

Global Citizenship Education in the Algerian Primary EFL Textbook: A Critical Discourse Analysis

تعليم المواطنة العالمية في كتاب اللغة الإنجليزية كلغة أجنبية للمرحلة الابتدائية في الجزائر: تحليل الخطاب النقدي

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Article abstract:

English as a foreign language has become one of the 21st century's skills within the current educational systems. Hence, EFL textbooks play a central role in shaping global citizenship education through their texts, activities, structure and overall content. This study aims to investigate an underexplored area of global citizenship values embedded in the Algerian fifth grade primary educational textbook. To this end, the study opts for a qualitative research design based on Fairclough's three-dimensional model whereby a critical discourse analysis is conducted. The analysis centers on investigating the representation of local and global cultures along gaining an understanding about the extent to which young learners can be equipped with the needed skills, competence and awareness to become "global" citizens. The findings reveal that the textbook incorporates aspects which promote G.C.E though stronger emphasis on a balanced approach for more global perspectives is required.

Key words: Global citizenship education; critical discourse analysis; EFL textbook; Algerian Primary level; interconnectedness.

ملخص المقال

أصبحت اللغة الإنجليزية كلغة أجنبية إحدى مهارات القرن الحادي والعشرين في الأنظمة التعليمية الحالية. ولذا، تلعب كتب تعليم اللغة الإنجليزية كلغة أجنبية دورًا محوريًا في صياغة تعليم المواطنة العالمية من خلال نصوصها وأنشطتها وبنيتها ومحتواها العام. تهدف هذه الدراسة إلى استكشاف جانب لم يُدرس بشكل كافٍ من قيم المواطنة العالمية المتضمنة في كتاب تعليمي للصف الخامس الابتدائي في الجزائر. ولتحقيق هذه الغاية، اعتمدت الدراسة منهجًا بحثيًا نوعيًا قائمًا على نموذج فيركلو ثلاثي الأبعاد، حيث تم إجراء تحليل نقدي للخطاب. يركز التحليل على دراسة تمثيل الثقافات المحلية والعالمية، بالإضافة إلى فهم مدى إمكانية تزويد المتعلمين الصغار بالمهارات والكفاءات والوعي اللازم ليصبحوا مواطنين عالميين. تكشف النتائج أن الكتاب المدرسي يتضمن جوانب تُعزز تعليم المواطنة العالمية، مع ضرورة التركيز بشكل أكبر على منهج متوازن يُتيح منظورًا عالميًا أوسع.

كلمات مفتاحية: تعليم المواطنة العالمية؛ تحليل الخطاب النقدي؛ كتاب تعليم اللغة الإنجليزية كلغة أجنبية؛ المستوى الابتدائي الجزائري؛ الترابط.



Introduction

English as a foreign language has contemporarily taken a significant role especially within global educational systems. Hence, conceptualizing the impact of the English language in promoting global citizenship understanding and tolerance is highly put under demand. Accordingly, Global Citizenship Education (GCE) aims to foster the promotion of values, civic engagement and responsibility among learners who are required to possess solid mechanisms so as to become active citizens in a world characterized by globalization (Akkari & Radhouane, 2022). In Algeria, there is a growing need to reach alignment with multiple functions in education to name but a few the recent inclusion of English at the primary school level which consequently signals early exposure of learners to the target language and culture. The Teaching of English (2022) highlights tailored efforts aimed to open new avenues for learners for long-term objectives. Mainly, language in education functions as a prominent tool for enhancing learners' linguistic, cultural, social and civic competences.

Central to this matter, the textbook is not only considered as an essential pedagogical tool but also as a material that carries knowledge from different angles that can shape identities, values, norms and global worldviews. Consequently, global citizenship education stands as a momentum in extending our exposure to differences and "otherness" (Giroux and Bosio, 2021, p.04). In this regard, this study examines to what extent global citizenship education is embedded in the Algerian primary school textbook of the 5th grade whereby educational and ideological patterns can be identified. Despite the existing literature in relation to English language textbooks evaluation at the primary school level, GCE discourse in such category of textbooks remains insufficiently explored. By incorporating a critical discourse analysis, the uncovered paradigms of GCE can be critically investigated. This research qualitatively seeks to bridge the gap between curriculum design aspiration of primary EFL textbooks and the possible representation of GCE values.

1. Literature Review

1.1 Global Citizenship Education Significance:

The concept of "global citizenship" has been described as a multifaceted labeling, particularly as "a deeply fraught notion, comprised of two terms that, on their own, warrant careful consideration" (Thomas and Banki, 2021, p. 733). It denotes the possession of global awareness in today's interconnected world. In a broader context, global citizenship extends beyond local belonging to encompass international borders. Based on (Smith et al, 2024) the terms "global" and "citizenship" often carry a vague meaning, requiring a need to a clear conceptualization. A key perspective highlights a close relationship between GC and global citizenship education (GCE), which, according to Peterson (2020, pp.1-2) "the term is now fairly ubiquitous within academic discourse". Accordingly, it serves as an extension to global citizenship concept, the latter reflects concretized educational practices. Within a world characterized by multiplicity of challenges, equipping learners with the needed skills and competences related to good citizenship remains indispensable.

In this regard, the UNESCO (2015, p.15) introduces a definition to GCE by mentioning that it is described as the cultivation of knowledge, skills, values and attitudes that learners need in order to contribute to a more inclusive, just and peaceful world. Therefore, its effectiveness extends to educate learners on how to become "aware citizens", able to be integrated within the current global community. Furthermore, the UNESCO (2022, p.113) further indicates that "the learner who assumes responsibility for world making with other beings must be placed at the centre of education". This perspective has

implications for educational practice in nearly all domains. Thus, a transformative role of GCE across the educational settings whereby education is prone not solely to knowledge but rather it needs to build roots of attitudes, values, empathy and responsibility among learners. It is worth noting that global C.E is considered as a key component in promoting the sense of openness towards both local and global cultures. As noted by (Pierce et al, 2010, p.167) GCE is directly linked to “awareness, caring and embracing cultural diversity”. This perspective recognizes the importance of elevating individuals’ awareness of GCE which remains an active value - based process. Also, education should combine cognitive, affective and behavioural constituents for a better contribution to society.

1.2 Textbooks as Global Citizenship Education Transmitter:

From another angle, Smith et al (2024) emphasize the pillar role that educators play in preparing learners for the development of critical awareness that combines both social responsibility and ethical community engagement. Notably, Akkari and Radhouane (2022) indicate that the school remains a fundamental bridge that empowers learners’ abilities to become prepared citizens for the future. The most suitable space to exercise citizenship is mainly educational environments where smaller communities of individuals are established and co - exist.

As central criteria of formal education, textbooks are considered to serve as mediators of learning sources and materials and since the intensification of globalization has had an impact on educational systems (Hadjeris, 2020), textbooks offer a vehicle for transmitting GCE notions to learners’ everyday practices. Lahmar (2025) acknowledges that textbooks need to communicate language elements along with intercultural understanding. Collectively, analyzing the contents of primary school textbooks in particular remains a significant area of research inquiry.

2. Methodology:

2.1 Research Design

The present study opts for a qualitative research design using Fairclough (1995) critical discourse analysis for a multi-layered examination of the English language textbook of the 5th grade of the primary school level “My book of English”. It encompasses three-fold dimensions mainly textual, discursive and social levels. Accordingly, this model explores the interplay between linguistic, visual and cultural contents that promote towards the integration of global citizenship education among learners.

2.2 Research Objectives

The research study focuses on uncovering the main objectives below:

- 1- To identify the extent to which GCE principles are omnipresent in the selected textbook (5th grade) → related GCE themes across the material’s content.
- 2- To examine those representations of local and international - cultural realities → to explore relations between global identities and their discourse representations.
- 3- To explore key areas which foster learners’ global citizenship awareness and national belonging. → deducing themes related to global awareness, responsibility and tolerance.

The selection of the 5th grade textbook is based on the following criteria:

- a- At this level, the fifth grade English Language provides a more complex content in terms of linguistic and cultural elements that are deeply demonstrated through a variety of themes.
- b- As pupils reach the final year of primary education, the current inquiry seeks to explore the nature of the discourse constructed logically at this fundamental stage of primary education.
- c- Choosing the 5th year is synonymous to three consecutive years of studying English. Thus, it is an evaluative contribution to uncover whether the exposed content supports an effective reception of GCE values.

2.3 Research Questions

- 1- To what extent does the 5th grade EFL primary level textbook reflect GCE notions?
- 2- How are discourse types in the textbook constructed, interpreted and socially represented?

2.4 Data Analysis

The use of Critical Discourse Analysis (Fairclough's, 1995) enables the researcher to move beyond the linguistic content towards the identification of meaning constructed in the textbook available discourse. The former accumulates the textual level which indicates the selection of themes, vocabulary and textual representations. Then, the discursive level/practice denotes how cultural content is produced, repeated and emphasized. Finally, the social practice questions the link between the national and global interconnectedness in terms of identity and global citizenship.

Analysis of the Main Findings

The analysis phase represented in this section addresses the research questions designed earlier. Using CDA framework captures an interpretative social meanings and themes embedded within the chosen textbook. Overall, the following table provides an overview about the corpus concerned in this study. It mainly includes the textbook title under a bibliographic representation in addition to the authors, grade and the number of texts included. The upcoming stage of data analysis is categorized in three main parts: respectively: textual, discursive and social.

Book Title	Author (s)	Grade	Number of Pages	Number of Texts
My Book of English	Samira Charit & Fatima Zohra Bounihi	5th	96	31

Table1: Fifth Grade Primary School EFL Textbook (Bibliographic Description)

1- The Textual Level

This initial level aims to reveal the meanings conveyed through the discourse. It seeks majorly to identify the manifested educational, cultural and social values.

Indicator	Sample (s) from the book	Page Number	Interpretation
Community Roles	"I am a dustman. I clean the streets."	22	Focus on making contributions to the community.
Social Responsibility	"He helps people in need."	21	Focus on helping society and caring for others.
Road Safety	"Use the zebra crossing." "Don't run on the road"	59	Focus on safety behaviour in public spaces.
Mobility	"I like travelling by train."	69	Awareness of transportation means and movement.
Cultural Openness	"I am Yacine from Yemen."	53	Openness to other cultures.

Civic Awareness	"Walk on the pavement."	61	Responsibility towards society/ Active citizenship.
Social Roles	"I am a teacher. I teach Arabic in a school."	11	Different labours in society.
Cooperation	"How can I get to the library, please?"	56	Moving together as collective actions.

Table2: Textual Level (Source: My book of English, 5th Grade)

The table above illustrates the various indicators explicitly interpreted through the excerpts provided. Initially, the samples taken are likely noticeable since they show a tangible connection between civic, social, cooperative and cultural dimensions which strengthen pupils' awareness and responsibility.

To begin with, as far as community roles are concerned, the excerpt "I am a dustman, I clean the streets" (p.22) offers a declarative simple sentence which outlines the notion of people's contributions for a sustainable, equilibrated society whereby roles complement one another in a purely homogeneous manner. Another excerpt "He is an engineer". "He designs houses and huge bridges" (p.13). The examples given foreground that the distinct roles individuals can take are closely related to a complementary addition for a cooperative community. Within the same line, the sentence selected "He helps people in need" (p.21) maintains learners' care for others as a means of empathy and solidarity. Reinforcing pupils' mutual assistance and help is a mere essence of effective citizenship. Furthermore, as safety is one of main practices to be taught, these imperative statements such as: "Use the zebra crossing", "Don't run on the road" (p.59) enhance their awareness to take the possible, safe behaviour especially in public spaces. Those directives help learners avoid any harm that they may face in everyday life.

In addition, as part of global citizenship education, raising young learners about modes of transportation is mandatory, the statement "I like travelling by train" (p.69) fosters the role of transport means in order to facilitate movement and connectivity among society groups. Another statement: "Nadjib likes travelling to Annaba by boat" (p.68). Also, a question which indicates the choice between travelling systems "Do you like travelling by plane or by boat Tarek? (p.69). In doing so, guiding learners through the distinction between means of transport reflects the importance of integrating "mobility" as one of the main themes in the textbook.

At the primary level, emphasizing values such as socialization, respect for diversity increases pupils' understanding of both local and global convergences and divergences. In "My book of English", the sentence: "I am Yacine from Yemen" (p.53) is likely to highlight openness to other nations and cultures. Another says "I am from Kuala Lumpur" (p.49). These textual illustrations implicitly foster acceptance of the intercultural exchange among people who do not necessarily share similar language or cultural backgrounds. Moreover, the statement "Walk on the pavement" (p.61) triggers the sense of responsibility to those behaviours in public spheres.



Illustration 1: Cultural Openness (Source: My book of English, 5th Grade)

2. The Discursive Practice

Based on the discursive level, the analysis examines contents which can reveal messages related to everyday situations. Once a variety of statements, questions, interactions and role-play dialogue are integrated, the communicative use can be consequently leveraged. The table below represents indicators, illustrative excerpts and their interpretation closely related to the discursive level related to “My book of English” textbook.

Indicator	Illustrative Excerpt (s)	Page	Interpretation
Dialogue Discourse	“Are you a surgeon Dr. Belkacem Haba”?	56	Promoting interactive communication.
Narrative Discourse	“My grandparents live in Ifri. It is a very nice and calm small village.”	42	Understanding sequences of actions & events.
Role-play Activities	A: Use the crosswalk B: I will	62	Simulating real-life situations.
Instructional Discourse	Go straight ahead. Turn left.	56	Providing guidance and directions.
Songs	Twinkle, Twinkle	57	Supporting language through repetition and rhythm.

Table 3: Discursive Practice (Source: My book of English, 5th Grade)

a- Dialogue Discourse

In order to promote interactive communication the use of dialogues encourages pupils to exchange patterns such as: asking for information, introducing one's self, asking questions etc. An illustrative excerpt can be given in this regard: "Are you a surgeon Dr. Belkacem Haba"? (P.16) similarly, "Are you a doctor uncle Djamel? (p.14). Through allowing more discursive texts, pupils can actively enhance their communicative competence and develop their interpersonal skills.

b- Narrative Dialogue

The texts that carry narrative notions tend to cognitively improve pupils' understanding of how events and actions are meaningfully sequenced. To exemplify more, an excerpt mentions: "My grandparents live in Ifri"; It is a very nice and calm small village" (p.42). Also, these types of discourse not solely give information about the narrated content but rather they connect events, places, people and other elements. As a result, there is a logical link between language points and the social, cultural or even educational contexts.

c- Role Play Activities:

The short dialogue that follows "A: Use the cross walk. B: I will (p.62) stresses out the importance of integrating pupils within real-life situations through which language can be vividly practised. Firstly, simulating conversations, showing roles among learners reflects learning by "experience". Any role in conversation even if it is individual remains mandatory for a naturalized discourse instruction.

d- Instructional Discourse

Among the mechanisms that reflect the needed guidance used in instructional discourse is the performance of functional language in everyday communicative activities. Thus, the excerpt "go straight ahead, turn left" (p.56) indicates a close relationship between procedural language and behavioural guidance. Another sample "go along this street, turn right, the town hall is opposite the garden" p.56. Accordingly, it reinforces action-driven communication.

e- Songs

The song "twinkle, twinkle" (p.57) denotes a combination between the written text and the musical discourse. Practically, these are not only used to facilitate learning but also to enhance pupils' phonological awareness and maximize their engagement.

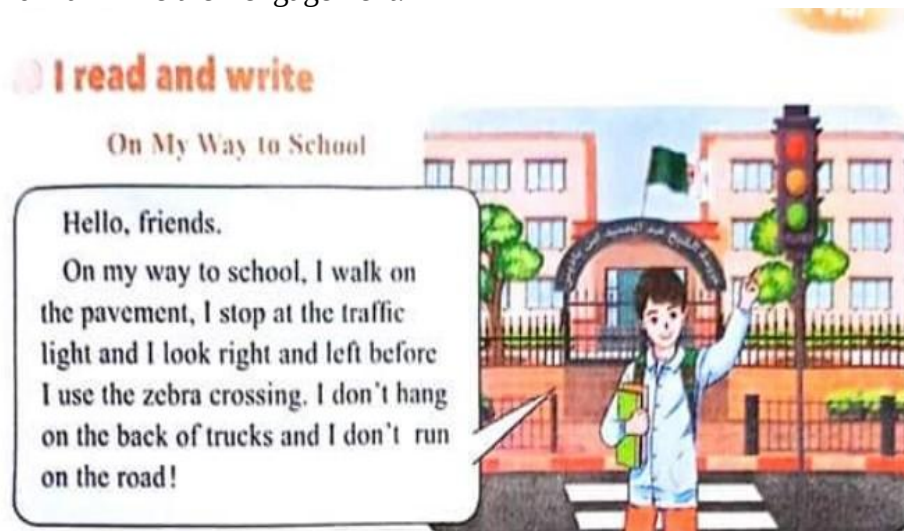


Illustration 2: Instructional Discourse (Source: My book of English, 5th Grade)

3- The Social Practice

At the social practice, the study explores how educational discourse mirrors those social values and responsibilities. Through this type of discourse, the textbook reveals social meaning and contributes towards

spreading notions of environmental, civic, and intercultural awareness among learners. The table below classifies indicators related to the social practice along with sample excerpts and their interpretations.

Indicator	Illustrative Excerpt (s)	Page	Interpretation
Environmental Awareness	I dislike throwing garbage in the playground.	35	Developing environmental responsibility.
Rural Community Life	A Nice Village: Ifri	42	Social bonds and appreciation of rural traditions.
Urban Belonging	There is a university in my city.	44	Enhancing learners' roles as active members of urban spaces.
Intercultural Awareness	The route of aunt Affef's itinerary in London.	86	Promoting openness towards cultural diversity.
Shared Mobility Culture	Let's book plane tickets.	82	Promoting collective/shared transportation systems.
Professional Aspiration	I want to be an engineer.	17	Importance of achieving careers goals and opportunities.

Table 3: Social Practice (Source: My book of English, 5th Grade)

a- Environmental Awareness

The statement "I dislike throwing garbage in the playground" (p.35) indicates shaping learners' attention towards environmental responsibility development. By mentioning what to do and what not to do, public cleanliness is recognized as a shared practice. In doing so, the quality of discourse promotes an attitude fostered by good conduct and environmental ethics.

b- Rural Community Life

The example referring to "A nice village: Ifri" (p.42) reflects the significant role of appreciating one's own natural community. The identification of connectedness, simplicity and traditional lifestyle heritage through the discourse strengthens social bonds among learners from an early age. Such representations vis à vis the discourse acknowledge a harmonic community.

c- Urban Belonging

The sentence taken "There is a university in my city" (p.44) this type of discourse portrays the role of social development and progress. Bringing university as one example situates the centrality of higher education as an opportunity for self-development. Raising learners' awareness of the possible roles they can merely achieve through being active members of urban spaces. Picturing urban cities within the discourse contributes to promoting a pursuit of social and educational accessibility.

d- Intercultural Awareness

Learners while studying a foreign language are required to be exposed – at a moderate degree - to the target cultural diversity since the contemporary world becomes an open window of intercultural exchanges.

An example is suggested from the textbook “the route of aunt Afef’s itinerary in London (p.86). As part of global citizenship education principles, the reference to other cultural experience promotes the true meaning of tolerance and mutual respect.

e- Shared Mobility Culture

The expression “Let’s book plane tickets” (p.82). The discourse in this regard introduces themes related to the collective, shared transportation systems; these are introduced as mobility practices across different cultural, geographical and societal boundaries. Ultimately, learners recognize the infrastructure advancement and people’s connectivity.

f- Professional Aspiration

The discourse that envisions long-term personal achievement is an impetus to pupils to ambitiously build their future expectations and aspiration. The statement “I want to be an engineer” (p.17) reflects a logical link between the importance of pursuing an educational path and achieving a career goal or opportunity. These representations encourage young learners to regard personal fulfillment as an outcome after the upcoming years of schooling.

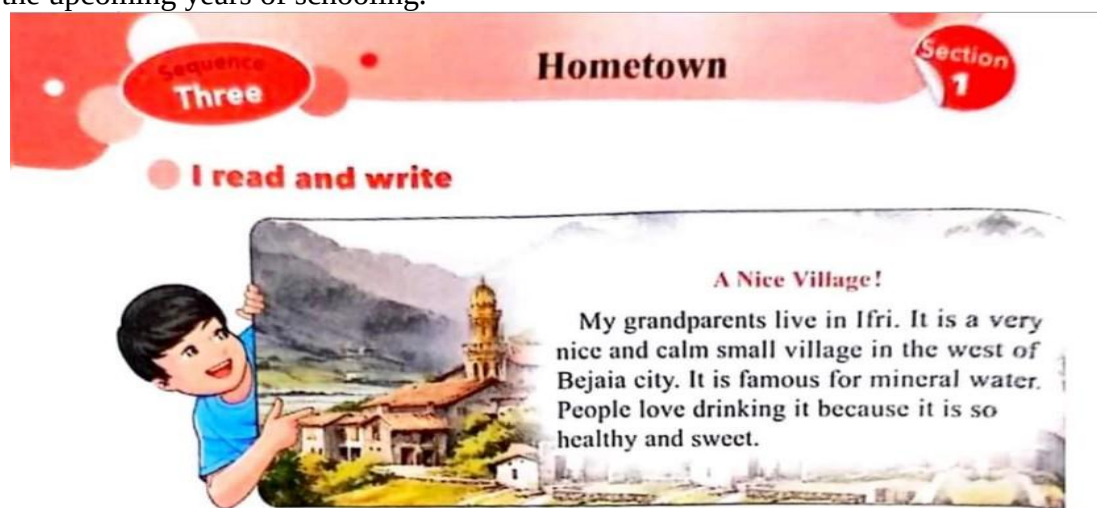


Illustration 3: Rural Community Life (Source: My book of English, 5th Grade)

Discussion of the Main Findings

The main findings reveal that the three dimensional levels of CDA correlate between language use and linguistic features included within the textbook. When taken together, the 5th grade textbook embeds textual, discursive and social meanings in a non - isolated crafting, indicating an interconnection between knowledge representation and cultural indicators. Pedagogically, the content delivered through the targeted textbook denotes an internalization of desirable civic norms and behaviours while simultaneously preparing learners to use English not only within local borders but also in global contexts. This aligns with the inputs of EFL education to prepare learners to become “Anglophone English users” (Nguyen et al, 2020). Additionally, by incorporating thematic indicators, the study analysis accentuates a logical attempt to line up the textbook content with the international expectations of sustained citizenship. Hence, EFL textbooks are also a huge carrier of knowledge (Guo & Feng, 2015).

What emerges from the analysis is that textbook content can serve as a crucial step towards raising learners’ awareness of their roles as future global citizens. It contributes to the cognitive and affective development of these learners, by fostering the sense of responsibility toward oneself and others as well. Such findings further indicate that global citizenship education can be well established by identifying the integration of both local and global cultures. By incorporating educational discourse which goes in par with language learning and civic values, learners can take part in authentic everyday scenarios about their own social and cultural background and ultimately empower them to understand and appreciate other voices

(Zhang & Su, 2021). The findings therefore suggest that textual elements support learners' positive perceptions towards environment and community responsibility. Overall, the textbook reaches to build a linguistic support accumulated through social and cultural notions. Despite the relevant themes deduced, certain aspects related to global issues and environmental challenges could be further integrated and deepened. Since GCE is not conflict - free there is a tendency of over - idealization which needs to be addressed constructively. Also, the world is confronted to changes, difficulties and various problems which requires GCE to promote the development of meta - cognitive capacities that encourage responsible actions (Akkari & Maleq, 2020).

While several aspects of global citizenship education are introduced, the textbook can be further strengthened by the inclusion of more diversified global content which could enhance learners' understanding of other cultures (Tajeddin & Pakzadian, 2010). Although, the textbook offers an interesting conceptualization of the environmental responsibility, it does not account for global challenges that necessitate greater actions. Taken together, despite the existence of intercultural awareness traits, the textbook can further encourage deeper aspects of cultural difference which in return maximize learners' awareness more effectively. Furthermore, previous research (Rashidi et al, 2016), drawing on (Kachru, 1985) "World Englishes" model, made a selection of three EFL textbooks from three different Circles respectively; Inner, outer and the expanding Circle. As for the expanding circle is concerned where English is regarded as a foreign Language, EFL textbooks approach the local culture with priority at the expense of the global ones. On a latter, the privilege that can be devoted to learners' own culture is a support to their identity and sense of belonging however; sidelining global perspectives can limit global awareness and increase culture shock. Along with a thoughtful integration of cultural components into textbooks content, there is a need to consider learners' culture, age, cognitive, psychological and social backgrounds.

The findings indicate that despite some limitations, the textbook indicates a coherent progression since various discourses are integrated. Consequently, pupils' language development is enhanced adequately. Moreover, the visual illustrations systematically reflect familiarity due to the reinforcement of simplicity, sense of belonging and accessibility. However, the over exposure of familiar characters may confine pupils' perception about other identities and decrease situating themselves as global speakers of English (Tomlinson & Masuhara, 2013). In doing so, the presence of social norms, values and real - life experiences are relevant examples of textbook's priority to meaningful communication rather than abstract content. Hence, linguistic simplicity should not be regarded as a constraint because it is a pedagogical plan for a solid language development. Since English has been introduced with mosaic content where language and varieties of language co - exist, its teaching can be closely influenced at several linguistic and cultural levels. What is more, the findings underscore the usefulness of conducting a critical discourse analysis as a qualitative tool for eliciting and understanding the closer multi- dimensional tie up between EFL textbooks and global civic education in Algeria.

Limitations

Despite offering a valuable contribution, several limitations need to be acknowledged. First, focusing on a single primary school level textbook may not fully represent a generalizability of the findings since other levels can exhibit other contexts and materials. Second, using a qualitative approach based on critical discourse analysis may lead somehow to subjectivity even though it remains suitable for exploring dimensions about ideology within the discourse. Third, the study does not account for teachers' perception along with classroom - context. Finally, future inquiries can provide other angles for GCE integration.

Conclusion:

The study centers around how GCE is represented within the fifth grade primary school textbook based on a critical discourse analysis. It also confirms the usability of C.D.A in uncovering the consistency of educational discourses towards a sane global citizenship interweaving. So, textbooks should contribute towards shaping learners' identities and build a balance between mutual intelligibility and critical thinking engagement.

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