventing teaching from innovating and creating a suitable atmosphere for an effective teaching. They are badly designed, rarely meet students' needs and largely obsolete and archaic. Thus, I just don't use any of them. I always go beyond textbooks (on a daily basis). And I'm much happier*". Another teacher stated that: "*it is an aid when it suggests interesting topics to deal with in class. But sometimes, it is an obstacle when it dictates content that students need to study just to take exams. So time should be devoted to the coverage of this content rather than focusing on learners' needs and weakness*".

A teacher added that: "*for me textbooks are neither an aid nor an obstacle. I use them as guidelines to know from where to start and end. Meanwhile, I rely much on GBT to reinforce and enrich its content*". In other words, the teacher claimed that she doesn't consider textbooks she is using in class as an aid or an obstacle but she relies on GBT (Grammar-Based Teaching) to reinforce its content.

In a nutshell, it is remarkable from the teachers' transcripts that textbooks they are using in class are considered as both a helper and an obstacle. According to their statements, textbooks can be an aid because it highlights on the national educational system and meet the lessons' objectives. However; they can be considered as an obstacle for the teaching learning process. Sometimes, textbook content does not focus on students' needs and concentrate on instructions and information.

3.4.2.2. Textbook and other Teaching Materials

Second question of the interview focuses on the frequency use of textbooks and other teaching materials in class. Teachers claimed that the uses of textbooks are more practical and available. In addition, textbooks achieve the lesson objectives and are easy to use. Besides, the use of textbooks does not need preparation and cover the whole class. However, the use of other materials is difficult and needs lot of preparation, work and time.

The majority of male teachers claimed that they use textbooks more than other teaching materials in class. A teacher said that: "*textbooks are a facilitator to the task to teach items and achieve items and achieve objectives*". *We would like to use other materials but it's sometimes difficult*". Another teacher claimed that: "*teachers are curriculum bond teachers choose textbooks as primary source of material. It gives a good structure to the lessons to be covered the whole year. Students then follow courses lessons not only in class but outside too*".

Another teacher claimed that: "*teachers use textbooks because there are available and easy to use. You find them anytime under your sleeves*". In addition, a teacher stated that: "*textbooks are indicators of the objectives of language teaching in the country they back up exams (baccalaureate exams regional and national) they don't need much preparation for the lessons- (this is worse-). They can ensure a wide class coverage*". A teacher in suburb area

stated that: "*textbooks are available material it demands a lot of hard work and, time to bring extra-materials the context is not suitable to bring extra-materials (technology based materials) + students cannot make copies outside school*".

It has been noticed that the use of other teaching materials is more demanding and difficult. Majority of male teachers preferred to use textbooks because they are available and easy to use, however; the use of other teaching materials need a lot of work, preparation and time. In the previous question the majority of male teachers claimed that textbooks can an obstacle if teachers stick to textbook 100%; nevertheless, the majority of teachers stated that they do not use other teaching materials because they are time consuming and difficult. Teachers use textbooks more than other teaching materials because they are available for both teachers and students. A female teacher claimed that textbooks: "*simply because we are bonded to respect the content and the lesson it holds. Specially for bac levels that are forced to learn all what's given in the textbook to sit for the national exams*". A teacher said that: "*bringing your own materials is time consuming and too hard. So the majority of teachers choose to comply with textbooks. Sticking to textbooks enables teachers to meet deadlines as well as activities suggested are hollow and easy to deal with*".

Besides, a teacher added that: "*because they have easy access to the textbook. The provision of other materials, however; needs time, money, effort*". Teachers tend to use textbooks because it consumes less effort and hard work. A teacher stated that: "*it is easier to have a textbook and less demanding for teachers because using other sources will coast him or her a fortune. No free service at school*".

As stated, schools do not offer free service at school, and teacher cannot afford bringing other sources because it will cost lot of money. It is a matter of preparation, time and also money. Another teacher stated why teachers do not use other teaching materials because:

"*One of the main reason why teachers use textbooks more than other materials is because the students have to be well- prepared for the national exam*".

In the demographic section, it has been noticed that all teachers have described themselves as innovators, hard- working teacher, helper, researcher, and studious. All these adjectives evoke positive behaviors that show hard-work and diligence, however; the majority of teachers responded the second question of the interview in a way that contradict their personal description about themselves. Most teachers claimed that they do not use other teaching materials because it needs lot of preparation, work, and time consuming as primary reasons. Other constraints are exemplified through money, and lack of school services.

3.4.2.3. Textbook Relevance

The third question asks about what makes common core textbook lessons relevant to students than first and second year baccalaureate. Teachers provided so many ideas related to the question such the idea of fluency and accuracy, the choice of topics, learners' needs, and beginners. A male teacher stated that: "*common core classes compose fast learners, good students less good students that create a dynamic atmosphere within class. Also, students are still in the first stages of learning the language*".

Another teacher claimed that: *"common core students are beginners and the textbook may meet the needs. It deals with basic notions the students in this level find interesting to know*". In addition, a teacher added that: "*common core curriculum tends mostly for fluency students are encouraged to use the language in a very enjoyable way they don't have to attain an accurate level yet. Dialogues, conversation, free modelling of sentence repetition, even in writing the objective to talk. The atmosphere within the classroom is friendly and tension free*".

Another teacher in suburb area claimed that: "*common core students are motivated since these are the first stages of learning the language. By time learners lose that urge ad motivation, anyway, common core textbook may be in accordance with proficiency level of students. As for first and second year books there is a huge discrepancy between the contents of textbooks and the students' current levels of proficiency*". Common core textbook lessons are more associated with fluency and enjoyable atmosphere whereas first and second year baccalaureate deal with more accuracy and instructions.

A female teacher contradicted what male teachers claimed above. She stated that: "*none of textbook is relevant to students' needs and if there is any textbook is any textbook (as far as themes suggested are concerned) is relevant, it's surely not common core books it's rather second year baccalaureate textbook that suggest interesting themes meeting today' interest*". However, a female teacher asserted that: "*common core lessons contains more communicative activities such as games, riddles, poems, tongue twister, and dialogues*". On the contrary, a teacher stated that: "*all textbook lessons (C.C, 1Bac, 2Bac) are relevant to students as long as the teacher is capable and responsible. For me, irrelevance does not exist in this context. An example, Unit 9 "Human Rights p, 128 for a first bac students to know all the human rights is influent as far as the type of citizen will have in the future is concerned*."

A teacher affirmed that: "*because they are lessons for beginners, so they focus on topics like home life, then the classroom situation, the, the supermarket, cinema. These are the type of topics that lead themselves to the teaching of elementary grammar, functions, vocabulary. For first year and second year baccalaureate, lessons deal with more accuracy and overloaded with information and challenging function, grammar and vocabulary items*". A teacher "*doesn't think that it has to do with textbook. Common core students don't have regional exam or a national one. So their learning of the language is "stress-free". Besides, common core is considered "the first year (generally) whose students get to learn English*".

3.4.3. Student Speaking-Listening Problems

3.4.3.1. Speaking Problems

The fourth question tackles students speaking problems in class. In other words, why students in all levels find difficulties discussing topics in the classroom? A male teacher in suburb area claimed that: "*the problem may be in the topics discussed, not engaging and encouraging students to speak + problem may be due to lack of clubs, lack of listening and lack of linguistic and communicative knowledge+ psychological aspects: inhibition, anxiety, and so on*".

A teacher added that: "*students don't have enough knowledge and information to discuss certain topics. Adolescence may also play a role meaning that some students are reluctant to take part in classroom discussion although they might have something to say*". Another teacher thinks that: "*students lack of linguistic competence focus more in the exams than on communication. This difficulty refers to the speaking ability itself (difficult at both the cognitive and linguistic level as well as the psychological one+ speaking testing is not included in the evaluation agenda*".

Teachers have given so many reasons of students' difficulty to discuss in class such as the choice of topics in textbooks that do not raise students' interest. Another teacher added that: "*it is a prevailing problem and it's due to many reasons. Students aren't accustomed to discuss in English outside school. Lack of self-confidence and fear to be laughed at. English language is not used frequently. Students hardly ever listen to is or worse than that use it a part form those hours in their school (3 to 4 hours a week) they don't spend much time using it for other purposes. Some students would believe that it is like all other subjects; and all they should do is attend lessons and it for exams and start an enjoyable learning journey!*

Teachers hope that the use of internet can solve the problem. But is seems that things will get worse so to speak!

There are so many reasons that hinder students' ability to communicate and discuss their ideas in class exemplified through lack of clubs, lack of listening, lack of knowledge, and lack of linguistic and cognitive skills. A female teacher contradicted what has been tackled above by teachers and claim that: "*Mine don't. we do a whole set of speaking activities. We also watch clips and listen to songs, which lead to debates. Students also discuss follow up questions after each reading and each listening activity, in addition to presenting projects about current themes*". This means, that engaging students in communicative activities using technology (clips and songs) encourage students to discuss and debate in class. in addition to projects which stimulate students to participate in class and speak their thoughts in class. engaging students in such activities help them enhance their intellectual and communicative skills.

A female teacher claimed that: "*because their knowledge in the language is limited. They are not keen in reading, either, which makes them short of ideas. Some teachers don't introduce this skill in their lessons at all, which hampers students more and more*". A teacher added that: "*students lack fluency. They are encouraged by their teachers. They fear making mistakes and being teased by their classmates*".

In addition to that, teacher stated that: "*the causes can be divided into personal and social: concerning the former, the students can have linguistic difficulties. Ann example, the lack of the jargon of the topic. For the latter, most of the students don't have the opportunity to express themselves neither at home nor in the extracurricular activities such as fields trips, theater and other activities*". Besides, a teacher claimed that: "*students like discussing topics in the classrooms specially the ones that matter to them but the language represents a big barrier to express their ideas/ opinions at ease*". An another teacher added that: "*these*

students who find difficulties have no prior knowledge or background about certain topics, also they may have less communication skills than other students or are simply not motivated or interested".

3.4.3.2. Listening Problems

The fifth question of the interview tackles the students' listening problems in class. The results of classroom observation show that students do not listen to their classmates in class. The question asks: Do you think that students listen to their classmates when speaking?

Teachers had different opinions regarding this question but they all agreed upon two ideas: both classroom activities and good teaching practices make students listen and focus in class. Classroom atmosphere determines the extent of students' listening behavior in class. A male teacher answered the question saying that: "*anyways, I would say no in general. They don't. This habit can be built throughout the teaching practice and should be emphasized in the textbook units. Training students to peer correction might be a goal stated and applied in pedagogical document*".

Other teachers think that students do not care and do not want to listen to their classmates' ideas in class. A teacher stated: "*some students do but the majority doesn't. thinking (may be) they won't take any advantage from their peers*". However, a teacher responded that: "this depends on the teacher and how he / she manages his / her class". another teacher added that: "*it depends on classroom atmosphere and the general engagement of students and teachers*".

Some teachers claimed that teaching practices make classes more engaging; it depends on the teachers' performance in class and the atmosphere he or she presents. However, other teachers think that classroom activities keep students more focused. A make teacher stated that: "*when activities are planned carefully by teachers, and students' roles are*

clearly stated: pair work, group work, project work, students will find themselves obliged to listen to their mates/peers. Teachers should highlight these interactional roles whenever feasible and appropriate, and should bring students together to exchange ideas, import knowledge, and be in a mutually "relationship". This ensures a high classroom management and coverage, and sets a tension-free atmosphere for further learning. "We learn from each other!" another axiomatic expression, teachers should emphasize!".

A male teacher from suburb area added that: "*just a few listen to their classmates, they still consider a teacher as the only source of knowledge which is not true*". The majority of male teachers shared the same opinion that students lack some listening skills. According to teachers' answers', students do not listen to their classmates because they think that they won't take any advantage from their peers and so they consider that teacher is the only source of knowledge. Others, they do not listen because activities done in class are not engaging enough and so they lose interest.

A female teacher reacted to the question and said that: "*Frankly, teenagers don't listen to anyone except their own voice!!! They are in a critical period of their life*". Teacher claimed that teenagers do not listen to anyone neither their classmates nor their teacher. In fact, they don't listen to anyone except their own voice. A teacher added and responded: "*it is difficult to do so in large classes with mixed abilities*". Crowd classes are also a major factor that keep students unfocused in class. from my class-observation, it has been noticed that the majority of classes are crowded with students about 38 to 45 students in class. This atmosphere makes listening habit a bit difficult.

A female teacher added that: "*it's a matter of motivation: when the topic under discussion is interesting for them as teenagers, they listen to each other carefully and vice versa. And again, it's up to the teacher to make of the unmotivating something motivating*". Teacher claimed that it is also a question of motivation that push students to listen and stay

focused in class. a teacher stated: "*motivated learners do but they are few in every class, unfortunately. The majority of learners are not interested, so they rarely listen to their classmates, neither to the teacher*". Most female teachers agreed that students do not listen in class. lack of motivation and interest are the main reason behind students' inability to listen. Instead, teachers should provide classroom activities that motivate students and push them to listen carefully in class.

3.4.4. Intellectual and Communicative needs

The fifth question of the interview tackles whether textbooks respond to students communicative and intellectual needs. The majority of teachers agreed that textbooks are overloaded with information and instructions; they lack real situations and rarely respond to learners' needs. A male teacher claimed that: "not necessarily, textbook activities are not communicatively encouraging students to talk". One teacher added that: "to some extent respond to students' communicative and intellectual needs". This means, that textbooks used in class are not communicatively oriented; they do not encourage to develop their communication skills. Textbook activities are not engaging. A teacher stated that: "*it is the job of the teacher to make textbooks more communicating by replacing, omitting, and editing*".

A teacher affirmed that: "*not efficiently as the content lacks real situations that can help students to interact and communicate successfully. I don't think students today are mostly emphasizing on the communicative and heuristic use of language. They need to use what they have learnt in class in their day to day lives (Internet, Facebook) however, textbooks are still logging behind and there are some texts and information that is outdated and cannot in anyway interest them. A very brief classroom journey would show how far students are losing any kind of interest in what we give them! There should be some change. They are given some marginal space among the components of the textbook units*".

A teacher added that: "*textbooks are only a complementary part of students' effort to acquire many competences.* Extra *activities and parallel learning are necessary so that textbook can be really beneficial to students".* In other words, the teacher sees that textbooks texts are no longer raise students' interest and motivation. In addition, themes presented lack real situations that can help students interact and debate about. Besides, students loose interest because of lack of activities that stimulate students to talk and express their ideas in class.

A female teacher approved that: "in general, it is designed to respond to their needs. But nothing is perfect. The textbook has many defects. The problem is also in the students as they don't use their critical thinking. Some good students try to communicate but can never raise or respond to big issues. their knowledge is limited. The teachers' statement evokes so many questions: how students can develop a critical mind if they are not encouraged to develop it first? As the teacher the students' knowledge is limited and can never respond to big issues.

A female teacher shared the same opinion and stated that: "*I believe that none of them meets students' needs. Activities suggested are boring and rather use old methods that are mainly teacher centered and not learner centered*". Another teacher affirmed that: "*Textbooks in Morocco don't respond to students' communicative and intellectual needs because topics are outdated and the ways of teaching are not tempting for them they make them boring*".

According to teachers, textbooks do not respond to students' intellectual and communicative needs exemplified in discussion, debate, thinking, argumentation, and critical thinking. Textbooks do not provide engaging activities which make encourage students to interact and debate in class. a teacher added that: "*rarely or never the focus in textbooks is usually on mechanical exercises that range from matching to filling in the blanks or multiple choice practice. It is to find communicative activities following reading and grammar*".

Besides, a teacher affirmed that: "*textbooks suggest topics and it's up to the teachers while planning the lesson, to know how to trigger the students 'skills communicatively and intellectually- this can be done through activities such as role play and cue cards/ Drama in general*". A teacher added: "*textbook activities are full of grammar lessons*".

3.4.5. Students' Engagement

The sixth question of the interview raise the idea of students' engagement in class. In other words, it asks why common core students (literature, science, and international baccalaureate "French option" are more engaged than first and second year baccalaureate students (literature, science, human sciences, and international baccalaureate "French option". Teachers approved that the reasons behind this difference are due to students' inclination and orientation. Besides, it is because of motivation and willingness as well as fluency and accuracy.

A male teacher stated that: "common core classes, the objective mainly is fluency-based. Students should be able to use the language (functions, vocab items and grammar structure) in a fluent way, appropriate, less structural, more communicative ways. In the 1st year, the objective opt for accuracy, structural forms. A teacher added that: "*students in common core aren't acquainted with the structural use of language. Secondly, the activities presented to them are mainly dialogues, exchanges and conversations. They'll have to model, respect, imitate, stimulate, sometimes, play using linguistic/ interactional games. However, 1st year and 2nd year bac, students' textbooks are swarmed with non-contextualized text-followed by rigid questions with make them reticent and unwilling to participate!*".

Besides, a teacher approved that: "*it is a question of inclination and orientation. Some students tend to be more hardworking and more active than others. Another reason for that is 2nd year bac prefers not to participate when they don't feel like*. *Maybe they need more*

engagement and anxiety free atmosphere. In addition, given their age (adolescence) they become more cautions to express themselves in fear of being made fun by their peers".

A male teacher affirmed that common core students are more engaging than first and second year baccalaureate because: "*they are opposed to a teaching content that is relevant, useful, and motivating*". A teacher asserted that: "*motivation is the only reason behind this difference. Begginers are always more enthusiastic and more motivated*". A teacher agreed and added that: "*Common core students are careless and don't bother if they make mistakes. Moreover, topics, questions are easier for common core students while 1st and 2nd year students are more concerned with accuracy which makes more speechless and less motivated*".

Teachers agreed upon accuracy and fluency forms of activities presented in the textbook. in other words, common core students are associated with easy unit themes and activities which make them more enthusiastic and motivated. On the contrary, first and second year baccalaureate students are more concerned with accuracy and structure which make them less engaging in class. students are afraid to be laughed at. A female teacher shared the same opinion of what has been discussed above and stated that:

> "*Transition period between the junior high school and high school.*
> *No extra duty (regional and national exam)*
> *Discussions are not intellectually demanding as they are gradual following the level*".

Another teacher confirmed that: "*because common core students are beginners in the foreign language learning experience, so they still have the zeal. More than that, the learning content is not that difficult to access. With the help of a motivated teacher, they engage themselves well in the process*". Similarly, a teacher shared that: "*with 1st and 2nd year baccalaureate students most lessons are difficult, so it is difficult to engage them on a regular basis*". A teacher responded that: "*at first students are eager to know the language and to*

practice it. afterwards, they quickly get bored because of the bad conditions they face while studying (no multimedia rooms/ crowded classes".

According to teachers, common core students are exposed to a variety of activities. They use the language in dialogues, exchanges, repetitions, memorizing, songs, whereas once in 1st year and 2nd year baccalaureate level, things become more monotonous and difficult to deal with. A teacher approved that: "*I think it all depends on what you suggest as activities as well as adapting these to students' level. I believe that the teacher's share of responsibility here is very important. He/ she should motivate and encourage them*". In a nutshell, students' engagement in class do not depend on textbook but also on teachers' strategies in class. regardless of the level, if the teacher provides positive atmosphere, they will express themselves.

3.4.6. The Use of Technology in Class

The seventh question of the interview addresses the use of technology in class. Why teachers do not use technology in class? Reading teachers' transcript show that teachers do not use technology because of environmental constraint. In other words, the working environment does not provide technology. Others claimed that teachers are not trained to use technology; they are technology illiterate. For suburb area, a male teacher stated that the lack of the use of technology is because of: "*environmental constraints*". Another teacher stated that; "*the working conditions are hard and lacks of technological means such as data-show, plugs etc*". A teacher added that: "*teachers are using technology when it is available in class*". a teacher agreed and stated that: "*not all classrooms are equipped with materials that facilitate the use of it*". other teachers asserted some reasons like: *time constraints,* and *frustrations of lack of equipment*.

Male teachers argued that the lack of technology in class is due to: Working conditions, environmental condition, unavailability of technology in class and time constraints. Schools rarely provide technology equipment in class. A female teacher argued that instructors do not use technology because: "*it's time consuming, and sometimes teachers are computer illiterate. As for me, this is not at all the case. As I never use textbooks, my whole work is based on data-show and handouts*". In addition to time constraints, a teacher added that, "*the only technology being used in class today consists of a computer and data-show. The number of data-shows is limited and does not meet the needs of most teachers of different subjects. That's why many teachers give up after the first try*".

A teacher approved that there are many constraints that prevent teachers from using technology in class. She stated that:

> "*There are some constraints behind the lack of technology integration:*
> *Lack of hardware (data show…)*
> *The pressure of the program (students' attention is familiar with the traditional way of teaching)*
> *Productivity: with technology, students' productivity is less authentic".*

Another teacher affirmed that: "*some are tech-illiterate simply, others are reluctant, don't want to use it*". In other words, teachers stated many constraints such as: (time, technology-illiteracy, environmental) that prevents teachers to use technology in class. a teacher added other causes like: "*context constraints, lack of technological devices at school, and administration constraints*". There are other causes that block the use of technology in class mentioned by a female teachers saying that: "*simply because most of them haven't been trained to do so. And sometimes teachers need to focus on the content of lessons and on written activities to prepare their students for the written exam (bac*)". The use of technology is a problematic question according to teachers' answers. There are many constraints that prevent teachers to use technology such as: working conditions illustrated through the lack of materials in schools. Time constraint is also a problem because teachers are pressured by the

program, baccalaureate exams (regional and national). In addition to another constraint like "technology illiteracy"; teachers are technology illiterate and are not trained to use it in class.

3.4.7. Classroom Organization

3.4.7.1. Classroom Space

The eighth question tackles the use of classroom space in class. In other words, should teachers encourage students to use more classroom space for class activities? Teachers approved that classroom space is very important for students to flourish and learn better. However; instructors agreed that working conditions are not helping and discouraging. Besides, teachers have time constraints; activities that necessitate the use of classroom space and it is time consuming.

A male teacher stated that: "*it is not practical to do some activities in an overcrowded class (40 students)*". A teacher added: "*sometimes, the Moroccan classroom as it is designed and dictated is a hinder to learning! Taken into account that there are kinesthetic students/ learners (learning by moving) and given the fact that these classrooms aren't decorated, sometimes not well-aired a lot of students complain about the fact they'll to keep still. But some activities necessitates movement, using a large space*".

Sometimes, working conditions are not helping neither the teacher not the students to be creative and innovative. During class observation, students work on activities keeping and using the seat all the time. A teacher responded: "*sure, all or most teachers would recommend this for the positive impact that have in improving the students' skills*". Other teachers emphasize on using drama in class as a classroom activity.

A female teacher shared the same opinion and claimed that students should use the classroom space because it helps them interact and communicate with their classmates. She

answered: "*yes, they should be free to more create a real-life condition for interaction*". Students need to break the routine structure of the classroom by interacting and discussing their ideas and thought with classmates freely in class. However; a female teacher answered: "*yes, they should. But this needs specific working conditions. We need less crowded classes, so that the work doesn't turn into a chaos. Activities that need movement, acting, doing things need to be introduced to unchain learners from their seats*".

Difficult working conditions keep both teachers and students chained and not innovative. Such conditions make classroom activities limited and not creative. A teacher added that: "*through both curricular (communication, activities: cue cards, role play) and extra-curriculum activities (projects, field trip, outing)*". A teacher claimed: "*yes, but crowded classes are a big issue in Moroccan schools. You cannot assign activities in large classrooms*". Crowd classes prevent teachers from encouraging classroom space because of large number of students. A teacher responded and added: "*absolutely! Classroom setting helps students to express themselves better. So, teachers should vary their classroom setting (roundtable, little group-ect)*".

3.4.7.2. Classroom Crowdedness

The researcher asks the teachers interviewed whether crowd classes prevent students from developing their speaking skills. The majority of teachers agreed upon the idea that crowd classes prevent the participation of all students to speak their ideas in class. During class-observation, it has been noticed that not all students were able to discuss their thought in class. Large numbers of students prevent others to all voice themselves. On the contrary, few teachers claimed the opposite regarding the question and conveyed that students can develop their speaking skills even though in a crowd class.

A male teacher responded: "*sure. All students cannot have equal opportunities in participating due to the large number and limited time*". In other words, large classes are a problematic issue for both teachers and students. all students cannot have equal opportunities to participate because of limited time. a teacher added that; "*the more crowded the class, the more difficult it is to control and guide, or teach! Today, it has been admitted that students do not have the same expectations from learning a language writing it or speak it. They don't think the same way (multi intelligence theory) and cannot be interested in the same topic in the same degree! The teacher, here, is forced to opt for the majority, if any. Or else, she should be a supernatural factor to draw his students' attention and push them to develop their speaking skills*". The teacher thinks that teaching in a crowd class is a very difficult task. Students do not have the same expectations and they do not think the same way. The teacher is forced to keep students' attention and push them to learn and develop their communications skills in an unsuitable context.

A male teacher pointed that: "*speaking can't be flourished with having a huge number interacting to each other*". A teacher in a suburb area added: "*teachers, don't have enough time for all students= pair work and group work may generate noise and distraction*". On the contrary, an instructor answered the question by "*I think so*" which means that he sees that crowd classes do not prevent students from developing their speaking skills. a teacher had a different point of view and stated that: "*this is a sincere problem that hinders students' developing speaking skills. Most of students are not given a chance to speak*". Teaching in a crowd class is difficult, however; sometimes it can be acceptable if a teacher manages well his/her class. A male teacher argues that teaching in a crowd class prevents students from developing their speaking skills, nevertheless; he stated that: "*yes it is difficult. But if the teacher manages well his/ her class, the problem will lessen*".

A female teacher tackled the problem of time which can be also a problem that prevents students to develop their speaking skills. She approved: "*yes, the speaking time of each students gets a shorter and reluctant students are given much attention by the teacher. They feel safer if they don't participate in the classroom activities*". Another teacher added: "*yes, because there isn't enough time to be allotted to every student to practice speaking. A way to foster oral practice is pair work and group work, but to what extent is that regularly successful. Learners tend to use the native language instead of the target language in this practice*". In other words, teachers think that there isn't enough time to each student to speak in class; however; classroom activities like pair work and group work can be a way to foster oral practice. Again, such activities may be questionable: to what extent these activities can be successful as students use native language instead of English language.

A teacher confirmed that: "*somehow yes as the large number of students prevent some students from having the opportunity to speak the language, especially both the lack of time: 55mins and only 3 times a week for a scientific streams*". During classroom observation, the majority of students left marginal, teachers invite only students in the first raw that raise their hands to speak. Others, stay silent or chit chat with their partners. Students are not given equal opportunities and time to speak their voice in class.

A teacher affirmed that: "*it needs a big effort to control them first. Then assign activities that helps them speak and talk in fluency based activities. This of course demands small classes*". A teacher added: "you never have enough time to cover the whole class; students would surely have more time and opportunity to express themselves if there were less in class". According to teachers, crowd classes are not helping students to develop neither speaking skills nor other skills. It is very difficult to assign activities for a large number of students. Besides, time constraint is also a hinder, that is to say not all students are given the opportunity to speak in class.

3.4.8. Classroom Projects

The researcher asks teachers whether classroom projects are encouraged in class. According to teachers' transcript, projects are not well encouraged in class due to many reasons and constraints such as: overloaded classes, time constraint, energy demanding, exam constraint, and program constraints.

Male teacher think that classroom projects are not encouraged because: "always lack of time and exams constraints determines activity. Another teacher added that projects are: "*time consuming activity and we as teachers are often stick with the programme to be covered in limited time*". "time constraint" is another reason stated by a male teacher. Teacher do not encourage class projects because it is time consuming. A teacher stated that: "*Sometimes, projects are assigned as homework. Of course because students don't have much time studying English they need to be exposed to the language (hear it, use it…) thirdly, projects aren't taken seriously by students unless they are granted more marks!!*" some teachers assign class projects as homework. Besides, according to teachers, students will not take the activity seriously unless they are graded.

A teacher thinks that: "*classroom projects necessitate a follow up and a great effort on the part of students who are already burdened with other subjects (quantity vs quality). Besides, good projects need money and money*".

A female teacher stated that because of "time constraints and large classes"; it is difficult to assign class projects. Another teacher added: "*for me, classroom projects are encouraged in class particularly each unit ends up suggesting a topic and it's less demanding than a lesson as the teachers' role resides in facilitating and managing the procedures of the project out of the school*". The female teacher emphasizes on the importance of class projects;

however; this activity should be managed an organized in and outside class which can make the teaching and learning process better and effective.

A teacher claimed that: "*some teachers do projects with their students, but not on a regular basis because of the overloaded classes*". The majority of teacher think that class projects are also demanding: in other words, good projects needs money, time, and methodology. A teacher approved that: "*project based learning needs effort from the teacher and student. The students don't have its literacy as other subjects don't use it. I use it with my students though it demands lot of energy*". A female teacher added: "*I would say time consuming for 2nd year bac for instance they have only 3 hours 10 units the same amount of work to accomplish how can you integrate these project*"

To sum up, data analysis results show that common core students of different options are equipped with participatory skills more than intellectual abilities. Common core students approved average and good abilities to collaborate with their classmates, solve problem situation such as: conflict between members of group, time management, and task difficulty). In addition to that, common core students assert good abilities to discuss their ideas and opinions with their classmates however; they approved low abilities to decision making. Nevertheless, common core students expressed low intellectual abilities to think of solutions and develop conclusions when discussing social issues in class. Students are unable to make and defend their ideas using arguments.

The results show that group work activities are highly encouraged in common core classes more than first and second year baccalaureate classes. Group work activities push students to explain and discuss concepts to each other. Group work enables students to "listen" or "learn" from their peer, who may be able to explain things in a way that makes more sense to other students.

Consequently, first and second year baccalaureate express average participatory and intellectual skills; however, students in suburb area approve low civic abilities. First and second year baccalaureate in city and suburb area approve low abilities to work in group with their classmates on a given task due to the lack of engaging activities in and outside school. Students rarely work on projects in group, use technology or discuss community issues in class. In addition to that, extra-curriculum activities are not encouraged in schools such as school clubs, trips, theater, creative programs (talent show, sports competitions, community service).

In a nutshell, the results show the English language classrooms are not civically oriented. It has been noticed that common core classes display more motivation and participation than first and second year baccalaureate. Common core lessons relate to student's life which push students to talk and express their thoughts and ideas. Nevertheless, it has been observed that first and second year baccalaureate classes find some difficulties in participating and expressing their ideas in class. The majority of students stay silent and do not interfere. They are unable to provide their own arguments and share information when discussing topics such as cultural values, sustainable development, citizenship, gender and education. In addition to that, it has been observed that technology is rarely used in common core, first and second year baccalaureate classes. The only materials used in class are student's book and copybooks. It has been observed that first and second year baccalaureate rarely use round table and group work activities. The students' low engagement is due to many constraints approved by teachers of high schools.

According to teachers' transcripts, textbooks used in class are considered as both a helper and an obstacle. According to their statements, textbooks can be an aid because it highlights on the national educational system and meet the lessons' objectives. However; they can be considered as an obstacle for the teaching learning process. Sometimes, textbook

content does not focus on students' needs and concentrate on instructions and information. Extra- teaching materials are not encouraged in class because schools do not offer free service, and teacher cannot afford bringing other sources because it will cost lot of money, takes lot of preparation, and time. Another teacher stated why teachers do not use other teaching materials because: "*One of the main reason why teachers use textbooks more than other materials is because the students have to be well- prepared for the national exam*".

According to teachers, textbooks do not respond to students' intellectual and communicative needs like discussion, debate, argumentation, and critical thinking. Textbooks do not provide engaging activities which encourage students to interact and debate in class. A teacher added that: "*rarely or never the focus in textbooks is usually on mechanical exercises that range from matching to filling in the blanks or multiple choice practice. It is to find communicative activities following reading and grammar*". It has been noticed that male teachers argue that the lack of technology in class is due to: working conditions, environmental condition, unavailability if technology in classes, and time constraints. Schools rarely provide technology equipment in class. In addition to that, textbooks of common core, first and second year baccalaureate demonstrate low order thinking skills illustrated through knowledge, comprehension, and application more than higher thinking skills as analysis, synthesis, and evaluation.

IV. Discussion of the Results

This chapter discusses the results and outcomes of the hypotheses developed in this thesis. The research instruments conducted such as questionnaire, classroom observation, interviews and textbook content analysis are mainly to get some quantitative and qualitative results to either confirm or disconfirm the hypotheses. This chapter discusses and interprets the significance value of the study using T test, Anova and correlation tests.

4.1. Civic Skills

Statistics obtained from questionnaire disconfirmed the first hypothesis. High school students are not equipped with civic skills: Intellectual and participatory. After analyzing questionnaire data, the findings show that students of different levels and streams lack civic skills either in cities or suburb area. This section presents the significance value of study concerning students' assessments of civic skills of common core, first year and second year baccalaureate.

Common core results:

Table 81: Independent Samples Test background (city and suburb areas)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Ability to discuss in class	Equal variances assumed	4,961	,028	3,821	136	,000	,85104	,22271	,41062	1,29146
	Equal variances not assumed			4,715	34,745	,000	,85104	,18050	,48450	1,21757

The findings show that there is a statistically significance difference between group variables (city and suburb area). The equal variance assumed to be different p=0.028 which is

less than p=0.05 concerning their ability to discuss. Common core students in cities approve good civic skills in comparison with pupils in suburb areas.

Table 82: ANOVA (common core level of different streams)

Option	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	16,489	4	4,122	5,697	0.000
Within Groups	97,682	135	,724		
Total	114,171	139			

The table shows a statistically significance difference between and within the group streams. This table shows the output of the ANOVA analysis and whether there is a statistically significant difference between group means. It has been noticed that the significance value is 0.000 (i.e., p = 0.000), which is below 0.05. and, therefore, there is a statistically significant difference in the mean length of time between group streams concerning their ability to discuss in class.

Table 83: Multiple Comparisons of different streams

The ability to discuss in class						
(I) Option	(J) Option	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
science	art and human sciences	-,481*	,149	0.057	-,78	-,19
	international baccalaureate "French option"	-1,081*	,165	0.002	-1,41	-,76
art and human sciences	Science	,481*	,149	0.063	,19	,78
	international baccalaureate "French option"	-,600*	,161	0.000	-,92	-,28
international baccalaureate "French option"	Science	1,081*	,165	0.000	,76	1,41
	art and human sciences	,600*	,161	0.000	,28	,92
*. The mean difference is significant at the 0.05 level.						

The Multiple comparison table shows that there is a statistically significance difference between science and international baccalaureate “French option” students in which (p=0.02) is less than (p=0.05). However, there isn’t a statistically significant difference between science and art human sciences in which (p=0.057) is greater than (p=0.05). Overall, it has been noticed that students discuss various topics that relate to students’ life such as: schooling, technology, movies, hobbies, and leisure time activities. Both science and art human science students assert good ability to discuss their thoughts in class. However, international baccalaureate “French option” students approve excellent ability to discuss their ideas and opinions in class more than science and art human science students and this is due to the limited number of students that range from 15 to 25 which make class discussion more flexible and effective.

Table 84: Independent Sample Test (background variable)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Ability to listen carefully when classmates discuss their opinions in class	Equal variances assumed	5,890	,017	-6,662	136	,000	-,916	,137	-1,188	-,644
	Equal variances not assumed			-6,628	129,129	,000	-,916	,138	-1,189	-,642

The findings show that there is a statistically significance difference between group variables (city and suburb area students). The significance value is p= 0.017 which is less than p=0.05 concerning the ability to listen when classmates discuss their opinions in class. students in suburb area listen to their classmates’ opinions and ideas in class whereas students in city areas do not.

Table 85: ANOVA of Common Core Streams

I am able to listen carefully when my classmates discuss their opinions in class					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	22,444	2	11,222	15,941	,
Within Groups	95,034	135	,704		
Total	117,478	137			

The findings show a statistically significance difference between groups and within groups. The results present a significance difference between group streams either in city or suburb area. The significance value (p= 0.000) is less than (p= 0.05).

Table 86: Multiple Comparisons between group streams

I am able to listen carefully when my classmates discuss their opinions in class LSD						
(I) Option	(J) Option	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
SCIENCE	ART AND HUMAN SICENCES	-,190	,107	,077	-,40	,02
	INTERNATIONAL BACCALAUREATE	-,475*	,109	,000	-,69	-,26
ART AND HUMAN SICENCES	SCIENCE	,190	,107	,077	-,02	,40
	INTERNATIONAL BACCALAUREATE	-,284*	,130	,029	-,54	-,03
INTERNATIONAL BACCALAUREATE	SCIENCE	,475*	,109	,000	,26	,69
	ART AND HUMAN SICENCES	,284*	,130	,029	,03	,54
*. The mean difference is significant at the 0.05 level.						

The findings show a statistically significance value between student streams. The table shows a statistically significance difference between science and international baccalaureate in which (p= 0.000) is less than 0.05. However, there isn't a statistically significance difference between science and art human science students in which (p=0.077) is greater than (p=0.05). Statistics show a statistically significance difference between art human science students and international baccalaureate in which the (p= 0.029) is less than (p=0.05); However, there isn't a statistically significance different between art human sciences and science students in which (p=0.077) is greater than p=0.05. It has been noticed that students of

international baccalaureate listen carefully when their classmates discuss topics in class whereas other streams approve low listening skills. During classroom observation, students rarely listen to their classmates' ideas and opinions discussed in class.

Table 87: Correlations

		I am able to listen carefully when my classmates discuss their opinions in class	Listening
I am able to listen carefully when my classmates discuss their opinions in class	Pearson Correlation	1	-,683**
	Sig. (2-tailed)		,000
	N	138	138
Listening	Pearson Correlation	-,683**	1
	Sig. (2-tailed)	,000	
	N	138	138
**. Correlation is significant at the 0.01 level (2-tailed).			

However, students assert some listening problems in class; students do not listen to their classmates when speaking. The table above shows the students' low listening ability is correlated to the fact that listening activities are not encouraged in class. The correlation significance value is r= -0,638. This latter is due to the lack of listening activities in class. Nevertheless, communicative activities such as discussion, games, dialogue, and group work are used in common core classes.

Table 88: Independent Samples Test (background variable)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I am able to work in group with my classmates in class	Equal variances assumed	,591	,443	1,882	136	,026	,409	,217	-,021	,839
	Equal variances not assumed			1,838	27,144	,044	,409	,223	-,047	,866

The results show a statistically significance difference between students in city and suburb areas concerning the ability to work in group in class. the equal variance assumed to be different between the two variables.

Table 89: ANOVA between and within group streams

The ability to make and defend ideas using arguments					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	19,448	2	9,724	17,346	0.000
Within Groups	76,802	137	,561		
Total	96,250	139			

From the results above, there are statistically significant differences between the groups as a whole. This is the table that shows the output of the ANOVA analysis and whether there is a statistically significant difference between our group means. We can see that the significance value is 0.000 (i.e., $p = 0.000$), which is below 0.05. and, therefore, there is a statistically significant difference in the mean length of group streams concerning their ability to make and defend their ideas using their arguments.

Table 90: Multiple Comparisons of group streams

I am able to work in group with my classmates in class LSD						
(I) Option	(J) Option	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
SCIENCE	ART AND HUMAN SICENCES	-,035	,118	,077	-,27	,20
	INTERNATIONAL BACCALAUREATE	-,824*	,120	,038	-1,06	-,59
ART AND HUMAN SICENCES	SCIENCE	,035	,118	,051	-,20	,27
	INTERNATIONAL BACCALAUREATE	-,789*	,143	,029	-1,07	-,51
INTERNATIONAL BACCALAUREATE	SCIENCE	,824*	,120	,000	,59	1,06
	ART AND HUMAN SICENCES	,789*	,143	,000	,51	1,07
*. The mean difference is significant at the 0.05 level.						

The results show a statistically difference between group streams. There is a statistically significance difference between science and international baccalaureate streams in

which (p=0.038) is below (p=0.05). international baccalaureate students approve excellent ability to work in group. During classroom observation, it has been noticed that international baccalaureate "French option" pupils collaborate with their classmates in a given task. However, there isn't a statistically significance difference between science and art human sciences in which the value (p=0.77) is greater than (p=0.05). Students either in city or suburb area approve a good ability to work in group with their classmates. The majority of students collaborated in class. However, international baccalaureate students assert excellent level. This shows that, group work activities are used frequently in common core classrooms. During classroom observation, it has been noticed that the majority of classes use pair and group work activities in class which make students able to interact and work collaboratively with their classmates. In addition to that, statistics show that common core textbook "Outlook" encourage students to engage in pair and group work activities.

Table 91: Multiple comparisons of different streams

The ability to make and defend ideas using arguments						
(i) option	(j) option	mean difference (i-j)	std. error	sig.	95% confidence interval	
					lower bound	upper bound
Science	art and human sicences	-,843*	,147	,053	-1,13	-,55
	international baccalaureate	-,729*	,159	,000	-1,04	-,41
art and human sicences	Science	,843*	,147	,077	,55	1,13
	international baccalaureate	,115	,159	,473	-,20	,43
international baccalaureate	Science	,729*	,159	,000	,41	1,04
	art and human sicences	-,115	,159	,473	-,43	,20
*. the mean difference is significant at the 0.05 level.						

The results show that there isn't a statistically significance difference between group streams as science and art and human sciences students in which the value (p=,053) is greater (p=0.05). However; there a statistically significance difference between groups as

international baccalaureate “French option” and science students in which the p value (p=,000) is below (p=0.05).

The results show there isn’t a significant difference between students in general. Students lack cognitive abilities like making and defending ideas using arguments when discussing social issues in class. It has been approved that the “good” and the “excellent” scale are the least options chosen by students. Statistics show that common core classes do not use ***debatable activities***. There is a lack of discussion of community issues in class. Students rarely discuss social problem phenomena.

Table 92: Correlations

		I able to make and defend my ideas using arguments	Does your English teacher discuss community issues in class?
I am able to discuss my ideas with my classmates in class	Pearson Correlation	1	-,145**
	Sig. (2-tailed)		,002
	N	460	460
Does your English teacher discuss community issues in class?	Pearson Correlation	-,145**	1
	Sig. (2-tailed)	,002	
	N	460	460
**. Correlation is significant at the 0.01 level (2-tailed).			

The table above shows a significant correlation between students’ low ability to make and defend their ideas in class with the frequency use of discussion activities in class in which (r=,460) is greater than (r=0.01). Students’ inability to make and defend their thought is due to the lack of discussion activities that raise social phenomena.

First year baccalaureate results:

Statistics show that first year baccalaureate students in city area approve an average ability to discuss their ideas in class whereas students in suburb area assert a low level.

Table 93: Independent Samples Test (background variable)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Ability to discuss in class.	Equal variances assumed	,000	,982	13,653	138	,000	1,532	,112	1,310	1,754
	Equal variances not assumed			13,700	137,466	,000	1,532	,112	1,311	1,753

There is a statistically significance difference between group variables (city and suburb area) in which (p=0.000) is less than (p=0.05). Students of different background express a low ability to discuss and share information and ideas with their classmates.

Table 94: ANOVA of different streams

I am able to discuss my ideas with my classmates in class					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	102,939	2	51,469	74,845	,000
Within Groups	92,837	135	,688		
Total	195,775	137			

There is a statistically significance difference between and within group streams. The significance value (p=0.000) is less than (p=0.05).

Table 95: Multiple Comparisons

I am able to discuss my ideas with my classmates in class LSD						
(I) Option	(J) Option	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
science	Art and human sciences	,092	,166	,579	-,24	,42
	International baccalaureate "French option"	-1,025*	,185	,000	-1,39	-,66
Art and human sciences	Science	-,092	,166	,579	-,42	,24
	International baccalaureate "French option"	-1,117*	,184	,000	-1,48	-,75
International baccalaureate "French option"	Science	1,025*	,185	,000	,66	1,39
	Art and human sciences	1,117*	,184	,000	,75	1,48
*. The mean difference is significant at the 0.05 level.						

Statistics show a statistically significance difference between group streams science and international baccalaureate “French option” students in which the value (p=0.000) is less

than (p=0.05). However, the results show that there isn't a statistically significance difference between science and art human sciences students in which the value (p=0.579) is greater than (p=0.05). In addition, there is a statistically significance difference between art and human sciences and international baccalaureate "French Option" stream in which the value (p=0.000) is less than (p=0.05). Students approve a low ability to discuss in class. During classroom observation, the majority of students do not intervene in class. Many students are left marginal, in other words; they do not raise their hands to speak their arguments and ideas when discussing social problem issues in class. In most classes observed, teachers work with students of first row that show an interest and motivation.

Table 96: Independent Samples Test (background variable)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I am able to listen carefully when my classmates discuss their opinions in class	Equal variances assumed	5,890	,014	-6,662	136	,000	-,916	,137	-1,188	-,644
	Equal variances not assumed			-6,628	129,129	,000	-,916	,138	-1,189	-,642

There is a statistically significance value between group background variables in which the value (p=0.014) is less than (p=0.05).

Table 97: Multiple Comparisons of different streams

I am able to listen carefully when my classmates discuss their opinions in class LSD						
(I) Option	(J) Option	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Science	art and human sciences	-,545*	,175	,052	-,89	-,20
	international baccalaureate " French option"	-1,023*	,181	,000	-1,38	-,66
art and human sciences	Science	,545*	,175	,062	,20	,89
	international baccalaureate " French option"	-,478*	,171	,006	-,82	-,14
international baccalaureate " French option"	Science	1,023*	,181	,021	,66	1,38
	art and human sciences	,478*	,171	,006	,14	,82
*. The mean difference is significant at the 0.05 level.						

There isn't a statistically significant difference between science and art human sciences in which (p=0.052) is less than (p=0.05). However, there is a significance difference between science and international baccalaureate group streams in which (p=0.000) is less than (p=0.005). Students do not listen to their classmates when discussing their opinions in class. During class observation, it has been noticed that students do not listen to their teacher and classmates in class. They approve a low level of motivation and interest during the lesson. Most students talk and chit chat with their classmates. Sometimes teachers stop the activity or threaten to minus the students' grades.

Table 98: Correlations

		I am able to listen carefully when my classmates discuss their opinions in class	Listening
I am able to listen carefully when my classmates discuss their opinions in class	Pearson Correlation	1	-,175**
	Sig. (2-tailed)		,002
	N	460	322
Listening	Pearson Correlation	-,175**	1
	Sig. (2-tailed)	,002	
	N	322	322

**. Correlation is significant at the 0.01 level (2-tailed).

Statistics show a significance correlation between students' low ability to listen and the frequency use of listening activities in which r value (r=,175) is greater than (r=,0,01). The finding show that listening activities are not encouraged in group streams of first year baccalaureate classes.

Table 99: Independent Samples Test (background variable)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I am able to work in group with my classmates in class	Equal variances assumed	,000	,993	,602	136	,548	,096	,160	-,220	,412
	Equal variances not assumed			,603	135,995	,548	,096	,159	-,219	,411

The findings show that the first year baccalaureate students approve an average ability to work collaboratively in class. there isn't a statistically significant difference between group background variables in which (p=0.993) is greater than (p=0.05).

Table 100: Multiple Comparisons all streams and different levels

Ability to work in group with my classmates in class LSD						
(I) Option	(J) Option	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
SCIENCE	ART AND HUMAN SICENCES	-,035	,118	,580	-,27	,20
	INTERNATIONAL BACCALAUREATE	-,824*	,120	,027	-1,06	-,59
ART AND HUMAN SICENCES	SCIENCE	,035	,118	,000	-,20	,27
	INTERNATIONAL BACCALAUREATE	-,789*	,143	,034	-1,07	-,51
INTERNATIONAL BACCALAUREATE	SCIENCE	,824*	,120	,000	,59	1,06
	ART AND HUMAN SICENCES	,789*	,143	,000	,51	1,07
*. The mean difference is significant at the 0.05 level.						

Statistics show a statistically significance difference science and international baccalaureate group streams in which the value (p=0.027) is less than (p=0.05). however, there isn't a significance difference between science and art and human sciences in which the value (p=0.580) is greater than (p=0.05). There is a statistically significant difference between art and human sciences and international baccalaureate the value (p=,034) is less than (p=0.05). Statistics show that international baccalaureate students are able to work in group with their classmates, however; science and art human sciences do not. During classroom observation, group work activities are encouraged in international baccalaureate "French option" classes because of the limited number of students. However, the majority of classes (science and art human sciences) observed, individual and pair work tasks are more used than group work activities. Students rarely work in group with their classmates and engage in cooperative and collaborative tasks in classrooms.

Table 101: Independent Samples Test between city and suburb area of three levels discussion

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Abilty to make and defend arguments	Equal variances assumed	2,032	,156	3,274	138	,001	,511	,156	,202	,819
	Equal variances not assumed			3,269	136,511	,001	,511	,156	,202	,819

Statistics show that there isn't a significance difference between group background variables concerning the ability to make and defend arguments. The significance value (p=0.156) is greater than (p=0.05). The findings show that both students in city and suburb area find some difficulties making and defending their arguments in class.

Table 102: Multiple Comparisons first year baccalaureate

Ability to give and defend arguments LSD						
(I) Option	(J) Option	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
SCIENCE	ART AND HUMAN SICENCES	-,328*	,103	,063	-,53	-,13
	INTERNATIONAL BACCALAUREATE	-,507*	,105	,000	-,71	-,30
ART AND HUMAN SICENCES	SCIENCE	,328*	,103	,057	,13	,53
	INTERNATIONAL BACCALAUREATE	-,179	,124	,020	-,42	,07
INTERNATIONAL BACCALAUREATE	SCIENCE	,507*	,105	,000	,30	,71
	ART AND HUMAN SICENCES	,179	,124	,000	-,07	,42
*. The mean difference is significant at the 0.05 level.						

There is a statistically significance difference between science and art human sciences students in which (p=0.001) is less than (p=0.05). There is a statistically significance difference between science and international baccalaureate streams in which (p=0.000) is less than (0.05). however, there isn't a statistically significance difference between art and human science and international baccalaureate streams in which (p=0.152) is greater than (p=0.05). Statistics show that students are unable to make and defend their own ideas when discussing topics in class. In other words, students show an inability to make and defend their own ideas

and provide their own arguments of reflection. First year baccalaureate students approve a low ability to think of solutions or develop conclusions when discussing community issues in class. In other words, students of different streams are unable to reflect on conclusions and arguments when discussing social issues either in city or suburb areas.

Table 103: Correlations

		give arguments	Does your English teacher discuss community issues in class?
give arguments	Pearson Correlation	1	-,129**
	Sig. (2-tailed)		,006
	N	460	460
Does your English teacher discuss community issues in class?	Pearson Correlation	-,129**	1
	Sig. (2-tailed)	,006	
	N	460	460
**. Correlation is significant at the 0.01 level (2-tailed).			

Statistics show a significant correlation between students' inability to make and defend their arguments and the frequency use of discussion activities that raise community issues. Students of different streams rarely discuss social problem phenomena. During classroom observation, it has been noticed that first year baccalaureate students were not encouraged to discuss social phenomenon topics. The teachers interviewed claimed that students don't have enough knowledge and information to discuss certain topics. Adolescence may also play a role meaning that some students are reluctant to take part in classroom discussion even though sometimes students have something to say. Teachers thinks that students lack of linguistic competence and focus more on the exams than communication.

Second year baccalaureate results:

Table 104: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I am able to discuss my ideas with my classmates in class	Equal variances assumed	17,108	,000	5,430	180	,000	1,114	,205	,709	1,518
	Equal variances not assumed			7,618	71,970	,000	1,114	,146	,822	1,405

The findings show a statistically significant difference between and within students in city and suburb areas concerning the ability to discuss their ideas and opinions in class in which the value (p=0.000) is superior to (p=0.05).

Table 105: ANOVA

I am able to discuss my ideas with my classmates in class					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	195,146	3	65,049	367,615	,000
Within Groups	31,497	178	,177		
Total	226,643	181			

The findings show a statistically significance difference between and within the group streams in which the value (p=0.000) is greater than (p=0.05). The findings show a significant difference between streams concerning their ability to discuss their ideas and opinions in class.

Table 106: Multiple Comparisons

I am able to discuss my ideas with my classmates in class LSD						
(I) Option	(J) Option	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Science	Art	1,305*	,090	,000	1,13	1,48
	Human sciences	1,236*	,095	,000	1,05	1,42
	International bacclaureate "French option"	-1,661*	,081	,000	-1,82	-1,50
Art	Science	-1,305*	,090	,000	-1,48	-1,13
	Human sciences	-,069	,115	,549	-,30	,16
	International bacclaureate "French option"	-2,966*	,103	,000	-3,17	-2,76
Human sciences	Science	-1,236*	,095	,000	-1,42	-1,05
	Art	,069	,115	,549	-,16	,30
	International bacclaureate "French option"	-2,897*	,108	,000	-3,11	-2,68
International bacclaureate "French option"	Science	1,661*	,081	,000	1,50	1,82
	Art	2,966*	,103	,000	2,76	3,17
	Human sciences	2,897*	,108	,000	2,68	3,11
*. The mean difference is significant at the 0.05 level.						

The findings show a statistically significant difference between the group streams science and art in which the value (p=0.000) is below (p=0.05) concerning their ability to discuss their ideas in class. There is a significant difference between science and human sciences group streams in which the value (p=0.000) is below (p=0.05). The findings show a significance between art and human science group streams; students approve ability to discuss their opinions and thought in class. During classroom observation, it has been noticed that art and human science students stay silent and do not share their thoughts when discussing a topic in class. The findings show a statistically significant difference between science and international baccalaureate “French option” in which the value (p=0.000) is below (p=0.05). During classroom observation, it has been noticed that international baccalaureate students assert a good ability to discuss their opinions in class. It has been observed that students participated and were active in class; they discuss their ideas and share their thought in class

with their classmates. However, the findings show that there isn't a statistically significant difference between art and human science group streams. Both students approve a low ability to discuss their ideas and opinions in class in comparison with science and international baccalaureate "French option" students.

Table 107: Correlations

		I am able to discuss my ideas with my classmates in class	Discussion
I am able to discuss my ideas with my classmates in class	Pearson Correlation	1	-,081
	Sig. (2-tailed)		,279
	N	182	182
Discussion	Pearson Correlation	-,081	1
	Sig. (2-tailed)	,279	
	N	182	182

The findings show a statistically significant correlation between the students' low inability to discuss their ideas and thoughts and the frequency use of discussion activities in class in which the value (r=0.182) is greater than (r=0.05). The findings show that students' low ability to discuss their opinions is due to the lack of engaging discussion activities in class.

Table 108: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I am able to listen carefully when my classmates discuss their opinions	Equal variances assumed	,704	,039	5,223	180	,000	,950	,182	,591	1,309
	Equal variances not assumed			4,954	41,164	,000	,950	,192	,563	1,337

The findings show that there isn't a statistically significant difference between students of city and suburb area concerning their ability to listen carefully in class in which

the value (p=0.039) is below (p=0.05). During classroom observation, statistics show that students of suburb area approve a good ability to listen carefully when classmates discuss their opinions in class whereas students in city areas assert a low ability to listen to their classmates in class.

Table 109: ANOVA

I am able to listen carefully when my classmates discuss their opinions					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	29,360	3	9,787	11,856	,000
Within Groups	146,926	178	,825		
Total	176,286	181			

The findings show a statistically significant difference between and within group streams concerning their ability to listen carefully when their classmates discuss their ideas in class in which the value (p=0.000) is below (p=0.05).

Table 110: Multiple Comparisons

I am able to listen carefully when my classmates discuss their opinions LSD						
(I) Option	(J) Option	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Science	Art	,800*	,194	,053	,42	1,18
	Human sciences	,333	,206	,077	-,07	,74
	International bacclaureate "French option"	-,479*	,174	,007	-,82	-,13
Art	Science	-,800*	,194	,062	-1,18	-,42
	Human sciences	-,466	,248	,062	-,96	,02
	International bacclaureate "French option"	-1,279*	,223	,000	-1,72	-,84
Human sciences	Science	-,333	,206	,107	-,74	,07
	Art	,466	,248	,062	-,02	,96
	International bacclaureate "French option"	-,812*	,233	,001	-1,27	-,35
International bacclaureate "French option"	Science	,479*	,174	,007	,13	,82
	Art	1,279*	,223	,000	,84	1,72
	Human sciences	,812*	,233	,001	,35	1,27
*. The mean difference is significant at the 0.05 level.						

The findings show a statistically significant difference between science and international baccalaureate “French option” group streams concerning their ability to listen carefully to their classmates’ ideas in class in which the value (p=0.007) is below (p=0.05). During classroom observation, it has been noticed that international baccalaureate students approve a good ability to listen to their classmates’ opinions; the majority of classes were limited between 15 and 25 students. There isn’t a statistically significant difference between science and art streams in which the p value (p=0.053) is greater than (p=0.05). There isn’t a statistically significant difference between science and human science students in which (p=0.077) is superior than (p=0.05). In addition, there isn’t a statistically significant difference between art and human science group streams concerning their ability to listen to their classmates when discussing their ideas in class in which the value (p=0.062) is greater than (p=0.05). During classroom observation, the findings show that both students (art and human science) assert low ability to listen to their classmates; students approve unwillingness and disrespectful behavior.

Table 111: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I am able to work in group with my classmates	Equal variances assumed	,231	,632	2,260	180	,025	,41615	,18415	,05278	,77952
	Equal variances not assumed			2,187	41,909	,034	,41615	,19027	,03215	,80015

The findings show that there isn’t statistically significant difference between students in city and suburb areas in which the value (p=0.632) is superior to (p=0.05) concerning their ability to work in group in a given task with their classmates in class. Both students assert a low ability to work in group.

Table 112: ANOVA

I am able to work in group with my classmates					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	55,576	3	18,525	31,145	,000
Within Groups	105,875	178	,595		
Total	161,451	181			

The findings show a statistically significant difference between and within group streams concerning their ability to work in group in class in which (p=0.000) is greater than (p=0.05).

Table 113: Multiple Comparisons

I am able to work in group with my classmates LSD						
(I) Option	(J) Option	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Science	Art	,96397*	,16490	,057	,6385	1,2894
	Human sciences	,26742	,17457	,127	-,0771	,6119
	International baccalaureate "French option"	-,83002*	,14810	,000	-1,1223	-,5378
Art	Science	-,96397*	,16490	,0127	-1,2894	-,6385
	Human sciences	-,69655*	,21048	,057	-1,1119	-,2812
	International baccalaureate "French option"	-1,79399*	,18911	,000	-2,1672	-1,4208
Human sciences	Science	-,26742	,17457	,127	-,6119	,0771
	Art	,69655*	,21048	,057	,2812	1,1119
	International baccalaureate "French option"	-1,09744*	,19759	,000	-1,4874	-,7075
International baccalaureate "French option"	Science	,83002*	,14810	,000	,5378	1,1223
	Art	1,79399*	,18911	,000	1,4208	2,1672
	Human sciences	1,09744*	,19759	,000	,7075	1,4874
*. The mean difference is significant at the 0.05 level.						

Statistics show that there isn't a statistically significant different between art and science streams concerning their ability to work in group in which the value (p=0.057) is superior to (0.05). There isn't a statistically significant difference between science and human science streams in which the value (p=,127) is greater than (p=0.05). The findings show that students art, human sciences, and science students assert a low ability to work in group with their classmates on a given task in class. However, there is a statistically significant difference between international baccalaureate and science streams in which the value (p=0.000) is below (p=0.05). There is a significance difference between art and international baccalaureate streams in which (p=0.000) is inferior to (p=0.05) concerning their ability to work in group. International baccalaureate students assert an average ability to work in group in comparison with students of other streams.

Table 114: Correlations

		I am able to work in group with my classmates	Group work
I am able to work in group with my classmates	Pearson Correlation	1	-,260**
	Sig. (2-tailed)		,063
	N	182	182
Group work	Pearson Correlation	-,260**	1
	Sig. (2-tailed)	,063	
	N	182	182
**. Correlation is significant at the 0.01 level (2-tailed).			

Statistics show that there is a statistically significant correlation between the students' low ability to work in group and the frequency use of group activities in class in which the value (r=0.063) is superior to (r=0.01). The findings show that students' low ability to work in group is due to the lack of group work activities in class. During classroom observation, the findings show that group work activities are nor encouraged in classes. Students rarely work in group. However, it has been observed that international baccalaureate

classes used group work activities and this is due to the limited number of students that assert the flexibility of the task.

Table 115: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I am able to make and defend my own ideas using arguments when discussing a topic in class	Equal variances assumed	3,589	,060	6,140	180	,000	1,078	,176	,732	1,424
	Equal variances not assumed			6,721	47,690	,000	1,078	,160	,755	1,401

The findings show that there isn't a statistically significant difference between city and suburb areas concerning their ability to make and defend arguments in class in which the value (p=0.060) is superior to (p=0.05).

Table 116: ANOVA

I am able to make my own arguments in class					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	61,346	3	20,449	32,719	,000
Within Groups	111,247	178	,625		
Total	172,593	181			

The findings show a statistically significant difference between and within group streams concerning their ability to make and defend their arguments when discussing a topic in class in which the value (p=0.000) is inferior to (p=0.05).

Table 117: Multiple Comparisons

I am able to make my own arguments in class LSD						
(I) Option	(J) Option	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Science	Art	1,109*	,169	,000	,78	1,44
	Human sciences	,807*	,179	,000	,45	1,16
	International bacclaureate "French option"	-,599*	,152	,000	-,90	-,30
Art	Science	-1,109*	,169	,000	-1,44	-,78
	Human sciences	-,302	,216	,163	-,73	,12
	International bacclaureate "French option"	-1,708*	,194	,000	-2,09	-1,33
Human sciences	Science	-,807*	,179	,000	-1,16	-,45
	Art	,302	,216	,163	-,12	,73
	International bacclaureate "French option"	-1,406*	,203	,000	-1,81	-1,01
International bacclaureate "French option"	Science	,599*	,152	,000	,30	,90
	Art	1,708*	,194	,000	1,33	2,09
	Human sciences	1,406*	,203	,000	1,01	1,81
*. The mean difference is significant at the 0.05 level.						

The findings show that there is a statistically significant difference between science and art streams in which the value (p=0.000) is inferior to (p=0.05) concerning the students' ability to make and defend their ideas using arguments. There is a significant difference between international baccalaureate "French option" and art stream in which the value (p=0.000) is inferior to (p=0.05). However, there isn't a statistically significant difference between art and human science streams in which (p=0.163) is inferior to (p=0.05) concerning their ability to make and defend their ideas using their arguments in class. During classroom observation, the findings show that international baccalaureate approve an average ability to make and defend their ideas using their arguments in class, however; other students of different streams assert a low ability to voice their ideas using their arguments when discussing a topic in class. It has been observed that the majority of students were left marginal and do not interfere in class discussion.

Table 118: Correlations

		I am able to discuss my ideas with my classmates in class	Does your English teacher discuss community issues in class?
I am able to discuss my ideas with my classmates in class	Pearson Correlation	1	,007
	Sig. (2-tailed)		,925
	N	182	182
Does your English teacher discuss community issues in class?	Pearson Correlation	,007	1
	Sig. (2-tailed)	,925	
	N	182	182

The findings show a statistically significant correlation between students' low ability to discuss their ideas and the frequency use of class discussion activities in which the value (r=0.925) is superior than (r=0.05). The students' inability to discuss their opinions is due to the lack of discussing community issues in class that encourage students to speak their thoughts about real life concerns.

4.2. English Teaching Classrooms and Civic Skills

The findings of classroom observation disconfirm the hypothesis. English language teaching classrooms are not civically oriented. Students' low assessment of civic skills is due to the lack of engaging activities in class. During classroom observation, it has been noticed that lessons observed focused on instructional tasks; that is to say, courses concentrated on grammar and structure. Activities like discussion, round table, projects, presentations, conversations and technology materials are rarely used in all levels (common core, first year and second year baccalaureate). Lessons do not evoke social and community issues in which the students were not encouraged to speak their thought, make and defend their arguments about various topics.

The literature shows that critical thinking is part of civic skills that young learners should acquire and learn from an early age. Teaching critical thinking skill addresses other

skills, like communication, information to examine, analyze, interpret, and evaluate evidence, arguments, claims, and beliefs. Solving problems is part of critical thinking skills. In other words, equipping students with critical thinking skills will open up their thinking to the world, address them to various social problems, and solve different kinds of unfamiliar problems in both conventional and innovative ways (Dennis and van Roekel, 2002).

The findings show that English teaching classrooms are not civically oriented. During observation, it has been noticed that students of international baccalaureate of different streams participated and were engaged in class more than science and art human sciences students. This motivation and participation is due a limited number of students in class. Most classes observed of international baccalaureate have student between 15 and 25. Small classes make the lesson more active and interesting. Small classes help teachers to perform insightful activities for students. However; other classes (science and art human sciences) have a large number of students which hinder the learning process.

The teacher interviewed agreed upon the idea that crowd classes prevent the participation of all students to speak their ideas in class. Teachers argue that students do not have equal opportunities in participating due to the large number and limited time. In other words, large classes are problematic issues for both teachers and students. A teacher added that: "*the more crowded the class, the more difficult it is to control and guide, or teach!"*.

During classroom observation, it has been noticed that students of different levels and streams do not listen to each other, all the time students talk with their peers and do not show any interest toward their teachers. However; students assert a high motivation and focus if teachers assign group work and engaging discussion activities. Though group work activities, students express a high interest and motivation. Students prefer to work in group with their classmates and discuss topics that relate students' real life situations.

The majority of classes observed, the lessons were not relevant students' life in first and second year baccalaureate classes. During classroom observation., most classes observed, students were not motivated and interested in the lesson content. The majority of the lessons focused on grammatical exercises or comprehension questions after reading a text. However, in common core classes the lessons were to some extent interesting for students. Most classes observed, the lessons covered activities that attract students' attention and interest such as riddles, role play dialogues and games.

During observation, it has been noticed that the lessons of the first and second year baccalaureate classes raised social problem topics of discussion such as sustainable development, cultural values, education and gender. However, the majority of students were not able to discuss and express their ideas and arguments; only few students participate and share their thoughts in class. Most of the time teachers were centered and lectured definitions of the themes discussed for students on whiteboards for them to take notes. Teachers argued that students lack knowledge and linguistic competences.

It has been observed that the majority of the lessons did not raise social problem phenomena that push students to talk about problems of concern and provide ideas about various problematic topics. Only one class I observed that addressed the problem of pollution. Other classes, tackled issues in the textbook like reading and grammar exercises. Most of the lessons observed focused on grammatical rules and sentence structures through tasks assigned in first and second year baccalaureate classes.

Statistics show that teachers do not encourage students to use the classroom space. In other words, most activities assigned to students involved textbooks, copybooks and pens. Students did not change their seats when they work in group; they turn to their classmates to work on the task. Most activities did not involve classroom space. Crowd classes prevented teachers from encouraging classroom space because of large number of students.

In the literature, the guidelines of secondary education display that teaching speaking provides learners with the opportunity to grow as effective world citizens; able to transmit, share and compare ideas, information and cultural patterns of different speakers. During classroom observation, it has been noticed that the majority of classes did not use round tables, games, projects, conversation or any other interactive activities. The majority of classes focused on grammar and vocabulary exercises. Teachers interviewed asserted that the working conditions keep both teachers and students chained and not innovative. Such conditions, make classroom activities limited and not creative.

In the literature, secondary education guidelines address that the teaching of listening should help learners become effective listeners. Being able to listen effectively also lessens pressure that the speaker may have with regard to speaking speed adjustment and language tuning. There are a lot of tasks that teachers might use to reach the overall aims laid down for the teaching of listening in the upper secondary schools. Teachers; for example, can help learners meet the standards for listening if they manage to involve them in active listening. Tasks and activities which involve learners in listening actively help them gain confidence and become autonomous, transferring their 'know-how' to real life situations; e.g. listening to the radio, viewing a film or watching a play in the target language.

Nevertheless, statistics show that the majority of classes rarely used listening activities. Teachers do not paly films, radio, or play as stated in the literature because of working condition constraints. Teacher interviewed approved that classes are not equipped with technology materials. In addition, schools do not offer technology to teachers and sometimes teachers are technology illiterate. There are many reasons that prevent teachers from using technology in class.

4.3. ELT Textbooks and Civic Skills

The results confirmed the third hypothesis. The findings show that secondary textbooks do not respond students' intellectual abilities. The findings show that the reading activities of (Outlook) common core textbook present 62 activities that focus on the lower order thinking skills, while only 5 activities emphasized higher order thinking skills. Common core reading activities focus on the low order thinking skills illustrated through knowledge, comprehension and application. However, most reading activities focused only on knowledge and comprehension level.

The findings of the reading activities of (Gateway 1) first year baccalaureate textbook show that 101 activities focus on the lower order thinking skills, while only 11 activities emphasized the higher order thinking skills. first year baccalaureate textbook reading activities focus on the low order thinking skills such as: knowledge, comprehension and application.

The results show that "Ticket 2" second year baccalaureate textbook presents 103 activities that emphasize the lower order thinking skills, while only 44 activities focus on the higher order thinking skills. second year baccalaureate textbook reading activities address the low order cognitive level like: knowledge, comprehension and application.

The findings approved what have been claimed by the teachers interviewed that Moroccan textbooks do not respond to students' intellectual needs. Teachers displays that textbooks in Morocco don't respond students' communicative and intellectual needs because topics are outdated and the ways of teaching are not tempting for them.

The findings show that common core Outlook textbook emphasize on real task situations in all units such as school life, hobbies, sports and artistic preferences. The majority of speaking tasks present dialogue rather than monologue. Two-way communication is

illustrated in speaking tasks in which two or more pupils are engaged in conversation. Dialogues in speaking activities display more discussion than role play. Most of speaking texts focus on discussion more than instruction and information. Through discussion, pupils are required to present an opinion or idea, comparing and contrasting it to others or justifying their standpoint. The majority of speaking activities focus on the meaning rather than the form. Speaking tasks emphasize on discussion of ideas and thought. Speaking activities are more fluency than accuracy oriented. Speaking tasks push students to work in group more than pair and individual tasks.

The results show that first year baccalaureate (Gateway1) speaking tasks do not focus on real world tasks. Communication activities introduce ways of expression either wishes or apologizing. Few real-tasks presented in speaking tasks. Speaking activities introduce two-way communication in which more conversation and dialogues introduced in texts. Besides, role play dialogues are the less used in the textbook, instead most dialogues used focus on discussion.

"Gatway1" speaking activities focus on instructional texts; few discussion tasks that involve sharing of ideas and opinions. The majority of speaking activities focus on the form that is to say; tasks introduce grammatical rules and sentence structure. Most of speaking tasks are accuracy oriented; it raises students' awareness of the form and how to produce the language correctly. It draws the students' attention the way they must use new vocabulary items, and construct a grammatical form. "Gateway 1" speaking activities focus on individual work more than pair work. Group work activities are not encouraged in "Gateway 1" textbook.

The findings show that second year baccalaureate (Ticket 2) speaking tasks present few real world tasks. Speaking tasks focus on dialogues rather than monologues. Through dialogues, students practice their communicative skills via expression and exchange of ideas

and different perspectives. Speaking tasks involve students in discussion dialogues more than role play ones. Nevertheless, speaking tasks focus more on instructional texts rather discussion. The majority of tasks direct instructions and information more than discussion. Speaking activities focus on the form rather than meaning, in other words; most of the tasks involve grammatical structure and conjugation. All speaking activities are accuracy oriented which stress instruction, directions, and sentence structure. Moreover, most of speaking tasks display individual work and pair work. Group activities are not presented.

In a nutshell, it has been noticed that common core speaking activities convey a communicative learning approach. In other words, speaking tasks introduce more real world tasks to pupils to discuss and speak about real situations. In addition, more fluency oriented in most speaking activities. Classroom organization focus on group work rather than individual ones. Nevertheless, first year and second year speaking activities focus on instruction and information. Speaking activities are accuracy oriented that is to say speaking tasks emphasize on grammar exercises and sentence structure. Besides, group work is not encouraged in speaking activities of" Gateway1" and "Ticket 2" textbooks.

4.4. Constraints and Civic Skills

The findings confirm the fourth hypothesis. There are many constraints inspired from implementing civic skills in class. High school teachers asserted many constraints such as: program, time and money, working conditions and environmental constraints.

4.4.1. Program Constraints

The findings show that textbooks are more as hinder when it comes to the implementation of civic skills, in other words; Moroccan secondary education textbooks do not respond to students' intellectual and communicative needs. Teachers characterize textbooks as: keen to teachers, pertinent, well structured, helper, aid, and meet teaching

learning objectives. However, textbooks can be an obstacle more than an aid. In other words, teachers argue that: "*textbooks are an aid to the process of learning since the teacher should be eclectic and can beyond the textbook but it can be an obstacle, hinder, 100% instructional, difficult, overloaded with information".*

Teachers consider textbooks as a facilitator for both teacher and students because it covers all the lesson objectives and exercises needed either in class or outside. Some teachers claimed that "*textbooks can become an obstacle if teachers do* not *go beyond the textbook*". Teachers see that all Moroccan textbooks as barriers preventing teaching from innovating and creating a suitable atmosphere for an effective teaching. They are badly designed, rarely meet students' needs and largely obsolete and archaic. Textbooks are overloaded with activities related to grammar and sentence structure more than activities that encourage interaction, reflection and debate. A teacher added "*Moroccan ELT textbooks prepare the students for the national exam".*

The literature confirms that the present day classroom practices are in almost schools and institutions dominated by textbooks and teaching materials. Today, students need to be equipped by a package of teaching materials that could be used to engage students in learning activities. It is obvious that no meaningful teaching takes place without adequate recourse materials (Grossman &Thompson, 2004).

The findings therefore approve that classrooms are dominated by textbooks. Teachers interviewed display that they use textbooks because it covers the lessons' objectives and goals, however; textbooks do not respond the needs of students in terms of activities and that enable them to apply theories acquired in the classroom. Teachers confirmed that Moroccan English textbooks could be an aid when it suggests interesting topics to deal with in class but sometimes, it is an obstacle when it dictates content that students need to study just to take exams. So time should be devoted to the coverage of this content rather than

focusing on learners' needs and weakness. Moroccan textbooks can be a constraint for teacher and students as well. In other words, teachers are obliged to cover all the textbook content to prepare students for the final exams. However; the lack of interactive activities and topic themes that rarely meet the students' interest could a reason behind the students' low ability to communicate, debate and provide ideas and thought of their own in class.

4.4.2. Time and Money Constraints

The majority of teachers do not use extra-materials in class because it is time consuming and needs lot of preparation. Thus, teachers take textbooks as the only materials in their teaching practices. The teachers claimed that the uses of textbooks are more practical and available. In addition, textbooks achieve the lesson objectives and easy to use. Besides, the use of textbooks does not need preparation and cover the whole class. However, the use of other materials is difficult and needs lot of preparation, work, money and time. Schools do not offer technological materials to make copies for students. Time constraint prevents teachers to organize projects and interactive activities related to students' real life situations. Students and teachers are bounded by textbook content that lead to final exams (regional and national baccalaureate exams).

Teachers claimed that textbooks are indicators of the objectives of language teaching in the country they back up exams (baccalaureate exams regional and national) they don't need much preparation for the lessons and can ensure wide class coverage. Hence, textbooks are available material, and it demands a lot of hard work and time to bring extra-materials. Besides, the context is not suitable to bring extra-materials (technology based materials).

4.4.3. Working Conditions

The results show that media materials are not used in classrooms. Teachers approve that working conditions prevent from the implementation of technology materials. Schools do

not offer media materials to use in class. Teachers are using technology when it is available in class. Besides, not all classrooms are equipped with materials that facilitate the use of it. Other teachers asserted some reasons behind the lack of the use of media materials like: time constraints, and frustrations of lack of equipment.

Some teachers assert that they are technology illiterate and schools do not offer professional development programs to enlighten them about the efficiency use of technology in class. Teachers asserted that schools do not offer technology materials; others claimed that they are time consuming.

4.4.4. Environmental Constraint

The results show that projects are not well encouraged in class due to many reasons and constraints such as: overloaded classes, time constraint, energy demanding, exam constraint and program constraints. Teachers interviewed approve that projects are time consuming activity and instructors are often stick with textbook program to be covered in limited time. Teachers do not organize class projects because it is time consuming. Sometimes, projects are assigned as homework. Besides, students do not have much time studying English. In addition, projects aren't taken seriously by students unless they are granted more marks.

Teachers agreed that classroom projects necessitate a follow up and a great effort on the part of students who are already burdened with other subjects (quantity vs quality). Besides, good projects need money. Schools do not provide support to organize extra-curriculum activities for students to practice what they learn in class. Lack of activities, media materials, working conditions are the main constraints that prevent an effective implementation of civic education.

V. Recommendations, Implications and limitations

This section presents some recommendation, implications and limitations of the study. This section proposes some propositions and implication concerning the implementation of civic education in ELT classrooms.

5.1. Recommendation

The results showed that students are not equipped with civic skills: Intellectual and participatory. Students express low thinking abilities such as developing conclusions, think of solutions, construct and defend arguments. In addition, students approve low abilities to: discuss social issues, collaborate, making decisions, solving problems, and listening carefully to others. During classroom observation, it has been noticed that the students' low intellectual and participatory skills is due to the lack of engaging activities that relate students' real life contexts. It has been observed that students rarely engaged in discussing social issues and collaborate with their classmates.

The majority of classroom lessons focus on grammar and structure more than communication and interaction. Most activities done in class involve either student's book or workbook. In addition to that, teachers interviewed approve that textbooks used in class do not respond to students' intellectual and communicative needs. Textbook activities rarely focus on communication and interactive tasks, instead the focus is on the form, structure and grammar. Besides, classes are not equipped with technology and most of the time classroom projects are assigned as homework because of time and program constraints.

In addition, statistics show that ELT textbooks do not respond to students' intellectual and communicative needs. In other words, the findings display that ELT textbooks do not demand higher-order thinking skills such as: analysis, synthesis, and evaluation. In other words, all reading activities of "Outlook", "Gateway 1" and "Ticket 2" focus on the low

thinking skills such as: knowledge and comprehension. Besides, the results show that "Outlook" common core textbook speaking activities indicate communicative approaches such as: group work, discussion, fluency, and real situations tasks. However, "Gateway1" first and "Ticket 2" second year baccalaureate speaking activities do not indicate a communicative approach. That is to say, these textbooks concentrate on real world task topics, form structure, instructional text types and accuracy oriented activities.

The results show that the Moroccan model discussed in the review of the literature through: charters, educational guidelines, white book and Moroccan constitution defined citizenship education as a vision and theory to be applied in the future. The findings show that an effective implementation of civic skills in English teaching language classroom is due to many constraints such as: working conditions, time, environmental reasons and program constraints.

This chapter addresses some recommendations and propositions concerning the implementation of civic education in general and civic skills: intellectual and participatory in particular from the literature. Some educators, specialist and theorist proposes some key challenging ideas, programs, pedagogy and performances to promote an effective and practical civic education that involve the whole educational structure: school, teachers, curriculum students, and parents.

5.1.1. School Culture

Schools are a microcosm where young people learn the way to learn, behave and act as responsible citizens in their daily experiences. Whereas, school culture can be defined as the guiding beliefs and values evident in the way school operates. School culture is a 'system of attitudes, values, norms, beliefs, daily practices, principles, rules, teaching methods and organizational arrangements (citizenship education in Europe, 2012).

School culture has a great influence on the way community acts. A successful implementation of citizenship education requires a school culture where participation based on democratic principles is encouraged and valued, providing students with opportunities to be involved in making decisions, which affect them (citizenship education in Europe, 2012). In some European countries, the national curricula and education regulation make explicit references to foster a school ethos and culture to promote citizenship education.

In some countries, the national curriculum and school regulation recommend that students should be given opportunities to be involved in and outside school, and specifically within their local community. In parallel, some democratic societal school activities intend to provide students with a forum for discussion and to allow them to voice their opinions on matters strictly related to school. Around a third of European countries make references in their regulations and recommendations or in their national curricula to the creation of a school culture likely to foster the development of citizenship skills (Citizenship in Europe, 2012).

5.1.2. Teachers and Teaching Performances

As citizenship is an important and integral part of the curriculum in all countries, appropriate evaluation tools and instruments are necessary to ensure effective citizenship education. Students should be assessed in the field of citizenship education through various subjects in which it is taught. In assessing students, teachers refer to the learning objectives of the subject concerned in the national curricula. Assessing students in their learning and active participation in school help student perform what they are learning through project-based work related to school life or community activities, and provide opportunities for evaluating students' active participation.

The reflective teaching programs aim to see the way teachers reflect in their school community. Alistair Ross (2012) conducted a research about the aspects and advantages of

reflective teaching programs for teachers in their school community where interviews were conducted for teachers to analyze different techniques and strategies used in these programs and to what extent these reflective programs were beneficial for the teachers.

The program interviews emphasize on different techniques elaborated in this program. The first aspect raised in this program is; the interpersonal aspect of their teaching skills. In other words, how teachers and students interact with each other? What are the students' attitudes toward their teachers and vice versa? The second aspect is about "class management" and "teaching strategies" employed in classroom like: discussion, group work, and social-problem solving activities. The third aspect, is about their aims as teachers and expectations as an example: Why are they going to participate in the program? What professional expectation they had? These questions encourage teachers to reflect on their pedagogical ideas, aims, attitudes, feelings, teaching choices, and actions.

According to John Dewey (1933), reflection teaching is a process in which teachers experience a difficulty, troublesome events, or experience that cannot immediately be resolved. The reflection process begins when teachers inquires his or her experience and relevant. Reflective teaching has been defined in terms of action research. Action research, in turn, is defined as a tool curriculum development consisting of continuous feedback that raises different problems in a particular school setting (Dudley, 2018).

5.1.3. The Teachers' Role in the Assessment of Learning

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 (Goode, Kingston & et al, 2010).

Assessment for learning directly influence students' learning process and outcomes by reinforcing the connections between assessment and instruction. Assessment for learning happens as an everyday teaching and learning practice to shape classroom teaching and learning processes. The assessment includes a portfolio completed by teachers, which include variety of classroom activities of students, and teaching methods used in classroom by teachers (Goode, Kingston & et al, 2010).

Nuhad Y Dumit (2012) identified three types of assessments; formative, summative, and diagnostic assessment. The formative assessment is the process of gathering information about classroom interaction activities, students' learning process and teaching methods used in class to identify learning needs. The summative assessment is a summary of student's performance including test and examination to judge the students' learning outcomes. The diagnostic assessment is designed to discover what students need to know? and what are they able to do? The instructor in the diagnostic assessment try to adjust the curriculum to meet each learners' unique needs.

5.1.4. Curriculum for Civics

Schools are widely to prepare young people for entrance to institutions of higher education and to aid in the socialization of students into society. The great mission of schools and higher institutions is to prepare and engage students for active participation in democracy. The aim and mission of civic education is to not only equip students with civic skills but also inspire students to take civic action and to prepare students for the action.

Schools and curriculum instruction must structure students the following knowledge as nation and history, political democracy, understanding of issues in their local communities,

civic participation and social movements, cultural diversity and national identity, leadership skills and decision making policy.

Curriculum and teaching content must meet each students' needs for a better learning process. Good and effective learning is to teach students the way to learn better, 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.

To foster deep civic education, schools must move toward educating and not schooling. Besides, Students should be respected as people to make change that is to say instructors should teach students that they can change the world. In addition to that, teachers should act like good community organizers. Teachers should raise students' interests and bring them to action. Finally, students should learn from their peer.

Besides, students should learn the skills and knowledge needed for extensive civic participation as part of the general curriculum for example: History classes could include extensive discussion of citizen and leaders and movements for social change. English classes could include discussion of the persuasive and informative writing that citizen leaders use. In math classes, students could learn basic statistics and the importance of qualitative analysis to many public policy decisions.

To conclude, civic participation across the curriculum would give students a wide assortment of the knowledge and skills that are needed for an active participation. To equip students with civic skills, schools, teachers and staff administrators must organize project-focused programs in which students can enlarge their knowledge and practice their skills in real world tasks. Curriculum instruction should inject students with communication and cross-

cultural skills in guiding students to work with people, and equiping them with necessary skills (Westheimer &Kahne, 2004).

5.1.5. School Community and Parent Partnership

The concept of community schools means creating an open space toward collaboration and partnership, and the ability to work together. Community schools should adopt a professional vision. In other words, schools tend to build partnership relationship. Schools must establish the concept of leadership, and to create a governance structure.

Partnerships make school much stronger that, one entity to do the work by itself. Partnership is rather a value and a commitment based on collaborative effort that can multiply the benefits to students. All partners must be involved in the development, that is to say a clear message for collaboration and cooperation has to be “we are in this together” (Pasillas & et al, 2011).

Engaging students in school governance has been the main objective in all countries. There are three main types of arrangements for student participation in school governance such as: election of class representatives, appointment of a class council, election of a student council and student representation on school governing bodies.

Class representatives are elected by a majority of students in a class, and are tasked with the general responsibility of representing students' interests. Student councils are representative bodies whose members are elected by all students in a school, while school governing bodies, such as school boards, are the highest management level within a school institution (Citizenship in Europe, 2012).

Many European schools establish some regulations and official recommendations for the creation of councils at class level where class representatives participate in the running of educational and other school activities. Generally, student councils are either class

representatives or they are directly elected to the student council by all students in the school. In some countries, some schools set their own regulations concerning some procedures for appointing members of the student council.

The participation of the student in school governance enable to exercise decision-making, a consultative, or informative role. A decision-making role is defined as when students' views must be taken into account by the school management. A consultative role is when students are entitled to give their opinions on school matters, but these are not binding on school management. The most limited role exercised by student representatives is informative, i.e. their role is only to inform other students of decisions made by school managers (Citizenship in European countries, 2012).

Parents' participation is very importance in school governance. Parents participate in various ways in most all countries. Except for some, the majority of European countries involve parental participation in school governance. Parents representatives may be involved in school governing bodies; all parents or their representatives can convene in parents' school council and/ or periodic meetings with the school head for the exchange of information or they can be involving in class activities. Parents' representatives on school governing bodies are usually elected by all parents in a school; although in some countries official regulations allow schools to decide their own appointment procedures (Citizenship in European countries, 2012).

5.2. Implications

This chapter addresses some implication and limitations of the study. In other words, this thesis presents some propositions and solutions concerning the implementation of civic education. In addition to that, this section introduces some limitations and restrictions that impacted and influenced the study. The results show that students approve low thinking and

participatory abilities and this is due to the lack of engaging activities in class. In addition to that, ELT textbooks do not respond to students' intellectual and communicative needs. The results show that there are many constraints implemented from an effective civic education illustrated through working conditions, program, time and environmental constraints.

The western model displayed some theories and approaches of an effective implementation of civic education in secondary and higher education. In the literature, some educators, specialist and theorist proposes some key challenging ideas, programs, pedagogy and performances to promote an effective and practical civic education that involve the whole educational structure: school, teachers, students and curriculum.

To begin with, school culture is an ideology that has a great influence on the way community acts. In some European countries, the national curricula and education regulation make explicit references to foster a school ethos and culture to promote citizenship education. Schools need to adopt new ideology and culture that opt for change and effective citizenship that involve students with equal opportunities and prepare them into active citizens.

School culture leads to school success in a way that foster improvement, collaborative decision-making, personal development. Collaboration required effective communication skills to develop better learning quality. Learning quality depends on two-way communication and excellence of students. In contrary, high power distance in education means teacher centered, in other words; teachers take all initiatives. A teacher is seen as the 'guru' who transfers personal wisdom and knowledge. (Fisher, 2012).

School culture is the set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the "persona" of the school. These unwritten expectations tend to create a team spirit of teachers, administrators, parents, and students to work together, solve problems, deal with challenges and failures for better learning quality. Schools should not focus on schooling and bureaucratizing, instead schools should educate and nourishes the

students' mind with knowledge, values, and skills. School cultures also include symbols and stories that communicate core values, reinforce the mission, and build a shared sense of commitment. (Peterson, 2002).

The results show that schools in Morocco do not provide extra-curriculum activities for students such as school clubs, projects, excursion that help students to activate their creative mind and enhance their cognitive skills. The lack of school activities evokes low motivation and willingness in students. A school with positive and professional culture, encourages staff development and successful curricular reform, then students' performance improves. In contrast, a school with a negative or toxic culture does not value quality learning, resists change, or devalues staff development and hinders success.

In a nutshell, there is no one best culture; however, recent research and knowledge of successful schools identify common features in professional learning communities. Schools, staff, students, teachers, and administrators must work together to enhance learning quality. Schools must adopt some important features to maintain lifelong learning which are: continuous learning, commitment and collaborative (Peterson, 2002).

As citizenship is an important and integral part of the curriculum in all countries, appropriate evaluation tools and instruments are necessary to ensure this subject area, is assessed. Indeed, the development of assessment methods that go beyond measuring the acquisition of theoretical knowledge has been identified as one of the major challenges in the field of citizenship education.

The results show that teachers interviewed have rarely participated in professional development such as training programs and workshops. the lack of professional programs might short sight teachers on various and diverse ways of changing the learning teaching from passive to active. The literature displays that the key challenge to make a better teaching learning environment for students is to have good reflective and effective teachers and

educators. So, how we best support teachers in the challenging profession of promoting their students' citizenship awareness and effective learning skills? Reflective programs help teachers to improve their teaching style, analyze classroom experiences and support each other.

Professional learning communities are seen to be one of the most effective models for teacher development because they can foster more sustained, relevant and coherent opportunities. In fact, professional learning can demonstrate in many places—at conferences, during workshops, at summer institutes, in university courses, etc.—and take many forms, such as collaborative inquiries, book club discussions, teacher action research, and lesson studies. (Levin, 2014).

Assessment is another effective model for teacher development. Teaching assessment is an integral and essential part of learning. Effective assessment takes place over time and is varied in its approach. Assessment can take two angles; the teachers' assessment and students' assessment. Teachers 'assessment is the process of gathering information about students learning that informs our teaching. However, the students' assessment is the process that informs them about their learning (Goode, Kingston and et al, 2010).

The aim and mission of civic education is to not only to equip students with civic skills but also inspire students to take civic action. Schools and curriculum instruction must structure students the following knowledge as nation's history, political democracy, understanding of issues in their local communities, civic participation and social movements, cultural diversity and national identity, leadership skills, decision making policy, cultural difference and diversity of backgrounds.

In fact, curriculum and teaching content must meet each students' needs for a better learning process. Good and effective learning is to teach students how they can help themselves to learn better, acquire basic skills and develop learning competences.

The result show that ELT textbooks do not respond students' intellectual and communicative needs. In other words, the findings show that reading activities do not demand higher-order thinking skills such as: analysis, synthesis, and evaluation. Besides, ELT textbook do not indicate communicative approaches.

To restore civic skills in students, schools, teachers and staff administrators could organize project-focused programs for civic education in which students can enlarge their knowledge and practice their skills in the real world tasks. Curriculum instruction should inject students with communication and cross-cultural skills in guiding students to work with people, and educating them on necessary skills (Westheimer & Kahne, 2004).

5.3. Limitations

This thesis encountered some constraints and limitations of the research. Citizenship education is a broad concept that tackles various approaches and theories. Citizenship education includes many civic learning components such as civic knowledge, skills and dispositions. However; the researcher chose civic skills in schools as a topic of research. In the beginning, the researcher wanted to investigate the implementation of civic skills in high schools as whole including all students, teachers and subjects. Nevertheless, the researcher talked to the supervisor and proposed to limit the scope of the research into a limited framework. The researcher chose the implementation of civic skills in English language teaching classrooms in Moroccan high schools since the researcher works with students of English department at the university.

The researcher wanted to investigate on the implementation of civic skills; intellectual and participatory in most Moroccan high schools in different cities and suburb areas. However, since the researcher conducted a triangulation design that includes questionnaire, classroom observation, and interviews. The researcher found it difficult to

investigate on the research topic at a large scale due to many constraints such as timing, large population, and money constraints. The supervisor then proposed Fes and Meknes cities and suburb area.

The researcher encountered some limitations during the data gathering. In other words, even though the researcher got an official permission from the regional directorate of education to start the field work for the distribution of questionnaire, classroom observation and interviews, some teachers did not give the permission to observe their classes. In addition, some teachers in which the researcher observed their classes did not want to be interviewed or recorded.

Conclusion

Citizenship education can be defined as educating children, from early childhood, to become clear-thinker and enlightened citizens who participate in decisions concerning society. Citizenship education is a concept based on the importance of civic knowledge, civic skills, and civic dispositions. This thesis highlighted the implementation of civic intellectual and participatory skills in English language teaching classrooms; a case study of high school in Meknes-Fes suburb areas.

This dissertation is divided into six chapters: The first chapter is the review of the literature which presented previous studies by researchers and specialists concerning citizenship education. The review of the literature is composed of two subchapters: The western and Moroccan citizenship education. The first chapter drew different perspectives and point of views between the Western and the Moroccan definition of citizenship education. It has been noticed that the Western model has started promoting and implementing citizenship education in most educational institutions (schools and universities) around Europe and United states of America 10 years ago and it is already in performance. There is a generation which benefited of the perception of citizenship education.

According to researchers, the notion of citizenship education is a whole process based on theory and practice, that is to say; it emphasizes knowledge and beliefs in general and skills, attitudes and performances in particular. The western model asserted that citizenship education in the 21st century should focus on civic knowledge, skills and dispositions. Educational programs for students need to adopt new curriculum vision that connect subject-courses taught at schools with real life social problems. Many researchers asserted that an active citizenship requires social and civic competences, which entail an understanding of how people can ensure social well-being. The major skill within social

competence is to communicate constructively in different environment, with the aim of collaboration. Critical thinking and communication are major skills of social competence.

The second sub chapter addresses the Moroccan definition of citizenship education. In other words, the notion of citizenship education is still a project of reform in the Moroccan model. This project is not reaching the same objectives of the western model. The Moroccan definition of citizenship education is more associated with the problem of restrictions and law put in front of learning which hinder the learning process. The Moroccan constitution addressed the concept of citizenship as sets of fundamental freedoms and rights; the right to the security of citizens and their kin to the protection of their assets. The notion of citizenship is related to rights and responsibilities in the Moroccan constitution.

The Moroccan educational charters and guidelines defined citizenship education as sets of basic principles which include the foundation of the system of education and development of rights and duties to gain national reform and mobilization. The Moroccan education and development system is guided by the national unity and the principles and values of Islam of the faith based on moderation, tolerance, creativity and positive production. According to the educational charters, the educational system of the Moroccan kingdom is united by its firm existence based on principles and sanctities of its faithful faith in God, the love of the country and the adherence to constitutional monarchy; it educates citizens with a desire to participate positively in public and private affairs.

The second chapter addressed the research design conducted for this thesis. This research conducted a mixed triangulation method to confirm or disconfirm research hypotheses. The third chapter addressed descriptive results of the research hypotheses. The findings disconfirmed the first hypothesis. High school students are not equipped with civic skills. The findings show that students of different levels and streams approve low intellectual and participatory abilities. The results showed a statistically significant difference between group

streams concerning their assessment of civic skills. It is found that common core streams have asserted good civic participatory abilities more than first and second year baccalaureate streams. However, all students of different levels and streams affirmed low intellectual abilities. The findings show a statistically significant correlation between students' low intellectual and participatory skills and the frequency use of classroom activities. The results show that students' low intellectual and participatory abilities is due to the lack of engaging activities such as: discussion, listening, group work and solving problem.

The results disconfirmed the second hypothesis. Classroom activities are not civically oriented. The majority of the lessons observed focused on grammar exercises and structure rather than discussion and debate. In addition, classroom lessons were not related to students' life, that is why; the majority of students asserted low motivation and willingness in class. The findings confirmed the third hypothesis. ELT textbooks do not respond students' intellectual and communicative needs. Textbook reading activities do not lead students toward high thinking skills: analysis, synthesis, and evaluation. Instead, most activities focus on the low order thinking skills like knowledge and comprehension. Moreover, textbook speaking activities do not indicate communicative language teaching approaches. In other words, activities focus on the form accuracy more than meaning and fluency. In addition, activities focus on individual more than pair and group work tasks.

The finding confirmed the fourth hypothesis. Teachers interviewed encountered many constraints that prevent an effective implementation of civic skills in ELT classrooms. Teachers agreed that working conditions are not helping to teach civically. The majority of classes are not equipped with technology and visual aids that is why teachers focus on textbooks more than other teaching materials. In addition, teachers confirmed that schools should organize extracurricular activities that help students practice skills they learn in class. In addition, teachers meet time and program constraints which prevent teachers to work on

projects with students. Teachers are limited by time and textbook program that should be covered by the end of the year; that is why teacher assign projects as homework.

The third chapter presented the significance of the study. The chapter discusses the findings of the hypotheses results. The fourth chapter addressed some limitations of the study. the chapter addressed the study limitations and obstacles encountered during the research process. The fifth chapter presented some implications and limitations of the study. The chapter proposed some implications that schools should adopt to implement an effective citizenship education. Citizenship education must assist every young person in acquiring knowledge and skills to act as responsible individuals and citizens in their communities. Participating in extracurricular activities, help students to engage with other students in situations that do not involve coursework. The sixth chapter displayed some recommendations that the whole school organism should adopt to implement an effective citizenship education as: (1) school culture, (2) teaching performances, (3) curriculum, (4) school community and partnerships. To conclude, the implementation of civic skills in ELT classrooms is not encouraged in the Moroccan model, however; the western model started citizenship education 10 years ago and has already been in performance.

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Appendix A

Questionnaire: Piloting

QUESTIONNAIRE FOR HIGH SHCOOL LEVEL STUDENTS COMMON CORE, FIRST YEAR BACCALAUREATE, AND SECOND YEAR BACCALAUREATE

This questionnaire is designed to examine practices, perceptions and patterns of civic skills in secondary education. It would be nice of you to contribute to the filling of this questionnaire.

Educational level:

Stream:

School name:

Part 1: Check the appropriate numeric response to each question

Competences and skills	1=Very poor	2=Poor	3=Average	4=Good	5=Excellent
Communication skills					
How able are you to communicate easily in class?					
How able are you to make decisions?					
How able are you to express your ideas easily?					
How able are you to discuss your ideas with your classmates?					
How capable are you to solve problems when working on projects in class					
How able are to cooperate with your classmates?					
How able are you to listen when people talk about things you don't agree with?					
Intellectual skills					
How able are you to link what you are learning in class with the outside world (community)?					
How able are you to construct and defend your arguments?					
How able are you to develop conclusions after discussing a topic?					
How able are you to make decisions for your future plans?					
How able are you to make your own conclusions after a debate?					
How able are you to make your own conclusions after watching videos for example (news, speeches, documentaries)?					

Part 2: Check the appropriate response to each question

Implementation of civic skills: in and outside classrooms.		
	Yes	No
Does your English teacher and staff administrators organize extra-curriculum activities for common core, first year and second year baccalaureate in city and suburb areas.		
Do you have school clubs in your institution?		
Have you ever taken the responsibility of class representative in your school?		
Do you work on projects in groups in class?		
Do you play videos for class discussion in class?		

Part 3: Check the appropriate numeric response to each question

Teaching civically through classroom activities.				
	1 =Always	2 =Sometimes	3= Rarely	4=Never
Do you give oral presentations in class?				
Do you discuss community issues in class?				
Group work				
Projects				
Grammar				
Listening activities				

Appendix B

QUESTIONNAIRE FOR HIGH SHCOOL STUDENTS

COMMON CORE, FIRST YEAR BACCALAUREATE, AND SECOND YEAR BACCALAUREATE

The Implementation of Civic Skills in English Language Teaching Classroom

This questionnaire is designed to examine practices, perceptions and patterns of civic skills in secondary education. It would be nice of you to contribute to the filling of this questionnaire.

Educational level :

Stream :

School name :

Part 1: Check the appropriate numeric response to each question.

	1=Very poor	2= Poor	3=Average	4 =Good	5=Excellent
Intellectual skills					
Q1: I am able to give my ideas when discussing social issues in class.					
Q2:I am able to defend my ideas using arguments when discussing social issues in class.					
Q3:I am able to develop my own conclusions when discussing social problem topics in class.					
Q4: I am able to think of solutions when discussing social problem topics in class.					
Participatory skills					
Q5: Before I take a final decision; I am able to create a list of options and process all the probable solutions.					
Q6:I am able to solve problems I face when working on projects in groups: (task difficulty, time management, members not contributing and conflict between group members).					
Q7:I am able to discuss my ideas with my classmates in class.					
Q8:I am able to express and explain my ideas using my own words in class.					
Q9: I am able to listen carefully when my classmates discuss their opinions in class.					
Q10:I am able to work in group with my classmates on a given task.					

Part 2: Check the appropriate response to each question.

Implementation of civic skills: in and outside classrooms.		
	Yes	No
Q11: Does your English teacher and staff administrators organize extra-curriculum activities for common core, first year and second year baccalaureate in city and suburb areas.		
Q12: Do you have school clubs in your institution?		
Q13: Have you ever taken the responsibility of a class representative in your school?		
Q14: Do you work on projects in groups in class?		
Q15: Do you play videos for class discussion in class?		

Part 3: Check the appropriate response to each question.

Teaching civically through classroom activities.				
	1 =Always	2 =Sometimes	3= Rarely	4=Never
Q16: Do you give oral presentations in class?				
Q17: Do you discuss community issues in class?				
Q18: Group work				
Q19: Projects				
Q20: Grammar				
Q21: Listening activities				

Appendix C

Classroom Observation Box

Are students actively engaged in class?_____

Are students participating in class?_____

Are students cooperating in class?

Do students listen to each other's 'responses_____

Are students motivated in class _____

Are there any marginal students?

Are the students cooperating? ___

Check all types of activities observed

___lecture ___group work activity_____discussion_____

___images_____datashow_____ video_____ Datashow_____

___role play_____, ___other interactive activity_____

Pair work_____ round table_____ individual work_____

- What kind of materials is the teacher using in the classroom? Specify_____
- Is Teacher starting with a warm-up?_____
- Is the teacher connecting the lesson to students' life?_____
- Is the teacher encouraging students to speak their thoughts?_____
- Is the teacher giving a proper feedback?_____
- Is the lesson relevant to students' life?_____
- Is the teacher using classroom space?_____
- Is the lesson relevant to students' life?_____
- Is the lesson raising a social problem?_____

Appendix D

Interview for teachers

Interviews were conducted to answer the research hypothesis. Most interview questions were developed from the class observation.

1. Teachers' profile:

Sex ☐ Female ☐ Male

Age ☐ 20-30 ☐ 31-40 ☐ 41-50 ☐ 51-60

Educational level ☐ Pre-service educational center (ENES) ☐ B.A ☐ MA ☐ PhD

- How long have you been teaching?
  ☐ Less than 10 years ☐ 10-20 ☐ 21-30 ☐ 31-40
- How long have you been teaching at your current school?
  ☐ Less than 10 years ☐ 10-20 ☐ 20-30 ☐ 30-40
- Have you ever participated in any professional development activities?
  ☐ Workshop Seminar ☐ Conference ☐ Training
- School name: …….
- City: ……
- Please do name three words that describe you as a teacher
  ……
- Do you consider the textbooks you are using in class more as an aid or an obstacle?
- Why teachers use textbooks more than other materials?
- What makes common core textbook lessons more relevant to students than first and second year lessons?
- Why students find difficulties discussing topics in the classroom? Please explain
- Do you think textbooks respond to the students' communicative and intellectual needs? According to you, why teachers do not use technology in class?
- Do you think that students listen to their classmates when speaking? Please explain
- Should teachers encourage students to use more classroom space for class activities?
- Do you think crowded class prevent students from developing their speaking skills?
- Why classroom projects are not encouraged in class?
- Do you think secondary textbook projects raise students' interest?